



INDIGENOUS WISDOM: CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

HIGH SCHOOL CURRICULUM

2nd Edition

Title of Unit: What is Wellness?

Content Area: Health and Wellness

Grade Level: 9-12

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Section A: Introductory Materials

Name: Leroy "Buster" Silva

Title of Unit: What is Wellness?

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Grade Level: High School (9-12)

Rationale:

The focus of this unit is to reflect on the four elements of wellness-as it relates to the wellness sheet developed for this curriculum; emotional, physical, intellectual, and community. Most often when people think about health and wellness, weight and physical activity are the common answers. With a market full of health and wellness supplies, people get confused or misled to believe that if you use a certain product that you are going to reach optimal health. Usually that is not the case-being healthy through a Pueblo lens is: helping your community, participating in cultural events, living in balance with the community, and being active (working/preparing for your family).

In the following lessons, the students will be able to assess their own lives and identify community concerns. Upon identifying concerns, the students will be able to create proactive ways to help their community to be healthy and well. The planning, communication, and action of this unit is going to mirror the Pueblo Revolt of 1680. How do we create a modern Pueblo Revolt in our communities? Who/What is our enemy?

Unit Goals:

1. Students will be able to define and provide examples of resilience.
2. Students will be able to use effective communication skills.
3. Students will be able to identify health & wellness concerns in their communities.
4. Students will be able to plan and organize a community/class event.
5. Students will be able to use their culture to create change in the community.
6. Students will be able to interact with community leaders to identify and create solutions for health and wellness concerns.

Standards:

NMCS-	
HE.9-12.1.1-4	HE.9-12.1.8.1
HE.9-12.1.2.2-3	HE.9-12.6.4.1-2
HE.9-12.1.3.1;3	
HE.9-12.1.4.1;2;4	
HE.9-12.3.1. A-B	
HE.9-12.3.2.1-2	
HE.9-12.3.4.1-2	
HE.9-12.4.1.1-2	
HE.9-12.7.2.1	
HE.9-12.7.3.1	

Section B: Lesson Plan One Title:

What Are You Eating? Duration:

45 minutes

Grade Level: High School (9-12)

Lesson Objectives

1. Students will be able to use media to organize discussion and assess health choices.
2. Students will be able to analyze personal fitness
3. Students will be able to analyze family/community eating habits.
4. Students will be able to utilize traditional cultural methods to create change in today's society.
5. Students will be able to choose healthier food items, and recognize vocabulary in the grocery store(s).

Prerequisite Skills:

1. Note taking from video sources
2. Contributing to the discussions
3. Basic research skills
4. Defining vocabulary words

Materials and Resources

1. Wellness worksheet (Worksheet #7) Post/Project on the board for reference.
2. Video Vocabulary worksheet (worksheet #6)
3. Reflection Sheet (worksheet #3a)
4. Computer with internet access (video)
5. Projector (to display video)
7. Students will need 1 sheet of paper for notes/ideas.
6. (Video) Flowering Tree Permaculture Institute: Pueblo Food Experience
<https://www.floweringtreeparmaculture.org/>

Guiding Questions:

1. What is permaculture?
2. What does organic mean?
3. What does traditional food look like in my community?
4. Why does eating organic/healthy cost a little more?
5. Where can I find a co-op?
6. How do I change the habits of my family?

Core Values: Balance, Love, Respect, Service

Procedure:

1. (5mins) Greet class and introduce Unit and Lesson #1 to the class.
2. Say. Today and tomorrow we are going to explore what we eat and how we eat. Say. Our eating habits have changed so rapidly from the time of our ancestors to today.

Indigenous people from around the globe are taking their nutritional needs into their own hands, by bringing back their traditional ways of eating and collecting their food.

3. Say. Pueblo people have been able to survive and prosper in the desert by practicing specific farming methods and hunting local game. We are going to watch a video about an organization, based out of Kha'p'oo Owinge (Santa Clara Pueblo), called *Flowering Tree Permaculture Institute*. The *Pueblo Food Experience* allowed the participants to view their eating habits from a "Pueblo" perspective.
4. Play Video (25 min.): Flowering Tree Permaculture Institute: *Pueblo Food Experience* <https://www.floweringtreeparmaculture.org/>
5. Say. while you are watching the video-think about the core values of Love, Balance, Respect, and Service. Where do they fit in the storyline? Say - Do any of the participants remind you of anyone? Say... *students you will need one sheet of paper to....* Say... Write down questions or any information that resonates with you.
6. After video, facilitate a brief discussion: "Soooo.What are YOU eating?" Add these discussion Questions:
 - What were some of the reasons why the participants took the "cultural experience?"
 - What were some of the health issues mentioned in the video?
 - What are some of the factors that have changed the way Pueblo/Indigenous people eat?
7. Say. Tomorrow you will put yourself in the participant's shoes. You will write a reflection based on the video. Part of your homework is to think about your eating habits, and if you were to participate in a "cultural eating experience," how do you think it would be?
8. Handout Vocabulary Worksheet (see attached: worksheet #6) Say. Here is a list of words that were mentioned in the video. For homework, I want you to define and research the meaning of these words. These words will help you understand the language when it comes to the "food movement." Definition of food movement: growing/shopping organic, self-sustainable farming, eating smarter.
9. If you have enough time in your class, you may want to start the homework and ask students to finish as much as they can before they leave for the day.
10. Close lesson for the day and remind students they will be using today's work for tomorrow's lesson.

Day #2

1. Review Day #1 (5mins): Video review and vocabulary words (homework)
2. Introduce Reflection Assignment and answer questions: (15mins). Say. Last time we met, we watched a video from the Flowering Tree Permaculture Institute, in Santa Clara Pueblo. As part of your homework, I asked you to think about your personal eating habits, and how you would you would react to a "cultural eating experience?"
3. Handout Reflection worksheet (see attached: worksheet #3a) Say. Today, you are going to reflect upon 2 questions on this worksheet and the vocabulary

you defined/researched for home work.

4. Begin reflection: 15 min. Say, "*Take your time*". Allow students to finish their answers. Ask any students who would like to share to begin sharing their answers, otherwise, use a method to choose a person to share. Collect worksheets.

TRANSITION-

5. Begin Introducing Physical Activity: "Have you ever?" (10 min.)
6. Ask students to stand in a circle. You can do this activity in the class or outside.
 - Teacher will stand in the middle of the circle.
 - The teacher will ask questions; specific or fun questions. ALL questions must begin with "Have you ever." i.e. Have you ever brushed your teeth? If the question relates to the students; they will take 1 step forward. *After each question, the students will return to their original place—one step back.*
 - *Questions can be about activities, food, or content specific. Some examples are:
 - Have you ever, planted a garden?
 - Have you ever, been fishing?
 - Have you ever, ran 1 mile?
 - Have you ever, been hunting?
 - Create more questions pertaining to nutrition or information presented.
7. End Lesson #1-Save any student work

Assessment:

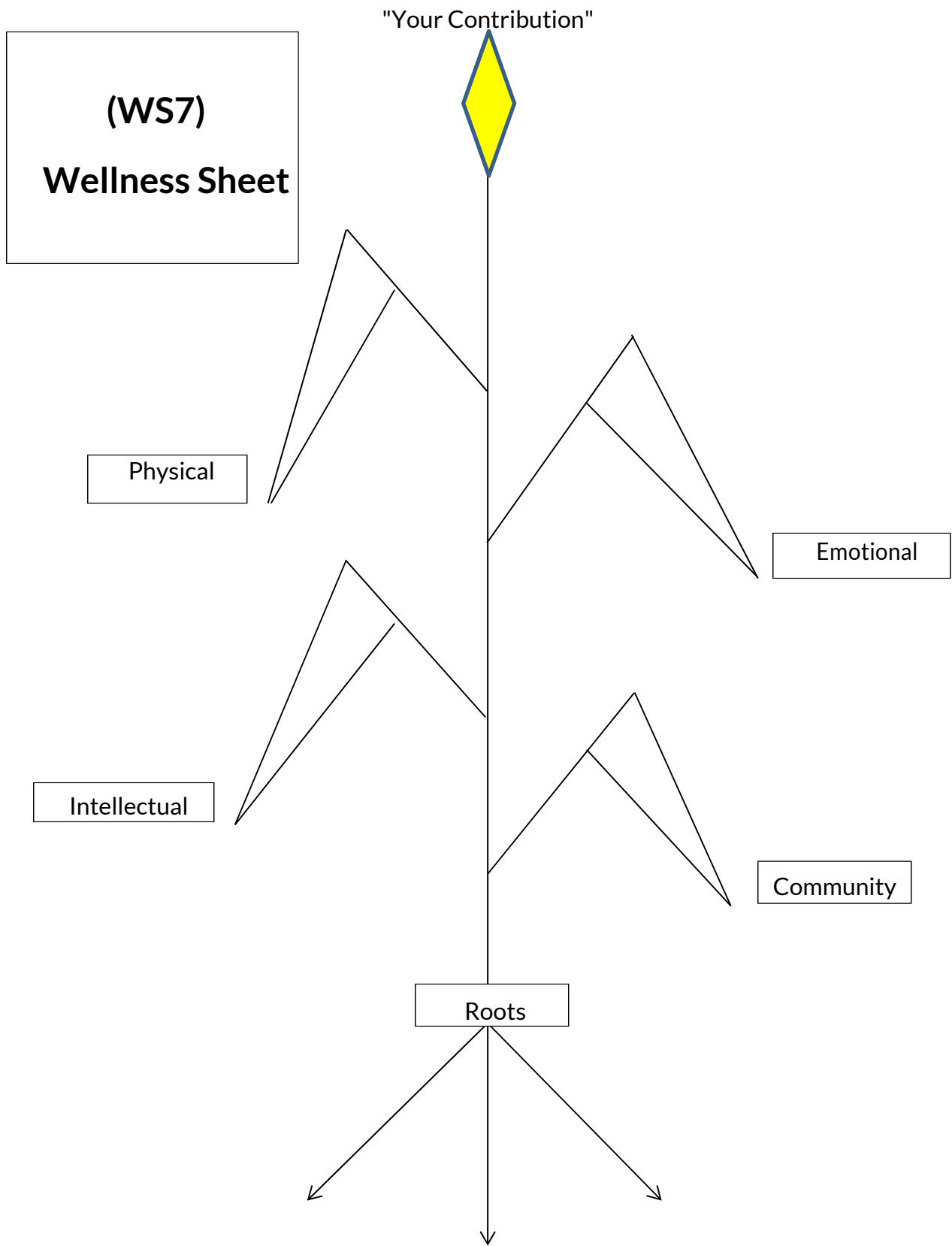
1. Reflection, class discussions, wellness sheet (informal assessment)

Modifications/Accommodations:

1. Provide copies of teacher's notes
2. Provide audio support for text
3. Color code pages and handouts
4. Give students 1-2 step directions
5. Allow extra time to finish assignments
6. Reduce reading level for some assignments
7. Working in small groups
8. Allow extra time for answers
9. Frequent checks for understanding

Notes to Teacher

1. To make a better connection to the community-convert the *lesson titles* and other terms into the tribal language.
2. Research Pueblo agriculture; for back ground information
3. Watch video prior to class; you can create your own talking points and discussion questions.



(WS6) Video Vocabulary: "Pueblo Food Experience"

1. Permaculture:
2. Organic:
3. What are GMOs?
4. What is a Co-op?
5. High Blood Pressure:
6. Diabetes:
7. Stroke:
8. Glucose:
9. Habit:
10. Foreign:

Notes:

(WS3a) Reflection Sheet

Guiding Questions

Think about your personal eating habits—what could you limit or eliminate?

How would you react to a “cultural eating experience?” What would be challenging?

How are the core values of: Balance, Love, Respect, Service—utilized in the video?

Lesson Plan Two

Title: What are you doing?

Duration: 45 minutes

Grade Level: High School (9-12)

Lesson Objectives:

1. Students will be able to assess their personal fitness level.
2. Students will be able to assess their family/community wellness needs.
3. Students will be able to utilize technology to create positive change; health and wellness.
4. Students will be able to utilize the CDC (center for disease control and prevention) website.
5. Students will be able to use data to create solutions for the community.

Prerequisite Skills:

1. Research skills; internet and primary sources.
2. Knowledge of the 4 elements of the "wellness sheet"

Materials and Resources

1. Wellness Reflection (Worksheet #5)
2. CDC (Center for Disease Control and Prevention) Website: --American Indian & Alaska Native Population
3. --Demographics, leading causes of death, other important health issues:
<https://www.cdc.gov/nchs/data/nvsr/nvsr70/nvsr70-04-508.pdf>
4. Computer with internet access (video)
5. Projector (to display video)
6. (Video) youtube.com: Rez Robics for Couch Potato
Skins <https://youtu.be/lx6bEMxMVoE>

Guiding Questions:

1. Why is balance important?
2. What does being "healthy" mean?
3. Nutritionally: How can we respect our bodies?
4. Physically: How do you respect your body?
5. What are the leading health issues are killing Indigenous people in the United States?
6. How are people taking action in their communities?
7. What is your contribution going to be?

Core Values: Balance, Love, Respect, Service

Procedure:

1. Greet the students – Review Lesson #1 (5 min.)
2. Introduce Lesson #2 (5 min.) Question. Clarification.

3. Say. Today we are going to discuss another element of the wellness sheet; physical activity. Balance between Nutrition and Physical Activity is very important for maintaining a healthy weight.
4. Say. For example, a person who lives an active life style may need more calories, than a less active person, to sustain their energy output.
5. Say. In this lesson you will assess your physical activity and set some goals for yourself.
6. Say. You will also learn what other communities are doing to encourage physical activity among their people.
7. Pass out the Wellness Reflection sheet (see attached: worksheet #5) (10 min.)
8. Say. The wellness reflection will be used to assess your physical activity. Make sure to write the title of the lesson- "What are you doing?"
9. Select one of the four sections (physical, emotional, intellectual, community) Students may ask, "Which one do I circle?" Say. Which category does physical fitness fall under? Rate yourself from a 1-5 (1 needs improvement- 5 excellent) Make a goal for yourself: i.e. I'm at a 2, because I like to play video games a lot. My goal is to walk 3 times a week; after school. (students should make specific goals)
10. Share out: in class or outside (10-15 min.) Ask students to stand in a circle. Say. Now that everyone is finished we are going to share our personal assessments. This may seem awkward, but we are in this movement together. You may have the same goal as someone else, and you can help one another to reach your goals. The Pueblo Revolt was successful because the Pueblo people wanted the same thing- *to take back their way of life*—and they worked together.
11. One by one- each student will share their personal rating on physical activity, the reason for the number, and their specific goal for improvement.
12. Optional Activity: After everyone is finished presenting.
 - Have each student play rock-paper-scissors with 4 people.
 - If a student loses they do 10 push-ups or squats
 - It's a fun way to interact and incorporate physical activity into the class.

Day 2

1. Review previous day. Wellness sheet and goals (5 min.) Continue with lesson. (15 min.) Say. Today we are going to talk about balance; Nutrition & Physical activity.
2. Write these questions on board: Class participation
 - Why is balance important?
 - What does being "healthy" mean? (own perception)
 - Nutritionally: How can we respect our bodies?
 - Physically: How do you respect your body?
3. You may either ask students to write down their answers or to answer verbally. Ask students to share their answers.

4. After the discussion, move onto the statistics from the CDC (Center for Disease Control and Prevention)-(WS #8) Say. We are going to look at the risk factors that affect Indigenous people in the United States. It is important to understand that all Indigenous people of the world are facing the same health problems, because of similar life style changes.
5. (Option for teacher): you can explain the different health problems in depth. Pass out the information sheet: Leading Causes of Death (see attached worksheet #8) Ask students to read and underline/highlight important information.
Risk Factors of not being balanced: CDC (Center for Disease Control and Prevention)
6. Teacher Note: After the students review the information-answer any questions.
7. Transition to Videos: 20 min. Say. It's alarming to see the health effects that are killing our Indigenous people. Telling ourselves, families, and communities to "eat healthy and exercise" is easier said than done. We are going to watch examples of communities and individuals who have taken action to encourage their communities to be conscious of their health and wellness. Some of the videos are silly, but the intention is clear-Be active, Stay healthy.
8. Play Video #1: Youtube.com *Rez Robics for Couch Potato Skins Comedy*
<https://youtu.be/lx6bEMxMVoE> Time frames: 1:55-5:10 Introduction to Rez Robics, 6:15-7:40 Examples of Rez Robics, 22:30-26:14 Healthy Advice
9. Play Video #2: *Rez-X Workout Commercial (Reservation P90-X)*
<https://youtu.be/iVEO5PsjJDw> NOTE: STOP at 1:50 (stop video at the time provided; Explicit language at the end of video) Alternative Video: Rez Gym | Well For Culture (motivational) – <https://youtu.be/H1SWnNHPHtI>
10. Close lesson: Say. Looking back at lessons #1 & 2- what ideas do you have about health & wellness and how can you bring awareness to your families? In the next lesson you will be creating your own message about Total Wellness; physical, emotional, intellectual, and community. You will be able to use social media as a way to relay your message to your friends, family, community, and cyber world.
13. End Lesson #2-Keep student work

Assessment:

1. Reflection, class discussions, wellness sheet (informal assessment)

Modifications/Accommodations:

1. Highlighting text with colored highlighters
2. Highlight text with removable highlighter tape
3. Mark text with post it notes
4. Provide copies of teacher's notes
5. Provide audio support for text
6. Color code pages and handouts
7. Give students 1-2 step directions
8. Allow extra time to finish assignments
9. Reduce reading level for some assignments
10. Working in small groups

11. Allow extra time for answers

Notes to Teacher:

1. Review the Center for Disease Control and Prevention Website; link above. There are other helpful resources and data.
2. Before the Lesson-I suggest watching the videos at the links provided. This will allow you to formulate your own questions and alternative assignments.
3. The videos provided are examples. You may seek other material for the lesson as well.
4. The focus of the videos is for community empowerment-health and wellness.

(WS#5) Wellness Reflection

Lesson Title:

*Section: Physical Emotional Intellectual Community

*Rate: 1 2 3 4 5

*Reason:

*Goals:

* Notes/Ideas:

(WS#8) Leading Causes of Death
for American Indians/Alaska Natives (Year: _____)

1. Cancer
2. Heart Disease
3. Unintentional Injuries
4. Diabetes
5. Chronic Liver Disease & Cirrhosis
6. Chronic Lower Respiratory Diseases
7. Stroke
8. Suicide
9. Nephritis, Nephrotic Syndrome & Nephrosis
10. Influenza & Pneumonia

Other Important Health Issues for American Indians/Alaska Natives

The following are examples of conditions and risk factors that may disproportionately affect some American Indian/Alaska Native (AI/AN) subgroups:

- Teen Pregnancy
- Infant Mortality
- HIV/AIDS
- Obesity
- Diabetes
- Mental Health
- Alcohol Use
- Smoking & Tobacco Use

<https://www.cdc.gov/nchs/data/nvsr/nvsr70/nvsr70-04-508.pdf>

Lesson Three Title:

Love Yourself

Duration: 45 minutes

Grade Level: High School: (9-12)

Lesson Objectives

1. Students will be able to use social media to empower friends, family, and community.
2. Students will be able to use messaging effectively; art, social media, and words.
3. Students will be able to collaborate with peers and community.
4. Students will be able to uplift the community through positive interaction.

Prerequisite Skills:

1. Social media experience
2. Collaboration and team work

Materials and Resources

1. Construction Paper (8x11) or bigger
2. Poster Paper
3. Markers/Crayons/Colored Pencils
4. Computers with internet access (if available)
5. Access to social media (Facebook, Twitter, Instagram)

Guiding Questions:

1. What does love mean?
2. What does love look like?
3. How do we show love for our families? Communities?
4. Culturally-how is love shown?
5. How do you say I love you in your language?
6. Can love save lives?

Core Values: Balance, Love, Respect, Service

Procedure:

1. (Class Prep) If you have collected work from lessons 1&2-make sure to have it handy for the following lesson. If students have kept their work-they will need it for lesson #3.
2. (Class Prep) Write the title of lesson #3 on the board, "Love Yourself," along with the core values; balance, love, respect, service.
3. Begin Lesson:
Greet students and recap previous lessons: What are you eating? What are you doing? (10 min.)
 - Dialog questions: Write this on the board or on poster paper for everyone to see.
 - What was the BIG idea and message from Lesson #1 and #2? (Full assignment: 30 min.)

- What type of impact did the information make in your thinking or behavior?
 - What type of changes do you want to see in your family and community?
 - Say. Today we are going to combine the wellness elements; physical, emotional, intellectual, and community. In order to obtain total wellness, each of these elements need to be balanced. We need to make positive food choices, stay active, continue to gain knowledge about our culture and the world, and most importantly, love ourselves.
 - Say. The core values of service, love, and respect are going to guide you through the process of creating messages for our community, local towns/cities, other states, or countries- to read and be inspired to make positive changes in their lives.
 - Say. Social media will be a part of the assignment. I want you to change your "social network mentality" for the time you are working on this assignment. Social media is nice to catch up with friends and post pictures, but it is also a valuable tool to get a message out to thousands of people.
 - Say. Respect our intentions and others as we create change!
 - Say. Social media is optional, but everyone must make two billboards. The billboards can be decorated, but the most important piece is the message.
4. Assignment: create a message incorporating (2 of 4) core values of: love, respect, balance, and service. (1) Core Value per message.
 - Billboard: Each student is responsible for designing (2) billboards; 8x11 construction paper will suffice, unless they have access to other sizes.
 - The bill boards will be used in class, around the school/community, and the outside community.
 - If the student chooses to incorporate social media, they can take pictures of or with the billboards.
 - Social Media: This option will allow students to post their messages right away for people to see. (4 messages. With possible hash tag)
 - A suggestion would be to approve the messages before they are sent out.
 - (optional) A hash tag (#) name can be created for your class to use. It's very easy, plus it will allow you to see posts/pictures pertaining to the assignment.
 - (Optional) In order to create a hashtag you must have social media access as well. You place a number/pound sign first: # then it is followed by a few words. no spaces in between the words.
i.e. #loveyourself #loveproject #indigenoushealth #behealthybehappy
 - Previous Assignments: Say. You may use your work from lessons 1 & 2 to help you create your messages.
5. Message: The (2) messages should include (1) core value each, and incorporate total wellness- or messages pertaining to specific elements:
 - i.e. "love your body, it's the only one you have."
 - i.e. "Respect yourself, don't do drugs."
 6. Ask. Are there any clarifying questions before we get started?
 7. Let them create! Walk around the class helping students or taking pictures.

8. Clean up—before class is over, have the students clean up and create a circle when they are finished.
9. Circle time-this is a time for them to reflect on the past week.
 - What did they learn?
 - What was their favorite lesson?
 - What do they want to know more about?
 - What type of changes are they going to make in their life?
 - How are you going to influence others to be more conscious about their health and wellness?
10. What is your contribution to your community when you walk out the door?

Assessment: Reflection, class discussions, wellness sheet (informal assessment)

Modifications/Accommodations:

1. Provide copies of teacher's notes
2. Provide audio support for text
3. Color code pages and handouts
4. Give students 1-2 step directions
5. Allow extra time to finish assignments
6. Working in small groups
7. Allow extra time for answers
8. Frequent checks for understanding
9. Allow answers to be given orally
10. Provide short breaks between transitions in the lesson

Notes to Teacher:

1. To make a better connection to the community-convert the *lesson titles* and other terms into the tribal language.
2. Review key assignments and activities in lessons #1 and 2.
3. Formulate your own questions or alternative assignments.
4. You can create some example messages prior to class.
5. This lesson can continue with your own ideas, or suggestions from the class. Social media can be a consistent tool for future projects to be viewed.

Section C: Culminating Activity/Lesson Extensions

1. Here are more resources of projects by other Indigenous people: use them how and when you like:
 - 1491s "Native Love" on YouTube <https://youtu.be/mNQAk58D9Vw>
 - 1491s "Indigenous Love Words Project" on YouTube https://youtu.be/Zvt4Eba_EJM