**Lesson 15 (Midaaswi shi naanan): 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 Anishinaabemowin 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

**Child Behavior Outcomes (LOLLIPOP):**

* See the Behavior Outcomes table for Moon-specific outcomes

**Home Visitor Lesson Overview**

**Materials Needed:**

* Leave behind materials
	+ Tips for Involving Children in Food brainstorming activity
	+ Gikinawaabi Companion Book
	+ Trying New Foods Resources handout

**Lesson**

1. Turn to page 3 of the Gikinawaabi Companion Book with the family. This page describes the 13 moons concept. If the family is not familiar with the 13 moons concept, describe the 13 moons using this page as a guide. Next, ask the family about any food-related traditions they value or enjoy and explore their answers as a group. The home visitor may share their own food-related traditions as an example.

***[Home Visitor Notes]:* What food-related traditions are important to your family during this season? (These food-related traditions may or may not be culturally based/traditional). How does your family experience these food-related traditions? What do they look, sound, smell, and feel like? How does your family share stories, food planning, food preparation, and eating food?**

1. 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.
	1. First page of the chosen moon
		1. Describe the importance of the story and its connection to the moon.
		2. Ask the family the question at the bottom of the first page of the moon and discuss.
	2. Second page of the chosen moon
		1. Show the family the table of Anishinaabemowin words, pointing out the pronunciation and English translation.

***[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.**

* 1. Third page of the chosen moon

***[Home Visitor Notes]: The third page contains a recipe which features local or Indigenous foods related to the moon we are talking about today. Some of these recipes are from websites, but others are from Indigenous Michigan families!***

* + 1. You can show the family the source of the recipe, which is at the very bottom of the page.
		2. 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.
			1. **Does this recipe look like something you would try?**
				1. If appropriate, support the family to ask the child if they would like to try the recipe.
			2. **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.
			3. **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).
			4. **Are there any specific ingredients that you are really excited about in this recipe?**
				1. If appropriate, support the family to ask the child if there is an ingredient in the recipe they really like or really dislike.
			5. **Are there foods that you are unsure about or unfamiliar with in this recipe?**
			6. **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.
	1. Fourth page of the chosen moon
		1. Show the family the list of tips on the fourth page of the chosen moon.
			1. Read the tips with the family.
				1. After reading each tip, brainstorm with the families ways to engage in or expand on the tip and any related activities within the tips.
				2. Support the family to engage with the child during the visit on any relevant tips.
			2. Talk with the family about other ideas for tips that you have or that the family members have for engaging with their child around that moon.
				1. On the “Tips for Involving Children in Food brainstorming activity”, write down the tips you brainstorm together and any feedback the family has on the provided tips. \*Take a photo of that form for your record and give the copy to the family to keep.\*

**It is important to give the child opportunities to engage in food planning and preparation. Even very young children can be included!**

**Lesson Wrap-Up:**

* Let the parent know that they can review any of the other moons in future home visits.