



Welcome!



BOYS & GIRLS CLUBS
OF AMERICA

NATIVE
SERVICES



Diabetes Prevention

Boys & Girls Clubs of America – Native Services



National Partners



U.S. Department of Health and Human Services





Training Objectives



As a result of completing this training, participants will be able to:

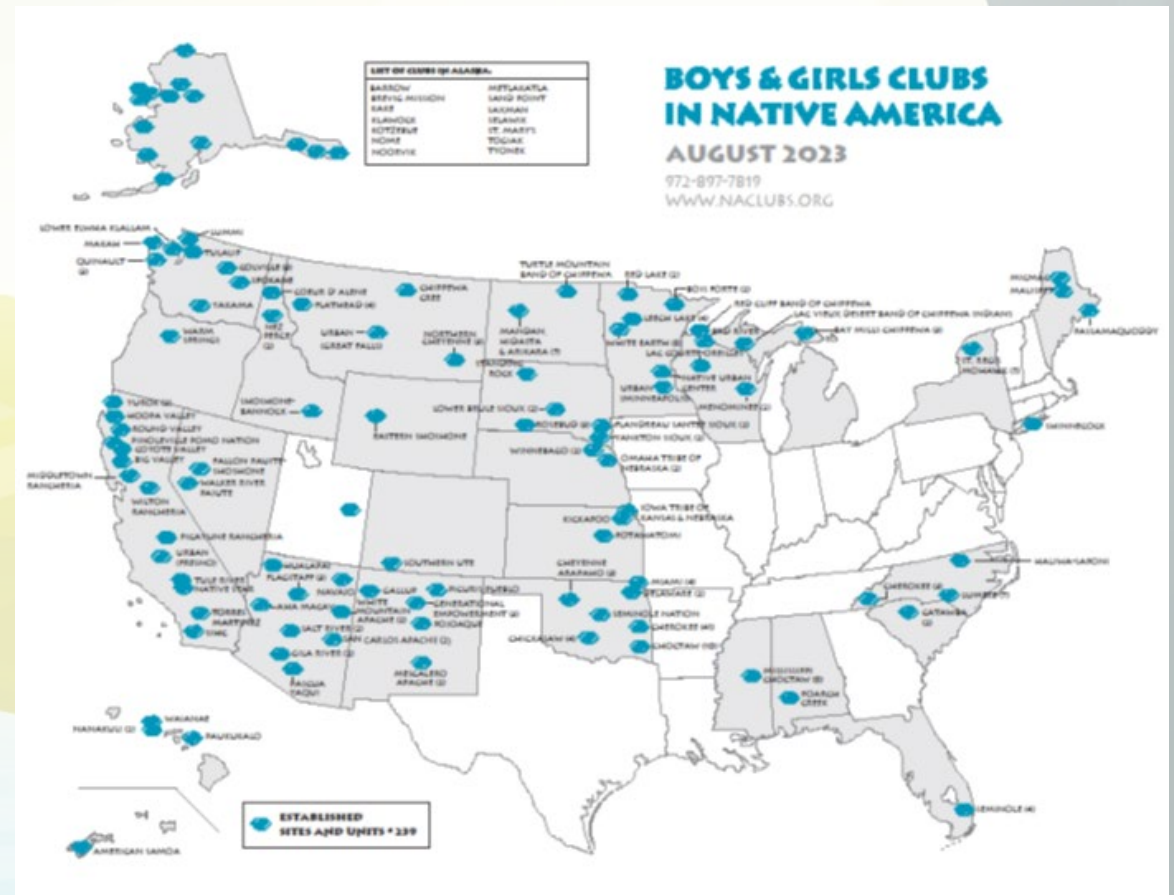
- Discuss the TRAIL programs intentions and structure
- Identify opportunities to connect with local Boys and Girls Club of a America
- Incorporate connections to local Boys and Girls Club of America TRAIL programs



Boys & Girls Clubs on Native Lands

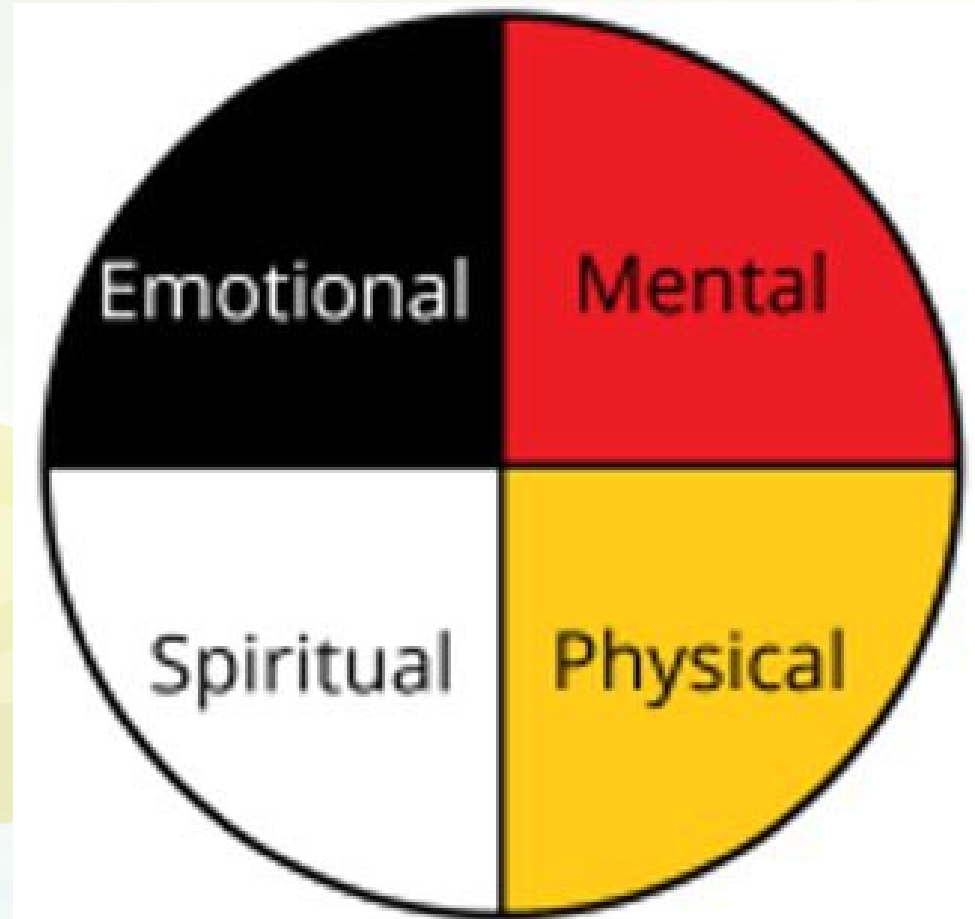


- History and structure of BGCs on Native Lands
- Attendance and Programming
- Staffing





The Whole Healthy Person





T.R.A.I.L. Outcomes



2022-2023 Quarterly Summary and Highlights Reporting Period: April 1, 2023 – June 30, 2023

Number of sites that completed a full cycle of T.R.A.I.L. curriculum prior to the end of this reporting period: 26

Number of youth who participated in a full cycle of the T.R.A.I.L curriculum prior to the end of this reporting period (nationwide): 703

Average number of children participating in club-wide physical activity per club (nationwide): 43

Average number of minutes of physical activity per day, per club (nationwide): 63

Average number of days per month of physical activity was reported per club (nationwide): 21



T.R.A.I.L. Curriculum





Part 1: About Me, My Health, & Being a Part of a Team

Chapter 1: Respecting Our Circle	1
Chapter 2: What is Healthy?	9
Chapter 3: Past and Present	15
Chapter 4: My Body	21

Part 2: Healthy Eating

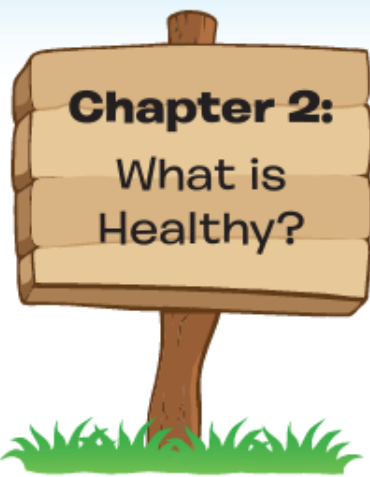
Chapter 5: Rainbow of Food Groups	31
Chapter 6: MyPlate.....	43

Part 3: Making Smart Food Choices

Chapter 7: Media Messages.....	53
Chapter 8: Learning More About the Food We Eat.....	57
Chapter 9: Healthy Chefs	63
Chapter 10: Where Does My Food Come From?	67

Part 4: My Healthy Community

Chapter 11: Serving and Sharing with My Community	75
Chapter 12: Reflecting On Our Journey.....	81



Lesson Objectives

1. Through use of the circle, participants will learn what it means to be a whole healthy person inside and out.
2. To help participants begin to focus on choosing activities, foods, and behaviors that contribute to their overall well-being.

Review the Last Chapter

- What kinds of things are easier to do with a team instead of doing them by yourself?
[Examples of responses may include: lifting something heavy, raking leaves, cleaning up after playing, etc.]
- What are some ways that we can show one another respect?
[Examples of responses may include: don't talk when someone else is talking, don't laugh or make fun of others, accept each person as unique, etc.]
- In what ways does a circle represent the whole?
[Examples of responses may include: the four directions, the four stages of life, the four seasons, etc.]
- How does a circle represent balance?
[Responses may address the importance of finding a healthy balance between the emotional, mental, physical, and spiritual parts of ourselves.]
- What are some important things to consider in order to stay healthy?
[Examples of responses may include: physical activity, eating healthy food, etc.]



Helpful Hints

- For more information about how to talk to youth about stress, read *The Story on Stress* from KidsHealth.org. This article can be found at kidshealth.org/en/kids/stress.html.





Activity 1: Dealing with Stress

Purpose of the Activity

- To create awareness that all people experience stress and that there are healthy ways to cope with stress.
- To strengthen participants' ability to recognize when they are feeling stressed and help participants identify three ways they can reduce their stress.



Materials needed

- Post-its or index cards
- Pens or markers
- White board or butcher block paper
- A box, bucket, or bag

Instructions

1. Ask participants to define stress.
2. Ask participants to share their ideas of what stress does, then write key words on the white board or butcher block paper. *[Examples of responses may include: what you feel when you are worried or uncomfortable about something, the experience of being upset, the feeling of carrying a heavy weight, times when you are nervous, etc.]*
3. Explain that stress is "a feeling that's created when we react to particular events. Everybody feels stress. It's the body's way of getting ready for a challenge and preparing to meet a tough situation with focus, strength, and alertness. The events that cause stress include a whole range of situations — everything from being in physical danger to talking in front of your class. Stress is really important during emergency situations, such as when a driver has to slam on the brakes to avoid an accident. Stress can also kick in when the pressure's on but there's no actual danger — like stepping up to take the foul shot that could win the game or taking a test. Stress can help keep you on your toes, ready to rise to a challenge. But stress doesn't always happen in response to things that are right in front of you or that are over quickly. Ongoing or long-term events, like coping with a divorce or moving to a new neighborhood or school, can cause stress, too. Lots of stress over a long period of time can be unhealthy for your mind and body." (Adapted from *Kid's Health: What Is Stress?*, retrieved from http://kidshealth.org/teen/your_mind/emotions/stress.html.)
4. Ask participants how they know that they are feeling stress. Invite them to write on their post-its or index cards how their body reacts to stress. For example, what happens to breathing? Body temperature? Give them three minutes to write down responses.





5. Ask participants to share what they wrote. They can even act it out. *[Examples of responses may include: my heart beats faster, my breathing is heavier, I sweat, my hands shake, I feel like running, etc.]*
6. Ask participants to think of strategies they could use to help cope with stress. When they feel the symptoms of stress they just described, how can they help their bodies to slow down and relax?
7. Ask them to write on their post-its or index cards three things they can do to reduce the stress they feel. Give them three minutes to write down responses.
8. Ask participants to put their index cards into the box, bucket, or bag. Ask a participant to pick a card and act out what it says. Play charades and have the other participants guess the action. Discuss how these actions can help reduce stress. *[Examples of responses may include: think of my favorite place to be, think of someone who is important to me, concentrate on breathing more slowly, take a walk, get a drink of water, etc.]*

Activity 2: Whole Healthy Person = Healthy Me

Purpose of the Activity

- To strengthen participants' understanding of what it means to be healthy.
- To introduce the concept of good health involving physical, mental, emotional, and spiritual components.
- To expand participants' familiarity with healthy and unhealthy activities.



Materials needed

- Post-its or cards with masking tape, each one with an item from the Healthy Person Idea Bank on page 14
- Circle diagram from Chapter 1
- Four pieces of paper (8 1/2 x 11"), one each with the words "physical," "mental," "emotional," and "spiritual" written on it in large letters
- Old magazines, discarded children's books, or some other print material with lots of photos
- Paste, glue, or tape
- Sheets of butcher block paper or paper at least 13"x17" (enough for each participant to have a sheet)
- Pens or markers





Daily Physical Activity Challenge & Self-Challenge Activities



Self-Challenge Activity Guide



Activity	Benchmark Goal	Improvement Goal
Half-mile run	Run for a half mile	Improve time for a 1/2-mile run
Half-mile walk	Walk for a half mile	Improve time for a 1/2-mile walk
Jump Rope	8-minutes continuous jumping	Improve the length of time they can continuously jump rope.
Plank	30 seconds in plank position	Improve the amount of time that they can hold a plank position.



Healthy Snack Demonstrations



- Each grant year must include two healthy snack demonstrations
- Must be hands-on with the participants
- All food items must be T.R.A.I.L. Appropriate





Community Education Project



- Must be youth-led
- Must be based around youth sharing T.R.A.I.L. healthy lifestyle lessons with community Members

Examples:

- Diabetes information table at local events
- Walk for diabetes within the community
- Creation of posters and resources for community areas





Data Tracking



As a Diabetes prevention education program, T.R.A.I.L. does not collect medical information on youth or any information that can be seen as generalizable for research. Data collected is for program monitoring and quality improvement.

We are continuing to work with funders to identify ways to collect data around impact to support the outcomes of the program and provide T.R.A.I.L. to more Native youth.



How can you partner?



- Clubs partner with a variety of individuals and organizations to provide resources to families
- Dietitians, nurses, and Behavioral Health professionals' engagement
- Training staff, presenting to youth
- Engage local BGC leadership in connecting community members and youth in other diabetes prevention activities





Boys & Girls Clubs of America

Carla Knapp
National Vice President Native Services
cknapp@bgca.org

Kelly Crowe
Sr Director Federal Grants Impact &
Performance
kcrowe@bgca.org



Diabetes Prevention



Thank you for your participation