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Bureau of Indian Education Interactive Television (ITV) Workshop

# “Health Is Life in Balance” Curricula You Can Use to Change Lives!



## ELKNet ITV Participant's Guide

Prepared by National Indian Programs Training Center

Revised September 29, 2009



Indian  
Health  
Service

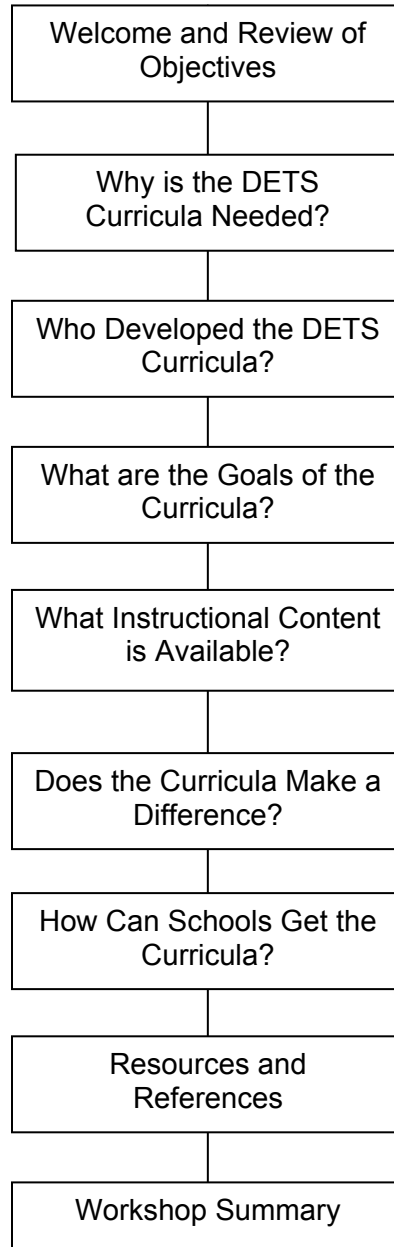
Department of  
Health & Human Services  
USA



NIDDK | NATIONAL INSTITUTE OF  
DIABETES AND DIGESTIVE  
AND KIDNEY DISEASES

# **“Health is Life in Balance” Curricula You Can Use to Change Lives!**

## **Course Map**



## How to Interact with the Instructor

We encourage you to ask questions and share your comments with the instructors throughout this interactive television (ITV) course.

If you were physically in the classroom with the instructor, you would raise your hand to let him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that “protocol” for asking questions or making comments.

With ITV courses there is also a “protocol” to follow to ensure you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more ITV courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the distance learning equipment at your location, there are several push to talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

*When you have a question, press the push to talk button and say, “Excuse me [instructor’s first name], this is [your first name] at [your location]. I have a question (or I have a comment).” Then release the push to talk button. This is important. Until you release the button, you will not be able to hear the instructor.*

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.



### **Get To Know Your Classmates...**

Be prepared to introduce yourself to your classmates. Share –

- Your name
- Your position
- How long have you been at your school or agency?
- What are some efforts you are aware of to reduce the incidents of diabetes in American Indians?

### **Workshop Objectives**

At the conclusion of this workshop, you should be able to--

1. Describe the historical trend of diabetes in American Indian and Alaska Native (AI/AN) adults.
2. Describe how type 2 diabetes has emerged in AI/AN populations of youth.
3. Identify the organizations that collaborated on the development of the DETS curricula.
4. Identify the three main goals of the DETS curricula.
5. List student objectives for the DETS curricula that correspond to each grade level.
6. Give examples of curricula content or exercises from the DETS curricula.
7. State the results of evaluations done to measure the effectiveness of the DETS curricula.
8. Explain how your school can get copies of the curricula.

## Why is the DETS Curricula Needed?

Notes



### **In Your Family and Community...**

Take 2-3 minutes to discuss and write down the answers to the following questions:

- Do you know a family member or someone within your community who has diabetes?
- What have you heard about diabetes in Indian Country?
- Do you see it as a health problem for tribal communities?

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### **Historical Trend**

- Once rare among American Indians, it is now one of the most common and most serious illnesses.
- Once considered an adult disorder now emerging among youth and particularly among American Indian youth.

### **What is Diabetes?**

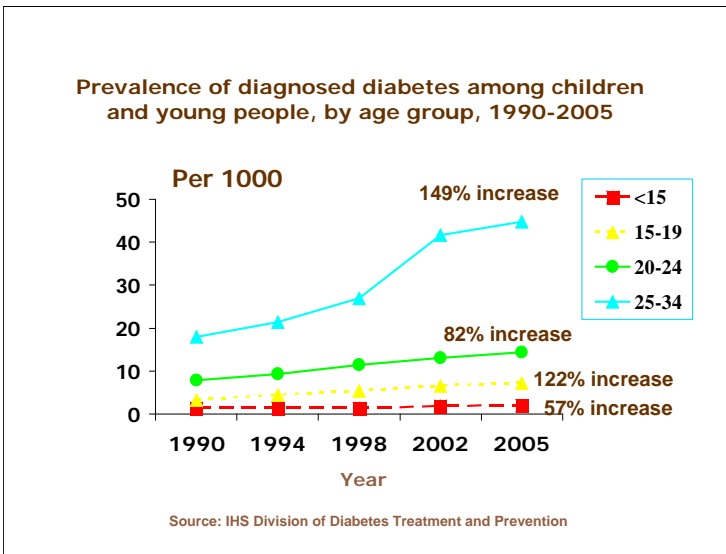
- Diabetes is a disease in which the body does not produce or properly use insulin.
- Insulin is a hormone that helps cells absorb glucose from food to produce energy.
- The cause of diabetes continues to be a mystery, although both genetics and factors such as obesity and lack of exercise appear to play roles.

**Why is the DETS Curricula Needed? (cont.)**

**Notes**

**Major Types of Diabetes**

- Type 1
  - Rare in American Indians/Alaskan Natives
- Gestational
  - Associated with pregnancy
- Type 2
  - 90% of patients with diabetes



**We can prevent or delay Type 2 diabetes by:**

- Proper diet
  - Follow a low fat diet
- Exercise and physical activity
  - Exercise 30 minutes a day, five times a week

***We can prevent or delay Type 2 diabetes by sharing knowledge from generation to generation!***

*“I feel an urgency of the DETS curriculum to be taught at all age levels in tribal communities. Utilizing the DETS curriculum will serve to educate tribal communities of the seriousness of this epidemic.”*

*- James Lujan, Taos Pueblo*

## Who Developed the DETS Curricula?

## Notes

### **A Shared Vision of Hope**

- In 2001, the Tribal Leaders Diabetes Committee challenged National Institutes of Health (NIH) to develop a curriculum to teach diabetes science in tribal schools.
- This challenge brought together multiple partners, including federal agencies and Tribal Colleges/Universities.

### **Federal Agency Partners**

- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), NIH
- Division of Diabetes Treatment and Prevention, Indian Health Service (IHS)
- Native Diabetes Wellness Program, Centers for Disease Control (CDC)
- Office of Science Education, NIH

### **Tribal College and University Partners**

- Cankdeska Cikana Community College, ND
- Fort Peck Community College, MT
- Haskell Indian Nations University, KS
- Keweenaw Bay Ojibwa Community College, MI
- Leech Lake Community College, MN
- Northwest Indian College, WA
- Southwestern Indian Polytechnic Institute, NM
- Stone Child College, MT

The National Congress of American Indians (NCAI) adopted a resolution at the 2009 mid-year session supporting and endorsing the DETS curriculum.

A copy of the full NCAI resolution is included at the back of this guide.

## What Are the Goals of the DETS Curricula?

## Notes

The DETS curricula has three main goals:

### **Goal #1**

*Increase the understanding of health, diabetes, and maintaining life in balance among American Indian/Alaska Native students. (Teach about diabetes)*

The curriculum incorporates inquiry-based learning that will enhance students' science process skills. Lessons encourage students to become researchers. Investigative inquiry (observing, measuring, predicting, inferring, classifying, experimenting, communicating, etc.) allows students to emulate the work of real-life researchers. The discoveries of diagnosis, treatment, control, and prevention of diabetes increase student understanding and appreciation for direct and indirect effects of scientific research within a cultural framework.

### **Goal #2**

*Increase American Indian/Alaska Native students' understanding and application of scientific and community knowledge. (Value and use scientific and traditional knowledge)*

The DETS curriculum supports the integration of AI/AN culture and tribal community knowledge with diabetes-related science. Lesson plans enhance the content being taught to meet educational standards within school districts.

### **Goal #3**

*Increase interest in science and health professions among American Indian/Alaska Native youth. (Encourage science and health careers)*

The DETS curriculum encourages students to gain an understanding of diabetes-related biomedical sciences. Lessons are built around role models who are health science professionals. Students increase their awareness of careers in science and health. They also learn about the value of the involvement of these professionals in their communities.



**What Are the Goals of the DETS Curricula? (cont.)**

**Notes**



**DETS Supports Our Goals!**

Take 2-3 minutes and identify which goals in your school's performance plan that DETS curricula would support.

Write those supported goals in the space below.

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## What Instructional Content is Available?

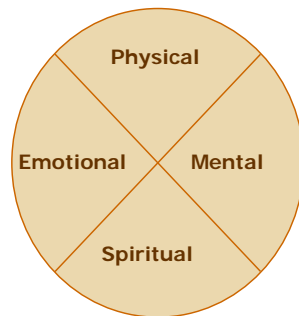
## Notes

Appendix A at the back of this guide contains a table of the DETS curricula student objectives for each grade level.

### Curriculum Design Based On

- Inquiry Learning
- National Education Standards
  - Science
  - Health
  - Social Studies
- Teacher and student input
- Traditional cultural knowledge

### The Health Is Life in Balance Curriculum Circle



### Kindergarten

- What does “being balanced” mean?
- What does “being healthy” mean?

**What Instructional Content is Available? (cont.)**

**Grades 1 - 2**

Students use their own ideas to complete a model showing key parts of life.



**Grades 3 - 4**

Students learn how glucose can accumulate in the bloodstream through a role-play exercise.

**Blood and Glucose Model**

*Directions: Complete the T-table. The first one is done for you.*

My Role Play	Real Life
Students in the class	Blood in the body _____
The cards my teacher gave out	_____
Shoe boxes	_____
Getting more cards	_____
Getting rid of cards	_____
Students holding more cards	_____

Name two things you can do to have less glucose in the blood.

1. \_\_\_\_\_
2. \_\_\_\_\_

## What Instructional Content is Available? (cont.)

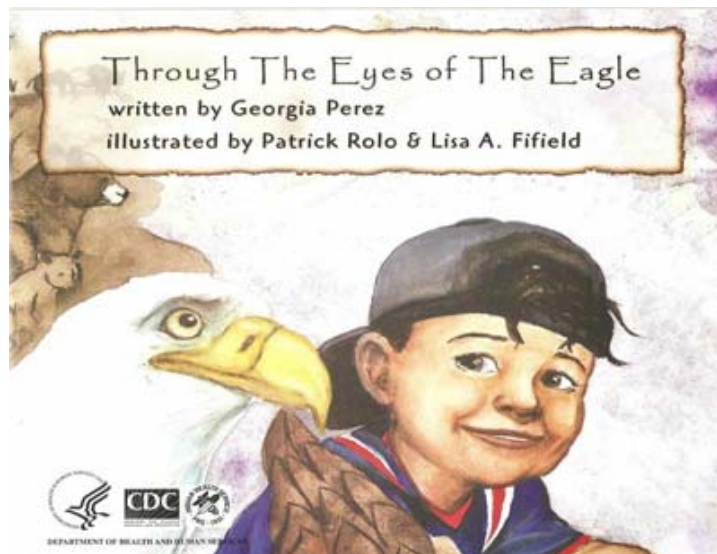
### Eagle Books

#### March 2003: The Idea for Eagle Books Takes Shape

The Eagle Books grew from the story *Through the Eyes of the Eagle*, by Georgia Perez, Nambé Pueblo (Community Health Representative for 19 years), which had been successfully woven through the curriculum, *Strong in Body and Spirit*. Illustrated by Patrick Rolo, Bad River Band of Ojibwe, and Lisa A. Fifield, Oneida Tribe of Wisconsin.

#### Eagle Book Goals

- To communicate messages about survival and traditional ways of health that are:
  - remembered
  - retold
  - talked about in homes and schools
- To encourage children to turn to their elders about traditional ways of health
- To highlight the strengths, wisdom and leadership of Native communities for wellness and prevention



#### We Could Use the Eagle Books to...

Take 2-3 minutes to discuss how you might integrate the use of the Eagle Books at your school or site.

## What Instructional Content is Available? (cont.)

### **Grades 5 – 6 Social Studies**

Example is Grandmother's Lifestyle in 1920.

The Library of Congress web site is a resource for photos that you might use to adapt this curriculum to your local community. [www.loc.gov/memory](http://www.loc.gov/memory)



### **Lifestyle Changes Between Generations**

Do a quick 1 minute brainstorming session at your school or site to identify lifestyle changes that have occurred from the time that your grandparents or parents grew up.

How might these changes be contributing to the diabetes epidemic?

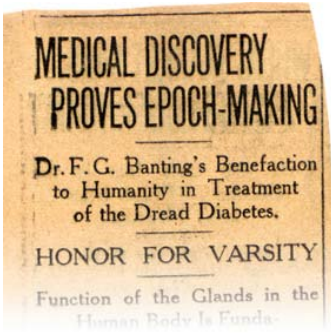
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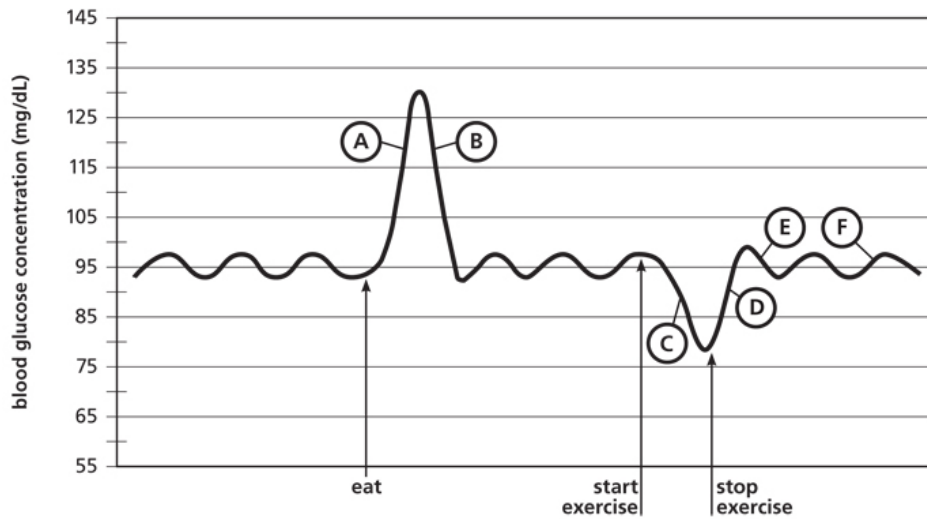
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**Grades 7 - 8 Science**



**Grades 9 - 12 Science**

### Blood Glucose Concentration



**Grades 9 - 12 Health Lesson**

**Diabetes Prevention Program (DPP) Striking Results!**

- High-risk people can use diet, exercise, and behavior modification to avoid developing type 2 diabetes.
- Metformin reduced the development of diabetes by 31%.
- Lifestyle intervention reduced the development of diabetes by 58%.

Students analyze results of the Diabetes Prevention Program

Students see that balance in one's diet & activity can prevent or delay onset of type 2 diabetes

## Does the Curricula Make a Difference?

## Notes

### DETS Evaluation Timeline

- 2005 - Pilot Tested, and revised
- 2006 - Beta Tested, and revised
- 2007 - Field Tested with final materials:
  - 1,519 students in 102 classrooms
  - 63 teachers at 3 grade levels

### DETS Produced Results

- Statistically significant achievement gains in all 6 content areas tested
- Teachers say: “Easy to use” and “Strong Native American content”
- Students say: “Just right – not too hard, not too easy”

### DETS A Catalyst for Change

- **Seminole Tribe of Florida**
  - Discussion between teachers and food service staff for healthier food at the school
- **Keweenaw Bay Indian Community**
  - Pop machines pulled from school system

## How Can Schools Get the Curricula?

## Notes

Go to the DETS web site at:

<http://www3.niddk.nih.gov/fund/other/dets/>

Diabetes Education in Tribal Schools - Microsoft Internet Explorer

Address <http://www3.niddk.nih.gov/fund/other/dets/>

### Diabetes Education in Tribal Schools

Health is Life in Balance

Home

About DETS

Background

Mission and Goals

Instructional Content

Federal Agencies and Contributing Partners

Tribal Colleges and Universities

Participating DETS Schools

Map of Tribal Colleges and Universities and DETS Schools

DETS Curriculum

Publications

FAQs

Evaluation

Contact Us

Welcome to the *Diabetes Education in Tribal Schools (DETS) Website*. The DETS curriculum includes K - 12 multidisciplinary units with lessons that are designed to enhance the understanding and appreciation of the problems of diabetes in American Indian and Alaska Native (AI/AN) communities, to empower students to make healthy lifestyle choices, and to stimulate general student interest in diabetes-based science careers. The curriculum is based on national education standards for the respective subject area, along with Native American cultural content.

A circular theme is used throughout the DETS curriculum to illustrate the contextual content of Native culture. Threading Native cultural themes and concepts into the K - 12 curriculum provides a meaningful approach for students of all cultural backgrounds to understand their self-identity and expand it in ever-widening circles to include others. As students become engaged with their own cultural backgrounds, beliefs, attitudes, and ways of life, their engagement allows for connectedness and an understanding of "health is life in balance."

Through the energy and continued commitment of educators, we can decrease the incidence and improve the care of diabetes among AI/AN communities. Please join us in our endeavor to ensure a healthy future for our children.

Sincerely,  
*Diabetes Education in Tribal Schools Program*

NIDDK NATIONAL INSTITUTE OF DIABETES AND DIGESTIVE AND KIDNEY DISEASES



## Resources

### TCU Contacts

- Provide teacher professional development training

- **Candeska Cikana Community College (CCCC)**  
(North Dakota, South Dakota)  
**Contact Person:**  
Ann Wadsworth  
[ann\\_wadsworth@littlehoop.edu](mailto:ann_wadsworth@littlehoop.edu)  
(701) 766-1134
- **Fort Peck Community College (FPCC)**  
(North East Montana)  
**Contact Person:**  
Joni Ackerman  
[jackerman@fpcc.edu](mailto:jackerman@fpcc.edu)  
(406) 768-3024
- **Haskell Indian National University (HINU)**  
(Kansas, Central and West Oklahoma)  
**Contact Person:**  
Shelly Bointy, M.S.W.  
[sbointy@haskell.edu](mailto:sbointy@haskell.edu)  
(785) 832-6628
- **Keweenaw Bay Ojibwa Community College (KBOCC)**  
(Michigan, North East and South East Wisconsin, Massachusetts, Rhode Island, Connecticut)  
**Contact Person:**  
Lynn Aho, Ph.D.  
[laho@kbocc.org](mailto:laho@kbocc.org) or [diabeteseducation@hotmail.com](mailto:diabeteseducation@hotmail.com)  
(906) 353-8151
- **Leech Lake Tribal College (LLTC)**  
(Minnesota, North West and South West Wisconsin)  
**Contact Person:**  
Juanita Wiley  
[juanita.wiley@lltc.edu](mailto:juanita.wiley@lltc.edu)  
(218) 335-4279
- **Northwest Indian College (NWIC)**  
(Washington, Oregon, Northern Idaho, Northern California)  
**Contact Person:**  
Bill Freeman, M.D.  
[wfreeman@nwic.edu](mailto:wfreeman@nwic.edu)  
(360) 392-4284
- **Southwestern Indian Polytechnic Institute (SIPI)**  
(New Mexico, Arizona, Utah, Colorado)  
**Contact Person:**  
Carol Maller, MS, RN, CHES  
[cmaller@siipi.bia.edu](mailto:cmaller@siipi.bia.edu)  
(505) 453-4437
- **Stone Child College (SCC)**  
(Montana, Idaho, Wyoming)  
**Contact Person:**  
(406) 395-4875
- **Other DETS Location:**  
(Alaska, Southern California, Florida, Nebraska, Nevada, New York, North Carolina)  
**Contact Person:**  
Carolee Dodge Francis, Ed.D.  
[Carolee.dodgefrancis@unlv.edu](mailto:Carolee.dodgefrancis@unlv.edu)  
(702) 895-0569

### DETS Web Site

- <http://www3.niddk.nih.gov/fund/other/dets/>

### Peers

- Informal network of those already traveling the path

## Workshop Summary

## Notes

Review the objectives found on page 3.

Did we accomplish those objectives? If you have any questions, please let the instructor know at this time.



### **We Need Your Help...**

We need your help! We want to continuously improve our ITV workshops. Your input will help us to build upon the strengths of a workshop and identify possible areas for improvement.

Please take 2-3 minutes to complete the workshop evaluation found on pages nn-nn.

Please take a few minutes after the workshop ends to:

- Fax the workshop evaluations to (505)563-5419.
- eMail a list of attendees to [rick\\_gividen@nbc.gov](mailto:rick_gividen@nbc.gov)

**Workshop Evaluation (Page 1 of 2)**

“Health Is Life in Balance” Curricula You Can Use to Change Lives!

Date: \_\_\_\_\_

1. Print your email address:

2. Where did you attend the training?

3. How much did you know about the DETS curricula before beginning the workshop?

Not much at all    1    2    3    4    5    A lot

4. How much more did you learn about the DETS curricula?

Not much at all    1    2    3    4    5    A lot

5. How often do you expect to apply this knowledge in the next 60 days?

Not at all    1    2    3    4    5    Very often

6. Have you had any previous training on the DETS curricula?

Yes                      No

7. How many other interactive television (ITV) courses have you previously participated in?

	None	1	2 or 3	4 or 5	6 or more
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For your education?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Please assign a rating on a scale from 1 to 5, where 1 represents “Poor” and 5 represents “Excellent”, to each of the following areas:

	Poor 1	2	3	4	Excellent 5
Registration Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participant Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of the audio/video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accomplishment of Course Objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectiveness of the Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to Ask Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Responsiveness to Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of Course to Your Job Duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Effectiveness of Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Complete this evaluation (both pages) and fax to (505)563-5419. No cover sheet required.

**Workshop Evaluation (Page 2 of 2)**

“Health Is Life in Balance” Curricula You Can Use to Change Lives!

Date: \_\_\_\_\_

9. How long did it take you to get from your workplace to the location where you participated in this ITV workshop?

- I participated at my workplace
- 5-15 minutes
- 16-30 minutes
- 31-59 minutes
- 1 hour or more

10. What parts of the course did you find most helpful?

11. What recommendations do you have for improving the course?

12. Please list the top 3 topics that you would like to see addressed in future training:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Complete this evaluation (both pages) and fax to (505)563-5419. No cover sheet required.