

# Understanding about American Indians/Alaska Natives to Influence the People

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# Information about AI/ANs

- Indian Country Overview
- The Federal-Tribal Relationship
- Tribal Consultation Policies (TCP)
- The NDWP and the Eagles Books
- Lessons learned to consider



# AI/ANs Are Different From Other Minorities?

- AI/ANs have a unique political and legal status that distinguishes us from other traditionally defined minority and special population groups.
- AI/ANs are enrolled members of tribal Nations and U.S. citizens. Tribes are sovereign Nations that exist through treaties established with the U.S. government.
- The federal government by these numerous treaties has a trust relationship that entails certain legally enforceable obligations and responsibilities to Tribes.

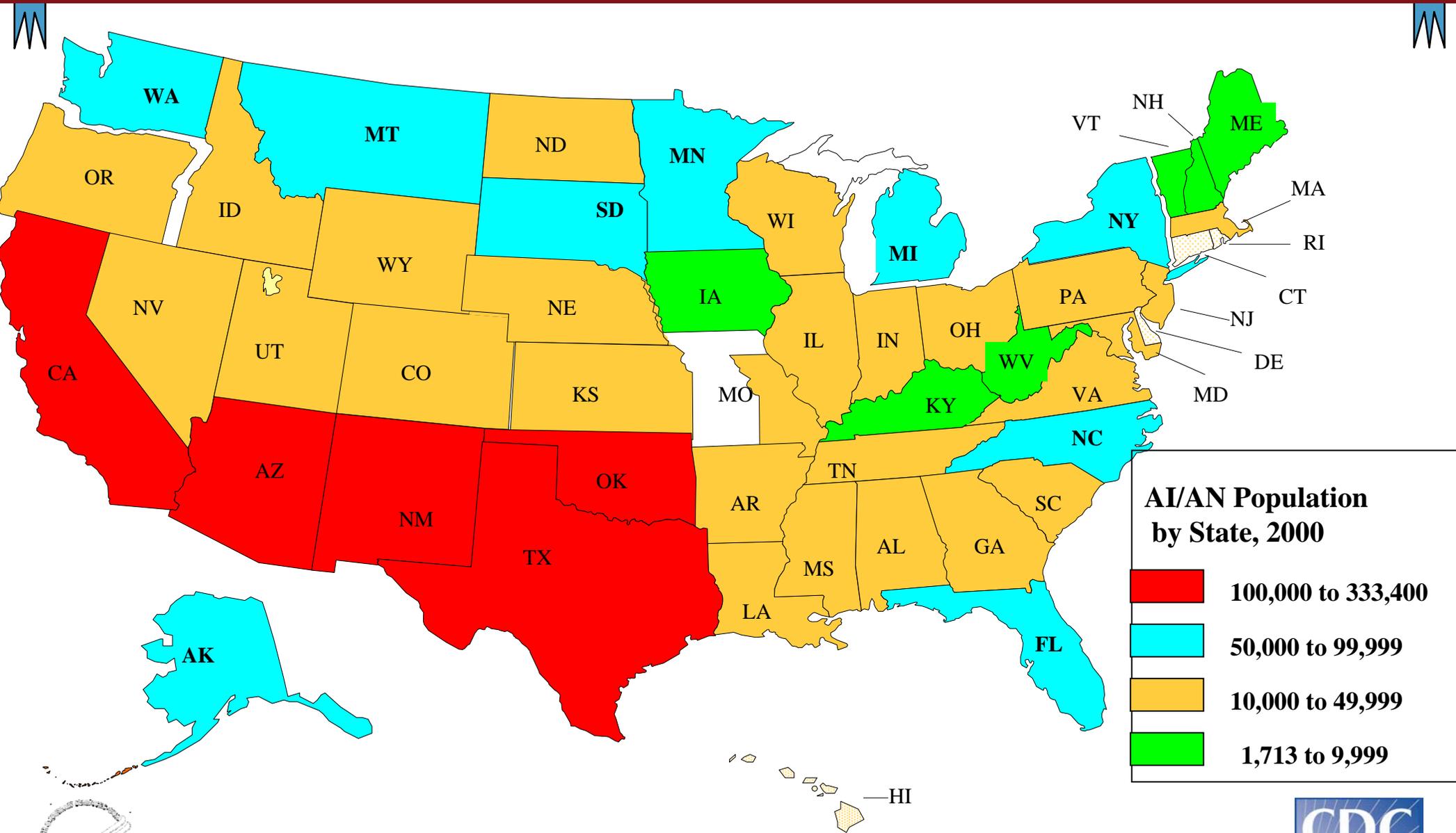


# "Indian Country"

- Over 560 federally recognized tribes
- Located in 35-39 states, but concentrated mostly in the West
- Highest AI/AN populations in CA, OK, AZ, TX, NM
- Total AI/AN population:
  - AI/AN alone 2.5 m (0.9%)
  - Alone or in combination 4.1 m (1.5%)
  - 64% urban, 36% rural/reservation



# American Indian and Alaska Native Population By State



\* Census 2000, One race (AI/AN) alone



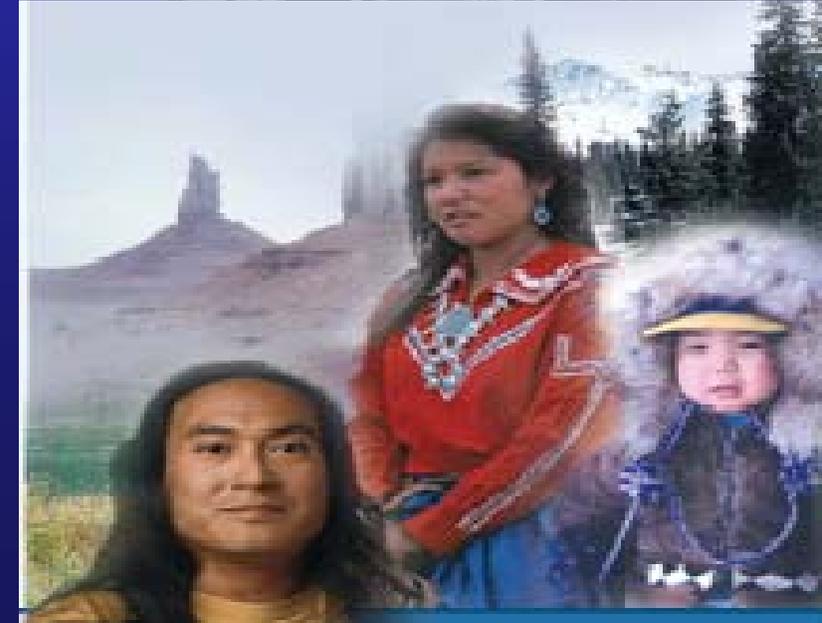
# Federal - Tribal Relationship

- The relationship between the tribes and the United States is one of a government-to-government.
- The 372 Treaties ratified by the U.S. with Indian Nations did not create tribal governments, but rather was a means by which the U.S. recognized those governments as sovereign entities.
- While the U.S. federal government deals with tribes in a manner similar to states for certain purposes, tribes are domestic sovereign nations that are different than states or local counties.



# The Federal - Tribal Relationship

- Is based on:
  - The U.S. Constitution
  - Treaties
  - Supreme Court Decisions
  - Legislation
  - Executive Orders
  - Presidential Memoranda



# Tribal Consultation Policies

- Most federal Agencies have policies & high level committees that provide guidance on working effectively with AI/AN tribes and communities
- These enhances tribal access to Agency programs, resources, and people
- Policies are dynamic, responsive to change, and modifiable as collaboration and trust develops



# Key Health Disparities

- ❑ Diabetes mellitus
- ❑ Unintentional injuries & motor vehicle accidents
- ❑ Infant Mortality and SIDS
- ❑ Adult Immunizations
- ❑ Substance abuse -- alcohol and methamphetamine
- ❑ Suicide
- ❑ STDs
- ❑ Access to and Quality Health Care
- ❑ Health Care Workforce (Under representation)



# The Native Diabetes Wellness Program

- The Wellness Program seeks formal and informal tribal consultation to guide program efforts. Advisors include:
  - The Tribal Leaders Diabetes Committee (TLDC)
  - Indian Health Service (IHS) Division of Diabetes Treatment and Prevention
    - ❑ The 399 IHS tribal and urban AI/AN grantees
  - CDC Native Diabetes Wellness Program Advisory Circle.



# Wellness Program Activities: Diabetes Prevention in Children



- The Wellness Program has developed a children's book series to teach children about promoting health and preventing diabetes using the tradition of storytelling.
- The *Eagle Book* series includes four vividly illustrated books for children in which a wise eagle reminds children of traditional ways to grow safe and strong and prevent diabetes.
- The objectives of the *Eagle Books* are:
  - To inspire healthy lifestyle choices through a series of vividly illustrated children books which demonstrate good nutrition and physical activity;
  - To reawaken the enjoyment of physical activity and promote healthy eating that contribute to the prevention of type 2 diabetes;
  - To encourage children to learn the traditional ways of their people, including living healthy, staying active and being grateful for the gifts of Mother Earth.

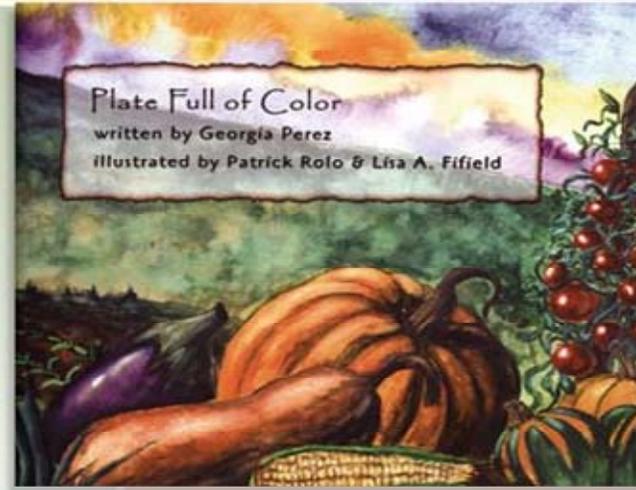
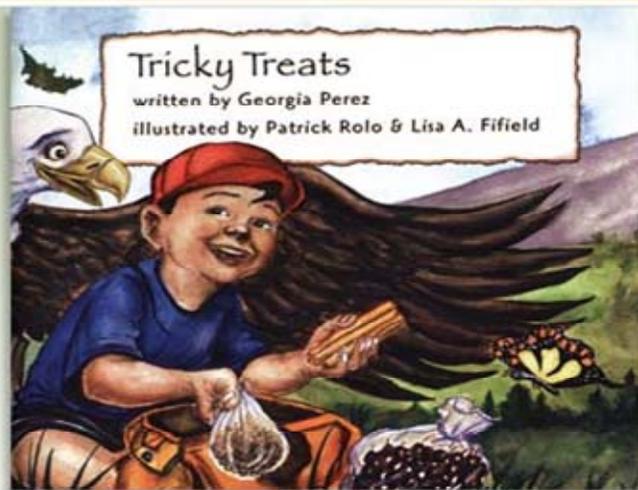
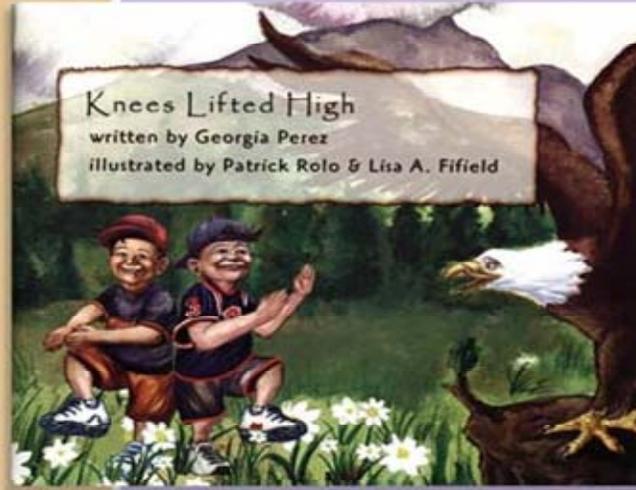
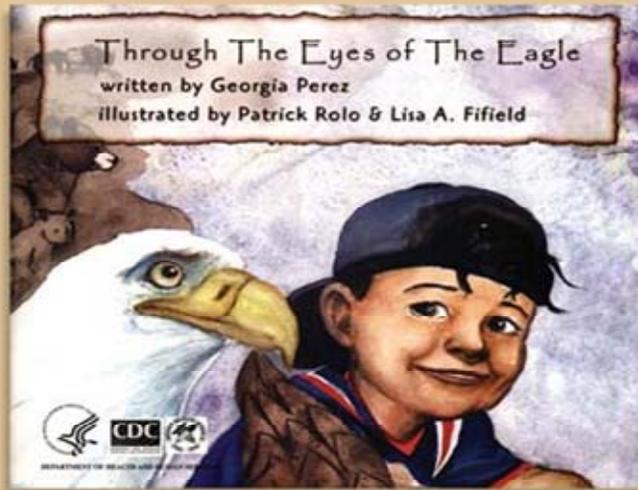


# Wellness Program Products: Eagle Books

- ***Through the Eyes of The Eagle*** introduces the characters of Mr. Eagle and Rain That Dances, the American Indian boy he befriends. Mr. Eagle reminds the young boy of the healthy ways of his ancestors.
- ***In 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 Plate Full 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 Treat*** introduces the character of Coyote, a trickster, and encourages children not to be tricked into eating unhealthy foods by people or advertisements.

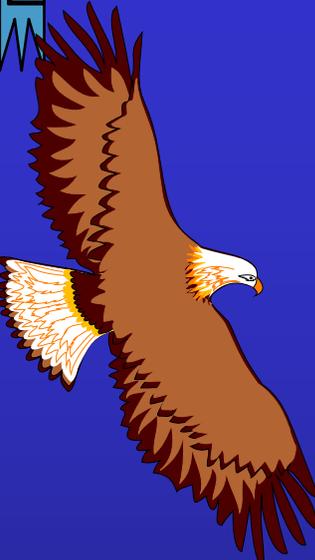
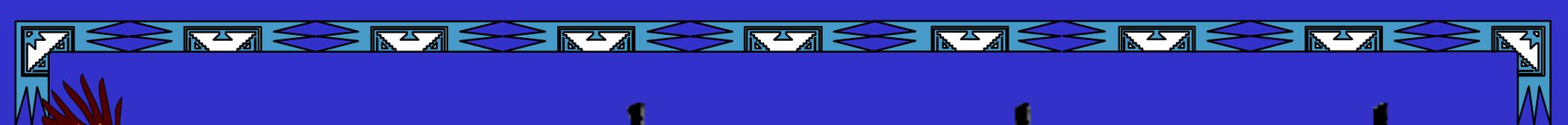
By 2007, over two million copies have been distributed in the US and abroad.





Written by Georgia Perez of Nambe Pueblo, illustrated by Patrick Rolo, Ojibwe, and Lisa Fifield, Oneida





# How The Eagle Books Got Their Wings

Cultural Applications of Science  
through Stories and Art

Lemyra DeBruyn, Dawn Satterfield  
Marie Burns, Dave Baldrige, Cheryl Ranger  
Native Diabetes Wellness Program (NDWP)  
Centers for Disease Control and Prevention



“Science is the explanation and art is the expression of the same reality.”

Herbert Read, 1945



# Outline

- Formative Research
- Finding the Stories
- Applying the Latest Science
- Creating the Art
- Applications of the Books
- Future Plans



# Tribal Consultation and Formative Research

- Tribal Consultation: Formative Research to Obtain Tribal Input on the Native Diabetes Wellness Program (1999-2000)
- Tribal Consultation: Formative Research on Diabetes Prevention: People at Risk and Community Leaders (2001-2004)
- Stories Connecting “What Works” (Native Diabetes Wellness Program, 2002-2005)



# Formative Research, 1999-2000



- Questions from tribal participants
  - How do we develop culturally appropriate materials and programs?
  - How do we integrate traditional knowledge into prevention activities? How can we incorporate traditional nutrition?
  - How do we promote trust and conviction that diabetes can be prevented?
  - What is the most effective way to educate children?

# Formative Research, 1999-2000

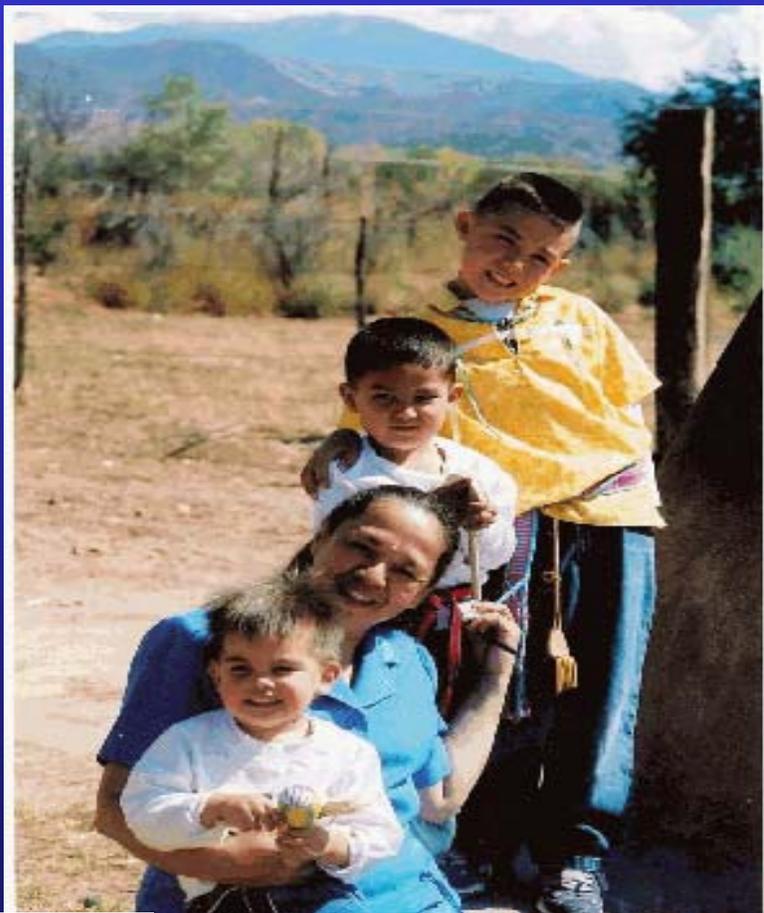


- Expressed needs for diabetes prevention
  - Integrate prevention efforts into school programs
  - Promote understanding that traditional culture is a source of health
  - Make the information continuously available, something that is there all the time
  - Use metaphors and clear pictures
  - “We need stories, but I don’t think there’s a lot of stories, because...it’s just the last decades where it [diabetes] has run rampant. The stories aren’t there.”

-Tribal focus group participants



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



The *Eagle Book* series grew from the story *Through the Eyes of the Eagle*, written by Georgia Perez of Nambe Pueblo, which had been successfully woven through the curriculum of the *Strong in Body and Spirit* curriculum.

Illustrated by Patrick Rolo, Bad River Band of Ojibwe, and Lisa A. Fifield, Oneida Tribe of Wisconsin.

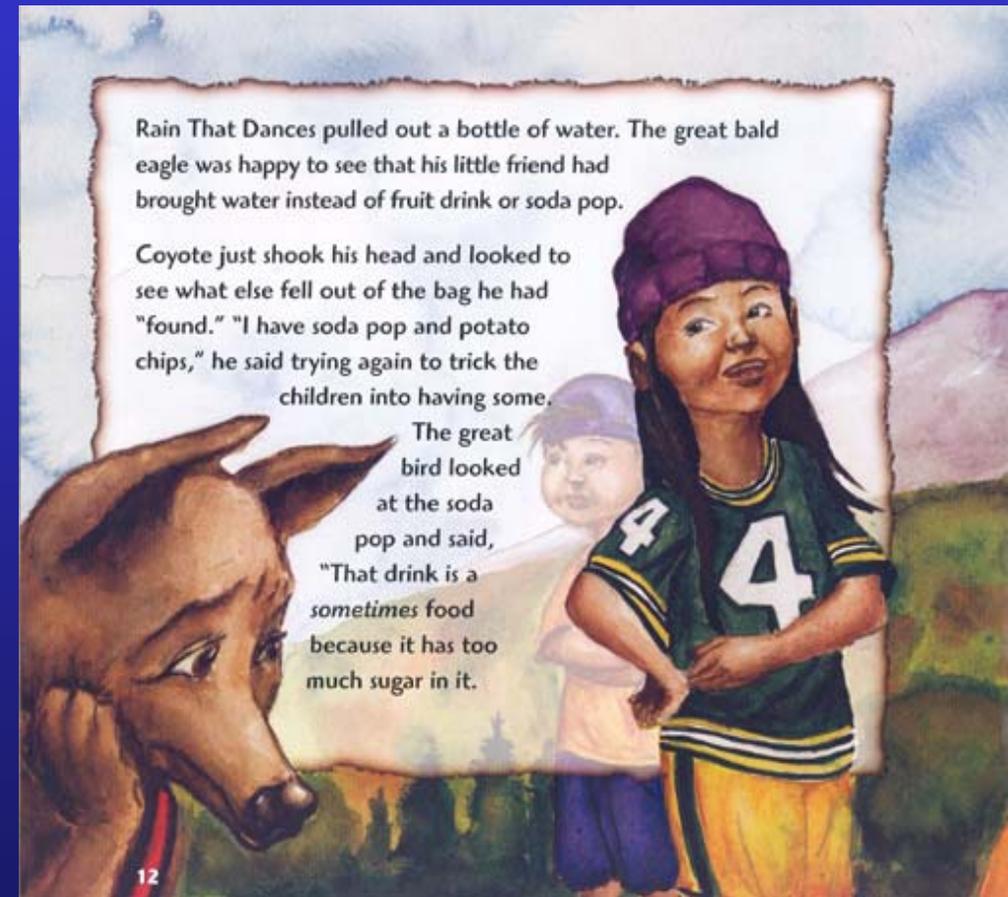
# Objectives of the Eagle Books

- To highlight the joys of nutrition & physical activity
- To encourage children to listen to their elders about traditional ways of health



# Applying the Science

- Epidemiology of diabetes prevalence among AI/ANs <35 years, 1994-2004
- Diabetes Prevention Program (physical activity and nutrition)
- Native science - focus on ecology, environment, and traditional foods
- Nutrition – applications and concepts cleared by USDA

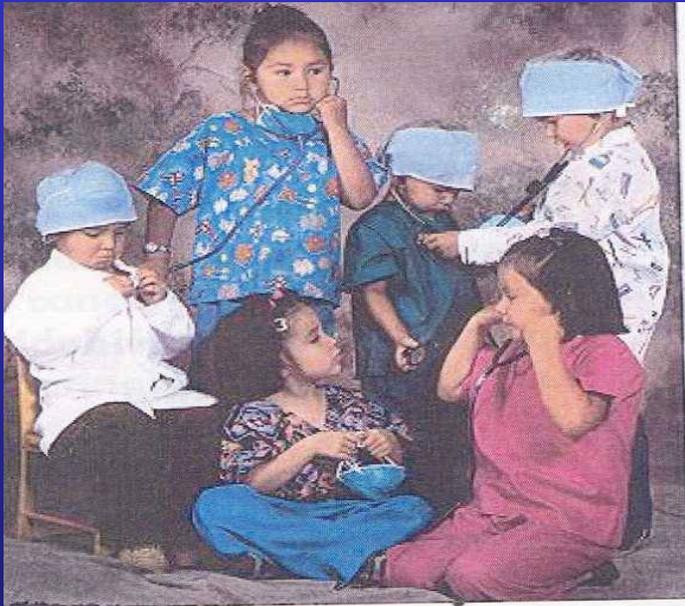


# Applications of the Books

- Almost 2 million distributed to Indian Country communities, schools, libraries, clinics, Head Start, Boys and Girls Clubs
- 3 million printed
- Teacher/community guide
- Puppets



# Applications of Eagle Books: Diabetes Education in Tribal Schools, K-4



**Clayton Gopher, Amanda Gopher, Kendel Windy Boy, Slayte Duran, Madeline Gardipee, Angel Windy Boy**



# Eagle Books Delivered



## Legend

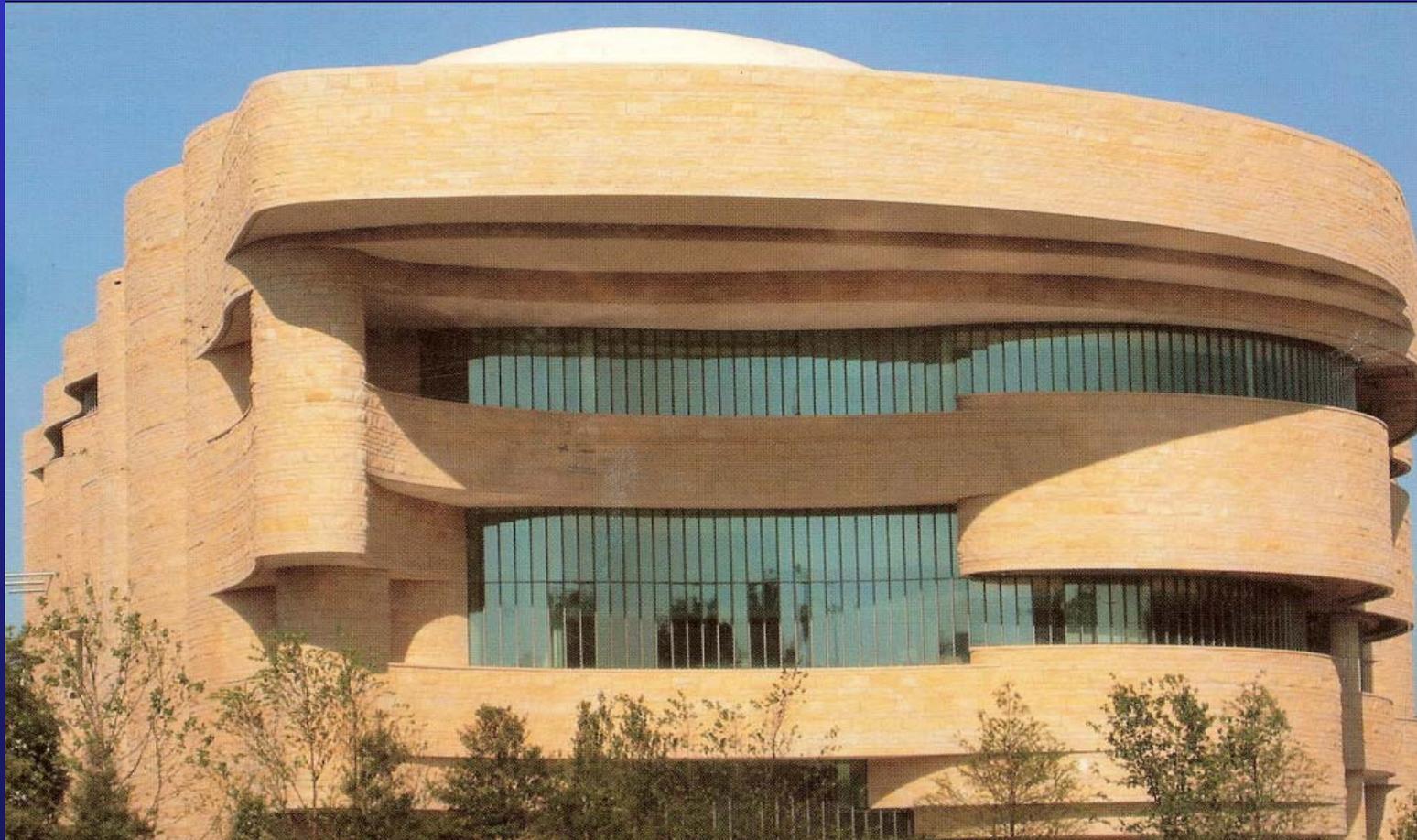
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- 3001 - 112000



# Future Plans

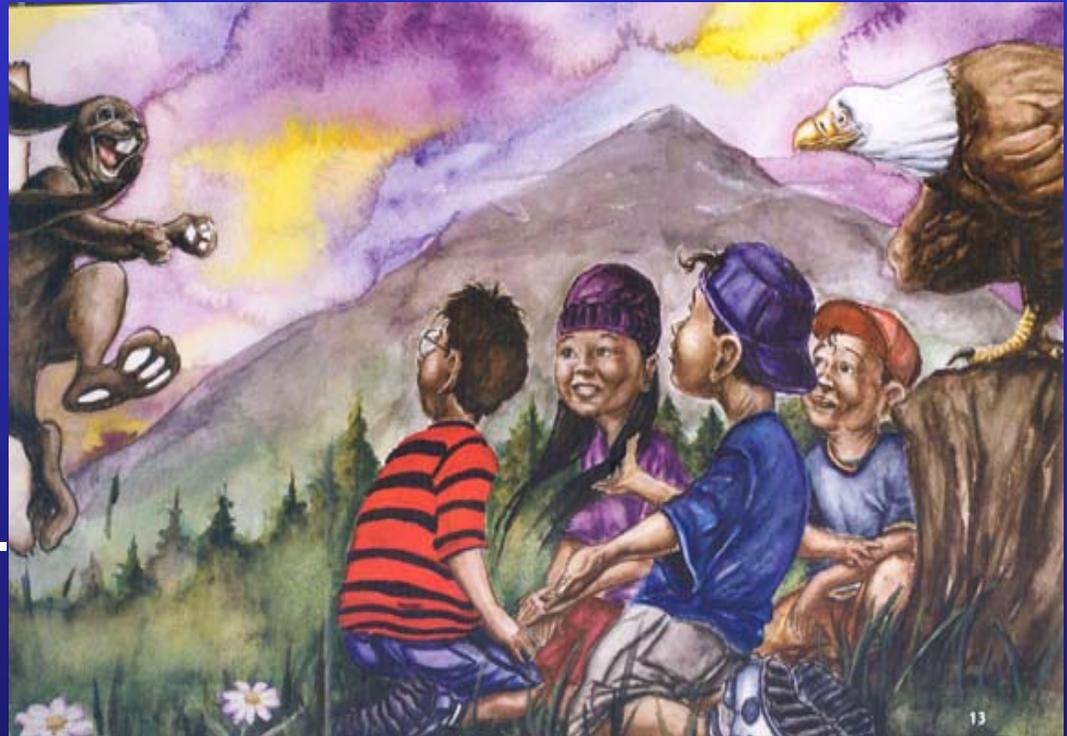


The *Eagle Books* are going to the Smithsonian:  
first ever display on health promotion



# Plans for two NEW Eagle Books and Animation of Original Series

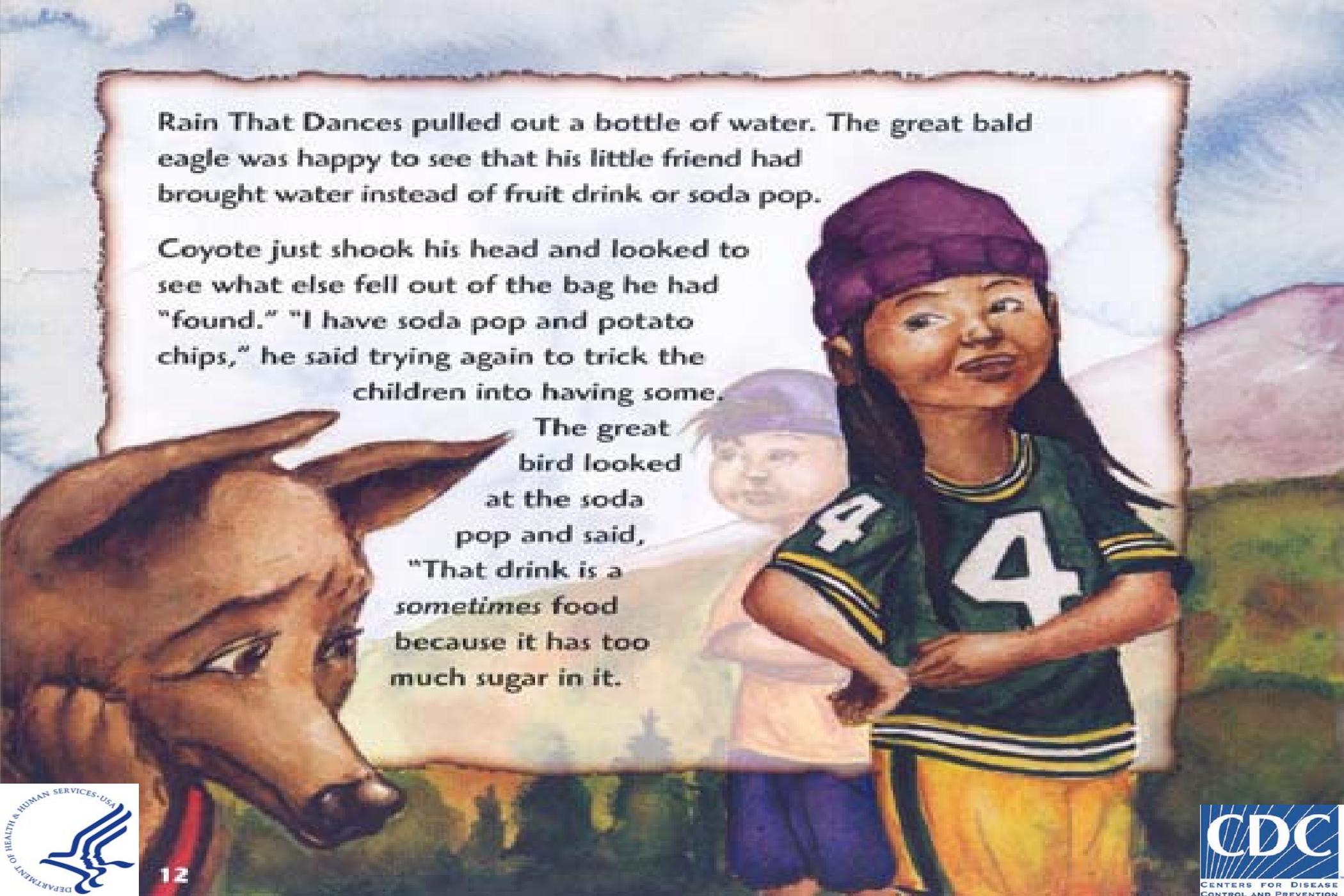
- To target youth 10-14
- To include other risk factors for diabetes
  - CVD
  - Depression
  - Tobacco
- To capitalize on cross-cultural responses to original series
- Animate original *Eagle Books*



# The Wonderful Surprises

- Books are cross cultural by their very nature
- Books are ambassadors
- Extraordinary feedback from children, parents, teachers
- Evaluation through *Diabetes Education in Tribal Schools* - children take the messages home



An illustration of a brown coyote on the left, looking towards two children on the right. The children are standing in a landscape with rolling hills and a blue sky. The child in the foreground is a girl with long black hair, wearing a purple beanie, a green jersey with the number 4, and yellow pants. The child behind her is a boy wearing a purple beanie, a light-colored shirt, and blue shorts. The text is contained within a white, torn-edge rectangular frame.

Rain That Dances pulled out a bottle of water. The great bald eagle was happy to see that his little friend had brought water instead of fruit drink or soda pop.

Coyote just shook his head and looked to see what else fell out of the bag he had "found." "I have soda pop and potato chips," he said trying again to trick the children into having some.

The great bird looked at the soda pop and said, "That drink is a *sometimes* food because it has too much sugar in it.



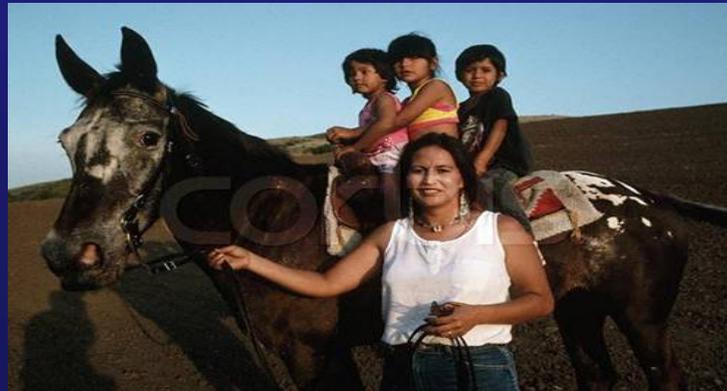
- **Don't be fooled – stories aren't just entertainment. They are all we have, you see, all we have to fight off illness and death. You don't have anything if you don't have the stories.**

Leslie Marmon Silko. *Ceremony*, 1977, p. 181.

# Lessons Learned

## IT'S ALL ABOUT RELATIONSHIPS

- Expect that it will take YEARS to build relationships
- All relationships take work, and experience ups & downs
- Be respectful of the work that is currently being done – don't duplicate, ask if your help is wanted





# Guidance and Lessons Learned

- Be patient
- Be inclusive of culture, not just culturally appropriate
- Don't assume that time delays indicate lack of interest
- Find the “alikes” to build on, have appreciation and “awe” for the differences.
- Prepare for time delays (negotiations, changes in gov. or tribal administration.)



# Best Lessons Learned

- **Native parents want the same things for their children as any other parents**
- **Find yourself a good, trustworthy Native friend of whom you can sincerely ask questions**
- **Stay out of the tribal politics**
- **Avoid overwhelming the same communities with multiple projects – the Nation and the community set the pace and determine when, not the outside entities even when they want to make a difference.**



- Honor the different Tribal Nations and respect that each have their own language, culture, history - strive to avoid any sweeping generalizations
- Find the “gatekeepers” – trusted and respected individuals within the population
- Embrace that what resonates in Indian Country works because it is meaningful to the Native perspective and values



# Native & Western Public Health Principles

The Wellness Program supports the ten essential services of public health in its philosophy and programs





**CDC**

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**CENTERS FOR DISEASE  
CONTROL AND PREVENTION**

