



**The Eagle Book Series:
A Guide for Educators
and Communities**



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



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Foreword

For many American Indians and Alaska Natives (AI/ANs), the eagle is a messenger or teacher representing balance, vision, courage, strength and wisdom. As the eagle inspires us to strive for balance in our lives, so do those who live with the reality of diabetes. For people living with or working to prevent diabetes and its complications, “balance” carries special meaning.

Just 50 years ago, diabetes was rare in Indian Country. Many older tribal members can remember a time when descriptions of diabetes did not exist in their respective languages. Increasingly, diabetes has become part of the fabric of losses in many AI/AN communities. Many children and youths help to care for family members with diabetes. The sadness of losing early the wisdom and nurturance of elders and other family members has a lingering impact on communities. Today, even among young people, type 2 diabetes is increasing. No one is sure why AI/ANs have disproportionately high rates of diabetes. However, we recognize that many environmental factors are involved, as well as increases in overweight and physical inactivity. The traditional food-gathering and cooking methods have, in many instances, given way to technologic advancements, sedentary work and recreation, television (TV) watching, and the excess intake of high-calorie foods and beverages.

With the growing incidence of diabetes in AI/AN communities, the Centers for Disease Control and Prevention (CDC) Native Diabetes Wellness Program (Wellness Program) and the Indian Health Service (IHS) Division of Diabetes Treatment and Prevention share the vision of many tribal leaders that their people can live again free of diabetes and related chronic illnesses. In 2001, The Tribal Leaders Diabetes Committee (TLDC) encouraged the Wellness Program to develop culturally-based materials for children that promote healthy lifestyles--preserving culture, traditions, and values.

Through the Eyes of the Eagle had been written by Nambe Pueblo's Georgia Perez (Native American Diabetes Project, University of New Mexico) and woven through the curriculum of the “Strong in Body and Spirit” program in the late 1990s. Ms. Perez found that when children heard the story of the eagle, they listened intently. Afterward, they were eager to take the diabetes-prevention information back to their parents and grandparents to share what they had learned. The role of the eagle as “teacher” and the story's success led to the creation of a series of children's books whose purpose is to convey to children the healthy ways of their people. All of the stories reflect long-held values of AI/AN people – respect, gratitude, and generosity – while teaching the universal wisdom of healthy eating and physical activity. Throughout the series, a young Native boy and his friends learn about healthy habits from Mr. Eagle, Miss Rabbit, and Coyote.

Vividly brought to life by the illustrations of Patrick Rolo (Bad River Band, Ojibwe) and Lisa A. Fifield (Oneida Tribe of Wisconsin), these stories have become the Eagle Book series: *Through the Eyes of the Eagle*, *Knees Lifted High*, *Plate Full of Color*, and *Tricky Treats*. With support from the TLDC and IHS, the Wellness Program is working to make the Eagle Books available to all schools and communities that serve American Indian and Alaska Native children. This Guide for Educators and Communities is for everyone using the Eagle Books, whether in the classroom, library, health clinic, home, or other setting.

Introduction

Purpose of the Eagle Books

The Eagle Books help children understand several important messages about diabetes and being healthy:

- traditional lifestyles of American Indians and Alaska Natives may have helped to protect many people from developing type 2 diabetes.
- Many Native people no longer eat traditional diets or practice vigorous physical activity.
- Type 2 diabetes can be a consequence of this lifestyle change.
- Native knowledge provides wisdom and power to prevent/control diabetes.
- Returning to healthy diet and physical activity can help prevent diabetes.
- Friends and families can help each other to prevent diabetes by eating healthy foods and staying active.

Description of the Series

“Through the Eyes of the Eagle” introduces the character of Mr. Eagle. Mr. Eagle befriends Rain That Dances, the primary child character in the book, to educate him about diabetes and how the lifestyles and health of the people have changed. Mr. Eagle has come to remind the children of the healthy ways of their people so that they can be strong and healthy again.

Fry Readability Level: Second grade, seventh month.

“Knees Lifted High,” the second book, continues the story with Mr. Eagle and Rain That Dances, and introduces a new character, Thunder Cloud, Rain That Dances’s best friend. Mr. Eagle shares the knowledge that lack of movement (inadequate physical activity) contributes to development of type 2 diabetes. He encourages the boys to find ways of being active just as their ancestors were. He elicits ideas from the boys on ways to get their bodies up and moving.

Fry Readability Level: Third grade, seventh month

“Plate Full of Color,” the third book, introduces Miss Rabbit and the boys’ friend, Little Hummingbird. Miss Rabbit is a helper. She wants to teach the young children about ways they can prevent diabetes and help elders learn about preventing and controlling the disease. Rain That Dances, Thunder Cloud and Little Hummingbird listen to Miss Rabbit explain how Mother Earth provides wonderfully healthy things to eat.

Fry Readability Level: Third grade, sixth month

“Tricky Treats,” the fourth book, continues the theme of healthy food by encouraging children to choose nutritional value in foods and beverages. This story introduces the character of Coyote who initially challenges the healthy messages offered by Mr. Eagle. Tricksters, such as the coyote, are traditional characters in American Indian stories and literature who cannot be trusted because of their jokes and tricks. The trickster often comes around in the end as in this story. In the book, Mr. Eagle encourages the children to choose healthy snacks and not be tricked into using foods and beverages that are not healthy for them. Healthy foods are identified as “everyday foods,” while less optimal choices are described as “sometimes foods.” Mr. Eagle teaches the children about food safety and the importance of not taking things that belong to someone else.

Fry Readability Level: Third grade, fourth month

Using the Eagle Books

Before using the Eagle Book series, teachers and others may want to learn more about the ways that type 2 diabetes affects AI/AN communities. Type 2 diabetes is more than twice as common among AI/ANs than among whites. If not controlled over time, diabetes can damage every organ in the body, diminishing the quality and the length of life. AN/AI people and others suffer greatly from its complications, including blindness, kidney failure, and amputation.

Many people are not aware that the onset of type 2 diabetes can often be prevented or its onset delayed for years. Recent health research has shown that people who are at risk for type 2 diabetes (e.g., being overweight and having higher than normal levels of glucose in their blood) can prevent or delay the onset of type 2 diabetes through achievement and maintenance of a regimen that includes a healthy diet and moderate levels of weight loss and physical activity. For more information about the good news that type 2 diabetes can be prevented, teachers and group leaders can visit the Web site of the CDC's Division of Diabetes Translation at <http://www.cdc.gov/diabetes/consumer/prevent.htm>. Additional information is available in the Resources Section of this guide.

Today, just as in the past, people can benefit from eating healthy foods and by staying active. Moreover, indigenous cultures offer meaningful ways to protect the health and well-being of their communities through strong family ties, healthy traditional foods, physical activities, and respect for animals, plants, water, and the land.

There are many ways that the Eagle Books, intended primarily for children in Pre-K through fourth grade, can be used in classrooms and in various community settings. The books' prevention messages can be conveyed to children and their families through schools, libraries, and community organizations. Parents, grandparents, aunts and uncles are encouraged to read the books with children. The Eagle Books and the educational activities detailed in this guide may also offer ideas to diabetes educators working in community health centers, clinics, and hospitals; they can also be used effectively by community health workers reaching out to families through home visits, community recreation centers, and local health departments. Local librarians can also play an important role by encouraging parents and grandparents to read the books with their children and by incorporating the books into library-reading programs. The Eagle Books can support many local diabetes-prevention efforts. We encourage communities to be creative!

The Eagle Books may also be used in children's play areas in stores, recreation centers, and waiting rooms, and they could be the focus for a "story-time" booth at a health fair. The stories in the Eagle Books are also appropriate for Head Start and other Pre-K programs, as detailed below. Storytelling is significant in all cultures. It is important to note that, traditionally, stories were told in the wintertime among AI/AN families. The Eagle Books honor the tradition of such storytelling. By having these books in written form, families and communities can choose when to use these stories in ways that respect their individual community's cultural norms.

Head Start Activities

- Each of the Eagle Books can be the focus of a one-week lesson in the classroom.
- Teachers or group leaders should read each book first to become familiar with the story. When introducing the book to the children, the teacher may want to tell the story in his or her own words before reading it to them. The “storytelling” approach will make it easier for the teacher to show each page of illustrations and to use the eagle puppet to reinforce the messages of the eagle. Later, when reading the book to the children, the teacher should take time to explain and talk about the health messages.
- The Eagle Books can be teaching tools for use in Head Start classrooms for discussing healthy eating and physical activity. During circle time, the teacher or leader can lead a discussion of traditions: singing; storytelling (especially in the style used by grandparents); stories about Mother Earth; ways tribal members work together; the importance of eagles to the tribe; knowledge about animals like bison, deer, and fish; and growing and gathering of Native foods such as corn, beans, chilies, acorns, wild spinach, and wild onions. Circle time provides an opportunity to talk about how we prevent diabetes by eating healthy foods and being physically active.
- As a supplement to classroom activities, children also will enjoy hearing the Eagle Book stories read to them by older family members (parents, grandparents, aunts, and uncles). Children who are reading at fourth grade level should be able to comfortably read the books to Head Start children.

Many Head Start domains may be addressed through Eagle Book activities:

- The story can be read on one day or spread over five days, just as grandparents often tell stories. If the book is read over several days, do a review each day before continuing the story so that children recall the characters and the storyline. Allow ample time for the children to offer their own interpretations and make meaning of their own experiences. (Head Start Program Domains: Literacy, Physical Health and Development)
- A grandparent can visit the class and cook an indigenous food with the children. (Nutrition Domain)
- Children can help prepare a simple recipe from a cookbook of healthy indigenous foods. Sharing their dish, along with singing and dancing, will make their meal a festive and special occasion. (Nutrition/Language Development/Culture Domains)
- Children can learn about foods featured in the cookbook by growing a potted garden from indigenous seeds. (Science/Discovery Domain, Outside Area)
- Children will enjoy making finger puppets or stick puppets of the Eagle, Rain That Dances, and other characters in the books. The puppets, made from art paper and popsicle or craft sticks, add action to the storytelling and encourage the children’s participation. Felt board figures can be used to enhance the story action. (Creative Art Domain)

- Children may visit grandparents or other elderly relatives at home or at a senior center. They can act out the story with popsicle or craft stick puppets as the teacher reads the story. (Social & Emotional Development Domain)
- Children can make up their own stories in pictures. They can draw or cut out magazine illustrations to describe how they can prevent diabetes by eating healthy foods and being active. These illustrations can be displayed on a bulletin board. (Approach to Learning Domain)

Classroom Activities (Pre-K through 4th Grade)

Classroom activities can reinforce the messages of the Eagle Books. Some of the lesson plans listed on the following pages are not appropriate for all age groups and class levels; however, teachers can choose those that they consider to be the most appropriate and/or modify them to meet the needs of their students. Generally, the activities should be preceded by the teacher reading the Eagle Book stories, while using a finger puppet to reinforce the Eagle's message. The books are not appropriate for independent reading by Pre-K, kindergarten, or first grade classes, but children in these age groups will enjoy listening to the stories when read aloud or if recorded on audiotape. (Order information for the Eagle Books is provided in the Resources Section on page 40.)

The activities are organized into five areas—storytelling, linking culture and health, learning about healthy foods, participating in physical activity, and gaining knowledge about diabetes prevention. Most are cross-curricular, integrating health and physical education (PE), with reading, math, social studies, and art. Teachers will find lists of suggested vocabulary and selected resources accompanying many activities, with vocabulary definitions and more extensive resource references provided in the Resources Section. Because of the interrelatedness of the Eagle Books, it may be beneficial to review all of the resources, even when reading only one of the books.

Activities

Book 1: “Through the Eyes of the Eagle”



Storytelling

STORYBOARDS

Performance Objective: Children will work together in groups to retell their version of “*Through the Eyes of the Eagle*” by drawing sequenced pictures and narrating them as a story to the class.

Background: As noted previously, stories are part of the oral traditions of most AI/AN communities. Many tribes told stories to teach and entertain children during the long, cold winter months. In today’s schools, depending on local norms, stories may be told and read during the entire school year to teach important lessons, increase vocabulary and writing skills, and encourage creativity. A storyboard (a sequential depiction) is another way to tell a story by combining oral and graphic elements. Storyboards are most frequently used to plan how the scenes in a movie or video will unfold, but comic strips are good examples of storyboards that children will recognize. Storyboards can go from right to left or they can be arranged up and down. They are excellent tools for helping students to recall or to tell a story in their own words.

Activity: Break the class into groups of three and reread “*Through the Eyes of the Eagle*” aloud to them. Then assist the students in the following activities:

- Each team member draws two pictures, using one or both of the characters in the story. Tell the children that their character(s) should be *doing* something—fishing, talking to each other, playing a game, picking flowers, or maybe just thinking.
- Then, ask each team to sequence their six drawings so that they create a storyboard. The children can make up their story before they begin to draw or they can draw their pictures individually and then “discover” the story that emerges based on the sequence of the pictures. Encourage the children to rearrange their pictures in various ways. When the sequence changes, the story changes.
- When the children have decided which story they like best, they can tape the pictures together.

During group time, invite the teams to share their storyboards with the class. Ask other classmates to tell the story they “read” from the pictures; then have the team tell their story. The children can add captions to their storyboard pictures as a follow-up activity and/or have the teacher write their stories on the chalkboard.

Teacher Tip: *For younger children, the teacher can invite each child to draw a picture that features a character(s) or a scene from the book. The children can share their drawings with the class, telling the story of what is happening in their picture. Another approach that teachers may try is “collective drawing,” an activity in which each child can participate in creative expression by drawing their individual pictures on one large piece of art or butcher paper. This is a great “warm-up” activity for discussing the health messages in the book and it creates an instant bulletin board display.*

Community Tip: *A captioned storyboard based on *Through the Eyes of the Eagle* would be an excellent activity for a local boys’ or girls’ club. The storyboard could be donated for display at a local health department, a recreation center, or a senior center.*

Resources: For a storyboard lesson plan written for second and third graders, go to <http://www.eduref.org/>. Type “storyboards” in the search function. This will take you to *Storyboard of the Biggest Pumpkin Ever*, an excellent example of this creative storytelling activity.

Materials: Art paper, butcher paper, crayons/markers, tape.

Cross-curricular connections: Language Arts, Art.

Linking Native Culture and Health

VENN DIAGRAMS

Performance Objective:

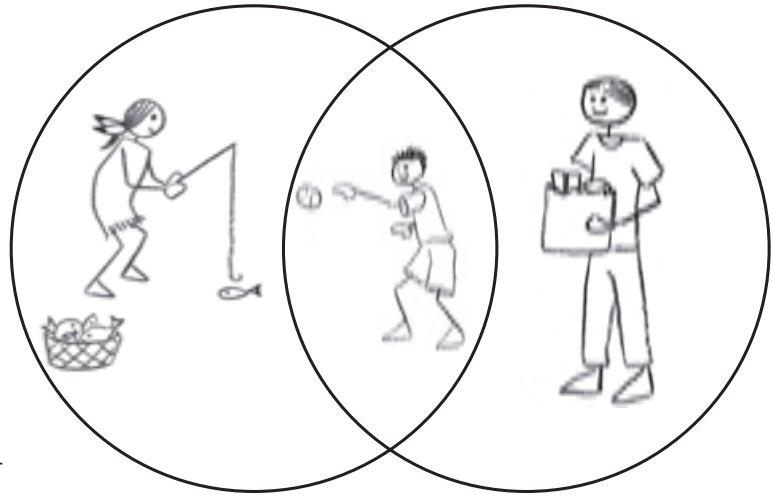
The children will complete a Venn diagram to compare and contrast ways that their ancestors stayed healthy and the ways they can stay healthy today.

Activity:

Have the children draw two overlapping circles, creating three different areas. The areas of the circles that do not overlap represent the ancestors's ways (walk to rivers and springs to get water; gather wild fruits and seeds) and modern ways (walk to the store; buy healthy snacks like fruits and vegetables at the store). Where the two circles overlap is the area where the ancestor's' ways and modern ways are the same (play running games). Children can color the three parts of the diagram differently and write their lists in the appropriate sections.

Materials: Art paper, crayons.

Cross-curricular connections: Health, Language Arts, Art, Social Studies, Math.



Learning about Diabetes

K-W-L CHARTS

Performance Objective: The children will participate in group discussion and completion of a K-W-L chart on: (K) what they **Know** about diabetes; (W) what they **Want** to know about causes of diabetes and ways to prevent it; and, at the end of the activity, (L) what they have **Learned** about the causes and prevention of diabetes. For older children, (L) what I have learned includes a revisit of their original (K) and (W), to see how those columns have changed based on their new knowledge.

Teacher Tip: This is a good activity for introducing new vocabulary, for knowledge about the causes of diabetes, and for ways that the body works. The vocabulary suggested below is more appropriate for children in third and fourth grades.

Vocabulary: Glucose, insulin, pancreas, diabetes, energy.

Materials: Poster-size paper for the chart, markers.

Resources: In preparation for introducing the K-W-L charts, teachers may want to refer to an excellent web site that provides examples of K-W-L charts and sample lesson plans: The North Central Regional Educational Laboratory (NCREL)
<http://www.ncrel.org>.

Cross-curricular connections: Health, Science.

Book 2: “Knees Lifted High”



Storytelling

PUPPET THEATRE

Performance Objective: The children will work together in teams to write their own play using the characters in “*Knees Lifted High*” and act out the dialogue with stick puppets.

Activity: Break the class into two-member teams; then assist the students in the following activities:

- make up their own story about Mr. Eagle, Rain that Dances, and other story characters.
- write a play script including words spoken by the characters and a description of their actions.
- make stick puppets of the three characters.
- present their play to the class, reading from the script and illustrating the action with the stick puppets.

Materials: Craft sticks, tongue depressors, or paint stirrers; crayons, construction paper, scissors, paste. There are many ways to make stick puppets.

Teacher Tip: *Younger children may dictate their story to the teacher who will write the script, and read it as they act out their play with the stick puppets.*

Resources: Excellent web sites providing instructions in making stick puppets are:
<http://www.juliasrainbowcorner.com> and
<http://www.tc.educationcenter/ncrcst/nancybeal/class.htm>

Cross-curricular connections: Language Arts, Art.

Linking Native Culture and Health

TRADITIONAL GAMES

Performance Objective: Children will recognize and recall AI/AN forms of play and exercise.

Background: Games like field hockey (sometimes called shinny) were invented by American Indians. Many tribes played variations of lacrosse or stickball in which teams drove a ball between goal posts to score points. Running, relay races, games involving tossing and catching, rolling and throwing, and archery were very popular in past times and are still played today.

Activity: Children can discuss games that are traditional to their tribe and games that are played by other tribes. The children will enjoy learning about games like “snow snake” that was played in the winter by plains tribes, or Cherokee stickball and various “hoop and pole” games that were popular among many nations. Games played by the Inuit people are also a lot of fun, especially the “blanket toss” and tug-of-war.

Teacher Tip: *Invite a grandparent to class to teach children how to play a traditional game! Teachers may want to introduce activities that include topics and knowledge more specifically relevant to the culture/history of the children they teach.*

Community Tip: Play traditional games at powwows and community festivals!

Vocabulary: Lacrosse, archery, stickball.

Materials: No special materials are needed.

Resources: Descriptions of traditional games can be found on the web. Many pages, if printed, are suitable for coloring. Check the Resources Section for many excellent web sites.

Cross-curricular connections: Physical Education, Health, Language Arts.

DANCING

Performance Objective:

Children learn about social dances and powwows, festive occasions where people come together to dance, sing, play musical instruments, eat traditional foods, meet old friends and make new ones, and celebrate the living culture of American Indians and Alaska Natives.



Background: Many AI/ANs participate in ceremonial and social dances. While ceremonial dances that have sacred meanings are not appropriate for the classroom, social dances, which include powwow dancing, are fun ways that elementary school children can “get active.” Many social dances are performed for family events, such as weddings and birthdays, to celebrate the harvest, meet a girlfriend or boyfriend, tell a story, or just have fun. Indigenous people from different regions of the country have very distinctive social dancing styles.

Activities:

Learning, rehearsing, and performing these many kinds of dances are excellent ways for children to get their bodies moving.

- Children can research and write about the meaning of the various social dances, like the Bear Dance or the Butterfly Dance, as well as powwow dances, like the Grass Dance, the Jingle Dress dance, and the “Sneak-up.”
- Children who have participated in social dances and powwows can demonstrate their dancing to the class.

Teacher Tip: Avoid using terms like “chanting” to refer to traditional singing or “costume” to describe traditional clothing worn at powwows or other social dances. “Regalia” is usually accepted as a correct way to describe the outfit of a social dancer.

Community Tip: Have the class participate in local powwow or social dance activities.

Vocabulary: Powwow, regalia, drum.

Materials: No special materials needed.

Resources: Teachers will find many web sites about social dances and powwows. An excellent site that explains the history and meaning of many powwow dances is the Buffalo Bill Historical Center at http://www.bbhc.org/pim/powwow_dances.cfm.

Another good site provides an explanation of the meaning of the women’s jingle dress at the Twin Cities Public TV web site, <http://www.tpt.org/powwow/womjingle.html>

Cross-curricular connections: Social Studies, Physical Education.

Physical Activity

PHYSICAL ACTIVITY AND HEALTH

Performance Objective: Children will understand how physical activity helps us to be healthy and prevent diabetes.

Activity: Discuss with the class how physical activity:

- burns up calories and turns it into energy to feed our muscles, instead of being stored as fat. (Having too much stored up fat can increase our chances of getting diabetes);

- makes our heart strong so that it does a good job of pumping blood to all parts of our bodies;
- builds strong bones, muscles, and joints that help us to be active; and
- makes us feel happy—because we feel good when we are running, jumping, and playing!

Vocabulary: Energy, muscles, calorie, fat, blood, joints.

Materials: No special materials needed.

Cross-curricular connections: Physical Education, Health, Science.

NEW GAMES

Performance Objective: Children can make up new games after the class has learned about traditional games. These games may include many of the activities used in the old games – running, tossing and catching, or rolling and throwing a ball or a hoop. Each invented game should have a name and rules of play. The class will have fun playing their own games at recess!

Teacher Tip: *The simple act of walking 20 minutes each day is a strong way to combat diabetes. Just setting up a time for you to walk with your class or asking the children to walk with their family after school and on weekends is helping in the fight against diabetes. You can make each walk fun and different simply by adding songs or learning new games along the way. It might be fine to find inexpensive pedometers for the students so they can measure their steps each day. There are numerous sites to find inexpensive pedometers on the internet.*

Community Tip: *Organize local youth teams that play traditional games after school, on weekends, and during summer vacation months*

Materials: Balls, hoops.

Cross-curricular connections: Physical Education, Language Arts.

MUSCLE MOTION

Performance Objective: By moving their bodies in different ways, children will explore and learn about the muscles in their bodies—and get exercise at the same time! They also can learn how activity affects a very important muscle in their body—their heart.

Activity 1: Body, arm, leg, and foot muscles: Invite the children to do different kinds of movements just like Rain That Dances and Thunder Cloud. They can reach up with their arms, touch their toes, flap their arms like the Eagle's wings, or walk in funny ways. They can try zigzag steps, giant steps, baby steps, hopping, and slow-motion walking. Powwow dance steps are fun, too. Then, ask the children to indicate which parts of their bodies come into play when they do certain movements.

Teacher Tip: Borrow a chart showing the human muscle system from a biology teacher in your local high school. Have the children point out on the chart the muscles they think they are moving. Don't worry about the names of the muscles, just get the kids moving! This activity is best done in the gym and is a great rainy day activity.

Activity 2: The Heart Muscle: 1) Ask children to sit very quietly at their desks for two minutes. Show them how to find their pulse and have them describe what they feel. 2) Then have the children jump in place for two minutes beside their desk. While still standing, ask them to find their pulse again and describe what they feel. Discuss with the class what is happening to their heart when they exercise.

Vocabulary: Muscle, heart, exercise, pulse.

Materials/Environment: Human muscle chart or model (optional). Make sure there is enough room for children to exercise safely.

Teacher Tip: Teachers can demonstrate on their own body where to put a finger to feel the pulse—the thump which accompanies the surge of blood with each beat of the heart. Pulse locations that are easiest to feel are at the wrist and in the carotid artery in the neck.

Resources: There are many books about physical activity that you may want to include in your classroom library. These books are referenced in the Resources Section of the Guide.

Cross-curricular connections: Physical Education, Health, Science.

BUILDING A FITNESS TRAIL

Performance Objective: Children build a fitness trail that incorporates several fun activities. The trail can be built on a playground, but it can be modified for use in an indoor gym.

Activity: The children divide into teams to design the trail which includes a warm-up station at the beginning of the trail, exercise stations that increase their heart rate in the middle, and a cool-down station at the end. Each team will be given a certain amount of distance on the trail that will be their station. They will measure their allotted distance and will design the sign for their station, using the characters from the Eagle Books.

The signs can include the animal character demonstrating the physical activity, with written instructions telling how many times to jump, touch toes, or bounce a ball. For example, at the warm-up and cool-down stations, Miss Rabbit can show the children different ways to bend and stretch their muscles; at the stations in the middle of the trail, Mr. Eagle can guide the children in jumping rope, hopping on one foot or “jumping jacks;” and Coyote can show them funny things to do like walking like a duck. Let the children suggest and invent the physical movements.

Math Activity for Third and Fourth Graders: At certain points on the trail, children also can make signs telling the participants it is time to measure their heart rate. The children can take turns being “heart rate monitors.” To measure heart rate, the children will press a finger against the carotid artery in their neck or at the wrist and count the number of times their heart beats. The heart monitor will start a stopwatch at zero and say “Count!” to indicate when they should start counting their heartbeats. After 10 seconds, the heart monitor will punch the stopwatch and say “Stop!” Multiplying the number of beats felt in 10 seconds times six will give their heart beats per minute. The goal will be to increase their heart rate as they progress along the trail.

Teacher Tip: *The Fitness Trail is a terrific activity for a Parents’ Day program. Parents and other family members can “run” the Fitness Trail with their children; and kids will have a great time measuring their mom’s or dad’s heart rate.*

Community Tip: *The Fitness Trail would also be a fun activity at a health fair.*

Materials: Tape measure or yardstick, magic markers, jump rope, balls, wooden stakes, and cardboard for signs to mark the trail; stopwatches.

Cross-curricular connections: Math: (using a ruler or yardstick, measuring distances on the trail; calculating heart rate), Language Arts, Art, Health, Science.

Book 3: “Plate Full of Color”



Storytelling

CREATING A “LIVING STORY”

Performance Objective: Children in the class make up a story together.

Background: This is similar to the old parlor game where everyone adds one sentence to the previous person’s sentence and the story emerges a sentence at a time. In this case, the children create a story about eating healthy food, using the characters of Mr. Eagle, Miss Rabbit, and Rain That Dances and his friends.

Activity: To tell a “living story” in which everyone participates, have the children move their desks into a big circle, or have them sit on the floor in a circle around a tape recorder. Re-introduce the characters in the Eagle Books and the topic of healthy foods from “Plate Full of Color.” Using the characters of Mr. Eagle and Rain That Dances, begin the story by designating one student to make up the first sentence. Then moving to the right or the left, make a full trip around the circle, with each student adding the next sentence in the story. When it gets back to the first student, introduce another child character from the book and have the children continue the storytelling.

Play back the tape-recorded story to the class. The children will love to hear their own voices on the tape!

Teacher Tip: *The addition of new characters and the storytelling can go on as long as you feel it is appropriate, but the story shouldn’t be longer than the children can remember. Make sure that any tape recording is done under teacher supervision to avoid improper language or unsuitable use of voice recording by the children. Also be certain that parents have been informed of this activity in case there is any concern about recording their children. Be sensitive to the fact that while children should be inventive, their stories should be focused on Eagle Book topics and not include direct or overly personal references to their families, friends, or classmates. If there is reason to use the tape recording outside the class, parents should give parental permission in writing.*

Materials: Tape recorder.

Cross-curricular connections: Health, Language Arts.

Linking Native Culture and Health

SEED KNOWLEDGE

Performance Objectives: Children will learn to identify food plants that were originally cultivated by American Indians in North America and will sprout seedlings of these plants in the classroom.

Background: American Indians gathered berries, seeds, nuts, and roots that only grew in North America; and they planted and harvested many varieties of corn (or maize), squash, pumpkins, and beans. Many of these plants have high nutritional value and great cultural importance. Corn, squash, and beans, known as the “Three Sisters,” have been planted by American Indian gardeners for hundreds of years. They are planted together to help each other grow. This is an example of *companion planting*. The corn is the tall grandfather who gives the beans a pole to climb up; the beans climb the corn and feed the soil for the corn; the squash keeps the soil moist for the thirsty beans and corn, and keeps away raccoons and other pests with its prickly stems. The Three Sisters are a good way to illustrate how people can work together for the good of everyone, or contribute their unique skills to help the community solve a problem. The corns, beans, and squash also represent a balanced diet of protein, carbohydrates, fiber, vitamins, and minerals.

Activity: Precede seed planting with a classroom discussion about the nutritious value of wild and cultivated plants. Point out how many of the plants first grown by their ancestors now feed hungry people all over the world! Then, provide each child with a clay pot which they can label with their name and the kind of seed they choose to plant; or they may plant the Three Sisters together. (You will probably want to go outside to fill the pots with soil and plant the seeds.) Place the pots in classroom windows, add water and sunshine, and watch the seeds grow. Encourage the children to provide their seedlings with life-giving water everyday.

Teacher Tip: *For third and fourth graders, this activity may be a good opportunity to introduce concepts about photosynthesis. Explain the way plants use carbon dioxide and water plus sunshine to make sugar and oxygen. We breathe the oxygen and eat the sugar, vitamins, and minerals in plant leaves, roots, fruits, and vegetables.*

Vocabulary: Maize, pumpkin, squash, corn, beans, water, sunshine.

Materials: Seeds from corn, squash, pumpkins, and many varieties of beans; clay pots, seeds, sack of potting soil or peat, water.

Resources: See the Resources Section for several books about indigenous foods that are suitable for children, aged 5-9 years. Teachers may also want to find out more about programs that promote the preservation of indigenous plants. Programs such as “Dream for Wild Health” and Native Seed/SEARCH are profiled in “Seeding a Healthy Future: A Return to Traditional Diets May Be Key to Disease Prevention” by Patricia L. Kirk in *American Indian Report*, January 2005. Native Seeds/SEARCH is a nonprofit organization that seeks to preserve crop seeds that connect Native Americans to their lands: <http://www.nativeseeds.org/v2/default.php>

Cross-curricular connections: Health, Science, Social Studies.

THE GIFT OF FOOD

Performance Objective: Children will learn stories that are told by their tribe and other tribes about food, animals, and plants that are revered as the sustainers of life – a gift from Mother Earth for the physical and spiritual health to the people. Children can learn about ceremonies that celebrate the planting and harvest cycles, as well as plant foods that are used to bless and heal.

Background: Depending on the region of the country, tribes have many different stories about the animals (bison [buffalo], salmon, deer, or turkeys) and plants that made life possible. Plant stories may include traditions not only about the “Three Sisters,” but also about “Corn Mothers” and wild rice. Children may also enjoy learning about the Green Corn ceremony practiced by the southeastern tribes, the First Salmon ceremony in which the people of the northwest coast welcome the salmon returning from the sea, or about the festive ceremonies practiced by the Inuit people who honored the seals, whales, and fish that fed the people.

Activities:

- Invite an elder from the local community to teach children about their traditions and to tell stories to the class.
- Have the children interview a grandparent or other relative to obtain a story that can be shared with the class.
- Provide to the class copies of stories on web sites or from books that describe the spiritual nature of food animals and plants, and the food traditions and folklore of various tribes, including their own tribe. Have the children compare and contrast the stories for their similarities and differences.

Vocabulary: Sacred, harvest, ceremony, bison.

Materials: No special materials are needed.

Resources: The Resources Section provides an extensive list of references about Indigenous foods and their stories.

Cross-curricular connections: Social studies, Health, Science.

CLASSROOM COOKING

Performance Objective: Children will help in cooking a meal from traditional and nutritious ingredients.

Background: Cooking in the classroom is a fun activity that allows everyone to sample healthy, tasty foods. Bison chili (or buffalo chili), posole stew, tortillas, and bread pudding are great recipes that are easy to make in the classroom and can be made in sufficient quantity so that everyone can enjoy a small bowl. The meat in the chili is low in fat and high in protein; and the beans are sources of vitamins, fiber, and iron (http://bisonamerica.com/Bison_America_Nutritional_Facts.htm). The posole stew is made from low-fat meat, the tortillas from whole wheat and canola oil, and the bread pudding uses light cheese and unsweetened apple juice.

Buffalo Chili

Ingredients:

- 1 lb. ground bison meat
- 1 medium onion, chopped
- 1 16-ounce can of pinto or kidney beans, rinsed and drained
- 1 16-ounce can of tomatoes
- 1/2 cup water
- 2 teaspoons chili powder
- 1/2 teaspoon salt
- 1/2 teaspoon pepper

1. Cook the ground bison and onion in a skillet on low heat until meat is browned and the onion is tender, about 10 minutes.
2. Add the beans, tomatoes, water, and seasonings.
3. Cover and simmer on low heat for 1 hour, adding more water if chili becomes too thick.

Makes about 7 (1 cup) servings.

Posole Stew (Hominy Stew)

Ingredients:

1lb dried posole, presoaked and rinsed or
2 large cans of hominy
1 pound of lean pork or 2 split skinless chicken breasts
1/4 c. chopped onion
1/2 t. crushed oregano
1-2 dried red chili pods (seeds removed) *Optional
Salt and pepper, to taste

The meat ingredients for this dish should be precooked at home: Place pork or chicken in a stock pot with 4 cups of water. Boil until cooked. Remove meat and shred or cut into bite size pieces. Cool stock and skim visible fat off top. Store meat and stock in plastic containers and refrigerate.

In the classroom: Combine meat, posole or hominy, and remaining ingredients in a crock pot. Add more water to stock if needed and heat on high temperature for 4 hours (until posole has popped if using dried posole). Season to taste. Add more stock or water if needed. It is important not to let the posole stew dry up.

Whole Wheat Flour Tortillas

Ingredients:

1 cup whole wheat flour
3 cups white flour
2 t. baking powder
1 t. salt
1/3 cup canola oil
3/4 cup of warm water

Combine all dry ingredients, add oil and water and work together with your hands to make a soft dough. Dough should not be sticky. If it is, slowly add more flour until not sticky and not staying on your hands. Knead for about 2 minutes and let sit for about 10 minutes covered with a clean towel.

Divide dough into 12 dough balls, roll out flat and cook one side on a hot, electric griddle, flip over and cook other side. Remove. Tortillas are best eaten warm. Makes 12 tortillas.

Bread Pudding

Ingredients:

8-9 slices of toasted bread
1/4 c. raisins
1/4 c. chopped pecans (optional)
1 t. cinnamon
1/2 c. shredded light cheddar cheese
3-4 cups naturally sweetened apple juice

Coat the inside of a crock pot with non-stick spray. Layer bread, raisins, pecans, cheese in the crock pot. Sprinkle cinnamon on the layer and pour on just enough juice to moisten bread. Repeat layering.

Set the crock pot on low setting and heat about one hour, until the cheese melts. Serve warm.

Teacher Tip: *Miss Rabbit urges the children to sample fruits and vegetables of different colors. Offer the children various chopped vegetables to go with their chili, stew, or tortilla, and a fruit for dessert. Venison also can be substituted for bison as a traditional meat.*

Materials: Electric skillet, crock pot or electric griddle, measuring spoons, can opener, paper bowls, plastic spoons, recipe ingredients. In many areas of the country, bison meat can be purchased at grocery store chains or may be obtained from tribal bison co-ops and other local meat retailers. Bison is available through the U.S. Department of Agriculture (USDA) Food Distribution Program on Indian Reservations (FDPIR). It will be necessary to have access to a refrigerator in the school cafeteria or teacher's lounge.

Resources: This recipe is provided by Buffalo Stampede in the USDA Food and Nutrition Service FDPIR Web site: (<http://www.fns.usda.gov/fdd/programs/fdpir/>). The FDPIR is a federal program that provides commodity foods (including Native bison) to low-income households living on or near Indian reservations. The posole stew, tortilla and bread pudding recipes are provided by Georgia Perez, author of the Eagle Books. See the Resources Section for a number of Web sites featuring Native American recipes.

Cross-curricular connections: Math (measurement), Health.

Learning about Diabetes Prevention

“FRIENDLY” FOODS OR “EVERYDAY” FOODS

Performance Objective: Children will be able to identify “friendly” foods or “everyday” foods that keep them healthy and help to prevent diabetes.

Background: We increase our chances of staying healthy and avoiding diabetes by eating - everyday - a balance of foods that provide nutrients to our bodies and help us to maintain a healthy weight. These are “friendly” foods that can be or should be eaten everyday. These foods are low in fat and sugar, low in salt, and high in fiber and vitamins. They also include carbohydrates like whole grain brown bread that takes longer to digest than bread made from white flour. To eat less fat, we should eat lean meat, fish, chicken, or turkey and low-fat or skim milk, and low-fat cheese and margarine. We also can bake, boil, or grill our food instead of frying it. We also should eat plenty of fruits and vegetables as well as whole grains and cereals. The following activities help children to identify “everyday” foods and “sometimes” foods that can be eaten occasionally.

Eat Your Colors! Miss Rabbit’s fruits and vegetables are very colorful. Most of them are red, yellow, orange, white, green, and blue. The bright colors tell us that they are full of certain kinds of vitamins, minerals, and other good things our bodies need. Fruits and vegetables also are usually low in fat and they have a lot of fiber (http://www.dhs.ca.gov/ps/cdic/cpns/press/downloads/Color_Spectrum.pdf). Here are some terrific, colorful fruits and vegetables:

- green vegetables (cabbage, turnip greens, broccoli, green pepper, green beans, green peas) and fruits (kiwis, honeydew melon, green grapes)
- blue/purple vegetables (eggplant, purple cabbage) and fruits (blueberries, blackberries, purple grapes, plums, purple figs)
- yellow/orange vegetables (carrots, pumpkins, sweet potatoes, winter squash, yellow sweet corn) and fruits (peaches, mangoes, pineapples, apricots, oranges, lemons)
- red vegetables (kidney beans, tomatoes, radishes, beets, red potatoes) and fruits (red apples, strawberries, raspberries, watermelon, and cherries)
- white and brownish vegetables (onions, white corn, turnips, cauliflower, mushrooms) and fruits (bananas, pears, white peaches)

Activity 1: Break the children into teams and ask them to list as many fruits and vegetables they can that are green, blue, yellow, orange, and red. Have the teams “compare and share” their lists with the other teams. Identify which ones are good for skin, eyes, bones, the heart, etc. Ask the teams to check off all the listed fruits and vegetables that they have eaten!

Munch Some Crunch! Being high in fiber, whole grain breads and cereals, seeds and nuts, and raw vegetables are crunchy, crispy, or chewy. Think of the 3 C’s (crunchy, crispy, and chewy) when you are trying to decide which foods are the healthiest!

Activity 2: Have the class list all the words and sounds they can think of to describe crunchy, crispy or chewy foods. List words like crusty, brittle, crinkle, or sounds like pow! pop! snap! crack! Describe what corn sounds like when it is popping!

Greasy Grimer—it’s a Slimer! We can sometimes detect fried foods and those high in fat because they feel greasy or leave an oil slick on paper.

Activity 3: Hand out paper bowls that contain samples of foods that are oily and foods that don’t contain fats (fatty: frozen French fries, potato chips, a piece of donut or snack cake with icing; and non-fatty: pretzels, celery, chopped apple, raisins). Ask the children to identify the “slimers” versus the “friendly” non-fatty foods. Have the children smear the foods on a piece of paper; the oily foods leave a slick and make the paper transparent. (Point out that potato chips are crispy—but does that make them healthy? Ask if potato chips are an “everyday” food or a “sometime” food. Potato chips are a “sometime” food because they are okay to eat sometimes, not everyday.)

Teacher Tip: *Coordinate the Eagle book reading with school meal menus or classroom tasting parties to reinforce and introduce children to new foods.*

Resources: See the Resources Section for a variety of children’s books that feature fruits and vegetables.

Cross-curricular connections: Health, Science, Math (measurement).

COLOR PLATES AND PLACE MATS

Performance Objective: Children will create guides for healthy eating by making their own “plate full of color” or place mat templates.

Activity: Children will draw or paste pictures of “everyday foods” on paper plates; or they can construct a place mat with four to five sections and draw or paste pictures of healthy foods in each section. Be sure to stress the different colors of the foods and how it is important to eat a variety of colors. Laminate the place mats so they can be used at lunch or taken home to share with family. Children can give the place mats to family members as gifts that help them to guide their food choices and prevent diabetes!

Materials: Large construction paper, glue, markers, old magazines, pictures of healthy foods from magazines, laminator.

Cross-curricular connections: Art, Health.

Book 4: “Tricky Treats”



Storytelling

WRITING COMMERCIALS AND ADS

Performance Objective: Children will write/perform radio and TV commercials or create newspaper and billboard ads trying to convince their classmates to buy and eat certain foods. The children can write and sing jingles as part of their commercials.

Activity: Divide the class into groups and have them engage in the following activities:

“Coyote” Commercials: Children write and present a commercial about fast food, snacks, and sodas. Ask the class “audience” to point out ways the commercial is trying to get them to eat “tricky treats.” List their observations on the board and have the class review ways commercials try to fool them into buying unhealthy foods.

Healthy Commercials: Children can create a new food product that will increase the general health of consumers or be designed to prevent diabetes. Their products can be funny or contain unexpected ingredients like “squash cookies,” a “vegetable sundae,” or a “bean cake.” Have the children make a Nutrition Fact Label for their new food.

Billboard Signs and Newspaper Ads: Children can write “copy” for newspaper advertisements or billboard signs and draw illustrations to sell their new healthy food product. When writing their ads, children should keep in mind they are trying to attract people who are concerned about health and want to prevent diabetes. Have the children distribute printed pages of their ads to the class or display their billboard. Would other children in the class want to buy these products? Do they sound tasty and healthy?

Vocabulary: Advertisement, commercial, jingle.

Materials: Poster board, crayons, and markers.

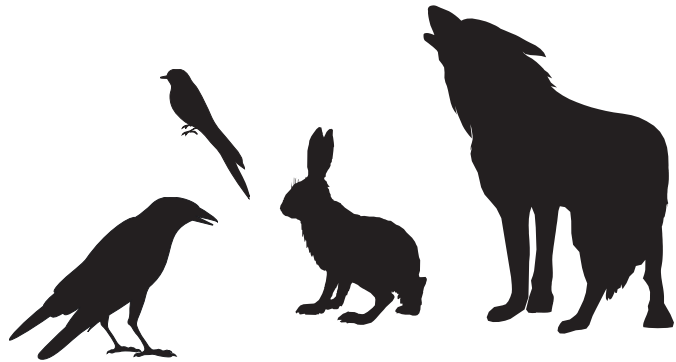
Cross-curricular connections: Health, Art, Language Arts.

Linking Native Culture and Health

LEARNING ABOUT TRICKSTERS

Performance Objective:

Children will explore and understand ways that tricksters can deceive us, make us laugh, and also teach us important lessons.



Background: Tricksters are a favorite story character of people all over the world. In many stories, foxes and rabbits outwit and laugh at people and other animals, tricking them into doing foolish things. On any weekend morning, children can watch Bugs Bunny fooling Elmer Fudd, or laugh at Wily Coyote being outsmarted by the Road Runner. However, a trickster is not always just a clown; sometimes he possesses magical powers or is a teacher trying to make people think or see their own foolishness.

In the story “*Tricky Treats*,” the trickster is the coyote; but different tribes tell stories about many kinds of animal tricksters, like ravens, hares, magpies, and spiders. Introduce the children to other kinds of animal tricksters found in the stories of American Indians and Alaska Natives. Some of these tricksters, like the spider, can camouflage themselves to look like something they are not, or they can transform themselves into other shapes.

Activity 1:

- Children will enjoy reading trickster stories told by many tribes. Many stories are available in books and on web sites. A number of these stories have been collected by Glenn Welker on the Indians.org web site. Print copies of the stories and have the children select three. Ask them to write about the jokes Coyote was playing or the lessons Coyote was trying to teach in each of these stories.
- The class can write a paragraph about Coyote’s tricky ways in “*Tricky Treats*.” The paragraph may address some of these questions: How does Coyote try to trick the children into eating too many “sometime” treats? Do they believe Coyote when he says he found someone’s backpack beside the road? Why do they think Mr. Eagle does not let Rain That Dances and his friends eat the treats in the backpack? What does Mr. Eagle say about Coyote taking the backpack? What is the “good trick” that Mr. Eagle and the children played on the owner of the backpack?

Activity 2: Bring examples to class of food products that are camouflaged to look healthy, but are not. Some of these food products claim to be “sugar free,” but are full of fat; others are labeled “reduced fat,” “lite” or “low-fat,” but are full of sugar and/or salt.

Muffins, cookies, yogurt, and dairy creamers are examples of foods that may be “tricked out” to appear healthier than they are. Low-fat frozen dinners may also mislead consumers into thinking they are healthy, when, in fact, they are very high in salt.

Other tricks include labeling high calorie, low nutrient foods as being made from “all natural” ingredients. Examples are sweet “fruit” drinks that contain very little fruit, and brown breads whose color suggests they are made from “wholesome wheat” or other whole grains, but they really just contain caramel coloring. Ask the class to find labeled food containers or magazine ads that promote unhealthy foods as healthy food choices, and bring them to school to share with others.

Materials: Copies of trickster stories, food containers, food advertisements from newspapers or magazines.

Resources: Some popular books and Web sites about tricksters are listed in the Resources Section.

Cross-curricular connections: Social Studies, Language Arts.

Diabetes Prevention Skills

COYOTE ADVERTISING

Performance Objectives: Children will learn how to detect deceptive advertising claims that promote the sale of unhealthy food products.

Background: Parents in communities often observe that one reason so many people get diabetes is because advertisers promote unhealthy, processed foods that lack nutrition and cause weight gain. Being a wise consumer, therefore, is a primary prevention strategy for reducing risk for developing diabetes. Generally, almost any fast food, cereal, candy, or snack/dessert commercial aimed at children will be selling a food product that is high in calories, sugar, and fat. Here are some ways children can be educated to recognize “tricky treats.”

- Advertisers use bright, happy colors to attract attention and they use clowns or cartoon characters to tell kids that these foods are fun or good for them (although they may not be).
- Children eating the treats on-screen or in the advertisements are often laughing, singing catchy songs, and dancing.
- Advertisers want children to think that everyone is buying their candy or snack; if they don’t have it at their house, they are being left out! The message is, “So, ask Mom to buy some today!”

Activities: Teachers can tape TV food commercials aimed at children and play them in the classroom. Children will watch the commercials and discuss/explain how they are meant to “trick” them into wanting to buy the foods they advertise. The class can then talk about other kinds of foods they would like to eat instead. Refer back to the healthy snacks that Rain The Dances and his friends are planning to eat in “*Tricky Treats*.”

Materials: Videocassette recorder/player, video cassette tape, TV.

Cross-curricular activities: Health, Language Arts.

OUTSMARTING COYOTE: READING FOOD LABELS

Performance Objectives: Children will read nutrition labels on food products and be able to identify those high or low in healthy ingredients.

Background: Nutrition Fact Labels identify the ingredients in a food product, the number of calories per serving, the vitamins and minerals in these ingredients, and their percentage of daily requirements. The first ingredient listed will be the largest amount, the second item will be the second most, and the last item will be the least amount. Unhealthy products are those that list the following ingredients first:

- High fructose corn syrup
- Sugar
- Lard or shortening
- Oil
- Sodium
- Artificial coloring or flavoring
- Preservatives

There is much information on food labels that is too complex for young children to comprehend. However, they can be taught the vocabulary (sugar, syrup, fat, oil, and sodium) and to recognize that foods with sugar/syrup or fats/oils as the first or second ingredient are not healthy everyday foods. Older children (third and fourth grade) can make judgments about whether a food is healthy based on the calories per serving and the percentages of vitamins, minerals, and fiber.

Activities:

- **Make copies of food labels and distribute them to the class.** Cereal labels are excellent examples. Ask children to identify the labels for healthy cereals and those for unhealthy cereals. The children should compare number of calories per serving, ingredients, and vitamin content. Make sure to include labels that show higher and lower calories per serving, and higher versus lower percentages of nutrients.
- **Field Trip:** The class can visit the local grocery store and engage in various label reading tasks. The children can compare/contrast the nutrition labels of the same food distributed by different companies (examples: hotdogs, soups, or juices) and they can record which company sells the healthiest product. They may also buy one can of the canned food that they determine to be the healthiest and compare/explain their selections when they return to the classroom.

Community Tip: *The class can collect the cans of healthy foods they have purchased and donate them to a local food pantry.*

Vocabulary: Vitamins, minerals, fiber, nutrition, sodium, artificial, sugar, syrup, fat, oil.

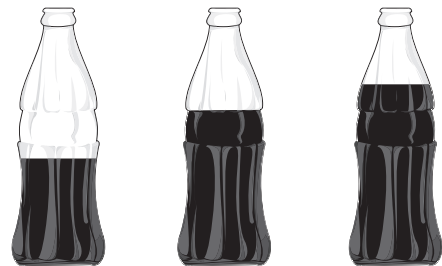
Materials: Nutrition Fact Labels from various food products.

Resources: Information about reading nutrition fact labels can be found at the U.S. Food and Drug Administration Web site at <http://www.cfsan.fda.gov/~dms/foodlab.html>. Also see pages 57 and 58 additional Web sites.

Cross-curricular connections: Language Arts, Math, Science, Health.

HIDDEN SUGAR

Performance Objectives: The children will be able to observe how much sugar they are consuming in sodas and sweetened sports drinks; and compare/contrast ways their ancestors quenched their thirst and stayed healthy with ways they can “drink healthy” today.



Background: Sodas or soft drinks are made from carbonated water—that is water with air pushed into it to make it bubble. Carbonated water tickles your nose and makes the soda fun to drink, but most sodas are full of sugar or syrup and artificial flavorings that provide lots of “empty” calories. Empty calories are a “big trick” because they don’t give the body any vitamins or healthy sources of energy.

Activity 1: Weigh an empty 20-ounce size soda bottle and have the children record the weight. Fill the empty soda bottle with the amount of sugar that is dissolved in regular soda (16 teaspoons) and weigh it. Have the children subtract the weight of the empty bottle from the weight of the bottle with the sugar added. This is the weight of the sugar in a regular soda. Repeat, adding 12 teaspoons of sugar to an empty 20-ounce bottle. This will demonstrate the weight of the amount of sugar in a sweetened sports drink.

Cap the bottles and pass them around the class so that they can see and feel how much sugar is *hiding* in these drinks.

Activity 2: Display a 20-ounce bottle of regular soda or soft drink and ask the class how can we find out how many calories are in it. (They should know to read the nutrition label.) Repeat for a 20-ounce bottle of sweetened sports drink; a 20-ounce bottle of water; and a 20-ounce bottle of diet soda. Compare the large number of calories in the soda and sports drink to the zero calories in the water and diet soda. Tell the children that if they want a “sometime” drink, diet sodas are fine, but it is always better to drink plain water.

Activity 3: Follow-up discussion topics: Have the children list all the various kinds of beverages they drink; then ask them to think what their great-great-grandparents did when they were thirsty.

- What did our great-great-grandparents drink?
- Where did they get their water?
- Have you heard your grandparents or great-grandparents speak about water?
- How did they talk about it?
- Do you remember stories that you have heard about water?

Activity 4: Making a Healthy Soda. Demonstrate to the class how they can make a healthy soda. Mix a can of unsweetened fruit juice (orange, apple, or cherry) with carbonated water and pour a small amount over ice in individual cups so that everyone can have a taste. For a really “super-healthy” soda, crush one pound of any kind of berry or small fruit (blueberries, blackberries, strawberries, cherries, etc.). Strain and mix the juice with carbonated water. This is an opportunity to remind the students that fruit juice is a type of sugar and should not be consumed in large amounts. Strain and mix the juice with carbonated water.

Teacher Tips: *These activities can be demonstrated to the class by the teacher or a group of students. Teachers may want to consult with tribal elders to find out about traditional beverages, such as teas (mint, lemongrass, sassafras), fruit and berry juice drinks, and various types of sweetening.*

Materials:

- 1 20-ounce bottle of regular soda or soft drink
- 1 20-ounce sweetened sports drink
- 1 20-ounce bottle of artificially sweetened “diet” variety of the same soda
- 1 20-ounce bottle of water
- 2 empty 20-ounce soda or soft drink bottles
- Sugar
- Sugar substitutes
- Water
- Weight scales
- Teaspoon
- Unsweetened fruit juice (orange, apple, or cheery)
- Carbonated water
- Ice
- Scales
- Cups

Cross-curricular connections: Health, Math.

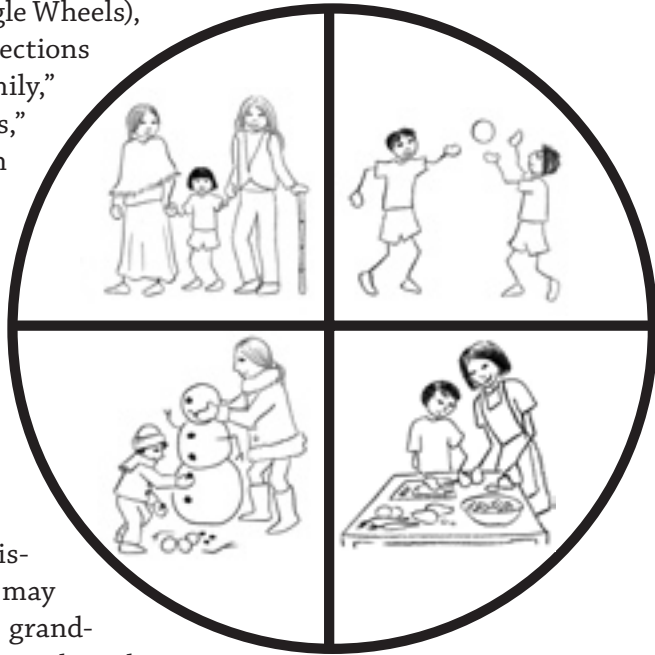
Independent Learning Activities

The four books in the Eagle Book series also can be used to create opportunities for independent learning. At learning centers, children can work together or alone at various activities that reinforce the Eagle's messages. Learning Center activities are excellent for younger children who are non-readers since they can listen to the stories on audio CD. Journal writing is an independent activity that is appropriate for all grade levels, kindergarten through third grade.

Learning Centers: An Eagle Book learning center may be set up in the classroom or community center with the Eagle Books, finger puppets, a tape recorder, and art materials: crayons, magic markers, paste, glue, felt squares, construction paper, old magazines, and scissors. Activities at the learning center can include:

- **Audiotaping** stories using the characters and themes of Eagle Books.
- **Listening** to the audiotapes.
- **Drawing** scenes of favorite characters, foods/plants, physical activities. Younger children can make a "picture dictionary" of healthy foods from magazine cut-outs or can draw pictures of "everyday" foods, fun games, powwow dancers, and other active figures.
- **Word Searches** using suggested key vocabulary.
- **Finger puppets.** Children can make their own Eagle finger puppets with felt cut-outs, colored cardstock paper, popsicle or craft sticks, glue, and color markers.
- **Murals.** Children work together on a mural depicting the Eagle Book characters. The mural can depict multiple scenes of the various characters from any of the four books.
- **Class books.** Children can interview their grandparents and older relatives about games they played as children; what they ate before there were convenience stores and grocery stores; ways their family and friends think that diabetes can be prevented. Children can then write up the stories and accounts they have collected and put them in a class book that is kept at the Learning Center for the whole class to read.
- **Eagle Wheels.** The children take part in activities to connect 1) family and 2) friends with 3) fun (physical activity) and 4) healthy food. Many Native cultures consider the number four to be a symbol of balance and harmony, the basis of good social, physical, mental, and spiritual health. The four directions, especially as they are represented in the quadrants of a circle, are often referenced in ceremonies and other healing activities. The four elements of "family, friends, fun, and food" can be a way to integrate healthy living with family and friend relationships.

Children can draw circles (or Eagle Wheels), dividing the wheel into four sections and labeling one section as “family,” and the other sections as “friends,” “food,” and “fun.” Then they can fill in the sections as they desire. They may write in the names of family and friends in those sections, and write about or draw physical activities they have done together or ways they try to eat healthy foods in the sections for fun and food, respectively.



An example of Eagle Wheels displayed at the Learning Center may show children walking with a grandmother or grandfather, playing catch with brothers and sisters or friends, building a snowman with an uncle or aunt, helping Mom pick out colorful vegetables at the market, or helping Dad choose a healthy snack.

JOURNAL WRITING

Performance Objective: Journal writing offers opportunities for creative thinking, personal reflection, and experience. Journals of pre-K children may look more like scrapbooks with drawings or pasted pictures. Topics might include:

- If you know someone with diabetes, what do they do to keep themselves healthy?
- What is your favorite way to have fun while being physically active? Is it a way Mr. Eagle might like?
- What is your favorite “everyday” food?
- What fruits, vegetables, and meats do you think your great-great-grandparents ate?
- What foods do you eat that your great-great-grandparents did not eat?
- Describe how you plan to spend more time playing outside and less time indoors watching TV and playing video games.
- A journal of what you have eaten in the last week—describe or draw pictures of the “everyday” foods and “sometimes” foods you have eaten.

Review and Revisit

The following suggestions will help the teacher or group leader to create ongoing activities that reinforce the concepts and skills already learned, and assist the teacher in the assessment and evaluation process. The purpose of these activities is to guide students in making wise choices in diet and exercise for the prevention of type 2 diabetes. Teachers can only evaluate the success of these activities by observing the choices students make. The Review and Revisit allows the teacher to monitor these choices in an authentic setting.

- Periodically revisit the books and ideas by re-reading the books and discussing with the children ideas they have learned.
- Bring in speakers from the community to reinforce ideas about how to stay healthy. There are many local IHS, tribal health, or urban Indian health diabetes programs that offer diabetes awareness, education, prevention, and treatment to communities. Invite team members from these programs to make presentations to classrooms and community organizations.
- Continue to play the games that the children have invented as well as the Native games they have learned.
- Continue to challenge the children to invite their families and friends to do something active with them every day. Reinforcing activities may include forming teams that compete at a group level to see which ones can engage in the most activities with their families and friends. Reports of home activities may be recorded on a chart. The whole class is rewarded periodically with small prizes and games.
- Assess eating habits periodically during the school year by having children report and record on a class chart the foods they have eaten during the preceding day or week.
- Continue to use ideas for journal writing and scrap booking that revisit the lessons the children have learned.

Resources

Supplemental Educational Information About Diabetes

- From 1958 to 2005, the number of people with diabetes has increased eightfold.
- 20.8 million Americans (7% of the U.S. population) were estimated to have diabetes. About 30% (6.2 million) of them were unaware they had the disease.
- Type 2 diabetes, which is linked to obesity and physical inactivity, is increasingly common among young people.
- People with diabetes have a shortage of insulin or a decreased ability to use insulin, a hormone that allows glucose (sugar) to enter cells and be converted to energy. When diabetes is not controlled, glucose and fats remain in the blood and, over time, damage vital organs.
- Diabetes can contribute to heart disease, stroke, blindness, kidney failure, pregnancy complications, lower-extremity amputations, and deaths that are related to flu and pneumonia. Heart disease is the leading cause of diabetes-related deaths, and death rates are about two to four times higher for adults with diabetes than for those without diabetes.
- American Indians and Alaska Natives are 2.2 times as likely to have diabetes as non-Hispanic whites.
- Recent research funded by the National Institutes of Health (NIH) has shown that people who are at risk of type 2 diabetes (e.g., are overweight and have higher than normal levels of glucose in their blood) can prevent or delay its onset by eating a healthy diet, by losing approximately 7 percent of their body weight if overweight, and by being physically active for at least 150 minutes a week or about 30 minutes, at least 5 days per week.

For more information about diabetes, please visit:

<http://www.cdc.gov/diabetes>

http://www.cdc.gov/diabetes/human_body.htm.

<http://www.diabetes.org>

<http://www.diabetes.niddk.nih.gov/>

<http://www.diabetes.org/diabetes-statistics/national-diabetes-fact-sheet.jsp>

<http://diabetes.niddk.nih.gov/dm/pubs/dictionary/>

<http://www.ndep.nih.gov>

Supplemental Educational Information About Eagles

- There are 59 different species of eagle. They are all predators or raptors and are excellent fliers with keen vision.
- Scientists loosely divide eagles into four groups based on their physical characteristics and behavior. The bald eagle is a sea or fish eagle.
- The bald eagle, our national bird, is the only eagle that is unique to North America.
- For many American Indians and Alaska Natives, the eagle represents balance, courage, healing, strength, and wisdom, and is seen as a messenger or a teacher.
- Bald eagles are found over most of North America – from Alaska and Canada to northern Mexico.
- About half of the world's 70,000 bald eagles live in Alaska.
- Dead or dying fish are an important food source for all bald eagles.
- Eagles are members of the same family as hawks, kites, and old-world vultures.
- Color–Both male and female adult bald eagles have a blackish-brown back and breast; a white head, neck, and tail; and yellow feet and bill.
- Size–The female bald eagle is 35 to 37 inches–slightly larger than the male. The male bald eagle is 30 to 34 inches. Bald eagles weigh from 10 to 14 pounds.
- Lifespan–Wild bald eagles may live as long as 30 years, but the average lifespan is probably about 15 to 20 years.
- Food – Even though they are fish eaters, they will take whatever prey is available and the easiest to obtain. A bald eagle is able to lift about 4 pounds.
- Hear a bald eagle's cry:
(http://magma.nationalgeographic.com/ngm/0207/sights_n_sounds/media2.html)

For more information about eagles, please visit:

<http://www.baldeagleinfo.com>

<http://www.indiana.edu/~bradwood/eagles/1eagles.htm>

http://www.wolf-ridge.org/whats_hap/nat_note_archive/bald_eagles.html

<http://www.nps.gov/webrangers/13up/eagle1.htm>

<http://www.nps.gov/noca/journey/activities/eagle/skagit01.htm>

http://www.npca.org/wildlife_protection/wildlife_facts/baldeagle.asp

<http://www.nps.gov/dena/home/resources/Wildlife/birdweb/index/birdwatchGE.htm>

Supplemental Educational Information About American Indians and Alaska Natives

- According to census reports, there are more than 4 million people who identify themselves as Native Americans in the United States.
- There are over 150 Native American languages in Canada and the United States.
- The U.S. government recognizes more than 560 tribal governments.
- There are about 350,000 Cherokee people today, primarily in Oklahoma and North Carolina.
- The Ojibwe are one of the most populous and widely distributed Indian groups in North America, with 150 bands throughout the north-central United States and southern Canada.
- Bear, Turtle, and Wolf are the three clans of the Oneida Indian Nation. The society is matrilineal, which means the clan and Nation membership all come from the mother.
- The Navajo Nation extends into the states of Utah , Arizona and New Mexico, and its population now surpasses 250,000.
- The Crees are one of the largest American Indian groups in North America. There are 200,000 Cree people today living in communities throughout Canada and in parts of the northern United States (North Dakota and Montana).

For more information about American Indians and Alaska Natives, please visit:

www.indians.org/
www.healing-arts.org/tribes.htm
www.native-languages.org/
www.navajo.org

Book 1: Through the Eyes of the Eagle



Diabetes Prevention Resources

Web Sites

AI/AN Community Resources

The Native Diabetes Wellness Program, a program of the CDC, is the sponsor of the Eagle Books and the Eagle's Nest, a safe place to visit where kids can learn more about living healthy and diabetes (<http://www.cdc.gov/diabetes/eagle/index.html>).

Eagle Book Ordering Information. Free single copies of the Eagle Books are available from the CDC at 1-800-CDC-INFO (1-800-232-4636). Bulk supplies of the books are available for a cost-recovery price through the Public Health Foundation at www.bookstore.phf.org.

Alaska Area Diabetes Team. This newsletter of the Alaska Community Health Representatives contains a host of articles with many ideas for children's activities (<http://www.alaska.net/~akdm/Program/links.htm>).

Awakening the Spirit: Pathways to Diabetes Prevention and Control is the Native American outreach and educational program of the American Diabetes Association (ADA), which is based on Strong in Body and Spirit! (University of New Mexico School of Medicine, Office of Native American Diabetes Programs). Through advocacy activities, development of educational materials and work with other organizations including IHS, CDC and NIH, Awakening the Spirit encourages American Indian/Alaska Native communities to fight diabetes by making healthy food choices and by being more active. Contact the American Diabetes Association for more information about living well with diabetes at 1-800-DIABETES (1-800-342-2383) or online (<http://www.diabetes.org/communityprograms-andlocalevents/nativeamericans/awakening.jsp>).

Strong in Body and Spirit! is a curriculum developed for tribal communities through the Office of Native American Diabetes Programs at the University of New Mexico Health Sciences Center in Albuquerque. This curriculum, the basis for the ADA's Awakening the Spirit, was built on an earlier version of "*Through the Eyes of the Eagle*." To learn more about the curriculum and diabetes in Native Americans, read their Web site: <http://www.laplaza.org/health/dwc/nadp/>

DETS (Diabetes Education in Tribal Schools). DETS is a project sponsored by the NIH. Located in eight Indian colleges across the country, its purpose is to develop and implement a school-based diabetes curriculum for grades K-12 that supports the integration of AI/AN and community knowledge with diabetes-related science. One of the participating colleges, Haskell Indian Nations University, offers an excellent Web site describing this program (<http://www.haskell.edu/soe/nihdets.htm>).

Diabetes: Finding the Balance—Caring for Your Body, Mind, Heart and Spirit.

This informative, humorous work was developed through a collaboration of representatives from: the Standing Rock Nation; the Spirit Lake Nation; the Turtle Mountain Band of Chippewa; the Man-dan, Hidatsa and Arikara Nations; KAT Productions; the North Dakota Department of Health Diabetes Prevention and Control Program; and the ADA North Dakota Affiliate. A free pdf of “Finding the Balance: Caring for your body, mind, heart and spirit” can be found online (<http://diabetesnd.org/Diabetes.ppt>).

Health for Native Life. To learn more about the Diabetes Prevention Program’s focus on healthy lifestyle balance, request Health for Native Life (DPP Special Edition). This magazine addresses ways AI/ANs prevent and manage diabetes and features stories about Native persons who are successfully balancing their lives with managing their diabetes. It also includes stories on tribal programs that are successfully meeting the diabetes needs of community members. To order, contact the IHS Diabetes Program: <http://www.ihs.gov/MedicalPrograms/Diabetes/resources/rde/index.cfm>.

Indian Health Service Division of Diabetes Treatment and Prevention. Search the catalog and find many resources for parents and teachers on diabetes in AI/AN communities. Phone: 505-248-4182. (<http://www.ihs.gov/medicalprograms/diabetes>)

Kahnawake Schools Diabetes Prevention Project. To learn about how other tribes are preventing diabetes, check out Taking the Responsibility to Heal Ourselves, a 25-minute information video on the experiences of the successful three- year Diabetes Prevention Project in Kahnawake, a Mohawk Territory (Native American/First Nations People) located near Montreal, Canada (<http://www.ksdpp.org/shop.html>)

Message of Hope: We can prevent diabetes in Native American communities.

This video, funded by the National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK), National Institutes of Health, was developed in conjunction with the Diabetes Prevention Program (DPP) participants and participating tribes. The video can be ordered from Bloom Video Production, 602-493-3195. For more information, visit <http://www.preventdiabetes.com> or call the NIDDK at 301-496-3853.

National Diabetes Education Program (NDEP). NDEP, a program of NIH and CDC, provides a series of colorful, reproducible tip sheets about diabetes management and prevention. The first 25 copies of each tip sheet are provided at no cost.

- “Tips for Kids: What is Diabetes?” (NDEP-63)
<http://catalog.niddk.nih.gov/etail.cfm?ID=592>
- “Tips for Kids: Be Active” (NDEP-64)
<http://catalog.niddk.nih.gov/detail.cfm?ID=589>
- “Tips for Kids: Stay at a Healthy Weight” (NDEP-65)
<http://catalog.niddk.nih.gov/detail.cfm?ID=591>
- “Tips for Kids: Eat Healthy Foods (NDEP-66)
<http://catalog.niddk.nih.gov/detail.cfm?ID=590>
- “Dealing with the Ups and Downs of Diabetes” (NDEP-81)
<http://catalog.niddk.nih.gov/detail.cfm?ID=823>
- “Helping the Student with Diabetes Succeed: A Guide for School Personnel” (NDEP-61)
<http://catalog.niddk.nih.gov/detail.cfm?ID=530&CH=NDIC>

NIH fact sheet. The fact sheet presents information about diabetes and American Indians. This site describes diabetes, discusses how serious it is among American Indians, defines type 1 diabetes and type 2 diabetes, “impaired glucose tolerance,” and covers genetic and lifestyle risk factors, including body weight, diet and physical activity
(<http://diabetes.niddk.nih.gov/dm/pubs/americanindian/#22>).

Strong in Body and Spirit! is a curriculum that was developed for tribal communities through the Office of Native American Diabetes Programs at the University of New Mexico Health Sciences Center in Albuquerque. This curriculum, the basis for the ADA’s Awakening the Spirit, was built on an earlier version of “Through the Eyes of the Eagle.” To learn more about the curriculum and diabetes in Native Americans, visit their Web site (<http://www.laplaza.org/health/dwc/nadp/>).

Ways Native Communities Can Take Action Against Diabetes. For more information, go to <http://www.apha.org/journal/nation/aidiabetescover0404.htm>.

Za-geh-do-win Information Clearinghouse, based in Ontario, Canada, has diabetes prevention videos, coloring books, other educational materials, etc. for Native Kids from first grade and higher (<http://www.za-geh-do-win.com>).

Diabetes-Specific School and Health-Promotion Curriculums

RISTRA Curriculum. This American Indian-specific, school health education curriculum for grades K-6 includes lesson plans for each grade level and a list of videos, student booklets, posters, puppets, etc. and potential vendor sources for each item. The classroom materials and student consumables must be purchased separately. Training on the RISTRA curriculum can be arranged by calling the Health Education Program at the IHS Albuquerque Service Unit at 505-256-2924. Limit one per order.

Sandy Lake Diabetes Curriculum. The program was designed to address the many levels of influence on children's behaviors that were associated with making healthy food choices and physical activity. The four components of this program include a classroom curriculum, family outreach, peer activities, and changes in the immediate school and grocery store environment (<http://www.sandylakediabetes.com/5b-classrooms.html>).

WOLF. This diabetes-prevention curriculum for children, called WOLF (Work Out Low Fat) has been developed by the Minnesota Department of Health in collaboration with tribes in Minnesota. The curriculum is for younger children (K-6 or lower) and features a crane and turtle as some of the principal characters (www.health.state.mn.us/diabetes/committees/wolf.html).

General Information Sources

ADA. For general information about diabetes and diabetes prevention, call 1-800-DIABETES or go to www.diabetes.org. The ADA Youth/Children Web site is available online (www.diabetes.org/wizdom).

Diabetes Dictionary and Topics. Diabetes terms are explained and defined at this site(<http://www.diabetes.niddk.nih.gov/dm/a-z.asp>).

Board Games. This site gives instructions for how to order a Trivial Pursuit-like interactive educational board game about type 1 and 2 diabetes. The game, developed by Tracey Associates and the Pushpin Group, Inc., is suitable for third graders and all older age groups. Players can learn what causes type 2 diabetes, can resolve fears and dispel myths about the disease, and can learn what to do (and not to do) to help family members with diabetes manage it successfully (<http://www.learningaboutdiabetes.com/Game/>).

Helping the Student with Diabetes to Succeed. This comprehensive guide is designed to empower school personnel, parents, and students to create a safe learning environment and equal access to educational opportunities for all students with diabetes. Definitions for types 1 and 2 diabetes are also provided (<http://www.ndep.nih.gov/diabetes/youth/youth.htm>).

Book 2: Knees Lifted High

Activity Resources



Web Sites

Active Start: A Statement of Physical Activity Guidelines for Children Birth to 5 Years. National Association for Sport and Physical Education, 2002. This 25-page document contains guidelines and information for teachers, parents, caregivers, and health providers who are interested in promoting physical activity in infants, toddlers and preschoolers. The cost is \$13 for nonmembers plus shipping and handling costs. Address orders to: AAHPERD Publications, P. O. Box 385, Oxon Hill, MD 20750, 1-800-321-0789, or order online at www.aahperd.org/naspe. Order Stock No. 304-10254.

BAM! Body and Mind will tell you all you need to know about all the stuff that matters (<http://www.bam.gov>).

Break Free of TV! Sponsored by the TV-Turnoff Network, a national nonprofit organization, this campaign encourages children and adults to watch much less television, in order to promote healthier lives and communities. If you are a teacher and want to help your students break free of TV, consider organizing a TV-Turnoff Week or using More Reading, Less TV in your classroom. Organizer Kits and National TV-Turnoff Week Kits are available. Contact: TV Turnoff Network, 1200 29th Street, NW, Lower Level #1, Washington, DC 20007, phone: 202-333-9220, www.tvturnoff.org.

Bright Futures in Practice: Physical Activity (2001) provides developmental guidelines on physical activity for the periods of infancy through adolescence. Developed by the National Center for Education in Maternal and Child Health, Georgetown University, the guide offers current information on screening, assessment, and counseling to promote physical activity and to meet the needs of healthcare professionals, families, and communities(<http://www.brightfutures.org/physicalactivity/about.htm>).

CDC Brochures for Parents, Teachers, and Principals to Increase Physical Activity Among Youth. These colorful brochures are designed to help parents, teachers, and principals increase physical activity among elementary and middle school-aged youth. View these brochures online or order free hard copies to read motivating messages and specific activity ideas for the home, the school, and the community. To order by phone, call 1-888- 231-6405 or online (<http://webapp.cdc.gov/IXPRESS/PUBSPROD/DASH+BOOK/DASH.DML>). **FREE**

- **Parent Brochure:**

<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/pdf/parent.PDF>

- **Teacher Brochure:**

<http://www.cdc.gov/HealthyYouth/physicalactivity/brochures/pdf/teacher.PDF>

Exercise Progress Chart and Stickers. The site provides very low-cost classroom materials such as a Weekly Exercise Progress Chart and Exercise Sparkle Stickers. The chart can be used to motivate kids to set activity goals and is easy to customize to each child in the class (<http://www.trendenterprises.com/ProdOneDetail>).

Family Physical Activity. Get more ideas about making physical activity a regular part of family life from a free parent brochure (<http://www.cdc.gov/HealthyYouth/PhysicalActivity>). **FREE.** Games Kids Play. This great site lists dozens of games organized by type: ball games, chasing games, strength games, circle games, etc. Excellent instructions are provided including more than 40 jump rope rhymes (<http://www.gameskidsplay.net/>)

Inuit Games. Descriptions of games that are played by the Inuit are found online (<http://gamesmuseum.uwaterloo.ca/vexhibit/inuit/html>) and (<http://www.teacher.scholastic.com/lessonrepro/lessonplans/ect/nativegames.htm>).

Kids-Walk-to-School Guide. Coordinate an effort to get more students walking or biking to school. To get the starter kit, go to <http://www.cdc.gov/nccdphp/dnpa/kidswalk>

Move It and Reduce Your Risk of Diabetes. The National Diabetes Education Program American Indian/Alaska Native Work Group developed the Move It! kit to promote physical activity among AI/AN youth. The kit contains a series of three fullcolor posters that show American Indian teenagers actively engaged in a variety of physical activities that teens themselves like to do - running, playing basketball and volley ball and lifting weights. To order Move It!kit with posters, tip sheets, fact sheets, and case studies from schools that have used the Move It! posters, contact: The Association of American Indian Physicians at 877-943-4299 or visit <http://www.aaip.com>. You can also order a free kit from NDEP.

Native Dancer Diabetes Education Video Game. This site describes a project under development by North Dakota State University and the White Earth Reservation Tribal Council. Native Dancer will incorporate the emerging genre of video games that include physical exercise (<http://natedancer.ndsu.edu/home/>).

Pathways Study in American Indian Schools: American Indian Games Manual. The curriculum contains 24 traditional games. It engages students in daily physical activity through participation in modified traditional games done in the classroom, recess or outside free area. It includes an "Exercise Break Box" of classroom exercise break activities for 3 to 5 minutes (<http://hsc.unm.edu/pathways/Downloads/pactivity.htm>)

Physical Activity Stickers and Posters. CDC's Youth Media Campaign (YMC) Web site offers free materials that motivate children to be physically active. Although aimed at children aged 9-13 years, the program offers materials like "Verb" stickers that may be used to encourage younger children to "climb," "bounce," or "splash." The YMC is also providing a free "Native Style" poster to display in youth-oriented venues that serve American Indian children. **FREE** (http://www.cdc.gov/youthcampaign/materials/order_form).

Playground Safety. Kids Health information from the Nemours Foundation on playgrounds and outdoor play equipment safety (<http://www.kidshealth.org>).

Ready to Learn: 10 Ways to Improve Children's TV Viewing Practices. This site, sponsored by Arkansas Educational Television Network , offers ways that parents can positively influence their children's TV viewing habits. Topics include learning how to resist commercials, watching TV with kids, finding the right messages, setting limits and finding other recreational options (<http://www.aetn.org>).

Rez-Robics. Produced by Dream Catchers and the Navajo Health Promotion Program copies of these exercise videos are distributed free of charge to Native American communities across North America. phone: 310-457-1617; online (http://www.dreamcatchers.org/rezrobics/order_info.html). **FREE.**

SPARK Early Childhood Physical Activity Program. Pathways Physical Education units are from a very successful program called SPARK (Sport, Play, and Active Recreation for Kids) that was developed to increase physical activity during PE class in ways that are creative and fun for both students and teachers. SPARK has been shown to increase time engaged in "moderate to vigorous" physical activity by as much as 50 percent. SPARK is one of the most thoroughly evaluated PE programs. Phone (1-800-SPARK-PE), E-mail spark@sparkpe.org, or <http://www.sparkpe.org/index.jsp>.

Walking Groups at School. America On the Move Program. You can register a single classroom, a school, a school district, or Head Start Program for free with the Basic Group participation. Faculty and staff as well as students may participate. Promotional materials are available at no cost to the group administrator after registration. Teachers and students find AOM programs to be simple and fun. **FREE**; online at www.americaonthe-move.org.

Phone Order Sources

“Max’s Magical Delivery: Fit for Kids” is a fun, interactive DVD targeted for children ages 5-9 and their families. The DVD offers suggestions to find fun ways to get physically active inside and outside, and to get away from the TV and computer screens. There is a separate section for parents on small, achievable steps they can take to encourage these healthy habits in their children and themselves. The DVD was created by Discovery Networks in partnership with Department of Health and Human Services (DHHS) and Agency for Healthcare Research and Quality (AHRQ). To order by phone, call the AHRQ Publications Clearinghouse at 1-800-358-9295 to order Product No. 04-0088-DVD.

Games and Physical Activity Books for Children

101 Dance Games for Children

Author: Paul Rooyackers

Publisher: Hunter House

Level: Ages, 4+

This book encourages children to interact and express how they feel, without words, in creative dance movement. Included are meeting and greeting dance games, cooperation games, story dances, and party dances.

Activities for Gross Motor Skills Development

Author: Jodene Smith

Publisher: Partners Pub Groups

Publication date: 2003

Level: Ages 4-6

Gives preschool and first grade students a full-body workout to build body awareness and improve overall movement. Includes background information, skills checklists, ideas for ball and equipment usage, sensory experiences, and more.

From Head to Toe

Author: Eric Carle

Publisher: Harper-Collins

Publication date: 1999

Level: Pre-kindergarten and kindergarten

Children exercise each part of their body, mimicking the activities of an animal helper.

“I am a crocodile and I wriggle my hips! Can you do it?”

Go Outside!

Author: Nancy Blakey
Publisher: Tricycle Press
Publication date: 2002
Level: Ages 8+

Today's children, plugged into video games and inundated with marketing messages, don't get outside to feed the squirrels, feel the wind, and smell the flowers. This book offers urban and rural kids dozens of outdoor activities that keep them physically active and provide memorable experiences with family and nature. Nancy Blakey, a well-known author of activity books for children, has her own Web site at www.nancyblakey.com.

Movement in a Steady Beat

Authors: Elizabeth Carlton and Phyllis Weikert
Level: Ages: 3-7

This book includes a CD of rhymes and action songs. It provides movement experiences that focus on feeling and expressing to a steady beat. The physical activity has cross-curricular connections to language skills, vocabulary development, and group participation. Available from Educational Record Center, 3233 Burnet Mill Drive, Suite 100, Wilmington, NC 28402; 1-888-372-4543.

Parachute Play

Authors: Liz & Dick Wilmes
Publisher: Gryphon House
Publication date: 2000
Level: 3-8

Parachutes are one of the most versatile pieces of equipment to use with young children outdoors. Children work as team to turn a parachute into ocean waves, an igloo, a mushroom or a popcorn popper. The 50 non-competitive, cooperative games included in the books build language and listening skills, and fine and gross motor skills. Parachutes can be constructed by parent volunteers or ready-made six foot parachutes with six handles can be purchased at a cost of \$12.

The Busy Body Book: A Kid's Guide to Fitness

Author: Lizzie Rockwell
Publisher: Crown
Publication date: 2004
Level: 4-8

An excellent reference for parents and teachers who wish to provide elementary school children with a refreshing look at how the body works. It is invigorating, filled with energy, and is sure to inspire children and grown-ups to "get busy."

Book 3: Plate Full of Color

Nutrition Resources



Web Sites

Nutrition Information and Materials

Coloring Books! This site, sponsored by the National Institute of Environmental Health Sciences, provides free illustrations suitable for online coloring with “magic crayons” or as printed pages that can be colored with the old-fashioned kind. The coloring pages include nutritional and physical activity topics as well as subjects about protecting the environment, such as the “Auntie Pollution Coloring Book,” “Sunshine Makes the Flowers Grow” and “Keep the Forest Clean, Green and Healthy.” These environment-friendly materials are excellent complements to Miss Rabbit’s message about protecting Mother Earth. **FREE.** <http://www.niehs.nih.gov/kids/color.htm>

Drinking Water for Health. This site describes the benefits of drinking water for health, stamina, fuel, and building muscle. <http://www.building-muscle101.com>.

Get Growing-From the Ground Up-Team Nutrition Garden.
<http://www.fns.usda.gov/tn/Educators/Garden/index.html>.

Harvest of the Month. This site of the California State Department Health Services provides the tools and resources to give students hands-on opportunities to explore, taste and learn about the importance of eating fruits and vegetables (<http://www.harvestofthemonth.com>).

Head Start Training Modules and Workshops. Indian Health Service National Nutrition and Dietetics Training Program. www.ihs.gov/MedicalPrograms/Nutrition/

Healthy Lunches. This article, posted online by the Associated Press, describes new school policies that were adopted in 2004 by the Buffalo, NY, public schools to prevent chronic diseases like diabetes. To promote healthy eating, the “Healthy School Lunch” program gives tangible rewards to students who choose fruits and vegetables in the lunch line. Teachers and parents may be interested in reading about this approach and linking to other sites that describe how school boards can be influenced to enact policies that support healthy eating. <http://www.healthylunches.org>.

Nutrition Posters and Brochures. This site offers free materials including the “Fruit and Vegetable Challenge Packet,” “Healthy Eating Helps You Make the Grade” and “Helping Students Learn to Eat Healthy” brochures, the “Ten Steps for Parents” flyer and many more! **FREE.** <http://www.fns.usda.gov/tn/Resources/NTISform.html>.

Shake It Up! with Fruit and Veggies is a compilation 17 fruit and vegetable songs. The project was created by the Los Angeles Unified School District with funding from the United States Department of Agriculture's Food Stamp Program through the *California Nutrition Network for Healthy, Active Families* ([http://fruit and veggiefun.com](http://fruitandveggiefun.com)).

TEAM Nutrition-Youth Activities.

http://www.fns.usda.gov/tn/Educators/Youth_Activities/index.html.

The New Food Guide Pyramid. The food pyramid has been rebuilt! Check out this web site for a "kid-friendly" interpretation of the new guide.
[http://kidshealth.org/kid/stay_healthy?food/pyramid .html](http://kidshealth.org/kid/stay_healthy?food/pyramid.html).

United States Department of Agriculture (USDA). "My Pyramid: Steps to a Healthier You." This site has free downloadable posters and features a *My Pyramid Plan Box and My Pyramid Tracker* which allows detailed assessment of an individual's food intake and physical activity. **FREE.** <http://www.mypyramid.gov/>

Native Foods Recipes and Cookbooks Online

Cookbooks for Kids. USDA TEAM Nutrition site.

<http://www.fns.usda.gov/tn/Students/Fun/Readers/cookbooks.html>.

Inuit Foods. An outstanding site that describes Inuit foods and celebrations is <http://www.arcticblast.polarhusky.com/nomad/nomad.nsf/weeklytopics/week04>

Navajo Recipes. A great corn soup recipe from the southwest is available on this site, which is sponsored by Walton Feeds, Inc., a producer of dehydrated foods. The company sponsors a Navajo Home Page that describes a process for drying corn. Children can dry corn in the classroom and then cook the corn in a simple recipe suitable for a crock pot or electric skillet. <http://waltonfeed.com/peoples/navajo/index.html>.

Oneida Nation Three Sisters Cookbook. This online cookbook provides many traditional recipes for corn, squash, and beans. <http://oneida-nation.net/FRAMESfood.html>

Plains Buffalo Recipes. This site provides recipes for numerous buffalo stews, meatloaf, and chile. www.angelfire.com/ct/deerwhorns/narecipes.html

The Sweet Lure of Chocolate. Children may be interested in the origins of chocolate, an "American Invention" of the Olmecs, Mayans, and Aztecs. Chocolate and its negative and positive health effects are discussed in this article from Exploratorium Magazine. http://www.exploratorium.edu/exploring/exploring_chocolate/

Three Sisters Cookbook. The Kahnawake Diabetes Prevention Project's cookbook featuring corn, beans, and squash. <http://www.ksdpp.org/shop.html>
For a description of the Iroquois legend of the Three Sisters, go to http://www.carnegiemuseums.org/cmnh/exhibits/north-south-east-west/iroquois/three_sisters.html

Traditional Foods of the Cree People. Among the many recipes on this site is one for "Nut Butter," which requires grinding up nuts and mixing them with a teaspoon of honey. Children can make their own Nut Butter and spread it on whole grain bread for a healthy snack. <http://www.aurora-inn.mb.ca/food.html>.

Tsalagi (Cherokee) Recipes. This site includes drinks, breads, soups, and vegetable dishes of the Cherokee. The "corn and beans" recipe, which includes walnuts and molasses, is a very healthy dish, appealing to kids' taste buds and suitable for classroom cooking. <http://members.tripod.com/~sekituwahnation/index/recipes.htm>.

Nativetech: Food and Recipes. This site is a collection of recipes submitted by tribes from all over North America. If you are looking for beverage, meat or poultry, fruit and vegetable, or bread recipes that represent all the Nations (including Metis from Canada and numerous California tribes), you will find it here. <http://www.nativetech.org/food/index.php>.

Wild rice (Mahnoomin) of the Ojibwe. Recipes of the Ojibwe people are featured on this site, including a wild rice and grape salad recipe, that would be suitable for making snacks at home and "classroom cooking." http://www.kstrom.net/isk/food/r_wild.html.

Yakima Recipes. This resource, located on the Association of American Indian Physicians web site, provides recommended servings of today's foods and traditional foods. It was developed by the Yakima Tribal WIC Program and the Washington State Department of Health. <http://www.aaip.com/>

Books about American Indian/Alaska Native Foods

The Art of American Indian Cooking: Over 150 Delicious, Authentic and Traditional Dishes from five North American Regions

Authors: Yeffe Kimball and Jean Anderson

Publisher: Globe Pequot Press

Publication date: 2000

Alaska Native Food Practices, Customs and Holidays

Author: Karen Halderson

Publisher: American Dietetic Association

Publication date: January, 1998

Navajo Food Practices, Customs and Holidays

Authors: Karen Bachman-Carter, Roberta M. Duncan and Suzanne Pelican

Publisher: American Dietetic Association

Publication date: January, 1998

Northern Plains Indians Food Practices, Customs and Holidays

Authors: Nonie Woolf, Kibbe Conti, Charlene Johnson, Virginia Martinez, Jody McCloud and Elenora Zephier

Publisher: American Dietetic Association

Publication date: 1999

Spirit of the Harvest: North American Indian Cooking

Authors: Beverly Cox and Martin Jacobs

Publisher: U. S. Media Holdings

Publication date: 1991

Children's Books

Belly Laughs

Author: Charles Keller

Publisher: Simon and Schuster

Publication date: 1990

Level: Ages 4-8

Includes 75 food jokes and illustrations written especially for children.

Blue's Snack Party

Author: Sandra Landy

Publisher: Simon Spotlight

Publication date: 2000

Level: Ages 4-5

Blue's friends bring healthy snacks to a party. Discover each snack by lifting flaps that reveal ingredients, recipes, and finished dishes.

Cherokee Legends Audiotapes, 1, 2 (includes a similar story to First Strawberries)

Kathi Smith Littlejohn

Cherokee Publications, 1993.

P. O. Box 430

Cherokee, NC 28710

Telephone: 704-488-8856

Corn is Maize: The Gift of the Indians

Author: Alik

Publisher: Harper Trophy

Publication date: 1986

Level: 4-8

This story describes how Native American farmers found and nourished a wild grass plant long ago, and how corn is grown and used today.

Eating Fractions

Author: Bruce McMillan

Publisher: Scholastic Press

Publication date: 1991

Level: Ages 4-8

Two young children share a meal of food items that have been sectioned into a number of pieces such as a halved banana and a roll that breaks into three pieces.

Gregory, the Terrible Eater

Author: Mitchell Sharmat

Publisher: Scholastic

Level: Ages 4-8

Gregory the Goat likes eggs, vegetables, fruit and fish. But his parents want him to eat junk food! (This story is also featured as part of learning activity called “Quest for Health” at <http://www.bgsu.edu/colleges/library/crc/webquest/gregory/index.htm>)

Growing Vegetable Soup

Author: Lois Ehlert

Publisher: Voyager Books

Publication date: 1990

Level: Ages 4-8

After planting, watering, and watching the vegetables grow in their garden, a father and son cook them into a soup. Recipe included.

I Eat Vegetables

Author: Hannah Tofts

Publisher: Evans Publishing Group

Publication date: 1999/2001

Level: Very young children

A mixture of art, photography, and large, clear type introduces children to fruits and vegetables.

I Will Never Not Ever Eat a Tomato

Author: Lauren Child

Publisher: Candlewick Press

Publication date: 2000

Level: Ages 4-8

Lola’s sister Charlie convinces her to eat fruits and vegetables. For example, Charlie calls mashed potatoes “cloud fluff from the pointiest peak of Mount Fuji.”

Lunch at the Zoo

Author: Brenda Cartee Lee

Publisher: Little Cottage

Publication date: 2003

Level: Pre-k – 3.

Educational, amusing, and colorful, this book shares the escapades of a little boy named Bubba in order to teach children the benefits of choosing a healthy diet.

Native American Gardening: Stories, Projects, and Recipes for Families

Authors: Michael J. Caduto and Joseph Bruchac

Publisher: Fulcrum

Publication date: 1996

Level: Elementary School

Oliver's Vegetables

Author: Vivian French

Oliver won't eat anything except chips. But, when he goes to stay with his grandparents, Oliver has to strike a bargain. If he can find the potatoes in his grandfather's vegetable garden, Oliver can have chips. But he must eat all the other vegetables he finds during the hunt.

Pass the Fritters, Critters

Author: Cheryl Chapman

Publisher: Houghton-Mifflin

Publication date: 1993

Level: Ages 4-5

Should the bunny pass the honey? Should the parrot pass the carrots? Not without the magic word!

The Beastly Feast

Author: Bruce Goldstone

Publisher: Henry Holt and Company

Publication date: 1998

Level: Ages 4-5

At the great animal feast, bears bring pears and mosquitoes bring burritos.

The Carrot Seed (Board Book)

Author: Ruth Krauss; Illustrator: Crockett Johnson

Publisher: Harper Collins

Publication date: 1993

Level: Baby-preschool

A little boy plants a carrot seed....

The First Strawberries: A Cherokee Story

Author: Joseph Bruchac and Anna Voitech

Publisher: Puffin

Publication date: 1998

Level: Ages 4-7

This story explains the origins of strawberries, grown by the sun to help heal a rift between first man and first woman. Through the symbolic sweetness of the strawberries, they learn the meaning of friendship and love.

The Race Against Junk Food

Author: Anthony Buono

Publisher: Barnes and Noble

Publication date: 1997

Level: Ages 4-8

Tommy and the Snak Posse (which includes fruit/vegetable people) win a footrace against the junk food “Sugar Coat” Gang.

The Vegetable Show

Author: Laura Krasny Brown

Publisher: Little Brown and Company

Publication date: 1995

Level: Ages 4-8

Watch vegetables do a little vaudeville in their attempt to dance and sing their way onto the plates and into the hearts of kids. Kids will truly be tempted by the delightful characters including the Tip-Top Tomato Twins and Bud the Spud.

The Very Hungry Caterpillar (Board Book)

Author: Eric Carle

Publisher: Philomel Books

Publication date: 1994

Level: Baby-preschool

The caterpillar eats his way through the week (and book) before changing into a beautiful butterfly.

“Neat Solutions for Healthy Children.” This web site (<http://www.neatsolutions.com>) provides information about the book series **“What is for lunch?”** by Pam Robson and Claire Llewellyn. For ages 4-8, this series includes books about bananas, milk, peanuts, potatoes, rice, corn, peas, and bread. This site also features the **True Book** series, also for children 4-8, which includes the books, “Tomatoes,” “Apples,” “Wheat,” “Bananas,” “Corn,” and “Sugar” by Elaine Landau; “Vitamins and Minerals” by Joan Kalbacken; and “American Indian Foods” by Jay Miller. “Good Enough to Eat” by Lizzie Rockwell and “Eating Right,” books for first graders published by Teacher Created Materials, are also featured. This site also provides information about family gardening.

What Am I? Looking Through Shapes at Apples and Grapes

Authors: Diane and Leo Dillon

Publisher: Blue Sky/Scholastic

Publication date: 1997

Level: Ages 3-7

Invite children to guess each food described in a rhyme and shown through a hole.

Book 4: Tricky Treats



Wily Food Claims and Wise Food Choices

Web Sites

Advertising and Children's Health. This topic is highlighted on the "Children Now" web site. As useful background material for teachers and parents, the article identifies health problems such as obesity and being overweight, smoking and drinking, which are related to consumption patterns promoted by advertising. The site recognizes food companies that are promoting positive health messages. <http://www.childrennow.org>.

Children's Energy Needs Calculator. This simple online calculator is provided by the USDA/ARS Children's Nutrition Research Center at Baylor College of Medicine. Although counting calories is not advised or necessary for healthy children, understanding energy needs can help children better appreciate the importance of physical activity and smart food choices. http://www.kidsnutrition.org/consumer/nyc/vol1_03/energy_calculator.htm.

Food and Nutrition: Choices for Health. This site, developed by Iowa State University, provides information about what parents, communities, and child care providers need to know and do about raising healthy children. Topics include child obesity, physical activity, healthy food choices, and TV watching. The site features a four-book series titled "Raising Healthy Kids" with additional web site resources. <http://www.extension.iastate.edu/nutrition>

Food Matters. This is a nutrition newsletter posted online quarterly for families with children under age 5. Distributed by a partnership of Australian education, nutrition, and medical organizations, the content addresses issues that also affect American children: the role of families, the community, and schools in influencing children's food choices, healthy food/snack options; and ways to increase positive eating behaviors. <http://www.chdf.org>.

Healthful Food Choices for Kids. This article appeared in the San Diego Union-Tribune, January 22, 2005, and provides tips that help kids and parents make healthy lifestyle choices. Suggestions include ways to deal with "tricky" nutrition questions relating to portion sizes, use of food as a reward, how to eat "on-the-go," and role modeling for children. http://www.signonsandiego.com/uniontrib/20050122/news_1c22fittip2.html.

Lesson plans to improve media literacy. This media literacy online project, sponsored by the College of Education at the University of Oregon, offers lesson plans on truth in advertising and food marketing. Many of the suggested activities complement the messages in the Eagle Books. <http://interact.uoregon.edu/MediaLit/mlr/courses/Sauerland/lesson.html>.

Media Literacy Expectations and Activities. The Ontario Media Literacy Web site offers great ideas for Grades 1-3 regarding development of critical thinking skills about advertising, television, music, and popular culture. Some activities focus specifically on food advertising and nutrition. <http://www.angelfire.com/ms/Medialiteracy>

Native Culture

Trickster Stories. To access coyote stories of the Pima, Chippewa, Blackfeet, Navajo and Caddo nations and others, go to <http://www.indians.org/welker/coyote.htm>.

To download the Inuit story, “The Raven Steals the Light,” go to Native American People/Tribes: The Inuit People at <http://www.snowowl.com/people3.html>.

Children’s Books

Numerous trickster stories may be read to complement the trickster theme in “Tricky Treats.” Many feature humorous situations about food and cooking, while others teach important lessons about truthfulness and fair play. Several of the American Indian/Alaska Native trickster stories listed below feature the rabbit instead of the coyote as the trickster.

Coyote: A Trickster Tale from the American Southwest

Author: Gerald McDermott

Publisher: Reed Business Information, Inc.

Publication date: 1994

Level: Early elementary grades

A boastful Coyote, demanding that he be taught how to fly, is taught a lesson by the crows.

How Rabbit Tricked Otter

Author: Gayle Ross

Publisher: Harpers

Publication date: 2003

Level: Ages 6+

This book and audio includes 15 Cherokee tales celebrating the character of the trickster-hero, Rabbit. With Bear, Possum, and Otter and the “tricky” Rabbit, the stories explore contrasting values, such as honesty versus deceit and greed versus generosity.

Old Meshikee and the Little Crabs

Author: Michel Spooner and Lolita Taylor

Publisher: Holt

Publication date: 1996

Level: Elementary

This Ojibwe folktale, which has a strong kinship to Br'er Rabbit and the Briar patch, tells how the sand crabs try to get rid of Turtle's drumming.

Piggie Pie

Author: Margie Palatini

Publisher: Clarion/Houghton

Publication date: 1995

Level: Ages 5-8

A witch has all the ingredients for the "piggie pie" except for the eight pigs in the recipe. After consulting the yellow pages, she arrives at Old MacDonald's farm. The pigs disguise themselves well enough to fool the witch, but not the readers.

Stone Soup

Author: Tony Ross

Publisher: Puffin

Publication date: 1990

Level: Ages 4-8

A red hen is the cook in this version of the old favorite. The villain is a wolf and there is a double con game afoot.

The Tawny, Scrawny Lion

by Kathryn Jackson

Publisher: A Classic Little Golden Book

Publication date: 1952

Level: Ages 4-6

A rabbit avoids being eaten by a lion by serving him delicious carrot stew. Meanwhile, the lion learns the true meaning of friendship.

Trickster Tales: Forty Folk Stories from Around the World

Author: J. Sherman

Publisher: August House

Publication date: 1996

Vocabulary and Concepts

Explaining diabetes to children

Explanations that teachers provide students do not have to include medical or physiological terms to be meaningful. This guide includes many resources and Web sites to enhance your discussion on diabetes, energy and balance, including The Eagle's Nest (<http://www.cdc.diabetes/eagle/index.html>).

Vocabulary and Definitions

The following words are found in the Eagle Books or may arise in classroom activities:

Advertisement: an announcement that tells people about a product and encourages them to buy it.

Ancestors: a person's relatives that lived a long time ago.

Archery: skilled use of the bow and arrow.

Artificial: describes something that is imitation or not real.

Beans: seeds or pods of various colors and sizes that grow on vines and are good to eat.

Bison: the large food animal of many American Indian tribes, commonly known as the buffalo.

Blood: fluid that carries food and oxygen to all parts of the body through a network of tubes or vessels.

Calories: the amount of energy in a certain amount of food.

Ceremony: an event that honors a cultural, spiritual, or important life occurrence like a harvest celebration, a healing activity, or a wedding.

Commercial: an advertisement presented on TV, the radio or in movies.

Corn: a yellow or white grain that develops as kernels on a cob.

Coyote: a small animal of the wolf family found in North America that is known for its ability to adapt and survive.

Diabetes: a disease in which the body does not use food in the right way, causing people to become very thirsty, weak, and unable to heal. Many people with diabetes must be very careful to eat and exercise properly and/or take insulin to stay well.

Disease: an ailment or disorder that makes people feel sick.

Drum: a round musical instrument with a top made of skin that makes a deep sound when struck by a stick.

Eagle: a large hunting bird with a hooked beak, long, broad wings and a soaring flight. This bird is a symbol of strength and wisdom to many peoples of the world.

Exercise: keeping fit, being active, working out.

Energy: the power in sunlight that plants capture in their roots, stems, and leaves; and the power in the plant food that people and animals use to build their bodies and stay active.

Fat: tissue in the body that stores the energy from the foods we eat.

Fiber: a stringy or rubbery substance found in foods like oatmeal or the skin of beans that adds bulk to our food and helps us digest it properly.

Fruit: sweet-tasting, fleshy growths (like apples, plums, and berries) with seeds inside that are produced by trees, bushes and vines.

Garden: a place where seeds are planted so that fruits and vegetables will grow.

Glucose: the sugar in our blood that feeds all the cells in our bodies.

Harvest: the gathering of fruits, grains, and vegetables, usually in the fall of the year.

Healthy: reflecting a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (World Health Organization, 1948)

Heart: organ that pumps blood throughout the body.

Insulin: a substance that helps food in the form of sugar (or glucose) travel from the blood to cells in all parts of the body.

Jingle: a song that advertises a product and usually goes with a commercial.

Joints: the places on our bodies where bones join, allowing our arms and legs to bend—like the knee, elbow, and wrist.

Lacrosse: a ball game played by many tribes in North America.

Maize: another word for “corn.”

Minerals: substances like copper, zinc, or iron that our bodies need to be healthy.

Muscles: body tissues that contract and relax, allowing us to move our bodies.

Nutrition: being nourished by food.

Oil: a greasy liquid that comes from animal or vegetable fat.

Pancreas: the organ in the body that makes insulin.

Powwow: an event where tribes come together to dance, sing, and feast.

Pulse: the throbbing of blood vessels, produced by the beating of the heart that can be seen or felt.

Pumpkin: a large, orange gourd-like fruit that grows on a vine.

Rabbit: a long-eared, small-tailed animal that lives in burrows and eats plants.

Regalia: traditional clothes that tribal people wear at powwows and ceremonial events.

Sacred: describes a holy person, place, or event like a ceremony.

Snack: a small amount of food eaten between meals.

Sodium: one of the elements in table salt.

Stickball: a ball game played by many southeastern and Oklahoma tribes.

Sugar: sweet-tasting substance from plants that gives energy to the body and can be stored as fat.

Sunshine: light from the sun that gives warmth and energy so that plants can grow.

Syrup: a thick, sugary liquid often used to sweeten food and drinks.

Squash: a yellow or orange vegetable, native to the Americas, which belongs to the gourd family.

Traditions: the beliefs and customs of a people.

Vegetable: a plant whose roots, stems, flowers, or leaves can be eaten.

Vitamins: nutrients found in food that we need to be healthy, like vitamins A, B, and C.

Water: a clear, tasteless liquid that animals and plants need to live.

Wheelchair: a special chair with wheels that allows persons who cannot walk to move about. Many people with diabetes must use wheelchairs.

Yogurt: a creamy food made from milk.

