

The Drum

Delivering the Rural, Urban, and Multicultural Message

10 Ways Hispanics can Prevent Type 2 Diabetes

The National Diabetes Education Program (NDEP) is urging people at high risk for type 2 diabetes to take small steps to lower their risk for the disease

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Welcome Back. What's Been Going On...?

By Carol Rempp

This summer I had the opportunity to attend an American Indian Education Conference at Northern Arizona University in Flagstaff. Once again I was awestruck by the on-going dedication of both Native and non-Native educators to find innovative ways to promote quality education for American Indian children as well as promoting authentic instruction *about* American Indians.

One of the presenters was Dr. Sigmund Boloz. Dr. Boloz is Polish and a gifted poet. His life experiences provide him with terrific insights which have inspired both his poetry and his career as an educator. I was given permission by Dr. Boloz to include his poem "Be Dangerous" in this newsletter. Enjoy!

As educators we generally approach a new school year with anticipation, hopefully an excited anticipation. We have been given the gift of a new year to encourage and influence the lives

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Culture is the sum of all the forms of art, of love, and of thought, which, in the course of centuries, have enabled man to be less enslaved"

-Andre Malraux



The Old South Rises above Nebraska in Closing the Gap

By Jesse J. Foster, II

The National Assessment of Educational Progress (NAEP) provides detailed information on the size of the achievement gaps between Black and White students at both the national and state level and how those achievement gaps have changed over time. Most of the data in this report is derived from the results of the 2007 main NAEP assessments, and is supplemented with data from the long-term trend assessments.

A comprehensive review of this data suggests that the gap between the gap between scores of Black and White students in mathematics and reading on the NAEP appear to be closing as at a significantly better rate in states like Alabama, Mississippi, Louisiana and Georgia, than in our home state of Nebraska.

For instance, in eighth-grade math the average score among Nebraska's black students in 2007 was 240 on a 500-point scale, compared to the national average for blacks of 259, according to the federal data. The average score for black eighth-graders was 246 in Alabama, 251 in Mississippi, 258 in Louisiana, and 261 in Georgia.



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The week before your students arrive, we recommend you:

Place decorative and inspirational posters in the back of the classroom.

Prepare a section of wall toward the back for displaying student work.

Plan how you will greet students as they enter the classroom the first day and each day.

Display your initial "Concepts-on-the-Wall."

Post initial announcements and assignments.

Set up a music system for CDs or MP3 players with a remote.

Select and prepare your music that WILL create your needed atmosphere.

Prepare a personal task for students to do as they enter your classroom.

Sit in each student's seat and put

your eyes at the typical student eye level. Make adjustments to equipment and room arrangement as needed for visibility.

Commit to not getting angry or taking anything personally.

Make a personal commitment to being responsible for students' success.

Develop a plan for student involvement in the room layout and set-up.

Ten Ways Hispanics/Latinos Can Prevent Type 2 Diabetes

By the National Diabetes Education Campaign

The National Diabetes Education Program (NDEP) is urging people at high risk for type 2 diabetes to take small steps to lower their risk for the disease and serious complications such as heart disease, stroke, and other health problems. Take the first step today. Ask your health care team if you are at risk for type 2 diabetes. Before a person develops type 2 diabetes, they usually have —pre-diabetes. People with pre-diabetes are more likely to develop type 2 diabetes within 10 years and to have a heart attack or stroke. Although Hispanics/Latinos are at high risk for type 2 diabetes, there is good news. You can prevent or delay type 2 diabetes by making small lifestyle changes in diet and physical activity. Follow these tips to help you prevent or delay type 2 diabetes:

- 1. Set goals you can meet and start by making small changes.** First, set a goal you can achieve. Add one or two healthy changes every week. Use NDEP's *Your GAME PLAN to Prevent Type 2 Diabetes* booklet to help you stick to your goals and succeed.
- 2. Aim to lose at least 5 to 7 percent of your current weight.** The key to preventing type 2 diabetes is to lose weight by making healthy food choices and being physically active. Lose a small amount of weight by getting at least 30 minutes of physical activity a day, five days a week and eating foods lower in calories and fat.
- 3. For support, team up with friends and family to help you lower your risk for type 2 diabetes.** Ask your family and friends to help you stick to your program. Involve them in your activities. You can help each other move more, eat less, and live a healthier life. Be active with your family by going on a walk together after dinner or playing a pick-up game of basketball. eplace watching TV with an activity that gets everyone moving.
- 4. Make healthy food choices every day.** Start with small changes, like eating brown rice instead of white rice or drinking low-fat or fat-free milk. Choose fresh fruits and vegetables from every color of the rainbow—red, orange, yellow, white, green, blue, and purple. A southwestern salad topped with tomatoes, low-fat cheese, black beans, corn, and low-fat or fat-free sour cream can

be a good choice for a side dish.

“Compare serving sizes to everyday objects. For example, one serving of cereal is about the size of a closed fist.”

- 5. Make time to prepare and cook healthy foods.** Freeze portions so you have healthy meals ready for days when you're too tired or don't have time to cook. Cook with less oil and butter. Broil or bake with non-stick spray or low-sodium broth instead. Use herbs and seasonings to add flavor to low-fat dishes. Instead of salt, give foods a little kick by adding hot sauce or red pepper flakes.
- 6. Cut down on food portion sizes.** The portion size that you are used to eating may be equal to two or three standard servings – which equals double or triple the calories and fat! Portion sizes are often smaller than you think. Compare serving sizes to everyday objects. For example, one serving of cereal is about the size of a closed fist. One-half cup of cooked rice or pasta is about the size of n ice cream scoop.
- 7. Choose water to drink instead of sweetened fruit drinks and soda.** Find a water bottle you really like, such as one that represents your favorite sports team, and drink water from it wherever and whenever you can. Drink a glass of water 10 minutes before your meal to take the edge off our hunger.
- 8. Increase your activity level by walking more often.** Schedule walking dates with friends or family members throughout the week. Organize a walking group with your neighbors or co-workers.
- 9. Build physical activity into your Day.** Pick an activity you enjoy that will keep you moving, such as soccer, bike riding, or swimming. Dance to the beat of your favorite music. Take the stairs instead of the elevator to your office. Deliver a message in person to a co-worker instead of sending an email.
- 10. For more ways to lower your risk for type 2 diabetes, check out NDEP's free resources in English and Spanish.**

Order the bilingual *Prevenamos la diabetes tipo 2: Paso a Paso* tip sheet by calling 1-888-693-NDEP (6337) or visit www.YourDiabetesInfo.org www.diabetesinformacion.org

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of children. What a wonderful thought! What an awesome responsibility! Just think, as an educator you have within your power the ability to make this year a learning and growing experience for your students or a torturous experience. Over the past two summers the Multicultural Education Office has offered training in Response Ability Pathways (RAP) which was developed from the *Reclaiming Youth at Risk: Our Hope for the Future* book. I have now been through the training four times. Each session I have attended I have been reminded that as adults in schools especially we have a terrific responsibility to create environments where **ALL STUDENTS** feel respected and valued. We have it in our mission statements. We spout this ideal when we talk about how great our schools are and yet we continue to have students who drop-out of school; fail classes; show up irregularly; act in ways “to get thrown out” of school.

I challenge you in the coming year to look at what is happening in your school. Are you creating restorative environments for ALL STUDENTS—even little Johnny or Sara who has annoyed everyone from the first day of kindergarten? Have you looked at why? What have you done to help him/her not feel rancor from teachers and staff members regularly? Have you thought that it might be you and not him? Do your policies promote rankism? What are you doing to change that?

I know that there are schools and teachers out there where every student walking through the door feels cared about by someone in that building. Is that your school or your classroom? How do you do it? I would truly enjoy sharing your stories with others. Please email me if you have a story or suggestions to share with others about how you have created restorative environments that inspire all students.

Welcome back to the 2009-2010 school year! We are excited to share some changes and updates from here at the NDE Office of Multicultural Education with you in this newsletter. We are looking forward to serving you in the coming year. Go out and “Be Dangerous!”



Meet Krista Kjeldgaard

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The report, which can be viewed at <http://nces.ed.gov/nationsreportcard/studies/gaps/>, was released on July 7th and provides a platform for discussions within our state around our own efforts to increase the performance of all scholars. This is painfully clear when you consider the fact that in some of our neighboring states the achievement of Black scholars has even declined.

Historically, the achievement gap between America's Black and White scholars has always been widest in Southern states. We have generally attributed this gap to social factors that were the "legacies of slavery and segregation." The generally espoused rhetoric resembled statements such as "there are poor schools in the south and the majority culture does not care to educate its minority population." Consequently, there were extremely low math and reading scores among poor African-American children. Now that those states are outperforming Nebraska, maybe it's time for us to ask some hard questions of ourselves.

These questions may be compounded when you consider that fact that as a country we are by no means, "knocking it out of the park, when it comes to closing the Achievement Gap. Nationwide, the average math score in 1992 for white fourth graders was 227 on a 500-point scale, compared with an average score of 192 for black fourth graders that year, resulting in a black-white gap of 35 points.

By 2007, the most recent year included in the new study, the average math scores for white fourth graders had risen to 248, but the average scores for black students had risen to 222, thus narrowing the black-white gap to 26 points, about the equivalent of two and a half years of schooling.

As educators and administrators, we know that the reasons for these scores are neither simple nor clear cut. And, even though this is an issue concerning, amongst other ethnicities and races, Blacks and Whites, the answers are not.

American School Board Journal: Magna Awards

The American School Board Journal's 16th annual Magna Awards honor outstanding programs developed or supported by school boards that showcase school district leadership, creativity, and commitment to student achievement. Maximum award: \$4,000. Eligibility: local school boards. Deadline: October 31, 2009.

<http://www.asbj.com/MainMenuCategory/Supplements/MagnaAwards/WhatisMagna.aspx>

National Council of Teachers of Mathematics: Engaging Students in Learning Mathematics

Grants are provided to classroom teachers currently working to incorporate creative use of materials to actively engage students in tasks and experiences designed to deepen and connect their mathematics content knowledge. Maximum award: \$3,000. Eligibility: current NCTM members (as of

Looking for Money? Grant Information

October 15, 2009), or those who teach in a school with a current K-8 NCTM school membership and teach mathematics or collaborate with teachers of mathematics in grades 6-8. Deadline: November 13, 2009. <http://www.nctm.org/resources/content.aspx?id=198&linkidentifier=id&itemid=198>

Freedom Foundation: Leavey Awards for Excellence in Private Enterprise Education

The Leavey Awards for Excellence in Private Enterprise Education honor outstanding educators who excite a commitment in their students to the free enterprise system and unleash the entrepreneurial skills of their students at the elementary, junior high school, high school, and college level. Maximum award: \$15,000. Eligibility: U.S. citizens or permanent residents employed full time as an educator at an accredited American school (grades K-12), college, or university. Deadline: November 30, 2009.

<http://www.freedomsfoundation.org/Leavey-Awards.cfm>

NSTA: Distinguished Service to Science Education Award

The National Science Teachers Association (NSTA) Distinguished Service to Science Education Award recognizes extraordinary contributions to science education through personal commitment to science teaching or science and through significant contributions to the profession that reflect dedication to NSTA as well as to the entire educational community. Maximum award: three nights' hotel accommodations and up to \$500 to attend the 2009 NSTA National Conference on Science Education, Mar. 18-21, 2010, in Philadelphia. Eligibility: NSTA members. Deadline: Nov. 30, 2009.

<http://www.nsta.org/pdfs/awards/DistinguishedService.pdf>

Be Dangerous*By Sigmund A. Boloz*

*My mother sat rocking in the shade of our apple tree
 And reminisced about her youth,
 Of her terrible days in the camps.
 I sat motionless, in disbelief.
 How could another people be so cruel?*

*I asked my mother
 Why they took her to the camps? She was but fourteen.
 She rocked thoughtfully for a while...
 Well, my child she began,
 When they took over our land,
 They came looking for the politicians and their families.
 They came looking for the soldiers and their families.
 They came looking for the policemen and their families.
 They came looking for the teachers and their families.
 My blood pumped hard echoing in disbelief,
 the teachers... the teachers... the teachers.
 The hair on the back of my neck stood up, as stunned as I.*

*I asked my mother
 Why the teachers? They are people peace.
 She rocked thoughtfully for a while...
 Well, my child she began,
 When they take over any land,
 They come looking for the teachers because teachers are dangerous people.
 Teachers cause children to think, to dream to hope.
 Teachers reveal history and new ideas.
 Teachers bring a society to reading and writing.
 Teachers cause children to question and teachers inspire action.
 Teachers are dangerous people.*

*I asked my mother
 What should I do? I am a teacher.
 She rocked thoughtfully for a while...
 Well, my child she began, I know that this is difficult to understand,
 For in America, teacher do not understand their power,
 For in America, teachers are always embattled,
 Made to see themselves as less than important.
 But because this is America, you must continue to be a teacher.
 You, the teacher, are freedom's greatest hope...be dangerous.*

And she rocked thoughtfully for a while...