

What Can I Eat? Healthy Choices for American
Indian and Alaska Native People with Type 2
Diabetes

Culturally Tailoring and Evaluating a Diabetes Nutrition
Education Program for Tribal and Urban
American Indian and Alaska Native Communities

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Centers for American Indian and Alaska Native Health

IHS Division of Diabetes Webinar 2022

Advancement in Diabetes Webinars

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- Program development and evaluation support: Kelli Begay, Teresa Hicks, Sara Mumby, Sarah Roman, Lisa Scarton

Learner Objectives

After attending this webinar, attendees will be able to:

1. Describe key community-based findings that informed program adaptation for American Indian/Alaska Native (AI/AN) adults with type 2 diabetes
2. Describe the AI/AN *What Can I Eat?* program
3. Summarize program development process
4. Describe key program delivery and evaluation protocols related to COVID-19

Nutrition Education and Diabetes Self Management Support

- Improved blood sugar management
- Improved blood pressure management
- Decreased food insecurity
- Prevention and management of diabetes-related complications

Original “What Can I Eat?” Program

- Developed by the American Diabetes Association and is entitled “What Can I Eat? Healthy Choices for People with Type 2 Diabetes” (WCIE)
- Includes five 90-minute, in-person, interactive nutrition-specific, diabetes education lessons led by RDN which aims to answer the most common question people with diabetes ask their dietitian, “*What Can I Eat?*”
- Complements Diabetes Self-Management Education and Support (DSMES) programs



What Can I Eat?

Healthy choices for people with
Type 2 Diabetes



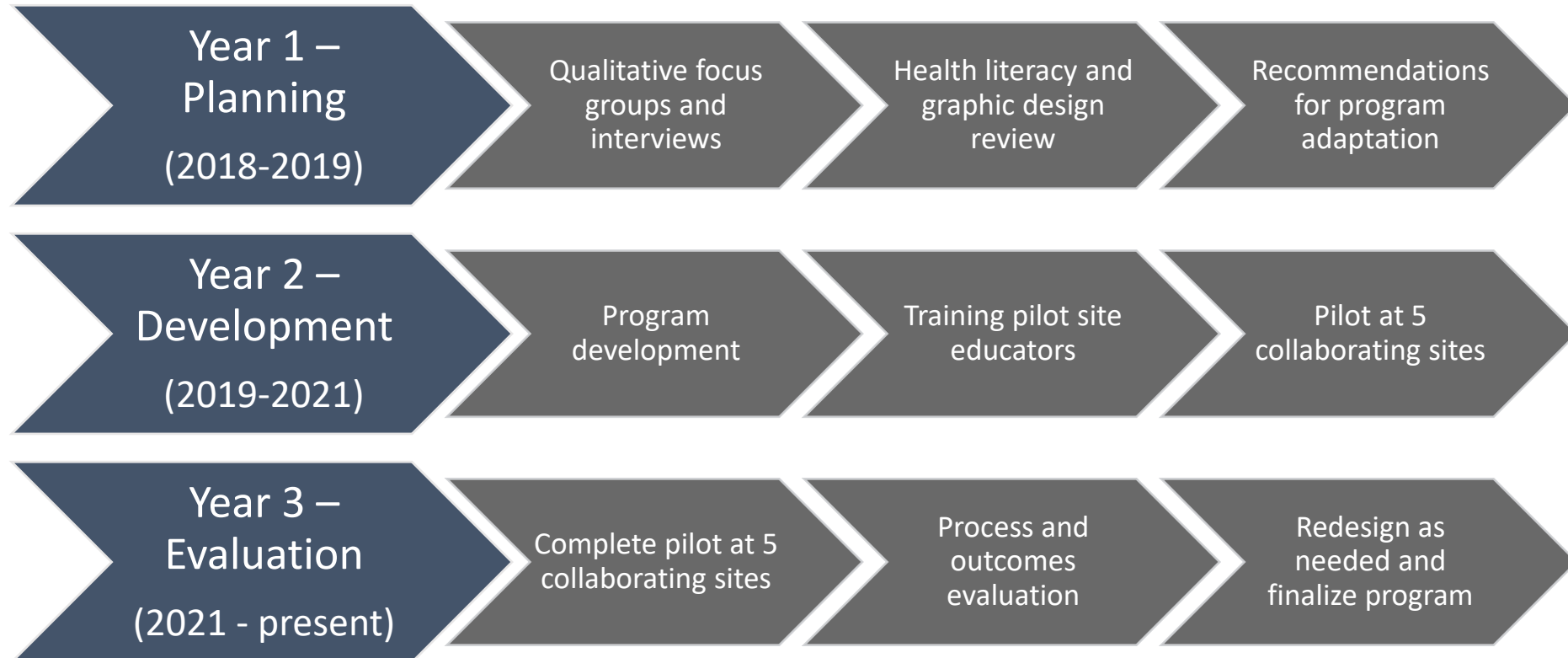
Project Overview

- Collaboration between American Diabetes Association (ADA) and Shakopee Mdewakanton Sioux Community of Minnesota
- Adapt existing diabetes nutrition education program for AI/AN adults with type 2 diabetes (T2D)

Need for AI/AN Version of WCIE

- Build on strengths and assets of AI/AN communities
- Limited access to RDNs
- Nutrition education shown to help improve blood sugar management for AI/AN people
- Scarcity of updated, culturally tailored diabetes nutrition education programs for AI/ANs, especially for AI/ANs who do not receive care in the Indian Health Services system
- Need for culturally relevant approaches, resources, and programs

AI/AN WCIE Project Timeline

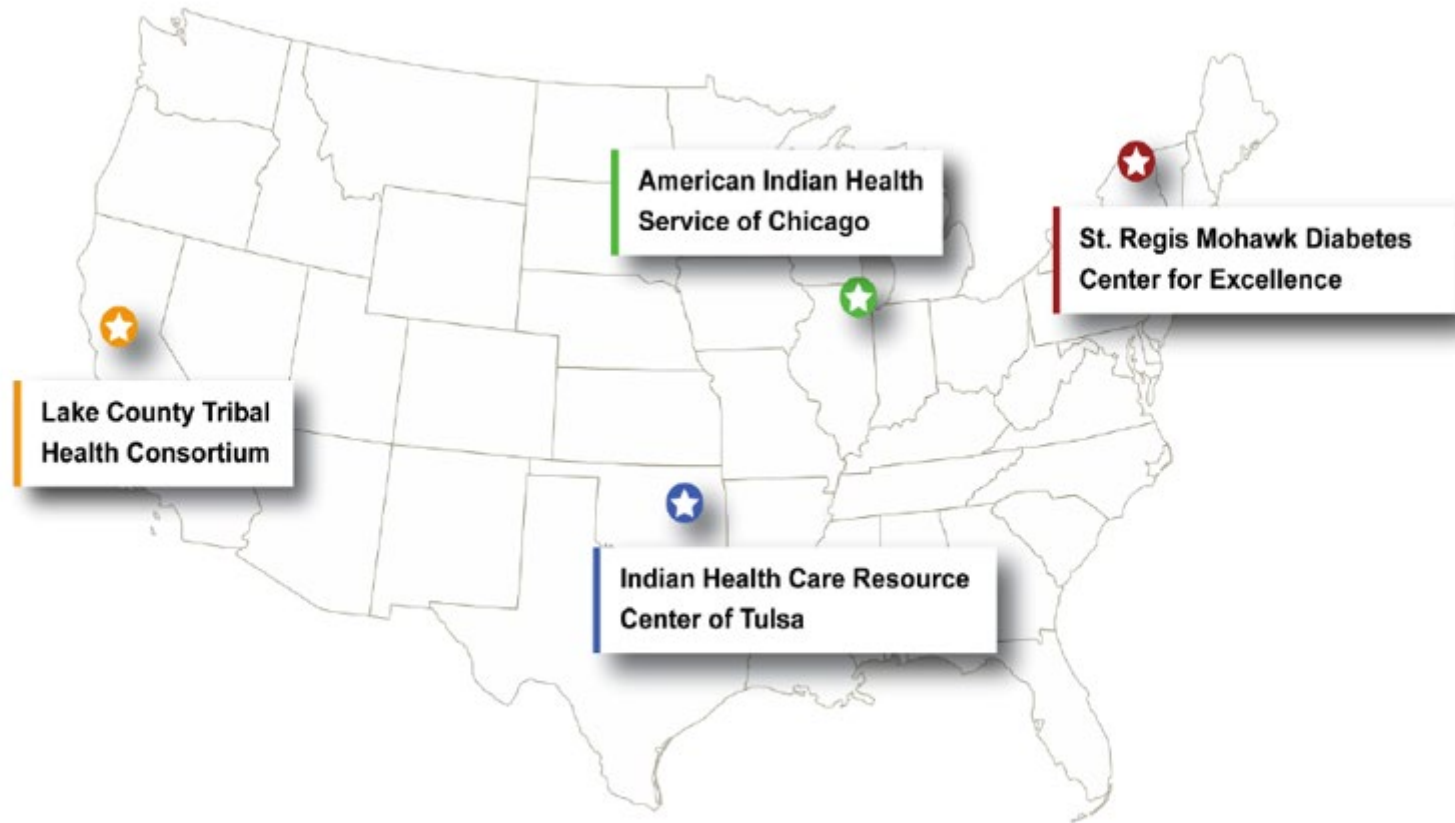


Needs Assessment and Formative Methods

Year 1 (May 1, 2018 – April 30, 2019)

- Comprehensive literature review
- Qualitative needs assessment
- Comprehensive health literacy review of participant materials
- Recommendation report to ADA and Shakopee Mdewakanton Sioux Community of Minnesota

Needs Assessment Partner Sites

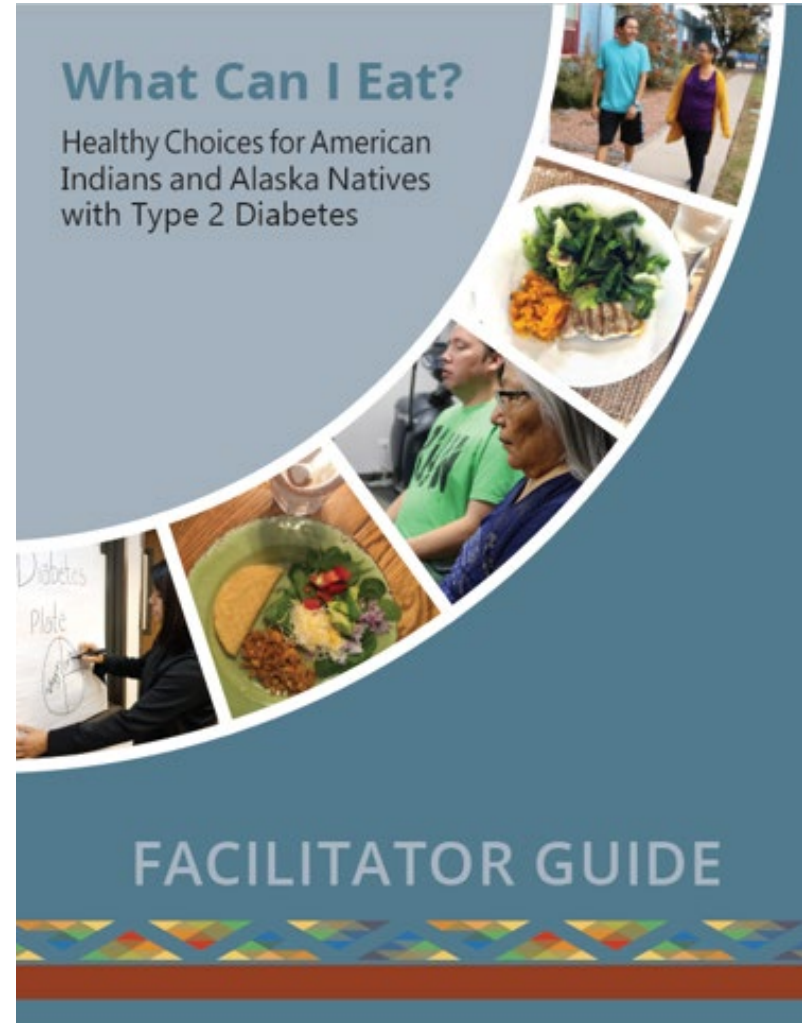


Needs Assessment Interviews & Focus Groups

| Site | Focus Group AI/AN Adults with T2D | Focus Group AI/AN Adult Family Members | Community-Based Key Informants | Key Expert Informants |
|---------------|-----------------------------------|--|--------------------------------|-----------------------|
| Akwesasne, NY | 7 | 5 | 3 | - |
| Tulsa, OK | 6 | 6 | 2 | - |
| Chicago, IL | 5 | 5 | 2 | - |
| Lakeport, CA | 11 | 6 | 3 | - |
| Nationwide | - | - | - | 9 |
| Total | 29 | 22 | 10 | 9 |

Program Development

- Based on qualitative findings, literature review, health literacy assessment, graphic design assessment
- Iterative approach with RDNs, health literacy expert, graphic design expert



Key Qualitative Findings and Recommendations

Heterogeneous Audience

- Vast differences between regions, tribes, and urban vs. rural AI/ANs need to be accommodated regarding traditional foods and barriers to healthful eating
- Education/resource needs and barriers to healthful eating vary depending on 'stage of life' of AI/AN adults and urban/rural settings

Recommendations:

- Develop more than 5 lessons so the facilitator and participants can determine which lessons pertain to their situation
- Include placeholders for sites to tailor to their cultural needs

AI/AN WCIE Program – Healthy Diabetes Meals

Class 3: Planning Healthy Diabetes Meals

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

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

Outline:

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



Before class

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

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Designed for American Indians and Alaska Natives with Type 2 Diabetes and Their Families **64**

4. Choose which Optional Lesson you want to do. See Appendix 1 for the options. You should choose the Optional Lesson that makes the most sense for your community and for this specific group of participants.
5. Plan for the physical activity (10 minutes of walking). See the instructions for the Physical Activity on page 73 of this Facilitator Guide.

AI/AN WCIE Program – Facilitator Selected Lessons

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Appendix 1: Facilitator-Selected Lessons

Each lesson will be about 15-minutes long. Choose the 1 option that best fits with your class and community needs. **There are 4 options to choose from.**

Key Qualitative Findings and Recommendations – Strengths and Facilitators

Strengths and Facilitators to Healthful Eating

- Traditional foods should be included in AI/AN nutrition education
- Community-based education approach works best

Recommendations:

- Include examples of traditional foods, history of traditional foods, and how they can (feasibly) be included in modern diets
- Invite extended family/support to classes
- In several classes, include time for intentional discussion about region/tribe specific cultural foods

AI/AN WCIE Program – Carb Foods

Activity: What are Carb Foods?

Note to Facilitator

Use the Food Cards provided.

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

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

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



Do:

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

AI/AN WCIE Program – Healthy Drinks

Appendix 2: Healthy Native Drink Recipes

Soda Tea

Ingredients:

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



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

Berry Spritzer

Ingredients:

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

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



AI/AN WCIE Program – Planning Healthy Meals

Class 3: Planning Healthy Diabetes Meals

We also want to limit the number of processed protein foods we eat. Processed protein foods are almost always higher in salt and unhealthy fat than those that are less processed. For example, frozen fish sticks versus fresh fish. The fresh fish is a much healthier protein food.

Choosing traditional foods is a great way to eat healthy protein foods just like our ancestors did. Traditional protein foods, like game, fish, nuts, and seeds, are less processed and naturally low in unhealthy fat and salt.

Eat one traditional protein food each week, if you can.



Key Qualitative Findings and Recommendations (cont.)

Social Norms and Tradition

- Food is important for social gatherings and celebrations, but foods served are often not very healthy
- Gatherings and events happen frequently
- Need help translating healthful eating practices outside of class and beyond people with T2D

Recommendations:

- Include advocacy in the curriculum
- Include alternatives for food-based gatherings, tips for healthful eating at gatherings

AI/AN WCIE Program

6. Healthy Eating Away from Home: Activity (15 minutes)



Say:

- Now that we've gotten our bodies moving a bit, let's settle back in and talk about how we can eat healthy meals, even when we are away from home.
- Let's go around the room and hear from everyone. Remember, as I ask the questions, if you don't want to answer, you can just say "pass." This is meant to be 1 or 2 word answers, so just answer with the first thing that comes to your mind.
- Ready?



Do: Go around the room for each of the following questions. Be sure to answer for yourself, too.



Ask:

- Where is the last place you ate besides your home?

AI/AN WCIE Program – Skits



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Appendix 1: Healthy Eating Out and Special Events Skit/Scenarios


Note to Facilitator:


- Depending on the reading level of the participants, you can ask for 1 person in each group to read the script while the other people “act” out the skit. This way, not everyone has to read the script.
- Another idea is to have the group practice using the script, but then “ad lib” when they act it out. This just means they’re not reading directly from the script, rather they put the skit into their own words. This is a great way to get more creative and decrease the amount of reading anyone has to do out loud.
- Finally, if some people do not want to participate in the skits, you could set up the room so those people are the “commentators” and their job is to lead the discussion of the “solutions” to each skit. This way, they don’t have to stand up and “act” or read the script, but they are still involved.


AI/AN WCIE Program – Skits/Scenarios


Skit/Scenario #4 - Facilitator Instructions

 **Do:** Address the rest of class.

 **Ask:** Great job! So, who has ever been in a situation like this?

 **Say:** Let's brainstorm some solutions for these 3 friends.

 **Ask:** What could they do to eat healthier in this situation?


 **Do:** Allow the class time to discuss.

Note to Facilitator


If the class is having a hard time coming up with possible solutions, here are some you can share. Make sure to only give possible solutions that work in your community.

Possible Solutions:

- Stop at a grocery store and pick up deli sandwiches and fruit, instead of fast food.
- Choose water instead of Coke.
- Skip the French fries.
- Order the grilled chicken sandwich instead of the burger.
- Be careful with condiments and skip the sauces, mayonnaise, and even the cheese on the burger.

 **Say:**

- Great ideas and solutions.

 **Ask:** Other people in our community run into this same sort of situation all the time. **How can we be advocates for healthy eating in our community, so we can all be healthier?**

- In this situation you could talk to the organizers of the volleyball games. You can talk with them about having health food choices for people who come to watch the games.
- We are all in this together and it is important that we share what we know about healthy nutrition for diabetes with our community.

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Key Qualitative Findings and Recommendations – Barriers

Barriers to Healthful Eating

- **Environmental**
 - Food security/access to healthful foods
 - High cost of healthy foods
 - Limited access to supermarkets
 - Too much access to fast food and processed food
- **Need for Nutrition Education**
 - Lack of education on cooking/food preparation and healthy eating on a budget
- **Lack of Time**
 - Focus on 'convenient foods' due to lack of time to shop/prepare/cook at home

Key Qualitative Findings and Recommendations

– Barriers Recommendations

Barriers to Healthful Eating

Recommendations:

- Program should include these topics:
 - Food resource management
 - Use of commodity foods in healthful meals
 - Healthful eating while away from home or “on the go”
 - Meal planning /time management/organization

AI/AN WCIE Program – Optional Lessons

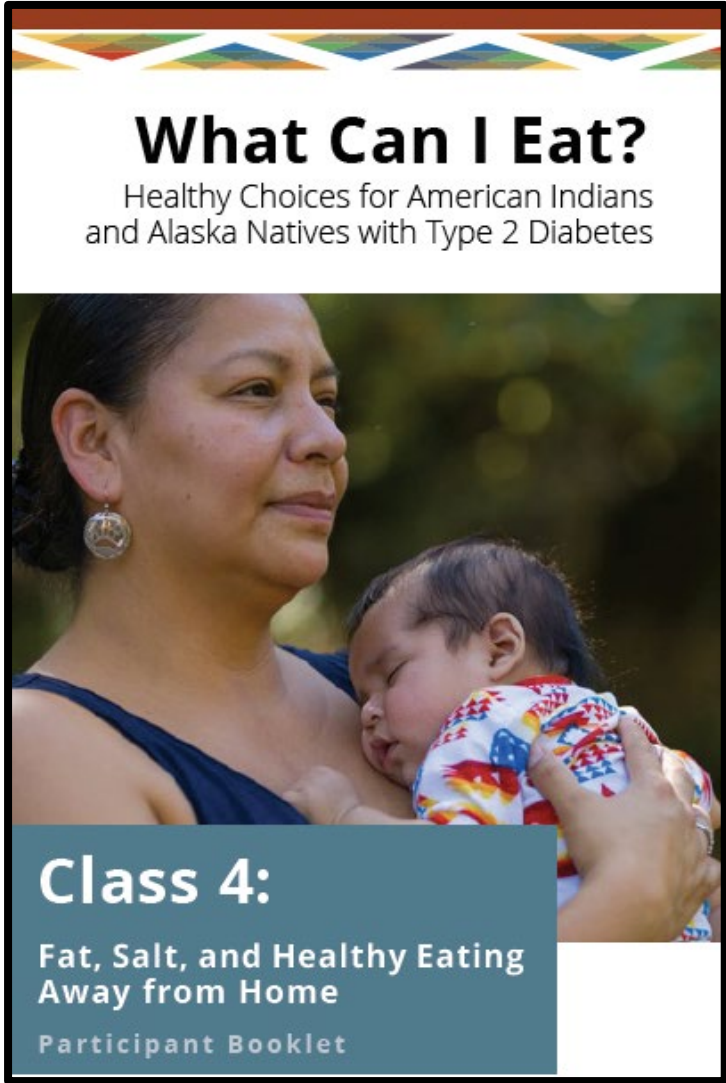
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Appendix 1: Facilitator-Selected Lessons

Each lesson will be about 15-minutes long. Choose the 1 option that best fits with your class and community needs. **There are 4 options to choose from.**

AI/AN WCIE Program – Class 4



What Can I Eat?
Healthy Choices for American Indians
and Alaska Natives with Type 2 Diabetes

Class 4:
Fat, Salt, and Healthy Eating
Away from Home
Participant Booklet

AI/AN WCIE Program – Meal Calendar



Meal Planning Calendar

On the following pages, you will find an example of a meal planning calendar. Use this meal planning calendar or create one that works for you.

Sometimes, you might eat unhealthy food just because that's what you have and you are hungry right now. Planning ahead using a calendar like this can help you eat healthfully.

The calendar has all the days of the week. It also has areas to write breakfast, lunch, dinner, snacks, and meal planning activities under each day.

On the next page is an example of how to fill out this calendar. Remember, you do not have to do it all at once. You could just choose to plan a few meals a week to start with.

In this example, we are focusing on planning week night dinners. There is a blank copy of this calendar included in the back of this booklet (on pages 32-33).

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Class 3: Planning Healthy Diabetes Meals

Sample Meal Planning Calendar

This is an example of what a meal planning calendar could look like

| Meals | SUNDAY | MONDAY | TUESDAY |
|-----------------------------|---|---|--|
| Breakfast | | | |
| Lunch | | | |
| Dinner | | Baked chicken, green beans, rice | Spaghetti, ground beef tomato sauce, carrots, brussels sprouts |
| Snacks | | | |
| Food preparation activities | Take chicken out of freezer and place in refrigerator tonight | Take ground beef out of the freezer and place in the refrigerator tonight | |

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Key Qualitative Findings and Recommendations

– Class Format

Class Format

- Educator
 - Registered dietitians are not available in many communities
 - Should be AI/AN community member. If not AI/AN, should be a well-trusted member of the community
 - Supportive, non-judgmental, non-shaming education approach; “meeting participants where they are”
 - Can also help with recruitment and retention

Recommendations:

- Develop a scripted curriculum that can be facilitated by non-RDN
- Provide facilitator with access to an RDN for questions
- Consider use of technology to provide ‘access’ to RDN

AI/AN WCIE Program –Lessons


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

Activity: Get to Know Each Other

 **Say:**

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

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

 **Say:**

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

Note to Facilitator The questions on the cards say:

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

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

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

 **Ask:**

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

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

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

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AI/AN WCIE Program – Participant Booklet

- **Participant booklet for each class**
- Facilitator guide (scripted)
- Additional resources for activities
- Each class includes:
 - Lesson
 - Interactive learning activities
 - Physical activity with adaptations
 - Mindful nutrition activity
 - Goal setting




Classes 1 – 5

What Can I Eat?
Healthy Choices for American Indians
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Class 1:
Introduction to Carb Foods
and the Diabetes Plate
Participant Booklet

What Can I Eat?
Healthy Choices for American Indians
and Alaska Natives with Type 2 Diabetes



Class 2:
Fitting Sweet Foods into a
Healthy Diabetes Diet
Participant Booklet

What Can I Eat?
Healthy Choices for American Indians
and Alaska Natives with Type 2 Diabetes




Class 3:
Planning Healthy Diabetes
Meals
Participant Booklet

What Can I Eat?
Healthy Choices for American Indians
and Alaska Natives with Type 2 Diabetes



Class 4:
Fat, Salt, and Healthy Eating
Away from Home
Participant Booklet

What Can I Eat?
Healthy Choices for American Indians
and Alaska Natives with Type 2 Diabetes



Class 5:
Review, Reunion, and
Celebration
Participant Booklet

AI/AN WCIE Program – Facilitator Guide

- Participant booklet for each class
- **Facilitator guide (scripted)**
- Additional resources for activities
- Each class includes:
 - Lesson
 - Interactive learning activities
 - Physical activity with adaptations
 - Mindful nutrition activity
 - Goal setting



Class Checklists

Class 3:

Planning Healthy Diabetes Meals

Objectives

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

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

Outline:

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



Before class

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

Class Checklists (con't)

Bring to Class

- 1. Sign-in sheet
- 2. Participant Folders (1 for each participant including Participant Booklet for Class 3)
- 3. Pens (1 for each participant)
- 4. Paper plates (9" diameter) without anything drawn on them (1 for each participant)
- 5. 1 drawn-on paper plate (9" diameter) that you have already drawn the carb, protein, and veggies sections on for demonstration
- 6. Flip chart paper and large flip chart marker
- 7. Participant gift – fruit and vegetable strainer (1 for each participant)
- 8. Additional resources needed based on which Optional Lesson you choose (see Appendix 1 for details)

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Day of Class

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

Healthy Eating with Salt

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



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



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



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

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



Say: Great. Those are some good examples.



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

Possible Answers:

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

Possible Answers



Do: Wait for responses.

Note to Facilitator

If no one offers ideas, provide your own ideas of where there are good deals on oils. Otherwise you can say:



Say: If your budget is tight, here are some tips for making oils cheaper:

- Buy oils when they are on sale
- Buy oils in larger containers and share with another family
- Decrease the amount of oil you use, so it lasts longer



Say:

- So, now we have learned that there are healthier fats that can be used in cooking and some healthy fats that are naturally found in food.
- We also learned that there are unhealthy fats that are used in cooking, found in processed food, and found naturally in some foods.



Say: So, let's review about healthy fats. Call out the answer when you know it.



Ask:

1. What is usually healthier for our hearts: fat that is solid or fat that is liquid?
2. What is an example of a healthy fat that we might cook with?
3. What is an example of a food that is naturally high in healthy fat?
4. Is the fat found in foods like beef, pork, and chicken healthy or unhealthy?
5. Do people with diabetes need to avoid eating all fat?
6. How should people with diabetes include fat in their diet?

Answer: liquid

Possible answers: olive, canola, sunflower, safflower, seal oils

Possible answers: sea mammals, fish, nuts, nut butters, avocado

Answer: unhealthy

Answer: No. They should avoid unhealthy fats

Answer: choose healthy fats



Say: Great answers. Thank you. It sounds like you've learned a lot from our healthy fat lesson. Turn to page 11 in your Participant Booklet. Here you can see there are some tips to lower the

AI/AN WCIE Program – Additional Resources

- Participant booklet for each class
- Facilitator guide (scripted)
- **Additional resources for activities**
- Each class includes:
 - Lesson
 - Interactive learning activities
 - Physical activity with adaptations
 - Mindful nutrition activity
 - Goal setting




Sugar Content




Tang
Serving size:
2 tablespoons of powder

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Grams of Sugar: 29
This is the same as 7 sugar packets




What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes



Kool-Aid
Serving size:
2 teaspoons of powder

What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes

Grams of Sugar: 16
This is the same as 4 sugar packets




















What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes

AI/AN WCIE Program – Learning Activities

- Participant booklet for each class
- Facilitator guide (scripted)
- Additional resources for activities
- Each class includes:
 - Lesson
 - **Interactive learning activities**
 - Physical activity with adaptations
 - Mindful nutrition activity
 - Goal setting



BINGO

| B | I | N | G | O |
|--|---|---|--|--|
| <p>Soda</p>  | <p>30 minutes</p>  | <p>Herbs and Spices</p>  | <p>Potatoes</p>  | <p>Processed foods</p>  |
| <p>Carb section</p>  | <p>Sugar</p>  | <p>Zero</p> <p>0</p> | <p>Goals</p>  | <p>Tea</p>  |
| <p>Leafy green salad</p>  | <p>Beans</p>  | <p>FREE</p> | <p>The Nutrition Label</p>  | <p>Protein Section</p>  |
| <p>Blood Sugar</p> | <p>Talk/Sing method</p>  | <p>Grill</p>  | <p>Meal Planning</p>  | <p>Visualization</p>  |
| <p>Traditional foods</p>  | <p>Non-starchy veggie</p>  | <p>Liquid</p>  | <p>Deep breathing</p>  | <p>Potato Salad</p>  |


Health Eating with Children

Your 13-year-old daughter has basketball practice every Monday and Wednesday at 5:30 pm.

If you eat dinner before practice, she gets an upset stomach and the rest of the family isn't home yet.

If you wait to eat dinner after practice, everyone is "starving." You often end up picking up fast food.

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




What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes

Your 5-year-old son does not like veggies and neither do you.

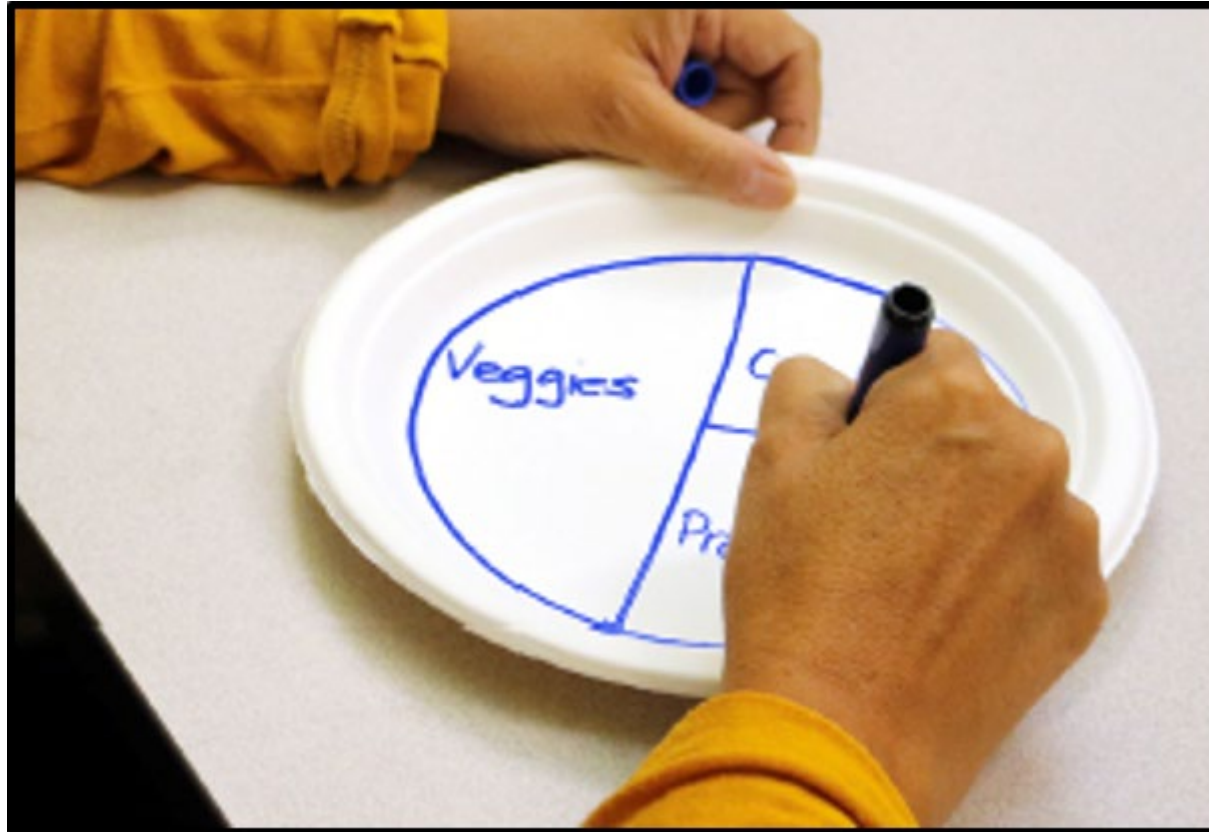
You have to beg and bribe him to eat any kind of veggie.

What are some ways you could try to get him (and you) to eat more veggies?



What Can I Eat? Healthy Choices for American Indians and Alaska Natives with Type 2 Diabetes

MyDiabetes Plate



AI/AN WCIE Program – Physical Activity

- Participant booklet for each class
- Facilitator guide (scripted)
- Additional resources for activities
- Each class includes:
 - Lesson
 - Interactive learning activities
 - **Physical activity with adaptations**
 - Mindful nutrition activity
 - Goal setting



Physical Activities with Adaptations



Diabetes Information for You and Your Family How To Get Started Walking

Why walk?

Our bodies are meant to get up and walk—to the mailbox, down the road, around the neighborhood.

Walking can help you stay healthy and live longer so you can:

- Be there for your children, grandchildren, and other family members.
- Be an active and helpful member of your community.
- Serve as an Elder and share your wisdom.

All you need is a sturdy pair of shoes, a few minutes, and a safe place to walk. Give walking a try!

How does walking help?

Walking helps your mind, body, spirit, and emotions. It can help you:

- Have more energy by keeping your blood sugar, blood pressure, cholesterol, and weight in good ranges.
- Stay active and prevent injuries by keeping your muscles and bones strong.
- Feel calmer and less stressed by lifting your spirits.

Is walking right for you?

Walking is right for most people. If you are not sure that walking is right for you, ask your health care provider:

- Is walking right for me?
- How much walking is right for me?
- Do I need to check my blood sugar before and/or after I walk?

How can you get started?

Start slowly. You may be able to walk only a few minutes at first. That's okay. Try these tips for getting started:

- Walk at your own pace.
- Walk up and down your driveway or around your home.
- Walk around while you watch TV or talk on the phone.
- Park a little farther from the store.

Try to build up to walking 3 to 5 minutes, 2 or 3 times a day. With time, you may be able to walk farther and go faster. Keep track of the minutes you walk. You may even find that you feel better and stronger.



"I started walking so I will be healthier and less stressed. I want to be there for my family for a long time."

Gloria Anico, Nickapoo / Seminole Tribes, Oklahoma

Produced by the IHS Division of Diabetes Treatment and Prevention
For more diabetes information and materials, visit www.ihs.gov/diabetes
1/2017



Appendix of Exercises

Appendix 1: Exercise Band Exercises

Bicep Curl (Upper Arm Curl)

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



Deltoid Lift (Shoulder Lift)

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



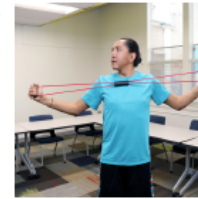
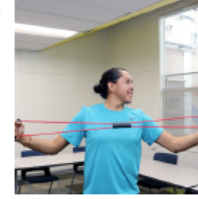
Tricep Raise (Upper Arm Extension)

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



Lat Pulldown (Shoulder and Chest)

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



Chair Row (Top of Back)

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



Physical Adaptation Facilitator Note



Note to Facilitator

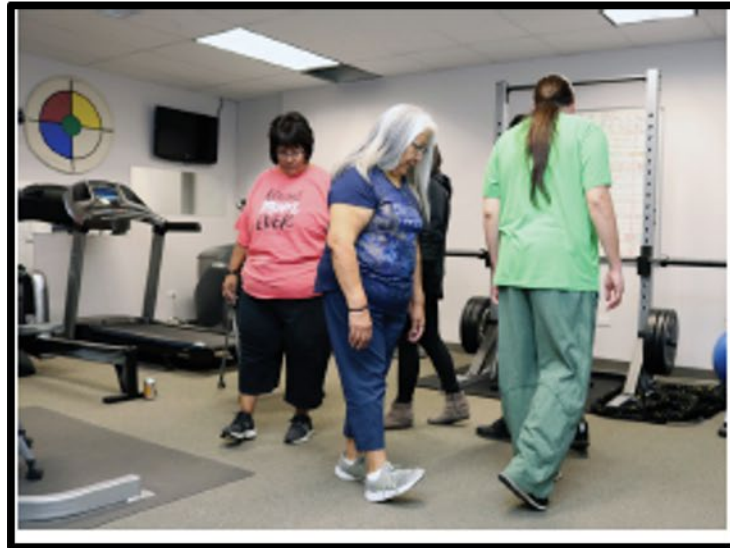
If someone chooses to stay seated for any reason during this physical activity, you can suggest they do "chair walking," this just means they move their arms and legs in a marching motion as if they were walking, but they do so in their chair, without moving the chair.

AI/AN WCIE Program – Mindful Nutrition

- Participant booklet for each class
- Facilitator guide (scripted)
- Additional resources for activities
- Each class includes:
 - Lesson
 - Interactive learning activities
 - Physical activity with adaptations
 - **Mindful nutrition activity**
 - Goal setting



Mindfulness



Mindful Nutrition

Mindful Nutrition Choice Activity

We live in a pretty fast-paced world. Lots of people think of grocery shopping and cooking as a chore that they want to get done as quickly as possible. But our ancestors got and prepared food much differently.

Today, we go to the store to get food. In the past, our ancestors got their food through hunting, fishing, gathering, and raising plants and animals. The process of getting food and cooking it took a lot more time than it does now.

There are benefits to slowing down and taking more time to grow, gather, prepare, and cook our food. Slowing down to make the weekly meal planning calendar is just 1 tool you can use.



Mindful Nutrition (con't)

7. Mindful Nutrition Choice Activity

(5 minutes)



Say:

- Today, we've talked about healthy protein foods, meal planning, and cooking healthy foods.
- Not so long ago, our ancestors made all of these choices but in quite different ways.
- For example, protein foods were often wild animals and fish. When we went "shopping," we were actually going hunting, fishing, gathering, and growing.
- The process of getting food and cooking it took a lot more time than it does now.
- There are benefits to slowing down and taking more time to grow, gather, prepare, and cook our food.
- If you remember, last week we practiced a visualization of eating a healthy meal and how good our body would feel after.



AI/AN WCIE Program – Goal Setting

- Participant booklet for each class
- Facilitator guide (scripted)
- Additional resources for activities
- Each class includes:
 - Lesson
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Goal Planner



Goal Planner

To be successful in changing behaviors and learning new skills, it is helpful to make goals. Planning out the details of your goal can help you to achieve it.

1. Choose a goal listed below or make a goal of your own.
2. Prepare for your goal.

Choose A Goal

Please choose a goal and fill in the blanks. Or, you can write a different goal related to class that isn't listed.

Choose 1 change you can make for the next week.

Be more physically active by walking.

I will walk on _____ days next week.

I will walk for _____ minutes each time.

A good time of day for me to walk is _____.

One person I could ask to walk with me is

_____.



Healthy Choices Worksheet

Make healthy protein choices for my Diabetes Plate.

The healthy protein food I plan to choose is:

_____.

I will include this healthy protein at this meal

_____ on this day _____.

Teach a family member or friend how to plan healthy diabetes meals.

A person I would like to teach is _____.

I can meet with him or her on _____ (day).

I will teach him or her about (select all that apply):

- Making a weekly meal calendar
- Making a grocery list
- Making meals fit the Diabetes Plate

Goal Worksheet

Prepare for Your Goal

What do you need to do to get ready for your goal? For example, what day will you make your weekly menu? When will you go to the grocery store? Will you need to have a family meeting to determine everyone's schedule for the week?

The steps I need to take to prepare for my goal:

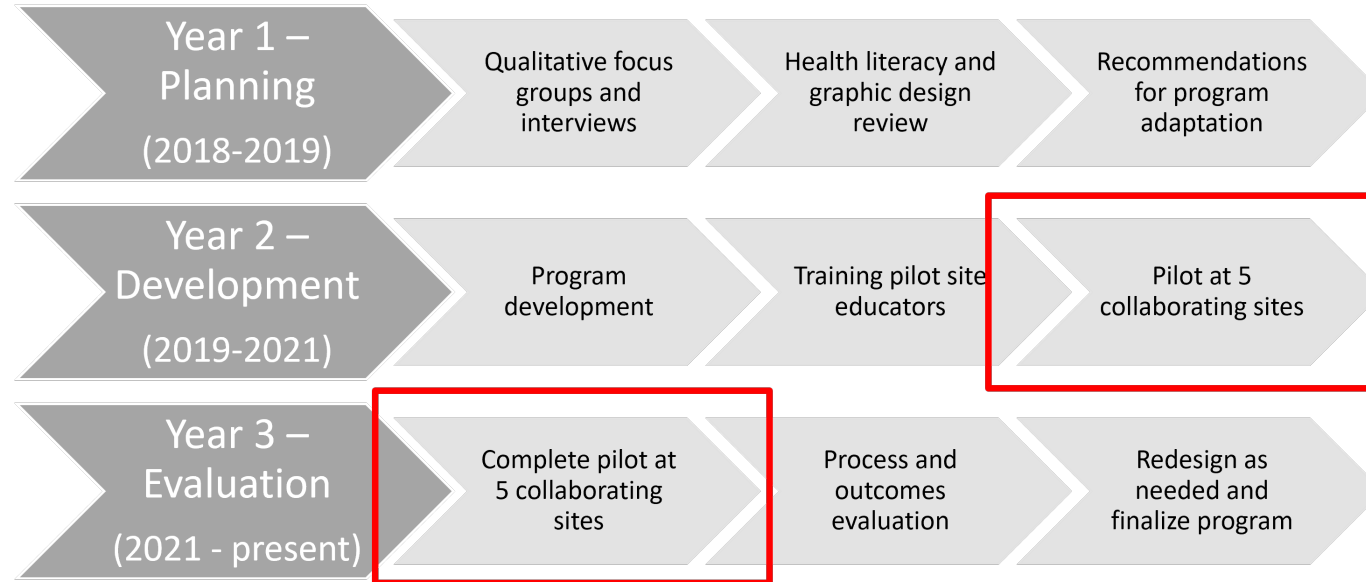
Tell someone about your goal.

I will tell _____ about my goal.

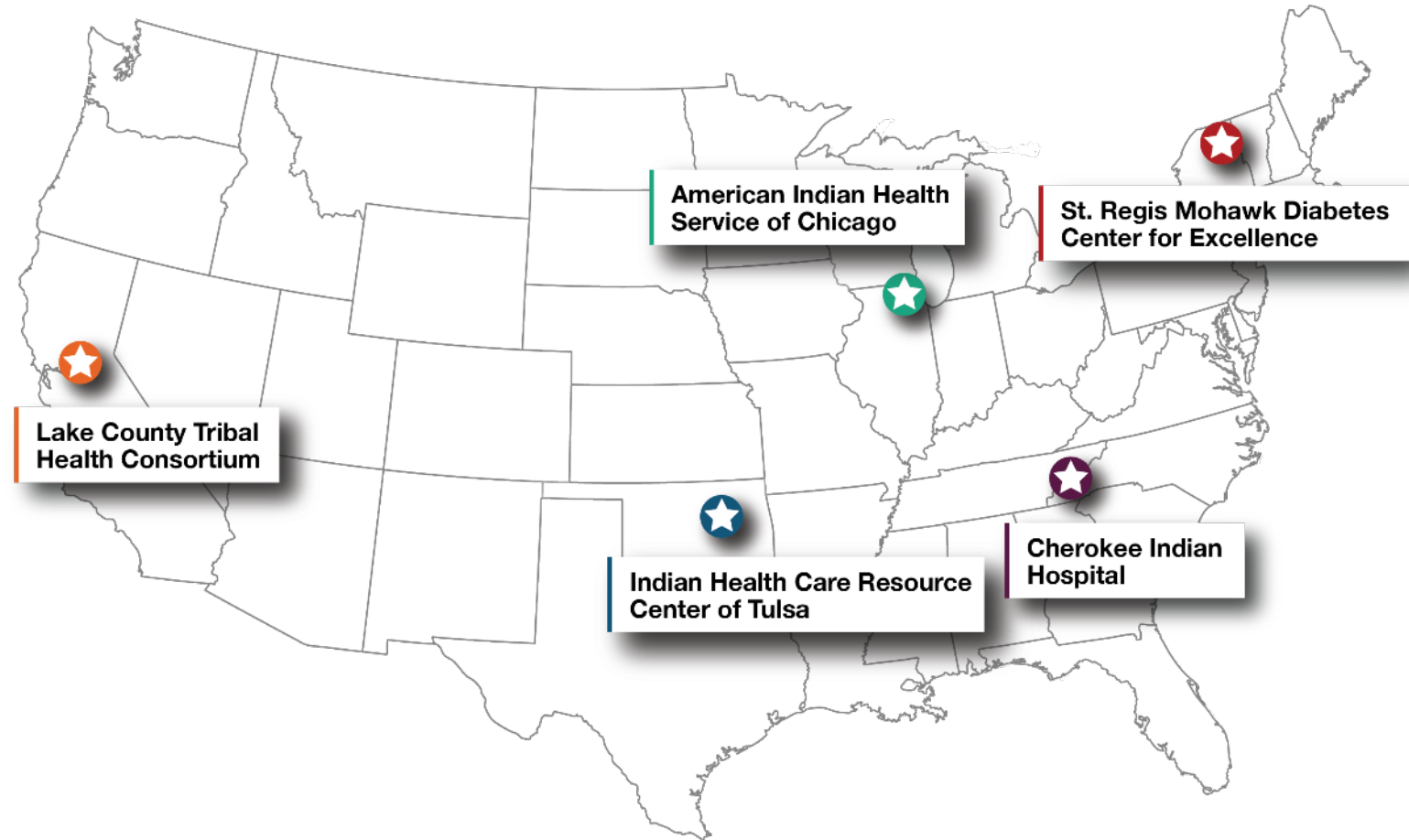
Needs Assessment Evaluation

- Stotz SA, Brega AG, Gonzales K, Hebert LE, Moore KR. (2020) Facilitators and Barriers to Healthy Eating among American Indian and Alaska Native Adults with Type 2 Diabetes: Stakeholder Perspectives. *Current Developments in Nutrition*; nzaa114. <https://doi.org/10.1093/cdn/nzaa114>
- Stotz SA, Brega AG, Lockhart S, Hebert LE, Henderson JN, Roubideaux Y, Moore K. (2020) An Online Diabetes Nutrition Education Program for American Indian and Alaska Native Adults with Type 2 Diabetes: Perspectives from Key Stakeholders. *Public Health Nutrition* 1-11. <https://doi.org/10.1017/S1368980020001743>
- Stotz SA, Brega AG, Henderson NJ, Lockhart S, Moore KR. (2021) Food Insecurity and Type 2 Diabetes Among American Indians and Alaska Natives: Multiple Stakeholder Perspectives. *Journal of Health and Aging*. 33(7-8_suppl):31S-39S. [Food Insecurity and Associated Challenges to Healthy Eating Among American Indians and Alaska Natives With Type 2 Diabetes: Multiple Stakeholder Perspectives](https://doi.org/10.1177/08982643211013232)<https://doi.org/10.1177/08982643211013232>

AI/AN WCIE Project Timeline – Development to Evaluation

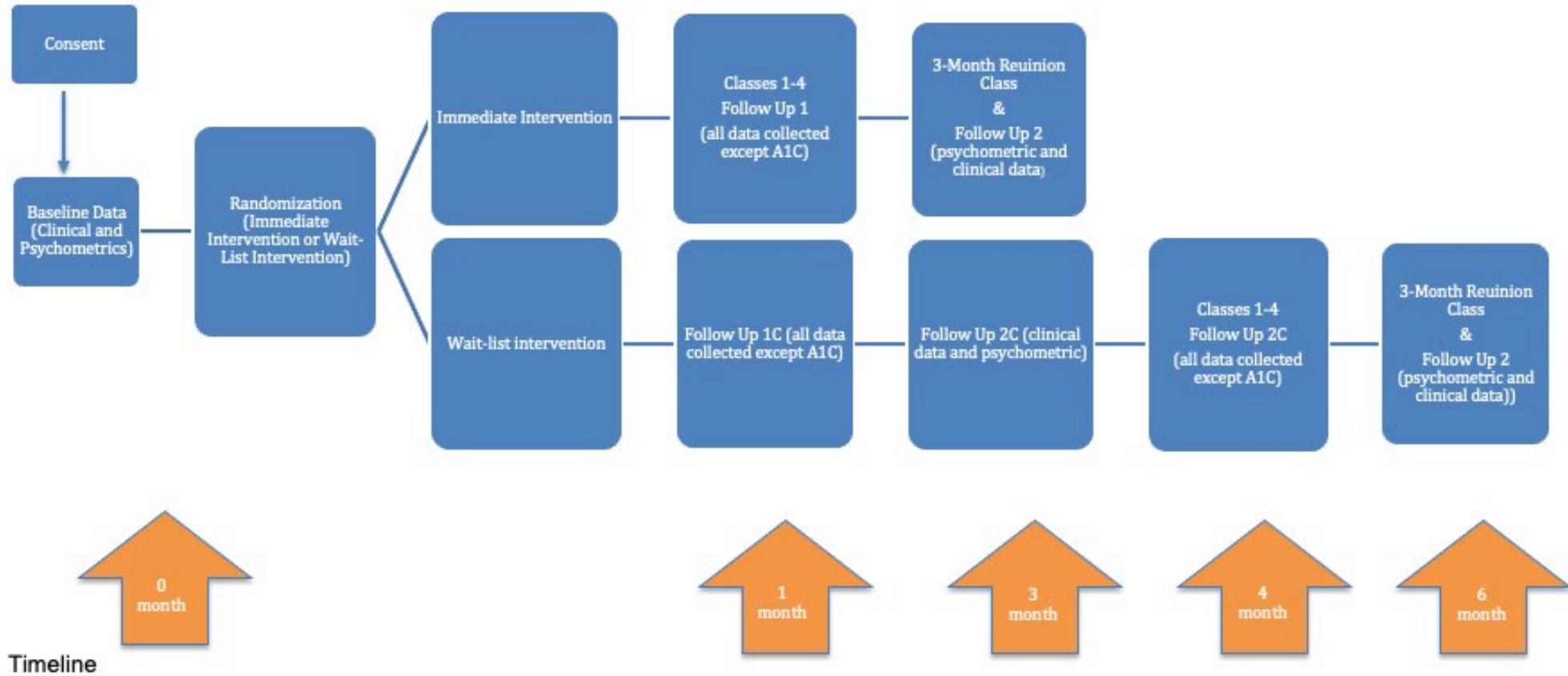


Program Pilot Evaluation – Collaborating Sites



Program Pilot Evaluation – Study Design

Study Design



Program Pilot Evaluation – Measures for Participants

- Impact survey (baseline, class #4, class #5)
 - Healthy eating behaviors
 - Diabetes plate knowledge
 - Self efficacy for healthy eating
 - Self efficacy for diabetes plate
 - Food security
 - Health literacy
 - Basic demographics
- Clinical measures (baseline, class #4, class #5)
 - Weight
 - Blood pressure
 - HbA1c
- Post class feedback
 - Written survey after each of the 5 classes
 - Focus group after all 5 classes

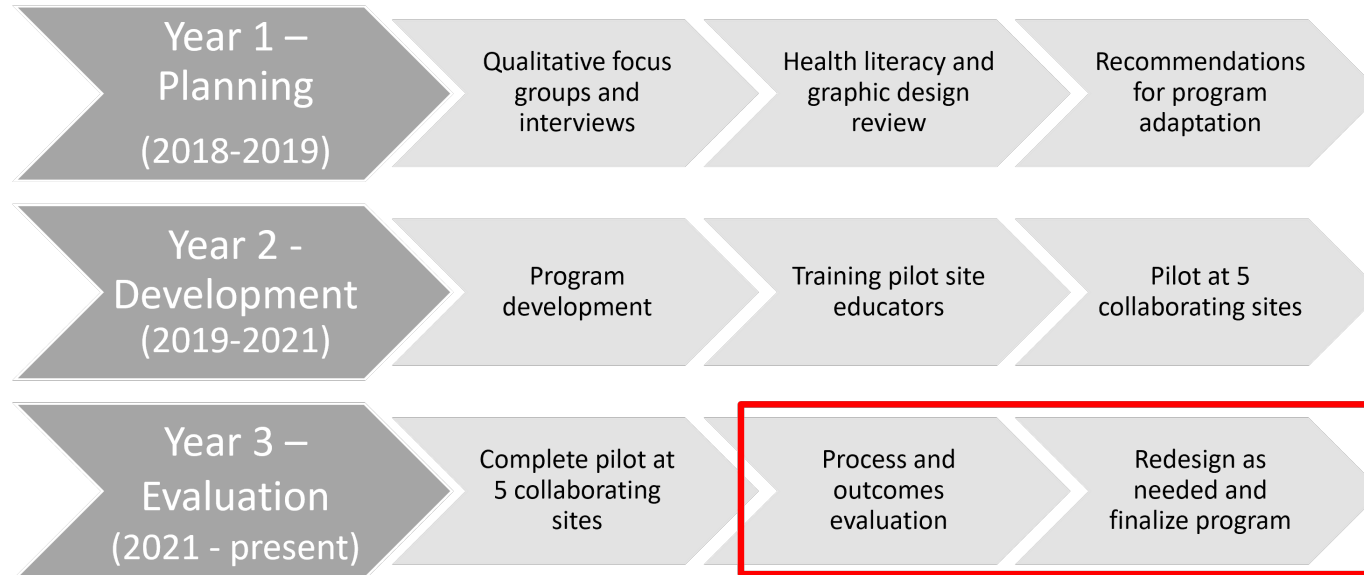
Program Pilot Evaluation – Measures for RDNs and Coordinators

- Post class feedback
 - Written survey after each of the 5 classes
 - Focus group after all 5 classes

COVID-19 Related Adaptations

- Program delivery
 - COVID-19 safety protocols
 - Zoom-based
 - Shorter lessons
 - Re-training of site facilitators
 - 20+ page facilitator guide for remote classes and lesson-by-lesson adaptations
 - Shipping materials
- Program evaluation
 - Oversight approvals
 - COVID-19 safety protocols
 - Shipping materials

AI/AN WCIE Project Timeline – End of Year 3



Outcomes from Pilot Evaluation

- Analysis underway
 - Clinical and impact outcomes
 - Additional analyses (food security, health literacy)
 - Validation of impact survey
 - Post-program feedback

Thank you!

Questions?