

PROGRAM DESCRIPTION / DESCRIPTION DU PROGRAMME

Dare to Dream : Promoting Indigenous Children's Interest in Health Professions through Book Collections

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Abstract: Introduction: Indigenous peoples in Canada experience significant health challenges, but few pursue careers in the health sciences. Two programs by medical librarians designed to encourage children in First Nations communities to develop an interest in science and health and to dream of careers in the health professions will be presented. **Description:** An academic library in the province of Quebec developed children's health and science book collections with Indigenous school libraries. Library and information science students, as well as a librarian, participated in health education activities in the recipient schools. This project inspired the community service project of the joint MLA/CHLA-ABSC/ICLC Mosaic|Mosaïque 2016 conference, which focused on placing similar collections in Ontario Indigenous communities. The mechanics, benefits, and challenges of the programs will be discussed including book selection and delivery. **Outcomes:** Hundreds of books have been delivered and informal qualitative evaluative data from the recipient communities indicates that the programs have been very well received. Some difficulties in providing optimal access to the books were identified due to communication problems or the relative lack of library infrastructure in these communities. **Discussion:** Reading for pleasure is linked to student's academic success. Access to varied and quality literature is important for school achievement, therefore these collections may potentially impact student's future life chances. While a direct correlation between these collections and student's future career choices cannot be easily measured, it is known that Indigenous high school graduates frequently choose to pursue professions linked to the needs of the community. Therefore any materials drawing attention to potential community health needs or encouraging interest for health sciences may well influence students' choices.

Introduction

Indigenous peoples in Canada face significant health challenges and since the 1990s numerous public commissions and health associations have published recommendations to address these issues (1-6). Starting in the mid-2000s, the Indigenous Physicians Association of Canada (IPAC) and the Association of Faculties of Medicine of Canada (AFMC) have collaborated to help medical schools address Indigenous health issues in their curricula, and to support the recruitment and retention of Indigenous students into medicine. Measures taken by medical schools to respond to those recommendations include: different admission requirements, scholarships,

reserved seats, partnerships with Indigenous communities, support programs and outreach programs (7). In 2017, the AFMC has renewed its commitment to social accountability and Indigenous health, in light of the Truth and Reconciliation Commission Calls to Action (8).

The Mini-école de la santé (Mini-school of health), an outreach program at the Université de Montréal, was created in 2011 by Dr. Stanley Vollant (a member of the Innu Nation) and the Groupe d'intérêt en santé autochtone (GISA), a health sciences students' interest group in Indigenous health. The objectives of the program are to motivate Indigenous children and youth to stay in school, to introduce them to the health professions and to encourage them to have healthy

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living practices. It also aims to raise awareness of Indigenous culture and health among health sciences students who participate in the Mini-school program, and to ultimately improve health services to Indigenous peoples (9). The University health library joined this program by developing, in collaboration with Indigenous school libraries, a children's science and health book collection component, and inviting Library and Information Sciences (LIS) students to participate in the Mini-school. Existing research shows us that reading for pleasure is linked to student's academic success and that access to varied and quality literature is recommended to stimulate interest for reading (10). It is estimated that "for most sciences, print materials typically have a shelf life of 3 to 5 years" (11). Helping schools visited by the Mini-school to update their science and health book collections is a way to support the Mini-school objectives.

This paper describes this Quebec-based program and a similar children's book collection project, inspired by the Quebec project, that was launched in Ontario as part of Mosaic/Mosaïque: the 2016 joint meeting of the Medical Library Association (MLA), the Canadian Health Libraries Association/Association des bibliothèques de la santé du Canada (CHLA/ABSC), and the International Clinical Librarian Conference (ICLC).

Description

The Mini-school organizes school visit activities 3 times a year in northern Indigenous communities in the province of Quebec. The university health library became involved in 2013. The first collections of children's books on topics related to health and sciences were developed and delivered to schools in 2014.

Aware of the Quebec program (12), the local arrangements committee for the joint MLA/CHLA-ABSC/ICLC conference (Mosaic/Mosaïque 2016) developed a similar project as the community service element for the conference. The project invited conference attendees to buy children's books on health and science topics to send to First Nations communities in Ontario to encourage Indigenous kids to pursue interest in science, research, medicine and health.

Choosing and purchasing books

While ideally both projects would have preferred to provide children's books in Indigenous languages and (or) by Indigenous authors, there are very few children's books in Indigenous languages published in North America, and none have been located on health and sciences topics. Efforts were made by both projects to offer books with Indigenous content whenever possible which proved challenging, and particularly so for the Mini-school project.

The Cooperative Children's Book Center, based at the University of Wisconsin-Madison, has documented, annually since 1994, the number of children's books about First/Native Nations and by First/Native Nations authors or illustrators published by United States publishers or distributed in the U.S. by Canadian publishers. Of the 3,700 books identified as being about people of colour or First Nations peoples in 2017, only 38 (1 %) were by Indigenous people and 72 (1.9 %) about Indigenous people (13). No such inventory is performed regularly for books in French. The Canadian French language children's book publishing industry is very small in comparison to the North American English language industry; therefore the amount of books published by or about Indigenous people in the French language are even more rare. Consulting a children's book list on First Nations subjects (14) and the catalogue of an Indigenous bookstore (15), identified very few books on health and science topics. Work done by Medin and Bang (16, 17) on Native and non-Native children's books was useful to identify books that, although without Indigenous content, had characteristics that could make them attractive to Indigenous children, such as North-American mammals in a natural habitat and acting "normally", or devices allowing children to interact with the books such as books with texture or flaps to lift, and first person narratives. Medin and Bang's belief that "science communication necessarily involves and includes cultural orientations" (16) led to the decision that final selection of the books should be done at the school and not by a non-Indigenous academic librarian. This approach would allow for a better match of the collections with the school's science curricula and foster a collaborative relationship with the teachers and library staff. Therefore, the Mini-school book collection project developed lists of possible titles of interest, based on Indigenous content, characteristics identified by Medin and Bang and selection tools for general children

literature (18, 19) and children literature on health topics (20), and sent them to the recipient schools to be reviewed. Teachers and (or) library staff in the schools could then choose titles from the lists, keeping in mind the allotted budget. The schools were also invited to add titles to the lists.

The Ontario project benefited greatly from the foundational work that was done at the Université de Montréal. Extensive lists of possible children's book sources were provided by the librarian involved in the Mini-school project, as well as some guidelines on selecting books for Indigenous kids. Tan and Campbell's "Juvenile Health Fiction Review Checklist" (21) and bibliography were also used and these authors provided further suggestions for sources as well as for selection guidelines. Numerous sources (websites and publishers catalogues) were consulted and a preliminary list of over 200 titles was created. First Nations advisor for public libraries in Ontario (Nancy Cooper) reviewed the preliminary list of books and made further suggestions. The goal was to offer books about health and science as well as health professions while appealing to a variety of ages and to include, when possible:

1. Books on health topics by and about Indigenous people
2. Books for younger readers on health or science related topics that featured Canadian settings, or animals that might be familiar to Indigenous kids
3. Graphic novels or comics

In order to facilitate donations of the selected books by attendees of the conference, Amazon book lists were created (U.S. and Canada). People were invited to purchase books on the list and have them sent to the organizers or brought to the conference. People also had the option of making monetary contributions via PayPal or cash donations at the conference. The cash donations were used to purchase additional titles to ensure that the schools received similar collections. Each primary school received 45 or 46 books and each high school received 31 books.

Partnership and program delivery

One of the primary challenges of both projects was the logistics of delivering the books to the desired recipients. Transportation costs to these remote communities are extremely expensive. At the Université de Montréal, logistics for delivering the

books is managed by the Mini-school project. The librarians involved focus mainly on developing the book collections in partnership with the schools, and recruiting LIS students to participate in the project.

Student and faculty participants in the Mini-school project travel to the recipient communities by chartered bus. One day is spent in each school, and the entire outing can last from 1 day to 1 full week, depending on the distance and the number of schools visited. Mini-school visits consist of activities in classes and tables in the gymnasium (9), the librarian and the LIS students staff the book table and meet with library and school personnel. LIS students attend, with the health sciences students, a pre-departure training on cultural competence which provide knowledge about the community's reality and promotes respectful and culturally informed interactions (9). Books are left with the school library at the end of the visit. The book collection project has involved 10 schools, ranging from 250 kilometres away from Montreal to over 1300 kilometres away. Schools are located in the Atikamekw communities of Manawan and Wemotaci and the Innu communities of Pessamit, Ekuanitshit, Nutashkuan, Uashat Mak Mani-Utenam and Unamen Shipu (Table 1).

Tab. 1 Mini-école de la santé: visited communities and schools in the province of Quebec

Communities	School
Communauté Atikamekw de Manawan	École primaire Simon Pineshish Ottawa
	École secondaire Otapi
Communauté Atikamekw de Wemotaci	École primaire Seskitin
	École secondaire Nikanik
Communauté Innue de Uashat Mak Mani-Utenam	École primaire Tshishteshinu
	École primaire Johnny Pilot
	École secondaire Manikanetish
Communauté Innue de Ekuanitshit	École Teueikan
Communauté Innue de Nutashkuan	École Uauitshitun
Communauté Innue d'Unamen Shipu	École Olamen

It should be noted that none of these communities have a public library, so the books are a substantive contribution to the communities in general, not just the individual schools.

From March 2014 to June 2017, 486 books have been donated and a librarian and (or) LIS students have participated in 14 school visits with the Mini-school, starting with one visit in 2014 to 7 schools visited in 2017. Funding for the book purchases is provided by the university library, while the Mini-school covers traveling costs (transportation, food and accommodation).

The Mini-school of health travels by bus to the communities and this offers further transportation challenges including poor road conditions and weather. When a Mini-school is cancelled due to travel conditions, the books must be shipped separately; resulting in increased costs.

Communication with people you have never met is always a challenge. Emails and phone calls often go unanswered, partly because schools have a high staff turnover. When a visit to a new school is planned, the activities and the book collection component are always described to school leadership first by the Mini-school program coordinator and the student group in charge of the Mini-school educational activities. The librarian contacts the school after this initial consultation, and frequently has had a very short time period with which to establish communication, share the book list, receive the book selections from the school, order the books and receive them in time for the Mini-school visit.

Unlike the Université de Montréal project, which is ongoing and has evolved over time, The Mosaic/Mosaïque project was designed as a one-off program. In order to locate possible recipient schools, the program coordinator of the Mosaic/Mosaïque project, collaborated with Nancy Cooper, Coordinator of Club Amick and the First Nations Consultant at the Southern Ontario Library Services (SOLS), to locate recipient schools. SOLS's mandate is to deliver programs and services on behalf of the Ontario Ministry of Tourism Culture and Sport to assist in the delivery of public library services across Ontario. Club Amick is a project administered by SOLS that selects and provides books for Indigenous children in 35 northern Ontario communities. These communities belong to the Nishnawbe Aski Nation. Club Amick was able to send the books collected from the conference attendees to the schools (Table 2), absorbing all costs, by piggybacking on some of their own deliveries.

Tab. 2 Mosaic|Mosaïque: recipient primary schools in Ontario

Communities	Schools
Nibinamik First Nation (Nishnawbe Aski Nation)	Nibinamik Education Centre
Wabaseemoong Independent Nation - (Nishnawbe Aski Nation)	Mizhakiiwetung Memorial School
Moose Factory, ON (Nishnawbe Aski Nation)	Ministik School
Aroland First Nation (Nishnawbe Aski Nation)	Johnny Therriault Memorial School
Constance Lake First Nation (Nishnawbe Aski Nation)	Mamawmatawa Holistic Education Centre

Cooper also helped to establish a partnership with the Northern Ontario School of Medicine (NOSM) to deliver the 2 high school collections to schools for Indigenous youth (Table 3).

Tab. 3 Mosaic|Mosaïque: recipient high schools in Ontario

Location	School
Thunder Bay	Dennis Franklin Cromarty Secondary School
Sudbury	N'Swakamok Alternative Secondary Program (N'Swakamok Friendship Centre)

As mentioned, transportation difficulties and costs are a major challenge in shipping materials to remote communities. With the project in Ontario, this challenge resulted in substantial delays in delivering the book collections. Club Amick uses a shipping company that offers spare space in vehicles to charities for a reduced cost. During the timeframe of this project, this arrangement was altered to be handled by a different company resulting in months of delays in their books shipments reaching the communities.

Outcomes

Informal feedback received on the book collections delivered have been very positive from both children and youth as well as teachers and school leadership. Staff and students at the Mini-school kiosks have noted that books with an interactive component are the most popular with the children. Feedback from school library personnel in some of the Quebec high schools has highlighted the popularity of the sexual education books. LIS students who have attended the Mini-school visits have also provided very positive feedback on their experience. They reported appreciating the opportunity to discover Indigenous cultures and communities, collaborate with health sciences students, interact with the school students, answer occasional questions about their future profession and realize firsthand the reality of these First Nations communities, including the extremely limited access to books in these communities and how difficult it is to find children's books with Indigenous content. One of the LIS students collaborated with a health librarian and the program coordinator (Dr. Éric Drouin) to deliver a lunchtime talk at the LIS School to share her experience with her peers (22). For the health library, outcomes can be measured in terms of partnerships established and developed with the Mini-school of health, the Library and Information Sciences School, schools in Indigenous communities and other book programs.

The Université de Montréal updates the book collections every year or two. In some cases, communications with the schools during the updating process has been much smoother than the original contact, and schools have requested more books on health topics prevalent in their communities (diabetes, drug abuse, sexual education, sexually transmitted infections, etc.) rather than books that are more science oriented.

Inspired by how the schools have appreciated receiving the book collections, primary school leadership and teachers were invited by the health librarian to participate in 2 other book programs, operated by non-profit organizations (23, 24) where they receive books to be given to the children. Although the books given by these programs do not focus on science and health, having books at home contributes positively to children's leisure reading (10) and academic success. Schools visited by the Mini-school of health are now participating in those two programs. The Université de Montréal also partners

with one of those programs, The Gift of Reading, by organizing an annual book drive throughout campus wherein students, staff and faculty are encouraged to donate new books for the schools. Members of the UdeM community are especially encouraged to donate books by Indigenous authors (25).

Nancy Cooper from Club Amick reported to the Mosaic project coordinator that the teachers in the Ontario recipient communities have all been very pleased to receive the books. Cooper is in regular and ongoing contact with the schools in these communities and collects feedback on book donations in an informal manner. One of the teachers, who has taken on the responsibility of organizing a library for her school where there hadn't been one before noted that they were really glad to receive the collection because while they did have a good supply of story books they lacked nonfiction titles. In addition, at the time the books arrived their Grade 5 and 6 class was studying anatomy so right away she was able to make use of a number of the books. Her personal goal as a Grade 7 and 8 teacher is to help students to begin thinking about their future and introduce them to a variety of career options. She noted that for kids in these isolated communities "it can be difficult for kids to imagine anything else. These books will really help" (26).

As mentioned, the high school book deliveries were arranged by the Northern Ontario School of Medicine. NOSM serves as the faculty of medicine for 2 different universities in 2 different cities, 1000 kilometres apart. Both of these communities also host alternative high schools for Indigenous students. Two students from NOSM visited 1 of these high schools and talked to the students about their own personal journeys leading them to medical school. The donated books were displayed on a table for the students to look through before being integrated into the small library collection at the school. It should be noted that the school is a very small alternative school located in a community centre and serves a total student population of approximately 12 students across grades 9 to 12. Thirty-one books were given to the high school. Given the size of the schools, 31 books represents a rather substantial contribution. Books on Indigenous plants and healing that were included in the collection were particularly popular with the students. The entire NOSM visit was quite inspiring to the high school students. One student, a mature student and young mother who had been considering pursuing nursing as a career was inspired by the visit to consider even more advanced studies (27).

Discussion

In the communities that received these books, there are no bookstores or libraries, often for hundreds of kilometres. Therefore, the donated books benefit not only the schools they are given to, but by extension their entire communities. One of the objectives of both these projects was to inspire Indigenous children to dream of future careers in health professions. It is unlikely we will ever know for sure if any of these books directly impact any student's future decisions. However, reading for pleasure is linked to student's academic success (9). While a direct correlation between these collections and students' future career choices cannot be easily measured, it is known that Indigenous high school graduates frequently choose to pursue professions linked to the needs of the community (28). Therefore any materials drawing attention to potential community health needs may well influence students' choices.

The Canadian Federation of Library Associations / Fédération canadienne des associations de bibliothèques (CFLA-FCAB) has invited Canadian libraries to respond to the calls to action of the Truth and Reconciliation Commission of Canada (TRC). These children's book programs are aligned with the TRC's call "to work toward an increase of the number of Aboriginal professionals working in the health-care field" (5), and various aspects of the programs are also in line with the recommendations of the CFLA-FCAB Truth & Reconciliation Committee (29). Both programs were developed and established in collaboration with First Nations representatives and local communities; cultural relevance was integrated in the collection development process; donated books have contributed to improving and updating local school libraries' collections; and awareness of Indigenous cultures and communities and library services in those communities were improved among Mini-school's LIS student participants and shared with their peers.

Our literature review (6, 7, 30, 31) and a scan of the websites of the 17 Canadian universities with a faculty of medicine indicates that health sciences outreach activities for Indigenous children and youth are numerous. However, we could not find any indication of the involvement of libraries in any of these outreach programs. These existing outreach programs, often very well established, present unique partnership opportunities for libraries, furthermore with the reaffirmed AFMC "pledge to make a difference for

Canada's First Nations, Inuit and Métis peoples" in response to the TRC commission Calls to Action (8), it might be a good time to propose new elements for these programs.

Recommendations

Based on our experience, we propose some recommendations for libraries wishing to embark on programs in partnership with Indigenous peoples and (or) communities:

1. When possible, join or partner with already existing programs.
2. Establish early a strong shared decision making collaboration with Indigenous partners in the community. This can take time and works best when parties can meet in person. Be prepared to start with a very small project that will allow you to meet people, build relationships and develop the project with them.
3. Be aware of language and cultural barriers.
4. If possible, involve LIS students in the project. Their involvement was unplanned at the beginning of the Mini-school book project; however, their participation has turned out to be a very positive element.
5. If planning to formally evaluate the project, consult your institution or funding agency ethics guidelines for research involving Indigenous peoples. If you are a non-Indigenous researcher, try to lead your research project in partnership with an Indigenous researcher.

It should be noted that in order for an eventual broader partnership to evolve and include UdeM non-health sciences outreach activities in Indigenous communities, the responsibility for the books program has been transferred to the university's education librarians. A week-long Mini-school is in preparation for schools in Algonquian communities, and funding will be sought by the university library for the book component.

Conclusion

Although 1 of the presented programs in this paper was initiated before the Calls to Action of the Truth & Reconciliation Commission (5), the writing of this paper is, in part, a response to Maestro and

Chadwick's (32) (recipients of the 2017 JCHLA / JABSC Student Paper Prize) - call "to show a visible commitment to the TRC's calls to action".

As librarians, we believe in the power of reading to change lives and it is this belief that motivated our involvement in these programs. We would like to conclude with a quote from the Honourable James K. Bartleman, first Indigenous Lieutenant Governor of Ontario (2002 to 2007), who initiated Club Amick in 2006:

"I discovered that reading really is an act of self-discovery. It expands your consciousness and wakes you up. There is a wonderful author named Mark Edmundson, and in his book *Why Read?* He writes, "Reading takes you from a world of harsh limits into expanded possibilities." And that was what happened to me (33)".

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Appendix A**Mini-école de la santé Booklist**

French Books	Age groups	Notes
Agouridas C. La chimie dans le sport. Les Ulis (France): EDP Sciences; 2014.	10-15	
Alexie S. Le premier qui pleure a perdu. Paris: Albin Michel; 2014.	12-17	Indigenous Content
Alton S, Sharratt N. Le livre des miam, glourps, glou, plop!. Paris: Gallimard jeunesse; 2007.	4-10	Interactive
Alton S, Sharratt N. Le livre des hic, snif, atchoum, boum-boum!. Paris: Gallimard Jeunesse; 2011.	4-10	Interactive
Arrou-Vignod JP, Bravi S. Louise Titi. Paris: Gallimard jeunesse; 2012.	6-10	
Ashwell KWS. Le corps humain : Manuel d'identification : 500 planches d'anatomie. Paris: Elcy éd.; 2014.	15-17	
Azam J, Cambournac L, Guibert F. Mon premier Larousse des pourquoi?. Paris: Larousse; 2013.	4-8	
Bailey J, Naylor S. Bientôt ados!. Paris: Casterman; 2010.	10-12	
Ball J, Spanjaard E. Les maths c'est magique!. Saint-Laurent, Québec: ERPI; 2006.	10-15	
Bartleman J. Aussi longtemps que les rivières couleront. Winnipeg, Manitoba, Les Éditions des Plaines; 2015	15-17	Indigenous Content
Bawin MA, Le Masne C . Tom à l'hôpital. Paris: Mango jeunesse; 2013.	4-8	
Beaupère P, Cayrey AS, El Don G. Petites histoires de technologie. Montrouge (France): Bayard jeunesse; 2013.	10-12	
Beauséjour C. L'ABC de la santé. Montréal: Éditions Les Malins; 2016.	12-15	
Beck P. Le corps humain. Gennevilliers (France): Prisma; 2012.	8-12	Interactive
Bègue B, Azam J. La puberté, c'est génial (ou presque)!. Paris: De La Martinière jeunesse; 2015.	12-17	
Béha P. L'abécédaire du pet. Saint-Lambert, Québec : Soulières éditeur; 2014.	4-10	
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Telgemeier R, Lamb B. Fantômes. Toronto: Éditions Scholastic; 2016.	10-15	Graphic Novel

Testard-Vaillant P, Finzo. À quoi ça sert? La chimie. Paris: Belin; 2001.	12-15	
Testard-Vaillant P, Finzo. À quoi ça sert? La biologie. Paris: Belin; 2011.	12-15	
Thomazeau, A.-M., & Bakonyi, B. (2011). L'alcool, un drôle d'ami. Paris: Ed. de la Martinière Jeunesse; 2011.	12-17	
Tibo G, Favreau MC. Le corps du Petit Bonhomme. Montréal: Québec Amérique; 2005.	6-10	
Tibo G, Verelst S. La première minute de Mathieu. Saint-Lambert, Québec: Soulières éditeur; 2013.	8-10	
Tremblay M, Turcotte C. Laisse-moi t'expliquer-- le diabète (de type 1). Québec: Midi trente éditions; 2012.	8-10	
Villeneuve E, Wilkins J, Rocheleau J. La fille invisible. Montréal: Glénat Québec; 2010.	12-15	Graphic Novel
Vincent A. Mon cerveau a besoin de lunettes: Vivre avec l'hyperactivité. Montréal: les Éditions Québec-livres; 2016.	8-10	
Vincent G. Ernest est malade. Tournai (Belgique): Casterman; 2015.	4-10	
Vrettos AM, Charras P. Comment j'ai disparu. Paris: T. Magnier; 2007.	12-17	
Walker R. Le corps humain. Paris: Gallimard jeunesse; 2009.	8-12	
Walker, R. Wow!: Le corps humain. Saint-Laurent, Québec: ERPI; 2010.	10-15	
Walker R, Harani S. Voyage au coeur du corps humain. Montréal: Hurtubise; 2013.	8-10	
Walker R, Winston, RML. Atlas du corps. Saint-Laurent, Québec: ERPI; 2006.	8-12	
Yolen J, Teague M , Bouchony E. Guéris vite, petit dinosaure!. Paris: Gallimard Jeunesse; 2013.	4-8	
Young T, Hewett, K. Cool maths: 50 incroyables jeux mathématiques. Paris: Fleurus; 2013.	12-17	

Appendix B**Mosaic|Mosaïque Booklist**

English Books	Age	Notes
Allaston A. Doctors. England: BookLife; 2016.	8-10	
Alton S, Sharratt N, Moore J. Blood and goo and boogers too!: a heart-pounding pop-up guide to the circulatory & respiratory systems. New York: Dial Books for Young Readers; 2009.	6-8	Interactive
Alton S, Sharratt N. The gooey, chewy, rumble, plop book. London: Bodley Head Children's Books; 2007.	4-6	Interactive
Alton S, Sharratt N. The icky, sticky snot and blood book. London: Bodley Head Children's Books; 2000.	4-6	Interactive
Armstrong J, Hall R. Dancing with the cranes. 2nd ed. British Columbia: Theytus Books; 2009.	8-10	Indigenous Content
Asher D. Epidemiologists: life tracking deadly diseases. New York: The Rosen Publishing Group; 2003.	12-15	
Ashwell K. The anatomy student's self-test visual dictionary: an all-in-one reference and study aid. New York: Barron's Educational Series; 2011.	10-12	Interactive
Auger D. Mwakwa talks to the loon. British Columbia: Heritage House Publishing Co. Ltd.; 2008.	6-8	Indigenous Content
Bailey D. Brain surgeons. New York: The Rosen Publishing Group; 2008.	12-15	
Barber T, Chapman L. Open wide!. Vancouver: Raincoast Books; 2007.	6-8	
Barraclough S. I know someone who is obese. Chicago: Heinemann-Raintree; 2011.	6-8	
Barraclough S. I know someone who uses a wheelchair. Chicago: Heinemann-Raintree; 2011.	6-8	
Barraclough S. I know someone with autism. Chicago: Heinemann-Raintree; 2011.	6-8	
Barraclough S. I know someone with cancer. Chicago: Heinemann-Raintree; 2011.	6-8	
Barraclough S. I know someone with dyslexia. Chicago: Heinemann-Raintree; 2011.	6-8	
Beaty A, Lemaitre P. Doctor Ted. New York: Margaret K. McElderry Books; 2008.	4-6	
Beck P. Amazing x-rays: the human body. San Diego: Silver Dolphin Books; 2010.	8-10	Interactive
Becker B, Denton KD. The sniffles for bear. Massachusetts: Candlewick Press; 2011.	4-6	
Berenstain J, Berenstain M. The Berenstain bears come clean for school. New York: HarperFestival; 2011.	4-6	

Bickerstaff L. Careers in nutrition. New York: The Rosen Publishing Group; 2008.	12-15	
Bickerstaff L. Your immune system: protecting yourself against infection and illness. New York: The Rosen Publishing Group; 2011.	10-12	
Bobula B, Bobula K. Hall R. Sad sad Seth, the world's greatest writer, depression. Nebraska: Wildberry Productions; 2009.	4-6	
Bobula B, Bobula K. Quiet, quiet Hannah, the world's greatest artist, dyslexia. Nebraska: Wildberry Productions; 2011.	10-12	
Branford A, Allen E. Violet Mackerel's remarkable recovery. New York: Atheneum Books for Young Readers; 2011.	8-10	
Brezina C. Careers as a medical examiner. New York: Rosen Central; 2008.	12-15	
Bruchac J, Vojtech A. The first strawberries: a cherokee story. reprint ed. New York: Puffin Books; 1998.	6-8	Indigenous Content
Button L, Howells T. Willow finds a way. Toronto: Kids Can Press; 2013.	4-6	
Byers A. Jump-starting a career in dietetics & nutrition: health care careers in 2 years. New York: The Rosen Publishing Group; 2014.	12-15	
Caduto MJ, Bruchac J, Fadden JK, Fadden DK. Keepers of life: discovering plants through native American stories and earth activities for children. Colorado: Fulcrum Publishing; 1994.	8-10	Indigenous Content
Caduto MJ, Bruchac J. Native American gardening: stories, projects and recipes for families. Colorado: Fulcrum Publishing; 1996.	10-12	Indigenous Content
Caduto MJ, Bruchac J. Native plant stories. Colorado: Fulcrum Publishing; 1995.	10-12	Indigenous Content
Campbell NL, Lafave K. Shi-shi-etko. Toronto: Groundwood Books; 2005.	4-6	Indigenous Content
Canavan T. Fit and healthy: heart, lungs, and hormones. New York: Powerkids Press; 2015.	8-10	
Canino K. Maintaining a healthy weight. New York: The Rosen Publishing Group; 2010.	12-15	
Carmichael J, Ackerley S. Spaghetti is not a finger food (and other life lessons). San Francisco: Little Pickle Press; 2012.	8-10	
Caster S. Lungs. New York: Powerkids Press; 2010.	10-12	
Centre For Addiction And Mental Health, Weissmann J. Can I catch it like a cold?: coping with a parent's depression. Toronto: Tundra Books; 2009.	8-10	
Cheng A, Barton P. The year of the baby. Boston: HMH Books for Young Readers; 2014.	8-10	

Chilman-blair K, Taddeo J. Superheroes on a medical mission: medikidz explain ADHD. New York: Rosen Central; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. Superheroes on a medical mission: medikidz explain autism. New York: Rosen Central; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. Superheroes on a medical mission: medikidz explain HIV. New York: Rosen Central; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. What's up with Bill?: medikidz explain epilepsy. New York: The Rosen Publishing Group; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. What's up with Ella?: medikidz explain diabetes. New York: The Rosen Publishing Group; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. What's up with Max?: medikidz explain asthma. New York: The Rosen Publishing Group; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. What's up with Pam?: medikidz explain childhood obesity. New York: The Rosen Publishing Group; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. What's up with Paulina?: medikidz explain food allergies. New York: The Rosen Publishing Group; 2010.	10-12	Graphic Novel
Chilman-blair K, Taddeo J. What's up with Sean?: medikidz explain Scoliosis. New York: The Rosen Publishing Group; 2010.	10-12	Graphic Novel
Chilman-blair K. Superheroes on a medical mission: medikidz explain depression. New York: Rosen Central; 2011.	10-12	Graphic Novel
Chilman-blair K. Superheroes on a medical mission: medikidz explain sleep apnea. New York: Rosen Central; 2010.	10-12	Graphic Novel
Coates JL. The power of harmony. Ontario: Red Deer Press; 2013.	10-12	Indigenous Content
Cole B. Dr. Dog. reprint ed. Victoria: Dragonfly Books; 1997.	6-8	
Cook J, DuFalla A, How to be comfortable in your own feathers. Tennessee: National Center for Youth Issues; 2013.	6-8	
Cook J, Falla AD. Wilma Jean the worry machine. Tennessee: National Centre for Youth Issues; 2012.	4-6	
DeLand MM. The great Katie Kate discusses diabetes. Texas: Greenleaf Books; 2010.	4-6	
DeLand MM. The great Katie Kate explains epilepsy. Texas: Greenleaf Books; 2014.	4-6	

DeLand MM. The great Katie Kate offers answers about asthma. Texas: Greenleaf Books; 2014.	4-6	
DeLand MM. The great Katie Kate tackles questions about cancer. Texas: Greenleaf Books; 2010.	4-6	
Dewdney A. Llama llama home with mama. New York: Penguin Young Readers Group; 2011.	8-10	
DK. Eyewitness Visual Dictionaries: The Visual dictionary of the human body. London: DK; 1991.	12-15	
DK. First human body encyclopedia: DK first reference series. London: DK Children; 2005.	8-10	
Dr. Seuss, Mathieu J, Perkins A, et al. My big book of beginner books about me. New York: Random House Books for Young Readers; 2011.	6-8	
Fields J. Choosing a career as a nurse-midwife. New York: The Rosen Publishing Group; 2001.	12-15	
Fluet C. A Day in the life of a nurse. Minnesota: Capstone Press; 2000.	8-10	
Freedman J. Careers in emergency medical response teams' search and rescue units. New York: The Rosen Publishing Group; 2003.	12-15	
Freedman J. Your beautiful brain: keeping your brain healthy. New York: The Rosen Publishing Group; 2013.	10-12	
Galiano N. Choosing a career in pharmacy and the pharmaceutical sciences. New York: The Rosen Publishing Group; 2002.	12-15	
Garrett G. Rookie read-about science: scientists ask questions: physical science. New York: Children's Press; 2005.	8-10	
Gillespie D, McKay-Fleming K. Journey through the circle of life. Winnipeg: Pemmican Publications; 2007.	8-10	Indigenous Content
Hall LE. Careers in biotechnology. New York: The Rosen Publishing Group; 2007.	12-15	
Harasymiw T. A career as a physical therapist. New York: The Rosen Publishing Group; 2010.	12-15	
Harper CM. Henry's heart: a boy, his heart, and a new best friend. New York: Henry Holt and Co.; 2011.	6-8	
Hartt-Sussman H, Cote G. Noni is nervous. Toronto: Tundra Books; 2013.	6-8	
Harvey R, Sévigny. Caillou is sick. Montreal: Chouette Publishing; 2012.	4-6	
Hedelin P, Barborini R. The human body: lift the flap and learn. reprint ed. Montreal: Owlkids; 2011.	4-6	Interactive
Holler SF. Lacey and the African grandmothers. Toronto: Second Story Press; 2009.	10-12	Indigenous Content

Holloway AA. The bipolar bear family: when a parent has bipolar disorder. Indiana: Authorhouse; 2006.	4-6	
Holmes, MM, Mudlaff SJ. A terrible thing happened: a story for children who have witnessed violence or trauma. Washington D.C.: Magination Press; 2000.	6-8	
Houghton G. Blood: the circulatory system. New York: The Rosen Publishing Group; 2007.	8-10	
Houghton G. Muscles: the muscular system. New York: Powerkids Press; 2006.	10-12	
Houghton G. Nerves: the nervous system. New York: Powerkids Press; 2006.	8-10	
Johnson BL. Your digestive system. Minnesota: Lerner Publications Company; 2012.	8-10	
Johnston B, Nadjiwon A. The gift of the stars. bilingual ed. Ontario: Kegedonce Press; 2010.	6-8	Indigenous Content
Jurtzman-Counter S, Schiller A. Miles is the boss of his body. Los Angeles: The Mother Company; 2014.	4-6	
Kruger LF, Hamelin MM. Taking care of mother earth. British Columbia: Theytus Books; 2009.	6-8	Indigenous Content
LaDuke W, Alexander S. Food is medicine: recovering traditional foods to heal the people. California: Oyate Press; 2004.	10-12	Indigenous Content
Larochelle D, Fearing M. How Martha saved her parents from green beans. New York: Dial Press; 2013.	6-8	
Lehn B, Krauss C. What is a scientist. Minnesota: Millbrook Press; 1998.	6-8	
Leocoy D, Hamelin M. Looking after me. 2nd ed. British Columbia: Theytus Books; 2009.	6-8	Indigenous Content
Liebman D. I want to be a doctor. Richmond Hill: Firefly Books; 2000.	4-6	
Liebman D. I want to be a nurse. Richmond Hill: Firefly Books; 2000.	4-6	
Lowry L, Thomas M. Gooney bird and all her charms. Boston: HMH Books for Young Readers; 2014.	6-8	
Loyie L, Brissenden C. The gathering tree. British Columbia: Theytus Books; 2005.	8-10	Indigenous Content
Markle S, McWilliam H. What if you had animal ears. New York: Scholastic; 2016.	6-8	
Markle S, McWilliam H. What if you had animal feet. New York: Scholastic; 2015.	6-8	
Markle S, McWilliam H. What if you had animal hair. New York: Scholastic; 2014.	6-8	
Markle S, McWilliam H. What if you had animal teeth. New York: Scholastic; 2013.	6-8	
Marlowe S, Pascuzzo P. No ordinary apple: a story about eating mindfully. Massachusetts: Wisdom Publications; 2013.	6-8	

Martin R, Sanders A. Little explorers: my amazing body. Ina Ltf ed. New York: Little Bee Books; 2015.	6-8	Interactive
Matthies J, Valiant K. The goodbye cancer garden. Illinois: Albert Whitman & Company; 2011.	4-6	
McCain BR, Schuett S. Grandmother's dreamcatcher. Illinois: Albert Whitman & Company; 1998.	6-8	Indigenous Content
Meuse T, Stevens A. The sharing circle: stories about First Nations culture. Halifax: Numbus Publishing; 2003.	6-8	Indigenous Content
Milway SM, Fernandes E. Mimi's village and how basic health care transformed it. Toronto: Kids Can Press; 2012.	6-8	
Minton E. Powering up a career in biotechnology. New York: Rosen Young Adult; 2015.	12-15	
Mooney C, Carbaugh S. Genetics: breaking the code of your DNA. Vermont: Nomad Press; 2014.	12-15	
Morgan L, Laulbach K. Healing the bruises. Halifax: Formac Publishing Company; 2013.	12-15	Graphic Novel
Nelson O, Collins P. Moe and Malaya visit the nurse. Nunavut: Inhabit Media Inc.; 2010.	6-8	Indigenous Content
North L, Jevons C. Hansel and Gretel and the green witch. reprint ed. New York: Crabtree Publishing Company; 2015.	6-8	
Olson K, George L. Living safe, playing safe. British Columbia: Theytus Books; 2009.	6-8	Indigenous Content
Olson K, Hamelin MM. Eat, run and live healthy. British Columbia: Theytus Books; 2009.	6-8	Indigenous Content
Olson K, Hamelin MM. Healthy choices, healthy lives. British Columbia: Theytus Books; 2009.	10-12	Indigenous Content
Olson K. Eyes, ears, nose and mouth. British Columbia: Theytus Books; 2005.	6-8	Indigenous Content
Olson K. Living safe, playing safe. British Columbia: Theytus Books; 2005.	6-8	Indigenous Content
Palacio RJ. Wonder. New York: Alfred A. Knopf; 2012.	8-10	
Parker V. I know someone with a hearing impairment. Chicago: Heinemann-Raintree; 2011.	6-8	
Parker V. I know someone with asthma. Chicago: Heinemann-Raintree; 2011.	6-8	
Parker V. I know someone with diabetes. Chicago: Heinemann-Raintree; 2011.	6-8	
Parker V. I know someone with down syndrome. Chicago: Heinemann-Raintree; 2011.	6-8	
Parker V. I know someone with eczema. Chicago: Heinemann-Raintree; 2011.	6-8	
Parker V. I know someone with epilepsy. Chicago: Heinemann-Raintree; 2011.	6-8	
Pinette G. Choosing life: Bobby's story. Southampton: Ningwakwe Learning Press; 2002.	12-15	Indigenous Content

Pinette G. Diabetes and diet: Ivan's story. Southampton: Ningwakwe Learning Press; 2002.	12-15	Indigenous Content
Pinette G. Healthy pregnancy: Jenny's story. Southampton: Ningwakwe Learning Press; 2002.	15-17	Indigenous Content
Raum E. I know someone with a visual impairment. Chicago: Heinemann-Raintree; 2011.	6-8	
Raum E. I know someone with ADHD. Chicago: Heinemann-Raintree; 2011.	6-8	
Raum E. I know someone with HIV/AIDS. Chicago: Heinemann-Raintree; 2011.	6-8	
Redger E, Gowsell R. Fetal alcohol spectrum disorder: understanding mental health. New York: Crabtree Publishing Company; 2014.	12-15	
Renfrey GS. Emotional wellness : Mary's story. Southampton: Ningwakwe Learning Press; 2007.	10-12	Indigenous Content
Rice J. Understanding cancer: Mishoo's story. Southampton: Ningwakwe Learning Press; 2008.	12-15	Indigenous Content
Sanschagrin J, Brignaud P. Caillou: at the doctor. 3rd ed. Montreal: Chouette Publishing; 2013.	4-6	
Sawyer S. Careers in DNA analysis. New York: Rosen Central; 2008.	12-15	
Schaefer LM. We need nurses. Minnesota: Capstone Press; 2000.	4-6	
Schnitzlein D, Faulkner M. The monster who ate my peas. Atlanta: Peachtree Publishers; 2010.	8-10	
Shannon D. Bugs in my hair!. New York: Blue Sky Press; 2013	6-8	
Shantz-Hilkes C, Decode, editor. Hooked: when addiction hits home. Toronto: Annick Press; 2013.	15-17	
Silate J. Planning and preparing healthy meals and snacks: a day-to-day guide to a healthier diet. New York: The Rosen Publishing Group; 2005.	10-12	
Silver DM, Wynne PJ. My first book about the brain. New York: Dover Publications; 2013.	6-8	Interactive (colouring book)
Silver DM, Wynne PJ. My first human body book. New York: Dover Publications; 2009.	6-8	Interactive (colouring book)
Silver DM, Wynne PJ. The body book: easy-to-make hands-on models that teach. New York: Scholastic; 2008.	10-12	Interactive
Silverberg C, Smyth F. Sex is a funny word: a book about bodies, relationships, and you. New York: Triangle Square; 2015.	12-15	
Slegers L. Kevin goes to the hospital. New York: Clavis Publishing; 2012.	4-6	
Spalding A, Wilson J. Solomon's tree. British Columbia; Orca Book Publishers; 2002.	8-10	Indigenous Content
Speedy Publishing LLC. Anatomy and physiology: learning all about you for kids: human body encyclopedia. Delaware: Speedy Publishing LLC; 2015.	6-8	

Stead PC, Stead EE. Sick day for Amos McGee. England: Roaring Book Press; 2010.	4-6	
Stockham J. First time: dentist. Swindon: Child's Play; 2011.	4-6	
Stockham J. First time: doctor. Swindon: Child's Play; 2011.	4-6	
Stockham J. First time: hospital. Swindon: Child's Play; 2011.	4-6	
Sutcliffe M. Belle and Boo and the yummy scrummy day. London: Orchard Books; 2013.	4-6	
Taylor-Butler C. True books: the nervous system. New York: Children's Press; 2008.	10-12	
Tecco BD. Food for fuel: the connection between food and physical activity. New York: The Rosen Publishing Group; 2008.	12-15	
Troian M. HIV/AIDS awareness: Sage's story. Southampton: Ningwakwe Learning Press; 2011.	15-17	Indigenous Content
Walker R. DK eyewitness books: human body. London: DK Children; 2014.	8-10	
Walker R. Human body: a visual encyclopedia. London: DK Children; 2012.	10-12	
Wallack M, Given C. Why did grandma put her underwear in the refrigerator?: an explanation of Alzheimer's disease for children. South Carolina: CreateSpace Independent Publishing Platform; 2013.	8-10	
Wilson W, Chapman J. Bear feels sick. New York: The Little Simon; 2012.	6-8	
Wilson W, Chapman J. Bear's loose tooth. New York: The Little Simon; 2014.	6-8	
Woodward J. How to be a genius. reprint ed. London: DK Children; 2013.	10-12	
Ziegler A, Hainnu R, Leng Q. A walk on the tundra. Iqaluit: Inhabit Media; 2011.	6-8	Indigenous Content
Ziervogel K. Meet a dentist: Dennis Hewitt. Southampton: Ningwakwe Learning Press; 2007.	10-12	Indigenous Content