



1.1

Words of Wisdom

Directions: Read the quotes below. Each quote is from an American Indian person, tribe, or group. They are from different tribes and different times, but they carry a common message. Your task is to figure out what that message is—it will guide us in our lessons.

"Try to do something for your people—something difficult."

Winnebago lesson

"Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations, even those whose faces are yet beneath the surface of the earth—the unborn of the future."

Constitution of the Five Nations

"We are never permitted to forget that we do not live to ourselves alone, but to our tribe and clan. Every child, from the first days of learning, is a public servant in training."

Ohiyesa (Charles Alexander Eastman), Dakota

"No person among us desires any other reward for performing a brave and worthy action, but the consciousness of having served his nation."

Joseph Brant (Thayendanegea), Mohawk

"I firmly believe we all need to look back to the things that have been wrongly abandoned. American Indian cultures and traditions can offer powerful positive examples. But the real challenge for everyone, Indian and non-Indian alike, is to be human, to accept our responsibilities and to embrace community, in the fullest sense of the word."

Joseph Bruchac, Abenaki

"Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect."

Chief Seattle

"Hear me! A single twig breaks, but a bundle of twigs is strong."

Tecumseh, Shawnee





1.2

Health Concept Map

health

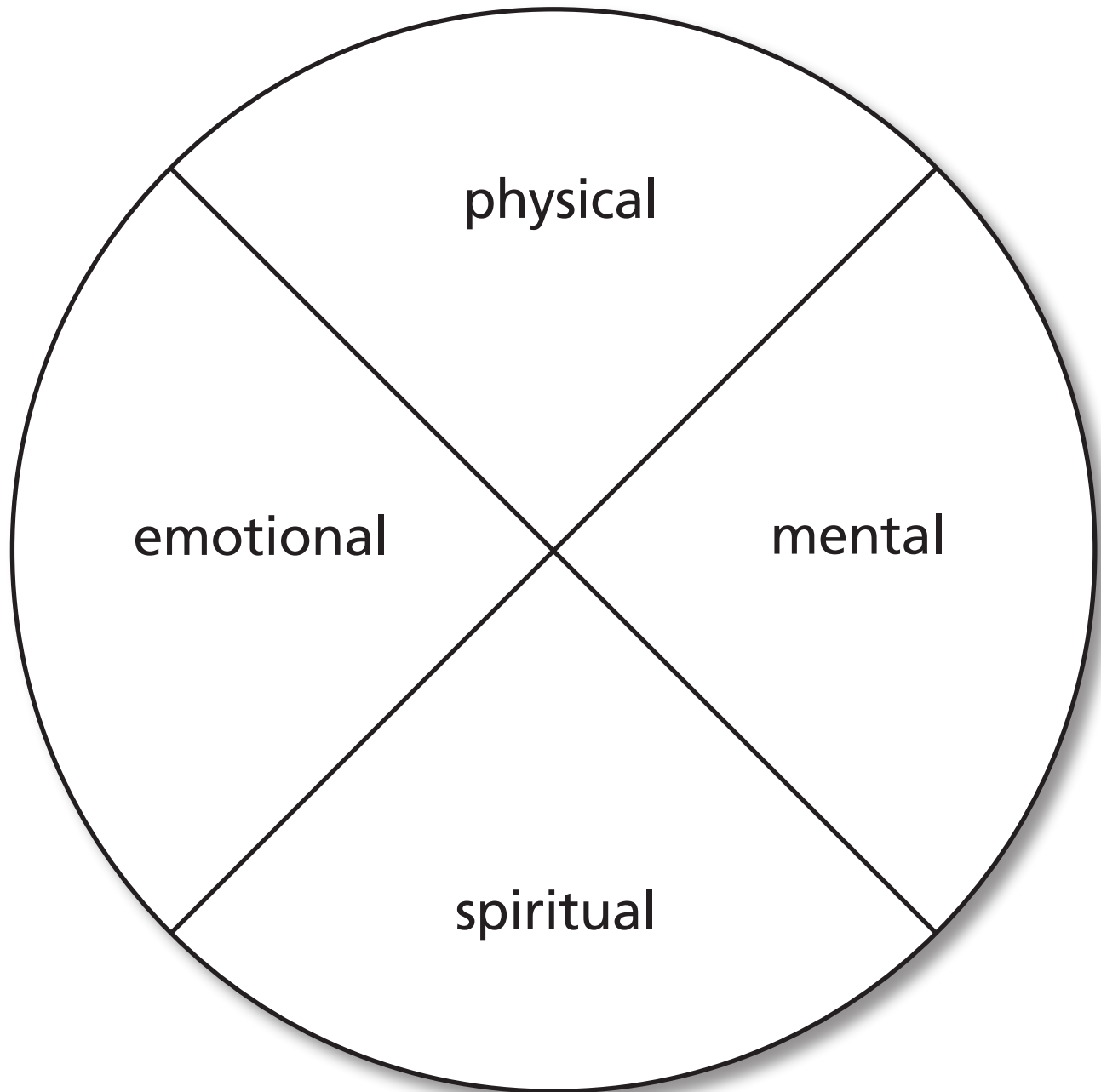




1.3

Circle of Balance

health = life in balance





1.4

Lifestyle Concept Map



lifestyle

Lifestyle: A series of behaviors and choices that are made by individuals, families, and communities.
Examples include choices made about diet or physical activity.

Lifestyle involves choices!





1.5

Lifestyle Choices of a Role Model for Balance

Name _____

Date _____

Directions: The Circle of Balance defines health as life in balance. Lifestyle choices can lead us toward balance.

Think of specific people in your family or community who strive for balance in their lifestyles. They are your role models for a healthier life. Record some of their lifestyle choices (behaviors) below. What do they do that moves them toward balance? Try to include all four parts of the Circle of Balance in your different examples.

Lifestyle choice _____

Describe how this lifestyle choice affects balance: physically, mentally, spiritually and emotionally.

Lifestyle choice _____

Describe how this lifestyle choice affects balance: physically, mentally, spiritually and emotionally.

Lifestyle choice _____

Describe how this lifestyle choice affects balance: physically, mentally, spiritually and emotionally.

Lifestyle choice _____

Describe how this lifestyle choice affects balance: physically, mentally, spiritually and emotionally.





1.6

Our Role Models for Balance

Lifestyle choice _____

Lifestyle choice _____

Lifestyle choice _____

Lifestyle choice _____





1.7

Lesson 1 Quiz

Name _____

Date _____

Directions: Please indicate which response you believe is the correct one.

1. The idea that we should act for the good of all is called which of the following?
_____ a. a civic responsibility
_____ b. a civil disobedience
_____ c. a natural right
_____ d. a volunteer spirit
2. Which symbol helps us understand balance and has cultural importance?
_____ a. a triangle
_____ b. a circle
_____ c. a health map
_____ d. a balance beam
3. Balance is finding harmony in our physical, mental, spiritual, and emotional life.
_____ true _____ false
4. Health is which of the following?
_____ a. something we can never control
_____ b. not related to our lifestyle choices
_____ c. life in balance
_____ d. only important to older generations
5. Lifestyle choices that would lead to better balance include which of the following?
_____ a. eating fruits and vegetables and avoiding junk food
_____ b. participating in traditional dance ceremonies
_____ c. joining a sports team rather than watching TV after school
_____ d. all of the above





1.8

Lesson 1 Quiz—Answer Key

1. The idea that we should act for the good of all is called which of the following?

- ☒ a. a civic responsibility
- ☐ b. a civil disobedience
- ☐ c. a natural right
- ☐ d. a volunteer spirit

2. Which symbol helps us understand balance and has cultural importance?

- ☐ a. a triangle
- ☒ b. a circle
- ☐ c. a health map
- ☐ d. a balance beam

3. Balance is finding harmony in our physical, mental, spiritual, and emotional life.

- ☒ true
- ☐ false

4. Health is which of the following?

- ☐ a. something we can never control
- ☐ b. not related to our lifestyle choices
- ☒ c. life in balance
- ☐ d. only important to older generations

5. Lifestyle choices that would lead to better balance include which of the following?

- ☐ a. eating fruits and vegetables and avoiding junk food
- ☐ b. participating in traditional dance ceremonies
- ☐ c. joining a sports team rather than watching TV after school
- ☒ d. all of the above





2.1

Getting to Know Our Town

Directions: You are a citizen of Our Town. Type 2 diabetes prevention is a new goal that the community is exploring. You will be serving on a committee that will analyze information about Our Town (listed below). Working in groups, you will record your observations on Copymaster 2.2, Lifestyle Findings about Our Town, and later in Lesson 3, on Copymaster 3.2, Diabetes Findings about Our Town.

Information about Our Town

- About 90 percent of students in Our Town are American Indian.
- About 75 percent of young people in Our Town report that they rarely eat fruits and vegetables, even though health experts recommend five servings per day.
- Only 15 community members attended the Diabetes Walk last year.
- Students at Our Town Public School learn that television commercials can encourage them to buy sugary, fatty snacks. They also learn how to read nutrition labels.
- Elders in Our Town teach all 7th- and 8th-grade students about preparing traditional foods.
- About 20 percent of students belong to the Our Town Boys and Girls Club, where they spend at least one hour per week. The club has a traditional arts and crafts club and a gym.
- About 68 percent of Our Town middle school students report that they spend at least one hour per day playing video games.
- The tribal government is holding planning meetings to create a new bike trail.
- About 50 percent of Our Town's young people report that they spend zero hours on a school sports team. Most of them said that the \$75 fee per sport was too expensive for their families.
- Over half of Our Town's young people report that they buy sugary soda from the school vending machine every day.
- About 10 percent of Our Town's families participated in the last tribal dance event.
- Students first learn about type 2 diabetes in 11th grade health class.





2.1

- About 40 percent of Our Town's young people report that they spend more than two hours per day watching television.
 - The Our Town parks department is considering adding three basketball courts near the downtown area.
 - Most Our Town's young people report that they live too far from town to get to the Boys and Girls Club easily.
- Gym classes are held twice a week for students at Our Town Middle School. Each class is 20 minutes. National health experts recommend 30 minutes of physical activity most days.
 - About 70 percent of Our Town young people know an adult who could give them spiritual guidance. About 40 percent say that they spend time talking to this adult about spirituality once a week.





2.2

Lifestyle Findings about Our Town

Name _____

Date _____

Remember, the findings you record here will help the community move toward civic action and better lifestyle choices to prevent type 2 diabetes. Be thorough!

1. List at least five facts about lifestyle choices in Our Town. For each fact, list which part(s) of the Circle of Balance is affected by this choice. Some choices may cause balance, others may cause imbalance. List both types of examples.

Lifestyle Choice _____

Circle of Balance Part(s) Affected _____





2.2

2. What obstacles would citizens face as they tried to make better, more-balanced lifestyle choices?

3. What tools and resources are already in their environment, or are being considered by tribal government, that would support people who want to make better lifestyle choices?





2.3

Lifestyle Findings—Possible Answers

1. List at least five facts about lifestyle choices in Our Town. For each fact, list which part(s) of the Circle of Balance is affected by this choice. Some choices may cause balance, others may cause imbalance. List both types of examples.

This exercise helps students in their fact-gathering skills—analyzing information and determining what is significant. Some bulleted information on Copymaster 2.1, Getting to Know Our Town, does not indicate a choice, for example, ethnic background. Not all elements are within the individual's control, but many are. Other bulleted points give information about influences on lifestyle behaviors, such as resources (bike trail development, for example).

Lifestyle Choice	Circle of Balance part(s) affected
<i>20% belong to Boys and Girls Club</i>	<i>Physical, emotional</i>
<i>Over 50% of students are purchasing soda at school</i>	<i>Physical</i>
<i>11th graders learn about type 2 diabetes</i>	<i>Mental, physical</i>
<i>75% rarely eat fruits and vegetable</i>	<i>Physical</i>
<i>Learn about TV commercials and food choices</i>	<i>Physical</i>
<i>10% participate in tribal dance</i>	<i>Physical, spiritual, mental, emotional</i>
<i>68% spend at least one hour playing video games</i>	<i>Physical, mental</i>
<i>7th and 8th graders learn about traditional foods</i>	<i>Physical, spiritual, emotional, mental</i>
<i>40% spend over two hours a day watching TV</i>	<i>Physical, mental, emotional</i>
<i>Attend gym class twice a week, 20 minutes</i>	<i>Physical</i>
<i>40% talk to spiritual guide weekly</i>	<i>Spiritual, mental</i>
<i>50% spend zero hours on a sports team</i>	<i>Physical</i>
<i>15 participants in Diabetes Walk</i>	<i>Physical, emotional</i>





2.3

2. What obstacles would citizens face as they tried to make better, more-balanced lifestyle choices?

Students should list some of the negative influences on lifestyle choices. Point out these might be overcome with community action.

- *High sports fees*
- *No transportation to the Boys and Girls Club*
- *Not enough time for gym class*
- *Fun TV and video games*
- *Soda vending machine in the school*

3. What tools and resources are already in their environment, or are being considered by tribal government, that would support people who want to make better lifestyle choices?

- *Boys and Girls Club*
- *Sports in school*
- *Tribal dances*
- *New bike trail being considered*
- *New basketball courts being considered*
- *Diabetes Walk*
- *Classes about TV commercials*
- *Classes about type 2 diabetes prevention*
- *Classes about traditional foods*
- *Spiritual guides in their community*





2.4

Lesson 2 Quiz

Name _____

Date _____

Directions: Please indicate which response you believe is the correct one.

1. Lifestyle choices

- _____ a. are influenced by factors in the community.
- _____ b. cannot be controlled by the individual.
- _____ c. do not affect health.
- _____ d. cannot affect whether we get type 2 diabetes.

2. Sometimes people have to overcome challenges to change their lifestyle.

- _____ true _____ false

3. We are doing our civic duty when we act for the good of all.

- _____ true _____ false

4. Which of the actions listed below would make it easier for community members to choose a healthy lifestyle?

- _____ a. increasing the cost to be in sports
- _____ b. putting more soda machines in schools
- _____ c. providing a bus that takes kids to the indoor swimming pool after school
- _____ d. giving candy as a reward

5. Lifestyle choices that would lead to better balance include which of the following?

- _____ a. eating fruits and vegetables and avoiding junk food
- _____ b. participating in traditional dance ceremonies
- _____ c. joining a sports team rather than watching TV after school
- _____ d. all of the above





2.5

Lesson 2 Quiz—Answer Key

1. Lifestyle choices

- ☒ a. are influenced by factors in the community.
☐ b. cannot be controlled by the individual.
☐ c. do not affect health.
☐ d. cannot affect whether we get type 2 diabetes.

2. Sometimes people have to overcome challenges to change their lifestyle.

- ☒ true ☐ false

3. We are doing our civic duty when we act for the good of all.

- ☒ true ☐ false

4. Which of the actions listed below would make it easier for community members to choose a healthy lifestyle?

- ☐ a. increasing the cost to be in sports
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☐ b. participating in traditional dance ceremonies
☐ c. joining a sports team rather than watching TV after school
☒ d. all of the above





3.1

Type 2 Diabetes Information

Having type 2 diabetes means that your blood sugar, or blood glucose, is too high. Your body gets glucose from the foods you eat. Glucose is also made by your muscles and liver.

What Is Type 2 Diabetes?

Type 2 diabetes is one form of diabetes. It used to be called adult-onset diabetes. This disease is rapidly becoming more common in children. It is believed that changes in our nutrition (foods we eat and how much we eat) and a decrease in our activity level (lack of exercise) have caused this disease to move into the younger population.

Why Is Type 2 Diabetes an Important Issue?

- Diabetes and other complications that arise for people with diabetes are major public health problems in the United States.

- In the United States, the rate of type 2 diabetes is often two to five times higher among American Indians and Alaska Natives than among the general population.
- Until recently, type 2 diabetes was rarely diagnosed in children and teens. It has now been reported in American Indian children as young as four years old. It is becoming increasingly common among children 10 and older.
- A recent Indian Health Service study showed that between 1991 and 1997, diabetes increased by 32 percent in American Indian children aged 15 to 19.
- Having diabetes can contribute to a person's risk of heart disease, stroke, pneumonia, and other leading causes of death in American Indians.
- In some Native communities, one in two adults has diabetes.





3.1

What Increases the Chance of Getting Type 2 Diabetes?

Some risk factors include the following:

- Obesity or being overweight
- An inactive lifestyle
- A diet high in fats and sugars
- A family history of type 2 diabetes

What Can be Done to Prevent Type 2 Diabetes?

Lifestyle changes can prevent or delay the onset of diabetes. Research shows that the key lifestyle choices necessary to prevent diabetes are choosing

nutritious foods to eat, eating smaller portion sizes, and getting daily physical activity. Talking about and expressing our feelings can help us cope with life. Having goals and visions about our future and our role in our family, community, and world can positively affect our health, too. Observing traditions and understanding our culture can make us stronger. Challenging our minds with new ideas makes us healthier. All of this affects our wellness and can help prevent diabetes. The most effective prevention efforts have strong community support and acceptance.





3.2

Diabetes Findings about Our Town

Name _____

Date _____

Remember, the findings you record here will help the community move toward civic action and better lifestyle choices to prevent type 2 diabetes. Be thorough!

1. What should the citizens of Our Town know about type 2 diabetes? List at least five facts that will help them.





3.2

2. List at least five possible goals for civic action projects that could help prevent type 2 diabetes.

3. In what ways is Our Town like your town? Are people making similar lifestyle choices? Are similar resources available that people could use to change their lifestyles? Are there similar challenges?





3.3

Diabetes Findings—Possible Answers

1. What should the citizens of Our Town know about type 2 diabetes? List at least five facts that will help them.

- *Type 2 diabetes is preventable.*
- *American Indians are at a higher risk for type 2 diabetes.*
- *Obesity is a risk factor.*
- *People with a family member who has diabetes are at a higher risk.*
- *More children are getting type 2 diabetes.*
- *Individuals can make lifestyle choices that lead to better balance and help prevent type 2 diabetes.*
- *Eating a balanced diet and not overeating are lifestyle choices that help prevent type 2 diabetes.*
- *Getting regular physical activity is a lifestyle choice that helps prevent type 2 diabetes.*

2. List at least five possible goals for civic action projects that could help prevent type 2 diabetes.

This might be a challenging step, but once some examples are shared, students are likely to catch on. Tell them to think about encouraging new behaviors, using existing resources more, removing negative influences, or adding new resources.

- *Get more kids involved at Boys and Girls Club*
- *Get rid of soda machine in the school*
- *Provide more gym time at schools*
- *Encourage better participation at tribal dances, the Diabetes Walk*
- *Teach younger kids about type 2 diabetes*
- *Get more kids learning about traditional foods*
- *Have elders reach out to kids about spiritual guidance*
- *Encourage parents to limit TV and video game time*
- *Develop basketball courts and trails*





3.3

- *Add a bus system that will transport kids to the Boys and Girls Club (could hold a fundraiser to make this possible)*
- *Have the community help kids pay for sports fees*

3. In what ways is Our Town like your town? Are people making similar lifestyle choices? Are similar resources available that people could use to change their lifestyles? Are there similar challenges?

Assist students in thinking about their own lifestyle choices and those of their peers as well as what the community influences on behavior might be.

Ask questions such as, “Are similar lifestyle choices being made? Which ones?” “Does your town have similar resources that could be used to change lifestyles?” “Do you have ideas about how your community could prevent type 2 diabetes?”

This leads students into the next activity. They will apply what they have learned here in a civic action activity aimed at type 2 diabetes prevention in their community.

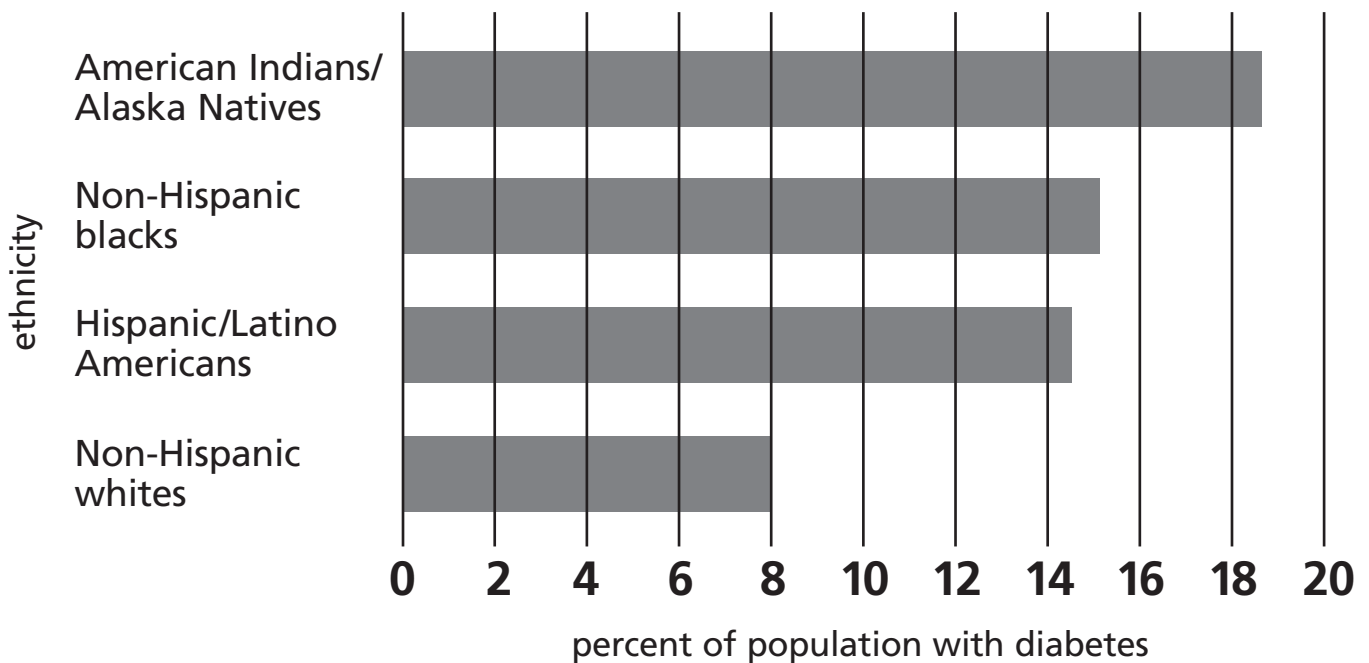




3.4

Prevalence of Diabetes by Race and Ethnicity

Estimated age-adjusted total prevalence of diabetes in people aged 20 years or older, by race and ethnicity, United States, 2005



Sources: For American Indians/Alaska Natives, the estimate of total prevalence was calculated using the estimate of diagnosed diabetes from the 2003 outpatient database of the Indian Health Service and the estimate of undiagnosed diabetes from the 1999–2002 National Health and Nutrition Examination Survey (NHANES). For the other groups, 1999–2002 NHANES estimates of total prevalence (both diagnosed and undiagnosed) were projected to year 2005.

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3.5

Lesson 3 Quiz

Name _____

Date _____

Directions: Please indicate which response you believe is the correct one.

1. Type 2 diabetes

- _____ a. cannot be prevented.
- _____ b. is not diagnosed in children.
- _____ c. is seen less in American Indians than in any other group.
- _____ d. can be prevented or delayed.

2. Which of the following lifestyle choices would help prevent type 2 diabetes?

- _____ a. playing on a basketball team
- _____ b. drinking less sugary soda
- _____ c. eating healthy traditional foods
- _____ d. all of the above

3. Having diabetes can increase a person's risk of heart disease, stroke, and pneumonia.

- _____ true _____ false

4. Glucose (blood sugar) comes from

- _____ a. the foods we eat and our muscles and liver.
- _____ b. our kidneys.
- _____ c. only fatty and sugary foods.
- _____ d. the air we breathe.

5. Having type 2 diabetes means

- _____ a. you have eaten too much sugar in your lifetime.
- _____ b. your blood sugar (glucose) level is too high.
- _____ c. your children will definitely have type 2 diabetes.
- _____ d. you are in balance.





3.6

Lesson 3 Quiz—Answer Key

1. Type 2 diabetes

- ☐ a. cannot be prevented.
- ☐ b. is not diagnosed in children.
- ☐ c. is seen less in American Indians than in any other group.
- ☒ d. can be prevented or delayed.

2. Which of the following lifestyle choices would help prevent type 2 diabetes?

- ☐ a. playing on a basketball team
- ☐ b. drinking less sugary soda
- ☐ c. eating healthy traditional foods
- ☒ d. all of the above

3. Having diabetes can increase a person's risk of heart disease, stroke, and pneumonia.

- ☒ true ☐ false

4. Glucose (blood sugar) comes from

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- ☐ a. you have eaten too much sugar in your lifetime.
- ☒ b. your blood sugar (glucose) level is too high.
- ☐ c. your children will definitely have type 2 diabetes.
- ☐ d. you are in balance.





4.1

Type 2 Diabetes Prevention Poster

Directions: You will create a poster that promotes awareness about type 2 diabetes prevention in your community.

Topic Ideas

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

What Makes an Effective Poster

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____





4.2

Lesson 4 Quiz

Name _____

Date _____

Directions: Please indicate which response you believe is the correct one.

1. Which statement is true?

- _____ a. Being overweight increases the risk of type 2 diabetes.
- _____ b. Having type 2 diabetes does not increase the risk of heart disease.
- _____ c. Children do not get type 2 diabetes.
- _____ d. Type 2 diabetes cannot be prevented.

2. Type 2 diabetes can be prevented by which of the following?

- _____ a. individuals making good lifestyle choices
- _____ b. the community working together for healthy living
- _____ c. individuals and the community seeking balance among the four parts of the Circle of Balance
- _____ d. all of the above

3. Students are too young to help the community prevent diabetes.

- _____ true _____ false

4. Role models can help guide us toward healthy lifestyle choices.

- _____ true _____ false

5. The Circle of Balance model can guide us toward healthy lifestyle choices.

- _____ true _____ false





4.3

Lesson 4 Quiz—Answer Key

1. Which statement is true?

- ☒ a. Being overweight increases the risk of type 2 diabetes.
- ☐ b. Having type 2 diabetes does not increase the risk of heart disease.
- ☐ c. Children do not get type 2 diabetes.
- ☐ d. Type 2 diabetes cannot be prevented.

2. Type 2 diabetes can be prevented by which of the following?

- ☐ a. individuals making good lifestyle choices
- ☐ b. the community working together for healthy living
- ☐ c. individuals and the community seeking balance among the four parts of the Circle of Balance
- ☒ d. all of the above

3. Students are too young to help the community prevent diabetes.

- ☐ true ☒ false

4. Role models can help guide us toward healthy lifestyle choices.

- ☒ true ☐ false

5. The Circle of Balance model can guide us toward healthy lifestyle choices.

- ☒ true ☐ false

