

Delivering the Native American Message  
Quarterly Update



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## Service-learning

*Carol Rempp, Statewide Native American Coordinator*

The Fall 2007 edition of *Teaching Tolerance* included in article titled “Beyond the Canned Food Drive.” It was a story about how we can help our students “dispel stereotypes about people living in poverty by switching from charity to service-learning.” As I read the article I thought about experiences I have had in school systems where we did canned food drives or community service activities. I realized that through all of those events never did we really teach students lessons about why it is important to do these things. The article shares a story about a school in San Francisco where they used field trips to take students to poorer parts of town to work in soup kitchens. The intention of the annual trips was to teach students about hunger and poverty in their community. The conclusion was that, after interviewing the students, they were not really learning anything about what causes poverty or how what they were doing was helping. What they were doing was reinforcing the stereotypes because it was action without education. The school changed its approach and implemented a series of service learning courses.

Reading the *Teaching Tolerance* article, I recalled an article from the December 4, 2007 *Lincoln Journal Star* about students from Wahoo Middle School who were holding a coat drive for Native American children on the Crow Creek Reservation in South Dakota. Their goal was to collect at least 250 coats. I loved this idea and I commend the students for their generosity and kindness. Having worked on the Rosebud Reservation, also in South Dakota, I am sure that the coats were both needed and appreciated. However, what I wondered, after reading the “Beyond the Canned Food Drive” article was how much education did these students receive about the causes of poverty? Did this coat drive, that featured prizes of a pizza party for the group collecting the most coats, change the students’ perceptions of people living in poverty? I also wondered why the coats were sent to South Dakota when there are two reservations here in Nebraska that are within an hour’s drive of Wahoo. Students on those reservations would have also benefitted from this generosity. Was there any education of the students in Wahoo about these neighbors of theirs?

It is important that our students continue to take part in these charitable efforts. It is also important that they learn what causes poverty, why poverty persists, how poverty affects them, and learn about stereotypes associated with poverty and how to overcome them.

*Continue page 3*

## Nebraska is no stranger to the Native American Student Art Competition

*from the Office of Indian Education, Vol 2, Issue 4*

### Liberty Elementary-Omaha Nebraska



Ann Allen and her students

For the past 2 years, Liberty Elementary Teacher Ann Allen has encouraged Native American students in her classroom to participate in the Office of Indian Education (OIE) National Student Art Competition. With winners placing in both the 2006 and 2007 competition, Allen has enjoyed her students' active participation in the competition and looks forward to the 2008 competition.

The 2007 Student Art Competition, themed *Education: A Gift Without Boundaries*, featured three winners from Liberty Elementary, Patrick Ngambi (Rosebud Sioux), first-place winner in the Pre K category; Kirsten Wells (Omaha), second-place winner in the K through 2 category; and Chaulette DeCora (Omaha), who received an Honorable Mention in the K through 2 category. Three separate students from Liberty Elementary also placed in the 2006 competition themed, *The Power to Dream, The Power to Achieve*. Two of those students who placed in the Grades K through 2 category, included first-place winner Ian Drapeau (Yankton Sioux) and second-place winner Angela Longee (Assiniboine Sioux), while Isabelle Chamberlain (Winnebago) placed third in the Grades 3 through 5 category. As a returning student, Patrick Ngambi, is excited to find out the 2008 competition theme.

Allen, a veteran teacher of 37 years, is the Native American Resource Enrichment teacher. She assists other teachers and students with reading and language arts, including the promotion of the student art competition. Allen believes the competition's theme to encourage students to be critical thinkers and express their views through art.

*"I think what the OIE is doing with the student art competition is one of the most rewarding experience a student can have... it encompasses a higher level of thinking for the students and it fits right in with Language Arts in my classroom... the competition helps them to express themselves through art and they each blossom."*

Allen tries to make the classroom a comfortable place for students to learn about their culture through reading books and research activities that are based on the particular tribes of her students. Currently, Allen's classroom has 38 Native students. According to her, the reading and research activities become a learning experience for the rest of class who enjoy hearing stories about other tribes.

For more information on the student activities Allen provides to her Native American students at Liberty, please send emails to [Ann.Allen@ops.org](mailto:Ann.Allen@ops.org)

## Teacher to Ranger to Teacher

*National Parks Program Provides Teachers with an Incredible Summer Experience*



National parks enrich the lives of many in this nation. They provide access to the powerful ideas, values, and meanings associated with the remarkable cultural, natural, and recreational heritage of the United States. .

The Teacher to Ranger to Teacher (TRT) Program offers a solution, by linking National Park units with teachers from low income school districts. Under this program, selected teachers spend the summer working as park rangers, often living in the park. They perform various duties depending on their interests and the needs of the park, including developing and presenting interpretive programs for the general public, staffing the visitor center desk, developing curriculum-based materials for the park, or taking on special projects.

Then, during the school year, these teacher-rangers bring the parks into the classroom by developing and presenting curriculum-based lesson plans that draw on their summer's experience. In April, during National Park Week, teacher-rangers wear their NPS uniforms to school, discuss their summer as a park ranger, and engage students and other teachers in activities that relate to America's national parks.

For additional information about the Teacher Ranger program go to <http://www.nps.gov/wupa/forteachers/trt.htm>.

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## USDOE Teacher-to-Teacher Initiative

The U.S. Department of Education's Teacher-to-Teacher Initiative has opened registration for its free summer workshops. The workshops will be held across the country starting May 31 and will target specific grade levels and content areas. Teacher Workshops offer classroom teachers a free opportunity to participate in high-quality professional

development designed to provide the classroom support, technical assistance, and increased collaboration needed to assure academic success for all students. Participants will share instructional strategies with prominent teachers from around the country in each content area and for each grade level. <https://www.t2tweb.us/Workshops/About.asp>

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Editorial, continue from page 1

Teaching Tolerance was "founded in 1991 by the Southern Poverty Law Center provides educators with a wide variety of free educational materials that promote respect for differences and appreciation of diversity in the classroom and beyond." Their magazine and curriculum kits have earned Oscar nominations, an Academy Award, and more than a dozen honors from the Association of Educational Publishers (EdPress) including the Golden Lamp Award. Teaching Tolerance's educational kits and subscriptions to its magazine are FREE to: classroom teachers, school librarians, school counselors, school

administrators, professors of education, leaders of home school networks, youth directors at houses of worship and employees of youth-serving nonprofit organizations. For more information about how to subscribe to the magazine, obtain their curricular materials or learn more about their work go to [www.teachingtolerance.org](http://www.teachingtolerance.org)

Summer Institutes 2008  
**Teaching for Excellence**  
 June and July, 2008  
 Vail, Colorado  
[www.peaklearn.com](http://www.peaklearn.com)

✓ Nebraska Department of Education Sponsored

University of Montana  
**Intersecting Interests: Tribal Knowledge & Research Communities**  
**April 16-17, 2008**  
 Call for presenters and registration end soon  
[www.tribalknowledgegathering.org](http://www.tribalknowledgegathering.org)

**Reclaiming Youth International**  
[www.reclaiming.com](http://www.reclaiming.com) for more information

	Vancouver Island British Columbia	Rapid city/Spearfish South Dakota
Circle of Courage Foundations	April 19 (\$145)	June 21 (\$125)
Response Ability Pathways	April 19-21 (\$370)*	June 25-27 (\$350)
Developmental Audit Training	April 19-21 (\$370)*	June 25-26 (\$350)
Respecting Cultures	April 19-21 (\$370)*	
Reclaiming Youth Conference		June 21-24 (\$495)
Life Space Crisis Intervention		June 16-20 (\$595)

✓ Excellence in Education Conference  
**Getting Results through a Culture of High Expectations**  
**April 16-17, 2008**  
 Embassy Suites Hotel-Lincoln  
 Keynotes  
 Mike Schmoker and Dean Fink  
[www.nde.state.ne.us/cspd/conference](http://www.nde.state.ne.us/cspd/conference)

✓ Whole Faculty Study Group  
**Whole Faculty Study Groups Level I**  
**June 2-4, 2008**  
 Kearney  
 Alice Senseney [alice.senseney@nde.ne.gov](mailto:alice.senseney@nde.ne.gov)  
 Jolene Palmer [Jolene.palmer@nde.ne.gov](mailto:Jolene.palmer@nde.ne.gov)  
 Website registration soon: <http://www.nde.state.ne.us/WFSG/index.htm>

✓ B.E.S.T. Training  
**4th Annual Positive Behavior Support Conference**  
**June 10-11, 2008**  
 Jolene Palmer [Jolene.palmer@nde.ne.gov](mailto:Jolene.palmer@nde.ne.gov)  
 Website registration soon:  
<http://www.nde.state.ne.us/BEST>

✓ **Nebraska Career Education Conference 2008**  
**June 10-11, 2008**  
 Holiday Inn, Kearney  
 Keynotes  
 Dr. Rick Rigsby  
 Dr. Doug Christetnsen  
<http://www.nceconference.com>

**Chief Standing Bear Activities  
Nebraska Commission on Indian Affairs**

**May 9, 2008 — Lincoln**

Breakfast  
7:30 a.m.  
Embassy Suites

Commemoration Services  
11:45 a.m.  
State Capitol Rotunda

**Scholarship deadline March 7**

Scholarship applications are available online along with further information regarding breakfast tickets and agenda of activities <http://www.indianaffairs.state.ne.us> or contact Judi gaiashkibos at the Nebraska Commission of Indian Affairs, [jmkibos@ncia.ne.gov](mailto:jmkibos@ncia.ne.gov).



Save  
the  
date

**Native American Education**

**Celebrate Diversity**

September 22, 2008  
Chadron State College

**Native American  
Symposium**

November 13, 2008  
Wayne State College

Keynote  
Kevin Locke

The American Indian Library Association (AILA), an affiliate of the American Library Association (ALA), is pleased to announce the recipients of its American Indian Youth Literature Award. This new literary award was created as a way to identify and honor the very best writing and illustrations by and about American Indians. Books selected to receive the award present Native Americans in the fullness of their humanity in the present and past contexts.

The award is presented in each of three categories-picture book, middle school, and young adult-and each winner receives \$500 and a custom-made beaded medallion, which will be presented at a ticketed event during the American Library Association Annual Conference in Anaheim, CA. See the AILA web site for more detailed information about the books, authors and award event. see the A I L A w e b s i t e <http://aila.library.sd.gov/>

### Picture Book

Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom by Tim Tingle, illustrated by Jeanne Rorex Bridge. Cinco Puntos Press, 2006.

A beautifully inspired story of a friendship between Martha Tom, a Choctaw girl and Li' Mo, a slave boy and how their relationship brought wholeness and freedom to Mo's family and also to many slaves. Bridge's illustrations enhance the story by resonating the joy of friendship, the light of faith, and the leadership of children.

### Middle School

Counting Coup: Becoming a Crow Chief on the Reservation and Beyond, by Joseph Medicine Crow. National Geographic, 2006.

This appealing autobiography of Dr. Joseph Medicine Crow (Absarokee) is a winner with the young and old. The author recounts his adventures and training as a traditional Crow warrior and his service as a decorated World War II veteran. Walk, run and ride with him as you learn first-hand

about real-life on the Crow reservation before during and after encounters with newcomers. In a text that is not preachy, but and honest read, Joseph Medicine Crow tell how he over came many challenges to fulfill is role as Chief of the Crow Nation.

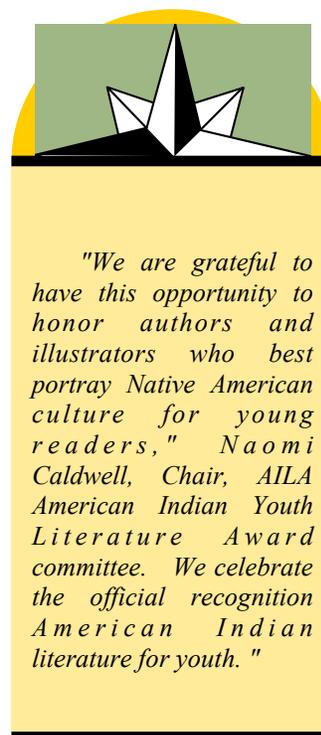
### Young Adult

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie, Little Brown Publishers, 2007.

A realistic, bitter-sweet yet, humorous look at the life of Arnold, a Spokane Indian teenager making his way in life on the reservation while attending an all white high school. Alexie brings to life the challenges many young native people experience as they learn to navigate and balance Indian life in a modern world. Part autobiography, Alexie's Arnold reminds us of the complexities of coming of age, bigotry, bullies, loyalty to family and the meaning of love.

## American Indian Youth Literature Award

*The very best writing and illustrations by and about American Indians*





Grants are available for teachers, educator work groups, classrooms, schools, districts, researchers, parents/guardians, students and community groups to launch equitable policies and practices projects and address social justice issues. For guidelines, visit the site and view other funded projects. [www.teachingtolerance.org](http://www.teachingtolerance.org)



*Circle of Empowerment: Education, Language, Culture, Tradition* is the theme that kicks off the fourth annual Native American Student Artist Competition (SAC). The competition, open to American Indian and Alaska Native students in grades Pre-K through 12, celebrates the values and documents the successes of education in Native communities. Through this competition, the Office of Indian Education hopes to inspire students to explore the connection between education and Native culture. For the first time, the 2008 competition will include a personal narrative category for writers from grades 6 through 12. Writing entries will be no more than 2 typed pages, double-spaced with 12 point font. They must also relate to the 2008 theme and reflect the promise and importance of pursuing an education. Read the article regarding Liberty Elementary in Omaha Public Schools. One of our own Nebraska educators and her classmates have submitted winning artwork.

For questions, detailed information, and promotional materials, including rules and guidelines, visit [www.indianeducation.org/sac](http://www.indianeducation.org/sac) or contact the competition coordinator Paula Arevalo at [parevalo@kauffmaninc.com](mailto:parevalo@kauffmaninc.com) or 1-866-259-0060.

This website also includes SAC tips on:

- General art terminology
- Planning your artwork
- Art tips
- Photography tips
- Digitally enhanced artwork
- Writing a personal statement

**Postmark deadline for the 2008 competition is Friday, March 14, 2008.**



Nebraska Department  
of Education

The Early Childhood Endowment Trust board gave approval to the grant award criteria and documents for the first round of competitive awards for either new or expanded service birth to age 3 early childhood programs. The fund which grows from the interest of the \$40,000,000 endowment of the State (Nebraska) and the \$20,000,000 private endowment will provide approximately \$1.2 million in funding for the first round. The application process and forms are available at the Nebraska Department of Education's website: <http://www.nde.state.ne.us/ECH/ECProgGrants.htm>.

**Closing date** for applications is **March 17, 2008**. applicants **MUST** send a completed application via email to Linda Meyers at [linda.meyers@ndde.ne.gov](mailto:linda.meyers@ndde.ne.gov)

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## A valuable **FREE** resource—sign up for educational e-newsletter.

### From the **Alliance for Excellence**

All articles are from the February 2008 publication found at (<http://www.all4ed.org/>)

- THE VALUE OF ENHANCED READING OPPORTUNITIES IN HIGH SCHOOLS: *Report Finds Supplemental Reading Programs Can Improve High School Students' Test Scores*
- CLOSING THE EXPECTATIONS GAP: Achieve Grades States on High School Reform Efforts

### From the **Council of Chief State School Officers**

Support for School Improvement e-Newsletter January 2008 <http://www.ccsso.org/>

- Support to Low Performing Schools: Learning from One Another
- Measuring How Benchmark Assessments Affect Student Achievement
- Building a System of Excellent High Schools: A Framework and Tool for Discussion and Action
- Instructional Leadership, Teacher Quality, and Student Achievement: Suggestive Evidence from

## Tips on Writing Your Essay for Scholarship Applications

### Taken from the Catching the Dream (Native American Scholarship Fund)

State what you are going to do in this world before you die to make it a better place. Here are some of the most important things for you to think about in writing your essay.

**Be very specific, not general.** The more specific you are the better the essay. Don't mention your spouse without saying their name. Don't just say you have three children, list their names and ages and even their characteristics.

**Be very personal.** Mention names, dates, persons, events, times and other things to paint a word picture about you. Make it possible for the reader to see you in their "mind's eye." Being very impersonal is a huge mistake. Don't mention anyone without giving the person's name—mother, father, son, daughter, spouse, teacher, etc.

**Be very goal oriented.** Applicants seeking money to go to college are not nearly as successful as applicants seeking funds to be an engineer, a doctor, a teacher, a nurse, and so on. In other words, this is being specific about your career. If you have no idea what you want to do with your life, come as close as you can, and go with that. If you think you want to be an architect, it is better to plan to do that and change your mind later than to have no plans as you seek scholarship funds.

**Leave no questions unanswered.** This is a common mistake. Take one example: "My husband and I moved from Tohatchi to Albuquerque three years ago" with no further explanations about this sentence. This generates the following questions in the reader's mind: What is your husband's name? Why did you move to Albuquerque? What type of work does your husband do? Is he supportive of your efforts to get a college degree? Was it a positive move or a negative move—was the law after you in Tohatchi?

**Name the names.** Don't just say something about your counselor in high school; give the person's name and something about him, such as the fact that he has been at the school for 12 years and has sent hundreds of students off to college successfully. Give the names and occupations of your siblings and offspring, their occupations, their roles in your life, and so on.

**MAKE THEM CRY.** Most of the students served have had some trauma in their lives. It might have

been the death of the father, domestic abuse, problems with alcohol or drugs by someone in the family, poverty, separation or divorce, problems with the law, etc. If you have had to cope with something like that, you need to go into detail and explain it, and explain how you overcame it.

Example: a lady called to ask for help with her son, who wants to get a master's degree. We told her to make the essay reader cry. She questioned, "Then should I tell them how my husband died, left me and my son and daughter with little support and how they struggled to finish high school and now both have college degrees?" YES, absolutely, tell the essay reader.

### How to Lay Out the Essay

This essay has to be the best piece of writing you have ever done. It has to get a grade of better than an "A". It has to get an "A+."

- Begin with five pages of essay. Boil it down to two pages and then one page. But you must write the five-pages first.
- Eleven-point type, single-spaced paragraphs, doubled space between paragraphs. All margins are one and one half inch. Use straight forward font styles, no italics. Eight paragraphs per page and your average sentence length no more than 15 words.

### Don't Wait Too Late !!!

Don't wait until July for fall scholarships. The scholarship "season" is January through April for about 90% of scholarships. There are just a handful September through December and May and June with very few deadlines in July and August.

Start your scholarship search EARLY in your senior year. You should have it done by September and you may have to start applying for some as early as September.

For FREE help and guidance with essay writing and scholarship searching contact Catching the Dream (Native American Scholarship Fund), 505-262-2351.



# 5 Important Common Mistakes

Tips for underclassmen to think about as they prepare for next year

High school students have different choices to make as they prepare themselves for the next level of education. *Source: [www.actudent.org](http://www.actudent.org)*

## 1. Taking the easy road.

Students who take the easy road when choosing high school classes—opting for courses that require the least amount of work and brain power—are probably hurting their choices for success in college.

## 2. Slacking off senior year.

Students who hope to succeed in college should avoid this temptation. Those who “take their senior year off” may actually find themselves behind academically when they arrive at college.

## 3. Focusing too much on GPA

Grades are certainly important when it comes to getting into college. However, colleges tend to look not only at students’ grades but also the specific courses they took. Earning a “B” in an advanced course such as calculus or physics can mean more to college admissions officers than earning an “A” in an easier course. Students who sacrifice advanced course work for a high GPA may be doing more harm than good in the long run.

## 4. Waiting until high school to start planning.

Some students wait until their junior or senior year in high school before they start planning for college. By then, it may be too late to take the courses needed to qualify for college, yet alone succeed once they get there. The best time for students to start planning and setting goals for the future is in middle school.

## 5. Not asking for help and advice.

Counselors, teachers, administrators and parents may seem out of touch about some of the things that are important to teenagers, but when it comes to planning for college and the future, they tend to know what’s important. Teens should ask these adults for help and advice.

**Scholarships**  
**Did you know**

- \$ ...there are 1,300,000 scholarship organizations in the U.S.?
- \$ ...they give away over **\$9 billion** a year in scholarship money?
- \$ ...that there is **NO** limit on how much scholarship money you can win?
- \$ ...do you know what the most important part of the application process is?
- \$ ...how to use the Internet to find scholarships?
- \$ Does your high school library have a full set of scholarship directions?
- \$ Have you identified the scholarships available in your local community?

**2008 Chief Standing Bear Scholarship-March 7 deadline**

- \$500 scholarship to American Indian students who are enrolled in a tribe
- Will be attending a higher education institution the proceeding fall
- Application, essay and letter of reference criteria <http://www.indianaffairs.state.ne.us>
- Nebraska Commission on Indian Affairs, 402-471-3475

**Catching The Dream-Native American College Fund**

**APPLICANTS SHOULD CONTACT CTD BY PHONE OR E-MAIL BEFORE THEY APPLY.**

- \$500 to \$5,000 per academic year-nationwide
- Student goals outlined and must be related to the betterment of an Indian tribe or community
- MESBEC program
  - Six priority fields of study are math, engineering, science, business, education, and computers. Science includes all the medical fields.
- Requirements and applications: <http://www.catchingthedream.org/Scholarship.htm>
- Contact [Nscholarship@aol.com](mailto:Nscholarship@aol.com), include Scholarship Application Request in the subject line or phone 505-262-2351
- Deadlines
  - Summer: March 15
  - Fall Semester/Quarter: April 15
  - Spring/Semester or Quarter: September 15

### **American Indian Education Foundation– April 4, 2008 deadline Scholarship Program Application**

- Native American or Alaska Native descent (student or one parent must be enrolled and have documentation)
- Attending an accredited 2 or 4 year college/university or technical/vocational school
- Must be enrolled as a full-time student
- GPA between 2.0-3.4 is desirable (but ALL current or future undergraduate college students are encouraged to apply)
- An ACT score of 14 or above is desirable
- Scholarships are available for undergraduate studies only

**APPLICATION MUST BE COMPLETE AND POSTMARKED BY **APRIL 4, 2008** TO BE CONSIDERED.  
Completed applications received **before** March 1, 2008 will earn you one additional point on your score!**

### **AIEF Undergraduate Scholarship: Scholarships are for \$2,000 for the full year.**

All students who meet the above criteria are encouraged to apply for an AIEF Scholarship. For more information, call 1-866-866-8642 (toll-free) or email [scholarships@nrc1.org](mailto:scholarships@nrc1.org). Complete information on guidelines and scholarship application are available at [www.aiefprograms.org](http://www.aiefprograms.org)

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## Summer Medical Programs for Native American Students

### **Association of American Indian Physicians (AAIP)-April 18 deadline**

- 11th Annual Patty Iron Cloud National Native American Youth Initiative, Washington DC June 21-29, 2008
- Native American/Alaskan Native high school students ages 16-18 interested in health careers and/or biomedical
- Scholarship pays for travel, lodging and most meals
- Curriculum is strategically designed to prepare students for admission to college and professional schools, as well as for careers in health and biomedical research
- Additional information and/or apply online at [www.aaip.org/programs/nnayi/nnayi.htm](http://www.aaip.org/programs/nnayi/nnayi.htm)

**Adult counselor applications also accepted: March 21 deadline**



### **University of North Dakota: Indians Into Medicine-March 31 deadline**

- Summer academic enrichment session. Six-week academic enrichment
  - American Indian students at junior high, high school and medical preparatory level (grades 7-12)
  - Designed to bolster participants' math and science skills, introduce health career requirements and develop potential for success in health science careers
  - Introduces students to student life on a college campus, residing/eating in dorms and classes university style
  - Application information: <http://www.med.und.nodak.edu/depts/inmed/SummerPrograms.html>
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## **The Eagle Books—a resource for teaching young children about diabetes**

Diabetes has become part of the fabric of losses in many American Indian and Alaska Native (AI/AN) communities. Many children and youth help to care for family members with diabetes and may be themselves at risk for diabetes later in life. The rates of diabetes among AI/ANs younger than 35 years doubled from 1994 to 2004, according to CDC and Indian Health Service (I.H.S.).

Working with community and national partners to eliminate disparities, the CDC Native Diabetes Wellness Program sought guidance about interventions through tribal consultation. The CDC and I.H.S. conducted formative research in 8 regions of the country with representatives of over 300 tribes. Research identified a recurring theme of learning using culturally-relevant approaches including storytelling. Frequently mentioned was the “Strong in Body and Spirit” curriculum of the University of New Mexico’s Native American Diabetes Project, featuring the prayer, “Through the Eyes of the Eagle,” by Georgia Perez, a Community Health Representative for the Nambe Pueblo for 19 years.

In 2001 the Tribal Leaders Diabetes Committee (TLDC), administered by the IHS, supported development of a book series based on the “Through the Eyes of the Eagle” to teach children about preventing diabetes. The Wellness Program collaborated with Ms. Perez and illustrators Patrick Rolo (Bad River Band of Ojibwe) and Lisa A. Fifield (Oneida Tribe of Wisconsin), Westat, and the Indian Health Service to develop a series of four children’s books. The intended audience for these books is Native American children and other children, ages 4-11.

The Eagle Books are a series of four books that are brought to life by wise animal characters - Mr. Eagle and Miss Rabbit - who engage Rain That Dances and his young friends in the joy of physical activity, eating healthy foods, and learning from their elders about health and diabetes prevention.

The original art work for the books “Through the Eyes of the Eagle” and “Plate Full of Color” will be displayed at the Museum of the American Indian in Washington, D.C. October through December, 2008. Books are available (up to 100 sets of the 4-book series) from Indian Health Service Division of Diabetes Treatment and Prevention.

Requestors can link to <http://www.ihs.gov/MedicalPrograms/diabetes/> then click on the yellow cart that has 'diabetes education' in it. You will see the 'eagle books at the end of the first section. An educator's guide, "The Eagle Book Series: A Guide for Educators and Communities" is available for printing out at <http://wwwn.cdc.gov/pubs/diabetes.aspx>

The Eagle Books were included in the U.S. Department of Education and Office of Indian Education collaboration for Digital Teaching Workshops for Teachers of Native American students <http://www.t2tweb.us/nativeamerican>

Many schools and agencies across Nebraska received these books from the Nebraska Department of Health and Human Services. Sets of books and resource materials were delivered to schools, libraries, churches, and community-based organizations serving Native Nebraska youth. As with all materials coming into your schools regarding Native Americans, if members of your Native American community do not feel they are appropriate for use, then please do not use them. In my review of the materials I found the information to be presented in a way that is both interesting and helpful to young children. My only suggestions with the books would be to discuss with your students the names of the main characters as they could be perceived to be stereotypical, and remind the students that the historical pictures represent only a small number of tribes as not all tribal people lived in tipis or dressed as these children are dressed. If you have access to elders or others in your community who can help explain tribally specific information in regards to character names, style of clothing or homes, and/or significance of animals as storytellers in conjunction with your use of these materials, I would highly recommend asking them for their input.

The Indian Health Service website also has many, many other materials available for providing information about diabetes. Materials can be accessed at

<http://www.ihs.gov/MedicalPrograms/diabetes/>.

Information for this article was taken from the Indian Health Service website.

*Continue page 13*

### About the Books

'**Through the Eyes of the Eagle**' introduces the characters of Mr. Eagle and Rain That Dances, the boy he befriends. Mr. Eagle reminds the young boy of the healthy ways of his elders.

'**Knees Lifted High**', the second book, Rain That Dances introduces Thunder Cloud, his best friend, to Mr. Eagle who encourages the boys to be physically active every day.

'**A Plateful of Color**', introduces Miss Rabbit and the boys' friends, Little Hummingbird and Simon. Miss Rabbit teaches the value of eating a variety of colorful and healthy foods.

'**Tricky Treats**', the final book in the series, introduces the character of Coyote, a trickster. The children are not tricked by coyote, when choosing foods to eat.



The Alliance for a Healthier Generation is a partnership between the American Heart Association and the William J. Clinton Foundation. We have come together to fight one of our nation's leading health threats – childhood obesity. The Alliance provides a four-pronged approach that works with schools, children, families, the food and beverage industries, healthcare insurers, and pediatricians. Together these approaches will transform kids' schools, homes, and communities into healthier places to learn and play.

The Alliance's goals are to halt the nationwide increase in childhood obesity by 2010, reverse the trend by 2015, and inspire young people and their families to develop lifelong healthy habits. Without immediate intervention, this generation of children stands to be the first in history to have a shorter life span than that of its parents.

### Healthy Schools Program

Everyday in the United States, 53 million people go to school to work or learn. That's about one in five Americans who will spend around 30 hours of their week in a school! The Healthy Schools Program supports schools across the country in creating healthier environments for this critical group. The program takes a comprehensive approach by helping schools improve access to healthier foods, increase opportunities for physical activity, and establish staff wellness programs. The Healthy Schools Program also provides

opportunities for recognition through the implementation of its Healthy Schools Program Framework.

Schools enrolled in the program have access to:

- A searchable resource database
- Telephone and online technical assistance
- The Healthy Schools Builder - an online tool that helps schools identify their status as a healthy school and to develop customized action plans
- Implementer's kits filled with process materials
- Free online presentations on a wealth of school health topics - connect with experts in their field
- Success stories and award information
- and much more...

For the 2007-2008 school year, 12 schools across Nebraska are receiving direct in-person support for the implementation of this program. Schools were selected based on a combination of demographics, ethnic diversity and location across the state creating a combination of urban and rural schools participating. More schools will be added in 2008-2009. Your school does not need to wait to be selected to participate. You can sign up now for the on-line program! For more information go to the Alliance for a Healthier Generation website [www.HealthierGeneration.org](http://www.HealthierGeneration.org).



## Back Page Notes

Carol Rempp

### In Memoriam: Ollie V. Napesni 1917 – 2008

*“Some people come into our lives and quickly go. Some people stay for awhile, leave footprints on our hearts and we are never, ever the same.” Flavia*

There is something very special about a Lakota grandmother, especially an elderly Lakota grandmother. Her eyes twinkle and sparkle when she visits with you and tells you stories of her childhood. She has a gentle voice that is soft and soothing whether she is sharing a story or telling you how to behave properly. Her hair is soft and graying. Her hands are wrinkled and soft. She provides a gentle touch when she touches your face, shakes your hand or gives you a hug. And her touch, her smile, her eyes warm you all the way through.

Ollie Napesni was already an elderly lady when I met her. In my mind and heart she will forever be a Lakota grandmother. I will always remember her for her gifts of storytelling and quilt making. In 2003 the story of her life was captured in the book *Salt Camp: Her Story—Lakota Living Treasure Ollie Napesni*.



I have many wonderful memories of Ollie but one day stands out. While I was the principal at He Dog Elementary School near Parmalee, South Dakota, Ollie spent the day with my students doing storytelling. I had the pleasure of escorting her from classroom to classroom. In every room it was the same—kids of all ages sat still and silent listening to the soft voice of this tiny lady who had come to share with them stories of their Lakota heritage. The experience of being with her as she shared so much culture with these children and seeing their respectful behavior with her was a real gift.

Words of praise, congratulations or gratitude from Ollie were well received because they were genuine and sincere. Over the years that I knew Ollie I learned so much from her. I loved her in a very special way. I will miss her. Our children will miss her. I’m sure the stars in heaven will shine brighter with her there.

*Thank you Ollie for all you taught me. Thank you for leaving footprints on my heart.*

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#### Submission Policy

Photos must be accompanied by a permission to reprint statement, especially if they contain students or are professional photos. Photos can be sent in jpg format, Photos will not be returned and become part of the newsletter historical files.

Items will be included dependent upon space available and order in which received.

Advertising will be done for school/student activities and will only be included if space allows.

We reserve the right to edit submission for both content and space available.