

NATIVE



FACETS

Columbia University Cancer Prevention Curriculum

# NATIVE FACETS

*F*amily, friends, food and fun are all related to me—I will learn to make  
*A*ctive healthy choices to prevent  
*C*ancers associated with unhealthy lifestyles—and by  
*E*ating wisely, exercising and not smoking—I will embrace life and learn to be  
*T*hankful for my  
*S*urvival and happiness as a Native American

## **Reducing Cancer Risks Among Native American Youth**

**A Native American Culture-Based Curriculum For the Prevention of Certain  
Cancers Associated with Diet and Tobacco Use**



## ACKNOWLEDGMENTS

**Principal Investigator**  
**Project Coordinator**  
**Project Manager**  
**Office Assistants**  
**Site Group Leaders and Assistants**


Steven Schinke, Ph.D., Professor, Columbia University  
Beverly Singer, M.A., Staff Associate, Columbia University  
Kristin Cole, M.S., Staff Associate, Columbia University  
Andrea Kaiser, Rachel Cohen, Alison Mazer, Columbia University  
Denice Dwyer and Velda Kelly (Boston)  
Barbara Harris (Mashpee)  
JoAnne Hawkins and Kim Hunter-Barrett (Powhatan-Renape Nation)  
Erin Lamb, Troy Upham and Alacoque Gonzales (Connecticut)  
Paulla Dove Jennings and Debra Snead (Rhode Island)  
Cindy White and Vanessa La Vare (St. Regis Mohawk Nation)  
Jeanne Shenandoah and Sherry Hopper (Onondaga Nation)

**Collaborating Sites**

American Indians for Development of Connecticut  
North American Indian Center of Boston  
Powhatan-Renape Nation/Rankokus Reservation of New Jersey  
Central Maine Indian Association  
Mashpee Wampanoag of Massachusetts  
Native American Education Program of New York City  
Onondaga Nation of New York  
Saint Regis Mohawk Tribe of New York  
and the Rhode Island Indian Council of Providence

**Consultants**

Dr. Isobel Contento, Professor, Teacher's College, Columbia University  
Gloria Miguel, Actor; Barbara Feith, Actor  
Hafeezah, Group Leader warm up  
James Singer, Storyteller  
Joe Cross and Donna Couteau, Native performers  
Yvonne Beamer, Native Education resources  
Cochise Anderson, Storyteller  
Arlene Hirschfelder, Tobacco history research and Curricula advisor  
Laraine Goodman, Carol Kalafatic, Graphics  
Margaret Styne, Newsletter layout  
Barbara Perrin, Curriculum pre-press layout  
Quihu Shi, Biostatistics  
Dr. Gelvin Stevenson, Process analysis  
Diosa Summers, Native American Advisor



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## FOREWORD

Cancer threatens the well-being and lives of Native people across America. Rates of cancer are unacceptably high among Native Americans and successful treatment rates for those who have fallen victim to cancer are far below comparable rates for whites. What can we do about combatting cancer among Native people?

The National Cancer Institute has helped to answer this question by sponsoring several research studies aimed at learning more about cancer among Native Americans. We were fortunate to be selected for that sponsorship. In carrying out our study, we learned vital information about the best ways to prevent cancer among Native American youth. As delighted as we are with the results of our research, we are even more excited about the response we received from the collaborating Native American communities. Their cooperation, enthusiasm, and tireless support have been impressive. On behalf of Columbia University and the National Cancer Institute, I want to extend my thanks for a job well done. Let's continue the battle against cancer in Native American people. We will not stop until we have scientifically proven methods for helping Indian youth completely avoid cancer from tobacco use and poor dietary habits. That is our goal. Together with your help, we will accomplish it.

Steven P. Schinke, Professor

Columbia University School of Social Work



## INTRODUCTION

Native F.A.C.E.T.S., a project funded in 1990 by the National Cancer Institute, aimed to reduce cancer risks among Native American adolescents. Developed by Columbia University School of Social Work in partnership with Native Americans from urban and rural communities in the Northeast, the project studied interventions to prevent cancer among younger Native Americans. Native youths between the ages of 8-12 years old were recruited to participate in the program which took place in their community after school or on weekends.

To ensure a community-based focus, Columbia University staff worked directly with health and social service providers and representative members from the Native community to develop the curriculum. During intervention delivery, local storytellers and other Native American role models shared their knowledge and experience to enhance the cultural health concepts introduced by the site group leaders.

By encouraging the Native youths' decision-making skills, the results suggest that the project had a positive impact on youths' ability to make healthy lifestyle choices. In fact, youths' scores were significantly improved after participating in the project, especially where cultural reasons for not smoking or chewing tobacco were concerned.



The curriculum has several goals. First, to promote Native youths' awareness, integrity, knowledge, and self-determination concerning their immediate and long-term health. Second, to reinforce native Northeast cultural knowledge, values, and ancestral history related to healthful living. Finally, the curriculum's experiential, multi-disciplined approach to delivering information about cancer and its relationship to diet and habitual tobacco use teaches youths to increase their sense of self-determination.

The curriculum has 15 sessions, with the final session culminating in a community presentation by the youth participants. During this community presentation, participants exhibit the various projects and journals produced over the intervention, share highlights from the curriculum, and perform a short skit about healthy dietary and lifestyle practices.

Each curriculum session addresses general principles about how the body and mind work in relation to the social environment. Traditional Native American stories are included to promote cultural awareness. In addition, artistic and creative projects throughout the curriculum reinforce the lessons. A theater performance, for example, helps youths to refine their public speaking skills.

## **Purpose of the Curriculum**

## **Delivery of the Curriculum**

## Need for the Project

These experiences provide participating youth with an enjoyable mix of learning and activity, while simultaneously encouraging a sense of cultural continuity and open dialogue about preventive health practices.

Increasingly, Native Americans across the U.S. face cancer as a major health risk. Cancer is the third leading cause of death among Native Americans overall, and the second leading cause of death among Native Americans over age 45. Cancers of the stomach, liver, cervix, uterus, breast, gall bladder and kidneys are on the increase in many Native communities. This curriculum promotes the health philosophy historically echoed throughout Native America, and is informed by the need to maintain a balance in our physical, intellectual, emotional, and spiritual connectedness.

There is a long association between Native Americans and healthy nutritious foods. These foods, such as tomatoes, potatoes, corn, squash, and beans, are excellent sources of nutrition and help promote a balanced diet. It is important to recall this history in promoting health among Native children. In earlier times, Native people ate foods low in fat. Most foods were either boiled or dried. The traditional Native diet from hunting, gathering, and fishing is the same

diet we promote as part of a healthy life-style incorporating exercise, a wide variety of fruits and vegetables, and occasional meat and fish.


Selected by the collaborating Native organizations, trained group leaders were primarily responsible for delivering the curriculum to participating youth. Group leaders were trained in a comprehensive week-long program led by curriculum developers, Native and non-Native educators, social workers, and performance artists.

Over the course of this five year study, we successfully implemented three separate skills interventions for reducing Native youths' cancer risks associated with dietary habits and tobacco use. Findings from our study are available through written requests to Professor Steven Schinke, Columbia University School of Social Work, 622 West 113th St., New York, NY 10025.

Sessions were held once a week for 15 weeks after regular school hours and beginning with the start of the fall term school year. Locations for sessions varied with participating community organizations or program sponsors. Transportation of youths to and from sessions was arranged by the group leaders, with assistance from the sponsoring organization

### **Outcome Goals**

### **Typical Session Format**



All sessions were scheduled to last one hour, with fifteen additional minutes allotted for clean up before returning the youth home. Group leaders were responsible for ensuring the safety of the participants. At least ten hours per week were reserved for group leaders to prepare and plan for each session.



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## SESSION ONE

### SKILLS

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- Students will gain knowledge about health concepts related to eating and nutrition.
- Students will be made aware of the importance of Native American culture as a way of reinforcing healthy self-esteem.

### ACTIVITY

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Introduction of Program  
Goals & Purposes,  
Healthful Learning  
Family Member Interview  
Native American  
storytelling traditions  
Watch videotape: "Hot  
News"

### MATERIALS

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TV/VCR  
Video "Hot News" (25  
minutes)  
Healthy snack

*TOPIC: Hot News and Native American Stories*

### OBJECTIVES

- Provide a complete overview of the program and expectations, describing in detail the typical session format, parental consent forms, and desired outcomes regarding cancer prevention and healthy lifestyle practices.
- Present the program's guiding principles—understood as the acronym NATIVE FACETS.
- Encourage Native American values and beliefs about health by learning from their ancestors. Use storytelling as a way of sharing important values and guiding principles for living.
- Encourage the students to take an active role in identifying good health practices and cultural values.
- Revitalize students' interest in Native storytelling.
- In an effort to initiate student interest, students will view a video program titled, "Hot News." The video is concerned with peer and family relationships within a Native American community that emphasizes traditional foods and healthy lifestyle choices.



## GROUP LEADER PRESENTATION

To begin, have the youths sit in a circle on the floor or in a circle of chairs.

Group leader and assistant will introduce themselves to every child, going around the circle, shaking hands with each child. You can say for example: "Hello my name is (name of Group Leader). I am from the (your tribal affiliation or nation)." "What is your name?" (Say the name of the youth,) "(Name of youth), what Nation do you belong to?" "(\_\_\_\_) welcome to our circle and I hope you will enjoy the program." Give them a sense of belonging to a special group—a part of the FACETS circle. Explain that when they come to the program they are coming to a special circle; when they break the circle by being disruptive and inattentive, they are affecting everyone in the circle.

Explain that this program was especially developed for them but that their participation is voluntary however, a parent or guardian must give them permission to participate.

Explain that the curriculum will consist of 15 meeting sessions. They will meet either one or two times a week depending on the site. The first six sessions will be concerned with healthy food choices and eating habits. The following seven sessions will be concerned with tobacco and alcohol use prevention. At the end of the program youth will share what they have learned by giving a presentation to the community. This is a special opportunity for sharing, thinking about your future, and working together on several projects including a mural and theater games.

The program's guiding principles are:

- F: Family, friends, food and fun are all related to me—I will learn to make
- A: Active healthy choices to prevent
- C: Cancers associated with unhealthy lifestyles—and by
- E: Eating wisely, exercising and not smoking—I will embrace life and learn to be
- T: Thankful for my
- S: Survival and happiness as a Native American

or Native FACETS.

Early in the program, group leaders may encourage the youths to create a poster outlining the Native FACETS program and hang it on the wall. Provide examples for students to use in creating such a poster with magazine pictures and Native designs or symbols. Provide them with a variety of art supplies so they can create their own unique message.

Group Leaders should give each child time to introduce and talk about him/herself. One option is for the youths to interview the person sitting next to them(name, age, grade in school) and to go around the circle and give each student an opportunity to introduce one another.

Group Leaders explain to students that they will

hear about a variety of Native American practices through traditional stories. Suggest to the youths that they might think about developing one of the stories into a theater or skit performance for their final presentation. The purpose of this program is to plant seeds of knowledge and to teach the skills with which the youth can implement that knowledge. Explain that many of these stories began with the first people. As they are retold, some have been updated for the purposes of accessibility, but the theme is unaltered. The stories encourage living properly to nourish a healthy spirit. Explain to the youths that they too will have an opportunity to share their own stories based on their life experiences.

### **Native American Storytelling**

Native American storytelling goes back a long way in our history. The stories teach us about survival and about human values. Small pieces of information are contained in each story and every person hears something different in these stories – that is part of their value. Their value also lies in each listener’s ability to remember and pass them on. The storytelling chain will never break as long as someone carries the story forward. In the past, many people were willing to become storytellers. Today, we depend on TV, radio, and the movies to tell us stories. Taking the time to learn a story seems hard, because we live in a fast-paced world. The speed in which we look at pictures or hear the news tends to contribute to forgetfulness too.

### **ACTIVITY**

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Watch videotape: “Hot News” is from a videotaped drama series made in Canada by Spirit Bay Company (featuring Native Americans). It is a story about two young Native American females. One of the young girls is visiting from the city; the other one is from the rural community. The story is about a shared experience they have with their grandmother who lives according to the traditional lifestyle of the Native people from this area.

## SESSION TWO

### SKILLS

- To identify the concept of “risk” in relation to health practices.
- To develop their thinking skills.
- To develop their listening and analytical skills through storytelling.
- To learn “respect” for all people, plants, birds, animals and the earth, as a primary value for healthy living.

### ACTIVITIES

Tell the story of “*How Food Was Given*” and lead discussion

Discussion of health risks associated with dietary habits

### MATERIALS

Handout: “How Food was Given”

Healthy snack

*TOPIC: How Food Was Given To People*

### OBJECTIVES

- Help students understand the relationship between “lifestyle” and health.
- Help students develop a healthy concern for disease prevention.

### GROUP LEADER PRESENTATION

Ask the students about the family member interviews. Are the foods they ate as children different from those they eat today? Allow all the children to say something by going around the circle. You may want to write down the comments on a large piece of paper on the wall.

Tell the story, “**How Food Was Given.**” Explain that this story is about how food came to a group of Indians in Washington State who call themselves the Okanogan. It’s a short story and, like all of these stories, it requires their special attention. Explain that it is about how the lives of Indians of another tribe understood their relationship to food. Have students listen for:

Who are the characters?

What do these characters do to help the humans?

### **Discussion**

Group Leaders relate the story to food. Ask the students the following questions:

The animals decided to give themselves up as food for the humans who were coming. What were these different foods? (Group leaders, be sure to note that the foods included different categories, such as plants, fish, animals, etc.)

What did you think of the various characters in the story? Why do you think they gave themselves up as food for the people?

Have any of you ever been hunting? What was that experience like?

### The Notion or Concept of “Risk”

Ask the students, if they know what a “risk” is? Taking chances? A dare?

The notion of *risk* in health science terms is the chance or probability of a disease occurring. As a practical matter, beliefs about illness or disease are related to risk taking behaviors associated with illness or disease.

To use this group as an example:

If students in this group eat in a healthy way today, they will be at less risk for heart disease and cancer. They will be healthier adults. Conversely, those students who do not eat in a healthful way will be at greater risk for disease. Eating foods that are high in fat increases your “risk” or likelihood of being overweight or sickly. To put the concept of “risk” in another way, if a person walks into traffic, they have increased their risk of getting hit by a car – it is not a 100% guarantee but they are putting themselves at a higher risk of being hit by a car.

Diets by themselves don't cause cancer or guarantee health, but can contribute to the development of cancer in the human body. A steady diet of fatty foods, alcohol abuse, or lack of fresh fruits and vegetables, for example, can lead to cancer.

Emphasize that even though much evidence exists that proves cigarettes cause a variety of health problems, including cancer, people continue to smoke. This is because it is difficult to stop once a smoker is addicted to cigarettes, (psychologically as well as physiologically) despite their awareness that it increases their risk of developing cancer.

People develop their eating habits early in life. It is much more difficult to change eating habits and food preferences as an adult. Do you know of someone who has tried to diet? Was it easy or difficult for that person?

Food provides immediate psychological and physiological benefits for humans. Eating your favorite food or snack makes most people feel good immediately. From a short-term point of view it is logical to want to feel good.

We are not suggesting that you cannot eat ice cream, potato chips, or drink soda once in a while. But over time some people develop a habit-forming need to have such foods to feel satisfied. When you enjoy chewing gum or eating foods high in sugar or salt, the chances of "needing" to eat ice cream, candy, or sweet desserts like pies and cookies can increase until it becomes a hard-to-break habit. Your mind, body *and* your taste buds become accustomed to these fatty foods.



## SESSION THREE

### SKILLS

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- To increase youths' awareness of what are healthful vs. unhealthy food choices.
- To identify the recommended "eat less fat and more high fiber foods."

### ACTIVITIES

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Review NCI Food Chart  
Complete Healthy Eating  
Contracts

### MATERIALS

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Selected food samples, a  
gram of fat, cabbage,  
yellow squash  
Handout: NCI Food Chart  
for EAT LESS OF and  
MORE OF FOODS  
Healthy Eating Contracts  
Healthy snack

*TOPIC: Know Food, Know Health*

### OBJECTIVES

- Share the National Cancer Institute's Dietary Guidelines for good nutrition.
- Encourage youths to take responsibility for their eating choices.
- Encourage youths to look at their food choices.

### GROUP LEADER PRESENTATION

The National Cancer Institute is located in Bethesda, Maryland. [The NCI is the Federal Government's principal agency for conducting and supporting research on cancer and is responsible for overseeing implementation of the National Cancer Act, a national research effort on cancer cause, prevention, detection, diagnosis, treatment, rehabilitation, and control.]

Based on current trends and studies, the NCI recommends dietary guidelines which emphasize *reducing fat* intake to 30 percent or less of total calories and *increasing fiber* intake to 20 to 30 grams daily, not to exceed 35 grams. Group leaders may find it useful to identify a gram of fat.

Refer to the handout of EAT MORE OF and EAT LESS OF chart\*. You may want to use actual examples of fruits, grains, or vegetables to pass around as you discuss certain foods such as cruciferous vegetable examples. (\*Note: Picture charts of these foods are helpful and available from groups such as the American Cancer Society. Group



Leaders should write for one and use them to help in this discussion, then hang it on the wall throughout the program to reinforce the students' knowledge.)

Nutritionists (people who are experts about foods), doctors and other researchers who study the causes of cancer say we need to eat more *fresh fruits and vegetables*. Fresh fruits grown in your own yard or in a community garden are excellent sources of fiber which help eliminate waste from our bodies.

In the Northeast, some common fruits and vegetables that grow easily include:

**Fruits:**


Strawberries, Raspberries, Blueberries, Plums, Cranberries, Cherries, Grapes, Plums, Apples and others

**Vegetables:** Corn, Squash, Beans, Pumpkins, Zucchini, Peas, Carrots, Cabbage, Potatoes

Have the youths identify other fruits and vegetables which are available in the Northeast.

Explain what a **contract** is: a document that places them in a position to be responsible for something, in this case for making healthier food choices.

Students will be making active choices towards a healthier diet. For example, a student may decide to eat a piece of fruit or try a different vegetable at least once a week. Or, instead of eating a candy bar, to try popcorn with no butter. Explain that near the end of the program their adherence to their Healthy Eating Contract will be reviewed.




Explain to the students that making dietary changes is easier to accomplish when smaller changes are attempted first. Students may discover that their food choices have already become habits, thus making it more difficult to change. Making small changes should be seen as a growing experience.

Each student should make a commitment to make a healthy food change from their regular diet. Students must first decide what they want to change and then write it into their contract. Have them invite the person next to them to be their witness. At a later session, they will share their experience in making the change to eat something healthier.

It's important that the students understand that high fat foods often taste good. Low fat versions may not taste "right" at first (e.g. popcorn without butter or salt or chicken without the skin). Eating a food often will generally increase our taste for it. It may be difficult to eat foods never eaten before—so it will take time to change a particular eating habit or choice.

Group Leaders should discuss the "Family Member Interview" as a take home project. Suggest to the students that they ask their parents or a grandparent or an elder about the kinds of food they ate when they were children.

Explain to the youths that family history can teach them much about themselves; older family members can share information about their history. Suggest they learn the history of a family member well enough to tell it to someone else.



Ask youths to bring empty food package labels to the next session. These will be used to help teach them how to read food labels.

## SESSION FOUR

### SKILLS

- Students will be able to appreciate the importance of fiber for the body.
- Students will be able to identify healthy sources of fiber.
- Students will learn to associate “corn, beans, and squash” as foods high in fiber.

### ACTIVITY

Tell the story of the “Three Sisters,”

Discussion of fiber

Complete 24 Hour Food Recall Forms

### MATERIALS

Handmade Native American basket

A braid of sweetgrass

Samples: apple, dried corn, other whole-grains

Handouts: What Does 20-30 Grams of Fiber Mean?

Three Sisters

Healthy snack

*TOPIC: Fiber and The Three Sisters*

### OBJECTIVES

- Use Native American history and storytelling to present lifestyles that include foods that are high in fiber and low in fat.
- To re-emphasize the importance of eating foods with fiber.


### GROUP LEADER PRESENTATION

Collect the food labels and empty food packages. Thank those who brought them and explain that you will be using some of these for a lesson on reading food labels in the next session.

Use a Native American basket (hopefully from one of the communities you are working in). Begin by passing the basket to your left and have the students hold it, smell it, and pass it around the circle.

Ask the students what smell they experience, how the basket feels to their touch, i.e. heavy, lightweight, warm, cold, soft, hard, what? Get them to think.

Explain that the basket is made from fibers—grass plants and root fibers. Other natural fibers are spun into thread and used to make fabric such as wool, linen, and cotton. The discussion today is about **food** and **fiber**. Group Leaders should have a braid of sweetgrass and pass it



around to the participants, asking them to smell and feel it. Sweetgrass is a special plant and it is an example of a fiber. Sweetgrass smells sweet when it is burned, is considered sacred, and is used by many Native American communities to purify thoughts. Group leaders may burn the grass just prior to telling the story of the “**Three Sisters.**”

The “Three Sisters” are like food relatives—corn, beans, and squash. The “Three Sisters” story originated with the Six Nations people of the Northeast—the Akwesasne Mohawk, Cayuga, Onondaga, Oneida, Allegany/Cattaraugus/Tonawanda Seneca, and Tuscarora.

Corn, Beans, and Squash, according to Six Nations beliefs are called the Three Sisters. Why? You may want to briefly note that the plant world, like the human world, is related and that planting corn, beans, and squash together is an agricultural practice developed by their ancestors.

Get comments from the group; ask if anyone has heard about the “Three Sisters” before.

Corn, beans, and squash are excellent food sources. Corn, beans, and all varieties of squash contain plenty of healthy fiber, vitamins—or nutrients—and beans are an excellent source of protein. In fact, beans provide as much fiber as red meat but without the fat.

Fiber-rich foods like **fresh** fruits, vegetables, and whole grains are associated with lowering the risks of certain cancers.

Epidemiological studies (***Epidemiology***: a branch of science that deals with the incidence, location,

and control of disease in a population) conducted between 1970-1987 identified a protective association between fiber-rich diets and the risk of colon cancer.

The body's colon is that part which forms the large intestine and helps in the elimination of waste. (Group leaders: students may get a little embarrassed or make joking comments – enjoy their fun and keep the discussion moving.) There are many other cancers related to diet. Native American diets, before the arrival of the white man, were for the most part higher in fiber and lower in fat than today.

There are two basic kinds of **fiber**: *Insoluble and water soluble*.

*Insoluble fibers* are found in bran from wheat and other grains and in certain vegetables, like broccoli, bell peppers, and cabbage. Insoluble fibers absorb water, making stools bulkier and softer and elimination easier. This type of fiber acts like a broom sweeping out your intestinal track and providing it with a kind of internal exercise. Indeed, fiber has been called “nature’s laxative,” so that cancer causing chemicals in food are swept out of the intestine quickly.

How many of you eat Oatmeal – cereal or cookies? How many eat beans – dried beans or peas? These are examples of *soluble fibers*, which bind with bile acids in your body. Other examples are fruits and vegetables. There is new evidence that soluble fibers may also lower blood cholesterol levels.

When food is canned or made into juice, it is known as *processing* food.

During the processing of fruits and vegetables the skin is usually removed. Unfortunately, the important fiber which your body needs is removed by processing.

The importance of eating a variety of high fiber foods is to help your body clean itself. As a body grows older its internal organs need help. Eating fiber rich foods is very useful.

Here are some examples:

Use an actual apple sample. Explain that a fresh apple contains 4.0 grams of fiber, as compared to applesauce, which only has 1.0 gram of fiber, or apple juice, which contains no fiber.

Explain that by processing grains like wheat, corn, rye, oats, and rice, the outer husk—the healthy fiber—and the germ portion is removed and what remains is starch, or mainly calories.

Using a fresh corn sample, explain that a whole kernel of corn contains the original grain. The parts of a whole grain include the **endosperm**, **bran**, and germ.

Whole grains usually have 2 to 4 times more fiber than processed grains where the bran has been removed. A container with all of these **whole grains** will be used in this discussion—ask them to compare it with the refined grain or processed can of corn. Today we rely primarily on factories to process our food but in our ancestors' time, they relied on growing, planting, and harvesting their own crops. As a result our ancestors ate more fiber.

Ask the students:

Do any of your families grow food in gardens? If so, do you notice a difference between home grown and store-bought vegetables?

Complete the **24 Hour Recall Forms**.

Explain that these forms will help the project sponsors learn more about what kids eat. It is an exercise that is dependent on their memory skills to recall specific foods eaten at meals at home and at school, as well as any snacks they had in the last 24 hours. **Group Leader and assistant will help each youth to fill out the forms.** The important thing is to be specific. For example, if they ate Chinese food, was it a rice dish with chicken or noodles or soup and what kind of soup? If they ate pizza, what kind of pizza, plain or with a topping like pepperoni? If they drank a soda, was it diet or regular? If they drank milk, was it low fat or full fat milk?

Work with each student to properly fill out their **24 Hour Food Recall Forms** in the circle. Group Leaders must ensure they fill out these forms.





## SESSION FIVE

### SKILLS

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- Students will learn to recognize fatty foods.
- Students will learn to read food labels and determine the grams of fat in a given food.
- Students will learn the skill of converting grams of fat on the label to percent of calories as fat in the food product.
- Students will understand how to use food labels to help them eat lower fat foods.
- Students will work together to prepare a healthy snack for a later session.

### ACTIVITIES

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Identify Fatty foods samples

Read food labels

Prepare a traditional snack using winter squash or apples (15 -20 minutes)

### MATERIALS

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Food labels – from

*TOPIC: Mentifying Fatty Foods*

### OBJECTIVES

- Outline concerns about dietary fat and cancer risks.
- Students will be encouraged to use this unit on dietary fat to limit their intake of fatty foods.
- Students will learn to read food labels from a variety of foods to determine their contents.

### GROUP LEADER PRESENTATION

*“When you are young, you probably think you will always be healthy, strong and young looking.”*

Get a feeling from the youngsters about this comment.

Is it good to think this way? Is it positive?

Diets containing a lot of **fatty foods** are not healthy, why?

Fat contributes to the growth of cancer cells. A diet *high in fiber* can prevent certain types of cancers.

What is **cancer**? Let the students provide their ideas.

Cancer is a deadly disease. It is the second leading cause of death for people in the U.S. Among Native Americans, cancer is the third leading cause of death.

Do any of you know someone with cancer?

Do you know someone who has died from cancer?

Did you know what kind of cancer they had?

Explain that cancer develops over time from the interaction of cancer-causing agents present in our bodies. A group of cells change and alter themselves either spontaneously or with the introduction of cancer-causing agents. Some cells are considered to be “pre-cancerous,” yet do not always lead to cancer. Additional factors like an unhealthy diet, little exercise, or overall poor health can increase the risk of pre-cancerous cells becoming cancerous. As a result, cancer develops into a disease that spreads throughout the body. If cancer goes untreated, death usually occurs.

The role of diet in cancer development has been investigated by scientists since about the 1940’s, but the most comprehensive review of a diet link to cancer comes from research completed in the 1980s.

It is estimated that about 35 percent of cancer deaths may be associated with diet. Of the 10 leading cancers, eight may be related to diet. These cancers account for 66 percent of cancer deaths. Cancer is a disease that affects our cells causing them to multiply too fast and spread throughout the body. Today medical science is identifying ways to prevent and treat cancer effectively. One of the significant findings has been the identification of eating healthy food to prevent certain kinds of cancer.

several foods, especially fatty food samples: pizza, French fries, butter, fried chicken, doughnut

7 winter squash or 7 apples and cinnamon

- Brown paper bag
- Paring knives,
- Wax Paper,
- Paper towels
- Foil serving trays
- String to hang the fruit to dry

Handouts: Photocopy food labels for youths to put in their journals

Healthy snack

*Eating less **fatty** foods is associated with lowering the risk of certain cancers.*

Warm up **activity**. Have the students close their eyes and sit in a circle on the floor. Tell them to concentrate. If one or two of them are giggly, tell them that the circle should remain unbroken.

Ask the students to imagine the smell of French fries, what do they smell like? What do fingers feel like after eating French fries? Imagine the feel of the salt particles and the greasy feeling. Picture eating an ice cream cone on a very hot day in July – imagine the coldness and sweetness of the ice cream in your mouth. The ice cream soon starts to melt and runs down your hand. Imagine the stickiness of the melted ice cream as it dries.

Group Leader begins by arranging the **Fatty Foods Samples**: Doughnut, pizza slice, french fries, piece of cheese, cooked bacon, butter, piece of fried chicken. Now, place a small sample of each of these on a plain brown piece of paper and leave them out in front of you. After only a few minutes, the students will see the fat left on the paper from each of these items.

Fatty foods are high in calories. Eating foods that are high in fat on a regular basis increases your risk of becoming obese. *Obesity* is the state of having too much fat on your body, making it difficult for you to carry on a healthy lifestyle.

How many of you already read the packages that food comes in?

**Fat** is considered a nutrient, and it is measured by a unit of weight called **grams**. One teaspoon of fat weighs about 5 grams or one gram equals about one-fifth of a teaspoon.

It is healthier to eat foods with less fat than those with more.

Use the food packages you have collected for this lesson. You may use photocopied food labels from empty packages to illustrate how to use the food labels.

The primary ingredient is listed first on the list of nutrients.

Calculate how many of the calories come from fat: The way to calculate the fat calories is to multiply the grams of fat by the number nine.

Some food labels are misleading. For example, it is important to learn the different names for sugar. Other names for sugar are *sucrose* and *glucose*. Also additives and chemicals sprayed on vegetables and fruits are seldom spelled out in food labels. Food coloring is a typical food additive.

Reading food package labels also helps you to learn more about what kinds of things are added to foods.

One teaspoon of **fat** contains five grams of fat; one gram of fat contains nine calories. The body only uses the nutrients it needs and burns only the calories it needs. The remainder of fat calories you

eat are stored in your body as fat.

Fiber is also measured in **grams**. A gram is a metric unit of weight.

When too much fat is stored in your body, you are increasing the risk of becoming obese. Your heart has to work harder to pump the blood giving oxygen to all parts of your body. When you gain excessive weight you are more likely to get tired quickly; you may develop stretch marks on your skin; you may be more prone to accidents because your body is not used to carrying a lot of weight; and by being overweight at a young age, you run the risk of developing serious health problems – like heart disease, diabetes, and cancer in later life.

Students will prepare (15-20 minutes) a traditional Native American snack food that can be eaten in two weeks. First demonstrate: Slice winter squash or apples very thin and tie them onto a string to dry. With careful supervision, have students take turns slicing and tying the fruit.



## SESSION SIX

### SKILLS

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- Students will work with a professional Native American actress through a variety of physical exercises.
- Students will receive help in overcoming fear or embarrassment of performing.
- Students will be encouraged to support each other in this unique learning environment.

### ACTIVITY

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Theater workshop and performance by invited guest

*Explain that today's session will conclude the diet units and the next session will begin the tobacco use prevention units.*

### MATERIALS

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Handout: Smoker's Interview Questionnaire

Healthy snack

*TOPIC: Special Guest Theater Workshop*

You may identify your own local theater consultant to work with youths on theater exercises. *Gloria Miguel (Cuna-Rappahanok), Member of The Spiderwomen of New York City, was our presenter.*

### OBJECTIVES:

- To use theater as another form of communicating ideas and stories.
- To provide a broader view of relationships through performance.
- To help the students connect with their own interest in theater arts.
- To enhance the students' self-esteem.

### GROUP LEADER PRESENTATION

Explain that today's guest is a working theater artist. She will do a short performance for the class followed by some theater exercises for everyone.

Explain to the youths there are many modes of communication, and theater is another way to tell stories which can illustrate healthy lifestyles.

*(Ms. Miguel worked with the students, in theater exercises that introduced them to a different way of expressing one's self. The students were given an opportunity to act out a variety of situations. Ms. Miguel received prior information about the program objectives and goals and has incorporated aspects of her workshop to include healthy lifestyle choices. You may identify someone from your community who might be willing to come and work with your youths.)*





## SESSION SEVEN

### ACTIVITY

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Read “The Great Gift, Tobacco” ( a story from the Six Nations) in anthology.

Have a discussion about the meaning of “sacred.”

Watch video: “*Tobacco, A Gift of Choice*”

### MATERIALS

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*“Anthology of Native American Tobacco Traditions”*

Video: “*Tobacco, A Gift of Choice*” (18 min. produced by the Rural California Indian Health Board of Sacramento, California.)

Handout: Traditional Tobacco Facts

Healthy snack


TOPIC: *The Great Gift, Indian Tobacco*

### OBJECTIVES

- Youngsters learn that stories and storytelling are central to the lives of Native peoples of North America.
- Youngsters learn that Native American stories are entertaining and powerful teaching tools.
- Youngsters learn that stories offer insight into how Native Americans explained the unexplainable.
- Youngsters learn that tobacco is considered sacred by Native peoples. Tobacco was and still is used in Native American religious ceremonies, as offerings and as medical treatment.

### GROUP LEADER PRESENTATION

**Group Leader introduces the term *expert*.** First ask the youngsters to define *expert*. Then explain that an expert is someone who knows more about something than almost everyone. Ask how someone becomes an expert. Draw out responses that emphasize gathering and analyzing information. Explain that most experts have to find out or learn a lot on their own- through reading, interviewing people, sharing ideas and getting feedback. Explain that each youngster



will now have the opportunity to become experts on tobacco use and abuse, cigarettes, smokeless tobacco, and second hand smoke— subjects that most people know very little about. They will be able to share their *expertise* with their family, friends, and community,

Explain that in order to become experts, the youngsters need to gather information about what it is like to be a smoker. Ask how this might be done. Point out that they have already begun the process of informing themselves by interviewing a smoker (last session’s handout). Check to be sure each student completed an interview. Anyone who has not should do so by next session as they will be referred to in a future session.

Group leader introduces the “**Anthology of Native American Tobacco Traditions.**”

This anthology was created especially for this program. Give each student a copy. Explain that in the old days Native people used to barter and exchange goods and, in keeping with that old tradition, you would like them to bring something from home, or something they find (a shell or anything expensive— no family heirloom) to the next session. Then, they will exchange the item for their copy of the anthology. [The point of this is to give the student a sense that he/she has exchanged something for it, rather than it being just another free handout. We want them to read these stories and gain some insight from the cultural traditions of ceremonial tobacco use that is still alive today.]

Discuss the importance of stories in Native American tradition. Explain to youngsters that the creation of tobacco according to the traditions of several tribes from the Northeast are important. The stories teach Indian people a great deal about respect.

Explain that they should listen carefully and pay special attention to the stories they hear. The stories are like gifts to the spirit.

Native American storytelling goes back a long way. The stories teach us about survival and human values. Small pieces of information are contained in each story and every person hears something different in these stories – that is the value of hearing them. If you can remember these stories you will be able to pass them on to others. The storytelling chain will never break as long as someone carries the story forward.

With students sitting in a circle, pass out copies of the anthology. Have them turn to the pictographic story “The Great Gift, Tobacco.” Have the youngsters follow you in the book as you retell the story for them. After the story, have the youngsters discuss how various tribal traditions have different explanations about the origin of tobacco, but emphasize that Native Americans almost uniformly regard tobacco as a sacred plant to be used, **not abused**, in rituals and ceremonies. After telling the first story, discuss how the youngsters feel about listening to stories.

**Questions to stimulate discussion about what “sacred” means to them.**

What does the word “sacred” mean? (*According to Webster’s Ninth Collegiate Dictionary the meaning is “entitled to reverence and respect.”*)

Think of things you respect.

How did you learn to feel this way?


Students might ask about the word “religion” during the discussion. You may choose to explore ritual and ceremonial respect at Pow Wows more deeply.

What is considered sacred at a Pow Wow or other appropriate local ceremony?

*[The drum, dropping of eagle feathers by a dancer, in the dance circle there should be good feeling and avoid alcohol in the circle.]*

You may need to explain to students that Native Americans have always equated respect for all things—animals, plants, birds, insects, and humans—but since the arrival of Europeans, our cultural values and ideas about respect have been altered to one degree or another. Be sensitive to the students’ ideas and feelings because some may be members of devout Christian communities that do not look with favor on participation in Native ceremonies, except as a social outing.

Explain to the youngsters that there are many things about traditional tobacco use among American Indians in the northeast that very few people know. Outline the Traditional Tobacco Facts for the group. Explain that tobacco is still used today by many Indian tribes, but only in ritualized ways.



Summarize today's session by having participants stand in the circle and identify something they believe to be sacred for them.

Group leader reminds youngsters to work on their Smokers' Interview Form.

## NATIVE AMERICAN STORYTELLING TRADITIONS

*From: Michael J. Caduto and Joseph Bruchac, Keepers of the Earth: Teacher's Guide. Golden, Colorado: Fulcrum Publishing, 1988.*

American Indian storytelling was and still is a communal experience. It brings people together to share a past which is still alive. The events in the stories, though they may seem fantastic and full of superhuman or unlikely events, can also be experienced (as can all good stories) as a type of reality. Stories may show us important things about the world we live in and teach us ways to behave in the everyday world.

Because Native American cultures had an intuitive understanding of this powerful role of myth and the cross-generational value of stories, people of all ages gathered when a story was told. From our knowledge of different Native American cultures throughout the Americas, we know of no place where storytelling was just for children. In fact, stories were so powerful that they were treated with a special respect.

In some Native American cultures, certain stories and songs were seen as the property of special groups or individuals. Only those people or groups could tell such stories and there were restrictions as to who could tell them and when.

Because certain men and women showed more storytelling ability than others, they were sometimes chosen to act as “professional” storytellers.

Among the Iroquois, as Arthur Parker points out, these people had the title of *Huge'ota*, "a story person or storyteller." Such people traveled from lodge to lodge during the storytelling seasons. They carried with them a bag filled with items which acted as mnemonic devices. When the people had gathered, they would ask the storyteller for a tale, responding to his question, "Do you want to hear a story?" with a loud "Yes!" Then the Hageota would reach into his bag—or perhaps hold it out so that a nearby child could reach in—and pull something out, perhaps a doll made of corn husks. He would look at it, hold it up so that all could see, and then begin the tale. The device of a storyteller's bag was not just found among the Iroquois. Other Native peoples used similar things, as did storytellers on other continents.

To American Indian people, stories are among the greatest gifts which human beings have been given. The way the storytellers were regarded by their people shows this. Among the Penobscot people, the storyteller or *nudatlogit* was regarded as a bringer of good luck.

Among the Six Nations, when a storyteller finished a tale he would be given a present. A small bundle of tobacco was a common gift. Then the storyteller would be given a meal and a place of honor to sleep before moving on to the next longhouse the following day.

Throughout North American Indian cultures, certain stories were to be told only at a certain time of the year, usually the winter. In the north-



east, for example, storytelling lasts between the time of first and last frosts. Though it may not be possible now to use these stories only during that time, it is interesting to consider some reasons why this restriction was placed on storytelling and is still honored by many Native American people to this day.

In the early summer of 1985, we visited Tehanetorens. A loved and respected elder of the Mohawk people, he is founder of the Six Nations Indian Museum in Onchiota, New York. The old stories, Tehanetorens explained, are very powerful. If you tell a legend in the summer when the crops are in the ground, then the Corn, Beans, Squash, and the other food plants might listen to that story and forget to grow or produce their fruit. A story is so strong that things in the natural world listen to it too and may become confused and not go about their proper ways. As Arthur Parker put it, "All the world stops work when a good story is told and afterwards forgets its wonted duty in marveling."

The restriction of storytelling to the cold months and the nighttime campfire reflects the Native American belief in the responsiveness of nature. We change and affect the natural world by our actions every day. Native American people are deeply aware of this. The restriction of storytelling to special times and places is a natural extension of that awareness. Further, such restrictions make good social and economic sense. People are busy during the days and in those times of the year between the frosts. Shelters must be built and repaired, crops must be planted and cultivated, food must be gathered. But when the cold winds


begin to blow, when the fires are lit in the lodge, then people have the time to relax. Also, when life becomes boring because you are cooped up in bad weather, a good story is just what you need! Then, too, minds are more open to the teachings of the stories.

*From: Sandra A. Rietz, "Using Oral Literature in the Classroom." In **Teaching the Zndian Child: A Bilingual/Multicultural Approach**, edited by Jon Reyhner. 2nd edition. Billings, Montana: Eastern Montana College, 1988.*

The integrity of an oral literature is diminished by grafting sets of comprehension questions to specific stories. Using the literature for such purposes is inauthentic and unnatural, and substitutes a concocted "educational" goal for a genuine cultural one. An oral literature does not need the addition of "school" projects to make it legitimate. A story must be told. The story can only truly live in its original (oral literature) medium. Much of what constitutes the nature of "story" is embodied in the live delivery.

Oral literatures are more than curious, historic tribal artifacts. Though they are very old, they have very contemporary functions. Our technology may have changed, but the archetypal memories which may have motivated the beginnings of human literary activity so long ago are still fresh. Oral stories are still evolving as products of human literary creativity.

An oral literature is always a powerful instructional tool, and the storyteller is a vehicle, not a teacher. The storyteller delivers the literature. The literature itself represents cultural memory, and



the culture is the teacher. What gets taught is cultural memory—the “way.”

## SESSION EIGHT

### ACTIVITY

Discussion of Interviews  
with Adult Smokers

Lecturette

### MATERIALS

Youngsters' Completed  
Smoker's Interviews

Handout: "12 Reasons  
Not To Become a Tobacco  
Addict"

Healthy snack

*TOPIC: Why people smoke*

### OBJECTIVES:

- Youngsters learn that anyone who smokes can get hooked (become addicted).
- Youngsters learn that addiction reduces people's ability to make healthy decisions.
- Youngsters learn cigarettes have control over people who are hooked.
- Youngsters learn that some smokers have tried to quit but find it very difficult.
- Youngsters learn that "getting hooked" by tobacco is different from traditional tobacco use in ceremonies or as offerings.
- Youngsters learn tobacco addiction causes unattractive social and health problems.

### GROUP LEADER PRESENTATION

Group leader asks the youngsters to offer their interview findings. As the leader proceeds, have each youngster use his or her own data to answer the following questions:

1. Do people remember their first cigarette? How old were they at the time?
2. Did the people interviewed enjoy their first cigarette?
3. How much did the adult smoke at first?

4. How much does the adult smoke now?
5. How much does the adult spend on cigarettes each month? How much does the adult spend on cigarettes each year? (Help the youngsters multiply the monthly amount by 12 to get the amount spent on cigarettes in a year.)
6. What could someone buy with the yearly amount of money spent on cigarettes?
7. Has the adult you interviewed ever tried to quit?
8. Why do people who smoke want to quit?
9. Why can't smokers quit?

Group leader can introduce and discuss the term *addiction* at any point during the discussion.

Explain that addiction means needing to do something so much that you can no longer choose for yourself whether or not you will do it. We call this "getting hooked."

Explain that once you get hooked on cigarettes you can no longer decide if you will or will not smoke. Once you are hooked, you have lost control over smoking – the cigarettes are in control.

Give examples of losing control to start discussion (i.e., getting so angry at a friend or brother or sister you start screaming and lose control).

The group leader should make the following points during the discussion of the interviews:

- getting addicted is a process

- anyone can get hooked on cigarettes – all they have to do is smoke them
- you start the addiction process with the first cigarette
- once you are hooked, you lose power to control yourself – cigarettes are in control
- it is difficult to get *un*-hooked because cigarette addiction is very powerful
- nearly everyone who has been hooked on cigarettes has tried to quit

The group leader should compare and contrast cigarette addiction with American Indian traditional use of tobacco for religious purposes.

Group leader can pass out “12 Reasons Not To Become a Tobacco Addict.” Students should enter this along with the Smoker’s Interview into their journals.

Group leader: remind youngsters to collect and bring in cigarette ads.

## NICOTINE

American Lung Association brochure "facts about... cigarette smoking" 11/90.

In 1988, the U.S. Surgeon General reported that nicotine is just as addictive as heroin and cocaine. A "hit" of nicotine reaches the brain in seven seconds, twice as fast as a syringe of heroin injected into the vein.

American Lung Association brochure "facts about... Nicotine Addiction and Cigarettes" 11/90.

Most addictive drugs affect mood, feelings, and behavior by entering the brain and causing some desirable effect. They do this by acting on "receptor cells" in the brain. A number of cells in the brain have receptors that are highly sensitive to nicotine. This unique sensitivity to nicotine causes the drug to provide a real "hit" when it reaches the brain, which then triggers a wide range of responses throughout the body.

Nicotine also has an impact on a host of chemicals that regulate mood, learning, alertness, ability to concentrate, and performance.

Nicotine causes an increase in the heartbeat and in the rate of breathing. At the same time, there is a constriction of the blood vessels, and peripheral blood circulation slows. Nicotine also appears to increase the tendency of the blood to clot. It spurs an increase in the consumption of oxygen, thereby making the heart work harder.

A great many studies indicate that nicotine is the drug in tobacco that propels and reinforces a

person's desire to smoke. The nicotine concentration in the blood peaks at about the time that the cigarette butt is extinguished. It is then cleaned from the blood and the rest of the body quite rapidly. Within a half hour, many smokers seek another dose of nicotine.

Smokers develop a tolerance for nicotine. This means that, up to a point, they need increasing doses to achieve the same effect. Eventually, they find the number of cigarettes that maintains them at a certain level of satisfaction.

There seems to be an internal sensing system, like a thermostat, that knows when nicotine levels are too low. Most smokers require a minimum of about 10 cigarettes a day to maintain a so-called comfort zone. If too many cigarettes are smoked, the person may experience nausea and other symptoms of nicotine poisoning.

### **“Drugs Mean Nicotine Too!”**

*1989 HAZELDON brochure*

Nicotine, The “Hidden Drug”: When you see somebody smoking or chewing tobacco, you probably don't think of the person as a drug addict, but that's exactly what that person is. Nicotine, the drug in tobacco, is one of the most addictive drugs there is – more so than heroin or alcohol, some experts and addicts say. That's one of the worst things about smoking, dipping snuff, or chewing tobacco: many users don't know or won't admit that tobacco has a drug in it that's addictive. A lot of money is spent on advertising to get people to use tobacco – mostly cigarettes – and to keep them using it. Nicotine does that



better than any billboard or magazine ad, simply because millions of people can't stop even when they want to.

### Why People Can't Quit: Nicotine Gets You High.

Nicotine doesn't get you high so you're really out of it the way other drugs like alcohol, marijuana, speed, and LSD do, but it is a **mood-altering** drug. The first time most people use tobacco, especially by smoking it, they feel dizzy. Some people get sick and feel like they're going to pass out, they may even vomit. That's their body reacting to toxic (poisonous) chemicals. Those who ignore their body's message and keep smoking quickly develop a tolerance for the nicotine. As their body gets used to the nicotine it seems to calm and relax them instead of making them dizzy. If they keep smoking regularly, they begin to feel nervous and irritable when they haven't had a cigarette for a while, and they will smoke again to calm down. That nervousness is the beginning of withdrawal – their body chemistry gets used to having nicotine and gets out of balance when there's less there. Smoke... relax... get nervous. Smoke... relax... get nervous. They've started more than just a bad habit. They're on the road to being one of the many smokers who can't quit, even when they want to.

## SESSION NINE

### ACTIVITY

Group leader, with assistance, performs smoking machine demonstration.

### MATERIALS

Two large cotton balls

One squeeze bottle—use “French’s Classic Yellow Mustard,” 16 oz. plastic bottle (cut off enough of the bottle’s nozzle so that a cigarette fits snugly into it)

One large, clear plastic soft-drink or seltzer bottle and cap

Masking tape, clean sheet of white paper, matches

One or two filter-tip cigarettes (Use Marlboro cigarettes)

Healthy snack

*TOPIC: The Secret Ingredients in a Cigarette*

### OBJECTIVE

- Youngsters learn that cigarette smoke contains many tiny particles, including tar, carbon monoxide, and nicotine.
- After watching a smoking-machine demonstration, youngsters see that cigarettes contain a tiny particle, tar, that dirties the cotton ball and lungs. They learn tar is like the tar on roofs—dark, sticky, and gooey.
- Youngsters learn that cigarette filters do not catch all of the tar in cigarette smoke.
- Youngsters learn that anybody who smokes gets tar in their lungs whether or not they use filter cigarettes.
- Youngsters learn that tar stays in the lungs for a long time and has a negative effect on breathing and health.

### GROUP LEADER PRESENTATION

Group leader explains that we all hear different things about cigarettes. For example, some people say that cigarettes are bad for us and other people say they are not so bad. Have youngsters express other things they have heard about cigarettes. Explain that it is difficult to decide which statement is correct without examining the evidence. Explain that during this session the group leader, with assistance, will do a smoking-machine

demonstration that will provide some evidence they all can examine. They will find out for themselves what is in cigarette smoke. This will help youngsters make more accurate statements about cigarettes.

Group leader assembles the smoking machine, explaining to the youngsters what she or he is doing.

1. Remove the top of the squeeze bottle.
2. Show the 2 cotton balls to the youngsters and have them describe the properties of the cotton, especially the color and texture (soft).
3. Ask the group to select one of the cotton balls for the demonstration. Insert it in the neck of the squeeze bottle.
4. Insert a cigarette into the nozzle of the squeeze bottle.
5. Screw the nozzle onto the squeeze bottle and tape around the nozzle so smoke cannot escape from the bottle.
6. Light the cigarette. (Note: several soft squeezes of the mustard bottle will be necessary to get the cigarette "smoking").
7. Insert the smoking cigarette into the soft-drink/seltzer bottle.

NOTE: The plastic will **melt** if touched by the burning end of the cigarette.

8. Tape the bottles together with the masking tape so smoke cannot escape.

9. "Smoke" the cigarette by squeezing the mustard bottle.
10. Continue until the cigarette has burnt down close to the filter.
11. Dismantle the machine. Try to lose as little smoke as possible. Quickly untape the bottles and screw the cap back on the soft-drink/seltzer bottle.
12. Remove the cotton ball from the neck of the mustard bottle and place it on the clean piece of paper next to the "unsmoked" cotton ball.
13. Have youngsters inspect the two balls and compare their appearance.

After the demonstration:

1. Ask group what they think is on the smoked cotton ball (**tar**).
2. Ask group about the effectiveness of the cigarette filter (filters do not catch all of the tar in cigarette smoke).
3. Ask group where the substance on the cotton ball would have gone if someone had actually smoked the cigarette (mouth, throat, and lungs).
4. Ask group where smoke goes that leaves the burning end of the cigarette without going through the filter (smoke is breathed in by people near the cigarette). (More on secondhand smoke later).
5. After telling group that soft-drink/seltzer

bottle is roughly the size of a human lung, ask what smoking does to a human lung (Smoking puts tar in the lungs which stays a very long time because it is sticky and we never wash our lungs. Tar clogs the lungs. (NOTE: Tar coats the surface of the lungs and absorption of oxygen into the bloodstream becomes difficult, thus making it hard to breathe).

6. Group leader can remove cap and let group smell the contents of the bottle. Ask how smoking affect someone's breath (smoking gives people bad breath).

After the demonstration and students' questions relative to the demonstration are over, ask the students if they know the three most important substances in cigarette smoke: **tar**, **carbon monoxide**, and **nicotine**.

Ask if anyone knows where carbon monoxide can be found. Explain that the exhaust from cars and buses has carbon monoxide in it. Ask if anyone in the group likes to stand directly behind a bus as it drives away and take a deep breath of the exhaust. Explain that carbon monoxide is a **poison** and can kill people.

Explain that nicotine, besides being addictive, is in cigarette smoke and is also a **poison**. Explain that nicotine was once used by farmers as a pesticide, but it was too strong. People got sick from eating food sprayed with nicotine. It was barred by the U.S. government. Encourage youngsters to continue collecting tobacco advertisements.

## What Cigarettes and Tobacco Smoke Contain

The tobacco plant is a member of the vegetable family *Solanaceae*. The plant was named *Nicotiana tabacum* in honor of the French ambassador to Portugal in the 1580s, Jean Nicot, who believed the plant had medicinal value and encouraged its cultivation.

Tobacco smoke contains thousands of elements. Most of the elements are delivered in such minute amounts that they are not usually considered in discussions of the medical effects of cigarette smoking. Three constituents that are of undisputed importance, however, are tar, carbon monoxide, and nicotine.

### Tar

Tar, not present in unburned tobacco, is a product of organic matter being burned in the presence of air and water at a sufficiently high temperature. Tobacco products such as snuff and chewing tobacco do **not** deliver tar.

The Federal Trade Commission (FTC) figures for tar, which are sometimes printed on cigarette packages, do not reflect tar contained in the tobacco or even in the smoke. These estimates reflect the amount collected from the standard cigarette-smoking machines. Such levels may be useful for cigarette comparisons, but are otherwise misleading to people who think that their intake of tar is mainly determined by their brand of cigarettes. One study showed that very low tar cigarettes with FTC ratings of a few milligrams delivered 15-20 milligrams when actually smoked.

Tar is one of the major hazards in cigarette smoking. It causes a variety of cancers in laboratory animals. The minute separate particles fill the tiny air holes in the lungs and contribute to respiratory problems such as emphysema. In light of these facts, cigarette manufacturers have reduced the tar in their cigarettes in an effort to provide "safer" cigarettes. Unfortunately, tar is important to the taste of cigarettes and for the satisfaction derived from smoking. When people smoke low-tar cigarettes, they have to inhale deeply to get maximum enjoyment, thus defeating the purpose of this type of cigarette. It is ironic that cigarettes engineered to deliver low-tar yields when smoked by machines deliver higher yields when smoked by people.

#### Carbon Monoxide

Carbon monoxide is a gas that results when materials are burned. Carbon monoxide production is increased by restricting the oxygen supply, as is the case inside a cigarette. Carbon monoxide is also produced by internal combustion engines (automobile) and even by gas stoves and ovens. Like carbon dioxide, which also results from burning, carbon monoxide easily passes from the tiny air holes in the lungs into the blood stream. There it combines with hemoglobin to form carboxyhemoglobin. Hemoglobin is that part of the blood which normally carries carbon dioxide out of the body and oxygen back into the body. When the hemoglobin is all bound up by either carbon monoxide or carbon dioxide, a shortage of oxygen may result. Carbon monoxide binds much more tightly to hemoglobin than carbon dioxide and is very slow to be removed. Thus, the blood

can accumulate rather high levels of carbon monoxide and slowly starve the body of oxygen. When the cardiac system detects insufficient levels of oxygen, the heart may begin to flutter and operate insufficiently – in extreme cases a heart attack may result.

Each cigarette causes a brief boost in the carbon monoxide level which lasts for a few minutes and then declines until the next cigarette is smoked. However, each cigarette adds slightly to a person's overall carbon monoxide levels.


#### Nicotine

Nicotine is a drug that occurs naturally in the leaves of *Nicotiana tabacum*. It is considered a stimulant because it provokes many nerve cells in the brain and heightens arousal. Nicotine relaxes many of the muscles of the body and can even depress knee reflexes. Its effects vary depending on how much is smoked.

The body has an efficient system to break nicotine down and eliminate it from the body in urine. In fact, when a given dose of nicotine is ingested through smoking, about one-half is removed from the blood stream within 15 to 30 minutes.

Nicotine is easily absorbed through the mucodae or the very thin skin of the nose or mouth which are dense with capillaries. This is why chewing tobacco and snuffing are such effective ways to ingest nicotine. In the form of cigarette smoke, nicotine transfers directly





from the tiny air holes in the lungs into the arterial blood stream and rushes to the brain. It requires **less than 10 seconds** for inhaled nicotine to reach the brain. Despite low levels of nicotine in each cigarette, the effects are strong because the delivery system is so efficient.

Repeated exposure to nicotine, when it is smoked, results in very rapid tolerance or diminished effect. As cigarettes are smoked, the smoker gets less and less of a psychological and physical effect—even though toxins are building up in the body. More cigarettes are smoked and people often smoke more out of habit, or to avoid discomfort, than for pleasure.

### **Other Elements of Tobacco Smoke**

Cigarette smoke is made up of both gas and solids; together they include more than 4,000 substances.

The unburned cigarette is comprised of many organic (tobacco leaves, paper products, sugars, nicotine) and inorganic (water, radioactive elements, metals) materials.

Some of the most important parts of tobacco smoke (including tar and carbon monoxide) are not even present in an unburned cigarette, but are produced when a puff is taken.

## SESSION TEN

### SKILLS

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- Promote media literacy using images and slogans found in magazine cigarette ads and tobacco ads.

### ACTIVITY

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Discussion of ad placement in news stands, phone booths, billboards, sports events.

Group listens to and discusses music lyrics that condone or attack smoking.

### MATERIALS

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Magazine ads

Photographs of tobacco product placement

Examples of tobacco advertising gimmicks

Handout: "Advertising Tricks of the Trade"

Music cassette and tape player

Healthy snack

*TOPIC: Tricks of the Tobacco Trade*

### OBJECTIVES

- Youngsters learn about cigarette advertising aimed at different types of people.
- Youngsters learn that cigarette companies create ads that show teenagers getting the things they want (look good, have friends, look grown up, have fun) so that they can attract young people to smoking.
- Youngsters learn that cigarette ads try to make people think smoking is safe and even healthy. These ads are emotional, not factual, in content.
- Youngsters learn that tobacco advertising is **Big Business**. Tobacco companies spend \$9 million a day – or over \$3 billion a year – convincing people, especially young people, to smoke.
- Youngsters learn where cigarette ads are placed.
- Youngsters learn that cigarette companies use gimmicks (tee-shirts, mugs, and other merchandise, discount coupons) to get people to smoke their product.
- Youngsters learn that music lyrics can promote or attack smoking.

### GROUP LEADER PRESENTATION

Group leader should begin with a general discussion about advertising in U.S. society. Ask group to define advertising (way of calling attention to

products that manufacturers want us to buy).

Explain that manufacturing companies spend billions of dollars each year to advertise their products in the mass media (television, radio, magazines, billboards). Advertising is a very strong influence on what we buy, and even on what we do.

Explain that in order to get non-users of tobacco to try using tobacco and to get tobacco users to switch brands, tobacco companies spend over \$3 billion dollars each year to promote their tobacco products.

Group leader passes out “Advertising Tricks of the Trade” and goes over each of the “tricks” to make sure each child understands them. Explain to the students that once they understand the tricks advertisers use to promote cigarettes, they can analyze cigarette ad messages to see if they are honest or dishonest about their products.

The following activities are designed to help students assess tobacco ad messages:

Group leader asks students to alphabetize all the cigarette advertisements they have brought to the session. (Put the ads for Benson Hedges, Capri, Carlton, and so on, together).

The group leader can divide up the students into small groups of three or four. Give each group at least three different cigarette products to analyze. For example, give one group all the Benson Hedges, Capri, and Marlboro ads. Give another

group all the Carlton, Camel, and Virginia Slim ads. Give another group all the Eve, Newport, and Winston ads. Give another group all the Misty, Merit, and Salem ads and so on. Make sure that each group has ads that appeal to women or ads that appeal to men. Ask each group to look at overall strategy of the tobacco company in marketing its product:

1. People in all Camel, Marlboro, Virginia Slim (and so on) ads – Are they healthy, young, attractive, wealthy, athletic, sexy? Make a list of adjectives for each cigarette product.
2. Scenery in ads – Is background beautiful, clean, natural? Are the surroundings outdoor, indoor, neutral? Are there any butts, overfilled ashtrays in the ads? Make a list.
3. Wealth – Are there objects in the ads that suggest luxury like dresses, furs, jewelry, expensive bikes, expensive places? Make a list.
4. Humor – Are there scenes with people laughing and having a good time?
5. Activities – What activities are associated with cigarettes? Are people in the ad eating, socializing, skating, vacationing, relaxing, working? Make a list.
6. Slogan – What slogan is associated with each cigarette brand? In each case, ask groups to explain what the slogan has to do with the facts about tar, nicotine, and carbon monoxide.

Smooth character – Camel

Carlton is lowest  
Portraits of Pleasure—Kent  
Come to Marlboro country  
Alive with pleasure—Newport  
The perfect recess—Parliament  
It only tastes expensive—Sterling  
You've come a long way, baby—  
Virginia Slims

7. Feelings—Ask groups how the Marlboro, Camel, etc. ads make them feel? Ask them what parts of the ad made them feel the way they do?
8. Target audience—Ask groups what is the target audience for the ad campaigns of each cigarette brand? Women? Men? Wealthy people? Athletic people? Working people? What age group?
9. What information do the ads leave out about cigarettes?

Ask groups to find the health messages within the ads (not the health warning required by law).

Group leader explains to students that tobacco companies must follow some rules when advertising their products. For example, since 1971, cigarette advertising is no longer allowed on television or radio. It is prohibited by federal law. But tobacco companies find other ways to advertise.

Ask students to think of places where they have seen cigarettes advertised:

billboards  
magazines and newspapers  
cabs and buses


storefronts  
awnings  
phone booths  
news stands  
in grocery stores on clocks and  
courtesy baskets  
in movies  
on racing cars  
in stadiums  
billboards at sporting events and  
rock concerts  
televised events  
tobacco logos on toys

Group leader explains to students that tobacco companies use gimmicks to get people to buy their products.

Ask students if they know about any gimmicks that tobacco companies use to sell their product:

tee-shirt offers  
cross-promotions (Pictionary/  
Sailems)  
mugs filled with cigarettes  
merchandise offers-tote bags  
discount coupons  
astrological guides  
sports video offers

Group leader explains to group that music lyrics also send powerful messages about cigarette use. Play the cassette with music lyrics that mention smoking. Have the students analyze the lyrics for the positive or negative messages about smoking in each song.



Group leader can ask the group if music or music videos can be used to help prevent smoking. Ask the group how to deal with music and music videos that include pro-smoking messages.

Group leader can discuss with students what they can do to counter the effects of lyrics that condone or promote smoking. Students can write to music or video producers to request that they do away with pro-tobacco messages. Students can create a bulletin board of positive, no-smoking messages found in certain music lyrics.

## ADVERTISING IN UNITED STATES

Advertising is a part of life in the United States. We rarely go through the day without seeing billboards, hearing radio commercials, watching television commercials, or seeing print advertisements in newspapers or magazines. The success of a product often depends on a marketing strategy that targets new markets and influences product selection. Role models, pleasing scenery, and desirable lifestyles are often portrayed in advertisements to help “sell” the product. Advertisers use these techniques to catch people’s attention and to positively influence their feelings toward the product. Cigarettes are one of the most heavily marketed consumer products in the United States.

### THEMES IN CIGARETTE ADS

**Lifestyle:** Frequently, cigarette ads focus on lifestyle. The ads promise success in society, if you only use the advertised product. In advertising, cigarette smoking is associated with wealth, prestige and success, social approval, leisurely life, sex, pleasure, and fun. In all cases, the ads suggest that cigarette smoking is the key to success and the means to a good life. Ads are emotional, not factual, and they never present information about cigarettes and disease. At a May, 1982 Senate Commerce Committee hearing on health warning labels, advertising executive Charles Sharp explained lifestyle themes in the context of cigarette ads:



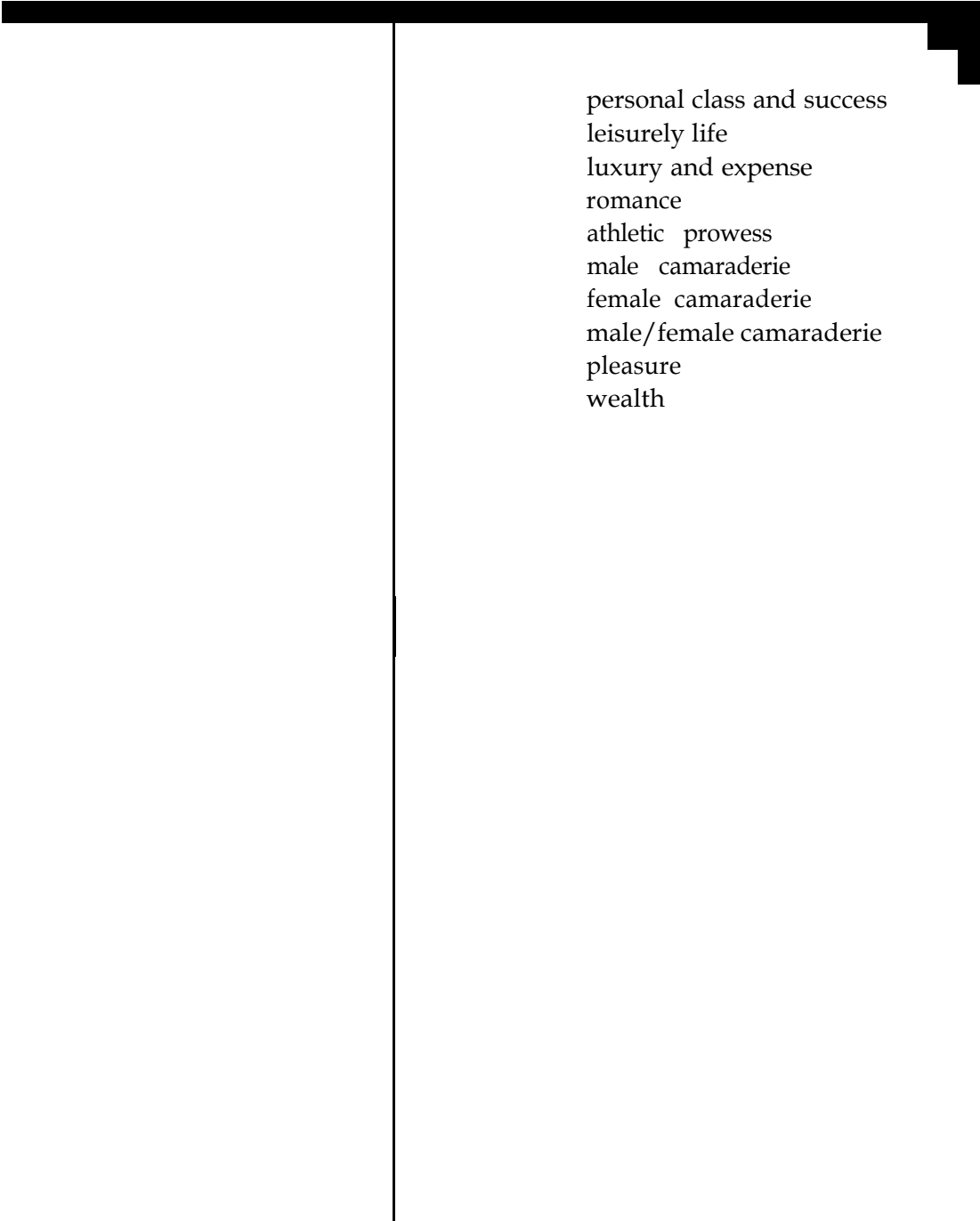
The ads are rich in thematic imagery and portray the desirability of smoking by associating it with the latest trends in lifestyle, fashion, and entertainment, as well as associating smoking with youthful vigor, social, sexual, and professional success, intelligence, beauty, sophistication, independence, masculinity and femininity. The ads are filled with exceptionally attractive, healthy-looking vigorous young people who are both worthy of emulation and free of any concerns relating to health and who are living energetic lives filled with sexual, social, and financial success and achievement.

*Charles Sharpe, testimony before the Senate Committee on Commerce, Science, and Transportation, May 10, 1982. Hearings were held on health warning labels for cigarettes.*

“Young people and children have identities that are only partially formed. They are constantly seeking role models and attractive lifestyles to emulate. Often those models are adult and in the adult world.” Sharpe told the Congressional committee that the lifestyle theme “is particularly applicable to young people because advertisers are well aware that young people seek to emulate the most modern trends and project an image similar to those in ads.”

Cigarette ads, especially those using the lifestyle themes, contain few if any facts about a product’s intrinsic properties and effects. In fact, little relationship exists between the advertised message about cigarettes and the actual product. In lifestyle ads, fact and caution are replaced by emotion.

The pictures and texts of lifestyle ads associate the various cigarette brands with:



personal class and success  
leisurely life  
luxury and expense  
romance  
athletic prowess  
male camaraderie  
female camaraderie  
male/female camaraderie  
pleasure  
wealth



## SESSION ELEVEN

### ACTIVITIES

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“Mr. Gross Mouth” demonstrates the potential health risks for using smokeless tobacco.

Group Mural Project: a group effort which should incorporate cancer prevention and positive life choices related to smoking and using tobacco. A local artist maybe invited to assist.

### MATERIALS

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*Mr. Gross Mouth is a model of the mouth, teeth and gums that accurately shows the effects of using smokeless tobacco. It is available from Health Edco of Waco, TX.*

Art supplies:

Mural paper - 5' X 7'

Magic markers

Caran Dache crayons

Paint Brushes

Water color paints

Glue

Glitter or shiny flat beads

Crayons

Construction paper

Cloth

Ad images (from magazines, not laminated)

Other interesting materials to attach to mural

Healthy snack

*TOPIC: Smokeless Tobacco or Spit Tobacco*

### OBJECTIVES

- Students learn that most people do not use smokeless tobacco.
- Students learn that smokeless tobacco is a highly addictive drug.
- Students learn that smokeless tobacco is not a safe alternative to smoking cigarettes.
- Students work together as a team to create an artistic mural that incorporates each young person's smoking prevention idea.
- Students apply the information they have learned in the prior seven sessions.


### GROUP LEADER PRESENTATION

Explain that there are two kinds of smokeless tobacco. Chewing and spit tobacco products are processed to put directly into the mouth. Chewing tobacco requires the user to place a wad of loose leaf tobacco leaf or a “plug” of tobacco into the mouth and then spit out the juice created when mixed with saliva. The other use is called dipping. Dippers place a small amount of powdered tobacco, called “snuff,” in the mouth. The nicotine in the tobacco is absorbed through the lining of the mouth.

The increasing use of smokeless tobacco, particularly among many Native American young people, is a real concern.

Introduce Mr. Gross Mouth. Explain that his mouth shows the effects of long term use of smokeless or chewing tobacco: rotten teeth, sores on gums, possible cancer of the mouth. One form is known as leukoplakia which produces sores on tongue and definite bad breath. In the discussion, the following questions are a helpful guide in learning what the youth's opinions may be. Have the students try to reach a consensus about their answers, using the terms: **Strongly Agree, Agree, Undecided, Disagree, or Strongly Disagree.**

1. Most people don't use tobacco in any form.
2. The main reason people start to use smokeless tobacco is because their friends use it.
3. It's easy to say "no" when a friend offers you chew.
4. Most adults who chew tobacco want to quit.
5. Chewing tobacco can cause sores in the mouth after using it for a short time.
6. Spitting tobacco juice is cool.
7. Chewing tobacco can cause cancer of the mouth, lip, and throat.
8. Chewing tobacco improves athletic performance.
9. Dipping and chewing is gross.

- 
10. Discolored teeth caused by chewing tobacco is no big deal.
  11. Chewing tobacco is a healthy alternative to smoking cigarettes.
  12. Tobacco companies' chewing tobacco advertisements are appealing to young people.

Explain that everyone in the group is responsible for contributing to the mural poster to help others become aware of tobacco use and abuse. The youths can use this project to incorporate their own messages and creativity.

Remind the youths that 60% of smokers start using cigarettes by the age of 13. Therefore, this mural poster may prevent someone from ever starting to smoke.

## SMOKELESS TOBACCO

Background Information from: *"Choose to be Tobacco Free: Smokeless Tobacco Prevention Materials"* (1987). Published by Hazeldon Foundation, 1400 Park Avenue, Minneapolis, MN. 55404.

The sales of smokeless tobacco have increased at a rate of 11 percent each year since 1974, with an estimated 22 million users in the United States alone. Of that 22 million, it is estimated that 20 to 40 percent are adolescent males. More than half of the smokeless tobacco users started using at or before 12 years of age. While these numbers continue to increase, scientific studies are reporting specific harmful consequences of smokeless tobacco.

By examining what smokeless tobacco is and how it is used, we can begin to understand the health risks. There are two kinds of users - chewers and dippers. Those who chew tobacco simply place a wad of loose leaf tobacco or a "plug" of compressed tobacco in their mouths. Dippers place a small amount of powdered tobacco, call snuff, in the space between their lower gum and cheek. The nicotine is absorbed through the lining of the mouth and the user experiences a "high."

Harmful consequences of tobacco range from open sores in the gum area, to receding of the gum tissue, to cancer of the oral cavity, pharynx, larynx, or esophagus.

The increased use of smokeless tobacco has become a public health concern. In addition to the health risks involved in chewing tobacco, there are social consequences for users and non-users.

- Sales of smokeless tobacco have increased about 11 percent each year since 1974, with an estimated 22 million users in the United States.
- Three million smokeless tobacco users are under 12. Boys use more often than girls.
- Smokeless tobacco contains the stimulant nicotine that is rapidly absorbed through the mouth into the bloodstream.
- Nicotine is a stimulant affecting the nervous system.
- The nicotine level in smokeless tobacco:
  - increases heart rate and blood pressure.
  - constricts blood vessels.
  - is addictive.
- Chemicals in tobacco produce three carcinogens; when combined with saliva, additional carcinogens are produced.
- Direct application of these carcinogenic substances can produce white, thick patches called leukoplakia on the lining of the mouth. This wrinkled lesion is considered to be pre-cancerous.
- The Surgeon General's Report (1985) contains extensive studies indicating a positive correlation between smokeless tobacco use and cancers of the mouth, lips, cheek, gum, pharynx, larynx, and esophagus.
- An Arkansas survey studied patients with




oral cancers and learned that 91 percent of these cancer patients had used smokeless tobacco.

- Additional physical effects from smokeless tobacco include:
  - damage to gum tissue
  - increased sensitivity to cold and heat
  - loosened teeth that can eventually fall out
  - reduced sense of taste and the ability to smell
- Recent studies have shown the average age of the first use of smokeless tobacco, nationwide, is 12 years old. Children this age are trying out and beginning to establish lifestyle patterns that have long-term effects on their health and well-being.
- Most people do not use smokeless tobacco—including young people, sports figures, and other media models.

*From: Minnesota Prevention Program: A Tobacco Use Prevention Curriculum (1989). Published by the University of Minnesota School of Public Health.*

- Smokeless tobacco can have social consequences including:
  - Discoloration of teeth: Tobacco juice causes yellow and brown stains on teeth.
  - Expectoration: Most smokeless tobacco users need to expectorate (“spit”) often while chewing or dipping, though some users actually learn to swallow the juice.
  - Halitosis: Chewing and dipping can cause halitosis (foul smelling breath).



Explain that everyone in the group is responsible for contributing to the mural poster to prevent tobacco abuse. The youths can use this project to incorporate their own messages and creativity.



## SESSION TWELVE

### SKILLS

- Students will be able to identify health problems associated with alcohol abuse.
- Students will be able to recognize the social influences associated with alcohol and its use.
- Students will be more conscious of their self-esteem as it relates to personal feelings of adequacy, competency, and self worth.

### ACTIVITY

Program may invite a guest speaker, i.e. a doctor, nurse, health educator or recovering alcoholic to discuss the problems associated with alcohol use and abuse in young people

Visualization exercise for relaxation

### MATERIALS

Handout: List of the Physical Effects of Alcohol

Healthy snack

*TOPIC: Cancer Risks Associated with Drinking Alcohol*

### *OBJECTIVES*

- To prevent alcohol abuse.
- Encourage a positive outlook about living a healthy and sober life.
- To discuss the association of alcohol consumption to cancer.

### GROUP LEADER PRESENTATION

Today we are going to discuss the very important subject of alcohol use among young people.

Do you ever feel worried, fearful, sad, lonely, embarrassed?

How do you deal with these feelings?

These are important feelings that you may or may not think about very much. Poetry is a way catching a moment in time, a way of sharing a feeling, a way of seeing without actually looking at something. Anyone can be a poet because everybody experiences events differently and our thoughts and words can take on all kinds of individual meanings when arranged in a poem. I am going to read to you very slowly and I want to listen to what this young poet named, Eve Zamora, an Ojibwa, has to say about drugs in general. The title of her poem is *Come Brothers and Sisters*.

*Come brothers and sisters*

Come brothers and sisters  
join the circle  
give me your hands  
throw away the bottle  
which is poison  
and destroys  
our people  
throw away the needle  
which poisons our blood  
and destroys our minds  
throw away the weed  
which makes us lazy  
and with those  
throw away hate and greed  
and envy  
which has destroyed  
our people from the beginning  
come brothers and sisters  
join the sacred circle of life.

Group Leaders explain that there are many factors that influence people to drink alcohol or abstain from it. Find out what your groups' attitudes are about drinking.

All people should listen to their inner thoughts and feelings when making decisions. Among the majority of Native American people in North America, alcohol was never used until the arrival of non-Indians.

We live in a modern world which has changed or affected our old ways and beliefs about living a

simple, healthy life.

Our stomachs tell us when we are hungry. You know when you have energy and when you don't. The body's need for certain nutrients and need for nurturing or attention all relate to your general health.


Another important health need is to feel good about yourself. Attitudes you have about your body image affect you in different ways. We need to be patted on the back once in awhile to help us feel good about ourselves. There are also times when we have no one to share our thoughts and feelings with—this is especially true for people who abuse alcohol.

### **The impact of Alcohol upon the Family.**

As Indians, we need to talk openly about drinking alcoholic beverages like beer, wine, and hard liquor. The immediate and long term effects alcohol has on us can cause a great deal of sadness and grief. *Alcoholism* results from abusing alcohol. Its effects on the quality of life and our health can be devastating and can cause us to die younger than necessary. Among American Indians, alcoholism is still considered the number *one* health problem by the Indian Health Service as of January 1992. That is why we must address it.

What are your thoughts or ideas about the consumption of alcohol?

(Give the students an opportunity to share what they think about alcohol. This will allow you to



present a balanced perspective that does not disengage the students at the outset. Thus, they will be more responsive to listening to the information rather than blocking it out.)

Important facts and awareness about **alcohol use and abuse** will give you a head start in thinking about alcohol and its effects on the body and the mind.

Look around your environment and see how alcohol abuse leads to a person becoming an *alcoholic*. Once a person develops the disease of alcoholism, they are addicted to alcohol and often cannot stop drinking without help from an alcohol rehabilitation program. The abuse of alcoholic drinks has been known to promote certain cancers, including those of the mouth, throat, pharynx, larynx, and esophagus, liver, and stomach. Other cancers associated with abuse of alcohol are also being studied.

Alcohol is a drug. It affects the body's central nervous system. It alters a person's mood or perceptions. For example, a person who is in a good mood before they start drinking may get upset—about anything—after drinking too much. If they had not started drinking, they would be more likely to feel good throughout the day or evening.

All wine, beer, or hard liquor, such as vodka, whisky, gin, and tequila, contain empty or useless calories. As a result, some people who drink develop “beer bellies,” or are overweight. A 12-ounce bottle of beer contains about the same amount of alcohol as a glass of wine or one and a half ounces

of hard liquor. The size of a person's body determines how fast alcohol is absorbed into their blood. Some people will get drunk more quickly than others. Everybody processes the alcohol through their liver, which is the cleansing organ. Thus, when you drink to excess, you are unable to process the alcohol and you get sick, or throw up. Worse you feel heavily intoxicated or drunk.


When abused, alcohol damages the body's liver and pancreas. Consumption of alcohol by pregnant women causes serious problems to the developing fetus. When a mother drinks alcohol during pregnancy, her unborn child will be at risk for developing serious birth defects including *Fetal Alcohol Effects* or *Fetal Alcohol Syndrome (FAS)*. FAS is characterized by a cluster of birth defects that include the following: prenatal and postnatal growth deficiency; a distinct facial appearance; central nervous system dysfunction; and varying degrees of major organ malformation.

*(American Indian Women's issues and Community Empowering, A Focus on Fetal Alcohol Syndrome Prevention, Training of Trainers Manual. American Indian Family Healing Center, Oakland, CA)*

Celebrations and alcohol are commonly associated in TV and printed advertisements. Yet, they rarely show how drinking too much will affect you adversely, or cause you or others harm.

People who drink heavily everyday, or at least four or more drinks per day, may feel and look bad, have stomach problems, get sick easier





from colds and flu, and grow more susceptible to other diseases because of a poorly balanced diet.

Not all people who drink alcohol become alcoholics. Alcoholism is a disease that develops over time. An alcoholic **needs** to drink regularly and heavily. The alcoholic's daily life is affected as her or his ability to think clearly is dulled. They suffer from terrible hangovers that can include a headache, gastric problems, nervousness, and shakiness. The consequences of alcoholism are many, but the most severe is the impact it has on one's ability to live a normal life. Family and friends are affected by an alcoholic's behavior. They feel helpless because the alcoholic, while he or she may love their family and friends, cannot stop drinking.

Picking up a beer, a glass of wine, or a shot of hard liquor has ruined many people's lives around the world. We don't want it to ruin yours.

For further information, you can call your local community alcohol program. If you are able, share what you learned today with your family. The most important thing is to share your knowledge and keep your life in perspective. Keep your dreams about your future – what you want to do or become – alive. Alcohol can take those dreams away from you. It is the hope of this program that you will not ever pick up that first alcoholic drink, and that you will remember all of the negative consequences of alcohol. Each Indian community deals with drinking on its own terms and many encourage complete abstinence (total avoidance of alcohol).

### Visualization Exercise

The students may use their towels to rest their heads as they lay on the floor. Ask them to relax every muscle, breathe slowly and quietly, and use their imagination.

#### *At the River.*

*You are now in your ancestors' time. They are eating a variety of foods that you have never seen before, something large and yellow is being wrapped with leaves and placed in the ashes of a fire. The camp is bustling with energy, men are returning from the woods with packs on their back, several women are by the foothills on their hands and knees, covering seeds with dirt. There are little children running about laughing and teasing one another... this is a safe place. It is afternoon and a bird just flew above you. As the afternoon goes by the sun begins to drop towards the west. These woods you are in are not too far from your own home. But everywhere there are huge plants, animals seem to live nearby, and you feel calm. Berries, like the strawberry, huckleberry, and hackberry, shades of red, blue,*

*and dark purple, are all before you as you walk towards the river. Deer, black bear, beaver, raccoon, otter, wolf, fox, lynx, porcupine, rabbit, squirrel, wild turkey, passenger pigeon, and ruffed grouse watch you. This journey is taking you to the river's edge where you see an eel swim by, other fish, huge fish maybe sturgeon slowly pass by. You make it to the lake where your ancestors make offering and bathe, here you are greeted by bass, perch, and lake trout. In the headwater of the river, the sturgeon jumps out of water and makes a splash. He swims right past your foot as you stand at the river side and you know it's time to return home. You can always return to this place of your ancestors in your mind. Slowly, very slowly, open your eyes and stretch your arms and legs.*

You might ask the youths how that visualization exercise was for them. Are they relaxed?

## SESSION THIRTEEN

### SKILLS

- Students will develop resistance skills to peer pressure using the SODAS model.
- Students will develop decision-making and coping skills

### ACTIVITIES

Movement exercise at start of session.

Role play (20 minutes)

### MATERIALS

Native music tape – slower type music

Audio cassette player

Healthy snack

*TOPIC: SODAS and Peer Pressure*

### OBJECTIVES:

- To help students understand the concept of “peer pressure.”
- To reinforce student’s ability to recognize and effectively cope with pressure from friends, peers, and family members.
- To affirm students’ self-esteem and practical decision-making abilities.

### GROUP LEADER PRESENTATION

Begin today’s session with a brief movement exercise to get the blood, heart, and mind moving.

**Standing position:** Run in place for 45 seconds. Stop, close eyes, and tighten every muscle starting with your toes, ankles, legs, calves, thighs, buttocks, stomach, chest, shoulders, arms, hands, neck, eyes, and hold tightly for 10 seconds. **Release.** Stand straight, bend over and wrap your hands around your ankles, ask youths, how does that feel? If it’s tight they need to stretch like this more often. Stand up and shake out. Take places in the circle.

- What is the most important thing in your life today? The least important?
- Who are the most important people in your life today? The least important?

- What is an example of peer pressure?

For young adolescents, friends are extremely important and influential. As children grown into adolescence, adults and elderly people sometimes become less important to them on an every day basis. Yet that doesn't mean that adolescents love their parents any less. Adolescents are more inclined to share with their peers similar experiences, such as changes to their bodies and current trends in music and clothes. Friends sometimes ask each other to do things they know are wrong or dangerous. Differences between parents and children should be handled carefully so that the young person will not feel isolated should they run into a problem.

For further discussion:

- What is it like to be under pressure from a friend/friends?
- Recognizing trouble, pressure, and "letting off steam."
- When we do something we know we are not supposed to do.

Because you don't want to be called chicken, you may feel pressured to go along with the group.

- What happens when you do something you do not want to do or know you shouldn't do?
- How do you know when something feels wrong?

- What does it mean to be someone's friend or what is a friend?
- When you eat lunch at school, do others ever let you know without you asking them what they like and don't like on their plates? Does what they say affect you? Do you go ahead and continue to eat the things that you like? Take a minute to think about it.

Discuss other examples of being influenced by your friends to do something that you know is wrongful behavior? Remind students that there are individuals who use others to get things they want, and they bully others to agree with them.

### **Role play activity using the SODAS model**

Group Leaders explain to the group how they can deal with peer pressure effectively by developing their resistance skills. Tell them to use the **SODAS** model (*Stop, Options, Decide, Act and Self-Praise*) to respond to their gut reactions in difficult situations.

**Stop** and think about how you feel at this moment

What are your **Options** in this situation?  
What choice are you being given in the situation?

**Decide** what option you will take. How will you feel about yourself if you go through with this?

**Act** on your choice or decision.

**Self-Praise** is important when you make healthy choices using the SODAS model.

Explain that the **SODAS** model has been used across the country successfully. By using SODAS, they will learn to develop good decision-making skills and build their self-confidence. Self-confidence comes from practice. There's no better feeling than accomplishing something good in your life without hurting anyone, especially yourself. Divide the youths into smaller groups using the A-B-C-D assignment to mix them up.

1. It is Friday after school and you and your friends are outside school. A few of your schoolmates want to join another group down at the park but they want your group to buy a bag of potato chips and cokes and others in your group want to buy oranges and apples and crackers. Group A must try to convince Group B that eating fruit will be healthful and give them more energy.
2. You are in the lunch room at school. All of your friends are eating fried chicken and French fries. They call you names because you chose to eat baked chicken, rice and vegetables. They are all drinking chocolate milk and you are drinking low-fat milk. They think you are weird. What will you tell your friends? Are they friends if they make fun of you until you feel bad?
3. A very popular schoolmate asks you to go to the arcade. You stop to get a snack and he or she buys some French fries and a coke and tells

you to get the same thing. But you want to eat from the salad bar and get a fruit drink.

4. Students at school are drinking a beer in the bathroom. You walk in and they ask you if you want a drink. You say no. They pressure you to try a taste.

When the role plays are finished, sit the group in a circle and talk about what they felt, and what thoughts they had. Write their thoughts and feelings down on a large paper. Have each participant share a time when they were under pressure by someone. Have others share experiences when they were involved in pressuring someone else. These childhood experiences lead to adult behaviors which can become very serious. Learning how to cope and deal effectively with pressures from people, especially friends, is very important.

Move the discussion to their relationships with their parents. How do their parents pressure them to do things, like picking up after themselves? How they respond to their parents' pressure will be dependent on the respect and understanding they have for their parents.

Give each participant a card and a colored marker. Tell them to write down one word that describes a positive technique they use to overcome pressure. Have them exchange cards passing the cards to their left, then read them aloud. Today's session will help them when they need to cope with bigger things in their life.





## SESSION FOURTEEN

### SKILLS

- Students will work together cooperatively through negotiation and respect.
- Students will develop and practice planning skills, organizational skills, public speaking skills, assume leadership roles, and reinforce their self-esteem.

### ACTIVITY

Theater workshop consultant was invited to work with the youths.\*

### MATERIALS

Healthy snack

*TOPIC: Preparing for a Community Presentation.*

### OBJECTIVES

- To help students learn the value of working together as a team.
- To prepare students for leadership roles in their communities.

### GROUP LEADER PRESENTATION

Help students organize a program for their parents and the community, Make an agenda of the presentation, asking youths what they would like to share in the last session. Decide on a time and place for the presentation.

*\*Ms. Barbara Feith, a theater consultant visited each site to help with the preparation for their presentation. She worked with the students to help them develop short skits and role plays to present to the community about what they have learned through participating in the Native FACETS Cancer Prevention Project.*



## SESSION FIFTEEN

### SKILL

- The students will develop a sense of leadership by building their skills for public presentations regarding their newly acquired knowledge for healthy lifestyle choices through diet, exercise, and a reliance on their unique cultural values.

### ACTIVITY

Final presentation by the students for parents and community at large.

### MATERIALS

Presentation program listing all the students names.

Certificates of completion

Healthy snack: Serve enough for all the guests.

*TOPIC: Community Presentation*

### OBJECTIVES

- Students will have the opportunity to share their knowledge, understanding, and personal reflections regarding their participation in the program.
- Students will become teachers for this presentation and in so doing, will increase their belief in themselves as learners and thus reinforce their self-esteem.

### GROUP LEADER PRESENTATION

Group Leader and Assistant are responsible for arranging time and place for the community presentation. Assist the students and prepare a brief program statement as to the purpose of and your experience with the program.

Handout Certificates of Completion or Achievement to students – blank forms can be purchased at any business office supply store in your community.

Thank the audience and have a community leader help give certificates of completion to the participants.



**Handout:** Session Evaluation Form



# Session Evaluation Form

Session number \_\_\_\_\_

Location \_\_\_\_\_

Date \_\_\_\_\_

Group Leader \_\_\_\_\_

1. Please rate overall student participation (0 = low participation  
1 = high participation.) Circle response.

Whole class:	0	1	2	3	4	5	6	7	8	9	10
Small group:	0	1	2	3	4	5	6	7	8	9	10


2. Which activities worked well in this session? Why?

3. Were there any activities that did not work well? If yes, please detail.

4. Were you able to finish all activities as outlined in the manual? If not, please describe what was not finished and why.

5. How could this session be improved?

6. Is there anything that you would add to or leave out of the guidelines in the manual for this session?

7. Additional comments? Please be specific.
- 

**Handout:** National Cancer Institute Dietary Guidelines



# The National Cancer Institute

## Suggests the Following Dietary Guidelines

- ⇒ Reduce fat intake to 30% or less of calories.
- ⇒ Increase fiber intake to 20-30 grams daily, with an upper limit of 35 grams.
- ⇒ Include a variety of vegetables and fruits in the daily diet.
- ⇒ Avoid obesity.
- ⇒ Consume alcoholic\* beverages in moderation, if at all.
- ⇒ Minimize consumption of salt-cured, salt-pickled, and smoked foods.

\*For youths, it is especially important to emphasize "avoid" alcohol as it adversely affects their growth and development



Georgetta Ryan

## **Handout:** Physical Effects of Alcohol Consumption



## PHYSICAL EFFECTS OF ALCOHOL CONSUMPTION

Alcohol is absorbed in the blood stream, like a wet towel absorbs the water off your body after a shower. After drinking a beer or having a glass of wine or cocktail, every part of the body receives the alcohol because it is transported through the blood stream.


These factors influence the effects of alcohol:

- ⇒ how much alcohol you drink
- ⇒ how fast you drink it
- ⇒ whether or not you have any food in your stomach while drinking
- ⇒ how much you weigh
- ⇒ how you were feeling at the time you drank
- ⇒ how much alcohol you have drunk in the past

Alcohol affects everyone differently. That is because even with one drink, a person may experience one or more of the following physical reactions:

- ⇒ face will become flush or turn red
- ⇒ dizziness or light-headedness
- ⇒ less alert or even not able to feel hot or cold
- ⇒ impaired coordination, can't walk straight; clumsy
- ⇒ reflex time for responding to something or someone is slower
- ⇒ memory is impaired, you can forget things that happened or things you said
- ⇒ judgment is affected with one drink; you can be too agreeable to too disagreeable and not think of the outcome of your actions or words

Taken in larger amounts over a longer period of time, alcohol will cause the following:

- ⇒ staggering
  - ⇒ slurred speech
  - ⇒ double vision
  - ⇒ dulling of senses – not feeling pain
  - ⇒ sudden mood changes from happy to depressed or angry; from crying to loud shrilling or hollering
  - ⇒ unconsciousness – passing out
  - ⇒ death from alcohol poisoning can occur because it damages the parts of the brain that control breathing and heart rate
- 

**Handout: 12 Reasons Not to Become a Tobacco Addict**



## 12 REASONS NOT TO BECOME A TOBACCO ADDICT

1. Tobacco addiction stains teeth yellow.
2. Tobacco addiction gives zoo breath.
3. Tobacco addiction makes hair smell.
4. Tobacco addiction makes clothes stink.
5. Tobacco addiction causes facial wrinkles.
6. Tobacco addiction causes lung cancer and throat cancer.
7. Tobacco addiction causes emphysema and heart disease.
8. Tobacco addiction is the nation's leading cause of fire deaths.
9. Tobacco addiction kills 434,000 Americans prematurely each year, more than all other drugs combined.
10. Tobacco addicts commonly cough up mucus and phlegm.
11. Tobacco addicts spend about \$1,000 a year to support their addiction.
12. Nicotine, the addictive drug in tobacco, is as addictive as heroin.



**Handout:** Traditional Tobacco Facts



## TRADITIONAL TOBACCO FACTS

- Tobacco has been used by people for over 2,000 years.
- Traditional Native people regard tobacco as a sacred plant.
- One tobacco plant cultivated and used by Indians is called *Nicotiana Rustica*.
- Traditional Native people still use tobacco in special ceremonies.
- Among the Six Nations, it is believed that tobacco originated from the ashes of beings destroyed by the Native warriors.
- In New England, Native people usually grow tobacco separated from their other crops.
- Offerings of tobacco are made to thank the Creator.
- Traditional Indians say tobacco was given to communicate with the spirit world.
- Ceremonial use of Native tobacco pledges sincerity of heart and mind.
- Six Nations traditions teach that tobacco was a gift from the Creator.
- Tobaccos used in ceremonies are Native grown leaves and plants, not commercial products.
- Traditional Micmac medicine people blow tobacco smoke over their sick to cure illness.
- In many Native traditions, tobacco is offered to the four directions and earth and sky.
- Smoke offerings are made with a pipe or calumet.
- Respectful use of tobacco during ceremonies—less than once a month—doesn't cause cancer.
- The pipe or calumet was smoked by Native nations when they made alliances or agreements by treaty.



**Handout:** Smoker's Interview




## SMOKER'S INTERVIEW

Find an adult you know that smokes cigarettes. Explain to him or her that you need some information for your after school program. Ask the questions and fill in their answers in the space provided.

1. When did you smoke your first cigarette? \_\_\_\_\_
  
2. What was it like? Was it fun? \_\_\_\_\_
  
3. Why did you begin to smoke? \_\_\_\_\_
  
4. How much did you smoke at first? \_\_\_\_\_
  
5. How much do you smoke now? \_\_\_\_\_
  
6. How much do you usually spend on cigarettes in a month? \_\_\_\_\_
  
7. Have you ever tried to quit smoking? \_\_\_\_\_  
(If "no," skip to #8) • (If "yes," ask these questions:)  
    What did you do to try to quit? \_\_\_\_\_  
    How many times have you tried to quit? \_\_\_\_\_  
    Did it work? \_\_\_\_\_
  
8. What advice would you give to someone my age who was thinking about smoking?  
\_\_\_\_\_  
\_\_\_\_\_
  
9. What do you think influences kids to start using tobacco?  
\_\_\_\_\_  
\_\_\_\_\_



## **Handout:** Three Sisters



## Three Sisters



**I**N THEIR CEREMONIAL house known as the “Longhouse,” the storyteller looks around and his relatives and other members of the Longhouse sit back and listen.

“Do you wish to hear it told?” He gestures (holding up his pipe) to let everyone know he is a respected storyteller.

“Yes, tell us your story.”

He begins with the oldest of tales.

The woman in Skyland dreamed that the great sky tree must be uprooted. She was expecting a child, and her dream was strong. After telling her husband, the Skyland chief about her dream, he had the tree uprooted. The woman looked through the hole left by its roots and saw the earth far below – unlike the earth of today. There was no land, only water. She clutched at a tree branch that lay near the hole but she was only able to grab a handful of seeds... as she fell.

“Are you awake and listening?”

Animals and birds of the water looked up and saw the woman falling. “Someone comes,” they said. “We must help her.”

The geese flew up and caught her between their wings. The other birds and animals, seeing she needed a place to stand, dived down to bring up earth from the bottom. All failed till the muskrat tried, as all the others had failed before, the muskrat held its breath and willed that it would not give up until it had succeeded in grabbing some earth from the depths of the water below. The muskrat succeeded and the Great Turtle offered its back as a place to spread the earth the muskrat brought up. The woman from the sky stepped onto this new moist earth and dropped the seeds from the sky tree into her footprints. From these seeds grew the first plants. And when her child was born, first on the earth was a girl, a girl who would marry the westwind...

It is a strong, good story. The old women nod as they listen. It speaks of the way things began and continue and emphasizes the central role of women. The women are the ones who foster life, as when the Society of Women Planters nurtures the corn, beans, and squash – the Three Sisters who sustained their life. According to the peoples’ beliefs, the women plant corn first at the start of the growing season, later they sow beans and squash around the hills. The Bean Sister will twine up about the stalks of the Corn Maiden, and the Squash Sister will spread across the soil, choking out weeds and shading the earth to keep it moist.

[As told by Joseph Bruchac, “A Mohawk Village in 1491, Otstungo, in National Geographic, Vol. 180, No. 4, October 1991.]



**Handout:** 20-30 Grams of Fiber

## WHAT DOES 20 TO 30 GRAMS OF FIBER MEAN?

It means having every day:

3-5 servings of whole-grain breads and cereals

3 servings of vegetables

2-3 servings of fruit



A serving is:

2 slices of bread, 1 bagel, 1 cup of rice or pasta

1/2-2/3 cup vegetables

1 medium piece of fruit

Here's a sample day's menu. Fiber-containing foods are highlighted in **bold** type.

### Breakfast

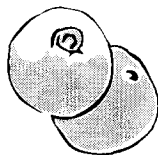
3/4 cup **bran flakes** with **raisins**

1/2 cup skim milk

4 oz. **orange juice**

Tea or coffee

*Fiber 4.5 grams*



### Lunch

Tuna salad sandwich

(2 oz. water-packed tuna;

1 tbsp. each chopped **celery**,  
**onion**;

2 tsp. reduced-calorie  
mayonnaise

2 slices **whole-wheat bread**)

1 medium **pear**

**Carrot sticks** (1 carrot)

1 cup low-fat milk

*Fiber: 11.0 grams*

### Dinner

4 oz. broiled chicken without skin

1 medium **baked potato with skin**  
and with 1 tbsp. sour cream.

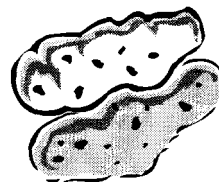
2/3 cup steamed green **beans**

1 cup fresh **strawberries**

with 1/2 cup low-fat vanilla yogurt

Water, tea, or coffee

*Fiber 8.0 grams*



### Snack

2 cups air-popped **popcorn**

Sparkling cider

*Fiber 2.0 grams*

*Total fiber for the day: 25.5 grams*

**Handout: Healthy Eating Contract**



HEALTHY EATING  
CONTRACT

My goal for this week is to:

sign your name:

**Handout:** Eat More of These Foods



# EAT MORE OF THESE FOODS

## *Whole grains:*

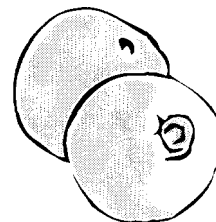
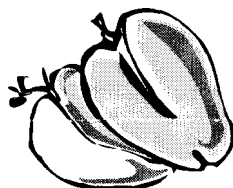
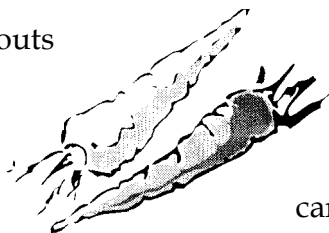
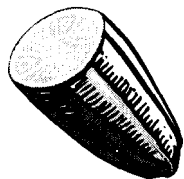
brown rice, wild rice, sesame seeds, wheat germ

## *Foods high in fiber:*

celery, cucumbers, radishes, carrots, sprouts

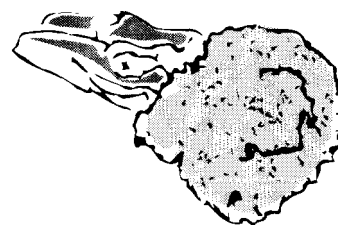
## *Fresh vegetables:*

string beans, sweet peas,  
dark leafy vegetables such as spinach,  
collard greens, mustard greens or the  
*cruciferous vegetables* or vegetables  
that form an X at the flower base are  
especially good; these veggies include broccoli,  
Brussels sprouts, all cabbage family vegetables



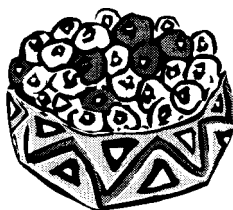
## *Fresh fruits:*

blueberries, oranges, apples,  
cantaloupe, pears, plums, watermelon

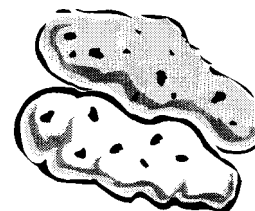


## *Dried beans and peas:*

pinto beans, black beans,  
black eyed peas, lima beans

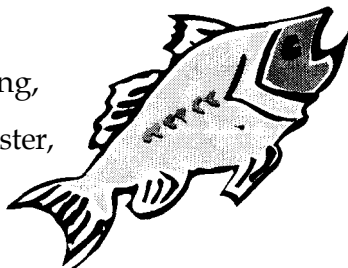


## *Noodles and whole wheat pasta*



## *Fish:*

bass, cod, haddock, whiting,  
scup, sole, butter-fish, lobster,  
tuna, shrimp, crab



## *Potatoes:*

baked and eaten plain with pepper

## *Low-fat milk or non-fat milk • Low-fat yogurt*

*Low-fat cheese:* mozzarella and parmesan

## *Chicken and turkey without skin*

## *Lean cuts of red meat:*

round steak, beef roast, lean hamburger, lean pork chops

**Handout:** Eat Less of these Foods

## EAT LESS OF THESE FOODS

### *Bakery products:*



Doughnuts, cookies, cakes, all pastries including croissants.

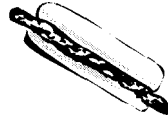


### *Foods that are high in fat:*



French fries, potato chips, Doritos, chocolate candy bars, cakes with icing, and all pastries. Fried chicken, chicken and turkey with skin. Cold cuts like bologna, salami, sausages & hot dogs.

Meats with streaks of visible fat.



### *Fats added to foods:*

Butter, animal fat drippings for gravy, salad dressing, mayonnaise.



### *All fried foods:*

French fries, potato chips, fried potatoes, meats, fried and breaded mushroom caps, potato skins with bacon or cheese.

### *Full-fat dairy products:*

Cheese, ice cream, whole milk.



Salt-cured meats like ham and pickled foods should be eaten less often. Smoked meats and barbecue ribs should be eaten in moderation. Studies show that smoke and barbecue processing produces carcinogens that may be linked to cancer of the stomach and esophagus.

## **Handout:** How Food Was Given



## How Food Was Given

IN THE WORLD before this world, long ago, there were no people like us. The plants and animals could walk around and talk. Bear was chief of the Animals. *Salmon* was chief of the Fish. *Bitter-root* (Potato) was chief of the plant foods that grow underground. *Saskatoon Berry* (Strawberry) was chief of the plants that grow above ground.

The plants and animals walked around and talked with one another. They began telling each other: "Did you hear? Something strong is going to happen! People are coming—*real* People. They will walk on two legs. And they will talk in a different way. And they will change things! But how will they live? What will they eat? They will be helpless. And we will have to take care of them." This is what our animal brothers and sisters were talking about.

The creatures thought and thought but they couldn't figure out how to feed the People. Then they said to Bear "You are the oldest and wisest. You tell us what you are going to do." Bear said "Since you trust me, I will have to do my best." He thought and he thought. Then he said, "Now I know what I will do! I will give *myself* to be food for the People." Then he said to Salmon, "What will you do?" Salmon said "I will also give *myself* (and the other water creatures) to be food for the People."

Then Bitter-root (Potato) said "I will do the same. I will give *myself*, and the good roots that grow underground, to be food for the People."

And Strawberry said, "I will give *myself*, and the good things that grow above the ground, to be food for the People."

Then Bear was happy because there would be enough food for the People. He said, "Now I will lay my life down to make these things happen." Bear lay down in the center of the circle. Because Bear was the greatest chief, and had given his life, the creatures were very sad. They sang songs to bring him back to life. (That is how they helped heal each other.) They all took turns singing but Bear did not come back to life. At last, little Fly came along. She began to sing:

*He Ya Hey Ya Hey yo      You laid your life down      You laid your life down*  
*Weyu Hey Ya Hey ya ho      We give thanks to you      We give thanks*

Fly was very small and weak. But her song was powerful. All the creatures sang it together. And Bear came back to life. Fly said to the four Chiefs "When the People are here, you will give them food, and they will give you thanks and honor. You will take care of each other."

Bear said "When the people come, everything will have its own song. The people will use their songs to help each other, as you have helped me."



## **Handout: 24 Hour Recall**



## 24-HOUR RECALL

Name: \_\_\_\_\_

(page 1)

We need your help in collecting information which will help us make decisions as to our priorities in nutrition education. Only you can help because the most useful information comes from the students in the school, not from people outside.

Please write down **all** the foods and drinks that you have had from breakfast yesterday up to (but not including) breakfast today. It is important that you put down everything, so please include items such as:

- the type of sauce on your spaghetti
- the butter or mayonnaise or other spreads on breads and sandwiches
- all drinks (big or small) except water
- any vitamin pills that you took, or cough drops
- any gum, candy, fruit, popcorn or other snacks
- any dressings on salads
- approximate amounts of the foods you ate

### Other Hints:

**1. For breakfast I ate and drank:** *(Don't forget added things like vitamins, milk on cereal, butter, jam on toast, etc. What kind of cereal?)*

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**2. Between breakfast and the time I arrived at school, I ate or drank:** *(Gum, cough drops, etc., list everything)*

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**3. Between the time I arrived at school and lunch yesterday, I ate or drank:** *(Don't forget recess, free periods or parties in class)*

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_



**Handout:** 24 Hour Recall (*continued*)



## 24-HOUR RECALL

(continued)

(page 2)

**4. For lunch yesterday I ate and drank:** (Did you have butter or mayonnaise on your sandwich, what kind of yogurt?)

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**5. Between lunch and the time I left school I ate or drank:**

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**6. Between the time I left school and the time I got home I ate and drank:** (*Don't forget any stops between here and there*)

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**7. Between the time I got home and dinner I ate and drank:**

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**8. For dinner I ate and drank:** (*Did you add salt, sugar, butter, etc. to your food or drink? Don't forget salad dressing.*)

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

**9. Between dinner and the time I went to bed (after all that homework and TV), I ate and drank:** (*Don't forget any nibbles of this and that.*)

Kind of Food: \_\_\_\_\_

Amount: \_\_\_\_\_

Where: (Home, school, other) \_\_\_\_\_

Is this typical of what you usually eat? Briefly explain.



**Handout: Family Member Interview**  
(Food)



## Family Member Interview (Food)

Student Interviewer \_\_\_\_\_

(Choose an adult relative with whom you are comfortable and explain to him or her that you need some information for your after school program.)

1. What is your favorite food? \_\_\_\_\_  
\_\_\_\_\_

2. What was it like when you were growing up? Was it fun? \_\_\_\_\_  
\_\_\_\_\_

3. When you were young, what kinds of food did your family rely on most?  
\_\_\_\_\_

4. What kinds of "Indian" celebrations do you recall from your childhood? \_\_\_\_\_  
\_\_\_\_\_

5. How has food changed since you were my age? \_\_\_\_\_  
\_\_\_\_\_

6. What kind of advice did your mother or grandmother give you about staying healthy?  
\_\_\_\_\_

7. Do you still follow their advice? \_\_\_\_\_  
(If "yes," ask: Does it work?) \_\_\_\_\_  
\_\_\_\_\_

Be sure to say – *"Thank you for your help!"*

