

Circle of Life
Elementary Curriculum
K-6

Q. What is the Circle of Life curriculum?

A. Circle of Life is a culture based curriculum focused on health education.

Q. What are the goals of the Circle of Life curriculum?

A. The underlying principle of the materials is to help students develop:

- Skills-such as decision making
- Values-such as respect and responsibility to oneself, family and community
- Behaviors-such as abstinence, that they will need in order to avoid or reduce the risk of HIV infection later in life.

Additionally, this material is designed to instill in Native American children a sense of caring and compassion toward people who are sick, including those who are sick with AIDS.

Q. Is the curriculum consistent with Native American cultural values?

A. Yes. The module for each grade level incorporates concepts associated with family and/or community and is consistent with American Indian cultural values. It is hoped that by including a broader scope to their health education instruction, teachers can use these materials to improve students' self-esteem and pride in being Native American as well as increase students' commitment to keeping themselves and their communities safe from disease.

Q. How is the community involved in Circle of Life?

A. In an effort to heighten the local community's awareness of accurate HIV/AIDS information, the materials for each grade level also include activities designed to encourage parental/family involvement in their children's learning on this topic.

Q. Was the Circle of Life curriculum developed with Native American input?

A. Yes. The Circle of Life HIV/AIDS curriculum was conceived, developed and revised with extensive input from Native American community members, health educators, practitioners, and teachers. It was also field-tested in seventeen BIA, tribal, and public schools. Final modifications to the materials were made based on the field-test findings, teacher comments and student assessments.

Q. Is the material adaptable?

A. Yes. On-going input and guidance from diverse sources has yielded a curriculum intended to be adaptable to a variety of local Tribal settings. Educators are encouraged to further modify the materials as needed, to accommodate local or cultural contexts.