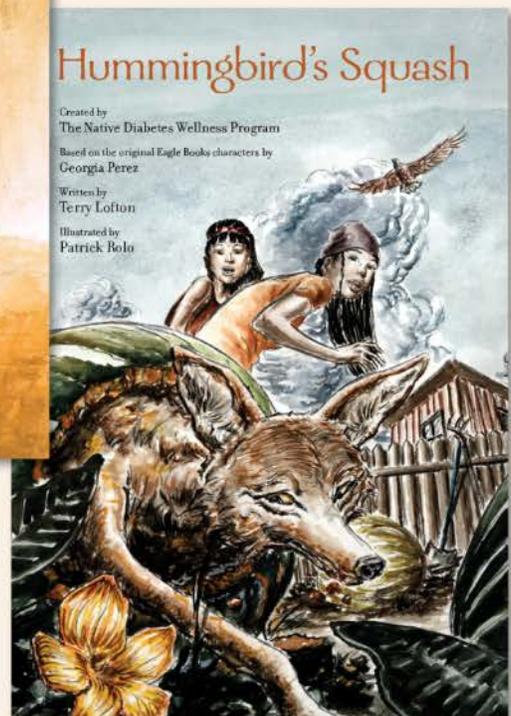
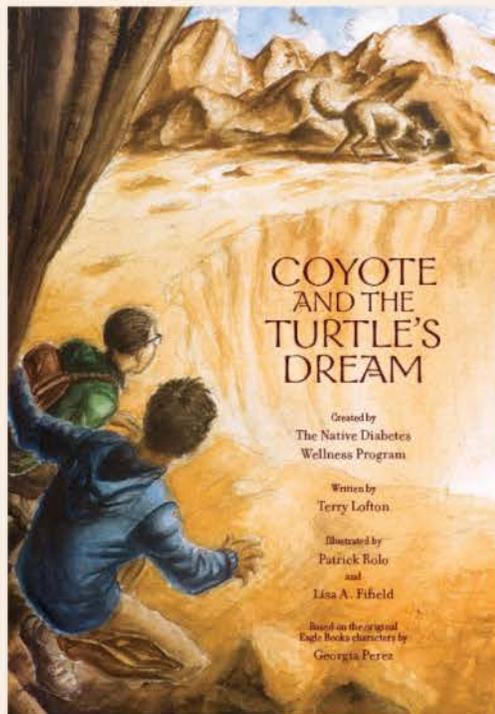


# Eagle Books

## Youth Novels: Educators and Community Guide



Eagle Books

**Youth Novels:  
Educators and Community Guide**

Native Diabetes Wellness Program,  
Division of Diabetes Translation

National Center for Chronic Disease Prevention  
and Health Promotion

Centers for Disease Control and Prevention

U.S. Department of Health and Human Services



## BACKGROUND

Before 1950 type 2 diabetes was rare among American Indians and Alaska Natives. Many elders remember a time when there was no word for diabetes in their language, because it was unknown. Westernized lifestyles with coincident obesity and physical inactivity are powerful risk factors for this relatively new “disease of civilization.” The web of causation is deeper, however, intertwined by historical, economic, environmental, and sociological roots (Satterfield, DeBruyn, Francis, Allen 2012). In recent years, type 2 diabetes has been increasingly diagnosed in young people and even children. American Indian and Alaska Native adults are twice as likely to have diagnosed diabetes as non-Hispanic whites (16.1% vs. 7.1%) (Centers for Disease Control and Prevention [CDC], 2011.) From 1994 to 2004, the age-adjusted rates of diagnosed diabetes doubled for American Indian and Alaska Native people under 35 years of age, from 8.5 per 1,000 population in 1994 to 17.1 per 1000 in 2004 (CDC, 2006). Type 2 diabetes mellitus is now woven into the fabric of losses in tribal communities across North America.

Because of the growing incidence of type 2 diabetes in Native communities, the Tribal Leaders Diabetes Committee (TLDC) in 2001 engaged the CDC’s Native Diabetes Wellness Program (the Wellness Program) to develop culturally-based, primary prevention materials for children. Families were identifying health education for their children as a top priority. Storytelling, they felt, would be the best way to go: “The children need stories—but stories where they see their own faces.”

Listening carefully to this advice, the Wellness Program developed the *Eagle Books*, a four-book series for young children. The stories, *Through the Eyes of the Eagle*, *Knees Lifted High*, *Plate Full of Color*, and *Tricky Treats*, were written by Georgia Perez of the Nambe Pueblo in New Mexico. They tell the tale of a young boy, Rain that Dances, who is befriended by an eagle. The eagle, helped by a rabbit and coyote, encourages the boy and his friends to eat nutritious foods, play outside, and follow the healthy traditions of their ancestors.

Illustrated by Patrick Rolo (Bad River Band of Ojibwe) and Lisa Fifield (Oneida Tribe of Wisconsin), these colorful books have become very popular with families, educators, and health professionals across the country. The books have been integrated into the National Institutes of Health’s Diabetes Education in Tribal Schools (DETS) curriculum, and are an important feature of local campaigns against type 2 diabetes in many Native communities.

In response to the popularity of the original *Eagle Books*, the Wellness Program is now developing a series of Youth Novels. Written by Terry Lofton of Westat, Inc. and illustrated by Patrick Rolo, the novels are aimed at middle schoolers (grades 6 - 8). To increase the appeal of the books, the Wellness Program has adopted entertainment-education (E-E) as its primary communication strategy for reaching out to middle school audiences. E-E incorporates health and other educational messages into popular media such as youth novels, graphic novels, comic books, games, cartoons, and TV shows. Because E-E combines message with fun and age-appropriate story genres, it is especially effective in raising awareness, increasing knowledge, creating favorable attitudes, and presenting positive role models. To maintain the interest of young readers, the Wellness Program has adopted the E-E formula: 85% entertainment and 15% education.

## Coyote and the Turtle's Dream

The first novel, *Coyote and the Turtle's Dream*, introduces the E-E strategy. The four original child characters of the *Eagle Books* series, Rain that Dances, Hummingbird, Thunder Cloud (Boomer), and Simon, are now "grown up" to 12 years of age. When Rain and Boomer discover fossilized bones of an ancient turtle that have been fearfully thrown away by one of their classmates, the foursome (and their new friend Arianna) embark on a mystery adventure against a ring of fossil poachers. The eagle and rabbit help them avoid the traps of the tricky coyote who has masterminded the entire scheme.

## Coyote and the Turtle's Dream: the Graphic Novel

*Coyote and the Turtle's Dream* has also been adapted as a four-volume graphic novel which tells the trickster story in sequential art. Illustrated by Patrick Rolo, the main characters and the plot remain generally the same, but the graphic novel achieves a faster and more exciting pace by adding action, deleting secondary scenes and characters, and allowing the pictures to tell the story. The graphic novel will give more flexibility to teachers regarding the preferences of middle school readers. Graphic novels have special appeal to boy readers, but enjoy popularity among girls as well.

## Hummingbird's Squash

The second novel, *Hummingbird's Squash*, features Hummingbird's ambition to grow giant vegetables that feed everybody on the reservation. Despite help from Arianna and the boys, her "giant plan" is thwarted by a school bully. The bully, however, soon regrets that he has unknowingly interrupted one of the coyote's games. Joining forces with the eagle and the rabbit, the coyote grows Hummingbird's Squash, a magical food mountain that traps the bully in his own schemes, ending his rule of the school.

*Coyote and the Turtle's Dream* and *Hummingbird's Squash* are available for order on CDC's Native Diabetes Wellness Program Web site: <http://www.cdc.gov/diabetes/projects/diabetes-wellness.htm>. *Coyote and the Turtle's Dream: the Graphic Novel* is available for download on the Web site.

## Purpose of the Youth Novels: Educators and Community Guide

The *Youth Novels: Educators and Community Guide* (referred to as ‘the Guide’ in this document) has been designed to assist teachers and communities by providing an array of activities that support the goals of the *Eagle Books* project and promote the health and educational messages in the Youth Novels. Most of the activities in the Guide for *Coyote and the Turtle’s Dream* can be applied to the graphic novel.

### Eagle Book Goals

- Communicate messages about traditional ways of health that are remembered, retold, and talked about in homes, schools, and communities;
- Encourage children to turn to their elders about health;
- Illustrate joy and gratitude for gifts of food and water;
- Highlight the leadership and wisdom of Native communities.

## Health and Educational Messages

The messages in the original *Eagle Books* series have been maintained and expanded in the Youth Novels to include the following themes.

| Original Eagle Books for Children   | Youth Novels  |
|---|---|
| <p>Traditional lifestyle of American Indians and Alaska Natives may have helped to protect many people from developing type 2 diabetes.</p> <p>Native knowledge provides wisdom and power to prevent and control type 2 diabetes.</p> | <p>Traditional lifestyles include indigenous methods for growing and preparing healthy fruits and vegetables developed in the Americas by Native peoples.</p> <p>Native Science, which has contributed many inventions and discoveries to the modern world, is a worthy tradition for young people to follow.</p> <p>Deep understanding of the earth’s past and its relational dynamics help to assure its healthy future.</p> <p>Native wisdom includes the philosophy of a life in balance.</p> <p>Young people have the power to make positive differences in the health of their communities.</p> |
| <p>Healthy diet and physical activity can help people to prevent and control type 2 diabetes.</p>   | <p>Healthy diet and physical activity can help people to prevent and control type 2 diabetes; healthy life style choices can also help persons with type 1 diabetes to maintain their health.</p>   |
| <p>Family and friends can help each other to eat healthy foods and stay active.</p>   | <p>The building of healthy families, schools, and communities promotes positive lifestyles and respectful relationships.</p>  |

## Organization and Design

The Guide is organized into four main subject areas:

- English/Language Arts
- Social Studies
- Art and Music
- Science

The activities or set of activities for all subject areas are presented similarly. They include topic background information and references to scenes in the novels that provide context for the activity; a set of objectives; required materials; and procedural directions. Activities have not been developed specifically for health as a subject area. Many of the lessons in the four main subject areas, however, address nutrition, physical activity, diabetes (type 1 and 2), and mental and social well-being. These lessons are appropriate for health classes.

Teachers will note that the design framework of the Guide is based on storytelling in appreciation of Native tradition and as a learning strategy. The lessons have also been designed to emphasize creative thinking, open expression, group involvement, natural observation, and hands-on participation. To make classroom activities more meaningful and appealing, the Guide includes numerous Online Resources sections that provide Internet links to more activities and games for middle schoolers, and information about relevant tribal and cultural issues.

Additionally, the subject areas are supported by 1) Extension Activities that broaden the objectives and learning opportunities of the main lessons; 2) Cross-Curricular Connections that combine several subject areas; 3) Career Connections that provide information about careers relating to the health of communities and the environment; and 4) Appendices of supporting materials. Each of these sections (excluding the Extension Activities) is located at the back of the Guide. They support both novels and are referenced appropriately throughout the document.

## How to Use the Youth Novels: Educators and Community Guide

### Adaptability of Classroom Activities

The Guide has not been designed as a formal curriculum. There are no requirements for training, adherence to the materials provided, or testing. We encourage classroom teachers, health professionals, fitness educators, and/or community volunteers to adapt the lessons to fit the needs and interests of their communities and children. Teachers should also feel free to invite school nurses, school counselors, or appropriate community members to participate in activities that specifically address type 2 diabetes and other topics related to physical, social, and emotional health.

Most of the lessons have been designed to work independently and they can be scaled down as necessary. Teachers, therefore, may use only selected activities or parts of activities. Some lessons may also be adapted for use in high school classrooms. We do suggest, however, that the materials list and procedures for the science activities be followed as stated. The hands-on science activities have all been tested for workability and safety, given the recommended materials and procedures. We cannot guarantee that the demonstrations and experiments will be reliable or safe if the instructions are not followed.

### In the Classroom or Outside the Classroom?

Not all lessons in the Guide are appropriate to the classroom setting. We have noted those that would be better suited for after-school and weekend times and settings. These activities would more likely be supervised by school clubs; local youth organizations; or health, fitness, and recreation programs. They may require significant outdoor time, preparation time that exceeds a classroom period, kitchen facilities, or easy access to physical activity equipment. Teachers, of course, may adapt these activities to better suit the limitations of the classroom.

### Downloading and Printing

The Guide is accessible for download and printing at the Native Diabetes Wellness Program Web site: <http://www.cdc.gov/diabetes/projects/diabetes-wellness.htm>. It has been arranged so that it can be printed as one document. We recommend that school libraries print the whole document and store it in a three-ring binder. Photocopying sections from a master copy will prove more economical than repeated printings.

Users of the Guide may not be interested in all subject areas. However, we encourage users to review other subject matter areas since the Guide is very cross-curricular in design.

### Diabetes Education in Tribal Schools Curriculum

The Wellness Program would like to encourage middle schools that are implementing the DETS social studies and science curriculum for grades 7 - 8 to use the *Eagle Books Youth Novels* and/or *Coyote and the Turtle's Dream: the Graphic Novel* to complement the type 2 diabetes prevention goals and lessons presented in DETS. The novels reflect the same “enduring understandings,” “essential features of inquiry,” “Words of Wisdom” and cultural orientation that anchor the DETS curriculum. The Youth Novels are highly relevant to the DETS curriculum’s emphasis on oral history storytelling, and “Life in Balance” philosophy. Moreover, the Guide places special emphasis on science activities that promote interest in science and medical careers, and provides a Career Connections section that may be useful in classrooms promoting this key DETS goal. The alignment of the Youth Novels and the Guide with DETS goals, principles, and activities is presented in Correspondence: Diabetes Education in Tribal Schools Curriculum and the Youth Novels.

### References

CDC (2006). *Diagnosed diabetes among American Indians and Alaska Natives aged <35 years—United States, 1994–2004*. *MMWR* 2006;55:1201–3.

CDC (2011). National diabetes fact sheet: national estimates and general information on diabetes and prediabetes in the United States, 2011. Atlanta, GA: US Department of Health and Human Services.

Satterfield D, DeBruyn L, Francis CD, Allen A (2012). A Stream is Always Giving Life: Communities Reclaiming Native Science and Traditional Ways for Diabetes Prevention and Health Promotion. [Invited chapter for (Joe, J. & Young, R.) *Harnessing Cultural Capital to Address the Cultural Complexities of Diabetes in Native Communities*].

## Acknowledgements

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## DIABETES EDUCATION IN TRIBAL SCHOOLS CURRICULUM AND THE YOUTH NOVELS

The Native Diabetes Wellness Program anticipates that middle schools using the DETS Life in Balance curriculum will find that the Youth Novels fit well with the social studies and science lessons designed for grades 7 - 8. The activities in the Guide reinforce and support the cultural orientation presented in the DETS curriculum, specifically the Circle of Balance which emphasizes the unity of life, a sense of place, and strong values of family and community. Oral history and storytelling are also major components of the novels and the Guide activities.

Below we provide some guidance in identifying DETS goals, understandings, concepts, and definitions that are relevant to the themes in the Youth Novels. We also align selected DETS lessons with relevant and compatible activities in the Guide.

### Social Studies

The Social Studies sections of this Guide seek to 1) strengthen healthy relationships between individuals, families, and the community, and 2) promote community health and safety. Other subject areas (English/Language Arts and Science) also offer activities which relate to the DETS social studies lessons.

#### Goals and Overview

The goal and overview statements from the DETS social studies curriculum align well with the messages in the Youth Novels:

#### Project Goal 1

To increase students' understanding of health and type 2 diabetes; and to help American Indian and Alaska Native children learn how to maintain balance for themselves, their families, and their communities.

#### Unit Overview

Health is a community goal that requires attention and action.

## LESSON 1

### Civic Action and Health

#### Enduring Understandings

- Health can be defined as life in balance.
- The Circle of Balance includes four equal components: physical, mental, spiritual, and emotional.
- Communities and individuals seek balance in all four components to be healthy. “When one part of the circle is affected, it can start a ripple effect into the other parts.”
- Citizens have a responsibility to help their community to reach their goals.

#### Definitions

**Civic Responsibility** Our duty to act for the common good because we belong to the group.

**Civic Action** Things we do or ideas we promote for the common good.

**Role Model** Someone we look up to or want to be like.

**Lifestyle** A series of behaviors and choices that are made by individuals, families, and communities.

Activity 1: Words of Wisdom

| DETS   | Youth Novels   |
|--|--|
| <p><b>Key Ideas from Words of Wisdom</b></p> <ul style="list-style-type: none"> <li>• Understand our responsibility to others and our community.</li> <li>• Understand the connection of all things.</li> <li>• Think about future generations (and past generations, too).</li> <li>• Honor and return to tradition.</li> <li>• Accept responsibility.</li> <li>• Work together.</li> </ul> | <p>Major themes in both novels reflect these key Words of Wisdom.</p> <p><i>Coyote and the Turtle's Dream</i></p> <ul style="list-style-type: none"> <li>• The Guide: English/Language Arts—Collecting Family Stories. Students learn about their families and ancestors.</li> <li>• The Guide: Social Studies—Exploring Family and Community. Students learn how families in the community are connected.</li> <li>• The Guide: Art—Cave Stories: The Art of Storytelling. Students learn about how our ancestors told stories in rock art.</li> <li>• The Guide: Science—Part 1: Learning from the Past. Students engage in activities that show how our world was made and our responsibility to honor it.</li> </ul> <p><i>Hummingbird's Squash</i></p> <ul style="list-style-type: none"> <li>• The Guide: Social Studies—Family Trees and Being a Good Relative. These activities promote family and tribal belonging as a foundation for Being a Good Relative, which encourages responsibility for preventing bullying and promoting positive community relationships.</li> <li>• The Guide: Science             <ul style="list-style-type: none"> <li>• Part 1: Investigating Earth's Environment—Balance in Nature. Students learn about balancing forces in the natural world.</li> <li>• Part 2: Finding the Balance and Wisdom in the Plant World and Native Science. Students learn about the value of plants to human life, protection of indigenous plants and environments, and the traditions of Native Science.</li> </ul> </li> </ul> |

|   |  |
|---|--|
| <p><b>Community goals:</b></p> <ul style="list-style-type: none"> <li>• Protect natural resources.</li> <li>• Preserve historical resources and scenic views.</li> <li>• Promote farmland preservation.</li> <li>• Maintain roads.</li> <li>• Improve health of the community.</li> </ul> | <p><b><i>Coyote and the Turtle’s Dream</i></b></p> <ul style="list-style-type: none"> <li>• <b>The Novel:</b> Key themes include the preservation of traditions, the protection of native animals and the environment to assure a healthy balance in the future, and improving nutrition of the community.</li> <li>• <b>The Guide: Social Studies—Mapping Our World and Modeling a Healthy Community.</b> Students envision their personal world and learn about ways to improve the world they share with others.</li> <li>• <b>The Guide: Science</b> <ul style="list-style-type: none"> <li>• <b>Part 1: Investigating Earth’s History: Learning from the Past.</b> Students learn about how our natural resources were formed and our responsibility to protect them.</li> <li>• <b>Part 2: Investigating Nutrition—You Are What You Eat.</b> Students learn about healthy foods and their role in maintaining health.</li> </ul> </li> </ul> <p><b><i>Hummingbird’s Squash</i></b></p> <ul style="list-style-type: none"> <li>• <b>The Novel:</b> Key themes include improving nutrition in the community; improving physical fitness; restoring social harmony; and contributions of Native Science, such as preservation of native habitats, reservation lands, and indigenous foods and seeds.</li> <li>• <b>The Guide: Science</b> <ul style="list-style-type: none"> <li>• <b>Part 1: Investigating Earth’s Environment—Balance in Nature.</b></li> </ul> </li> </ul> |
|---|--|

Activity 2: Circle of Balance

| DETS  | Youth Novels  |
|---|---|
| <p>Define the four parts of the Circle of Balance and what they represent to you.</p> | <p><i>Coyote and the Turtle’s Dream</i></p> <p>The Guide: Social Studies—Constructing a Mental Map of Our World. Students define their world in terms of the four parts of the Circle of Balance</p>  |
| <p>Construct a Lifestyle Concept Map.</p>   | <p><i>Coyote and the Turtle’s Dream</i></p> <p>The Guide: Social Studies—Mapping Our World. Aspects of this activity can align with a lifestyle concept map.</p>  |
| <p>Lifestyle Choices of Role Models.</p>  | <p>Both novels offer examples of adult, child, and animal characters that serve as role models for choosing behaviors relating to healthy diet and physical activity, and those that support family, friends, and community. The novels also offer examples of characters that readers would not want to emulate.</p> |

## LESSON 2

### Helping Our Town

#### Enduring Understandings

- Individuals need to understand the types of things that influence lifestyle choices.
- Challenges may come up when changing a lifestyle, but most can be overcome.
- Community resources are available to support healthy lifestyle.

| DETS  | Youth Novels   |
|---|--|
| Assuming civic responsibility.                            | <p><i>Coyote and the Turtle’s Dream</i></p> <ul style="list-style-type: none"> <li>• The Novel: The plot centers on Rain and his friends’ responsibility to answer the eagle’s call for their help in returning the bones to the Great Turtle and restoring the water to the reservation.</li> </ul> <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• The Novel: Hummingbird’s “giant plan” addresses the well-being of the whole community, while the help offered to Walter and Larry represents responsibility to rally around those who are in trouble.</li> <li>• The Guide: Social Studies—The Family Trees and Being a Good Relative activities.</li> </ul>  |
| Evaluating the health of the community.                   | <p><i>Coyote and the Turtle’s Dream</i></p> <ul style="list-style-type: none"> <li>• The Guide: Social Studies—Modeling a Healthy Community. Students plan and design ways to improve the health and safety of their community.</li> </ul> <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• The Guide: Social Studies—Being a Good Relative. Students learn about ways to stop bullying.</li> </ul>   |
| Factors that influence the community’s lifestyle choices. | <p>Both novels include information about community resources that support education, traditional agriculture, and health education such as health clinics, the county extension service, tribal colleges, bison co-ops, and food sovereignty initiatives.</p> <p>In <i>Coyote and the Turtle’s Dream</i>, Jimmy represents families that have low incomes, limiting their ability to purchase healthy foods. The book also underscores the influence of unhealthy choices in local stores such as Big Weasel’s Jif Mart. Big Weasel also represents community members who lack information about diabetes prevention. In <i>Hummingbird’s Squash</i>, high prices and lack of fresh vegetables and fruits restrict families’ ability to buy healthy foods.</p> |

## LESSON 4

### Your Community Needs You

#### Enduring Understandings

- Lifestyle changes can be made to improve health.
- Community members need information about type 2 diabetes prevention to help them make better choices.
- It is a civic responsibility to help the community work toward balance and prevent type 2 diabetes.

**Activity: Educate the Community**

| DETS  | Youth Novels  |
|---|---|
| <p>Make colorful and creative posters with clear messages in pictures and words that promote prevention of type 2 diabetes.</p> | <p><i>Coyote and the Turtle’s Dream</i></p> <ul style="list-style-type: none"> <li>• The Guide: English/Language Arts—The Art of Persuasive Writing: Sharing Ways to Prevent Type 2 Diabetes offers pointers for convincing community members to adopt healthy lifestyles.</li> <li>• The Guide: Art—“Artful” Diabetes Prevention. Students make diabetes prevention posters.</li> </ul> <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• The Guide: Art and Music—Students make health promotion posters and flyers.</li> </ul>   |
| <p>Write a song, story, play or commercial.</p>   | <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• The Guide: Art and Music—Students write a diabetes prevention song.</li> </ul>  |
| <p>Invite participation by community leaders, parents, and elders.</p>  | <p>In both novels, elders are featured as sources of wisdom. Rain’s Great-grandmother Hettie anchors her family in Native tradition, and the character of Joe Red Crane heads the Native Heritage program, teaching Native language, drumming, and providing sage advice.</p>   |
| <p>Organize and plan a civic action.</p>  | <p><i>Coyote and the Turtle’s Dream</i></p> <ul style="list-style-type: none"> <li>• The Novel: Rain and his friends promote “sometime” and “everyday” foods sold at Boo’s Gas ‘n Grocery and a food labeling program.</li> <li>• The Guide: Art—Construct a Model of Boo’s Store. Students make the “sometime” and “everyday” snack shelves at Boo’s Gas ‘n Grocery.</li> </ul> <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• The Novel: Hummingbird’s “giant plan” provides vegetables and fruits to the community, and her science project, “Invasive Plants on Tribal Rangelands” suggests a potential action for the Bison co-op.</li> </ul> |

## Science

Each of the Youth Novels promotes science themes, showing how Native science complements Western science. In *Coyote and the Turtle's Dream*, Rain and his friends solve the mystery of the missing turtle bones by using a methodical approach to gather evidence. However, they are also guided by the remembered observations and experience of Rain's great-grandmother. In *Hummingbird's Squash*, Hummingbird learns the wisdom of traditional farming and the healthy nature of the foods developed by her ancestors—foods that now feed the world.

The Guide follows the “science as inquiry” principles outlined in the DETS curriculum. Students should ask scientifically testable questions, design appropriate investigations to answer questions, and develop explanations based on the evidence collected. They should also consider alternative explanations and use math and technology to help answer questions, if appropriate. These principles also include the realization that science advances through questioning and observation of the natural world, and that people from different backgrounds and cultures have contributed to scientific knowledge. The following features of inquiry are followed:

- Learners are engaged by scientifically oriented questions.
- Learners give priority to evidence, which allows them to develop and evaluate explanations that address scientifically-oriented questions.
- Learners formulate explanations from evidence to address scientifically oriented questions.
- Learners evaluate explanations in light of alternative explanations, particularly those reflecting scientific understanding.
- Learners communicate and justify their explanations.

## Unit Overview

A balance between food and physical activity is important to good health.

### Enduring Understandings

- Balance is an important concept for individuals who want to lead a healthy life.
- Helping people learn about diabetes and healthful lifestyles is essential to reducing the risk for developing type 2 diabetes.

### Project Goal 1

To increase students' understanding of health and type 2 diabetes, and to help American Indian and Alaska Native children learn how to maintain balance for themselves, their families, and their communities.

### Specific goals

- Understand lifestyle in terms of dietary patterns, physical activity levels, and personal choices.
- Describe environment in terms of external factors such as physical surroundings and social organization.
- Understand that lifestyles and environment can change over time.
- Understand that lifestyle choices lead to balance or imbalance.
- Appreciate that healthful choices can prevent or delay onset of type 2 diabetes.

### Project Goal 2

To increase American Indian and Alaska Native students' understanding and appreciation of the process for developing scientific and community knowledge with respect to health, diabetes, and maintaining balance.

### Project Goal 3

Encourage interest in entering the health and science professions by developing a better understanding of how diabetes-related biomedical professions work with communities and enhance health.

*Coyote and the Turtle's Dream* and *Hummingbird's Squash* strongly emphasize an interest in science and careers in medicine and public health. The Career Connections section of the Guide provides activities and references related to educational paths to science and health careers and to others that promote healthy communities.

# LESSON 1

## History in the Making

| DETS  | Youth Novels   |
|---|--|
| <p>Discoveries in the past and in recent times that affect tribal life.</p> | <p><i>Coyote and the Turtle’s Dream</i></p> <ul style="list-style-type: none"> <li>• <b>The Novel:</b> The story highlights Miss Swallow’s Bison Project which demonstrates Native knowledge in restoring prairie environments and increasing the nutritional value of the bison.</li> </ul> <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• <b>The Novel:</b> The story features Coyote’s trick, The Miraculous Tree, which grows fruit, vegetables, and spices developed by peoples in North, Central and South America.</li> <li>• <b>The Guide: Science—Part 2 Investigation 4: Native Science: Yesterday, Today, and Tomorrow.</b> Students make “rubber” and research other Native contributions to science and technology.</li> <li>• <b>The Guide: Art and Music—Native Science and Technology Cards.</b></li> </ul> |

## LESSON 2

### Focus on Diabetes

#### Enduring Understandings

- There is more than one form of diabetes.
- Diabetes is a treatable disease and the treatment varies with the type of diabetes.

| DETS  | Youth Novels   |
|---|--|
| <p>Part 1: Learn about the different types of diabetes.</p> | <p>Both novels feature the character of Arianna, a young girl with type 1 diabetes. She introduces readers to the differences between type 1 and type 2 diabetes, and demonstrates that with diligent attention to diet and physical activity, she maintains her health. However, the novels do not gloss over the challenge that Arianna faces in maintaining balance in her blood glucose levels. The novels also point out that, like Arianna, everyone, including people with type 2 diabetes, can also benefit from healthy diet and physical activity.</p> |
| <p>Part 2: Focus on a Diabetes Poster.</p>                  | <p><i>Coyote and the Turtle’s Dream</i></p> <ul style="list-style-type: none"> <li>• The Guide: Art—Diabetes Prevention Posters.</li> </ul> <p><i>Hummingbird’s Squash</i></p> <ul style="list-style-type: none"> <li>• The Guide: Art and Music—Posters and Flyers.</li> </ul>  |

## LESSON 3

### Health is Life in Balance

#### Enduring Understandings

- Balance is an important concept for all individuals to lead a healthy life.
- The MyPyramid food guidance system helps people to learn about healthy patterns of eating and exercising.
- Even small changes in a person’s lifestyle can significantly reduce the risk of developing type 2 diabetes.

| DETS                                   | Youth Novels  |
|--|---|
| <p>Guidelines for student letters.</p> | <p><i>Coyote and the Turtle's Dream</i></p> <ul style="list-style-type: none"> <li>• <b>The Guide: Social Studies—Modeling a Healthy Community.</b> Students write letters about ways to improve the community to other students who assume the roles of elected officials and planners.</li> </ul> |