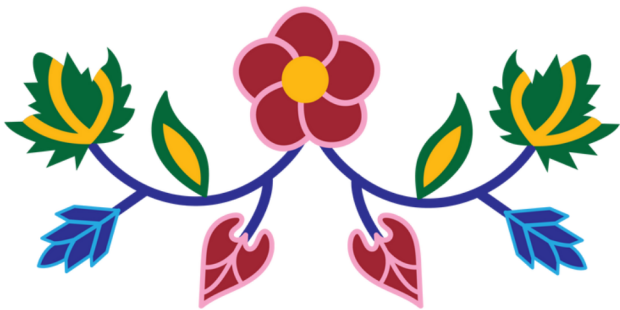


GIKINAWAABI

LESSON 15

LESSON: HEALTHY EATING IN DAILY LIFE

ACTIVITY: SEASONAL MEAL



MICHIGAN STATE
UNIVERSITY

LESSON 15

HEALTHY EATING IN DAILY LIFE



LESSON OBJECTIVE

- The family will be prepared to receive and use the 13 Moons Guide Book
- The family will be prepared to use the story with their family to understand the meaning of the moon
- The family will be prepared to support their family to learn their traditional language words that relate to the moon
- The family will be prepared to try out a recipe related to the moon
- The family will be prepared to support their children to experience preparing food with their family
- The family will be able to recognize moon-related activities that occur in their community

MEDICINE WHEEL WISDOM



Food is medicine that fuels our mind, body and spirit. Food comes from our land; eating food from our land reminds us who we are and where we come from. Knowing who we are and where we come from keeps our spirit strong. Our spirit is represented by the Eastern direction in the medicine wheel.

FAMILY OUTCOMES: PICCOLO

- Attends to the child's actions
- Is physically close to the child
- Shows Enthusiasm for what the child is doing

CHILD BEHAVIOR OUTCOMES: LOLLIPOP

- The child attends to symbols on food labels
- The child attends to letters and words on written recipes and food labels
- The child attends to numbers on written recipes
- Asks questions and points out different aspects and characteristics of each moon
- Uses language to express aspects and concepts that are unique to each moon

HOME VISITOR LESSON OVERVIEW

Materials Needed:

- **Lesson**
 - Stories from Gichigami: Gikinawaabi companion book
 - Involving Children in food brainstorm sheet
 - Tip Sheet: Engaging kids with food
- **Activity**
 - Stories from Gichigami: Gikinawaabi companion book
- **Leave Behind**
 - you will leave the companion book with the family

LESSON 15

HEALTHY EATING IN DAILY LIFE



LESSON

1. Turn to page 3 of the Gikinawaabi Companion Book with the family. This page describes the 13 moons concept. Review it from lesson 14 with the family.

2. Open the book to the current moon. *For example, if it is the middle of fall, you would turn to page 41, the first page of Binaakwii Giizis, Falling Leaves Moon.*

3. Cover the first page of the chosen moon with the family. You can read the story or have the client read the story. This will describe the importance of the story and its connection to the moon.

- Ask the family the question at the bottom of the page and discuss.

4. Look over the second page of the moon show the family the table of words in the traditional language. Point out the pronunciation and English translation.

- Encourage the family to choose one or two to try and incorporate into their daily life.

[Home Visitor Notes]: *The photograph(s) and quotes on the bottom of the page came from Michigan families who contributed to documenting their lived experiences with Indigenous and local foods.*

5. The third page of each moon is a recipe.

- You can show the family the source of the recipe, which is at the very bottom of the page.
- Ask the family questions about the recipe and ingredients; *Document their answers to these questions to help you identify recipes to provide the family in the future.*
- Does this recipe look like something you would try?
 - If appropriate, support the family to ask the child if they would like to try the recipe.
- Are there any foods in the recipe that you know wouldn't work for your family? (preferences/allergies/etc.)
 - If foods are identified, you can brainstorm alternative ingredients with the family or ask the family if they would rather have a different recipe. If they would rather have a different recipe, you can find a different recipe in the book.
- Do you have, or would you be able to easily get, all of the ingredients in the recipe?
 - If the family does not have access to the ingredients, brainstorm with the family where they might be able to access the foods (local food resource guide).

LESSON 15

HEALTHY EATING IN DAILY LIFE



LESSON

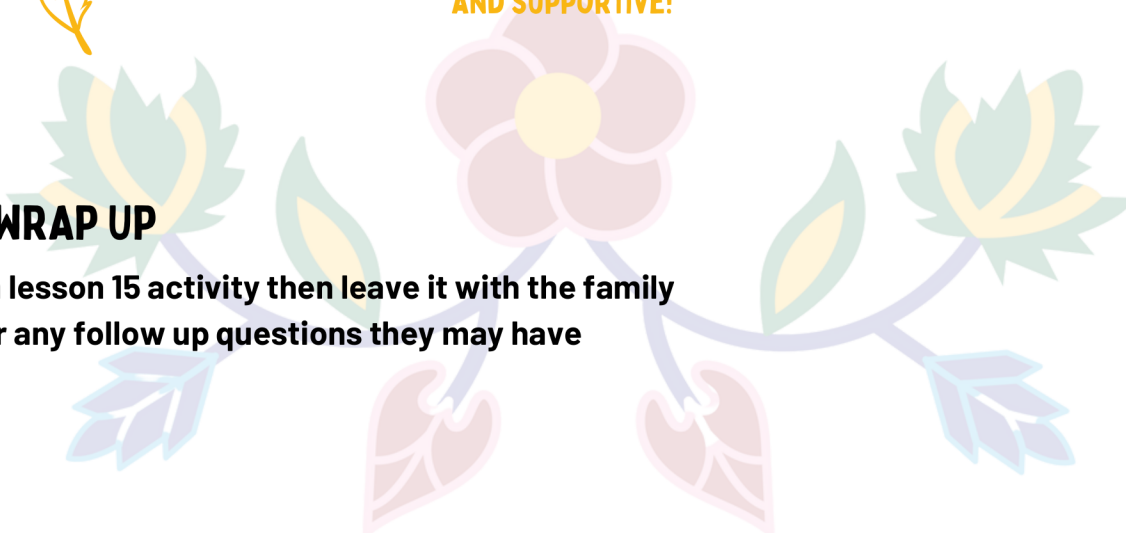
- Are there any specific ingredients that you are really excited about in this recipe?
 - If appropriate, support the family to ask the child if there is an ingredient in the recipe they really like or really dislike.
 - Are there foods that you are unsure about or unfamiliar with in this recipe?
 - Are there foods that you have a hard time getting your children to eat? If so, provide resources for families to use if they identify this need.
 - Pull out the involving children in food brainstorming activity.
 - Brainstorm with the family ways to include their child as they gather and prepare the recipe for the chosen moon.
 - Refer to the Tip Sheet: Engaging kids with food if they need additional ideas.
6. Turn to the fourth page of the chosen moon
- Show the family the list of tips.
 - Read the tips with the family.
 - After reading each tip, brainstorm with the families ways to engage in or expand on the tip and any related activities within the tips.
 - Support the family to engage with the child during the visit on any relevant tips.
7. Talk with the family about other ideas they may have for engaging with their child around that moon.



EACH FAMILIES JOURNEY WITH FOOD LOOKS DIFFERENT. BE ACCEPTING AND SUPPORTIVE!

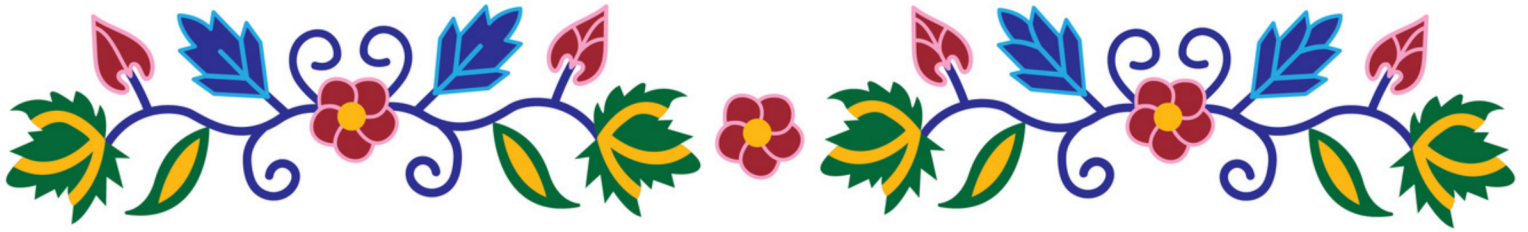
LESSON WRAP UP

- **Explain lesson 15 activity then leave it with the family**
- **Answer any follow up questions they may have**



LESSON 15 ACTIVITY

SEASONAL MEAL



LET'S GET COOKING!

- Encourage the family to try the recipe that is in the Curriculum Companion book for this month!
- Look at the ingredients and ask what they have at home already and help make a shopping list.
- Ask the family as they think about preparing the meal how their child can assist.
 - Do they help with stirring, measuring, tasting, etc.
- If the family is not interested in the recipe for this month look at the next one or the previous one!

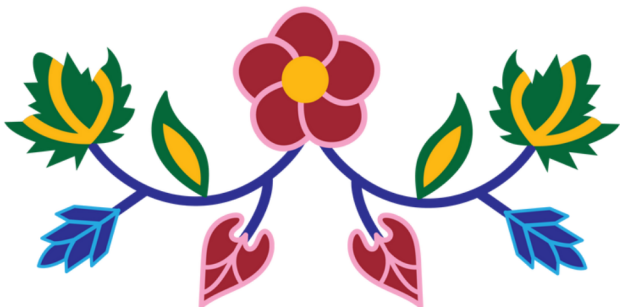


GIKINAWAABI

LESSON 15

ADDITIONAL LEAVE BEHIND PAGES

- **TIP SHEET: ENGAGING KIDS WITH FOOD**
- **INVOLVING CHILDREN IN FOOD
BRAINSTORMING ACTIVITY**



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INVOLVING CHILDREN IN FOOD

BRAINSTORM WAYS THAT YOU CAN GET YOUR CHILD ENGAGED IN FOOD CHOICE, PREP, AND TRYING NEW FOODS!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



TIP SHEET: ENGAGING KIDS WITH FOOD

GETTING KIDS INTERESTED & INVOLVED IN COOKING

- **Take them grocery shopping with you.**
 - Let them pick out a new fruit, vegetable or meat to try with dinner tonight.
- **Look through cookbooks, recipe websites, and the curriculum companion book together.**
 - Have the kids choose a few recipes they would like to try making.
- **Assign age-appropriate tasks in the kitchen**
 - This can be measuring ingredients, pressing the button on the food processor or being in charge of the kitchen timer.
- **Taste everything together.**
 - Talk about the colors, textures and flavors of ingredients.
 - Then talk about how they're different after being cooked.
- **Start them out young in the kitchen!**
 - Give babies and toddlers wooden spoons and measuring cups to play with, as well as appropriate foods to gum or snack on.
- **Provide the kids with their own special tools.**
 - This way anytime they go into the kitchen they have their own special mixing spoon to use or their own set of colorful measuring cups.
- **Start a little garden.**
 - Even if it's a small basil plant or other herb your child nurtures and then adds to meals.
- **Visit your local farmers market to try a variety of seasonal foods.**
 - Let kids ask the farmers lots of questions!
- **Forage for some local foods with your child to try.**
 - This could be at local you pick farms or from wild places.
- **Have food prep be at the child's level.**
 - This could be using a stool or having the child help at the table or a child's size table.
- **Encourage other family members to get involved in the cooking!**

