

E1: TEACHERS DISCUSSION GUIDE
(for use with K-4 Teachers)

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I. BACKGROUND AND INTRODUCTIONS (10 mins)

Hi, my name is _____ . I am here today on behalf of the Native Diabetes Wellness Program at the Centers for Disease Control and Prevention (CDC). Thank you so much for taking time out to talk with us today. I am here because the Native Diabetes Wellness Program at CDC would like to know what you think about the Eagle Books, a group of children’s books that teach children about exercise, healthy eating, and how to prevent diabetes. We want to talk to you because these materials have been especially developed for American Indian children and the schools that serve them.

The discussion should last about 75 minutes. Your participation is totally voluntary and you can leave the discussion at any time. I’d like to introduce _____. She will be taking notes on our discussion so that I can focus on the discussion. Your name will not be written in the notes and your name will not be linked to anything you have said today. Your name will not be included in any of the reports we write about this discussion or our visit. Everything you say will be kept private, as allowed by law. Does anyone have any questions?

Before we get started, I want to quickly explain how this will work. I’m going to ask you a series of questions to get the discussion started. Anyone can speak out; you don’t need to wait for me to call on you. However, please keep in mind that we have a lot to talk about, so it’s important for us to hear from everyone and to discuss all of the topics. Also, please speak one at a time--I would like to hear from each of you and we want to make sure that notetaker can get everyone’s comments. I also ask that you respect each others’ privacy and not share what is said in the group, once it is over.

Please set any phone or other ringing devices to vibrate. If you need to take a call, please step out to do so and join us once you are done.

Do you have any questions for me before I ask you to introduce yourselves?

Please state your first name ONLY, the grade level you teach, how long you have been a teacher, and your favorite thing about teaching.

II. SOURCES OF INFORMATION (5 mins)

1. Have you ever looked for information about diabetes in children? If so, where? [Probe for sources such as doctor, clinics, family, friends, media, church]
 - Of the sources you just described, which is the most trustworthy or reliable? Why?
2. What do you think is the role of tribal leaders in preventing diabetes?
 - Religious leaders or groups?
 - Teachers?
 - Schools?
3. Have you attended any diabetes prevention activities involving the Eagle Books?
If yes, please describe:
 - Who conducted the activity?
 - When did it occur?
 - What did you think of the activity?
4. How well do you think the Eagle Books messages are getting out, into the community?

III. AWARENESS AND COMPREHENSION (25 mins)

5. How long have you been using the Eagle Books in your classroom?
6. Have you used all of the Books or certain books? [Which books:
_____]
 - Did you use the Eagle Books by themselves or as part of the DETS (Diabetes Education in Tribal Schools) curriculum?

- Did you use the curriculum guide for Eagle Books? If yes, which activities did you use?
7. How well do you think the main ideas or goals of the Books come across?
- What have you seen the students in your school do or say that demonstrates **an increased understanding of how traditional lifestyles protect against diabetes?**
 - What have you seen students do or say that demonstrates an **increased understanding that physical activity can prevent diabetes?**
 - What have you seen students do or say that demonstrates an **increased understanding of the relationship between healthy eating or diet and diabetes?**
 - What have you seen students do or say that demonstrates an **increased understanding of the difference between more healthy and less healthy foods?**
8. Are they easy for children to read? Understand?
9. Are they easy to use in the classroom, to teach from?
- Have the Eagle Books made it easier for you to talk to your students about diabetes prevention? If so, how?
10. Are there any words or phrases used in the Books that you find are especially attention-getting or appealing?
- Are there any words or phrases from the books that you have used or you have heard [your] students use? If so, which ones?
 - Are there any words or phrases that you have found useful in talking to your students about exercise, healthy eating? If so, which ones?
11. How do the Eagle Books compare to other health materials you've used in the classroom?
12. What have the Eagle Books allowed you to do in the classroom that you were not able to do before?

IV. EAGLE BOOKS ACTIVITIES (30 mins)

13. Beyond the activities outlined in the curriculum guide, how have you supported or advanced the Eagle Books messages in your classroom? (e.g., traditional ways of living, physical activity, healthy eating, the difference between more and less healthy foods)

If no, why not, what challenges have you faced?

14. Have you been able to tie the Eagle Books into other subjects you teach? If so, how?

If not, why, what challenges have you faced? What would make it easier?

15. Are some of the Eagle Books messages easier for teachers to support or advance in the classroom? If so, which ones? (e.g., traditional ways of living, physical activity, healthy eating, the difference between more and less healthy foods)

- Why?

16. How has your **school** supported or advanced the Eagle Books messages?

- For example, have the Eagle Books influenced nutrition or physical activity policies or programs at your school? If so, please explain.

17. What efforts have been made to **reach out to the community** with Eagle Books messages or materials?

- Have there been any changes or impact on the community?

18. What efforts have been made to engage **parents** in the Eagle Books messages?

- Have these efforts been successful? If not, why? What could've been done better?

19. Some schools are also using the DETS or (Diabetes Education in Tribal Schools) curriculum. Have you used the DETS curriculum in your classroom? If so, have you used the entire curriculum or just certain sections? If just sections, which ones?

- How long have you been using the DETS curriculum in your classroom?

19. How do the Books reinforce DETS? How does DETS reinforce the Eagle Books?

V. SUGGESTIONS (5 mins)

20. How could the information or messages in the Eagle Books be conveyed more effectively?

- Are there any other formats, besides storytelling, that you think could be used to convey the Eagle Books messages or make them more enjoyable to kids?
- Are there any other traditions or traditional ways of living that could be taught to children to help support health and well being?

21. What information, tools, or advice do you think would be most helpful in supporting the Eagle Books messages?

- What can CDC do to help?
- What would you like to see **parents** do to support the messages in Eagle Books?

Thank you so much for your participating today. We learned a great deal and appreciate you taking the time to talk with us.