

CONTENTS

INTERVENTION MANUAL OF PROCEDURES

WELCOME TO ZHIIWAAPENEWIN AKINO'MAAGEWIN: TEACHING TO PREVENT DIABETES

- Mission Statement
- Interventionist Responsibilities
- Policy Issues

INTERVENTION PLAN BY PHASE

- Overview of Intervention Plan
- Phase 0: TEASERS (Aug 15- Sept 15)
- Phase 1: KICKOFF/START THE DAY MOVING (Sept 16 - Nov 15)
- Phase 2: LOWER FAT LIFESTYLES (Nov 16 - Jan 31)
- Phase 3: DRINKING HEALTHY BEVERAGES (Feb 1 - Mar 15)
- Phase 4: FIVE A DAY FOR HEALTH (March 16 – April 30)
- Phase 5: EATING HEALTHY SNACKS (May 1 - Jun 15)
- SUMMARY of foods & behaviors promoted in each phase
- INTERVENTIONIST WORK PLAN (what to do before, during, and after each phase)

PROMOTED FOODS

- Working with store partners to stock foods
- Food promotion list

COMMUNICATION MATERIALS

SHELF LABELS

- Description of shelf labels and instructions for use
- Promoted food shelf label list

POSTERS

- Guidelines for using posters
- Posters by phase

NEWSPAPER CARTOONS

- Guidelines for using cartoons
- Cartoons by phase

contents continued next page...

NOTE:

This document has been a work in progress since the start of the project and will be revised and expanded throughout the completion and evaluations of the ZA: TPD project in 2007. DO NOT COPY OR DISTRIBUTE THESE MATERIALS TO ANYONE WITHOUT PERMISSION. COPYRIGHT 2005 JOHNS HOPKINS CENTER FOR HUMAN NUTRITION.

FLYERS

- Guidelines for flyer use
- Flyers by phase

RECIPE CARDS

EDUCATIONAL DISPLAYS

- Guidelines for educational display use
- Sample educational displays

RADIO ANNOUNCEMENTS

- Guidelines for radio announcements
- Radio announcement for demos/taste tests

DAAYBWAYS STORIES & SCRIPTS

COOKING DEMONSTRATIONS AND TASTE TESTS

- General information about cooking demos and taste tests
- Phase 1: Lower fat milks and healthier cereals for breakfast
- Phase 2: Cooking low fat with cooking spray and draining and rinsing meat
- Phase 3: Drinking healthy beverages
- Phase 4: Eating fruits and veggies as snacks
- Phase 5: Healthy snacks

COMMUNITY AND SCHOOL ACTIVITIES

- Conducting community activities
- Fairs, open houses, and report card nights
- Food banks & food services
- Phase 0: Community Feast and Walk
- Phase 1: Walking Challenge
- Phase 2: Walking Club/Cooking Contest/ TV Turn Off
- Phase 3: Healthy Beverages in Offices/Family Fun Night
- Phase 4: Store tours
- Phase 5: Healthy Exercise Breaks

GIVEAWAYS

- Non-food items
- Food items

PROCESS EVALUATION

- Description of process evaluation components
- Table of evaluation components
- Process evaluator manual of procedures

contents continued on next page...

FUNDING & ADDITIONAL RESOURCES

APPENDIX A: HEALTHY LIVING LESSON PLANS

Phase 1: Diabetes and Fibre

Phase 2: Lowering Fat

Phase 3: Healthy Beverages

Phase 4: Shopping Wisely

APPENDIX B: DAAYBWAYS STORIES & SCRIPTS

Meet the Daaybways Storybook

Meet the Daaybways scripts

Phase 1: *Meet the Daaybways*

Phase 2: *Tracking Food Fat*

Phase 3: *Drop the Pop!*

Phase 4: *Surprise in the Backpack*

Phase 5: *A Dasokiishika Picnic*

APPENDIX C: FORMS

Cooking Demos & Taste Test Log

Frequently Asked Questions Log

Mass Media Log

Walking Challenge Log

Community Events Log

Weekly Progress Report

Memorandum of Understanding for Stores

Customer Evaluation Form

Store Promotions Evaluation Form

Cooking Demos & Taste Test Evaluation Form

Mass Media Promotions Evaluation Form

Pedometer Survey

Walking Challenge Participants' Log

Process Evaluator Weekly Progress Report

Teacher Interview Forms

Family Pack Return Logs

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WELCOME TO

ZHIIWAAPENEWIN AKINO'MAAGEWIN: TEACHING TO PREVENT DIABETES



MISSION

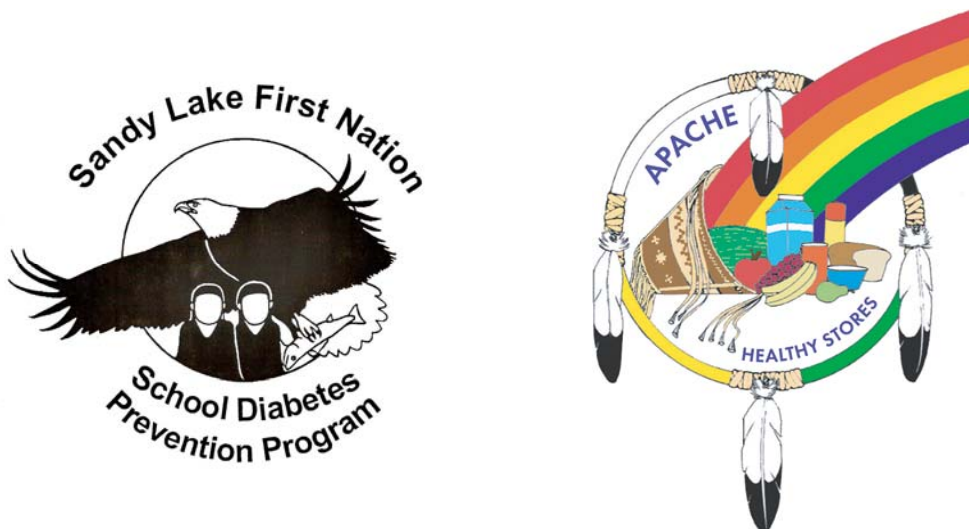
ZHIIWAAPENEWIN AKINO'MAAGEWIN: TEACHING TO PREVENT DIABETES

The Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes Program seeks to reduce the risk of diabetes and other chronic diseases by promoting healthy eating and physical activity. This program aims to improve the nutritional content of foods consumed and increasing levels of physical activity throughout First Nations and American Indian populations.

ZA: TPD is a multi-institutional program, involving three key community institutions: the school, food stores and health and social services. Activities in each institution are linked through five thematic phases and reinforcing activities. For instance, students learn about qualities of healthier foods and introduced to program shelf labels that identify foods with these characteristics in local stores.

The first round of ZA: TPD began in September 2005 in Eabametoong, Naicatchwenin, Nigigoonsiminkaaning, and Seine River First Nations. The second round will begin in September 2006 in Bearskin Lake, Eagle Lake, and Wabigoon Lake First Nations. If preliminary results show positive trends, the program will be conducted in a larger trial in sixteen First Nations and American Indian communities.

ZA: TPD was developed in collaboration with key community stakeholders. The school component is based on the successful Sandy Lake School Diabetes Prevention Program written by Brit Saksvig in collaboration with the Sandy Lake Health and Diabetes Project after extensive consultation with the Sandy Lake First Nation. Some elements are also adapted from the Pathways curriculum, a program for reducing obesity in American Indian schoolchildren. The store component is based on the successful Apache Healthy Stores program that was implemented with the San Carlos and White Mountain Apache tribes in Arizona, US. For more information about the Sandy Lake and Healthy Stores programs, please see www.sandylakediabetes.com and www.healthystores.org.



The School component of ZA: TPD seeks to:

1. Educate 3rd and 4th graders about the importance of healthy living
2. Encourage students to eat healthy and be active

The Store component of ZA: TPD seeks to:

1. Improve the availability of healthy food options at local stores
2. Promote these foods at the point of purchase and throughout the community
3. Improve the nutritional content of foods purchased and consumed by community members

The Health and Social Services component of ZA: TPD seeks to:

1. Reinforce other components of ZA: TPD by repeating key messages
2. Organize community activities using appropriate local media
3. Emphasize physical activity interventions
4. Work towards sustainability of ZA: TPD

INTERVENTIONIST RESPONSIBILITIES

This section of the Manual of Procedures lists the primary responsibilities of the Interventionist to be conducted in cooperation with the Field Supervisor and local health and social services staff. More information on specific interventionist responsibilities is included in the rest of this manual.

The interventionist should make a timeline of events outlining what needs to happen and where. This should be discussed with the Field Supervisor and local health staff. Doing this before each phase of the intervention will help organize and prepare for what is to come. The Interventionist is responsible for all of the different components of the ZA program in his or her community. The interventionist will:

1. Support the teachers in completing the curriculum, supplying materials, incentives and other items they might need (Interventionist role: minor)
2. Be primarily responsible for most of the store component activities. (Interventionist role: major)
3. Work with HSS staff to implement the other community-based components of the program. (Interventionist role: moderate)
4. Complete weekly progress reports and all forms to document program activities

Below are Interventionist responsibilities by program component.

	School	Store	HSS
Posters	Put up and maintain for each phase	Put up and maintain for each phase	Put up and maintain for each phase
Announcements, cartoons, flyers (radio and newsletters):	Ensure principals have announcements for broadcast and inclusion in newsletters	Announce demos on local radio or band newsletter, distribute flyers at demos	Announce demos on local radio or band newsletter, ensure local staff have flyers for newsletters and to give to clients
Educational displays	If space is available	During demos	Display in band offices or health centres
Workshops and cooking demos	During report card nights or open houses and nutrition breaks	At least 3 times phase in each large store	Coordinate with local staff to hold in offices and during other HSS activities
Events	Assist with Family Fun Night	N/A	Booths at pow wows, flea market, etc. Coordinate physical activity programs with local HSS staff
Giveaways	Distribute water bottles and Frisbees to teachers as Family Pack return incentives	Hand out at demos and taste tests	Hand out at demos, taste tests and other community events

For all components, the Interventionist will be responsible for:

2. Nutrition and Physical Activity Information: Be prepared to answer questions about nutrition and physical activity and the function of the ZA: TPD program.
3. Public Relations: Represent the project in a professional manner.
 - a. Maintain good relationships with local health and social services staff.
 - b. Meet briefly with health director or CHR to update them weekly.
 - c. Respond appropriately to feedback about the ZA: TPD project.

POLICY & PUBLIC RELATIONS ISSUES

Having the most contact with the public, the Interventionist will frequently have to deal with public relations and multiple requests for information. This section is intended to give you guidance for the most common issues you are likely to face:

REQUESTS FOR MATERIALS: During the two year intervention phase, we are conducting a careful implementation and evaluation of the entire program. It will not be possible to pass out materials to individuals or organizations not associated with the intervention until the study has been completed and evaluated (July 2007). After that date, we will be making all the materials available for dissemination and use through our website (www.healthystores.org). Based on the results of this study, we will be conducting an expanded trial of the program in 16 First Nations and American Indian communities in Ontario and Michigan.

Interested communities may contact us for more information about participating:

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INTERVENTION PLAN

OVERVIEW OF INTERVENTION PLAN

The ZA: TPD Intervention has three integrated components with the common aim of promoting consumption of healthy foods and increasing physical activity among all community members. The three components are: a school program centered around a curriculum for 3rd and 4th grades, a store-based promotion program, and a community-based program imbedded in local health and social services programs. Activities in each program are linked so that similar messages are being promoted across multiple institutions at the same time. The table below outlines the lessons or phases in each component.

TABLE OF PHASES FOR THE ZA FEASIBILITY TRIAL

Phase	Dates	School	Store	HSS
0	8/15-9/15	Introduction (grade 3)/Welcome Back (grade 4)	Teasers	Healthy Living Week
1	9/16-11/15	What is Healthy? & Yesterday and Today/Body Clues and Activity Pyramid	Start the Day with a Healthy Breakfast	Start Moving
2	11/16-1/31	Diabetes, Everyday Foods, and Being Active/ Tracking Food Fat and Sugar Facts	Lower Fat Meals	Lower Fat Lifestyles
3	2/1-3/15	Sometimes Foods/Fibre Facts	Healthy Beverages	Healthy Beverages
4	3/15-4/30	Pass the Dip/Label Reading	Five a Day for Health	Shopping Wisely
5	5/01-6/15	Until Next Year/ Ready for the Future	Healthy Snacks	Healthy Snacks

DETAIL OF ACTIVITIES FOR THE HSS COMPONENT

Phase	HSS	Primary HSS activity	Mass Media Component	School-related activities	Store-related activities
0	Introduction	Orientation for HSS Staff and kickoff	Teaser promotions	Orientation for school staff	Teaser promotions
1	Start Moving	Walking Challenge	Benefits of Physical Activity	Walk to School Day	Taste tests
2	Lower Fat Lifestyles	Cooking contest	Tips to reduce fat	Curriculum lessons	Cooking demos
3	Healthy Beverages	Healthier drinks in offices/ Turn off the TV Day/Family Fun Night	What are you drinking?	Curriculum lessons	Taste tests
4	Five a Day and Shopping Wisely	Store tours and workshops	Benefits of 5 a day	Curriculum lessons	Taste tests
5	Healthy Snacks	Taking an Exercise Break	Snack Facts	Curriculum lessons	Taste tests

PHASE 0:

TEASERS

August 15 - September 15

THEMES	Kickoff Introduction to family motif, logo
MESSAGES	Look for the ZA: TPD badge/logo
FOODS	None
BEHAVIOURS	Recognizing intervention logo
SHELF LABELS	None
COOKING DEMO/TASTE TEST	None
RECIPE CARD	None
EDUCATIONAL DISPLAY	None
POSTERS	1. Family (Coming soon...) 2. Logo (Look for the logo when you shop) 3. Taste test foods (Starting in September... Taste test foods at this store!)
CARTOON	Introduces the project and the family (What could this family do to eat right, stay strong, live long?)
FLYERS	None
RADIO	Coming Soon (1 per day)
GIVEAWAY	None
EVENTS	Kickoff with: 1. Health booths: Health Centres, Band Offices, School events 2. T-shirt raffle 3. Community Breakfast or Feast 4. Educational display: Introduction: Theme: What is ZA: TPD? 5. Radio Announcements 6. Newsletter ads 7. OTHER MATERIALS: Promo posters in stores the week before Banner hung during kickoff
STORIES	None
WORKSHOP	None
SCHOOL	Staff orientation to project; teacher training for curriculum Grade 3 unit: Introduction Grade 4 unit: Welcome Back

PHASE 1:

START THE DAY WITH A HEALTHY BREAKFAST/START MOVING

September 16 - November 15

THEMES	Character motif Start the day with a healthy breakfast Start Moving
MESSAGES	1. Low fat and skim milk contain all the nutrition without too much fat 2. Start your day with a healthy breakfast 3. Start your family's day in a "fruitful" way 4. Look for ZA: TPD shelf labels 5. Whole wheat has more fibre at the same cost 6. Start walking instead of driving
FOODS	Low fat and skim milk Lower sugar, higher fiber cereals Oatmeal Fruits for breakfast Lower fat spreads No sugar added jam Whole wheat bread
BEHAVIOURS	Consume low fat or skim milk and lower sugar/higher fibre cereals Eat fruits with breakfast Eat higher fibre breads Use lower fat spreads Walk more Recognizing store intervention materials
SHELF LABELS	Low fat and skim milk (LF) Lower sugar (LS), higher fiber cereals (HF) Oatmeal (HF) Lower fat spreads (LF) Whole wheat breads (HF) No sugar added Jam (LS) Fruits (HFC)
COOKING DEMO/TASTE TESTS	Taste test lower fat milks 1. Taste test milk 2. Milk fat jar demonstration Taste test lower sugar/higher fibre cereals 1. Sugar jar demonstration 2. Taste test cereals Whole wheat bread and low fat spread 1. Taste test low fat spread and lower sugar jams on whole wheat bread
RECIPE CARDS	None

EDUCATIONAL DISPLAY	"A Healthy Breakfast Gives you Energy" (display compares fat content of milks and cost of different breakfasts)
POSTER	<ol style="list-style-type: none"> 1. A healthy breakfast gives you energy: hockey 2. Start Moving (Start moving...take a walk!) 3. Look for logo (Look for the ZA: TPD logo when you shop)
CARTOON	Recognize the ZA: TPD label: While family is shopping, kids are begging for sugar cereal. Mom points at shelf labels and says, "I don't want to buy those sugary cereals. They're not good for you or me. We're looking for the ZA: TPD shelf label." Boy realizes he would have more energy if he eats right.
FLYERS	<ol style="list-style-type: none"> 1. Look for logo cartoon 2. Os vs. Sugar Flakes: Cereal label reading 3. Check the sugar!: Comparison of sugar in Os vs. Sugar Flakes 4. Fibre: Comparison of white vs. whole wheat and recommended fibre intake
RADIO	<p>Announce the program and kickoff</p> <p>Announce taste tests</p> <p>Fibre Facts</p> <p>Moving More</p>
GIVEAWAY	<ol style="list-style-type: none"> 1. Lower sugar, higher fiber cereal boxes (Cheerios, Oatmeal, Special K, Life) 2. Small cartons of 1% or skim milk 3. Refrigerator magnet with our logo
EVENTS	<ol style="list-style-type: none"> 1. Walking Challenge 2. Walk to Work/School Day
STORIES	<i>Meet the Daaybways; The Biiwide Arrives; When Uncle Joe Was Young</i>
WORKSHOPS	Diabetes and Fibre
SCHOOL	<p>Walk to School Day; Booth at report card nights</p> <p>Grade 3 units: What is Healthy?; Yesterday & Today</p> <p>Grade 4 units: Body Clues; Activity Pyramid</p>

PHASE 2:

LOWER FAT LIFESTYLES

November 16 - January 31

THEMES	Cooking spray makes clean up easy The many uses of cooking spray Make quick healthy dinners at home Drain and rinse ground meat when you cook Beans have more fibre and less fat than meat Keep Walking
MESSAGES	1. Cooking spray has many uses 2. Fry less, reduce mess 3. Supersizing doesn't pay 4. Be lean, it's less mean on your heart 5. Drain and rinse the fat away 6. Beans are less mean than meat on your heart
FOODS	Cooking spray Beans (canned) Lean ground meats Lower fat lunch meats Frozen vegetables
BEHAVIOURS	Proper use of cooking spray Drain and rinse ground meat Choose lower fat meats and cheeses Add beans to soups and stews to replace 1/2 of meat Choose smaller portion sizes when eating out
SHELF LABELS	Cooking spray (LF) Beans (HF) Frozen vegetables (HFC) Lower fat hot dogs (LF) Part skim mozzarella (LF)
COOKING DEMO/TASTE TEST	Potatoes and eggs cooked w/ spray: 1. Demonstration of cooking potatoes & eggs with cooking spray 2. Show where cooking spray is in the store Drain and rinse meat for chili, hamburger soup: 1. Demonstrate drain and rinse method 2. Discuss uses of drained and rinsed ground beef 3. Demonstrate preparation of chili, hamburger soup using beans and frozen vegetables Lower fat pizza and hot dogs 1. Taste test of lower fat pizza and hot dogs
RECIPE CARD	Yummy eggs and potatoes recipe Hamburger soup Lower fat homemade pizza

EDUCATIONAL DISPLAYS

1. Be lean on your heart - Drain the fat away! (how to drain and rinse ground meat)

POSTERS

1. Why Use Cooking Spray?
2. Beans are lean in fat and cost
3. What if heroes supersized?
4. 30 minutes of physical activity

CARTOON

1. Supersizing is not a good deal:
 - a) Family goes to fast food restaurant
 - b) Looks at menu and someone notes the "deal" of supersizing
 - c) Boy imagines himself becoming "biggie-sized"
 - d) He makes the right choice ("Dad, I think I'll have a regular size")
2. Drain and rinse

FLYER

1. Save Money with Cooking Spray: Comparison of per serving cost of cooking spray versus shortening.
2. Cut fat by cutting out the skin: Comparison of fried chicken with skin and skinless chicken breast
3. Traditional foods are healthy for you

RADIO

Announce cooking demos/taste tests
Physical activity
Lower fat foods

GIVEAWAY

Cooking spray
Colanders

EVENTS

Cooking Contest
Walking Club and Walk to Work/School Day

STORIES

The Pale Stranger; Surprise in the Backpack; Missy and Buddy Set a Goal

WORKSHOP

Lower your Fat

SCHOOL

Cooking club
Grade 3 units: Diabetes; Everyday Foods; Being Active
Grade 4 units: Tracking Food Fat; Sugar Facts

PHASE 3:

HEALTHY BEVERAGES

February 1 - March 15

THEMES	Drinking healthy beverages Turn off your TV
MESSAGES	Drink water to really stop your thirst. It's only juice if it says "juice" Adding to your coffee or tea adds calories and fat The more TV you watch the more you eat and the less you exercise
FOODS	Water Diet sodas Skim and 1% milk Low fat evaporated milk Powdered skim milk Artificial sweeteners
BEHAVIORS	Drink water and diet sodas rather than regular sodas and other high calorie drinks Use lower fat milks or creamers and artificial sweeteners in tea and coffee Watch less TV
SHELF LABELS	Diet soda (LS) Water (HFC) Sugar free drink mixes (LS) Low fat creamer or powdered skim milk (LF) 2% evaporated milk (LF) Skim and 1% milks (LF) Artificial sweetener (LF)
COOKING DEMO/TASTE TEST	Taste test (ice cold) diet sodas: 1. Customers taste variety of diet sodas 2. Discuss ordering water at restaurants; show lever on drink machines 3. Discuss advantages of water
EDUCATIONAL DISPLAY	Quench your thirst with water (shows sugar content of popular sodas and fruit "beverages" and compares cost of soda with water)
POSTERS	1. Regular versus diet soda boxing match (diet wins because it has no calories or sugar and doesn't make people sick) 2. Look for the water 3. Drink sugar comparison
CARTOON	1. Woman at convenience store chooses diet soda for her health
FLYER	1. Comparison of sugar content in juice, fruit cocktails, ice tea, pop, water 2. What are you adding to your coffee? (shows fat and calorie content of additives) 3. TV watching tips: other things you can do

RADIO	Announce taste tests What are you drinking?
GIVEAWAYS	Water bottle Diet soda
EVENTS	Healthier Beverages at offices Family Fun Night Turn off the TV Day
STORIES	<i>Planning a Dasokiishika Picnic; Pass the Dip!; Welcome Back to Winding Lake</i>
WORKSHOP	Healthy Beverages
SCHOOLS	Healthier Beverages in break rooms; booth at report card nights Grade 3 units: Sometimes Foods Grade 4 units: Fibre Facts

PHASE 4:

FIVE A DAY AND SHOPPING WISELY

March 15 - April 30

THEMES	Healthy snacks (fruits & veggies w/low fat dips) Label reading
MESSAGES	It's easy to eat five fruits and vegetables a day Frozen and canned (in own juice) are okay Shop wisely - use a list!, Shop wisely - read food labels!
FOODS	Fruits and vegetables Lower fat dressings and dips
BEHAVIOURS	Eat fruits and vegetables for snacks Add fruits and vegetables to meals Use food labels and shelf labels when selecting foods
SHELF LABELS	Fruits and vegetables (HFC) Low fat salad dressings and dips (LF) Frozen vegetables (HFC)
COOKING DEMO/TASTE TEST	Taste test of vegetables and low-fat dip
EDUCATIONAL DISPLAY	It's Easy to Eat 5 Fruits and Vegetables a Day!
POSTERS	1. Teen boy with vegetables and a dip container (scoring hockey goals) 2. Mom reading grocery list as she walks down aisle with ZA: TPD shelf labels. 3. Apple, celery, orange, carrot, corn walking out of birchbark basket (Eat 5 fruits and vegetables a day!).
RECIPE CARDS	Healthy veggie dip Fruit smoothies
FLYER	1. Healthy Food Can be Cheaper 2. Find the fruit 3. Ways to add fruits and vegetables to meals 4. Fat free vs. regular dressing
RADIO	Announce cooking demos/taste tests Benefits of Fruits and Vegetables
GIVEAWAYS	Fruit Shopping Bags
EVENTS	Store tours
STORIES	<i>Picnic at the Lake; Flying Saucer in the Bush; Tracking Food Fat</i>
WORKSHOP	Shopping Wisely

SCHOOLS

Gardening; Store tours
Grade 3 unit: Pass the Dip
Grade 4 unit: Label Reading

PHASE 5:

HEALTHY SNACKS

May 1 - June 15

THEMES	Reducing fat
MESSAGES	Making healthier choices
FOODS	Fruit Baked chips Low fat microwave popcorn
BEHAVIOURS	Choosing healthier snacks
SHELF LABELS	Fruit (HFC) Baked chips (LF) Low fat microwave popcorn (LF)
COOKING DEMO/TASTE TEST	Taste test healthy snacks - activities: 1. Taste lower fat versions of common snacks (baked chips, low fat microwave popcorn) 2. Potato chip smash 3. Fat jar demonstration 4. Do serving size demonstration 5. Hand out free bags of healthier snacks
RECIPE CARD	None
EDUCATIONAL DISPLAYS	1. Fat jar with chips
POSTERS	1. Exercise breaks 2. Heart popcorn (Healthier for your heart...low fat popcorn)
CARTOON	None
FLYER	1. Nutritional content of chips vs. lowfat popcorn 2. Nutritional content of chips vs. baked chips 3. Activity pyramid 4. How to read labels
RADIO	Announce taste tests Have a Healthy Snack
GIVEAWAY	Baked chips, and low fat microwave popcorn
EVENT	Take an Exercise Break
STORIES	<i>Drop the Pop!; Kookoo's Prize; Figuring Out Food; The Farewell Gift</i>
SCHOOLS	Grade 3 unit: Until Next Year

SUMMARY:

FOODS & BEHAVIORS

PHASE	PROMOTED FOODS	PROMOTED BEHAVIORS
0	-	Recognize intervention materials
1	Low fat (1%) milk Skim (nonfat) milk Lower sugar cereals Higher fibre cereals Oatmeal Lower fat spread No sugar added jam Fruits Whole wheat bread	Recognize intervention materials Consume lower sugar & higher fibre cereals Consume low fat or skim milk Eat fruit for breakfast Do at least 30 minutes of physical activity every day
2	Cooking spray Beans Low fat lunch meats	Use cooking spray Drain and rinse ground meat Choose smaller portion sizes Walk more often
3	Water Diet pop/drinks Low fat milks Artificial sweetener	Choose water over pop Choose diet pop over regular pop Choose sugar free drinks over sweetened drinks Choose low fat creamer or milk instead of regular or half and half Choose artificial sweetener instead of sugar
4	Fruit Vegetables	Eat fruits and vegetables for snacks Choose low fat dressing Use food labels when selecting foods
5	Low fat popcorn Baked potato chips Fruit	Choose baked chips or low fat popcorn over regular chips Choose fruits for snacks Choose low sugar cookies over regular

INTERVENTIONIST WORK PLAN

1.

IN THE WEEK BEFORE A PHASE BEGINS:

1. Make sure store has stocked/ordered foods to be promoted.
2. Make sure teachers have Family Packs and giveaways for that phase.
3. Give band newsletter or cable TV that phase's cartoon/other materials (be sure that the newsletter is coming out the first week of the phase).
4. Make sure you have at least 50 copies of each flyer.
5. Make sure local health staff have flyers and announcements for their clients.
6. Have the educational display ready to go for the upcoming phase.
7. Deliver completed radio announcement forms to radio station(s). Complete the [Radio Announcement Form](#) for all announcements.
8. Arrange with store manager for a space to conduct the cooking demonstrations/taste tests.
9. Arrange with local health staff for space and times to conduct the cooking demonstrations/taste tests.
10. Make sure you have all food (non-perishable) and materials needed for each cooking demonstration/taste test.
11. Coordinate timing and logistics of community event with local staff. Make sure you have all equipment needed.

IN THE FIRST WEEK OF A PHASE:

1. Put up the appropriate shelf labels for the foods being promoted.
2. Put up all posters for that phase at stores, schools, community locations.
3. Put up the educational display for that phase at community locations and schools.
4. Complete the [Mass Media Posting Log](#) when posting materials. (See Appendix C for form.)

DURING THE PHASE:

1. Check every week to make sure promoted foods are in stock (if running low, and at early stage of promotion, ask manager to order more).
2. Make sure the shelf labels are under the appropriate foods (sometimes food stocks are shifted around).
3. Regularly check to make sure the posters are still up. Re-attach if they are falling down.

4. Look for cartoons/announcements in the band newsletter and on bulletin boards. Replace if needed.
5. Hand out flyers at each cooking demonstration.
6. Regularly visit the educational display to maintain it and restock flyers as needed.
7. Make sure radio/cable announcements are taking place as planned if relevant.

AFTER THE PHASE HAS BEEN COMPLETED:

1. Take down all posters and educational displays.

INSTRUCTIONS FOR COMPLETING MASS MEDIA POSTING LOG (Form in Appendix C)

The [Mass Media Posting Log](#) will be used by the interventionist to record the posting of any intervention materials outside stores. One form will be used for each location during each phase of the intervention.

To fill out the form, the interventionist will follow these steps:

1. Enter his/her name.
2. Check the community.
3. Check the number corresponding the current promotional phase.
4. For each item posted:
 - a. Write the date when the item was posted in the column labelled “date” under “posted.”
 - b. In the column labelled “type of print material,” check the material type (i.e. flyer, poster). Write the name or a brief description of the item.
 - c. In the column labelled “location,” check where the item was posted. If it was posted in a store, include the name of the store. If the location is not listed, check “other” and write in the location.

PROMOTED FOODS

FOODS TO BE STOCKED IN STORES

WORKING WITH STORE PARTNERS TO STOCK FOODS

Store partners of the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes project have agreed to stock specific minimum quantities of foods for promotion for specific phases of the intervention.

The interventionist needs to work with store managers and vendors to make sure:

- the appropriate foods are ordered*,
- the foods to be stocked are on the shelves,
- visible when customers walk through the aisles,
- labeled with ZA:TPD shelf labels,
- & priced appropriately (ie. not more than less healthy options).

The interventionist should make sure the promoted food(s) are stocked at the beginning of each phase, and at least every other week during the phase. This should be done by direct observation.

If the promoted foods are not available, the interventionist should immediately meet with the store manager/owner and/or vendor, discuss barriers to stocking the food, problem solve, and encourage them to stock the food. The interventionist should talk to the store owner/manager about sales of the food, what could be done to enhance sales, such as positioning the food better.

The interventionist should encourage the store owners/managers to continue to stock the promoted foods AFTER the phase has been completed throughout the entire intervention (and hopefully after that).

*The interventionist needs to make sure that stores do not substitute alternatives for the promoted foods. For instance, Honey Nut Cheerios are NOT an acceptable substitution for Cheerios.

NOTE: This is probably the single most important part of the store component. If we cannot get the stores to consistently stock promoted foods, we will not succeed.

LARGE STORES	MEDIUM STORES	SMALL STORES
Safeway	The Place/Foodtown	Windigo's Gas Bar
IGA	Corny's Variety	Corny's Convenience
Extra Foods	Waboose Toys and Convenience	Lakeview Store
	Greensides Grocery Store	Mine Centre Resort
		Wabigoon Lake Community Store

PROMOTED FOODS BY PHASE

*only if refrigeration is available or similar items are ordinarily stocked

Date	Food	Minimum needed per large supermarket	Minimum needed per medium store	Minimum needed per small store
PHASE 1:	Lower fat spread (like Becel Light)	10 units	5 units	5 units*
	1% milk	10 units	5 units	5 units*
	Skim milk	10 units	5 units	5 units*
	Any of these cereals: Regular Cheerios, Shredded wheat (plain), Life, Corn Flakes, Special K (plain), Bran Flakes, oatmeal	20 units (of all combined)	10 units	5 units
	Oatmeal	10 units	5 units	5 units
	Fresh fruit	10 units	10 units	5 units*
	Whole wheat bread	20 units	5 units	5 units
	No sugar added spread (jam)	10 units	5 units	5 units
PHASE 2:	Cooking spray	20 units	10 units	5 units
	Eggs	10 units	5 units	5 units*
	Potatoes	10 units	5 units	N/A
	Canned mushrooms	10 units	5 units	5 units
	Frozen vegetables (mixed, carrots, corn, etc.)	20 units	20 units	N/A
	Low fat lunch meats	20 units	10 units	N/A
	Canned tomatoes	20 units	10 units	5 units
	Onions	10 units	5 units	N/A
	Kidney or other beans	10 units	5 units	5 units
	Part skim or low fat mozzarella cheese	10 units	5 units	5 units*
PHASE 3:	Diet sodas, cans	50 units	20 units	10 units
	Water in bottle	50 units	20 units	10 units
	Low fat evaporated milk (2%)	10 units	5 units	5 units
	skim milk powder	10 units	5 units	5 units
	Sugar free drink mixes (e.g. Crystal Light)	10 units	5 units	5 units
	Artificial sweetener	10 units	5 units	5 units
PHASE 4:	Fresh fruit	10 units	N/A	N/A
	Frozen fruit	10 units	5 units	5 units*
	Dipping veggies: carrots, celery, etc.	10 units	5 units	N/A
	Low fat dressings and mayonnaise	10 units	5 units	5 units
	Frozen vegetables	10 units	5 units	5 units*
PHASE 5:	Baked potato chips	10 units, lg/sm bags	10 units	5 units
	Low fat popcorn	10 units	5 units	5 units
	Fresh fruit	10 units	5 units	N/A

COMMUNICATIONS

materials

SHELF LABELS BY PHASE

PHASE/DATE	FOOD	SHELF LABEL(S)
Phase 1 September 15	Lower fat spread (Like Becel Light)	LF
	1% milk	LF
	Skim milk	LF
	Any of the following cereals: Cheerios (Plain), Special K (plain) , Shredded wheat (plain), Life, Corn Flakes, Bran Flakes	LS – Life, Cheerios, Corn Flakes, Special K HF – Shredded Wheat, Bran Flakes
	Oatmeal (plain)	HF
	Fresh fruit	HFC
	Whole wheat bread	HF
	No sugar added spread (jam)	LS
Phase 2 November 16	Cooking spray	LF
	Eggs	--
	Potatoes	--
	Canned mushrooms	HFC
	Frozen vegetables	HFC
	Low fat hotdogs/sausages	LF
	Canned tomatoes	--
	Onions	--
	Kidney beans	HF
Phase 3 February 1	Diet sodas, cans	LS
	Water in bottle	HFC
	Low fat evaporated milk (2%)	LF
	Low fat (or light) coffee whitener/skim milk powder	LF
	Artificial sweetener	LS
Phase 4 March 15	Fresh fruit	HFC
	Frozen fruit	HFC
	Dipping vegetables (carrots, celery, cucumbers, etc.)	HFC
	Low fat dressings/ mayonnaise	LF
	Frozen vegetables	HFC
Phase 5 May 1	Baked potato chips	LF
	Lowfat popcorn	LF
	Fresh fruit	HFC

SHELF LABELS

DESCRIPTION OF SHELF LABELS AND INSTRUCTIONS FOR USE

The interventionist is responsible for making sure the appropriate ZA: TPD shelf labels are up for every promoted food. The shelf labels are intended to serve as an easy reference for shoppers - to help them choose healthier alternatives over less healthy offerings in the food section.

The following shelf labels have been developed:

HEALTHY FOOD CHOICE: intended to refer to an overall healthy food choice, not so much a direct alternative to other foods (i.e. for fruits and vegetables)

LOWER IN SUGAR: intended to refer to a food choice which has substantially less sugar than foods in a similar category that are more commonly consumed (e.g. lower sugar cereals like regular Cheerios).

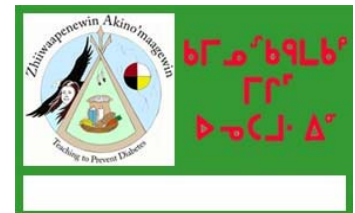
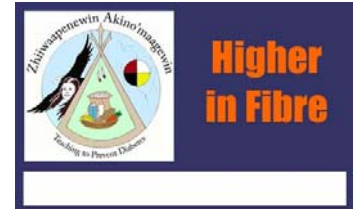
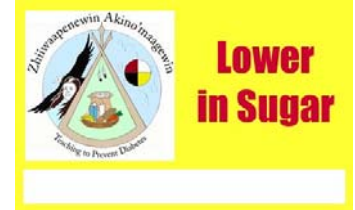
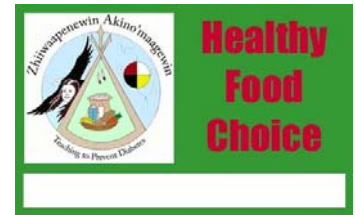
LOWER IN FAT: intended to refer to a food choice which has substantially less fat than foods in a similar category that are more commonly consumed (e.g. low fat hotdogs).

HIGHER IN FIBER: intended to refer to a food choice which has substantially more fiber than foods in a similar category that are more commonly consumed (e.g. Shredded wheat).

Shelf labels from previous phases should stay up during the entire 9 month period of the intervention. They should be checked up on with each new phase and replaced if damaged.

It is likely that items on the shelves may shift when foods are restocked and that the shelf label may no longer sit under the appropriate food. Therefore the interventionist should **write the name of the promoted food in permanent black ink** in block letters in the space at the bottom of the label. The interventionist will need to check the label placement weekly and make sure labels are properly located, and shift them if necessary. In smaller stores it may help to give the manager and store staff a list of the promoted food shelf labels.

Note: the interventionist should make sure she/he has the permission of the manager before making these adjustments.



GUIDELINES FOR USING POSTERS

ABOUT THE POSTERS:

Posters are one of the main mass media communication methods that are being used in the Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes program. Each phase of the ZA: TPD intervention has one or more posters that have been developed for that phase. Post the tabloid size posters (13" x 19") in all stores.

WHEN TO HANG:

The appropriate posters must be put up in the first 3 days of the intervention phase. At the end of each promotional phase, the interventionist will take down the old posters, and put up the new posters.

LOCATIONS:

In addition to intervention stores, hang posters in community locations such as nursing stations, health access centres, band offices, schools, and health and social services offices where they will get more exposure. Also hang them in churches, community centers, etc. if possible. The interventionist will need to get permission to put up the posters and select a suitable location at each site.

DOCUMENTATION AND MAINTENANCE:

The interventionist will need to record where and when each poster is put up using the MASS MEDIA POSTING LOG (see Appendix C). The interventionist will need to monitor posters to ensure that they are securely posted and rehang posters that may have fallen or been torn down. Damaged posters should be replaced. Old posters (in good condition) should be stored in the project office.

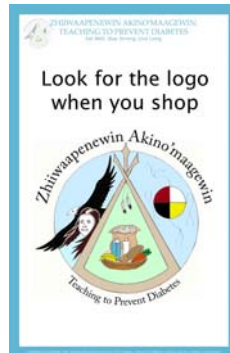
POSTERS BY PHASE

Posters will be printed in 13" x 19" and 2' x 3' formats depending on location.

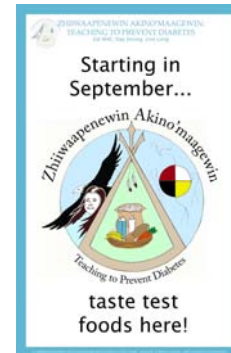
PHASE 0 – TEASERS



FAMILY MOTIF



LOOK FOR THE LOGO



TASTE TEST HERE

PHASE 1 – START THE DAY MOVING



LOOK FOR THE LABELS



A HEALTHY BREAKFAST



START MOVING

PHASE 2 - LOWER FAT LIFESTYLES

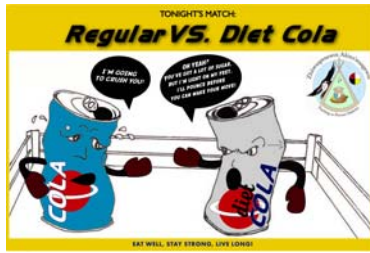


WHY COOKING SPRAY?

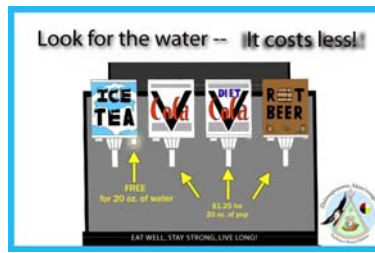


WHAT IF HEROES SUPERSIZED?

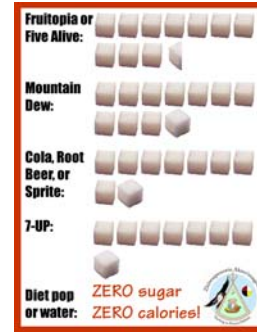
PHASE 3 – DRINKING HEALTHY BEVERAGES



REGULAR VS. DIET



LOOK FOR WATER



SUGAR COMPARISON

PHASE 4 – FIVE A DAY AND SHOPPING WISELY



READ LABELS



EAT 5 A DAY



EAT 5 A DAY



SHOP WISELY

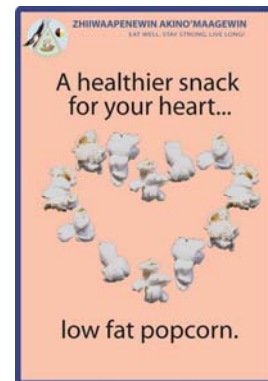
PHASE 5 – EATING HEALTHY SNACKS



EXERCISE BREAKS



HEALTHY FOODS CAN BE CHEAPER



HEALTHIER FOR YOUR HEART

GUIDELINES FOR USING CARTOONS

Six newspaper cartoons have been developed to support different phases of the intervention. These cartoons present the motif family engaging in and making decisions about some of the healthy foods and behaviors that are promoted.

The cartoons should be distributed to band newsletters and cable TV where appropriate. They should also be distributed to be posted on community bulletin boards and included in school newsletters. For cable TV, the cartoons may need to be shown frame by frame to be able to be read.

The cartoon selected for each phase should be printed at least twice during each phase and up to three times for longer phases.

The interventionist must make sure the cartoons are submitted on time to band and school newsletters. Submissions should be documented in the [MASS MEDIA POSTING LOG](#).

In phases where we do not have a cartoon, we should use one of the posters/flyers that has our characters in it instead.

CARTOONS BY PHASE

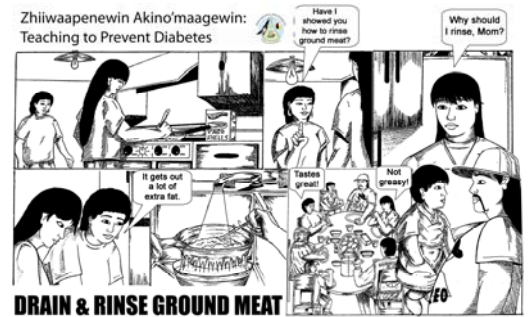
PHASE 0



PHASE 1



PHASE 2



PHASE 2



GUIDELINES FOR USING FLYERS

Flyers are a form of educational material on which more information about a topic may be conveyed. They are used in multiple ways in the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes project:

COOKING DEMOS: Flyers may be handed out by the interventionist during cooking demos and taste tests.

OFFICES: Some offices and health centres have agreed to have flyers in their waiting rooms. The interventionist is responsible for getting permission and asking staff to promote the flyers to visitors or clients.

HEALTH SERVICES: Some healthcare providers and staff have agreed to distribute flyers during their activities such as client visits or community kitchens.

CABLE TV: If relevant, flyers should be submitted for local cable posting.

BAND NEWSLETTERS: Each flyer should be submitted to band newsletters once during the phase. For instance, if there are four flyers for the phase they should each be in the band newsletter once during different weeks, preferably during weeks when there are no other announcements for demos or workshops.

SCHOOL NEWSLETTERS: At least one flyer should be submitted to school newsletters for each phase.

DOCUMENTATION AND MAINTENANCE

The interventionist will need to record where and when flyers are distributed using the **MASS MEDIA POSTING LOG** (see Appendix C). The interventionist will need to ensure that there are enough flyers available at each site and that they are appropriately used during each phase of the program.

For instance, in Phase 1, flyers with more detailed information such as the Fibre & Sugar comparison may be the most appropriate flyer for health services providers to hand out because they can explain the information to clients. For a school newsletter, The Look for the Logo cartoon may be best. During a taste test of whole wheat bread, the interventionist could hand out the Whole wheat vs. White flyer as reinforcement.

FLYERS BY PHASE

PHASE 1 – START THE DAY WITH A HEALTHY BREAKFAST/ START MOVING



Check the Sugar!

1 gram of sugar 12 grams of sugar

Toasted Os vs. Sugar Flakes

Product Name	Calories	Total Fat	Total Sugar
Toasted Os	100	1g	1g
Sugar Flakes	100	1g	12g

SERVING SIZE = 3/4 cup

Whole Wheat- SAME price, TWICE the fibre

1 gram of fibre 2 grams of fibre

Adults are recommended to eat 20 to 35 grams of fibre a day. Fibre may help prevent heart disease, diabetes, cancer, and obesity.

LOOK FOR LOGO CEREAL SUGAR COMPARISON FIBRE & SUGAR COMPARISON WHOLE WHEAT VS. WHITE

PHASE 2 – LOWER YOUR FAT

Traditional foods are good to eat!

Highest in Fibre

ZHIIWAAPENEWIN AKINO'MAAGEWIN: TEACHING TO PREVENT DIABETES
Eat Well, Stay Strong, Live Long

Cut costs with cooking spray!

3.4 cents per serving 2 cents per serving 1 cent per serving

Did you know?

WITH skin WITHOUT skin

twice the FAT half the FAT

TRADITIONAL FOODS CUT COSTS WITH COOKING SPRAY REDUCE CHICKEN FAT

PHASE 3 – HEALTHY BEVERAGES

What are you adding to your coffee?

	130	90	0
calories			
fat	12 grams	4 grams	0 grams

Fruitalia or Five Alive: 10 packets

Mountain Dew: 10 packets

Cola, Root Beer, or Sprite: 10 packets

7-UP: 10 packets

Diet pop or water: ZERO sugar, ZERO calories!

Watching too much TV may increase your risk for diabetes!

Tips for less TV:

- Exercise as a family: take a walk or play a game
- Move the TV out of the main room
- Set time limits or certain days for no TV

COFFEE COMPARISON DRINK COMPARISON TV TIPS

Tips to help you eat more fruits and veggies:

- add dried, canned, or frozen fruit to your cereal
- add frozen or canned vegetables to soups, stews, chili
- put veggies on your pizza
- keep fruits and vegetables visible in the home for a quick snack
- stir frozen or fresh vegetables into your pasta or eggs
- pack an apple or orange for a snack instead of chips

PHASE 4 – FIVE A DAY

ZHIIWAAPENEWIN AKINO'MAAGEWIN: T

ETES PROGRAM, MOP VER 8, JULY 2006

EAT FIVE A DAY!



FIND THE FRUIT COLORING EXERCISE

TIPS FOR VEGGIES

Fat Free vs. Regular Dressing

1 Serving = 2 Tablespoons		1 Serving = 2 Tablespoons	
60 CALORIES	0 GRAMS OF FAT	160 CALORIES	17 GRAMS OF FAT
Brand Name	Brand Name	Brand Name	Brand Name
Calories from Fat	0	Calories from Fat	136
Total Fat	0g	Total Fat	17g
Sodium	100mg	Sodium	100mg
Total Carbohydrate	10g	Total Carbohydrate	10g
Sugars	0g	Sugars	0g
Protein	0g	Protein	0g

FAT FREE VS. REGULAR DRESSING

PHASE 5 – HEALTHY SNACKS

Baked vs. Regular Chips

1 Serving = 11 Chips		1 Serving = 11 Chips	
110 CALORIES	0 GRAMS OF FAT	160 CALORIES	7 GRAMS OF FAT
Brand Name	Brand Name	Brand Name	Brand Name
Calories from Fat	0	Calories from Fat	110
Total Fat	0g	Total Fat	7g
Sodium	100mg	Sodium	100mg
Total Carbohydrate	25g	Total Carbohydrate	25g
Sugars	0g	Sugars	0g
Protein	2g	Protein	2g

BAKED VS. REGULAR CHIPS

Lowfat popcorn vs. Chips

1 Serving = 1 Cup		1 Serving = 11 Chips	
30 CALORIES	0 GRAMS OF FAT	160 CALORIES	7 GRAMS OF FAT
Brand Name	Brand Name	Brand Name	Brand Name
Calories from Fat	0	Calories from Fat	110
Total Fat	0g	Total Fat	7g
Sodium	100mg	Sodium	100mg
Total Carbohydrate	25g	Total Carbohydrate	25g
Sugars	0g	Sugars	0g
Protein	2g	Protein	2g

LOWFAT POPCORN VS. CHIPS

WHAT TO LOOK FOR IN A FOOD LABEL

SERVING SIZE: How big is one serving? How many servings do you usually eat?

CALORIES: A typical adult needs 1500 to 2500 calories per day.

Lower in **SUGAR:** Less than 10 grams per serving

Lower in **FAT:** Less than 10% of the Daily Value or less than 3 grams per serving

Higher in **FIBRE:** More than 10% of the Daily Value per serving

Maybe! should read the label!

EAT WELL, STAY STRONG, LIVE LONG!

READING FOOD LABELS



ACTIVITY PYRAMID

RECIPE CARDS

Recipes will be printed on 4" x 6" cards that should be handed out during cooking demonstrations. They will provide simple instructions for people to follow at home based on what they saw/tested during the cooking demonstration.

They should also be printed in band and school newsletters with announcements for cooking demos/taste tests. Document distribution in the **MASS MEDIA POSTING LOG** (Appendix C).

RECIPE CARDS BY PHASE

PHASES 1, 3, 5: none

PHASE 2:

Yummy, lower fat

Hamburger soup

Serves 4-6

Ingredients:
 1/2 lb. ground meat
 1 small onion, chopped
 1 clove garlic or garlic powder (optional)
 1 tablespoon chili powder
 1/2 teaspoon each oregano and basil (optional)
 1/2 c. barley (or wild rice or macaroni)
 1 can broth or 2 bouillon cubes dissolved in water
 5 to 6 cups water
 1 can beans (any kind without sauce), rinsed
 1 can diced tomatoes
 1 small bag frozen vegetables
 pepper to taste

1. Brown meat in pot. Drain and rinse with hot water.
2. Add onion and garlic and cook for a few minutes until onion is soft.
3. Add barley, tomatoes, chili powder, spices, broth, and water.
4. Bring to boil and simmer 20 min. Add beans and vegetables.
5. Bring to boil again and simmer until vegetables are cooked, about minutes.
6. Add pepper to taste. You can also add some dried or fresh chopped parsley if you like more flavor.

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TEACHING TO PREVENT DIABETES
Eat Well, Stay Strong, Live Long

Yummy, lower fat

Eggs and Potatoes

Serves 3

Ingredients:
 5 potatoes
 6 eggs
 cooking spray
 salt and pepper to taste

1. Peel the potatoes and cut into small pieces.
2. Spray the bottom of a skillet with cooking spray for 2 seconds. Heat over medium high.
3. Add potatoes and cover.
4. Stir every few minutes. If the potatoes stick, add a little water. Stir and cover.
5. When the potatoes are cooked, move them to the edges of the pan. Whisk the eggs and pour into pan.
6. Stir for a few minutes.
7. Add salt and pepper to taste.
8. Serve with ketchup or hot sauce.

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LOWER FAT PIZZA

Serves 4

1 low fat prepared crust or pizza dough
 1/4 c. pizza or tomato sauce
 1 1/2 c reduced fat or part skim mozzarella cheese
 1/4 c. diced onion
 1/4 c. diced bell pepper
 1 can mushrooms (or sliced fresh mushrooms)
 1/2 c. chopped or sliced olives
 1/4 c. low fat ham or turkey
 1 tsp. seasoning to taste (oregano, basil, or Italian seasoning)

1. Place crust on a pizza pan or large baking sheet.
2. Spread pizza sauce on crust and top with 1/2 of the cheese and seasonings, then layer remaining ingredients: onion, green pepper, mushrooms, olives, ham or turkey, and other half of cheese on top. *You may vary ingredients to your liking.
3. Preheat oven to 450 degrees, then turn down to 425 degrees.
4. Place pizza on pan, put in oven and bake 10-15 minutes or until cheese melts, longer if you are using an uncooked dough crust.

Variation: You can make individual pizzas by using pita bread as a crust. Each person can put whatever toppings they want on their own pizza.

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PHASE 4:

Yummy, frozen

Fruit smoothies

Serves 1-2

Ingredients:
 1 banana
 1/2 - 1 cup frozen fruit
 1/4 to 1/2 cup skim milk

1. Put fruit in blender.
2. Add milk. Blend well.
3. Add more liquid if needed and blend again.
4. Variations: use 100% juice instead of milk, add some ice cubes, or use a frozen banana (cut up into 1 inch pieces before freezing) and any kind of fresh fruit.

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TEACHING TO PREVENT DIABETES
Eat Well, Stay Strong, Live Long

Yummy, low fat

Dip and veggies

Serves 4

Ingredients:
 raw veggies (carrots, celery, cucumbers, broccoli, tomatoes, green peppers, etc.)
 1/2 cup low fat or fat free plain yogurt
 1 1/2 tablespoons light mayonnaise
 1/4 - 1/2 package onion soup mix

1. Put the yogurt and mayonnaise in a bowl.
2. Add the onion soup mix.
3. Mix well.
4. Chop the veggies into bite sized chunks & arrange on a plate.
5. Dip the veggies in the dip. Enjoy!

ZHIIWAAPENEWIN AKINO'MAAGEWIN
TEACHING TO PREVENT DIABETES
Eat Well, Stay Strong, Live Long

EDUCATIONAL DISPLAYS

Educational displays will serve as an ongoing information source in the larger stores. The displays will be linked to each phase of the intervention. They will be designed to grab attention and to send a clear, simple, visual message reinforcing the project messages. The interventionist should take an educational display with them when conducting taste tests or cooking demonstrations. A large educational display should be up in a community location, such as the band office or health centre, at all times during the intervention. If there is space available in schools, educational displays should also be put up there. Any permanent displays should be recorded in the **MASS MEDIA POSTING LOG** (See Appendix C).

RADIO/CABLE TV ANNOUNCEMENTS

Radio/Cable TV announcements will be used to announce key events and convey project messages. Each phase will have specific messages that reinforce the themes introduced by the ZA: TPD program. The message announcements will be pre-recorded on a CD. These should be played, and then an announcement about the date and time of an event should be read by the interventionist or DJ. For cable TV, a flyer with information on the time, date, and location of the event should be submitted for posting. In sites without local radio or cable access, these announcements may be printed in newsletters. The Daaybway Stories in the following section will also be read on the radio.

ANNOUNCEMENTS ALERT CUSTOMERS ABOUT:

- Kickoff and other community events
- Cooking demonstrations
- General information about the ZA: TPD program (messages)

TIMING:

- For demos- at least twice a day prior to day of demo (12pm and during other broadcast)
 - May be prerecorded or read live by DJ
 - (If prerecorded, will have background music)
 - In Native language and English
- Project message announcements- made at different times during the day, at least 2 times a day, at least once a week
 - Noon announcements: target adults
 - Evening announcements: target younger listeners
- For newsletters or cable TV, at least one day prior to demos
 - In Native language and English where appropriate
- **The interventionist should fill out the Radio Announcement log and notify the process evaluator when the radio announcements are scheduled.**

The radio announcements have been reproduced on the following pages so that they can also be copied and given to radio announcers.

RADIO ANNOUNCEMENT

Phase 0: INTRODUCING ZA: TPD

- a) Hello, my name is _____ and I'm ____ years old. I like playing hockey and fishing with my dad. My teacher says that eating right and being physically active can help me do the things I like. Starting soon the Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes program will show all of my family and friends how we can make healthy choices. Look for the logo when shopping at local stores to help eat right, stay strong, and live long! (narrated by local child)

RADIO ANNOUNCEMENTS

Phase 1: FIBRE

- a) Hello, my name is _____ and I am in 3rd grade. Today I learned that the best way to keep up my energy for a school day is to eat a healthy breakfast that has lots of fibre. Fibre is in foods like whole wheat bread, whole grain cereal, and fruits and vegetables. Eating more fibre will help keep my blood sugar and cholesterol healthy. It also fills me up so I'm not hungry as often. So this week I'm helping my family eat a healthy breakfast: 100% whole wheat toast with sugar free jam, oatmeal with blueberries, and cereals like bran flakes and shredded wheat—it's a great way to eat right, stay strong, and live long! Come see the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes food labels and posters at local stores to help you make healthy choices.
(narrated by local child)

Phase 1: EXERCISE

- b) Hello, my name is _____ and I work at the band office. A close family member of mine was just diagnosed with diabetes. The nurse said to start getting more exercise, and she said that the whole family should do the same. By being more active, we can keep our weight under control and help prevent diseases like diabetes and heart disease. This isn't as hard as I thought it would be—we can change little things to get more exercise. For example, I have started walking to work and the store instead of driving, taking short walks during my coffee break, and taking evening walks with my family instead of watching TV. You can do the same to keep yourself and your family healthy. Listen for community events by the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes project that can help you live a long and healthy life!

RADIO ANNOUNCEMENTS

Phase 2: FAT

- a) I recently heard a story on the radio about the different kinds of fat that we eat. I was interested in learning more, so I did some research. Did you know that eating too much fat can lead to high blood sugar, weight problems, diabetes, cancer, and heart disease? It can also make you feel slow and have less energy. Fat blocks sugar from getting to our muscles, which can lead to high blood sugar. Fat also has a lot of calories, so it can contribute to weight gain. When I realized how bad fat is for you, I found some ways to reduce how much fat I eat. Now I remove the skin from my chicken, drain and rinse my ground meat with hot water, and use sugar free jam on my toast instead of butter. I even switched to using cooking spray instead of oil or lard to cook eggs and potatoes. Now when I shop, I look for the Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes shelf labels to help make healthy choices, and my family will eat right, stay strong, and live long!

Phase 2: TRADITIONAL FOODS

- b) We learn how to cook from our parents. They know a lot. They learned from their ancestors. They also learned from each other. Now we have many new foods that our ancestors did not know. Many of these new foods can be bad for our bodies if they are cooked in ways that add a lot of fat. Traditional foods can have a lot less fat if they are boiled or baked. The Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes program can suggest some ways to cook new and traditional foods that are good for you. Look for the shelf labels, posters, and flyers at your local stores to help make healthy choices.

RADIO ANNOUNCEMENT

Phase 3: DRINKING HEALTHY BEVERAGES

- a) Hello, my name is _____ and today at school I learned about having healthy drinks. Did you know that drinks like Coke, root beer, Orange Crush, and Lipton Iced Tea have about 10 teaspoons of sugar in each can? That's like eating 10 spoonfuls of sugar each time you have a pop. And fruit drinks like Sunny Delight, Kool-Aid, and Five Alive can have about 7 teaspoons of sugar with very little real juice. I also learned that having too much sugar is bad for my teeth, can make me gain weight, and might make me get diabetes like many of my relatives. If I start having less sugar now, I can stay healthy as I get older. Now I'm going to drink water, diet pop, or 100% fruit juice instead of those other drinks. I'm also going to help my family use sugar substitutes in their coffee and tea so they can be healthy too. We can look for the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes shelf labels and posters at local stores to find the drinks that are good for us so we can eat right, stay strong, and live long!

RADIO ANNOUNCEMENT

Phase 4: FIVE A DAY FOR HEALTH

- a) Our ancestors used to eat a lot of different foods. Things from the earth; things that were natural and of many colors. Now sometimes we go into the stores and just get fried foods that are all one color. We can put color in our plates and better health into our bodies by eating more fruits and vegetables. Eating five servings of fruits and vegetables a day can keep you healthy in many ways like protecting your body against things like diabetes, heart disease, and cancer. One serving is the amount that fits in your hand, like an apple or a handful of carrot sticks. It's easy to eat more servings each day by adding extra vegetables to soups and stews, eating a piece of fruit for breakfast, or having a salad with supper. Even when there isn't fresh produce at the store, canned and frozen vegetables are a good choice and also have lots nutrients. Look for the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes shelf labels, posters, and healthy recipes to help eat right, stay strong, and live long!

RADIO ANNOUNCEMENT

Phase 5: EATING HEALTHY SNACKS

- a) Life is about learning. Our ancestors learned to recognize the signs in their environment. They knew where to find food, and whether it was good for them or not. Even today, sometimes you need to look for signs. Food labels are like the signs, they are a rainbow of information. By looking at the labels on your food, you can learn about the fat, fibre, protein, vitamins, and calories in the food you eat. For example, the labels on chips tell us that regular chips have 10 grams of fat, while low fat popcorn has 5 grams and baked chips have only 1.5. Shopping wisely by reading labels helps you make healthy choices. So read the labels and have a healthy snack today! Look for the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes shelf labels and posters at local stores to help eat right, stay strong, and live long.

**ZHIIWAAPENEWIN AKINO'MAAGEWIN: TEACHING TO PREVENT
DIABETES
RADIO ANNOUNCEMENT FORM**



TO BE PLAYED:

DATE: ____/____/____ TIMES:

LANGUAGE:

(not applicable for prerecorded CDs)

- English only
- Ojibway only
- Ojibway and English

MESSAGE:

- CD 0: Track 1
- CD 1: Track 1
- CD 1: Track 2
- CD 2: Track 1
- CD 2: Track 2
- CD 3: Track 1
- CD 4: Track 1
- CD 5: Track 1

Cooking demo/taste test:

On _____ (day of week) _____ (date) at _____
(time) the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes
program will be conducting cooking demonstrations and taste tests at _____
_____ (name of store or community location)! We will be _____
_____ (name of specific activity). There will be _____
(giveaways). Please come with your family and learn more about how to live
a long and healthy life!

Community event:

On _____ (day of week) _____ (date) at _____
(time) the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes
program will be _____
_____ (name and description of
community event). There will be _____ (giveaways).
Please come with your family and learn how to live a long and healthy life!

ABOUT

THE DAAYBWAYS STORIES & SCRIPTS

Meet the Daaybways is a storybook included in the school curriculum. The Daaybways are a First Nations family living on a remote reserve. In the stories, the children, Missy and Buddy Daaybway, learn about healthy lifestyles from their elders. There are a total of 16 stories. These stories should be read on the radio during the phase indicated. Where there is no local radio, stories may be read at Moms and Tots groups or other settings. Several of the stories have been adapted into script format so that they can be acted out as plays or puppet shows. Other stories may also be adapted for plays or puppet shows.

The interventionist may read the stories, or invite other community members to read the stories. Each story should be read at least once during the phase in the sequence indicated. At the end of the story, the reader should remind listeners to stay tuned for the next story, and tell them when it will be read. See Appendix B for the Storybook and Scripts.

DAAYBWAYS STORIES BY PHASE

Phase 1: *Meet the Daaybways; The Biiwide Arrives; When Uncle Joe Was Young*

Phase 2: *The Pale Stranger; Surprise in the Backpack; Missy and Buddy Set a Goal*

Phase 3: *Planning a Dasokiishika Picnic; Pass the Dip!; Welcome Back to Winding Lake*

Phase 4: *Picnic at the Lake; Flying Saucer in the Bush; Tracking Food Fat*

Phase 5: *Drop the Pop!; Kookoo's Prize; Figuring Out Food; The Farewell Gift*

DAAYBWAYS SCRIPTS BY PHASE

Phase 1: *Meet the Daaybways*

Phase 2: *Tracking Food Fat*

Phase 3: *Drop the Pop!*

Phase 4: *Surprise in the Backpack*

Phase 5: *A Dasokiishika Picnic*



Missy and Buddy at their Uncle's Camp

COOKING

DEMONSTRATIONS

&

TASTE

TESTS

ABOUT COOKING DEMOS & TASTE TESTS

CONDUCTING COOKING DEMONSTRATIONS AND TASTE TESTS

Cooking demonstrations/taste tests are one of the activities of the ZA: TPD Interventionist that takes up the greatest amount of his/her time. The cooking demonstrations will highlight the promoted foods and cooking methods for each phase of the ZA: TPD intervention, and will seek to engage community members. Because several of the participating stores lack room for cooking demonstrations and taste tests, the interventionist will have to conduct them at other community locations as well. These may include the band office or health centre, at community centres or pre-arranged Healthy Babies/Healthy Children sessions, at the schools, and other events. The interventionist is responsible for making sure she has all needed materials (see tables that follow) ready before beginning a demonstration.

TIMING

- Cooking demonstrations will be conducted at least 3 times/phase at large stores and at least 2 times/phase at smaller stores, space and weather permitting.
- Cooking demonstrations should also be held at least 3 times/phase at various community locations.
- Conduct demos especially at days of maximum attendance (ie. During paydays or other days when checks are issued)
- When many customers are present, focus on Anishinabe from the participating communities.

DURATION

Demonstrations should last approximately 1-2 hours, and should be conducted at times where there is likely to be a higher attendance (late afternoon, evening).

DOCUMENTATION

The interventionist will need to document when and where cooking demos or taste tests were conducted. The Interventionist should record when and where demos or taste tests were conducted and make a note of questions asked by customers and participants on the [Frequently Asked Questions Log](#). See Appendix C for copies of the logs.

To fill out the [Frequently Asked Questions Log](#), the interventionist will follow these steps:

1. Enter his/her name
2. Check the community of the demo/taste test
3. Check the promotional phase
4. Write the date of the demo/taste test
5. Write in the store/office/location (e.g. Naicatchewenin Health Clinic)
6. Write the audience for the demo (e.g. HB/HC, pay day at band office, etc.)
7. Record any questions asked by participants

FOOD SAFETY

It is important to practice good food safety to prevent bacteria from getting into food or growing in food. Bacteria can make you sick- like a stomachache, diarrhea, fever, throwing up, etc. Steps to remember in keeping food safe:

1. Wash your hands thoroughly with soap and water, scrubbing all parts of your hands. Use a paper towel to turn off the faucet.
2. If you handle raw meat, wash your hands or use hand sanitizer before touching anything else. Make sure all surfaces that have come in contact with raw meat are washed as well.
3. Keep raw meat separate from other foods when preparing for a demo.

4. Wash all fruits and vegetables before using.
5. Remember to keep foods cool or hot. Raw or prepared foods should not be left out for more than two hours at room temperature.
6. Thaw foods in the refrigerator or a microwave.
7. Tie back long hair when serving food.

PHASE 1: TASTE TEST A

HEALTHY BREAKFASTS: MILK AND CEREAL

LEARNING OBJECTIVES

1. Consumers will do a blind taste-test of lower-fat milks.
2. Consumers will see the amounts of fat in 60 cups of milk (2 cups a day for one month) for whole milk, 2%(reduced-fat) milk, 1% (low-fat) milk, and skim (fat-free) milk.
3. Customers will taste test lower sugar, higher fiber cereals

MATERIALS NEEDED

- Cooler with ice
- Small Dixie cups
- Jars with milk fat
- Jars with sugar contained in different cereals

FLYERS

- Cereal label reading

GIVEAWAYS

- Small boxes of promoted cereals
- Small containers of lower fat milks
- Logo magnets

FREQUENTLY ASKED QUESTIONS

- Q. I thought whole (homo) or 2% milk was healthier than lower fat milk?
- A. The only difference between whole and lower fat milks is in the amount of fat they have, they all have the same amount of vitamins, protein and other healthy ingredients.
- Q. Don't they just dilute milk to make it lower in fat?
- A. No, they skim off the fats that float to the top of the milk before it is blended (homogenized).
- Q. I guess I could drink lower fat milk, but the rest of my family won't go for it.
- A. Bring them here, maybe they will not be able to tell the difference. Moving to a lower fat milk is a great thing to help your family live long and healthy lives. Here are some other things you could try: 1) Keep lower-fat milk in a pitcher in the refrigerator, and see if anyone notices the difference when they can't see the container; 2) Mix their regular milk half and half with the next lower-fat milk, which would be a more gradual change.

NOTE: Depending on space availability, the milk and cereal taste tests can be separated and done independently.

<p>Activity #1 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of milks:</p> <ol style="list-style-type: none"> 1. Ask customer what kind of milk he/she usually drinks. 2. If they already drink 1% or skim, congratulate them and ask if other members of their household also drink the same milk. 3. If the consumer drinks skim, and other members of their household also drink skim, go to the giveaway. DON'T have them do the taste test -- they can't do better! 4. If the consumer drinks any other type of milk, then ask them to do a "blind taste test of different milks." 5. If they are drinking 1%, they would only taste 1% and skim -- one cup of 1% and 2 cups of skim. 6. If they drink 2%, then have them taste one cup each of 2%, 1%, and skim. 7. Behind a screen, mark the bottom of each cup with what kind of milk it has. (Note: you may wish to Pre-mark several stacks of Dixie cups) 8. If they normally drink whole, then they can taste one cup each of whole, 2%, 1%, and skim. Then instead of asking them which is the milk they usually drink, ask which they like the best. This will make an even bigger impression if they choose a lower-fat milk! 9. If they choose a lower-fat milk than they normally drink, then record their response as "PREFERS LOWER-FAT MILK." If they choose their regular milk, then record this as "PREFERS OWN MILK." 10. In both cases, ask them, "what do you think of the lower fat milk?" "would you think about getting it in the future?"
<p>Activity #2 FAT JAR</p>	<p>Do the milk fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show them the four jars of fat 2. Tell customers that they represent the amount of fat if you were to drink 16 oz./473mL (2 cups) per day for 30 days in a month 3. Ask them to guess which one is whole milk, 2% milk, 1% milk and fat free milk
<p>Activity #3 TASTE CEREALS</p>	<p>Do the cereals taste tests:</p> <ol style="list-style-type: none"> 1. Give customers small bowls of sample lower sugar, higher fiber cereals to sample 2. Remind people that cereals make good snacks, as well as breakfast food 3. Mention that breakfast cereals (even high sugar ones) are generally better options than other kinds of breakfast items like sweet rolls, donuts, Pop Tarts, etc. We don't want people giving up cereals in favor of these less healthy options. 4. They may have the cereal with some of the lower fat milk they tried.
<p>Activity #4 COMPARE SUGAR</p>	<p>Amount of sugar in different breakfast foods:</p> <ol style="list-style-type: none"> 1. Show the amount of sugar you would consume in a week if you ate ONE serving of a variety of cereals AND other types of breakfast foods. 2. Foods: high sugar cereal (Frosted flakes), low sugar cereal (Cheerios), Pop-tart (19gm per tart), a cinnamon bun. 3. Set out packages with jars of sugar and ask people to match them. 4. Note: avoid cereals high in sugar due to dried fruit.
<p>Activity #5 FREE FOOD</p>	<p>Give free small boxes of cereal, lower fat milk to people who do activities #1-3</p> <ol style="list-style-type: none"> 1. Hand out the flyer and discuss the information on cereal labels

PHASE 1: TASTE TEST B

HEALTHY BREAKFASTS: TOAST

LEARNING OBJECTIVES

1. Consumers will taste-test whole wheat bread
2. Consumers will blind taste test lower fat spreads and no sugar added jams/jelly

MATERIALS NEEDED

Toaster
Serving tray
Small plates
Napkins
Knife

FLYERS

Whole wheat vs. white

GIVEAWAYS

Logo magnets

FREQUENTLY ASKED QUESTIONS

Q. What is fibre?

A. Fibre is found in plants. For instance in a whole grain of wheat or rice, the thick outside part is fibre, or the stringy part of celery, that's fibre.

Q. Why is fibre good for me?

A. Dietary fibre helps to move food through your intestines (and prevent constipation). It also makes you feel more full so you eat less, and it takes longer to digest, so your blood sugar does not rise as quickly after eating a high fibre meal. In addition, it helps lower your blood cholesterol and prevent things like heart disease, some kinds of cancer, and diabetes.

Q. I guess I could try whole wheat bread, but my family won't go for it.

A. If you don't think they are ready for 100%, you can try 60% whole wheat first. This still has more fibre than white bread.

Q. What about rye bread?

A. If it is made with whole rye grains, rye bread also has more fibre than white bread.

Q. Isn't whole wheat bread more expensive?

A. Not always. For instance, at Safeway, the Safeway brand white, 60%, and 100% whole wheat loaves are all the same price.

<p>Activity #1 BLIND TASTE TEST</p>	<p>Conduct the blinded taste test of spreads:</p> <ol style="list-style-type: none"> 1. Ask customer what s/he usually puts on his/her bread or toast. 2. If they already use light spread, praise them and offer them a piece of bread/toast (cut a slice up into smaller pieces) with no sugar added jam. 3. If the consumer uses butter or margarine, have them try pieces of toast with regular and light spreads. 4. Behind a screen, mark the bottom of each plate with what kind of spread it was. 5. If they choose the light spread, then record their response as "PREFERS LIGHT SPREAD." If they choose the regular spread, then record this as "PREFERS OWN SPREAD." 6. In both cases, ask them, "what do you think of the light spread?" "would you think about getting it in the future?"
<p>Activity #2 FAT JAR</p>	<p>Do the fat jar demonstration:</p> <ol style="list-style-type: none"> 1. Show them the four jars of fat. 2. Tell customers that they represent the amount of fat if you were to use 2 tablespoons of butter, margarine, light spread, or no sugar added jam per day for 30 days in a month. 3. Ask them to guess which one is the butter, margarine, light spread, or no sugar added jam.
<p>Activity #3 WHOLE WHEAT</p>	<ol style="list-style-type: none"> 1. Ask the participants what kind of bread they usually eat. 2. Ask them what they thought about the whole wheat bread they tried the spread on. 3. If they don't usually eat whole wheat, ask them if they would try it in the future. 4. Explain that 100% whole wheat bread has twice the fibre of white bread and since most people don't eat enough fibre at all, it's important to eat high fibre foods.

PHASE 2: COOKING DEMONSTRATION A

COOKING WITH LESS FAT

LEARNING OBJECTIVES

1. Consumers will see and taste cooking spray.
2. Consumers will learn about the benefits of cooking spray (in terms of reducing fat in foods).
3. Consumers will see how to use cooking spray by observing and tasting a commonly-used recipe prepared with spray instead of grease or oil.
4. Consumers will learn about other uses of cooking spray.

MATERIALS NEEDED

Potatoes, peeled and chopped

Eggs

Cooking spray

Hot plate (ideally this would be a cast-iron skillet like people normally use)

Cover for the skillet, hot plate

Extension cord

Small paper plates

Plastic forks

Napkins

VISUAL: Amount of fat in a serving of cooking spray versus cooking oil and lard

FLYERS

RECIPE CARD: potato and eggs cooked with cooking spray (should attach to educational display board)

Why Use Cooking Spray flyers

GIVEAWAYS

Small can of cooking spray

FREQUENTLY ASKED QUESTIONS

Q. How long does a can of cooking spray last?

A. A can of cooking spray, depending on size, can be used 500-2000 times (that is for a quick squirt). If you use it a lot, it will still last for over a month.

Q. How does cooking spray taste?

A. Cooking sprays are just vegetable oil, so plain types don't taste like anything much. Go ahead and taste some of the flavored varieties we have here for you.

Q. Isn't cooking spray more expensive?

A. Well, a can of canola oil cooking spray has about 340 servings and costs about \$3.89 (Safeway), so that is about 1cent per serving. One serving of canola oil is 2 tsp. (10ml) so a \$6.29 (Safeway 3000ml) bottle would hold about 300 servings which is about 2 cents a serving. Margarine (Safeway) cost \$3.09 for 907g, and a serving is about 2 tsp (10g), or about 3.4 cents. There is a flyer which illustrates this as well.

Q. What are the different foods you can cook with cooking spray?

A. Many of the foods you commonly prepare with grease or oil can be prepared with cooking spray. These include stir-fry vegetables, meats, grilled sandwiches, fried eggs, pancakes, bannock, anything that you might cook in a skillet. In terms of baked goods, the spray is for coating pans, and not a substitute for oil or shortening in

the recipe.

Q. Is cooking spray safe to use?

A. Lecithin is a natural part of many foods, and all products in stores must be proven safe.

Q. What are the health benefits of using cooking spray?

A. Cooking spray is calorie free, fat free and cholesterol free.

<p>Activity #1 COOK EGGS & POTATOES</p>	<p>Demonstrate cooking of potatoes and eggs using cooking spray:</p> <ol style="list-style-type: none">1. Have potatoes pre-peeled to save time (keep in cold water so they don't turn brown).2. Prepare POTATOES AND EGGS recipe as described on the recipe card.3. Talk about each step as you do it.4. Potatoes may need to be sliced a little thinner than you usually do it.5. Emphasize how much cooking spray to use.6. Emphasize the need to cover, to help cook and retain moisture.7. Give alternative ideas like adding onions or tomatoes to make it more moist. We'll definitely need to add some spices (or maybe just salt and pepper) to make the recipe flavorful. This should be emphasized while cooking as the higher fat potatoes and eggs version probably doesn't require much spicing. You could bring a bottle of Tabasco (hot sauce) as a condiment, but note that it is high in sodium.8. Give each person a sample to taste on a small plate.9. Ask them what they think. Ask how they might make it taste a little better.10. Ask learners to suggest other potential uses for cooking spray (write these up on a list/poster for others to see!). Examples may include cooking pancakes, etc.
<p>Activity #2 SHOW/TELL ABOUT COOKING SPRAY</p>	<p>Show people where cooking spray is on the shelf in that store. Talk about different varieties of cooking spray:</p> <ol style="list-style-type: none">1. There are generic brands of cooking spray that are cheaper.2. There are flavored types of cooking spray (like butter flavor).3. Have these different types of cooking spray on display, so people can look at them and even taste them if they like (for example on a bland cracker).

PHASE 2: COOKING DEMONSTRATION B

COOKING HEALTHIER MEALS

LEARNING OBJECTIVES

1. Customers will learn how to prepare a quick, low-fat dinner.
2. Customers will learn how to drain and rinse ground meat.
3. Customers will learn how to prepare hamburger soup using the drain and rinse method.
4. Customers will learn the benefits of draining and rinsing ground meat.

MATERIALS NEEDED

Cooler
Ice
Hot plate
Pot
Ladle
Water
Fat Jars
Cups
Spoons
Ground beef or turkey
Bag of mixed frozen vegetables or variety of canned vegetables
1 onion, chopped
1 can of beans
1 can of low sodium broth or 1 bouillon cube
1 can diced tomatoes or sauce (optional)
1 cup macaroni (optional)

RECIPE CARDS

Hamburger soup
Drain and rinse card

FLYERS

Supersizing doesn't pay: Comparison of supersized meal vs. regular in terms of calories, fat, and price
Traditional Foods
Removing the skin from chicken
Drain and Rinse cartoon

GIVEAWAYS

Can of beans
Colander for drain and rinse at home

FREQUENTLY ASKED QUESTIONS

Q: You are using beans instead of some of the meat. Am I getting enough meat when I use beans instead?

A: Beans are actually a good substitute for meat if you eat a variety of foods throughout the day because they are lower in fat and higher in fibre. So using more beans is a great choice!

Q: Does drain and rinse change the flavor? I like the way fat tastes.

A: Yes, a little. You lose a little of the fat flavor, but the meat also tastes lighter and less

- greasy. You can also add a variety of seasonings to give it your favorite flavors.
- Q. What about adding a packet or can of soup?
- A. It depends on what kind. Some canned or packaged soups have a lot of fat or salt in them. Make sure you read the label and choose one that is low in fat and low in salt.
- Q. What do I do with the excess grease?
- A. Throw it away. To save space and make it easier, you can chill it in the refrigerator first, skim it off the top of any water that was poured off, and toss it away in a garbage bag. [NOTE: I've heard, though, that dogs and other animals get into the trash to try to eat the grease, so if they have other sealed containers that can't be penetrated, that would be much better. Talk to the local people about what to suggest.]
- Q. Doesn't rinsing and draining take away some of the nutrients?
- A. No, studies have shown that almost no nutritional value is lost, only the fat.
- Q. Is sodium (salt) a problem with this recipe, since you are adding bouillon?
- A. You can reduce the amount of sodium in the recipe by making the soup with low-sodium broth.
- Q. Are frozen or canned vegetables as good as fresh vegetables?
- A. Sometimes frozen or fresh vegetables may actually have more nutrients than fresh vegetables. This is because "fresh" vegetables may lose nutrients during the long time it takes them to reach you, while frozen or canned vegetables are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned vegetables do not have lots of added fat or salt.

NOTE: When doing this demo in limited space (like a store), you may prepare the soup ahead of time. When participants come by, use a colander and describe in detail the drain and rinse method, pointing to the pictures on the educational display.

<p>Activity #1 DRAIN & RINSE</p>	<p>Demonstrate the drain and rinse method of cooking ground meat:</p> <ol style="list-style-type: none"> 1. Start with half a pound of defrosted ground beef (or turkey) – use regular ground chuck, the most commonly purchased form of ground beef 2. Brown the meat until the meat is brown 3. Drain off the excess fat into a melting-proof, shatterproof plastic jar #1. 4. Set jar into cooler for fat to congeal 5. Pour water into the skillet and continue cooking a little longer 6. Note: Have a hot water in a kettle ready to pour over the meat. 7. Drain water (with fat) into jar #2, put into cooler for the fat to congeal 8. Show how much additional fat was taken off by the rinsing method 9. Note: we should have some jars of already congealed fat in the cooler ready to show consumers (sort of like the TV cooks!) 10. Emphasize that the excess fat should be thrown away, and not used for other cooking. 11. Compare this amount of additional fat removed by rinsing to things like jar of fat in a bag of potato chips, tablespoons of butter, etc.
<p>Activity #2 SHOW USES OF RINSED MEAT</p>	<p>Discuss the uses of the drained and rinsed ground beef:</p> <ol style="list-style-type: none"> 1. Can be seasoned and used in any recipe that calls for hamburger, such as chili or casseroles (give recipe cards) 2. Can be used to make hamburger soup (give recipe card and the next demonstration)
<p>Activity #3 PREPARE LOW FAT HAMBURGER SOUP</p>	<p>Demonstrate the preparation of hamburger soup:</p> <ol style="list-style-type: none"> 1. With drained and rinsed hamburger at the bottom of the pan, add onions, broth or bouillon, water (have hot water ready) and bring to boil 2. Add precooked macaroni if using and bring to boil again 3. Add frozen vegetables and tomatoes if using, bring to boil 4. Add beans, heat through 5. Add pepper and other seasonings to taste. Additional salt should not be needed, but can be added if desired. 6. Allow people to sample soup in cups.

PHASE 2: TASTE TEST

EATING HEALTHIER MEALS

LEARNING OBJECTIVES

1. Customers will taste test low fat homemade pizza.
2. Customers will taste test low fat lunch meats.

MATERIALS NEEDED

- Hot plate
- Pot
- Water
- Fat Jars
- Toothpicks
- Trash receptacle
- Low fat lunch meats
- Ingredients for homemade low fat pizza or a prepared pizza if no oven available

RECIPE CARDS

- Homemade low fat pizza

FLYERS

- Supersizing is not a good deal cartoon

GIVEAWAYS

- Pizza cooking sheets

Activity #1 BLIND TASTE TEST	Conduct the blinded taste test of low fat lunch meats: <ol style="list-style-type: none">1. Have customer taste test regular and low fat lunch meats without telling them which they are tasting.2. Ask them how each tastes and which they like the best.3. Explain how much fat is in each lunch meat and tell them which is the low fat lunch meat.4. Explain why eating low fat foods is better for your health.
Activity #2 FAT JAR	Do the fat jar demonstration: <ol style="list-style-type: none">1. Show them the jars of fat.2. Tell customers that they represent the amount of fat if you were to eat four regular hot dogs or sausages.
Activity #3 MAKE AND TASTE PIZZA	Do the pizza taste tests: <ol style="list-style-type: none">1. If you have access to an oven, make the pizza with participants. Otherwise prepare it ahead of time and keep it warm on a hot plate.2. Explain that you are using part-skim mozzarella, and drained and rinsed ground meat or low fat lunch meats.3. Give customers small pieces of the homemade lowfat pizza.
Activity #4 GIVEAWAY	Give a pizza pan to people who complete activities 1-3. <ol style="list-style-type: none">1. Briefly explain the directions on the recipe card.

PHASE 3: TASTE TEST

HEALTHY BEVERAGES

LEARNING OBJECTIVES

1. Customers will taste test diet sodas.
2. Customers will compare the sugar content of a variety of beverages.
3. Customers will guess the amount of soda in one serving.

MATERIALS NEEDED

- Dixie cups
- 2 liter bottles of sample diet pop, fruit flavored water, sugar free drinks
- Sugar jars displaying amount of sugar in different drinks

FLYERS Comparison of sugar in juice, fruit cocktail, pop, water

GIVEAWAYS

- Free can of diet pop of their choice
- Water bottle with logo

FREQUENTLY ASKED QUESTIONS

- Q. Isn't the stuff in diet pop bad for you?
- A. No studies have shown that Nutrasweet (aspartame) increases risks of getting cancer or any other illness. Note: *Nutrasweet contains phenylalanine, which is dangerous for phenylketonurics (a genetic disease)*
- Q. I thought diet pop is only for people with diabetes, sick people like that.
- A. Diet pop is for anyone who wants to consume less sugar or calories. This includes diabetics, but can include any health-conscious person. (I'd also avoid the word "sick" here, especially in reference to diabetics.)
- Q. Diet pop tastes funny to me... like it has chemicals in it.
- A. All parts of foods are chemicals. Sugar is a chemical. Salt is a chemical. Different chemicals, even when they are all natural, have different tastes. The taste is a little different because it comes from something different. But it's safe to drink. Many people actually prefer the taste of diet pop once they are used to them. If you don't like the taste, water is another great alternative to pop.

<p>Activity #1 DIET POP/DRINKS TASTE TEST</p>	<p>Do diet soda taste test:</p> <ol style="list-style-type: none"> 1. Provide 3-4 different types of diet pop/drinks, giving a variety of tastes. Do NOT offer regular pop. 2. Alternatives to frequently consumed drinks: diet Pepsi, diet 7UP, sugar free iced tea, sugar free Kool-aid 3. Allow people to drink diet version of the pop they usually drink. 4. Offer other alternatives, such as Crystal Light and other powdered drinks such as sugar free Kool-aid and iced tea. 6. Let people taste whichever ones they want. 7. Ask if they would drink any of these occasionally.
<p>Activity #2 SUGAR JAR DEMO</p>	<p>Do the drink sugar jar demonstration:</p> <ol style="list-style-type: none"> 1 Show them the four jars of sugar. 2 Tell customers that they represent the amount of sugar in 12 ounces of different kinds of beverages. 3 Ask them to guess which one is Coke, Mountain Dew, Iced Tea, Koolaid, Five Alive, Sports drink like Powerade, etc. (use most commonly consumed – from the 24 hour recalls) 4 Lay out 4-5 empty cups that are obtained from fast food restaurants and convenience stores (up to 64 ounces). 5 Bring out 4-5 jars of sugar and have them match the amount of sugar in each cup if they were to consume Coca-Cola. 6 Then show them an empty jar and point out that diet pop or diet drinks, in any amount, are free of sugar.
<p>Activity #3 TALK ABOUT BENEFITS OF WATER</p>	<p>Advantages of water:</p> <ol style="list-style-type: none"> 1. Really quenches your thirst 2. Keeps up your body fluids so you perform better 3. Far cheaper and better for your health <p>If people do not like the taste of their tap water suggest a filter. In areas where water quality is questionable, remind people they can boil the water.</p>

PHASE 4: TASTE TEST A

EAT FIVE A DAY

LEARNING OBJECTIVES

1. Consumers will taste vegetables and low fat dressings/dips
2. Consumers will discuss ways to add vegetables to their meals

MATERIALS NEEDED

- Cooler
- Ice
- Small plates
- Assorted vegetables for dipping
- Low fat dressings or the low fat dip made from recipe card

RECIPE CARD

- Low fat veggie dip

FLYERS

- Comparison of regular versus low fat dressing

GIVEAWAYS

- Vegetables
- Canvas bags

FREQUENTLY ASKED QUESTIONS

- Q.* Aren't lower fat dressings more expensive?
A. Not always [check prices]
- Q.* My kids don't like to eat vegetables. How do can I make them eat them?
A. Sometimes mixing in the vegetables with something they like, such as in a soup or stew, helps and they won't even notice. Try the vegetables and a variety of low fat dips with them- they may enjoy the "finger food" and having the option to choose their own dips. Try making vegetables fun- for instance, you can make "ants on a log" by putting a little bit of peanut butter on a celery stick, the "log," and then sticking raisins, the "ants," along it.
- Q.* Are frozen or canned fruits/vegetables as good as fresh vegetables?
A. Sometimes frozen or fresh fruits/vegetables may actually have more nutrients than fresh fruits/vegetables. This is because "fresh" fruits/vegetables may lose nutrients during the long time it takes them to reach you, while frozen or canned vegetables are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned vegetables do not have lots of added fat or salt.

<p>Activity #1 VEGGIES & DIP TASTE TEST</p>	<p>Taste test of vegetables and low fat dip:</p> <ol style="list-style-type: none"> 1. Have a selection of vegetables pre-sliced into dipping form. Vegetables may include: carrots, celery, peppers, cucumbers, etc. 2. Give each customer a small plate and let them take some vegetables. 3. Have a series of containers of low fat dressings available, let them choose a small container. 4. Ask them which vegetables and dressings they prefer. 5. Ask the consumers to talk about the benefits of eating vegetables and low fat dressings/dips as snacks. 6. Talk about including vegetables and dressing/dip as part of a healthier lunch. 7. Show them the comparison between regular and low fat dressings/dips. If you have time, demonstrate how to make the low fat dip recipe.
<p>Activity #2 TALK ABOUT WAYS TO ADD VEGGIES TO MEALS</p>	<p>Have an assortment of healthy vegetables (canned and fresh) on display. Ask customers about meals they make and how they could add these vegetables.</p> <ol style="list-style-type: none"> 1. to soups (any kind of frozen or canned or fresh) 2. to macaroni dishes 3. to chili (corn, peppers) 4. use vegetables instead of meat on pizza (mushrooms, onions, peppers, corn, tomatoes)
<p>Activity #3 FREE FOOD</p>	<p>Give a piece of fruit or a can of vegetables to people who participated in Activities 1-3.</p>

PHASE 4: TASTE TEST A

EAT FIVE A DAY

LEARNING OBJECTIVES

1. Consumers will learn to make and taste fruit smoothies
2. Consumers will discuss ways to eat more fruits

MATERIALS NEEDED

Cooler and Ice
Cups
Spoons
Frozen fruit (mixed berries are best)
Bananas
Skim milk
Blender

RECIPE CARD

Fruit smoothies

FLYERS

Find the Fruit

GIVEAWAYS

Fruits
Canvas bags

FREQUENTLY ASKED QUESTIONS

- Q. My kids don't like to eat fruits. How do can I make them eat them?
A. Sometimes mixing fruits with things they like helps. For instance try putting fruit in their cereal. Cutting it up to make it easier to eat can help- try apples with some low fat or fat free/sugar free yogurt as a dip.
- Q. Are frozen or canned fruits as good as fresh fruit?
A. Sometimes frozen or fresh fruits may actually have more nutrients than fresh fruits. This is because "fresh" fruits may lose nutrients during the long time it takes them to reach you, while frozen or canned fruit are processed right after they are harvested so nutrients are locked in. It's important to read the labels though to make sure your frozen or canned fruit do not have lots of added fat or salt.

Activity #1 MAKING SMOOTHIES	Demonstrate how to make smoothies: <ol style="list-style-type: none">1. Put frozen fruit and banana in blender. Add skim or 1% milk. Blend at low speed then high speed. You may need to stop and stir mixture.2. Serve in small cups.3. Ask how it tastes and whether they would try this at home.
Activity #2 TALK ABOUT WAYS TO ADD FRUITS TO MEALS	Have an assortment of healthy fruits (canned and fresh) on display. Ask customers about meals they make and how they could add these fruits. <ol style="list-style-type: none">1. as a side dish- fruit salad2. to cereal3. as a snack instead of cookies or other sweets
Activity #4 FREE FOOD	Give a piece of fruit or a can of vegetables to people who participated in Activities 1-3.

PHASE 5: TASTE TEST

HEALTHIER SNACKS

LEARNING OBJECTIVES

1. Consumers will taste lower fat versions of common snacks
2. They will see how much fat is in a variety of popular snack foods.
3. They will see how many chips (or other snack) are in one serving of that food (many people eat the whole bag).

MATERIALS NEEDED

Have bags there with the nutritional labels displayed
Water
Cups
Paper towels
Fat jars
Small bowls with different servings of snacks

FLYERS

Nutritional content of chips versus low fat popcorn
Nutritional content of baked versus regular chips

GIVEAWAYS

Free sample size packages of:
Low fat popcorn
Baked potato chips
Chip clip: emphasize that you don't have to eat the whole package.

FREQUENTLY ASKED QUESTIONS

- Q.* Why is too much fat bad for me?
A. (for kids) On the short term, eating too much fat makes you feel slow, with less energy to do what you want to do.
(for adults) Eating too much fat can be bad for your heart. It can also cause us to gain weight, which can lead to diabetes and other health problems. It can cause our bodies to produce too much cholesterol and can also lead to cancer because some by-products of fat digestion can be harmful. Many people eat way too much fat and it causes these kinds of problems.
- Q.* Is it okay to eat a little bit of chips? I love chips!
A. Yes! We're not asking you to give up any foods completely. You can eat smaller portions, eat them less often, or share them with a friend, for example. But it's a good idea to have lower-fat chips or other substitutes at least some of the time. Choose the one(s) you like!
- Q.* What else can I eat as snacks that are crunchy like chips?
A. Try dry cereal or crackers.

NOTE: The following demo may be divided into two separate demos if time is limited. i.e Activities 1 and 2 can be done at one time, and Activities 3 and 4 can be done at another time.

Activity #1 TASTE LOW FAT SNACKS	Give small amounts of the following alternatives to taste: low fat popcorn, low sodium pretzels, baked chips, baked tortilla chips, whole grain saltines. <ol style="list-style-type: none"> 1. Offer water (only) to drink with the snacks (to help cleanse the palate) 2. May also include dry cereals to taste (<i>Cheerios, Mini-wheats, Chex cereals</i>). 3. Note: do NOT give regular chips to eat in comparison!
Activity #2 POTATO CHIP SMASH	Conduct the potato chip smash: <ol style="list-style-type: none"> 1. place three paper towels (white only) on the table 2. put regular chips on first 3. put baked chips on second 4. put low fat popcorn on third 5. cover all three with paper towel 6. ask customers to crush the foods with their hand 7. take off top towels 8. throw out crushed snacks 9. show stained paper towels 10. ask people what they think, see on the towels <p>Note: may also do the chip smash with Doritos or cheese puffs.</p>
Activity #3 FAT JAR	Do snack food fat jar demonstration: <ol style="list-style-type: none"> 1. Show them the four jars of fat 2. tell customers that they represent the amount of fat in a bag of the snack food, plus in a serving of the snack food 3. Talking point: the more you eat, the more fat you get. 4. ask them to guess which jar is chips, baked chips, Doritos, cheese puffs, low fat popcorn – tell them the correct answer
Activity #4 SERVING SIZE	Do a serving size demonstration: <ol style="list-style-type: none"> 1. Ask consumer to look on the bag of a 99 cent bag of chips or Doritos and tell you how many servings are in the package. 2. Discuss the amount of fat/calories in a serving vs. in the whole bag. 3. Show how many chips that is in a small bowl. [Note: These should be prepared ahead of time] 4. Talking points: Bags vary considerably in size. Use equivalent amounts, and provide an opportunity for people to see how fat adds up as they eat multiple servings of their snacks. For example, you could show “amounts of fat in a 1-ounce bag” or “a 4-ounce bag” of each food. (Don’t use anything bigger than a 4- or 5-ounce bag, since that reinforces the idea that a big bag is a serving, when only ONE ounce is a serving. Make it clear that only 1 ounce is a serving). 5. Talking points: We don’t want to tell you what or how much to eat. Just be aware that this is how a serving is defined, and the more you eat, the more the fat adds up. 6. Put out three different bowls of chips, representing one, two, and three or four servings, respectively, and ask people which bowl they think is one serving. Follow this by showing them the definition of a serving on the bag. (This way, WE are not being preachy, they are learning through their own participation and the info on the bags.)
Activity #5	Give free bags of snacks to people who do activities #1-4

COMMUNITY ACTIVITIES

ABOUT COMMUNITY ACTIVITIES

CONDUCTING COMMUNITY ACTIVITIES

Community activities are one of the major responsibilities of the Interventionist. The community events will promote the other activities of the ZA: TPD program. These activities will require collaboration with local health and social services staff and help to institutionalize the program. The Interventionist is responsible for making sure s/he has all the needed materials and permission from community leaders to conduct events.

TIMING

Events should be conducted at the beginning of each phase. Pre-promotion will be essential to ensuring good attendance. Personal invitations are a good way to promote the events.

FOOD BANKS & FOOD SERVICES

Some ZA: TPD communities offer food banks or monthly food baskets, and all have community events where food is served. In addition, some schools provide hot meals for students at least once a week. The interventionist will need to identify the persons responsible for these programs. It may be the social assistance administrator or the Healthy Babies/Healthy Children coordinator, a local caterer, or at schools, a volunteer parents committee. For community events or meetings the interventionist may need to discuss with band administration the establishment of guidelines for food provided.

The interventionist should explain the goals of the project and invite these groups to work with ZA: TPD to achieve these goals. The interventionist can share with them guidelines for healthier meals, making sure to explain handouts and provide a food preparation workshop.

For food banks or monthly food baskets, some recommendations for partnering with ZA: TPD:

1. handing out ZA: TPD flyers and recipes with food baskets
2. providing ingredients for included recipes
3. skim or 1% milk
4. whole wheat bread
5. lower sugar or higher fibre cereals (regular Cheerios, Life, Special K, Corn Flakes, Bran Flakes, oatmeal, Shredded Wheat)
6. lower fat or part skim cheese
7. cooking spray instead of oil or margarine
8. beans
9. avoided prepared foods high in salt, such as hamburger helper

For food preparation at schools or community events some recommendations include:

1. draining and rinsing ground meat
2. do not put margarine on bread or rolls- offer it on the side when serving, and use trans fat free and lower fat spreads.
3. use lower fat cheeses
4. use whole wheat bread or rolls instead of white
5. offer baked instead of fried bannock, and make it with less oil
6. use 100% juice instead of sweetened fruit drinks
7. offer fruit as a dessert instead of sweets
8. use cooking spray instead of oil or margarine in cooking

For more information and setting up food preparation workshops you may also contact local health care providers (such as dieticians) or ZA:TPD staff.

PHASE 0:

COMMUNITY FEAST AND WALK

August 15- September 15

The interventionist will work with local health staff to organize a community kick off meal. This could be breakfast, lunch, or dinner. ZA: TPD will provide funding for food, but volunteers will be needed to prepare the meal. The interventionist will work with local staff to plan a healthy meal using techniques from the ZA: TPD curriculum. At the feast the interventionist should be prepared to talk about the project and its goals. An open house or health fair can be conducted at the same time or the kick off can be coordinated with an existing community event. The day can be completed with a Chief and Council or Poker Walk around the community. For more information on conducting a Poker Walk, see:

<http://www.lin.ca/resource/html/pokerwalkfun.pdf>

ONE WEEK BEFORE EVENT:

- Make sure you have location for event
- Confirm with local staff what duties they will do (provide transportation for elders, prepare food, help setup)
- Ensure attendance and support of Chief and Council (you may ask a council member to speak at the event)
- Promote event through flyers, radio, cable, word of mouth
- Have menu approved by field supervisor

Sample Breakfast menu:

Yummy eggs and potatoes recipe made with cooking spray

Whole wheat toast (don't put spread on them- let people choose for themselves!)

Lowfat spread or sugar free jam

Porridge

Fresh fruit

Coffee and tea with low fat creamer and artificial sweetener

Sample Lunch/Supper:

Wild Rice Casserole

Turkey with skin removed

Low fat gravy

Whole Wheat baked Bannock or whole wheat rolls (don't put margarine on them!)

Low fat spread

Vegetables

Fruit

DAY OF THE EVENT:

- Confirm food delivery or preparation
- Set up intro educational display and flyers in visible location
- Announce location of feast and walk

PHASE 1:

WALKING CHALLENGE

The walking challenge can be a competition between individuals, between groups of people, or between communities. Use the average kilometres or miles walked per person if comparing teams or communities. The overall goal is to get people to exercise more.

BEFORE STARTING

- Solicit prizes from local businesses if you do not have prizes already or are not charging an entry fee. If you are charging an entry fee, this can be used for prizes or to cover costs of pedometers.
- If you are not using pedometers, measure commonly walked distances in your community using a car with an odometer and put the distances on the log sheet.
- Talk to CHRs, health care providers, etc. about helping to get people signed up for the challenge. Promote the challenge in newsletters, on radio, and with flyers and posters.
- Fill in common distances in your community on the [Walking Challenge Participant Log](#) before you make copies. For instance, measure the distance from the band office to the store using a pedometer or a car with an odometer.
- Get pedometers (if using).

Week 1

- Enrol participants. Give the participants a [Walking Challenge Participant Log](#) so they can record their own progress in steps (if using pedometer) or distances daily. Explain how to use the pedometer and when to wear it. Write the names of people participating in the [Walking Challenge Log](#) included in Appendix C. (Instructions for completion are at the end of this section.)
- Continue promoting the challenge on radio or with flyers throughout the week.
- Arrange a weekly walk.
- Give prize to person with most steps after first week.

Week 2

- Continue announcements and weekly walk.
- Check in with all participants. This is best if done in person, but can also be done over the phone. Ask them how their walking is going and encourage them to keep increasing their activity.
- Give prizes to person with most steps in second week.

Week 3

- Continue announcements and weekly walk.
- Check in with all participants.
- Give prize to person with most steps in third week.

Week 4

- Continue announcements and weekly walk.
- Check in with all participants.
- Give grand prize to participant with the most total steps or kilometres.

DURING THE CHALLENGE AT LEAST ONCE A WEEK:

- Remind participants to wear pedometer everyday and record steps or distances
- Suggest ways to increase activity (walk to store or work, clean house, etc.)
- Remind participants to check-in each week
- Congratulate participants who have achieved 50,000 steps or 35 kilometres in a week. Remind participants how it is helping them to reduce risk of heart disease, diabetes, etc.

- Encourage others to support participants

INSTRUCTIONS FOR COMPLETING THE WALKING CHALLENGE LOG

The [Walking Challenge Log](#) will be used by the interventionist to record the ID number, age, and gender of participants in the Walking Challenges or Clubs. One form will be used for each community.

To fill out the form the interventionist will follow these steps:

1. Enter data collector's name.
2. Check the location.
3. Fill in dates (dd/mm/yy) for check ins or meetings.
4. Record steps or distances walked since last check-in

PHASE 2:

WALK TO WORK/SCHOOL DAY AND WALKING CLUB

WALK TO WORK/SCHOOL DAY

1. Promotion: The week before you will need to put up posters around the community, put a flyer in the newsletter or on cable TV, make a radio announcement each day.
2. Get people to pledge to walk to work, including your Chief and Council. Complete the [Community Events Log](#) (see Appendix C for form, instructions are at bottom of this page). For people who work in town, suggest that they park further away from their office that day so they can get some walking in, or that they take a walk instead of a coffee break. If people are willing, you can announce on the radio or in a flyer who has pledged to walk.
3. For schools located in the community, talk to your principal to help organize this with announcements to students and notices in the school newsletter. Organize parents to walk groups of children to school. Make sure you confirm with the parents the evening before.
4. On the appointed day, get to the busiest workplace (band office) so that you can greet people and congratulate them when they arrive if you are doing a walk to work day. Give people who walked an incentive of a piece of fruit. Remember to get on the radio or send out a notice in the band newsletter thanking everyone who participated and encouraging them to keep walking.
5. For more resources, see the International Walk to School Day (Oct 3-5, 2005) website: <http://www.iwalktoschool.org/>

WALKING CLUB

After the walking challenge, keep up a walking club.

- Set a time every week and a route that you will walk in the community and invite people to join you.
- In bad weather you can use the gym.
- Promote the club through the same channels as you did for the Walking Challenge.
- Don't be discouraged if people don't attend regularly at first, just keep to the schedule.
- Keep an attendance list and give out prizes for frequent attendees.
- If people prefer, they can walk on their own and keep a log. Every month give a prize to the person who has walked the farthest.
- Get local businesses to donate prizes for participants who have good attendance or walk the most.

INSTRUCTIONS FOR COMPLETING COMMUNITY EVENTS LOG

The [Community Event Log](#) will be used by the interventionist to record the ID number, age, and gender of participants in the Community Events such as TV Turn Off Day or Walk to Work Day. One form will be used for each community. Before the event, the interventionist will enrol people who pledge to participate. After the event the interventionist will record on the form whether the person did actually participate.

To fill out the form the interventionist will follow these steps:

1. Enter data collector's name.

2. Check the location.
3. Fill in event name/description.
4. Record date of planned event.
5. Enter an age and gender for each person.
6. On the day of the event, record whether person participated or not.

HEALTHY COOKING CONTEST

The interventionist will promote a healthy cooking contest in the community.

1. Get local businesses to donate prizes.
2. Promote the contest and prizes.
3. Enroll contestants.
4. Have contestants submit recipes for review and get recipes approved by ZA: TPD staff.
5. Arrange a date for contestants to cook dishes and be judged by community members.
6. Distribute ballots with facts on nutrition and recipes to tasters.
7. Serve samples of all the dishes and have community members vote on their favourite.
8. Distribute the winning recipe in bulletins and newsletters.
9. If cable TV is available, broadcast live or make a video of the winner preparing his/her recipe like a cooking show.

PHASE 3:

HEALTHIER BEVERAGES AT OFFICES

Many people drink coffee or tea at their workplaces and use whatever additives are available. This often means adding sugar and higher fat milk/cream or coffee whiteners.

The interventionist should:

1. Speak to the person responsible for purchasing coffee supplies at the office. Ask them to include artificial sweetener and lower fat/sugar milks or whiteners such as 1% or skim milk (fresh or evaporated), powdered skim milk, or light whiteners.
2. On the day the switch is made, arrange to visit the office in the morning when most people are getting their coffee/tea.
3. Set up a display with milk fat and sugar jars showing how much people have in a month. Post a copy of the “What are you putting in your coffee?” by each coffee station.
4. Talk to employees about what they are adding- you can try a blind taste test as well to get them to try the healthier alternatives.

TV TURN OFF DAY

The goal of this activity is to get people to turn off the TV or computer and be active instead. The interventionist will need to work with local health and social services staff and teachers to promote this event.

- Flyers and newsletter announcements will need to be distributed. (See end of section for sample flyers.)
- The interventionist should sign up families who will pledge to participate.
- Each family should contribute \$5.
- If the family successfully keeps the TV off for the entire day, they will be eligible to win the entire pot of registration money.
- Each participating family should receive a tip sheet when they sign up. (See end of section for tip sheet.)
- TV Turn Off Day should be scheduled on the same day as Family Fun Night so participants have an activity to do away from their TVs.

For more resources see: http://www.healthunit.org/physact/home/tv_off/tvturn_off.htm and <http://www.tvturnoff.org/action.htm>

FAMILY FUN NIGHT

A Family Fun Night should be offered on the day of the TV TURN OFF. The object should be to get families to be active together and learn about healthy living. The event can be at the school or community hall/gym and in collaboration with local health staff or teachers. If other community events such as health fairs are scheduled, try to integrate the Family Fun Night into those events to increase participation.

The following plan for a Family Fun Night is adapted from the Pathways Family Manual (<http://hsc.unm.edu/pathways/>)

The purpose of a Family Fun Night is to involve parents and families in the ZA: TPD program and provide an opportunity for them to share an evening of fun and learning. In addition, the Family Fun Night is a way to get parents engaged in their children's health and get them started or reinforce improving their own and their children's eating and activity behaviors.

LOGISTICS

These are only recommendations, and may need to be adjusted for your setting. Please discuss the plan with a supervisor well ahead of the event.

Time: Evening. This will allow working families to attend.

Length: 2 1/2 hours. This time frame will allow people to leisurely stroll through the fun night booths and accommodate those who may arrive late.

Day of Week: Tuesday, Wednesday, or Thursday. This schedule avoids the high absenteeism common on Mondays and Fridays.

Transportation: None provided unless event is at school off reserve.

Location: Community gym or school gymnasium.

Reservations need to be made with the appropriate school or band official.

TIMELINE

Because there are many last minute tasks such as cooking the food for the food booths, the majority of the work (educational handouts, ordering of supplies, scheduling time, date, and location of fun night, recruiting volunteers, training of staff and volunteers) should be completed well in advance of the fun night.

- | | |
|---------------------------------|---|
| Four weeks prior to FFN | Arrange date/time of FFN and send confirmation letter to school or band official in charge of FFN location.

Select staff and volunteers to work at FFN.

Select booths.

Research availability of traditional/contemporary foods; discuss nutritional content with field supervisor. |
| Three weeks prior to FFN | Design or edit educational materials. (For assistance, discuss with field supervisor or ZA: TPD staff.)

Make posters and game boards.

Seek donations for door prizes. |
| Two weeks prior to FFN | Advertise Family Fun Night with school staff (if conducting event at a school) and community members.

Train staff and volunteers. |
| Week before FFN | Post flyers around community (cable, radio, bulletin boards and in school newsletter). |
| Day before FFN | Send flyers home with students or through band newsletter. |

Cook food for food booths; buy other foods.

FFN

Arrive at site 1-1½ hours early to set up.

ADVERTISING

The flyers and invitation at the end of this section can be adapted for your community. Invitations can be posted in the community (cable, newsletters, bulletin boards) and flyers should be sent home with students if conducting event at school.

SELECTION OF BOOTHS

Booths should be a learning opportunity for the children and their families. Staff at each booth should have a brief message for each participant aimed at gradual changes in eating or exercise behaviors.

There should be a minimum of FIVE booths (not including the registration booth), with the option of selecting more booths if there are enough volunteers to staff the booths and there is enough space. Four of the booths will be mandatory: 1) taste-testing (TRY LOW FAT), 2) the fat learning booth (CHANGE TO LOW FAT), 3) physical activity (JOIN THE LINE) and 4) traditional & contemporary low-fat healthful foods. You can select one or more additional booths based on preference and feasibility. (See descriptions below.)

SETTING UP THE FAMILY FUN NIGHT

The food booths should be set up near an electrical outlet to keep the food dishes warm (a crockpot, skillet, or hot plate can be used). The room may be decorated with balloons, streamers, or other festive things.

Staff and volunteers should arrive at least 1½ hours early to set up the room for the fun night. Provide staff and volunteers with name tags or something to identify them.

The booths should be placed in numerical order. Fluorescent or bright colored signs with the booth number and name should be posted at each booth.

Arrangements should be made for clean-up after the Family Fun night is completed. Staff should plan to spend at least 30 minutes after cleaning up.

SUMMARY OF FAMILY FUN NIGHT BOOTHS

MANDATORY:

REGISTRATION	Introductions, sign-up, evaluation, door prizes
BOOTH #1	TRY LOW FAT – Lower fat taste test (Phase 5)
BOOTH #2	CHANGE TO LOW FAT – Milk and fried bannock demonstrations (Phase 1)
BOOTH #3	TAKE A STEP – a few square dance or jigging steps
BOOTH #4	TRADITIONAL & CONTEMPORARY HEALTHFUL FOODS – tasting and recipes

OPTIONAL (choose at least one):

BOOTH #5	TRY IT – HEALTHIER BEVERAGES – taste test (Phase 3)
BOOTH #6	ZA: TPD BINGO – healthy foods and fun (Dasokiishika foods BINGO from school curriculum)
BOOTH #7	THE WHEEL OF FOOD FOR HEALTHY SNACKS
BOOTH #8	FOOD GUIDE BEAN BAG TOSS
BOOTH #9	CARROT DIP RACE

DESCRIPTION OF BOOTHS AND RESPONSIBILITIES

Registration and Evaluation Booth (Process evaluator can manage this booth)

Purpose: To record and keep track of fun night participants through a check-in/check-out process and to collect evaluation forms at the end of the night

Duties: Greet families at the door, hand out information on ZA: TPD, register families, monitor evaluation forms.

1. Set up table and chairs for participants to fill out registration upon arriving and evaluation forms before leaving.
2. Make sure families are registered and evaluation forms have been completed.
3. Greet families and register them using the Community Events Log.
4. Briefly explain ZA: TPD and the Family Fun Night to families and tell them to start at Booth #1 and work their way around the room.
5. Tell families they need to fill out the evaluation form to be entered into the draw.
6. When they have completed and turned in the evaluation form, check off “Y” in the “Participated?” column on the Community Events Log.

Visuals: Educational display on introduction to ZA: TPD

Handouts: Draw tickets, evaluation forms

Equipment: Registration forms
 Tables and chairs for people filling out evaluations
 Draw tickets
 Door prizes
 Box for completed evaluation forms, box for draw tickets
 Evaluation forms
 Pens/pencils

BOOTH #1- Try low fat Taste Test

Purpose: To prepare bite-size food samples and discuss the benefits of lower fat food items. The aim is to introduce families to lower fat versions of foods they may already be eating.

Main Message: By choosing a lower-fat version of a food you usually eat, you can reduce your fat and calorie intake quite a bit. While at first the taste may be a little strange, people usually end up preferring the lower fat foods.

This booth can follow the instructions for the lower fat spread, no sugar added jam taste test from Phase 1. If you want to have more foods you can also have people taste test lower fat hot dogs (check the labels to find the lowest fat versions and include a display of packages so families will remember which kind are lower in fat) or the Phase 5 snack taste test if you are not including Booth #7. Other comparisons can be used as well- veggies and dip vs. chips and dip, low fat cheese and regular cheese, etc. Check the nutrition content with a dietician or ZA: TPD staff member and make fat jars for the foods you use.

BOOTH #2- CHANGE TO LOW FAT

Purpose: To provide explanations about why fat is unhealthy and introduce families to lower fat alternatives of commonly eaten foods including milk and fried bannock.

Main Message: There many advantages to choosing lower fat foods, especially related to weight, diabetes, cancer, and heart disease. These changes can happen gradually, for example switching from 2% to 1% milk, or to gradually reduce the amount of fat added to cooking.

Do the milk taste test from Phase 1 including the milk fat jars. It is important to emphasize that skim milk has just as many vitamins as whole milk- it just has less fat. Also, children under age 2 should have whole milk. After they turn 2, they can start gradually switching to 2% and eventually skim milk.

Also have a display about the amounts of fat in fried bannock versus baked bannock and have the whole wheat bannock recipe available (included in Healthy Living Lesson plan #1 and the ZA: TPD school curriculum).

BOOTH #3- TAKE A STEP

Purpose: To teach family members a few easy dance steps that are fun! The goal of this booth is to introduce participants to the idea that exercise is very important but can be fun, and get them started on an exercise routine.

Main Message: Starting an exercise routine may be the hardest part. Start slowly and gradually, choose fun activities, and prepare an exercise plan with family members.

Duties:

1. Clear a space for people to dance
2. Set up a cassette or CD player and make sure you have enough batteries or a plug nearby.
3. Make handouts on tips for physical activity. You can use some of the sheets from family packs such as Action Bingo or Jumping for health or the sheet included at the end of this section.
4. Make sure if people do not participate in the steps that they take a handout so they can get their registration form stamped.
5. Teach the families to perform a few dance steps. These can be line dancing, square dancing, jigging, hip hop, or whatever is most popular in your community.
6. Discuss physical activities with participants and give them additional ideas.
7. Help each participant prepare an exercise plan that is appropriate; encourage gradual changes.

BOOTH #4 TRADITIONAL & CONTEMPORARY HEALTHFUL FOODS

Purpose: People often think healthful eating involves boring and tasteless foods. In this booth participants will learn that healthy eating can be interesting and tasty.

Main Message: Your favorite recipes can be prepared with less fat and less sugar and more fibre. They will still taste great but will be healthier for the whole family. Even their favorite foods can be prepared with some recipe modification. In addition, they will receive ideas on recipes for new dishes. The healthier foods booth will consist of both traditional AND/OR contemporary foods, whichever is appropriate for your community.

Duties:

1. Order supplies for recipes.
2. Make sure recipe cards and posters are completed.
3. Set up tables and chairs for booth and participants.
4. Prepare food the day before or during the day.
5. Set up near an outlet so that food can be kept warm.
6. Discuss creative ways of recipe modification with participants. Try to focus on methods of modifying recipes that are familiar to participants.

Visuals: Phase 2 posters on lower fat cooking

Handouts: recipe cards and food samples

Examples of foods: boiled moosemeat, whole wheat baked bannock, lasagna with vegetables, hamburger soup with vegetables, wild rice casserole, boiled fish. These are just examples- you should use readily available foods that are healthful.

BOOTH #5- TRY IT- HEALTHY BEVERAGES

Purpose: To show people the amounts of sugar in different types of drinks and explain the benefits of drinking reduced or sugar free drinks. Participants will taste test different healthier drinks.

Main Message: Cutting back on sugar drinks is a relatively easy way to cut back on empty calories. Diet drinks or water can be substituted for sugar drinks.

Duties:

1. Order supplies.
2. Set up tables for booth.
3. Display drink posters from Phase 3.
4. Discuss ways of cutting back on sugar and the importance of this change.

Do the healthier beverage taste test from Phase 3. Show the sugar jars.

Handout: flyer on sugar content in drinks

BOOTH #6- DASOKIISIKA FOODS BINGO

Purpose: To help families associate healthy foods with fun.

Main Message: Healthy eating can be fun. While playing Bingo the staff should remind the participants that a variety of foods make up a healthy diet. All of the foods on their cards are healthy and there are certainly foods that they enjoy eating among them. You may want to begin the bingo game by asking them to count up the foods on their card which they ate

during the past week or they enjoy eating. When calling out a food item, say a few words about it. For instance, celery has a lot of fibre, which helps digest foods and prevent heart disease.

Duties:

1. Set up tables and chairs.
2. Order supplies.
3. Make sure Bingo cards are made.
4. Make sure Bingo slips are cut up and mixed in a box. You can use dried beans as markers or the chips that are in the school curriculum.
5. Announce that the playing cards they are using have nutritious foods on them.
6. Explain the Bingo rules. (You can choose the winning arrangement.)
7. Begin drawing the Bingo slips and calling out the foods.
8. Announce the winner of each game.
9. Remind the participants that the foods on their cards are healthy and that they may take the cards home with them.

To set up the BINGO game, see UNIT 9 of the grade 3 ZA: TPD school curriculum. There are BINGO cards and markers that can be photocopied and cut out. Or you can use kidney beans as markers. You should have small cups to hold the beans.

BOOTH #7- WHEEL OF HEALTHY SNACKS

Purpose: To introduce families to the idea that healthful snack foods can be fun and tasty and to provide healthy snacks as prizes. Discuss the importance of healthy snacks and give ideas for snacks to families.

Main message: Everyone like snacks. Have healthful snack foods readily available for in-between meals and for desserts.

Duties:

1. Order supplies
2. Make wheel of food.
3. Make a line with masking tape for children to stand behind while waiting their turn.
4. Allow each child, one at a time, to throw nerf balls at the wheel.
5. Explain to families how the snacks on the wheel are healthy.

To make the wheel, draw a circle on a large piece of paper or posterboard. Draw rings inside the circle for each snack you will be giving away. Make each ring a different color and attach a snack item. When the child throws the ball, whichever ring s/he hits she will get that food item. Explain to the child and family why that is a healthy snack.

Suggested snacks: baked potato chips, low fat microwave popcorn, small boxes or bags of cereal, dried fruit.

Visuals/Handout: Posters and flyers on healthy snacks from Phase 5

BOOTH #8 – THE FOOD GUIDE PYRAMID BEAN BAG TOSS

Purpose: The food guide provides guidelines on how we should eat. Most of the foods we should eat come from the larger bands. This booth provides a fun opportunity to familiarize families with the Food Guide and to discuss ways to use the Guide to improve their own eating patterns.

Main Message: Limit the foods you eat from the smaller bands of the food guide and from sweets and oils. Most of the foods you should eat come from the larger bands of the Food Guide, whole grains, fruits, and vegetables. We can eat some fats and sugars, but only a little!

Duties:

1. Make the game board and set it up.
2. Draw a line with masking tape for the children to stand behind to throw the bags. Draw another line for the children waiting to stand behind.
3. Have one child toss the three bean bags.
4. Give a small prize (such as a piece of fruit) to children who get all three bean bags in the “healthy” (grains and fruits and vegetables) groups.
5. Discuss how the Food Guide can be used as a guide to healthier eating.

Make a game board by drawing the Food Guide on a large sheet of paper or posterboard that can be taped to the floor. Each band should include pictures of foods in that group. The band should be labeled (Fruits and vegetables, Grains, etc.) and designate how many servings one should have daily from each of the four groups. Have the child stand 2 to 3 metres from the board and toss three bean bags. The goal is to get at least two of the bags to land on each of the fruit and vegetable, and grain groups- that is, “healthy foods” that we don’t eat often enough.

BOOTH #9 – CARROT DIP RACE

Purpose: To provide an opportunity to learn about vegetables and have some activity as well. Vegetables are low in calories, but have lots of important nutrients and fibre. While some people enjoy many vegetables, others like only a few. In this booth, families play a game with a carrot. This provides a fun experience of healthy eating and exercise.

Main Message: There are a lot of different vegetables and ways to prepare them. Name at least one of two vegetables that you like to eat and/or vegetables that you’d be willing to try. Raw vegetables make a good snack especially when kids are hungry. Keep kids interested in vegetables by giving them the ones that they most like.

Duties:

1. Order supplies.
2. Make sure veggie dip recipes (from ZA: TPD school curriculum or Healthy Living Lesson Plans) are photocopied.
3. Set up racing course. The starting line and buckets of “dip” should be no more than 8-10 metres apart.
4. Make sure belts with carrots are in working order and that the carrots will not fall off.
5. Draw a starting line with masking tape.
6. Station a volunteer at the starting line and at the bucket to make sure that everyone dips a carrot and every child gets to race.
7. Proclaim the winner.

Divide into two relay teams. They will line up behind a line of masking tape. Have the first child in each line put on a belt with a carrot tied to it. The carrot will hang down a little below knee-height to their side. The first child will run to a bucket and bending down, dip the carrot (without using their hands) into the bucket of “dip” (bucket is actually empty). The carrot has to touch the bottom of the bucket. Then the child runs back to the start line and hand the next teammate the belt with the carrot. The first team to have all players dip the carrot wins. Relays could also be run with all adults. This game could include a food table of fresh vegetables and low fat dip.

Visual/Handout: Posters from Phase 4 and veggies and dip recipe from ZA: TPD school curriculum



You're Invited to Zhiywaapenewin

Akino'maagewin: Teaching to Prevent Diabetes **Family Fun Night!**

All families are invited to come learn about how healthy eating and exercise are fun. Students must be accompanied by an adult.

Date:
Time:
Location:



It's all free!
Games! Door prize! Food!

PHASE 4:

STORE TOURS

Store tours help to educate people about how to shop for healthier foods and practice behaviours such as label reading.

Store tours should have at most 5 to 8 participants at one time, and fewer than that in smaller stores. The interventionist can organize these as part of an existing program, such as Healthy Babies, Healthy Children, or as an open event to all community members. The interventionist should consult with band staff for use of a vehicle if transportation is needed. The tour can be targeted at youth as well. Therefore, the interventionist may need to organise several tours during the phase. Alternatively workshops where a variety of the promoted healthy foods are displayed can be conducted (see Healthy Living Lesson Plan for phase 4).

THINGS TO DO BEFORE THE TOUR:

1. Sign up participants
2. Contact the store manager to see if they are willing to have a staff member assist
3. Call or send reminders to participants
4. Arrange for transportation if needed

THE TOUR:

1. Before you leave, if people actually want to shop on the tour, have them make lists
2. Remind them that the healthiest options are usually on the perimeter of the store
3. Encourage participants to ask questions
4. Fruits and Vegetables
 - highlight the benefits of fruits and vegetable
 - remind participants that they should have at LEAST five a day
 - show them what a portion size is- one banana, a ½ cup of berries, etc.
 - explain that frozen and canned can be servings as well
5. Grains and cereals
 - examine labels on packaged pastas for salt (sodium) and sugar
 - encourage whole grains
 - read labels for fibre and sugar content, especially in cereals
6. Meats, poultry, and alternatives
 - discuss lean cuts and removing skin- explain that regular may not always be less expensive because a lot of the fat is drained away and not eaten
 - show low fat alternatives to lunch meats and hot dogs/sausages
 - show beans and how they can be a low cost substitute for ½ of the meat in a recipe, discuss using dried beans if people have never used them
7. Oils
 - show where to find cooking spray and the cost comparison
 - discuss saturated vs. unsaturated fats, point out healthier oil options
 - show low fat spread options- read labels for fat content
8. Dairy
 - show lower fat options for milks, cheeses, and non-dairy creamers
 - read labels for fat content
9. Sweets
 - show lower sugar options
 - read labels to show sugar content in popular foods
 - point out artificial sweetener options

PHASE 5:

TAKING AN EXERCISE BREAK

Arrange to attend staff meetings at all local offices (band office, nursing station, health clinic, school, etc.) to promote physical activity and exercise breaks. Make sure the supervisor will support staff participation. Here is a brief presentation to lead the staff through. This should also be done on the radio during lunch hour where possible.

Play some fast music to get people moving.

Hi! I am ____ (name) ____ from the Zhiwaapenewin Akino' maagewin: Teaching to Prevent Diabetes Program. I am so pleased to be here today. We are going to have some fun "Taking an Exercise Break!"

Everyone is talking about how important activity is to staying healthy. I know I have good intentions of becoming physically active, but sometimes other things get in the way. Today we are going to think about how we can make some very small changes that will add up to a big difference in how active you are.

- **Let's Move!**

Let's get **energized** and ready to learn. I'm going to turn the music back on for one or two minutes so we can **get moving!** Moving our bodies gets our circulation going so we feel energized and refreshed.

Everyone please start marching in place. Pick up your knees! Pump your arms as you march! Feel your heart beating! You're doing a great job! [continue for a minute.] Okay, start slowing down. Now roll your head in circles to the left, 1, 2, 3, 4 times, and now to the right, 1, 2, 3, 4 times. And now I'd like you to stretch your hands up as high as you can, feel your sides stretching. And now relax and fold over at your waist and just let your head and arms hang down. You can bend your knees a little if it's easier. Now roll up very slowly, keeping your head down until your back is straight.

Okay, we just did some physical activity. What is physical activity? [Let people answer if they volunteer.] Physical activity is moving your body with ENERGY. It can be sports such as softball, basketball, or hockey, or everyday activities like cleaning house, chopping wood, or climbing stairs.

Adults need at least 30 minutes of physical activity per day. Some experts even recommend 60 minutes per day. **Children** need at least 60 minutes per day.

You don't need to do it all at once! You can do shorter activities throughout the day that add up to 30 minutes. For example, you might spend:

- 5 minutes stretching when you get up in the morning;
- 15 minutes walking with your child;
- 5 minutes walking to the entrance of the grocery store after you parked your car at the far end of the parking lot, and
- 5 minutes doing leg lifts while you talk on the phone.

It all adds up and each type of exercise helps your body in a different way.

There are 3 different types of physical activity. (As you describe each type of activity, demonstrate it).

Aerobic Activity uses large muscles and helps your heart and lungs to work harder. Running, brisk walking, climbing stairs, playing broomball, and dancing are examples of aerobic activity.

Strength Activity builds or maintains your muscle strength and helps prevent injuries. Some examples are carrying groceries, lifting weights or lifting children!

Stretching Activity helps keep us flexible. These activities can include stretching your arms overhead or doing side bends. You can do these even while you talk on the phone!

It's a good idea to include each type of physical activity in your day, but the most important thing is to MOVE! Some of the reasons are that physical activity helps to:

- Build and maintain your bones
- Strengthen your muscles
- Control your weight
- Control your blood pressure
- Lower risks of getting many diseases like heart disease, some kinds of cancer, and diabetes
- Make you feel great!-more confident and less depressed

Let's try the 3 kinds of activity. Stand up and let's get moving! [Turn music on.]

First we'll do aerobic activity. I'd like to imagine a line running between your feet. Now I'd like you to jump from side to side over the line. Start slowly but speed up if you can, jumping from left to right, and then from right to left. [continue for a minute.]

Okay, now let's do some strength activity. Stand with your feet about shoulder width apart. Put your arms out in front of you and squat down and then stand up again. Let's do this four more times. 4, 3, 2, 1. Everyone find a wall and stand about 2 feet away from the wall. Put your hands on the wall about shoulder width apart. Now bend your arms, keeping your body straight, and lowering yourself toward the wall. Now push yourself back to standing again keeping your body straight. Let's do ten of these wall pushups. And 9, 8, 7, 6. Just five more, 4, 3, and 2, and 1!

Last type of activity is stretching. Put your hands on you hips and bend to the left slowly stretching as far as you can. Now back to the middle, and stretch to the right. Back to the middle, and one more time to the left. And back and to the right. Now raise your right arm, and bend it at the elbow, dropping your right hand behind your head. Grab your right elbow with your left hand and gently pull it toward your left arm. Now switch and raise your left arm and drop your left hand behind your head. Use your right hand to grab your left elbow and stretch it toward your right side. Now take you left arm keeping it straight, bring it across your chest. Keep your shoulder down, and using your right hand on your upper arm pull your left arm toward your chest and hold. Now let's repeat that on the other side.

Great! Thanks for taking an exercise break with me! I hope that you will continue to take exercise breaks every day!

GIVEAWAYS

GIVEAWAYS

Giveaways are tangible incentives that serve an important reinforcing purpose.

Giveaways with the project logo include:

Frisbee (School Family Pack incentive)

T-shirts (kickoff and walking challenge prizes- Phases 0 and 1)

Magnet (Phase 1 cooking demos/taste tests)

Pedometer (Phase 1 walking challenge)

Colander (Phase 2 drain and rinse cooking demos)

Water bottle (Phase 3 taste test and with School Family Packs)

Shopping bag (Phase 4 taste tests)

Chip clips (Phase 5 taste tests)

Other giveaways include sample promoted foods:

Lower sugar and higher fibre cereal boxes; cartons of 1% or skim milk (Phase 1)

Cooking spray; beans (Phase 2)

Diet drinks (Phase 3)

Fruits and vegetables (Phase 4)

Baked chips, low fat popcorn (Phase 5)

FUNDING & ADDITIONAL RESOURCES

FUNDING RESOURCES

There are a many sources of funding for a variety of health promotion projects. These may be a valuable tool in continuing promotion of health and well-being across your community. This section will identify funding sources and include some tips for applying for grants.

The Atkinson Charitable Foundation www.atkinsonfoundation.ca

The Atkinson Foundation has early childhood development and economic justice programs. These focus on evaluation of new strategies for improving health, education, and economic well-being.

Bell Community Support Fund <http://www.truesportpur.ca/index.php/language/en/category/98>

This fund helps communities promote inclusion and accessibility for hockey or soccer programs. This could be through improving rink facilities or establishing equipment sharing programs or increasing coaching opportunities. Grants are \$5,000 or \$25,000.

Canadian Diabetes Association www.diabetes.ca

The Canadian Diabetes Association has many resources for health educators, including a special section on aboriginal issues. There is a branch office in Thunder Bay. Small awards for certified diabetes educators are available.

Canadian Institutes for Health Research, Institute for Aboriginal People's Health <http://www.cihr.ca>

This funding is primarily for research into health topics. Announcements for funding are both ongoing and occasional. The ACADRE program at four centres provides funding for aboriginal students interested in health research.

General Mills www.generalmills.com

Under the commitment section, General Mills offers grants for Youth Nutrition & Fitness as well as several other related areas. For some grants affiliation with a Registered Dietician is required. The program is administered from the United States, so applicants should investigate whether Canadian entities are eligible.

HBC Foundation www.hbc.com/hbc/socialresponsibility/foundation/

Grantee must be a registered charity or non-profit organization registered with Revenue Canada. Most bands are eligible to apply for such status if not already obtained. HBC provides grants focused on Building Healthy Families, Creating Strong Communities, and Inspiring Young Canadians.

Laidlaw Foundation www.laidlawfdn.org

The Laidlaw Foundation funds three focus areas: art, youth, and environment. The Youth Engagement program promotes involvement of youth in community decision making. Past grantees have included groups in Northwest Ontario.

The Lawson Foundation <http://www.lawson.on.ca/>

The Lawson Foundation has a Healthy Communities Program, with grants for Diabetes.

J. W. McConnell Family Foundation www.mcconnellfoundation.ca

The McConnell Foundation only makes grants to charities of non-profit organizations registered with Revenue Canada. It states that it "funds initiatives of national significance which address challenges for Canadian society by engaging people, by building resilient communities, and by developing a strong knowledge base for the work that we support." These may include local projects that address issues of national significance. Its granting philosophy encourages innovative, collaborative, inclusive projects.

The McLean Foundation <http://www.mcleanfoundation.on.ca/index.htm>

The McLean Foundation provides support to a wide variety of projects in the arts, education, health, and general welfare with an "emphasis on projects showing promise of general social benefit but which may initially lack broad public appeal."

The Moffat Family Fund

The Moffat Family Fund is administered by the Winnipeg Foundation www.wpgfdn.org but provides funds to communities in Northwest Ontario for project relating to community services, health, environment, education, recreation, arts, etc.

Trillium Foundation <http://www.trilliumfoundation.org/>

The Trillium Foundation provides grants to communities and groups to help build healthier communities in Ontario. Grants in the past have ranged from \$5,000 to \$300,000 for projects such as renovating ice rinks and tennis courts or organizing volunteer programs. There are also useful tips and guidelines for grant preparation on this website.

This is just a taste of the many funding sources out there. Corporations and local businesses also give grants to community projects. Charity village has links to lists and databases of many more sources of funding for all kinds of projects: <http://www.charityvillage.com/cv/ires/fund.asp>.

GRANT WRITING TIPS

One of the most important things before applying for a grant is to read the granting criteria VERY carefully to make sure your organization or proposal meets their requirements.

Things to consider:

1. What is the concept?
2. What is the need for this program?
3. How will we carry out the program?
4. What is our expected outcome? (i.e. number of participants, facility X built, increase in knowledge, etc.)
5. How will we evaluate the program?
6. What is the timeline?
7. What will our expenses be?

According to the Foundation Center's short course, answers to these questions can be organized along these lines in your proposal:

- I. Executive Summary: umbrella statement for your case and summary of proposal
- II. Statement of Need: why is this project necessary
- III. Project description: nuts and bolts of how project will be implemented and evaluated
- IV. Budget: financial description of project with explanatory notes
- V. Organization information: history and governing structure of the organization, primary activities, audiences, and services
- VI. Conclusion: summary of proposal's main points

For details on each of these sections, visit <http://fdncenter.org/learn/shortcourse/prop1.html>.

Here are some more resources for how to write a good grant proposal:

<http://www.cpb.org/grants/grantwriting.html>

<http://www.mcf.org/mcf/grant/writing.htm>

<http://www.npguides.org/>

<http://www.proposalwriter.com/grants.html>

ADDITIONAL RESOURCES

Below are websites with additional resources for health promotion and health activities. ZA: TPD has not reviewed these materials and by listing them does not necessarily endorse them.

WEBSITES

5 a Day the Color Way

<http://www.pbhfoundation.org/index.php>

Active2010 (Ontario's program for promoting Sport and Physical Activity)

http://www.active2010.ca/index.cfm?fa=english_about.main

Canada on the Move

<https://www.canadaonthemove.ca/INMD/main.do?task=display>

Canadian Diabetes Association Aboriginal Section

<http://www.diabetes.ca/aboriginal/index.htm>

CATCH (Coordinated Approach to Child Health)

<http://www.sph.uth.tmc.edu/catch/>

Creating Healthy Kids

<http://www.stonyfield.com/weblog/CreatingHealthyKids/index.html>

Creative Wellness Solutions

http://www.actnowprogram.com/index_flash.asp

Health Canada Food & Nutrition

http://www.hc-sc.gc.ca/fn-an/index_e.html

Health Promoting Schools

<http://www.sofweb.vic.edu.au/hps/abouthps.htm>

National Aboriginal Health Organization

<http://www.naho.ca/english/>

Ontario Aboriginal Health Advocacy Initiative

<http://www.ofifc.org/oahai/index.html>

OPHEA (Ontario Physical and Health Education Association)

<http://www.ophea.net/aboutophea.cfm>

PE4Life

<http://www.pe4life.org/>

Public Health Agency of Canada Physical Activity Unit

<http://www.phac-aspc.gc.ca/pau-uap/paguide/>

US Dept of Health and Human Service Indian Health Services Diabetes Resources

<http://www.ihs.gov/MedicalPrograms/Diabetes/resources/rde/index.cfm?module=catalog>

US Dept of Health and Human Services Center for Disease Control Physical Activity Resources

<http://www.cdc.gov/nccdphp/dnpa/physical/index.htm>

Seven Day Survival Menu (Eating on a restricted budget)

<http://www.uofaweb.ualberta.ca/healthinfo/nav03.cfm?nav03=27637&nav02=27625&nav01=27614>

Sioux Lookout Diabetes Program

<http://www.siouxlookoutdiabetes.ca/>

Smart-mouth

<http://www.cspinet.org/smartmouth/bite.html>

SPARK (Sports, Play, & Active Recreation for Kids!)

<http://www.cspinet.org/smartmouth/bite.html>

Victory Garden Movement

<http://www.victorygardens.net/index.html>

ARTICLES

Harris, S. B., Gittelsohn, J., Hanley, A., Barnie, A., Wolever, T. M. S., Gao, J. et al. (1997). The prevalence of NIDDM and associated risk factors in native Canadians. *Diabetes Care*, 20, 185-187.

Macaulay, A. C., Harris, S. B., Levesque, L., Cargo, M., Ford, E., Salsberg, J. et al. (2003). Primary Prevention of Type 2 Diabetes: Experiences of 2 Aboriginal Communities in Canada. *Canadian Journal of Diabetes* 27, 464-475.

Young, T. K., Reading, J., Elias, B., & O'Neil, J. D. (2000). Type 2 diabetes mellitus in Canada's First Nations: status of an epidemic in progress. *Canadian Medical Association Journal*, 163, 561-566.

PROCESS EVALUATION

PROCESS EVALUATION

An important part of the project is documenting how well the activities are carried out. This is called process evaluation. Much of this will be done by a trained process evaluator. The interventionist will need to inform the process evaluator when demos, events, and radio announcements are scheduled to happen so that the process evaluator can attend. In addition, the interventionist will be responsible for keeping logs of activities and submitting a weekly progress report. The interventionist’s forms are located in Appendix C of this MOP. Instructions for completion of each form are in the relevant section of the MOP.

The following are the logs the **interventionist** will complete:

- FREQUENTLY ASKED QUESTIONS LOG
- MASS MEDIA POSTING LOG
- WALKING CHALLENGE LOG
- COMMUNITY EVENT LOG
- WEEKLY PROGRESS REPORT (See appendix C for form and below for instructions.)

The following are the evaluation instruments the **process evaluator** will complete:

FAMILY PACK RETURN FORM will document how many Family Packs are completed and returned to teachers by 3rd and 4th grade students.

COOKING DEMONSTRATION/TASTE TEST EVALUATION FORM will document details of the CD/TT including time started and ended, number of participants, number of food samples distributed, a general evaluation of how the CD/TT went, and an assessment of the participants reactions to the demonstration.

STORE VISIT EVALUATION FORM will evaluate the availability of promoted foods, the placement of shelf labels, posters and educational displays.

MASS MEDIA EVALUATION FORM documents the airing of radio spots, publication of cartoons and flyers in newsletters. distribution of flyers/cartoons and the placement of posters in community locales.

TABLE OF ALL EVALUATION COMPONENTS

Instrument:	Pre- Intervention	During Intervention	Post- Intervention
Quantitative Food Frequency	X		X
Adult Impact Questionnaire	X		X
Accelerometry (physical activity)	X		X
Adult Exposure			X
Store Evaluation		X	X
School Evaluation		X	X
Process Evaluation		X	

INTERVENTIONIST PROGRESS REPORT

The Weekly Progress Report will track all project activities. The interventionist will fill out the progress report at the end of every week, recording activities conducted in the past week.

To fill out the report the Interventionist will follow these instructions:

1. Always use black or blue ink
2. Record week ending date. Weeks end on Friday
3. If you use need to use more than one page, indicate what page of total pages this is.
4. Enter Interventionist's name
5. Check community name
6. Fill out activities table, checking appropriate location and writing descriptions of activities. Please write the location if you check "Other."
7. Total hours worked during the week. This only needs to be filled out on final sheet.
8. Sign form on all pages
9. Fax or e-mail to ZA: TPD supervisor at weekly scheduled time.

COMPLETED SAMPLE FORM:

INTERVENTIONIST WEEKLY PROGRESS REPORT

1. Week ending: 22 / 10 / 2005 Page: 1 of 1
2. Interventionist name: Jane Miigwech
3. Community: Eabametoong Naicatchewenin
 Nigigoonsiminikaaning Seine River

	ACTIVITY DETAILS
Date dd/mm/yy: <u>17/10/2005</u> Start Time: <u>12:00pm</u> Finish Time: <u>12:15pm</u>	Activities: <i>Read The "Biiwide" Arrives, fibre message, and reminder for taste test on 18/10 at Corny's on the radio</i>
Date dd/mm/yy: <u>18/10/2005</u> Start Time: <u>5:00pm</u> Finish Time: <u>7:00pm</u>	Activities: <i>Conducted milk taste test and handed out flyers to customers at Corny's</i>

TOTAL HOURS WORKED: 2 1/4

Jane Miigwech
 INTERVENTIONIST SIGNATURE

 JHSPH SUPERVISOR SIGNATURE

PROCESS EVALUATION: MANUAL OF PROCEDURES

Process evaluation is an important component of the intervention because it helps us monitor how well the program is being implemented. In each community there will be a Process Evaluator (PE) who will work in conjunction with the Interventionist during each phase of the intervention. There are several forms that the PE must complete during each phase to document and monitor each component of the intervention. Below are descriptions of each form and instructions for their completion.

STORE VISIT EVALUATION FORM

INSTRUCTIONS FOR USE

The [Store Visit Evaluation Form](#) will be used by the PE to record the stocking of food items and use of visual communication materials at participating stores.

- o At the beginning of each phase, the PE should make a timeline to schedule store visits during the phase. The PE should visit each store **A MINIMUM OF FOUR TIMES** per phase, which averages to once every two weeks for a two-month phase.
- o A new evaluation form should be filled out for each store at each visit.
- o Complete the form in blue or black ink.
- o After each phase is over, make copies of all the demo/taste test forms and mail the original forms to the ZA: TPD supervisor. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Check the store name.
5. Check the promotional phase.
6. Food availability/Shelf labels
 - a. ALL FOODS AND SHELF LABELS SHOULD BE COMPLETED EVERY TIME, REGARDLESS OF THE PHASE.
 - b. For each food, count the number of units on the shelf and circle the appropriate category: 0, 1-4, 5-9, >=10.
 - c. For each food, circle 'Y' or 'N' for whether the appropriate shelf label is up and correctly positioned under the food. Abbreviations for the correct labels are listed with the foods (HF, LS, LF, HFC).
7. Posters
 - a. For each poster, circle 'Y' or 'N' for whether the poster is up and visible at the store.
 - b. Complete this section for all phases every time. For phases other than the current phase, circle 'NA' for the posters.
 - c. The educational display section should only be completed for the current phase. For example, during phase 3, only the phase 3 educational display should be evaluated.
8. Write any additional comments or complications.
9. Do not write anything in the gray boxes, these are for office use only.

10. Check the form to make sure all questions are answered completely and accurately and sign on the line.

COOKING DEMONSTRATION/TASTE TEST EVALUATION FORM

INSTRUCTIONS FOR USE

The [Cooking Demonstration/Taste Test Evaluation Form](#) will be used by the PE to record observations of the cooking demonstrations and taste tests.

- o Before each demo/taste test the Interventionist is responsible for contacting the PE to inform him/her of the time and location of the event.
- o The PE is responsible for attending **A MINIMUM OF TWO** demos/taste test per phase and more if possible. He/she must stay for duration of the demonstration.
- o At each demo/taste test, the PE will observe the event and complete this form in blue or black ink. Do not leave any spaces blank.
- o After each phase is over, make copies of all the demo/taste test forms and mail the original forms to the ZA: TPD supervisor. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Write the name of the store or community location of the demo/taste test.
5. Check the correct promotional phase.
6. Check whether it is a cooking demonstration or a taste test (if unsure, as the Interventionist to clarify).
7. Write the name of the facilitator (Interventionist).
8. Write the time the demo/taste test starts.
9. Write the name or a description of the demo or taste test (if unsure, as the Interventionist to clarify).
10. Make a tally mark for each time a person stops at the table and participates (he/she pays attention to the Interventionist, tastes samples, takes recipes/flyers, asks questions, etc.). At the end, count the tally marks and write the total number.
11. Make a tally mark for each time the Interventionist distributes a food sample or a person takes a food sample on his/her own. At the end, count the tally marks and write the total number.
12. Write the names of the flyers or print materials that are being distributed (not recipe card). Make a tally mark for each time the Interventionist distributes each flyer/print material or a person takes one on his/her own. At the end, count the tally marks and write the total number for each flyer/print material.
13. Make a tally mark for each time the Interventionist distributes a recipe or a person takes a recipe on his/her own. At the end, count the tally marks and write the total number.
14. Make a tally mark each time a giveaway is distributed (not a food sample). At the end, count the tally marks and write the total number.
15. Write the time the cooking demo/taste test ends.
16. Record the number of customer evaluations collected.
17. Describe what went well during the demo/taste test. Use this space to describe factors such as the attitude of the Interventionist, outside factors affecting the demo, location and setup, or anything else that positively impacted the demo.
18. Describe what do not go well during the demo/taste test. Use this space to describe factors such as the attitude of the Interventionist, outside factors affecting the demo,

location and setup, or anything else that negatively impacted the demo. Write any improvements that you think could be made to future demos/taste tests.

19. On a scale of 1 to 5, rate the participants' overall reaction to the food tasted and circle one number on the scale. This is *your opinion* of the customers' reactions based on your observations.
20. On a scale of 1 to 5, rate the participants' overall interest level in the promoted food and circle one number on the scale. This is *your opinion* of the customers' interest based on your observations.
21. On a scale of 1 to 5, rate the overall accessibility of the demonstration site and circle a number on the scale. This is *your opinion* of the demonstration location and how easily customers are able to access it.
22. Write any other comments that do not fit in the other spaces.
23. Check the form to make sure all questions are answered completely and accurately and sign on the line.

MASS MEDIA EVALUATION FORM

INSTRUCTIONS FOR USE

The [Mass Media Evaluation Form](#) will be used by the PE to document use of communication materials. This form should be completed one time for each phase of the intervention.

- o During the first week of each phase the Interventionist will inform the PE of all of the mass media activities for that phase. He/she will provide the PE a copy of the Mass Media Posting Log and will provide updates on scheduled radio announcements. This ensures that the PE knows where posters, flyers, and educational displays have been posted, when radio spots are scheduled to air, and where cartoons will be published or posted. THIS IS VERY IMPORTANT—IF THE INTERVENTIONIST DOES NOT CONTACT THE PROCESS EVALUATOR, THE PE MUST CONTACT THE INTERVENTIONIST FOR THIS INFORMATION.
- o Throughout each phase, the PE will monitor newsletters and other publications where flyers/cartoons have been submitted to record publication.
- o Throughout each phase, the PE will listen to the radio at the scheduled times to record how many times each spot is aired. He/she should also contact the Interventionist and the radio station and to ask how many times each spot was aired.
- o During the last week of each phase, the PE will visit all the community locations where posters, flyers, cartoons, or educational displays are posted to record their presence and condition (this does not include stores).
- o The PE is responsible for filling out the Mass Media Evaluation Form one time per phase (for phases 0 to 5).
- o Use blue or black ink to complete the form. Do not leave any spaces blank.
- o After each phase is over, make a copy of the form and mail the original form to the ZA: TP supervisor. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Write the date.
2. Write his/her name.
3. Check the community name.
4. Check the correct promotional phase.
5. Flyers/Cartoons
 - a. Record the date that each flyer/cartoon or announcement was published (if in a printed publication or on cable TV).
 - b. Write the name or a brief description of the flyer or announcement.

- c. Circle whether it appeared in a community or a school newsletter.
6. Radio
 - a. From the Interventionist MOP, record the names of each radio spot in the “Radio spot name” column.
 - b. In the “# Times (tally)” column, make a tally mark each time you hear the radio spot played.
 - c. At the end of each phase, count the tally marks and record the total number of times each spot was aired in the “Total #” column. Remember, the Interventionist and the radio station should also be contacted to assess the total number of times each spot was aired.
7. Posters/Flyers/Educational Displays
 - a. Write the date that you visit each community location.
 - b. Check the type of material: poster, flyer/cartoon, or educational display.
 - c. Write the name or a brief description of each material.
 - d. Check the location that the material is posted. If it is a school or a location not listed, write the name on the blank.
8. At the end of each phase, check the form to make sure all questions are answered completely and accurately and sign on the line.

CUSTOMER/PARTICIPANT EVALUATION FORMS:

1) COOKING DEMONSTRATION/TASTE TEST CUSTOMER EVALUATION FORM

INSTRUCTIONS FOR USE

The [Cooking Demonstration/Taste Test Customer Evaluation Form](#) will be distributed by the PE during each cooking demo/taste test to assess customer reactions to the promoted foods.

- o Bring at least 20 copies of the evaluation form to each demo/taste test. Also bring several blue and black pens and an envelope to hold completed forms.
- o During the demo/taste test, distribute as many forms as possible to customers AFTER they have participated in the demo/taste test.
- o Coordinate with the Interventionist to provide giveaways as an incentive to complete the form. If giveaways are available, offer one item to each customer who completes the form.
- o After each phase is over, make copies of all the customer evaluation forms and mail the original forms to the ZA: TPD supervisor. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Hand one form and a pen to each participating customer.
2. The customer should complete the form on his/her own, but assist those customers who need help.
3. If only a store bought food is tasted, tell the participant to skip number 5 and circle ‘NA’ . If only a recipe is tasted, tell the customer to skip number 4 and circle ‘NA’ .
4. Collect the form and check that all answers are completed before distributing the giveaway. Remember to thank the customer.
5. In the box in the bottom left corner, write the name of the demo/taste test, the date, your name, and the location of the demo.
6. Count the total number of completed surveys and record this on the Cooking Demo/Taste Test Evaluation Form.

2) PEDOMETER CHALLENGE SURVEY

INSTRUCTIONS FOR USE

The [Pedometer Challenge Survey](#) will be distributed by the PE to assess participant attitudes about the event.

- o The survey should be handed out at the last check-in for the pedometer challenge. Check with the Interventionist to confirm this date and time.
- o Bring at least 50 copies of the survey to the check-in (or more if more people are enrolled in the challenge). Also bring blue and black pens and an envelope to hold completed forms.
- o Bring a calendar to assist customers in counting days.
- o After each phase is over, make copies of all the surveys and mail the original forms to the ZA: TPD supervisor. File the copies in a safe place.

To fill out the form, the PE will follow these steps:

1. Hand one form and a pen to each participant.
2. The customer should complete the form on his/her own, but assist those customers who need help.
3. Collect the form and check that all answers are completed. Remember to thank the participant.
4. In the box marked “For office use only” , write your name and the date.

FAMILY PACK RETURN FORM

INSTRUCTIONS FOR USE

The PE will give the [Family Pack Return Form](#) to the appropriate teachers at the beginning of each semester and discuss how to fill it out and when the teacher plans to use the family packs. The PE should check with teachers halfway through the semester to ensure that the teachers are using the forms. If forms have been completed at that time, the PE may collect them. At the end of the semester the PE should again check with the teacher to collect all forms and return cards.

To fill out the form, the PE will follow these steps:

1. Collect form from teacher, and ensure table is completely filled out. If information is missing, check with teacher to complete form.
2. Fill in the box at the top right hand corner with classroom ID#, date form was collected, and data collector’ s name.

LESSON EVALUATION INTERVIEW

The [Lesson Evaluation Interview](#) will assess whether lessons were taught and what teachers thought about them. The interview will be conducted four times during the school year at a time that is convenient to the teacher.

To fill out the form, the PE will:

1. Confirm a time to interview the teacher that is convenient to him or her. Explain to the teacher that you will be following up on how the ZA: TPD lessons went so that we can improve the curriculum. If he or she has any notes or lesson plans they may be helpful in answering the questions.

2. Fill in the classroom ID#, school, teacher's name, PE's name, and date of interview.
3. Ask all the questions on the form are written.
4. Thank the teacher for his or her time.

PROCESS EVALUATOR WEEKLY PROGRESS REPORT

The [Weekly Progress Report](#) will track all PE activities. The PE will fill out the progress report at the end of every week, recording activities conducted in the past week.

To fill out the report the PE will follow these instructions:

1. Always use black or blue ink.
2. Record week ending date. Weeks end on Saturday.
3. If you use need to use more than one page, indicate what page of total pages this is.
4. Write PE's name.
5. Check community name.
6. Fill out activities table by writing descriptions of activities. Please write the location if you check "Other."
7. Total hours worked during the week. This only needs to be filled out on final sheet.
8. Sign form on all pages.
9. Fax to the ZA; TPD supervisor each week at the scheduled time.

COMPLETED SAMPLE FORM:

PROCESS EVALUATOR WEEKLY PROGRESS REPORT

1. Week ending: 22 / 10 / 2005 Page: 1 of 1
2. Interventionist name: Jane Miigwech
3. Community: Eabametoong Naicatchewenin
 Nigigoonsiminikaaning Seine River



ACTIVITY DETAILS	
Date <i>dd/mm/yy</i> : <u>17/10/2005</u> Start Time: <u>12:00pm</u> Finish Time: <u>2:30pm</u>	Activities: <i>Observed milk taste test at Corny's variety, completed demo/taste test form, distributed customer evaluation forms</i>

TOTAL HOURS WORKED: 2.5

Jane Miigwech
PROCESS EVALUATOR SIGNATURE

JHSPH SUPERVISOR SIGNATURE

APPENDIX A:
HEALTHY
LIVING LESSON
PLANS

HEALTHY LIVING LESSON PLANS

CONDUCTING HEALTHY LIVING LESSONS

These workshops were designed at the request of local staff for them to use with existing Healthy Babies/Healthy Children, the Prenatal Nutrition Program, or Brighter Futures activities. The Interventionist should encourage local staff to conduct the workshops and should attend any to promote other ZA: TPD activities. The Interventionist may also offer to conduct the workshops or schedule separate workshops in the community.

At the beginning of each session you should thank everyone for coming and have everyone introduce themselves in case not everyone is familiar with each other. Record attendance at workshops on the Community Events Log.

Encourage people to ask questions. If people have questions you cannot answer, write them down with their contact information and tell them you will try to find out for them.

*Materials for some of the lessons were adapted from the Sandy Lake Health and Diabetes Project Home Visit Manual by Ann Smith and Joel Gittelsohn.

PHASE 1

DIABETES AND FIBRE

EDUCATION ACTIVITY

Introduction to diabetes and fibre

NUTRITION ACTIVITY

Bake low fat, higher fibre bannock

NOTE: If you are not experienced in making bannock, you may invite an elder to demonstrate this. Remember to have a gift for the elder.

EXERCISE ACTIVITY

Fill out exercise questionnaire

Individual exercise plan

MATERIALS NEEDED:

Health Lesson plan

Bannock ingredients

Paper towels or napkins

Exercise questionnaire

Individual Exercise Plan forms

Copies of Recipe

CDA Handouts on diabetes (at www.diabetes.org or by 1-800-BANTING)

Recipe ingredients: whole wheat flour, white flour, baking powder, canola oil, sugar, salt, measuring cup, bowl, baking pan, mixing spoon

- 1) Thank everyone for attending. Explain that there is more and more diabetes in the community, as well as other chronic diseases such as heart disease and cancer. There are two main things people can do to prevent diabetes: eat healthier and increase their physical activity.
- 2) Ask people about what kinds of workshops they have attended in the past. Explain that in this workshop we will be doing an activity, talking about health, and planning exercise.
- 3) Give the health lesson. Read the story the Pale Stranger.

Nanabush and the Pale Stranger

One day the Great Nanabush decided to pay a secret visit to his people, hoping to see how they were doing after his long absence.

He visited all the "Old Men" of the Earth; Old Man *Makwa* (bear) and *Mahiikan* (wolf), Busy Old Man *Amik* (beaver), Wise Old Man *Migisi* (eagle) and many others. Each visit with his old friends was more fun than the one before.

Nanabush decided to stop and rest for a while. He was on his way to visit his people before returning to his camp, far, far away to the North.

He had learned that his beloved *Anishinaabe* no longer lived as they once lived. They now lived in one place, no longer moving around with the seasons. They no longer walked or ran to visit each other; they drove cars and skidoos. And they had stores so that they no longer need to fish and hunt for food.

The Great Nanabush thought about these things as he lay down beneath the shade of a big spruce tree. Well-fed and tired, he soon fell asleep. He dreamed of the olden days when he did his great works: the days when everyone knew him, when he was loved by his people and feared by his enemies.

The Great Nanabush woke up just in time to see a Stranger appearing from the woods. The Stranger looked pale and tired. He leaned heavily on a cane. His clothing seemed to hang from his body.

"My, my," Nanabush said, trying to be friendly yet curious at the same time. "You seem to be in a bad way. Do I, or should I, know you? If I had ever met you before, I would surely remember." He looked long and hard at the Stranger.

"Oh, that is nothing to feel bad about," the Stranger said. "I came here long after you retired to your big lodge in the North."

"Well," Nanabush said, sitting down under the tree, "that certainly explains why I do not recognize you, but that doesn't really tell me who you are."

"You could say that I am an unwanted visitor", said the Stranger. "People don't want me to visit, but they still invite me in. When people, like your *Anishnaabe* friends, invite me in, they do everything they can to keep me comfortable. And once I move in, I'm here to stay."

"You are telling me then," the Great Nanabush asked, "that there is no way to get you to leave once you are invited to visit?"

"No way is yet known to the people anyway," the Stranger answered. "I can tell when I am going to stay because the person who has invited me starts to feel just the way I look: tired, hungry all the time, and thirsty."

"It is really weird," the Stranger continued. "If people would take the time to learn about me they might not have to put up with me. But even if they do have me around, they can keep me in control."

"Then you are a disease?" Nanabush asked.

"Sort of," the Stranger said. "But I can't be passed around like a cold, TB, or measles. People have to invite me in. Some people belong to families who have asked me to visit, but many people are not. Anyone who does not eat properly, who does not watch their health, is inviting me to come and stay."

"Once I've been invited in to stay, a person can put up with me by simply eating and living in a good, healthy way and sometimes by taking the right medicine. There are ways to learn how to handle me, and people to teach these ways. So you see, I can be kept in place."

"Yes," the Stranger said, "I am an old enemy of the Human race. But I am not that unbeatable once my name is said."

"And what is your name?" Nanabush asked.

"I am called," said the Stranger, "**DIABETES**." Then he turned slowly and walked away into the trees.

Nanabush understood that his people would continue to welcome diabetes unless they

learned how to avoid it and how, if diabetes did come in, to weaken its power and strengthen their own.

“So let my people learn of this enemy, that they may know it when it is near or far, know its strengths and its weaknesses. When my people know this they shall be all that much stronger!” said the Great Nanabush.**

**** This story was adapted from “Nanabush and the Stranger”, written by John McLeod. It appears in the Sandy Lake School Diabetes Prevention Program by Brit Saksvig.**

Ask participants if they have any questions about the story. Ask them some of the following questions to stimulate discussion; if they don't know the answers give a brief explanation.

Q. What is type 2 diabetes?

A. There are two types of diabetes. Type 1 diabetes usually shows up in young people and it is when your pancreas does not make any insulin. It is not very common. Most people in this community who have diabetes have type 2. Type 2 diabetes used to occur mostly in adults, but now we are seeing it in youth as well. People with type 2 diabetes usually do not make enough insulin or their cells do not respond to insulin. Our bodies need insulin is like a key that allows sugar to enter our muscles and be used as fuel for energy. If the sugar stays in our blood, our muscles don't get enough fuel, and the extra sugar may cause damage to our eyes, kidneys, nerves, and heart.

Q. What causes type 2 diabetes?

A. There are several different risk factors for diabetes. Having a parent or sibling with diabetes, being overweight, being inactive, having had gestational diabetes, and getting older all increase the chance of you developing diabetes. Unfortunately, type 2 diabetes is more common in many minorities such as aboriginals, African-Americans, Latinos, and Asian Americans.

Q. How can you prevent diabetes?

A. You can eat a healthy diet- one that is low in fat, low in sugar, and high in fibre. Maintain a healthy body weight- ask your health care provider to help you calculate an ideal body weight. Get screened for diabetes. Be active. You don't have to start running marathons, but try turning off the TV, walking instead of driving, etc. In future workshops we will talk more about how to maintain a healthy diet.

Q. What happens when you get diabetes?

A. By maintaining a health body weight, staying active, and eating right, you can control your blood sugar and still live a healthy life with diabetes. If you don't control your blood sugar, you may develop complications such as blindness, kidney failure, numbness in hands and feet, heart attacks or strokes.

If there are any questions you do not know the answer to, write them down with the person's contact information and let them know you will find out and tell them. You can hand out the CDA information sheet for them to take home.

- 4) Make the bannock. Explain that the reasons that this is healthier is that it combines whole wheat and white flour and is not fried. Whole wheat flour has more fibre than white flour. This recipe uses vegetable oil, which has less fat than lard.
- 5) While making the bannock, talk about fibre. Explain that our preliminary work found that many people do not eat enough fibre. Fibre is in foods like whole wheat bread, whole

grain cereal, fruits and vegetables. Fibre helps move the food through the body to prevent constipation, and it's filling so you eat less. Fibre also helps lower cholesterol (a kind of fat) and sugar in your blood. In a survey of communities in Northwest Ontario, ZA: TPD found that men and women ate about 16g and 13g grams of fibre a day. The recommended daily intake for fibre is 14 grams per 1000 calories consumed, or about 28 to 32 grams for most adults. This means most people are not eating enough fibre.

- 6) Have people fill out an exercise questionnaire. From these questionnaires, help people come up with Individual Exercise plans and fill out the Individual Exercise Plan form. Help people identify how they might be able to exercise more in the next 10 weeks. This needs to be very age specific. For example, what sports do youth participate in at school? For adults, do they ever walk instead of driving? Encourage people to set up walking groups and to share their plan with family and friends. They should try to walk at least three times a week. Remind people to stretch before and after exercising to prevent shin pain and sore muscles.
- 7) You can share the bannock at the end of the meeting or you can have people take some home with them. If you are sharing it during the workshop provide water or tea to have with the bannock. Do NOT put margarine on the bannock! Try a sugar free jam instead. Explain that margarine is a lot of added fat that is unhealthy. Give participants a copy of the recipe to take home with them. [figure out which phase this corresponds to and have instructions to hand out store flyers at end of lesson as well]

WHOLE WHEAT BAKED BANNOCK

3 cups white flour
3 cups whole wheat flour
2 tablespoons baking powder
1 tablespoon sugar
Pinch of salt
2 cups water
1 tablespoon canola oil

Heat oven to 350 degrees F.

Mix flour, baking powder, salt, and sugar in a bowl. Make well in the middle and add water. Slowly mix the flour into the water with a spoon or hands until you get a ball of dough. Knead a few times and shape into a flat loaf. Grease a baking pan or cookie sheet and heat it in the oven for a few minutes. Place dough on it. Pat it down. Bake for 35 minutes or until brown and ready.

Other foods that will increase fibre in your diet:

100% whole wheat bread
oatmeal
beans
fruits
vegetables
whole grain cereals such as bran flakes or shredded wheat



EXERCISE QUESTIONNAIRE FOR HEALTHY LIVING WORKSHOPS

1. What do you currently do to be active?
2. Is here something that you used to do to be active? What was it?
3. Why did you quit doing it?
4. What would you like to do to be more active?
5. What single thing can you do to allow you to be more active?
6. What can others do to help you be more active?
7. How many hours a day do you spend watching TV or on the computer?
8. If the TV/computer were broken what would you do instead?

Which of the following activities would you be interested in participating in?

- walking groups
- more workshops on healthy lifestyles
- ice hockey
- floor hockey
- volleyball
- fitness classes
- learning more about getting and preparing traditional foods
- other _____

Name _____ Telephone _____



INDIVIDUAL EXERCISE PLAN- SAMPLE- low impact

Individual's Name: _____

At the end of:	Exercise Plan	Comments
Week 1	walk slowly for 15 minutes three times a week	Stop if you start to feel lightheaded or dizzy. Stretch for five minutes before and after.
Week 2	walk slowly for 15 minutes three times a week.	Remember to stretch
Week 3	walk slowly for 20 minutes three times a week.	
Week 4	walk slowly for 30 minutes three times a week.	
Week 5	walk slowly for 30 minutes five times a week.	
Week 6	walk briskly for 30 minutes five times a week.	Stop if you start to feel lightheaded or dizzy. Remember to stretch.
Week 7	walk briskly for 30 minutes five times a week.	
Week 8	walk briskly for 45 minutes five times a week.	
Week 9	walk briskly for 45 minutes five times a week.	
Week 10	walk briskly for 60 minutes five times a week.	



INDIVIDUAL EXERCISE PLAN

Individual's Name: _____

At the end of:	Exercise Plan	Comments
Week 1		
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		
Week 9		
Week 10		

PHASE 2

LOWER YOUR FAT

EDUCATION ACTIVITY

Food with hidden fat

Food to which fat is added

NUTRITION ACTIVITY

Drain and rinse ground beef to make chili

Potato chip smash

EXERCISE ACTIVITY

Take an exercise break- walk or play jumping for health

MATERIALS NEEDED:

Health Lesson Plan

Potato chips- small bag

Pretzels- small bag

Chili ingredients

Paper towels

Frying pan

Cooking pot

Strainer

Can opener

Knife and cutting board

Measuring spoons and cups

Stirring spoon and ladle

Jar for pouring off fat

Bowls and spoons if serving chili

Recipe cards for chili (see Stores materials)

Cut the Fat in ½ Tip Sheet

Northern Cut the Fat pamphlet

- 1) Explain to people that cutting back on fat in foods is an important way people can help prevent diabetes, heart disease, and some kinds of cancer, or control diabetes if they already have it. There is fat in foods and fat that people add to foods.
- 2) Have a discussion about food fat. Ask participants these questions and provide answers if they do not know.

Q. Why should we avoid eating too much fat?

A. Eating too much fat can lead to high blood sugar, weight problems, diabetes, cancer, and heart disease. It can also make you feel slow and have less energy. Fat blocks sugar from getting to our muscles, which can lead to high blood sugar. Fat also has more calories than an equal amount of protein or carbohydrates, so it can contribute to weight gain. It can also cause our bodies to produce too much cholesterol which can lead to cancer and heart attacks and strokes.

Q. What is the difference between saturated and unsaturated fat?

A. Saturated fat is the primary kind of fat you should avoid. Saturated fat is solid at room temperature. Animal fats that are saturated include the fat in butter, lard, cheese, ice cream, whole milk, and the fat you see on meats. Vegetable fats that are saturated

include coconut, palm kernel, and any kind of hydrogenated vegetable oils. If you see “hydrogenated” oil on a food label, this is usually a “trans” fat, the kind you should avoid.

Unsaturated fats that are okay to have in moderate amounts include vegetable oils such as canola or olive oil or the fats found in nuts.

Q. What are some foods that have a lot of fat in them?

A. Hamburger, KLIK, wieners, French fries, chips, bologna, ice cream, cookies, cheese

Q. What are some alternatives that can reduce the amount of fat?

A. Grilling hamburgers is better than frying. We can try lower fat versions of foods such as KLIK, low fat wieners, baked potatoes, pretzels or baked chips, low fat bologna or light turkey, low fat frozen yogurt or sorbet, whole wheat crackers, low fat cheese. Look for “low fat” on labels. Light usually means less fat, but low fat is best because it means each serving has less than 3g of fat.

Q. What are some foods that we add a lot of fat to?

A. Bread (margarine), bannock (margarine), potatoes (margarine or sour cream), French fries or meats (gravy), popcorn (butter), corn and other vegetables (butter or margarine).

Q. What can we try instead?

A. Add a no sugar added jam to bread or bannock, or just try it plain. Try fat free sour cream or low fat yogurt. Try add spices to foods for flavour instead of butter or margarine.

Hand out the Northern Cut the Fat pamphlet for participants to take home. Explain that you are going to demonstrate a way to reduce fat now and have everyone learn to make a meal using this technique.

- 3) Hand out the Cut Fat in ½ tips sheet and demonstrate the drain and rinse method for preparation of ground meat. Do not add any oil. You can drain the meat into the pot and then pour the fat and water into a jar to congeal. Explain how this reduces the fat but does not reduce nutrients. Next give out the chili recipe and have participants help with preparation of the chili. Explain that you can substitute other kinds of beans or vegetables. Remind them that the beans and vegetables add fibre to the recipe. Dried beans can also be used and are a great way to reduce cost because they are less expensive can substitute for meat in many recipes.
- 4) While the chili is cooking, demonstrate the potato chip smash. Explain that some kinds of fat are visible, like the white parts on meat, but some fat is hidden, like in potato chips. Give every few people two paper towels and a few chips to place between them. Ask them to smash the chips and then look at the paper towel on top. Point out this is oil that the chips are fried in. Now do this with pretzels or baked chips and examine the paper towel again. Have participants examine the nutrition labels on the different packages and compare grams of fat in each.
- 5) Before you eat, take an exercise break. If you have people who attended the first workshop, ask them how their exercise plans are going. Explain to everyone that recommendations are that people should get a MINIMUM of 30 minutes of physical activity a day. This does not have to be all at once. You could do three 10 minute periods of activity a day. Explain you will take an exercise break now. You can go for a walk outside or in the gym if possible. If you are in a small space, play jumping for health. Make a copy of the sheet and cut up the cards in advance. Have a participant choose a card and read it. Demonstrate the action and ask everyone to join you for about 30-

60 seconds. Then have another participant choose another card. Continue until everyone is out of breath or the chili is ready!

- 6) When the chili is ready you can serve it or have people bring containers so they can take some home. If you are eating then, ask what people think and if they have recommendations for modifications.

CUT THE FAT BY ½ IN GROUND MEAT!

Four easy steps:

1. Cook: Cook ground meat until lightly brown and in pieces.
2. Drain: Place strained in a large pan in sink and pour in cooked ground meat to drain off fat.
3. Rinse: Pour about a litre of hot water over ground meat in strainer to rinse off more fat.
4. Reheat: Put ground meat back in cooking pan to reheat and add your favourite spices and sauces. Serve or use in your favourite recipe!

What should you do with the fat you drain off the ground meat?

Pour the fat into an old can or margarine tub, chill to hardened it, and then throw it out with trash.

Look for the Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes shelf labels at the store to help you find these ingredients!

CHILI RECIPE

½ lb. (250g) ground meat, drained and rinsed
1 large onion, chopped
½ cup green pepper, chopped
2 cloves garlic, minced
1 14 oz. can diced tomatoes with juice
1 15 oz. can kidney beans, rinsed and drained
1 8 oz. can tomato sauce
2 or 3 tablespoons chilli powder
½ teaspoon oregano
pepper to taste
½ cup corn (frozen, canned, or fresh)

Directions:

2. In a large saucepan, brown ground meat. Drain and rinse with hot water. Drain water.
3. Add onion, green pepper, and garlic to ground meat. Cook until onion is tender.
4. Stir in tomatoes, beans, tomato sauce, corn, chilli powder, oregano, and pepper.
5. Bring to boiling, reduce heat. Cover and simmer for 20 minutes.

Crock pot directions:

1. Follow step 1 above.

In a 3 ½ or 4 quart crock pot combine meat with remaining ingredients. Cover and cook on low heat setting for 8 to 10 hours; on high heat setting for 4 to 5 hours.

JUMPING FOR HEALTH

Teach your family a new activity. Cut up these Jump Cards and place them in a bag. Draw one card and demonstrate for your family. Lead them in this activity for 30 seconds or longer.

<p style="text-align: center;">Imaginary Jump Rope</p> <p>Pretend you have a jump rope and practicing for the World Championship. Let's see how many jumps you can make without missing!</p> <p style="text-align: center;">1, 2, 3, 4, 5, 6 ... etc.</p> <p>(Keep going until everyone runs out of energy.)</p>	<p style="text-align: center;">Hop and Kick</p> <p>Hop on left foot and kick out right leg in front of your body. Hop on right foot and kick out left leg in front of your body. Continue to switch legs and kicks.</p>
<p style="text-align: center;">Jump Turns</p> <p>From a standing position, bend your knees and jump up and turn your body to the right. Use your arms to help you with the jump. Try to do four $\frac{1}{4}$ turns and come back to starting position. Next try $\frac{1}{2}$ turns; then $\frac{3}{4}$ turns; and then full – all the way around – turns.</p>	<p style="text-align: center;">Ski Jumps</p> <p>With feet together, jump from side o side, keeping knees bent. Then jump forward and back. Finish by jumping forward, left, back, right, to make a square.</p>
<p style="text-align: center;">Jump Tucks</p> <p>Stand with arms raised to shoulder height in front of your body. Jump up, raising knees as high as you can in a tucked position. Try to touch arms with knees.</p>	<p style="text-align: center;">Straddle Jumps</p> <p>Place feet together, arms at hips. Jump and move legs out to shoulder width (like a jumping jack without the arm movement). Jump again and move legs together. Jump out, jump together. Repeat.</p>
<p style="text-align: center;">Frog Jump</p> <p>Start in squat position with knees bent and hands on floor. Jump up and move forward using arms and legs. You can make this fun by making frog sounds, "rabbit, rabbit, rabbit."</p>	<p style="text-align: center;">Line Hop</p> <p>Play "Follow the Leader" around the room hopping from side to side down an imaginary line. Change leaders (leader goes to end of line) every 15 seconds, next person in line takes over as leader.</p>

PHASE 3

HEALTHY BEVERAGES

EDUCATIONAL ACTIVITY

Sugar Facts

NUTRITION ACTIVITY

Taste test regular and diet pop, different types of milks

EXERCISE ACTIVITY

Walking or Indoor Exercises

MATERIALS NEEDED:

Container of sugar

Teaspoon or small kitchen spoon

4 jars with labels "Ice tea", "diet pop", "regular pop"

cans of diet pop, regular pop, ice tea, five alive or other fruit "drink," 100% fruit juice cups

small cartons of 2%, 1%, and skim milk

- 1) Set the container of sugar, 4 jars, and cans of pop on the table. Explain that today we are going to have a discussion about sugar. Start by asking participants what they think.

Q. Why is not good to have too much sugar?

A. It causes cavities. It makes people gain weight. It can cause you to feel energized for a short amount of time, but usually that will go away quickly leaving you more tired than before. It can make people irritable and kids hyperactive. In people with diabetes it will can raise their blood sugar to dangerous levels, leading to complications such as blindness and kidney disease.

- 2) Have 10 teaspoons already poured into the unlabelled glass. Hold it up for everyone to see. Ask, "Would anyone drink this much sugar in a glass of water?"
- 3) Next, hold up the can of ice tea. Ask, "Guess how many teaspoons of sugar are in a can of ice tea? (9 teaspoons). Spoon out 9 teaspoons of sugar into the glass labelled "ice tea."
- 4) Now, hold up the can of regular pop. Ask, "Guess how many teaspoons of sugar are in the can of regular pop?" (10 teaspoons). Spoon out 10 teaspoons of sugar into the glass labelled "regular pop." Explain that these drinks are pretty much made of sugar and not much else. It is just like drinking sugar in water.
- 5) Now hold up the can of diet pop. Ask, "Guess how many teaspoons of sugar are in a can of diet pop?" (0 teaspoons) Explain that there is no added sugar in diet pop. You can pass out cans so people can look at the nutrition information- show them how to locate it and read it. Discuss what alternatives to high sugar drinks people can have (water, diet pop, 100% fruit juice).
- 6) Remind people that drinks labelled fruit "beverage," "cocktail," or "drink," usually have a lot of added sugar and are usually only 5-15% juice. The rest is just water and sugar. Show them a can of 100% juice and a can of "fruit cocktail" and have them look at the list of ingredients. Explain that things such as "high fructose corn syrup" or "evaporated cane juice" are basically just sugar. Remind them that 100% fruit juice has natural sugar, so

people with diabetes should still limit their intake of 100% fruit juice even though it has no added sugar.

- 7) If people want to taste test to compare diet and regular pop, pour some into small cups for people to try. If people ask about the stuff in diet pop being bad for them, explain that there have been no studies showing that Nutrasweet (aspartame) increases the risks of getting any diseases. Remind them that water is always a good choice.
- 8) Here is a list of amount of sugar in other common drinks in case people ask:

DRINK (12 oz. can unless stated)	GRAMS OF SUGAR	NUMBER OF TEASPOONS
Sunkist Orange Soda	52g	13
Arizona Original Ice Tea with Lemon Flavour (16oz.)	48g	12
A&W Root Beer, Mountain Dew, Orange Crush	47g	12
Coke , Pepsi, Dr. Pepper	40g	10
Sprite	36g	9 ½
Lipton Brisk Ice Tea	34g	8 ½
Canada Dry Ginger Ale	33g	8
Sunny Delight (1 cup/8 oz.)	29g	7
Grape Kool-aid with sugar (1 cup/8 oz.)	23g	6
Diet pop (any kind)	0g	0
Water	0g	0

- 9) Do the milk taste test from the store component and discuss lowering fat intake.
- 10) Ask people about what other things they drink. If they mention tea or coffee, ask them how many cups they drink everyday and what they add to it. Mention that sugar was one of the top ten foods mentioned in dietary recalls, mostly because people had it several times a day as an additive to coffee or tea. Discuss how they can reduce fat and sugar intake there. They can use skim milk instead of cream, 2% instead of regular evaporated milk, lowfat creamer instead of regular. They can also use sugar substitutes such as Sweet N' Low, Sugar Twin, Splenda, Nutrasweet.
- 11) To wrap up take a walk or if indoors and no gym space is available, do the following exercise activity.
 - a. 20 jumping jacks
 - b. head rolls side to side 10 times
 - c. bend knees and do arm circles, 10 forward, 10 backward, crossing in front
 - d. hands on waist, move hips in circle keeping head still, 10 in each direction
 - e. hands on knees, rotate knees in circle, 10 each way
 - f. hands on hips bend to one side then the other side, 10 times
 - g. bend down, touch the ground, and jump up reaching for the sky ten times

PHASE 4

SHOPPING WISELY

EDUCATION ACTIVITY

Shopping wisely: label reading, budgeting, using a list

NUTRITION ACTIVITY

Healthy food choices

EXERCISE ACTIVITY

Walking to the store

MATERIALS NEEDED:

Food labels from things such as regular and lowfat cheese, Hamburger Helper, plain pasta, regular and low fat lunch meats (photos of the labels are also okay)

Flip chart or chalkboard and something to write with

Prices worksheet and answer key (you may have to go to the store to find out these prices)

Pens

- 1) Ask participants if they usually read food labels. If any do, ask them what information they look for. Hand out some examples of food labels and ask people to read some of the information. Compare things such as lowfat and regular cheese. You can write these on the board or flip chart so people can see the comparisons. Remind people that if something is labelled "lowfat" it must have less than 3g of fat per serving. Discuss other information to look for on the label, such as sodium and fibre. Talk about reading ingredient lists. Ask participants for other words for simple sugars (dextrose, high fructose corn syrup, cane juice) and fats (hydrogenated palm oil) to avoid.
- 2) Explain that you are now going to examine the costs of some foods. Handout the prices worksheet. Ask participants how much they think the items for hamburger soup cost- have them total the costs. Then ask them how much a chicken strip meal or chicken box meal would cost. How much would it cost to feed as many people as the hamburger soup? Which meal do they think is healthier? Why?
- 3) Go through some other items that have equal cost, such as whole wheat vs. white bread. Discuss why whole wheat bread is healthier.
- 4) Finally, talk about using a list when shopping. Ask participants if they usually use a list when shopping. If they do, ask how it helps them. Discuss how a list helps (makes you stick to buying healthy foods, prevents impulse buying, makes you plan your meals, which saves time and money and helps to remember to include vegetables). Hand out pens and have people make a sample list. Remind people to try to include fruits and vegetables in their meal plans.
- 5) Walk to the store. Even if it is only a small community store, you can still practice some label reading, and point out the ZA: TPD shelf labels. Make sure you discuss why these foods have the ZA: TPD labels on them. The overall goal is to show people what are some healthier food choices. You can do some price comparisons and show how expensive some processed foods such as Hamburger helper are. Macaroni is cheaper and you can just add sauce for a healthier meal- compare the labels as well. Try to come up with low cost healthy meal from what is available. Remember to praise healthy choices. Discuss what makes these choices healthy. You can remind people to try to include vegetables or fruit in every meal at this time. Also, if there is freezer space

available, a large meal can be cooked and portions can be frozen for a fast meal at a later date.

6) Other tips for saving money when shopping:

- a. avoid processed foods, or vegetables with sauces, etc. These are usually more expensive and less healthy
- b. try generic or store brands- they are usually cheaper and may taste just as good
- c. buy in bulk if you are able to store things
- d. check unit prices- this is the price per a standard volume or weight. You can use this to compare products with different sizes.
- e. the lowest price per pound is not always the cheapest meat. Leaner meats may have a higher unit price, but that's because there is more meat- after removing the fat from some cuts you may end up with less meat.
- f. Look for sales and specials
- g. substitute lower priced items such as beans for some of the meat in a recipe such as soup.
- h. check "sell by" dates for freshness so you won't end up throwing things away.
- i. Use powdered (dry) milk instead of fresh milk

If people want more ideas, the USDA has a good resource for low-cost meal planning at:

<http://www.usda.gov/cnpp/Pubs/Cookbook/thriftym.pdf>

It includes menu plans and recipes.

SAMPLE PRICE COMPARISON WORKSHEET

DINNER

Hamburger soup

½ pound hamburger \$ _____
1 cup macaroni \$ _____
1 bag frozen vegetables \$ _____
1 onion \$ _____
1 bouillon cube \$ _____
1 can diced tomatoes \$ _____
1 can beans \$ _____
TOTAL (serves 4-6) \$ _____

Chicken strips with fries

\$ _____
x 5 people
TOTAL \$ _____

BREAKFAST

1 c. Froot Loops \$ _____
100% whole wheat bread \$ _____

1 c. rolled oats \$ _____
white bread \$ _____

APPENDIX B:

DAAYBWAYS

STORIES & SCRIPTS

PHASE 1:

MEET THE DAAYBWAYS

CHARACTERS

MISSY	10 year-old girl. Always eager to learn new things.
BUDDY	Missy's 9 year-old brother. Adventurous.
MISHOOMIS	Missy and Buddy's grandfather. Likes to hunt and camp.
KOOKOO	Missy and Buddy's grandmother. She has diabetes and likes to cook.
UNCLE JOE	Mishoomis' brother. He teaches Missy and Buddy about living a healthy lifestyle.

SETTING

Winding First Nation, a northern Anishinabe community.

TIME

Middle of the day. The present.

ACT I

SCENE 1 Outside on the reserve. Now.

SCENE 2 At the Daaybway home. Now.

ACT II

SCENE 1 At the airport Later that day.

SCENE 2 Back at the Daaybway's home. That night.

ACT I

SCENE 1

(Missy and Buddy are playing outside on the reserve.)

MISSY

Hi! My name is Missy. I'm 10 years old, and I live here in

Winding Lake. This is a great place to live and all my family and friends are here.

(Smiling, points to the boy next to her.)

MISSY

This is my brother Buddy. He's only 9, but he is still fun to be around. We do a lot of things together, and get into a little trouble now and then.

BUDDY

That's right Missy, but tell them more about our home here in Winding Lake. I'm sure our friends would like to hear more about where we live.

MISSY

Okay, Buddy. Winding Lake is a northern community. It's lots of fun. We have lots of Kookoos, Mishoomises, aunties, uncles, and cousins here. You can get here by car only during the winter and the rest of the time you have to fly

BUDDY

Yeah, you get to fly in these really small planes that make a lot of noise. Whenever I go out I like looking out the windows down at the bush. Mishoomis takes me out in the bush sometimes.

MISSY

Winding Lake is a great place to live. All the people are friendly and love to laugh and joke with each other. We have a couple of stores, a nursing station, a school, and a new arena. We're really lucky. Some places the kids have to leave home just to go to school, like my cousin Arnold from Jackfish Lake.

BUDDY

Missy and I live over by the band office. Our mom works at the store, and Nimishoomis works at the school. Kookoo stays home and makes lots of bannock.

MISSY

Kookoo makes lots of wild foods too. Whenever Nimishoomis brings home a moose she is really happy. Last summer we spent 2 months out at their camp. We ate really good food there, lots of *moos* (moose), *giigoons* (fish), and *waboose* (rabbit).

BUDDY

Kookoo has something called diabetes. I don't know what it is, but she has to stick needles into her finger every day to check how much sugar is in her blood. Kookoo says she needs to take good care of her body so that she doesn't have any other

problems, like going blind.

MISSY

(Looks at Buddy.)

Hey, that must be why Kookoo doesn't want to eat chips anymore!
Let's go home and get some bannock; I'm hungry!

SCENE 2

(At Daaybway home. Mishoomis is talking on the phone excitedly in Native language. Missy and Buddy do not understand very much Native language so they aren't sure what he is saying.)

MISHOOMIS

(In Native language, tells Kookoo that his brother is coming to visit.)

KOOKOO

(Get a big smiles and starts making her special bannock that she makes only when there is something special going on, like a visitor or a feast.)

MISSY

Kookoo, what is going on? Are we going to have a visitor? Who is coming?

KOOKOO

Missy and Buddy, we're going to have a very special visitor tonight. So help us clean up and get ready.

BUDDY

But who is coming? Is it someone we know?

KOOKOO

Aaskoma miawe minigog kagweden (That's enough. Stop asking) and get busy with the cleaning. You'll find out soon enough.

MISSY AND BUDDY

(Looking puzzled because they can't think of anyone they knew who would make Kookoo and Mishoomis so excited. They start cleaning up.)

MISSY

Buddy, let's go with Mishoomis to the airport to meet the *biiwide*

(stranger). He must be someone very special; everyone is so happy. Maybe he'll bring us a present?

BUDDY

Yeah, I hope it's something to eat! There goes Mishoomis now. We'd better get in the truck so he doesn't forget us.

(They finished straightening up and go outside to jump in the truck. It is s bumpy ride and they have to hold onto the sides when they go over the bigger potholes.)

ACT II

SCENE 1

(At the airport. Missy and Buddy are waiting outside with their Nimishoomis. They hear a plane land.)

MISSY

Nimishoomis, who is the *biiwide* coming to visit? We really want to know! Is it a relative or a friend?

MISHOOMIS

(Smiles.)

You will see in just a minute. Our visitor should be getting off the plane right now.

MISSY AND BUDDY

(Watching as the people got off the plane. Looking puzzled because they know everyone. They look at Mishoomis, who is laughing.)

BUDDY

Nimishoomis, where is the *biiwide*? Did he miss the plane?

MISHOOMIS

Heh, heh, that's just like him; you never know what is going to happen. Let's go home, he'll get here somehow. Don't worry. Heh, heh.

(They went back home to wait for their visitor.)

SCENE 2

(In front of the Daaybway home, Missy, Buddy, and Mishoomis have returned from the airport. It starts raining. They rush into the house to wait for the *biiwide*.)

MISSY

Wah! It's raining! Let's go inside.
(They dry off and get settled.)

KOOKOO

So where is our visitor?

BUDDY

He didn't come!

(Suddenly, there is a knock on the door. The *biiwide* walks in. He is an old man, kind of *wagaooska* (slightly bent over) with black and greyish hair. He has a hat on his head, and is wearing an old plaid lumber jacket. Hanging on his back is an old worn out backpack. He stands in the doorway laughing and dripping from the rain. Mishoomis gives him a big hug and Kookoo pours some tea. They are ALL laughing now.)

MISHOOMIS

What happened to you? I thought you were coming on the plane.

UNCLE JOE

Oh, I changed my mind. I brought the boat instead. But I wasn't counting on this shower. No matter. People always tell me I am all wet anyway.

MISHOOMIS

(Laughs.)

Just like my brother. You never know what he is going to do! Missy and Buddy, this is your Uncle Joe. You have to watch out for him, he is very *kiimooch* (sneaky), heh, heh!

UNCLE JOE

Missy and Buddy, I'm finally meeting you! I have heard nice things about you two from many, many people. I'm glad to be back in Winding Lake so that we can spend some time together. We have a lot of fun things to do and talk about while I'm here.

BUDDY

Are you here to see **US** then? Did we do something wrong? Missy and I have been good. We even helped Kookoo clean the house today.

UNCLE JOE

Heh, heh, Buddy, you didn't do anything wrong! I am here to tell you stories. I want to talk to you and Missy about the changes that have been happening to the Anishnaabe and other people in the north. Like the diabetes that your Kookoo has. No one had

diabetes when I was a boy.

MISSY

That's what Kookoo always says, but I don't understand what she means. She keeps telling me that I have to be healthy, and live a healthy life. But what is a healthy life?

BUDDY

I know! Being healthy means you don't get sick or have band-aids all over you! Like our little Cousin Randy; he is always getting *biishigise* (a scrape or scratch). Did you see how many Nintendo band-aids he has? He's not healthy!

UNCLE JOE

(Laughs.)

You're right Buddy; but there are a lot of other meanings for healthy. It is very important for us to learn more about what it means to be healthy. We need to be healthy so we can hunt, fish, go to school, work, and be with our families.

MISSY

(Looks puzzled.)

But Uncle Joe, what can you do to help us learn about being healthy? What do **WE** do?

UNCLE JOE

I'll tell you what. Let's go and have some tea. You can tell me all the things that you are up to and we can share some ideas that might just help us all.

MISHOOMIS

Okay, let's go help Uncle Joe bring in the rest of his stuff from outside first.

(Missy, Buddy, Uncle Joe, and Mishoomis exit as Kookoo prepares tea.)

(Blackout.)

PHASE 2:

TRACKING FOOD FAT

CHARACTERS

MISSY 10 year-old girl. Always eager to learn new things.

BUDDY Missy's 9 year-old brother. Adventurous.

CHUCK Missy and Buddy's cousin in town. He likes junk food.

NELLIE Chuck's sister. She likes pop.

UNCLE JOE Mishoomis' brother. He teaches Missy and Buddy about living a healthy lifestyle.

SETTING

An island in the lake near town. (Off reserve.)

TIME

Morning. The present.

ACT I

SCENE 1 Campground on the island. Now.

SCENE 2 At the Daaybway home. Now.

SCENE 1

(Out on the island, Missy, Buddy, Chuck and Nellie wake up early and hungry from all their activity the day before. They prepare to help get breakfast ready.)

UNCLE JOE

Chuck, let me see your can of Klik. This is an *Esch-com* (*sometimes*) food. Do you know why?

CHUCK

How can it be an *Esch-com* food if I eat it almost every day?
(Hands can to Uncle Joe.)

UNCLE JOE

Klik is an *Esch-com* food because it has lots of fat in it. Did you know that you can learn to track food fat, just like you can learn to track animals in the bush?

NELLIE

Kigionim (liar)! You can't trap fat in the bush!

UNCLE JOE

You're right, Nellie, but you can track food fat at home and at the store. You can learn the signs and ways of food fat so you can trap it or make it come out of hiding. That way you don't eat any by accident. Food fat can be pretty sneaky, you know.

BUDDY

(Brow wrinkled up as he thinks.)

You mean we can track food fat, just like animals in the bush?

UNCLE JOE

(Nods.)

Tracking fat is a little different, but when a hunter or trapper goes into the bush, he is watching and listening at all times. He needs to be ready to spot the signs of the animal he is searching for in the bush around him. Certain animals leave lots of signs that they are around, such as the beaver. Beavers leave poplar and willow stumps, logs, and twigs lying around on the land and water where they've been. And you can see their houses on rivers. So there are a lot of signs to look for when hunting beaver. Some food fat is like the beaver. It leaves a lot of signs which you can spot while at home, in the store, or at restaurants. We have to learn the ways of food fat just like the hunters and trappers learn the ways of animals in the bush.

BUDDY

But what kinds of signs can food fat leave?

UNCLE JOE

There are a number of signs we can look for when searching out food fat. But first, we have to know about the two types of fat. Each has their own habits and signs. The first kind of fat is **VISIBLE FAT**. This fat is like the beaver, you can spot it without looking too hard. Like butter, lard, shortening, oil, cheese, or evaporated milk. The white parts of meat are visible fat. Like this Klik, see all the white parts in there? That's fat.

CHUCK

(Looks into can.)

O-wah! Lots of fat in there.

MISSY

Visible fat is what we add to our food like butter, right?
(Spreads some jam on a piece of bannock.)

UNCLE JOE

Yes, and by learning what the visible fats are, we can out-smart them. Like what you're doing right now, Missy. You're using jam instead of butter. You're out-smarting the fat. And Chuck, if you want a sandwich, you can pick ham or chicken instead of Klik and you'll be out-smarting fat.

Now, there are other animals in the bush who are really smart. They don't leave many signs that they are around. Like the wolf. Sometimes you can hear his howl out in the bush and his tracks in the snow. But a wolf could be tracking you or another animal, following along close beside, and you would never know he was there.

The food fat that is similar to the wolf is called **HIDDEN** fat which can be very sneaky. You have to learn how to find it in food. Sometimes it leaves signs, other times you have to search for clues on a package.

Hidden fats get into food when they are prepared to be eaten. When you fry food, you fry it in fat, like butter, oil, or lard. Frying puts a lot of fat into food and you can't always see it. But sometimes it leaves signs, like wet or grease marks on paper and plates. That's why your fingers feel wet and greasy when you eat potato chips.

Fat can also be snuck into food when it's baked. In the past, when we didn't have stores, we made bannock with the lard that trappers brought back from the trading post. Back then, we didn't have anything else. It's hard to spot bannock when it's made with lard, eh? Today there are a lot of low-fat or no-fat ways to bake. We don't have to depend on lard anymore.

MISSY

An old lady with diabetes showed Kookoo how to make bannock using oil instead of lard. Kookoo thought she was making *Waymitkosheo Pakwashekan* (white man's bannock). But now she makes her bannock with oil all the time. We all like it. Here Uncle, have some of her bannock.

UNCLE JOE

(Picks out a piece of bannock from the bag and tries it.)
Hmmm, this is good.
(Gets up.)

I need to stretch, all that talk about sneaky fat has made me

stiff. Let's go for a short walk before go home.
(They all get up and follow Joe down the trail.)

(Blackout.)

PHASE 3:

DROP THE POP

CHARACTERS

MISSY 10 year-old girl. Always eager to learn new things.

NELLIE Missy's cousin.

AUNT ALICE Missy's aunt.

UNCLE JOE Missy's great uncle.

SETTING

Winding First Nation, a northern Anishinabe community.

TIME

After school. The present.

ACT I

SCENE 1 Outside on the reserve. Now.

SCENE 2 At Aunt Alice's home. Now.

SCENE 1

(A few days after the trip to the lake, Missy is visitng her Aunt Alice after school. Instead of asking for a ride, she decides to walk. It was going to be a *Wa-wa-kaweewin* activity because her Auntie lived at the Rapids, way on the other side of the community.)

MISSY

(Walking down road, notices her cousin Nellie sitting in the back of a parked pickup truck.)
Nellie, what are you doing in there?

NELLIE

I can't get out. The dogs are waiting for me. They want my chocolate bar.

MISSY

(Notices two dogs circling the truck. Runs over to side of the road and pretends to pick up a big stone. Immediately the dogs run off.)

Those dogs are everywhere.

NELLIE

(Climbing down from truck.)

Thanks, Missy. I was sitting there a long time. Where are you going?

MISSY

To Auntie's. You can come, but I'm walking over. It's a long ways.

NELLIE

No problem. I can make it.

(Stuffs the rest of the chocolate bar into her mouth.)

MISSY

Let's take the trail. It's a lot faster. I like walking in the bush and there aren't as many dogs.

(Heads for the trail opening.)

SCENE 2

(Missy and Nellie appear coming down trail, breathing hard. They walk up the steps to Aunt Alice's house. Missy opens the door.)

MISSY

Hello! Auntie!

(Pause.)

NELLIE

(Walks through door.)

I'm thirsty. I'm glad I brought some pop. Do you want some?

(Hands Missy a can.)

MISSY

May-chish! I don't want pop. I want some water.

(Finds a glass and pours herself some water. Missy's Aunt Alice walked in with Uncle Joe.)

AUNT ALICE

Oh, I didn't realize you two were here.

(Goes over to the stove and put some water on to boil.)

Nellie, your mom said you went to the dentist yesterday. How are your teeth?

NELLIE

I hate the dentist.

(Opens can of pop.)

Every time I go there he makes my mouth hurt. He pulled a tooth. See?

(Opens mouth wide to show Aunt Alice and Uncle Joe.)

I'm still thirsty.

(Throws can out. Looks at Aunt Alice hopefully.)

Have you got any pop?

UNCLE JOE

Nellie, why don't you have some water instead of pop? Do you want to have to go back to the dentist?

NELLIE

What does pop have to do with the dentist?

UNCLE JOE

Pop is an *Esch-com* (sometimes) drink because it has so much sugar in it. All that sugar makes teeth fall apart. That's why the dentist has to pull teeth out and put caps on them. Did you ever notice that older people here have all their teeth? Like your Uncle? That's because he grew up in the bush. He didn't have pop and candy when he was growing up. If our mother or Kookoo had sugar, it was used only once in a while. There wasn't a store close by so they had to make the sugar last a long time.

AUNT ALICE

(Pouring tea into his cup.)

But what about you, Joe, you're older but you're still missing teeth.

UNCLE JOE

That's because I went to school in the city when I was a boy. Your Auntie stayed in the bush, but I was sent out. We had lots of sugar out there. If someone eats sugary foods all the time then they probably don't eat enough *Dasokiishika* foods. If we eat a lot of candy and pop every day our bodies won't get the right kind of fuel. Lots of sugary foods can make a person really tired and lazy.

MISSY

Is that why you told us not to put any pop or Kool-aid into our water bottles? Because there is so much sugar in those drinks?

UNCLE JOE

That's right. Water also helps our body work better. Pop just makes our bodies slow down and feel tired.

NELLIE

(Wiggles her hips.)

Then give me some water! I don't want a slow body! And I want to win some ribbons at the winter carnival this year. Guess I can't do that if my body is slow and lazy from too much sugar.

AUNT ALICE

That's the spirit, Nellie! And I'll make sure I have plenty of cold water and 100% fruit juice for the next time you visit.

(Pours water for Nellie. Phone rings. Alice answers and smiles.)

Your Kookoo is on her way over. She has big news for us!

(Blackout.)

PHASE 4:

SURPRISE IN THE BACKPACK

CHARACTERS

MISSY	10 year-old girl. Always eager to learn new things.
BUDDY	Missy's 9 year-old brother. Adventurous.
CHUCK	Missy and Buddy's cousin in town. He likes junk food.
NELLIE	Chuck's sister. She likes pop.
UNCLE JOE	Mishoomis' brother. He teaches Missy and Buddy about living a healthy lifestyle.
KOOKOO	Missy and Buddy's grandmother.
MISHOOMIS	Missy and Buddy's grandfather.

SETTING

Winding First Nation, a northern Anishinabe community.

TIME

Suppertime. The present.

ACT I

SCENE 1	At the Daaybways home.	Now.
SCENE 2	Outside on the reserve.	Now.

SCENE 1

(Missy, Buddy and Uncle Joe sit down at the table for supper. Kookoo has made a small *makoshe* (feast) to welcome Uncle Joe back home. Nellie and Chuck, Missy and Buddy's cousins, are also there. There is *moos bakweshiganabo* (moose soup) with carrots, boiled white fish, *waboose bakweshiganabo* (rabbit soup), mashed potatoes, blueberries, macaroni salad, and baked bannock.)

MISHOOMIS

(After everyone is seated, he gives thanks for the food in his Native language. The food is passed around the table.)

UNCLE JOE

(Eyes grow wide as he scans table.)
All my favourite foods. I really missed eating traditional foods while I was away.

MISSY

What do you eat where you are living?

UNCLE JOE

(Puts down bowl of mashed potatoes and thinks for a minute.)
I eat *Dasokiishika miichimum* (*Everyday Foods*). Like what we are eating today. But I don't get to eat as many traditional foods as you have here.

NELLIE

(Looks puzzled.)
Dasokiishika miichimum? I've never heard of *Dasokiishika miichimum*. What kind of food is that?

UNCLE JOE

Dasokiishika-miichimum are *Everyday* foods. These are foods that should be eaten every day. Like whole wheat bread, baked bannock, vegetables, fruit, moose meat, fish, and beans.

CHUCK

(Giggles.)
Beans! Kookoo calls beans *boget miichimum* (farting food).

UNCLE JOE

(Chuckles.)
Yes, beans are called *boget miichimum*. You know, they are really good for our bodies. Foods that are good for our bodies are called *Dasokiishika miichimum* (*Everyday foods*).

BUDDY

How do you know when a food is an *Everyday* food?

UNCLE JOE

Well, *Everyday foods* are low in fat and low in sugar. *Everyday foods* are also high in fibre. *Everyday foods* are never fried in oil when they are cooked. *Everyday foods* also don't have a lot of added fat on them.

MISSY

O-wah! That's a lot of stuff to remember. But what is fat? Foods can be fat? I thought only people were fat.

UNCLE JOE

Good question. Fat is found in many foods. You know when you look at meat and there is white stuff in it? That's fat. When you fry foods, you fry them in oil or lard, which are also fats.

MISSY

So foods can have fat in them. But what is added fat?

BUDDY

I know what added fat is! Mom was calling butter and lard fat the other day, and we add them to our foods to make them taste better.

UNCLE JOE

That's right, Buddy. Added fat gets put on, or into our food. We need to cut back on added fat. Like when we put butter on our bannock, instead we could put jam. Instead of regular evaporated milk in our tea, we could use 2% milk. And instead of regular cheese, we can eat low fat cheese.

MISSY

So *Dasokiishika-miichimum* are good for our bodies? That's why we should eat them every day?

UNCLE JOE

Yes. Do you remember the story about the Pale Stranger (Diabetes)? The Stranger said we can keep him away if we eat healthy foods. That is the same thing as eating *Dasokiishika* foods.

MISSY

(Thinks for a moment.)

I wonder how much *Dasokiishika-miichimum* I eat in a day?

UNCLE JOE

You could keep a diary, Missy, to find that out. Just write down everything you eat tomorrow, and we can take a look.

MISSY

Okay, I'll ask my mom to help me keep track of the foods.

SCENE 2

(After supper, they take a walk outside. Missy remembers that Uncle Joe was going to give them something from his backpack.)

MISSY

Uncle, are you going to give us that clue for how we can live a healthy life?

UNCLE JOE

Ah yes. When we were talking about *Dasokiishika* foods during supper, we forgot to talk about *Dasokiishika* drinks.

BUDDY

Dasokiishika drinks? Are those low in fat too?

UNCLE JOE

(Laughs.)

Well, *Dasokiishika* drinks are mostly low in sugar. Drinking lots of sugar can hurt our teeth and make us gain weight. That's why water, milk, 100% juice, diet pop, and sugar-free Kool-aid are *Dasokiishika* drinks.

(Reached inside his backpack and pulls out two bottles.)

I have a **WATER BOTTLE** for each of you. This water bottle will help you to drink more water every day. Drinking lots of water keeps your bodies strong and healthy. You can keep the water bottle at school for whenever you're thirsty.

MISSY

(Jumps up excited.)

O-wah, my own water bottle. *Miigwech* (thanks)! I can fill it up with water every day at school.

UNCLE JOE

Remember this water bottle is for *Dasokiishika* drinks. Try not to fill it with *Esch-com* (*Sometimes*) drinks.

BUDDY

Esch-com drinks? Oh no, what are those?

UNCLE JOE

I'll tell you all about *Esch-com* drinks and foods on our way home.

(Starts walking down the road. Nods for Missy and Buddy to join him. They go off laughing and telling jokes.)

PHASE 5:

A DASOKIISHIKA PICNIC

CHARACTERS

MISSY	10 year-old girl. Always eager to learn new things.
BUDDY	Missy's 9 year-old brother. Adventurous.
CHUCK	Missy and Buddy's cousin in town. He likes junk food.
NELLIE	Chuck's sister. She likes pop.
UNCLE JOE	Mishoomis' brother. He teaches Missy and Buddy about living a healthy lifestyle.
SAM	Uncle Joe's friend in town.

SETTING

In a town near the reserve.

TIME

Morning. The present.

ACT I

SCENE 1	At their friends house in town.	Now.
SCENE 2	At the store.	Now.

SCENE 1

(When Missy and Buddy arrive in town, Uncle Joe suggests they go have a picnic at the lake. While they are getting ready, Missy and Buddy think of all the new things they had learned about *Dasokiishika-miichimum (Everyday foods)*, and about diabetes, and about being active.)

UNCLE JOE

Are you ready? Let's go to the lake for a picnic. But first we need to pick up some *Dasokiishika (Everyday)* snacks and drinks.

MISSY

I know we can go to the Burger Barn and get Kiddie Meals- a hamburger, French fries, and pop! And they have a super-size deal for you Uncle Joe.

UNCLE JOE

O-wah! Those aren't *Dasokiishika* Foods! They have lots of fat in them that isn't healthy. And if you supersize you are just getting more fat and calories. You will be the one who ends up supersized! That's no deal. Let's go to the store and we'll get some healthy snacks.

SCENE 2

(When they get to the store Missy and Buddy run over to the chips and pop. They grab a couple of bags and bottles and take them to the checkout line.)

UNCLE JOE

Gaawin iweniwan (not those things)! Those are *Esch-com* (Sometimes) snacks.

BUDDY

But we always take pop and chips with us on picnics. We eat one bag in the car on the way and the rest we eat when we get there.

MISSY

Yeah, and the candy is good when we need a break from playing.

UNCLE JOE

No, no. Those *Esch-com* snacks are full of fat and sugar. We want snacks that are going to give us the energy (fuel) to play all day. Pop, candy, and chips will only make us tired. Follow me. We're going to find some *Dasokiishika* snacks.

(They follow Uncle Joe to the fruits and vegetable section of the store.)

Missy, are there any *Dasokiishika* foods here?

MISSY

Yes. Lots. Apples, oranges, bananas are all *Dasokiishika* foods. Hey, we could bring these apples with us.

BUDDY

Let's bring some carrots too. I really liked eating them yesterday.

MISSY

But I like to eat things out of a bag too, like chips. I don't want to just eat apples.

BUDDY

Oh, I remember. We can bring lowfat popcorn or baked chips. They aren't fried like potato chips so they are a *Dasokiishika* snack.

(They run over to the snack aisle to find baked chips. They grab a big bag.)

But what do we get to drink?

(Tries to sneak a bottle of pop.)

MISSY

(Points with her lips further down the aisle.)

Look over there. We can get some bottled water.

(They grab enough bottles so they can each have one and turn to show Uncle Joe the drinks they picked out.)

UNCLE JOE

That's great! Now let's go visit my friend Sam. I want to show you how to prepare some more *Dasokiishika* snacks.

MISSY

What are we going to prepare?

UNCLE JOE

Just wait, you'll see when we get there. We'll need to bring some ingredients though. Can you find me some light mayonnaise, low fat yogurt, and soup mix?

Buddy and Missy race down the aisles to find the ingredients and meet Uncle Joe at the checkout. After they pay for their snacks, they head to Sam's house.)

SCENE 2

(Missy, Buddy, and Uncle Joe arrive at his friend Sam's house. Missy and Buddy run as fast as they can to see what Sam was doing at the back of his house. Sam is sitting on his knees in the mud. It looks like he is pulling stuff out of the ground.)

MISSY

(Out of breath.)

What could he be doing back there?

BUDDY

I don't know. Maybe he lost something in the mud. Maybe his dog buried his car keys.

(As they get closer they see that Sam is pulling carrots out of the ground.)

UNCLE JOE

Missy and Buddy, come over here. You've got to try these carrots. They taste the best when they are right out of the ground.

MISSY

O-wah! This is how carrots grow? They look like a root. Can you eat them just like that?

SAM

Why yes, Missy.

(Takes bite of carrot.)

They taste better than the frozen ones. I also grow potatoes and peas.

UNCLE JOE

Sam, what are you going to do with all these carrots?

(Helps Sam carry the carrots into the house.)

SAM

We could boil or microwave a few to eat. I'm going to use the rest for tomorrow's memorial feast.

(Starts scrubbing the carrots in the sink.)

UNCLE JOE

I have an idea. Let's make a *Dasokiishika* (Everyday) snack. Missy can you get the light mayonnaise, low fat yogurt, and soup mix we got at the store? We can make a great tasting dip to eat with our carrots.

SAM

That sounds great. I haven't had a good veggie dip for a long time.

(Nellie and her brother Chuck arrive finishing a bag of chips.)

CHUCK

Hi Missy. Hi Buddy. Want to go and watch TV with us?

MISSY

No, we're busy making a *Dasokiishika* snack with Joe and Sam. Why don't you help us? We're making carrots and dip.

NELLIE

(Shrugs.)

We're full. We just ate candy and chips. Why don't you watch TV with us instead? We don't feel like doing anything right now.

BUDDY

(Looks interested in TV.)
I'll go watch TV. Call me when the food is ready.

MISSY

Buddy, you have to help us. You can watch TV anytime. Maybe we can make this for Mom as a treat sometime.

BUDDY

Okay, okay. But I'm not going to eat it. I don't like onion soup.

UNCLE JOE

Buddy, making a *Dasokiishika* snack can be fun. I learned how to make this dip from some kids. They made videos of their best snack recipes so their friends and family could learn to make *Dasokiishika* snacks.

(Joe and Buddy get to work making the dip. They mix the yogurt and mayonnaise together. Then they added the soup mix. Missy and Sam clean the carrots and cut them into small pieces for dipping. They put the dip and the carrots on the table and sit down.)

UNCLE JOE

Missy, why don't you try the dip first. Here, take this carrot. Come on Buddy, you try just a little too.
(Both kids try it.)

BUDDY

This **IS** good. Thanks, Uncle. I've never had carrots and dip before. I can make this for an after school snack. Hey Nellie! Chuck! Come here and try this out.

CHUCK

We don't like carrots. That's *waboose miichimum* (rabbit food). We'll have chips. Are there any chips left?

SAM

Ahte! No more chips you two. You've had enough chips for a week. If you're hungry try the carrots.

MISSY

Yeah, try the carrots, Nellie. You'll like them.
(puts a few carrots on a plate with some dip and brings it to Nellie. Waves plate under Nellie's nose.)
Try some.

NELLIE

Okay, but I won't like them.

(Bites into a carrot. As she chews, she looks surprised.)
Hey, they **ARE** good. And that dip is great. I'll have some more.
(Leaves the TV and sits down at the table.)

SAM

(Laughing.)
Go easy, now. There won't be any carrots left for the feast tomorrow.

BUDDY

(Grabs one last carrot.)
Uncle Joe is full of fun ideas.
(Pause.)
Where's Uncle Joe?

MISSY

I don't know. He was just here.
(Sam returns.)

SAM

Missy and Buddy, I have a message for you from Uncle Joe. He said to tell you he had to go help someone keep the Pale Stranger from visiting. He said he will be back in a little bit, and then he will take you to the lake for a picnic.

(Blackout.)

APPENDIX C: FORMS

INTERVENTIONIST FORMS



INTERVENTIONIST: Mass Media Posting Log

Checked by _____
Date: ___/___/___

Entered by _____
Date: ___/___/___

FOR OFFICE USE ONLY

1. Interventionist: _____
2. Community: ___ Eabametoong ___ Fort Frances
___ Naicatchewenin ___ Seine River
___ Nigigoonsiminikaaning

3. Promotional Phase: ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

Date (mm/dd/yy)	Type of Material	Name/description:	Location
___/___/___	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Radio <input type="checkbox"/> Other: _____	Name/description: Number (flyer/cartoon): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena <input type="checkbox"/> Cable TV <input type="checkbox"/> Radio <input type="checkbox"/> Community newsletter <input type="checkbox"/> School newsletter School: _____ Store: _____ Other: _____
___/___/___	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Radio <input type="checkbox"/> Other: _____	Name/description: Number (flyer/cartoon): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena <input type="checkbox"/> Cable TV <input type="checkbox"/> Radio <input type="checkbox"/> Community newsletter <input type="checkbox"/> School newsletter School: _____ Store: _____ Other: _____
___/___/___	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Radio <input type="checkbox"/> Other: _____	Name/description: Number (flyer/cartoon): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena <input type="checkbox"/> Cable TV <input type="checkbox"/> Radio <input type="checkbox"/> Community newsletter <input type="checkbox"/> School newsletter School: _____ Store: _____ Other: _____
___/___/___	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Shelf label <input type="checkbox"/> Educational display <input type="checkbox"/> Recipe card <input type="checkbox"/> Radio <input type="checkbox"/> Other: _____	Name/description: Number (flyer/cartoon): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena <input type="checkbox"/> Cable TV <input type="checkbox"/> Radio <input type="checkbox"/> Community newsletter <input type="checkbox"/> School newsletter School: _____ Store: _____ Other: _____



INTERVENTIONIST WEEKLY PROGRESS REPORT

1. **Pay period:** ____/____/____ to ____/____/____ (mm/dd/yy)
2. **Page:** ____ of ____
3. **Interventionist name:** _____
4. **Community:** ___ Eabametoong ___ Naicatchewenin
 ___ Nigigoonsiminikaaning ___ Seine River

ACTIVITY DETAILS	
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:

TOTAL HOURS WORKED IN PAY PERIOD: _____ (Go to last page if multiple pages)

 INTERVENTIONIST SIGNATURE

 JHSPH SUPERVISOR SIGNATURE

PROCESS EVALUATOR FORMS

Checked by _____
Date: ___/___/___

Entered by _____
Date: ___/___/___

FOR OFFICE USE ONLY



PROCESS EVALUATOR: Store Visit Process Evaluation

1. **Date:** ___/___/___ (mm/dd/yy)

2. **Data Collector:** _____

3. **Community** (check one):
 Eabametoong Fort Frances
 Naicatchwenin Seine River
 Nigigoonsiminikaaning

4. **Phase** (check one): ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

5. **Store Name** (check one):
 Corny's Variety Store (big) (M) Corny's Convenience (S)
 Waboose Toys (M) Mike's Lakeview (S)
 Safeway (L) Mine Centre Resort (S)
 Windigo Gas Bar (S) Food Town/The Place (M)
 Greensides Grocery (M)

COMPLETE ENTIRE FORM EVERY TIME—DO NOT LEAVE BLANKS (except gray boxes)

Phase	Food Availability/Shelf Labels	Posters	OFFICE USE ONLY
Phase 1	1% milk: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N	P1A. A healthy breakfast gives you energy (girl hockey) Up & visible (circle one): Y N NA	1A. 1% milk: Minimum items: Y N NA Shelf label up (LF): Y N NA
	Skim milk: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N	P1B. Start moving-Take a walk Up & visible (circle one): Y N NA	1B. Skim milk: Minimum items: Y N NA Shelf label up: Y N NA
	Low fat margarine/spread: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N	P1C. Look for the ZA: TPD logo Up & visible (circle one): Y N NA	1C. Low fat margarine/spread: Minimum items: Y N NA Shelf label up: Y N NA
	Fresh fruit: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N	OFFICE USE ONLY P1D. Total #: P1E. Goal met: Y N NA	1D. Fresh fruit: Minimum items: Y N NA Shelf label up: Y N NA
	No sugar added jam: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N		1E. No sugar added jam: Minimum items: Y N NA Shelf label up: Y N NA
	Whole wheat bread: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N		1F. Whole wheat bread: Minimum items: Y N NA Shelf label up: Y N NA
	Oatmeal: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N		1G. Cereals (combined): Minimum items: Y N NA
	Cheerios (plain): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N		1H. Oatmeal: Shelf label up: Y N NA
	Shredded Wheat (plain): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N		1I. Cheerios (plain): Shelf label up: Y N NA
	Life (regular): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N		1J. Shredded Wheat (plain): Shelf label up: Y N NA
			1K. Life (regular): Shelf label up: Y N NA

	<p>Corn Flakes: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Special K (regular): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Bran Flakes: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HF): Y N</p>		<p>1L. Corn Flakes: Shelf label up: Y N NA</p> <p>1M. Special K (regular): Shelf label up: Y N NA</p> <p>1N. Bran Flakes: Shelf label up: Y N NA</p> <p>Total Y Min1/Total Min1: Total Y SL1/Total SL1:</p>
Phase 2	<p>Eggs: # Items (circle one): 0 1-4 5-9 ≥10 <i>No shelf label</i></p> <p>Potatoes: # Items (circle one): 0 1-4 5-9 ≥10 <i>No shelf label</i></p> <p>Onions: # Items (circle one): 0 1-4 5-9 ≥10 <i>No shelf label</i></p> <p>Frozen vegetables: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Low fat hotdogs/sausages: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Canned mushrooms: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Canned tomatoes: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Kidney beans: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Cooking spray: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p>	<p>P2A. Why use cooking spray? Up & visible (circle one): Y N NA</p> <p>P2B. Beans Up & visible (circle one): Y N NA</p> <p>P2C. What if heroes supersized? Up & visible (circle one): Y N NA</p> <p>P2D. 30 minutes of PA Up & visible (circle one): Y N NA</p> <div data-bbox="748 863 1091 961" style="background-color: #cccccc; padding: 5px;"> <p>OFFICE USE ONLY P2E. Total #: P2F. Goal met: Y N NA</p> </div>	<p>2A. Eggs: Minimum items: Y N NA</p> <p>2B. Potatoes: Minimum items: Y N NA</p> <p>2C. Onions: Minimum items: Y N NA</p> <p>2D. Frozen vegetables: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2E. Low fat hotdogs/sausages: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2F. Canned mushrooms: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2G. Canned tomatoes: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2H. Kidney beans: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>2I. Cooking spray: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min2/Total Min2: Total Y SL2/Total SL2:</p>
Phase 3	<p>Diet sodas, cans/bottles: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Bottled water: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>2% evaporated milk: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Low fat/light coffee whitener: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p>	<p>P3A. Look for the water Up & visible (circle one): Y N NA</p> <p>P3B. Regular vs. diet soda Up & visible (circle one): Y N NA</p> <p>P3C. Sugar comparison Up & visible (circle one): Y N NA</p> <div data-bbox="748 1780 1091 1879" style="background-color: #cccccc; padding: 5px;"> <p>OFFICE USE ONLY P3D. Total #: P3E. Goal met: Y N NA</p> </div>	<p>3A. Diet sodas, cans/bottles: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3B. Bottled water: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3C. 2% evaporated milk: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3D. Low fat/light coffee whitener: Minimum items: Y N NA Shelf label up: Y N NA</p>

	<p>Sugar free iced tea/drink mix: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p> <p>Artificial sweetener: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LS): Y N</p>		<p>3E. Sugar free iced tea/drink mix: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>3F. Artificial sweetener: Minimum items: Y N Shelf label up: Y N NA</p> <p>Total Y Min3/Total Min3: Total Y SL3/Total SL3:</p>
Phase 4	<p>Frozen fruit: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Dipping vegetables (fresh carrots, celery, and cucumbers): # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (HFC): Y N</p> <p>Low fat/light dressing or dip: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p>	<p>P4A. Score a goal Up & visible (circle one): Y N NA</p> <p>P4B. Five a day Up & visible (circle one): Y N NA</p> <p>P4C. Shop wisely list Up & visible (circle one): Y N NA</p> <p>P4D. Shop wisely labels Up & visible (circle one): Y N NA</p> <p>OFFICE USE ONLY P4E. Total #: P4F. Goal met: Y N NA</p>	<p>4A. Frozen fruit: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>4B. Dipping vegetables: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>4C. Low fat/light dressing or dip: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min4/Total Min4: Total Y SL4/Total SL4:</p>
Phase 5	<p>Low fat/light popcorn: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p> <p>Baked/low fat chips: # Items (circle one): 0 1-4 5-9 ≥10 Shelf label up (LF): Y N</p>	<p>P5A. Healthier for your heart Up & visible (circle one): Y N NA</p> <p>P5B. Exercise breaks Up & visible (circle one): Y N NA</p> <p>OFFICE USE ONLY P5C. Total #: P5D. Goal met: Y N NA</p>	<p>5A. Low fat/light popcorn: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>5B. Baked/low fat chips: Minimum items: Y N NA Shelf label up: Y N NA</p> <p>Total Y Min5/Total Min5: Total Y SL5/Total SL5:</p> <p>Total Y Min/Total Min: Total Y SL/Total SL:</p>

Data Collector's Comments: _____

I have checked this form for completeness and accuracy:

_____ (Signature)

<p>Shelf Label Key HFC: Healthy Food Choice LS: Lower in Sugar LF: Lower in Fat HF: Higher in Fibre</p>
--

Checked by _____
Date: ___/___/___

Entered by _____
Date: ___/___/___

FOR OFFICE USE ONLY

PROCESS EVALUATOR: Cooking Demonstration & Taste Test Evaluation



1. **Date:** ___/___/___ (mm/dd/yy)

2. **Data Collector:** _____

3. **Community** (check one):
 Eabametoong Fort Frances
 Naicatchwenin Seine River
 Nigigoonsiminikaaning

4. **Store Name/Community Location:** _____

5. **Phase** (check one): ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

6. **Demonstration type** (check one): **Cooking Demo** **Taste test**

7. **Conducted by** (Interventionist): _____

8. **Time started:** _____

9. **Promotional food/recipe:** _____

For questions 10-14, use tally marks to keep track of numbers during the demonstration, and then write the total at the end.

10. **# People actively participated:** _____ Total
= _____

11. **# Food samples distributed:** _____ = _____

12. **a. Flyer/print material name:** _____

Flyers/print material distributed: _____ = _____

b. Flyer/print material name: _____

Flyers/print material distributed: _____ = _____

13. **# Recipes distributed:** _____ = _____

14. **# Giveaways (not food) distributed:** _____ = _____

15. **Time ended:** _____

16. **Number of customer evaluations collected:** _____

17. **In what ways did the CD/TT go well?** _____

18. **In what ways did the CD/TT NOT go well? What should be improved in the future?** _____

	—				+
19. Participant reaction to taste (circle one)	1	2	3	4	5
20. Participant interest level in food (circle one)	1	2	3	4	5
21. Accessibility of demo site (circle one)	1	2	3	4	5

22. **Additional Comments:** _____

I have checked this form for completeness: _____ (Signature)

Checked by _____ Date: ___/___/___
Entered by _____ Date: ___/___/___
FOR OFFICE USE ONLY



PROCESS EVALUATOR: Mass Media Evaluation Form

1. Date: ___/___/___ (mm/dd/yy)

2. Data Collector: _____

3. Community (check one): ___ Eabametoong ___ Fort Frances
 ___ Naicatchwenin ___ Seine River
 ___ Nigigoonsiminikaaning

4. Phase (check one): ___ 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5

5. Newsletters Publications: Record ALL newsletter publications throughout each phase.

Publication Date (mm/dd/yyyy)	Flyer or Cartoon Name/Description	Type of Newsletter (circle one)
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School
___/___/___		Community School

6. Radio: Write a name or description of each scheduled radio spot for the phase (obtain from interventionist). Write a tally mark each time you hear the radio spot throughout the phase, and write the total number at the end of the phase in the last column.

Radio Spot Name/Description	# Times (tally)	Total #

**PROCESS EVALUATOR:
Mass Media Evaluation Form (Page 2)**

6. Posters/Flyers/Educational Displays: During the LAST WEEK OF EACH PHASE, visit all community locations listed below and record the presence of posters, flyers/cartoons, and educational displays (large tri-fold posters).

Date (mm/dd/yyyy)	Type of Material		Location
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____
____/____/____	<input type="checkbox"/> Poster <input type="checkbox"/> Flyer/cartoon <input type="checkbox"/> Ed. display	Name/Description: # left (flyer/cartoon only): _____	<input type="checkbox"/> Band office <input type="checkbox"/> Health/Social Services office <input type="checkbox"/> Nursing station <input type="checkbox"/> Community hall/gym/arena School: _____ Other: _____

Data Collector: _____	Date: ____/____/____
Checked by _____ Date: ____/____/____	Entered by _____ Date: ____/____/____
FOR OFFICE USE ONLY	

**Zhiwaapenewin Akino'maagewin:
Teaching to Prevent Diabetes
Pedometer Challenge Survey**



Name _____

Age _____

Gender M F

1. How many days did you wear the pedometer? _____ days
2. How many hours a day did you wear the pedometer (your best guess)? _____ hours
3. How did wearing the pedometer influence your overall activity level?

Wearing the pedometer...(please check one box)

- increased my activity level a lot
- increased my activity level a little
- had no effect on my activity level
- decreased my activity level a little
- decreased my activity level a lot

4. How did the pedometer challenge make you feel about physical activity? (please check one box)

- increased my motivation for activity a lot
- increased my motivation for activity a little
- had no effect on my motivation for activity
- decreased my motivation for activity a little
- decreased my motivation for activity a lot

5. How did the prizes affect your participation in the pedometer challenge? (please check one box)

- increased my motivation to participate a lot
- increased my motivation to participate a little
- had no effect on my motivation to participate
- decreased my motivation to participate a little
- decreased my motivation to participate a lot

6. During the next month, how often will you use the pedometer when walking? (please check one box)

- never
- almost never
- sometimes
- most of the time
- always

7. What new activities have you participated in since starting the pedometer challenge? _____

8. What did you like most about the pedometer challenge? _____

9. What did you like least about the pedometer challenge? _____



PROCESS EVALUATOR WEEKLY PROGRESS REPORT

1. **Pay period:** ____/____/____ to ____/____/____ (mm/dd/yy)
2. **Page:** ____ of ____
3. **Process Evaluator name:** _____
4. **Community:** ___ Eabametoong ___ Naicatchewenin
 ___ Nigigoonsiminikaaning ___ Seine River

ACTIVITY DETAILS	
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:
Date (mm/dd/yy): ____/____/____ Start Time: _____ Finish Time: _____	Activities:

TOTAL HOURS WORKED IN PAY PERIOD: _____ (Go to last page if multiple pages)

 PROCESS EVALUATOR SIGNATURE

 JHSPH SUPERVISOR SIGNATURE



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 3

THIRD GRADE CLASSROOM TEACHER INTERVIEW
Units 1 and 2

School: _____ Teacher: _____
Interviewer: _____ Date: _____

Unit 1, Lesson 1

1.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
1.2) How many students were in your class during this lesson? _____
1.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
1.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 1 included the following activities. Which did you teach?

Activity	Yes	Partly	No
1.5) Introduction to the Program			
1.6) Main Activity: <i>Logo Identification</i>			
1.7) Reinforcement Activity: <i>Making Program Folders</i>			
1.8) Family Pack 1			
1.9) Did you like teaching this lesson?			
1.10) Did the students enjoy this lesson?			
1.11) Circle any activities that were particularly successful: A – Introduction to the Program B – Main Activity: Logo Identification C – Reinforcement Activity: Making Program Folders D- Family Pack 1			
1.12) Comments:			

Unit 1, Lesson 2

2.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
2.2) How many students were in your class during this lesson? _____
2.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
2.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 2 included the following activities. Which did you teach?

Activity	Yes	Partly	No
2.5) Meet the Daaybways, Chapter 1: <i>Meet the Daaybways</i>			
2.6) Main Activity: <i>Character Identification</i>			
2.7) Recap of Unit 1			
2.8) Did you like teaching this lesson?			
2.9) Did the students enjoy this lesson?			
2.10) Circle any activities that were particularly successful: A - Chapter 1: <i>Meet the Daaybways</i> B – Main Activity: <i>Character Identification</i> C – Recap of Unit 1			
2.12) Comments:			

Unit 2, Lesson 3

3.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
3.2) How many students were in your class during this lesson? _____
3.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
3.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 3 included the following activities. Which did you teach?

Activity	Yes	Partly	No
3.5) Review of Unit 1			
3.6) Chapter 2: <i>The "Biiwide" Arrives</i>			
3.7) Main Activity: <i>What it Means to be Healthy</i>			
3.8) Did you like teaching this lesson?			
3.9) Did the students enjoy this lesson?			
3.10) Circle any activities that were particularly successful: A – Review of Unit 1 B –Chapter 2: <i>The "Biiwide" Arrives</i> C – Main Activity: <i>What it Means to be Healthy</i>			
3.11) Comments:			

Unit 2, Lesson 4

4.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
4.2) How many students were in your class during this lesson? _____
4.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
4.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 4 included the following activities. Which did you teach?

Activity	Yes	Partly	No
4.5) Review of Lesson 3			
4.6) Main Activity: <i>What "Being Healthy" Means to Me</i>			
4.7) Recap of Unit 2			
4.8) Did you like teaching this lesson?			
4.9) Did the students enjoy this lesson?			
4.10) Circle any activities that were particularly successful: A – Review of Lesson 3 B – Main Activity: <i>What "Being Healthy" Means to Me</i> C – Recap of Unit 2			
4.11) Comments:			



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 3

THIRD GRADE CLASSROOM TEACHER INTERVIEW
Units 3 and 4

School: _____ Teacher: _____
 Interviewer: _____ Date: _____

General Questions:

G1) Were you trained to teach the ZA: TPD curriculum?
G2) In your class, did you have recess periods this semester?
G3) If so, on average how many times per week did you have recess this semester?
G4) In your class, did you do exercise breaks?
G5) If so, on average how many times per week did you do exercise breaks?
G6) Overall, were you able to teach the ZA: TPD lessons in the allotted time of 30-35 minutes?
G7) Overall, what did you think of the ZA: TPD curriculum this semester? Comments?
G8) Would you recommend it to other third grade teachers? Why or why not? Comments?

Unit 3, Lesson 5

5.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
5.2) How many students were in your class during this lesson? _____
5.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
5.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 5 included the following activities. Which did you teach?

Activity	Yes	Partly	No
5.5) Review of Unit 2			
5.6) Chapter 3: <i>When Uncle Joe Was Young</i>			
5.7) Main Activity: <i>Traditional Foods Are Good to Eat</i>			
5.8) Did you like teaching this lesson?			
5.9) Did the students enjoy this lesson?			
5.10) Circle any activities that were particularly successful: A – Review of Unit 2 B - Chapter 3: <i>When Uncle Joe Was Young</i> C – Main Activity: <i>Traditional Foods Are Good to Eat</i>			
5.11) Comments:			

Unit 3, Lesson 6

6.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
6.2) How many students were in your class during this lesson? _____
6.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
6.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 6 included the following activities. Which did you teach?

Activity	Yes	Partly	No
6.5) Review of Lesson 5			
6.6) Main Activity: <i>An Elder's Story</i>			
6.7) Recap of Unit 3			
6.8) Did you like teaching this lesson?			
6.9) Did the students enjoy this lesson?			
6.10) Circle any activities that were particularly successful: A - Review of Lesson 5 B - Main Activity: <i>An Elder's Story</i> C - Recap of Unit 3			
6.11) Comments:			

Unit 4, Lesson 7

7.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
7.2) How many students were in your class during this lesson? _____
7.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
7.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 7 included the following activities. Which did you teach?

Activity	Yes	Partly	No
7.5) Review of Unit 3			
7.6) Chapter 4: <i>The Pale Stranger</i>			
7.7) Main Activity: <i>What is Diabetes?</i>			
7.8) Did you like teaching this lesson?			
7.9) Did the students enjoy this lesson?			
7.10) Circle any activities that were particularly successful: A - Review of Unit 3 B - Chapter 4: <i>The Pale Stranger</i> C - Main Activity: <i>What is Diabetes?</i>			
7.11) Comments:			

Unit 4, Lesson 8

8.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
8.2) How many students were in your class during this lesson? _____
8.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
8.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 8 included the following activities. Which did you teach?

Activity	Yes	Partly	No
8.5) Review of Lesson 7			
8.6) Main Activity: <i>The Zuni "Run for Your Life" Video</i>			
8.7) Recap of Unit 4			
8.8) Did you like teaching this lesson?			
8.9) Did the students enjoy this lesson?			
8.10) Circle any activities that were particularly successful: A - Review of Lesson 7 B - Main Activity: <i>The Zuni "Run for Your Life" Video</i> C - Recap of Unit 4			
8.11) Comments:			



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 3

THIRD GRADE CLASSROOM TEACHER INTERVIEW
Units 5 and 6

School: _____ Teacher: _____
Interviewer: _____ Date: _____

Unit 5, Lesson 9

9.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
9.2) How many students were in your class during this lesson? _____
9.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
9.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 9 included the following activities. Which did you teach?

Activity	Yes	Partly	No
9.5) Review of Unit 4			
9.6) Chapter 5: <i>The Surprise in the Backpack</i>			
9.7) Main Activity: <i>Dasokiishika (Everyday) Foods</i>			
9.8) Family Pack #2			
9.9) Did you like teaching this lesson?			
9.10) Did the students enjoy this lesson?			
9.11) Circle any activities that were particularly successful: A - Review of Unit 4 B - Chapter 5: <i>The Surprise in the Backpack</i> C - Main Activity: <i>Dasokiishika (Everyday) Foods</i> D - Family Pack #2			
9.12) Comments:			

Unit 5, Lesson 10

10.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
10.2) How many students were in your class during this lesson? _____
10.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
10.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 10. included the following activities. Which did you teach?

Activity	Yes	Partly	No
10.5) Review of Lesson 9			
10.6) Main Activity: <i>Missy's Food Diary</i>			
10.7) Recap of Unit 5			
10.8) Did you like teaching this lesson?			
10.9) Did the students enjoy this lesson?			
10.10) Circle any activities that were particularly successful: A - Review of Lesson 9 B - Main Activity: <i>Missy's Food Diary</i> C - Recap of Unit 5			
10.11) Comments:			

Unit 6, Lesson 11

11.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
11.2) How many students were in your class during this lesson? _____
11.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
11.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 11 included the following activities. Which did you teach?

Activity	Yes	Partly	No
11.5) Review of Unit 5			
11.6) Chapter 6: <i>Missy and Buddy Set a Goal</i>			
11.7) Main Activity: <i>Physical Activity Yesterday and Today</i>			
11.8) Goal Setting: <i>Going for Goal #1</i>			
11.9) Family Pack #3			
11.10) Did you like teaching this lesson?			
11.11) Did the students enjoy this lesson?			
11.12) Circle any activities that were particularly successful: A - Review of Unit 5 B - Chapter 6: <i>Missy and Buddy Set a Goal</i> C - Main Activity: <i>Physical Activity Yesterday and Today</i> D - Goal Setting: <i>Going for Goal #1</i> E - Family Pack #3			
11.13) Comments:			

Unit 6, Lesson 12

12.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
12.2) How many students were in your class during this lesson? _____
12.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
12.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 12. included the following activities. Which did you teach?

Activity	Yes	Partly	No
12.5) Review of Lesson 11			
12.6) Goal Check: <i>Going for Goal #1</i>			
12.7) Main Activity: <i>My Favourite Physical Activity</i>			
12.8) Recap of Unit 6			
12.9) Did you like teaching this lesson?			
12.10) Did the students enjoy this lesson?			
12.11) Circle any activities that were particularly successful: A - Review of Lesson 11 B - Goal Check: <i>Going for Goal #1</i> C - Main Activity: <i>My Favourite Physical Activity</i> D - Recap of Unit 6			
12.12) Comments:			

To be completed by ZA: TPD staff:

Classroom ID: _____

Grade: **3**



THIRD GRADE CLASSROOM TEACHER INTERVIEW Units 7, 8, and 9

School: _____ Teacher: _____

Interviewer: _____ Date: _____

General Questions:

G1) Were you trained to teach the ZA: TPD curriculum?
G2) In your class, did you have recess periods this semester?
G3) If so, on average how many times per week did you have recess this semester?
G4) In your class, did you do exercise breaks?
G5) If so, on average how many times per week did you do exercise breaks?
G6) Overall, were you able to teach the ZA: TPD lessons in the allotted time of 30-35 minutes?
G7) Overall, what did you think of the ZA: TPD curriculum this semester? Comments?
G8) Would you recommend it to other third grade teachers? Why or why not? Comments?

Unit 7, Lesson 13

13.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
13.2) How many students were in your class during this lesson? _____
13.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
13.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 13 included the following activities. Which did you teach?

Activity	Yes	Partly	No
13.5) Review of Unit 6			
13.6) Chapter 7: <i>Preparing for a Dasokiishika Picnic</i>			
13.7) Main Activity: <i>Esch-com (Sometimes) Foods</i>			
13.8) Goal Setting: Going for Goal #2			
13.9) Did you like teaching this lesson?			
13.10) Did the students enjoy this lesson?			
13.11) Circle any activities that were particularly successful: A - Review of Unit 6 B - Chapter 7: <i>Preparing a Dasokiishika Picnic</i> C - Main Activity: <i>Esch-com (Sometimes) Foods</i> D - Goal Setting: Going for Goal #2			
13.12) Comments:			

Unit 7, Lesson 14

14.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
14.2) How many students were in your class during this lesson? _____
14.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
14.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 14 included the following activities. Which did you teach?

Activity	Yes	Partly	No
14.5) Review of Lesson 13			
14.6) Goal Check: <i>Going for Goal #2</i>			
14.7) Main Activity: <i>Nellie's Dasokiishika Choices</i>			
14.8) Recap of Unit 7			
14.9) Did you like teaching this lesson?			
14.10) Did the students enjoy this lesson?			
14.11) Circle any activities that were particularly successful: A - Review of Lesson 13 B - Goal Check: <i>Going for Goal #2</i> C - Main Activity: <i>Nellie's Dasokiishika Choices</i> D - Recap of Unit 7			
14.12) Comments:			

Unit 8, Lesson 15

15.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
15.2) How many students were in your class during this lesson? _____
15.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
15.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 15 included the following activities. Which did you teach?

Activity	Yes	Partly	No
15.5) Review of Unit 7			
15.6) Chapter 8: <i>Uncle Joe's Dasokiishika Snack</i>			
15.7) Main Activity: <i>What Did I Eat Yesterday?</i>			
15.8) Family Pack #4			
15.9) Did you like teaching this lesson?			
15.10) Did the students enjoy this lesson?			
15.11) Circle any activities that were particularly successful: A - Review of Unit 7 B - Chapter 8: <i>Uncle Joe's Dasokiishika Snack</i> C - Main Activity: <i>What Did I Eat Yesterday?</i> D - Family Pack #4			
15.12) Comments:			

Unit 8, Lesson 16

16.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
16.2) How many students were in your class during this lesson? _____
16.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
16.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 16 included the following activities. Which did you teach?

Activity	Yes	Partly	No
16.5) Review of Lesson 15			
16.6) Main Activity: <i>Dasokiishika Snack Preparation</i>			
16.7) Recap of Unit 8			
16.8) Did you like teaching this lesson?			
16.9) Did the students enjoy this lesson?			
16.10) Circle any activities that were particularly successful: A - Review of Lesson 15 B - Main Activity: <i>Dasokiishika Snack Preparation</i> C - Recap of Unit 8			
16.11) Comments:			

Unit 9, Lesson 17

17.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
17.2) How many students were in your class during this lesson? _____
17.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
17.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 17 included the following activities. Which did you teach?

Activity	Yes	Partly	No
17.5) Grade 3 Curriculum Wrap-up			
17.6) Goal Setting: <i>Going for Goal #3</i>			
17.7) Main Activity: <i>Dasokiishika</i> Foods Bingo			
17.8) Did you like teaching this lesson?			
17.9) Did the students enjoy this lesson?			
17.10) Circle any activities that were particularly successful: A - Grade 3 Curriculum Wrap-up B - Goal Setting: <i>Going for Goal #3</i> C - Main Activity: <i>Dasokiishika</i> Foods Bingo			
17.11) Comments:			



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 4

FOURTH GRADE CLASSROOM TEACHER INTERVIEW
Units 1 and 2

School: _____ Teacher: _____
Interviewer: _____ Date: _____

Unit 1, Lesson 1

1.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
1.2) How many students were in your class during this lesson? _____
1.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
1.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 1 included the following activities. Which did you teach?

Activity	Yes	Partly	No
1.5) Welcome Back			
1.6) Chapter 1: <i>Welcome Back to Winding Lake</i>			
1.7) Main Activity: <i>Dasokiishika Interviews</i>			
1.8) Family Pack #1			
1.9) Did you like teaching this lesson?			
1.10) Did the students enjoy this lesson?			
1.11) Circle any activities that were particularly successful: A - Welcome Back B - Chapter 1: <i>Welcome Back to Winding Lake</i> C - Main Activity: <i>Dasokiishika Interviews</i> D - Family Pack #1			
1.12) Comments:			

Unit 1, Lesson 2

2.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
2.2) How many students were in your class during this lesson? _____
2.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
2.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 2 included the following activities. Which did you teach?

Activity	Yes	Partly	No
2.5) Main Activity: <i>What is Diabetes?</i>			
2.6) Reinforcement Activity: <i>Look to the Eagle</i>			
2.7) Recap of Unit 1			
2.8) Did you like teaching this lesson?			
2.9) Did the students enjoy this lesson?			
2.10) Circle any activities that were particularly successful: A - Main Activity: <i>What is Diabetes?</i> B - Reinforcement Activity: <i>Look to the Eagle</i> C - Recap of Unit 1			
2.12) Comments:			

Unit 2, Lesson 3

3.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
3.2) How many students were in your class during this lesson? _____
3.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
3.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 3 included the following activities. Which did you teach?

Activity	Yes	Partly	No
3.5) Review of Unit 1			
3.6) Chapter 2: <i>Picnic at the Lake</i>			
3.7) Main Activity: <i>Identifying Body Clues</i>			
3.8) Goal Setting: <i>Going for Goal #1</i>			
3.9) Did you like teaching this lesson?			
3.10) Did the students enjoy this lesson?			
3.11) Circle any activities that were particularly successful: A - Review of Unit 1 B - Chapter 2: <i>Picnic at the Lake</i> C - Main Activity: <i>Identifying Body Clues</i> D - Goal Setting: <i>Going for Goal #1</i>			
3.12) Comments:			

Unit 2, Lesson 4

4.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
4.2) How many students were in your class during this lesson? _____
4.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
4.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 4 included the following activities. Which did you teach?

Activity	Yes	Partly	No
4.5) Review of Lesson 3			
4.6) Goal Check: <i>Going for Goal #1</i>			
4.7) Main Activity: <i>Wa-wa-kaweewin Activities</i>			
4.8) Recap of Unit 2			
4.9) Did you like teaching this lesson?			
4.10) Did the students enjoy this lesson?			
4.11) Circle any activities that were particularly successful: A - Review of Lesson 3 B - Goal Check: <i>Going for Goal #1</i> C - Main Activity: <i>Wa-wa-kaweewin Activities</i> D - Recap of Unit 2			
4.12) Comments:			



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 4

FOURTH GRADE CLASSROOM TEACHER INTERVIEW
Units 3-4

School: _____ Teacher: _____
 Interviewer: _____ Date: _____

General Questions:

G1) Were you trained to teach the ZA: TPD curriculum?
G2) In your class, did you have recess periods this semester?
G3) If so, on average how many times per week did you have recess this semester?
G4) In your class, did you do exercise breaks?
G5) If so, on average how many times per week did you do exercise breaks?
G6) Overall, were you able to teach the ZA: TPD lessons in the allotted time of 30-35 minutes?
G7) Overall, what did you think of the ZA: TPD curriculum this semester? Comments?
G8) Would you recommend it to other fourth grade teachers? Why or why not? Comments?

Unit 3, Lesson 5

5.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
5.2) How many students were in your class during this lesson? _____
5.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
5.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 5 included the following activities. Which did you teach?

Activity	Yes	Partly	No
5.5) Review of Unit 2			
5.6) Chapter 3: <i>The Flying Saucer in the Bush</i>			
5.7) Main Activity: <i>The Kid's Activity Pyramid</i>			
5.8) Goal Setting: <i>Going for Goal #2</i>			
5.9) Family Pack #2			
5.10) Did you like teaching this lesson?			
5.11) Did the students enjoy this lesson?			
5.12) Circle any activities that were particularly successful: A - Review of Unit 2 B - Chapter 3: <i>The Flying Saucer in the Bush</i> C - Main Activity: <i>The Kid's Activity Pyramid</i> D - Goal Setting: <i>Going for Goal #2</i> E - Family Pack #2			
5.13) Comments:			

Unit 3, Lesson 6

6.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
6.2) How many students were in your class during this lesson? _____
6.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
6.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 6 included the following activities. Which did you teach?

Activity	Yes	Partly	No
6.5) Review of Lesson 5			
6.6) Goal Check: <i>Going for Goal #2</i>			
6.7) Main Activity: <i>My Own Physical Activity Pyramid</i>			
6.8) Recap of Unit 3			
6.9) Did you like teaching this lesson?			
6.10) Did the students enjoy this lesson?			
6.11) Circle any activities that were particularly successful: A - Review of Lesson 5 B - Goal Check: <i>Going for Goal #2</i> C - Main Activity: <i>An Elder's Story</i> D - Recap 3			
6.12) Comments:			

Unit 4, Lesson 7

7.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
7.2) How many students were in your class during this lesson? _____
7.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
7.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 7 included the following activities. Which did you teach?

Activity	Yes	Partly	No
7.5) Review of Unit 3			
7.6) Chapter 4: <i>Tracking Food Fat</i>			
7.7) Main Activity: <i>Squashing Out the Fat</i>			
7.8) Homework for Unit 4: <i>Out-smart Food Fat</i>			
7.9) Did you like teaching this lesson?			
7.10) Did the students enjoy this lesson?			
7.11) Circle any activities that were particularly successful: A - Review of Unit 3 B - Chapter 4: <i>Tracking Food Fat</i> C - Main Activity: <i>Squashing Out the Fat</i> D - Homework for Unit 4: <i>Out-smart Food Fat</i>			
7.12) Comments:			

Unit 4, Lesson 8

8.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
8.2) How many students were in your class during this lesson? _____
8.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
8.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 8 included the following activities. Which did you teach?

Activity	Yes	Partly	No
8.5) Review of Lesson 7			
8.6) Main Activity: <i>Dasokiishika Food Game</i>			
8.7) Recap of Unit 4			
8.8) Family Pack #3			
8.8) Did you like teaching this lesson?			
8.9) Did the students enjoy this lesson?			
8.10) Circle any activities that were particularly successful: A - Review of Lesson 7 B - Main Activity: <i>Dasokiishika Food Game</i> C - Recap of Unit 4 D - Family Pack #3			
8.11) Comments:			



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 4

FOURTH GRADE CLASSROOM TEACHER INTERVIEW
Units 5 and 6

School: _____ Teacher: _____
Interviewer: _____ Date: _____

Unit 5, Lesson 9

9.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
9.2) How many students were in your class during this lesson? _____
9.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
9.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 9 included the following activities. Which did you teach?

Activity	Yes	Partly	No
9.5) Review of Unit 4			
9.6) Chapter 5: <i>Drop the Pop</i>			
9.7) Main Activity: <i>How Much Sugar?</i>			
9.8) Goal Setting: <i>Going for Goal #3</i>			
9.9) Family Pack #4			
9.10) Did you like teaching this lesson?			
9.11) Did the students enjoy this lesson?			
9.12) Circle any activities that were particularly successful: A - Review of Unit 4 B - Chapter 5: <i>The Surprise in the Backpack</i> C - Main Activity: <i>Dasokiishika (Everyday) Foods</i> D - Goal Setting: <i>Going for Goal #3</i> E - Family Pack #4			
9.13) Comments:			

Unit 5, Lesson 10

10.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
10.2) How many students were in your class during this lesson? _____
10.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
10.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 10. included the following activities. Which did you teach?

Activity	Yes	Partly	No
10.5) Review of Lesson 9			
10.6) Goal Check: <i>Going for Goal #3</i>			
10.7) Main Activity: <i>What Did I Drink Yesterday?</i>			
10.8) Recap of Unit 5			
10.9) Did you like teaching this lesson?			
10.10) Did the students enjoy this lesson?			
10.11) Circle any activities that were particularly successful: A - Review of Lesson 9 B - Goal Check: <i>Going for Goal #3</i> C - Main Activity: <i>What Did I Drink Yesterday?</i> D - Recap of Unit 5			
10.12) Comments:			

Unit 6, Lesson 11

11.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
11.2) How many students were in your class during this lesson? _____
11.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
11.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 11 included the following activities. Which did you teach?

Activity	Yes	Partly	No
11.5) Review of Unit 5			
11.6) Chapter 6: <i>Kookoo's Prize</i>			
11.7) Main Activity: <i>Finding Fibre</i>			
11.8) Goal Setting: <i>Going for Goal #3</i>			
11.9) Did you like teaching this lesson?			
11.10) Did the students enjoy this lesson?			
11.11) Circle any activities that were particularly successful: A - Review of Unit 5 B - Chapter 6: <i>Kookoo's Prize</i> C - Main Activity: <i>Finding Fibre</i> D - Goal Setting: <i>Going for Goal #3</i>			
11.12) Comments:			

Unit 6, Lesson 12

12.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
12.2) How many students were in your class during this lesson? _____
12.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
12.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 12 included the following activities. Which did you teach?

Activity	Yes	Partly	No
12.5) Review of Lesson 11			
12.6) Goal Check: <i>Going for Goal #3</i>			
12.7) Main Activity: <i>Everyday Word Play – Find the Fibre</i>			
12.8) Recap of Unit 6			
12.9) Did you like teaching this lesson?			
12.10) Did the students enjoy this lesson?			
12.11) Circle any activities that were particularly successful: A - Review of Lesson 11 B - Goal Check: <i>Going for Goal #1</i> C - Main Activity: <i>My Favourite Physical Activity</i> D - Recap of Unit 6			
12.12) Comments:			



To be completed by ZA: TPD staff:
Classroom ID: _____
Grade: 4

FOURTH GRADE CLASSROOM TEACHER INTERVIEW
Units 7 and 8

School: _____ Teacher: _____
 Interviewer: _____ Date: _____

General Questions:

G1) Were you trained to teach the ZA: TPD curriculum?
G2) In your class, did you have recess periods this semester?
G3) If so, on average how many times per week did you have recess this semester?
G4) In your class, did you do exercise breaks?
G5) If so, on average how many times per week did you do exercise breaks?
G6) Overall, were you able to teach the ZA: TPD lessons in the allotted time of 30-35 minutes?
G7) Overall, what did you think of the ZA: TPD curriculum this semester? Comments?
G8) Would you recommend it to other fourth grade teachers? Why or why not? Comments?

Unit 7, Lesson 13

13.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
13.2) How many students were in your class during this lesson? _____
13.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
13.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 13 included the following activities. Which did you teach?

Activity	Yes	Partly	No
13.5) Review of Unit 6			
13.6) Chapter 7: <i>Figuring out Food Labels</i>			
13.7) Main Activity: <i>Label Logic</i>			
13.8) Family Pack #5			
13.9) Did you like teaching this lesson?			
13.10) Did the students enjoy this lesson?			
13.11) Circle any activities that were particularly successful: A - Review of Unit 6 B - Chapter 7: <i>Figuring out Food Labels</i> C - Main Activity: <i>Label Logic</i> D - Family Pack #5			
13.12) Comments:			

Unit 7, Lesson 14

14.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
14.2) How many students were in your class during this lesson? _____
14.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
14.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 14 included the following activities. Which did you teach?

Activity	Yes	Partly	No
14.5) Review of Lesson 13			
14.6) Main Activity: <i>Store Tour and Label Hunt</i>			
14.7) Recap of Unit 7			
14.8) Did you like teaching this lesson?			
14.9) Did the students enjoy this lesson?			
14.10) Circle any activities that were particularly successful: A - Review of Lesson 13 B - Main Activity: <i>Store Tour and Label Hunt</i> C - Recap of Unit 7			
14.11) Comments:			

Unit 8, Lesson 15

7.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
7.2) How many students were in your class during this lesson? _____
7.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
7.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 15 included the following activities. Which did you teach?

Activity	Yes	Partly	No
7.5) Review of Unit 7			
7.6) Chapter 8: <i>The Farewell Gift</i>			
7.7) Main Activity: <i>Letter to Uncle Joe</i>			
7.8) Did you like teaching this lesson?			
7.9) Did the students enjoy this lesson?			
7.10) Circle any activities that were particularly successful: A - Review of Unit 7 B - Chapter 8: <i>The Farewell Gift</i> C - Main Activity: <i>Letter to Uncle Joe</i>			
7.11) Comments:			

Unit 8, Lesson 16

8.1) Approximately how long (in minutes) did it take you to teach this lesson? _____
8.2) How many students were in your class during this lesson? _____
8.3) Who taught the lesson? (circle one) Classroom teacher Teacher's Assistant Supply teacher Other: _____
8.4) Did you add any additional activities? (circle one) Yes No If yes, please explain what activities:

Lesson 16 included the following activities. Which did you teach?

Activity	Yes	Partly	No
8.5) Farewell Activity: <i>Planning a Dasokiishika Farewell Party</i>			
8.6) Did you like teaching this lesson?			
8.7) Did the students enjoy this lesson?			
8.8) Circle any activities that were particularly successful: A – Farewell Activity: <i>Planning a Dasokiishika Farewell Party</i>			
8.9) Comments:			



To be completed by ZA: TPD staff:	
Classroom ID:	_____
Grade: 3	Date: _____
Data collector:	_____

**Zhiwaapenewin Akino'magewin: Teaching to Prevent Diabetes
Family Pack Return Card Log
Grade 3**

School name:	
Teacher name:	
# of students in class:	
Date handed out:	
# of packs handed out:	
# of cards returned:	

Additional comments:



To be completed by ZA: TPD staff:

Classroom ID: _____
 Grade: 4 Date: _____
 Data collector: _____

**Zhiwaapenewin Akino'maagewin: Teaching to Prevent Diabetes
 Family Pack Return Card Log
 Grade 4**

Family Pack #:	
School name:	
Teacher name:	
# of students in class:	
Date handed out:	
# of packs handed out:	
# of cards returned:	

Additional comments: