

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 Tobacco Use**

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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.

Outcome Goals

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 Street, 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.

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.

Typical Session Format



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SESSION ONE

SKILLS

- Students will gain knowledge about tobacco use and abuse.
- Students will be made aware of the importance of Native American culture as a way of reinforcing healthy lifestyles.

ACTIVITY

Introduction of Program
Goals & Purposes:
Healthful Learning
Native American
storytelling traditions

MATERIALS

TV/VCR
Video Tobacco, "A Gift of Choice" (18 minutes)
Healthy snack

TOPIC: Tobacco and Native Americans

OBJECTIVES

- Provide a complete overview of the program and expectations, describing in detail the typical session format and general information, including parental consent forms and desired outcomes regarding cancer prevention and healthy lifestyle practices.
- Present the program's guiding principles-
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.
- To initiate student interest they will watch a video program titled, "Tobacco, A Gift of Choice" involving peer understanding of traditional tobacco use among Native Americans.

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 and their participation is voluntary however, a parent or guardian must give them permission to participate.

Explain that the project 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 to 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.

SESSION TWO

ACTIVITY

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

Have a discussion about the meaning of “sacred.”

MATERIALS

“*Anthology of Native American Tobacco Traditions*” (Copies are available through written requests to Professor Steven Schinke, Columbia University School of Social Work, 622 West 113th St., New York, NY 10025.)

Handout: Smoker’s Interview Form

Healthy snack

*TOPIC: Native Americans and their Storytelling:
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, i.e.: the creation of plants like tobacco.
- Youngsters learn that tobacco was considered sacred by Native peoples. They learn that tobacco was and is still used in Native American religious ceremonies, as offerings, and as medical treatment.

GROUP LEADER PRESENTATION

Group Leader introduces 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, etc. 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. Explain that a good way to learn about smoking is to talk to people who have smoked for a while. Ask the youngsters to use the Smoker's Interview Form (which the Group Leader distributes) and interview an adult smoker. Explain that by interviewing adult smokers, the students will learn how the adults began, what effects smoking has on them, and how they feel about smoking now. Tell the youngsters that the interviews should be completed by the next session and brought to class.

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

This anthology was created especially for this program. Give each student a copy. Explain to them that in the old days Native people used to barter and exchange goods and in keeping with that old tradition, we would like for them to bring something from home, or something they find (i.e., a shell or anything that didn't cost money – no family heirloom or expensive items)

expensive. At the next session, they will exchange the item for their copy of the anthology. [The point of this exchange 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 tobacco use is a traditions among tribes in the Northeast. It is used with a great deal of respect.

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

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 “spirituality” 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.



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.

Group leader remind 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 certain 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” story-

tellers. Among the Iroquois, as Arthur Parker points out, these people had the title of *Hage'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 night time 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 Indian 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. Oral stories, though they are very old, 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 THREE

ACTIVITY

Discussion of Interviews
with Adult Smokers

MATERIALS

Youngsters' Completed
Smoker's Interviews

Handout: "12 Reasons Not
To Become a Tobacco Ad-
dict"

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 an amount of money 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 when 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 in regard to smoking – the cigarettes are in control.

Give examples of losing control to start discussion. (Perhaps getting so angry at a friend or brother or sister that 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.

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 FOUR

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 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 anybody who smokes gets tar in their lungs whether or not they use filter cigarettes.
- Youngsters learn 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. They are: **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 **deadly poison**.

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 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 level.

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 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 directly to the brain. It requires **less than 10 seconds** for inhaled nicotine to reach the brain. Despite low levels of nicotine in each cigarette, 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. As the day wears on and more cigarettes are smoked, 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 FIVE

ACTIVITY

Students examine trends in the number of people who smoke. Discuss the impact these trends may have on tobacco industry.

Examine the secret sections of the Federal Trade Commission Report.

MATERIALS

Graph: "Percent of Adults who Smoke"

Healthy snack

TOPIC: The Tobacco Industry

OBJECTIVES:

- To explain how cigarette manufacturers pressure young people to smoke.
- Youngsters learn that the tobacco industry must attract new business because it loses an estimated 2.5 million customers per year because they die or quit smoking.
- Youngsters learn that smoking is **not** an adult habit. Ninety percent of all adult smokers (27% of the adult population) began as children, not as adults.
- Youngsters learn adult smokers smoke because they are **addicted**, not because of free choice.
- Youngsters learn that tobacco companies try to keep important information secret about cigarettes.

GROUP LEADER PRESENTATION

Group Leader introduces the topic of tobacco advertising.

First, the group leaders pass out the graph showing the trends in the number of adults who smoke.

- Ask the group what has happened to the number of adults who smoke. (The number has gone down.)

- Ask the group how this downward trend would affect tobacco sales. (Sales go down.)
- Ask the group what would happen to tobacco companies if their sales keep decreasing year after year.

At this point the group leader can share with youngsters the fact that tobacco companies have been diversifying their business interests over the past few years. For example:

- Phillip Morris, the maker of Benson & Hedges, Bucks, Marlboro, Parliament and Virginia Slims cigarettes, bought General Foods. They also own the Miller Brewing Company.
- R. J. Reynolds, the maker of Camel, Magna, Merit, Salem, Vantage, and Winston cigarettes owns Kentucky Fried Chicken, Hawaiian Punch, Canada Dry Sodas, and Del Monte Foods.
- Brown and Williamson Tobacco, the maker of Barclay, Belair, Capri, Kool, Richland, and Viceroy cigarettes, owns Marshall Field & Company in Chicago, Illinois, Gimbels Department Stores, and Saks Fifth Avenue.
- Lorillard, maker of Newport, Style, and True owns a life insurance company.
- American Tobacco Company, maker of Carlton and Misty owns a life insurance company.

The group leader can point out that life insurance companies are paying out millions of dollars in life insurance claims for deaths directly related to the long-term use of one of their products—cigarettes.

- Ask group why the number of adults who smoke is going down. (Adults quit smoking or die from smoking).
- Ask group what the tobacco industry is doing to attract new business since an estimated 2.5 customers per year are dying or quit smoking. (The industry advertises to get more people, especially the young, to smoke).
- Ask group what happens to cigarette companies when people get hooked while they are young. (Increased profits for the cigarette companies since the person becomes addicted early and smokes for a very long time. Also suggest that cigarette companies know that people who smoke get hooked – addicted – and that it is hard to quit. If cigarette companies can get young people to begin smoking, they might get hooked and then *have to smoke*. Cigarette companies make huge amounts of money from people who are hooked – addicted – on cigarettes).

The group leader can introduce the secret section of the Federal Trade Commission Report about cigarette advertising. Tell the group that the U.S. government investigates companies that make things that people buy. The report contains information that cigarette companies did not want anyone to ever see.

In 1981, the Federal Trade Commission investigated the cigarette industry and cigarette advertising. When the report was released to the public, it was missing **42** pages!! The missing parts were

about the advertising strategies of a large cigarette company. Now the secret section is available. After reading it, the group will see why the cigarette companies did not want people to know about it. The secret section tells how one cigarette company tries to attract young people to smoking. The group leader explains that he/she has the part of the report describing the actual advertising practices of this tobacco company. (There are slight changes in wording to make the reading easier).

The group leader should tell the group that what they are about to read was kept secret until 1982. Explain to them that the cigarette companies did not want anyone to ever see this information.

Read the top paragraph, "Secret Section" of the sheet aloud. This is the strategy of Viceroy cigarettes. Emphasize to group that most cigarette ads appeal to the things wanted by teenagers.

Review the strategy of Viceroy Cigarettes:

- Make smoking look like a symbol of growing up.

- Make cigarettes a sign that the smoker is an adult.

- Show that cigarettes and cigarette smokers are wild and fun.

- Relate cigarettes to pot, wine, and beer.

- Don't make anyone think about health.

Group leader ask group why the cigarette companies would want to keep this information in the Secret Section secret. Stress that the document proves that at least one cigarette company tries

hard to get young people to smoke.

Group leader can read aloud the three additional sections on the sheet—“Additional Excerpts from the F.T.C. Report.” These statements concern the approaches taken by different cigarette advertising companies. Discuss the meaning of each statement after it is read. Emphasize that these statements show that cigarette ads:

Try to avoid the fact that cigarette smoking is dangerous. Tobacco companies who sell cigarettes and chewing tobacco attempt to portray cigarettes with menthol as safe (menthol is only an added flavoring). Tobacco companies have said outright that they design their ads for stupid, illogical, and irrational people who are easily influenced.

*The Federal Trade Commission Report About
Cigarette Advertising*

SECRET SECTION

The report quotes a study done for the manufacturers of Viceroy cigarettes. One purpose of the study was to recommend a strategy for attracting young smokers to cigarettes. Here is the five-part plan:

1. Create a situation taken from the day-to-day life of the youngster, but, in an

elegant manner, have this situation touch the basic symbols of the growing-up, maturing process.

2. Present the cigarette as one of the few ways of showing everyone that the smoker has entered the adult world.
3. Present the cigarette as part of the illegal or forbidden pleasure category of products and activities available to young people.
4. To the best of your ability, relate cigarettes to “pot,” wine, beer, sex, and other similar things.
5. Don’t communicate health or health-related points.

Additional Excerpts from the FTC Report
Section II: Reducing People’s Objections to
Cigarettes

All cigarette advertisers assume that people have objections to smoking. What the cigarette advertisers said in their report called “How to Reduce Objections to Cigarettes” was:

“Start out from the basic assumption that cigarette smoking is dangerous to your health – then try to go around it in an elegant manner but don’t try to fight it because it’s a losing war.”

Section III: Making People Believe that Menthol Cigarettes are Safe!

Advertising companies that try to get people to smoke menthol cigarettes have done the following:

“...attempted to capitalize upon the erroneous consumer perception that there is a health benefit to smoking mentholated cigarettes. Documents pertaining to the marketing of Kool cigarettes demonstrated that the company is aware of the consumer misconceptions about the relative safety of menthol cigarettes and uses it in the advertising strategies for Kools.”

Section IV: What Advertising Companies Think of People Who Smoke

Cigarette advertisers have very strong beliefs about people who smoke. In the hearing, they said:

“Smokers have to face the fact that they are illogical, irrational, and stupid. People find it hard to go through life with such negative ideas about themselves. What saves them is rationalization, the ability to justify illogical behaviors. We must help people rationalize the act of smoking in our advertisements.”

Group leader asks students to bring the cigarette ads they have collected to the next session.

SESSION SIX

SKILLS

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

ACTIVITY

Media literacy using images and slogans found in magazine cigarette and tobacco ads

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

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

MATERIALS

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 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 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/Salems)
- 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 the 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 enter-

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 SEVEN

ACTIVITIES

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

Questions to stimulate discussion and consensus

MATERIALS

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.

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 answers: **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.



SESSION EIGHT

ACTIVITIES

Group Mural Project: Create a mural on paper approximately 5' X 7'

MATERIALS

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: A Group Effort to Prevent Tobacco Abuse

OBJECTIVES

- 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

Group Leaders explain that this is a group effort which should incorporate cancer prevention and positive life choices related to smoking and using tobacco.

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

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

SESSION NINE

ACTIVITY

Invite a community elder and a knowledgeable person such as a dentist or doctor who has treated people with cancer who smoked or used to chew, to come and speak to your group.

MATERIALS

Arrange for a gift of appreciation.

Healthy snack

TOPIC: Special Guest Presentation

OBJECTIVES

- To hear from community members the special respect for tobacco held by traditional people.
- To help the students connect with their own native beliefs.
- To enhance the students' recognition of positive native role models.

GROUP LEADER PRESENTATION

Group leader will introduce today's guest. Allow students to ask questions after presentation.

ACTIVITIES

Lecturette about “passive” smoking

Review “12 Facts about Secondhand Smoke”

Saliva Test for Tobacco

MATERIALS

Handout: “Facts about Secondhand Smoke”

Laboratory materials and instructions for how to conduct cotinine saliva tests can be arranged directly with a research lab in your regional area.

Healthy snack

SESSION TEN

TOPIC: Are You A Passive Smoker?

OBJECTIVES

- Youngsters learn what the term “secondhand smoke” refers to and important facts about its effects.
- Youngsters learn that “if you can smell it (cigarette or pipe smoke), you’re being forced to smoke it.”
- Youngsters learn that some people resent the restrictions against smoking.
- Youngsters learn that many people think smoking in public places should be restricted.
- Youngsters learn that teenage girls and women begin to smoke because of advertising, relatives who smoke, and because of image concerns.
- Youngsters learn that smoking seriously harms the body and causes death.
- Youngsters learn more about tobacco addiction and why women don’t stop smoking even when pregnant.

GROUP LEADER PRESENTATION

Explain that when a cigarette or pipe tobacco is lighted and the smoke rises, as soon as one is able to smell the smoke, tiny particles and gases are being released from the cigarette as it burns. The particles travel in the air that everyone

around breathes. The particles enter the body. Just as the smoker is ingesting the smoke, they too receive many more of these particles – many are toxins or chemical particles that are poisonous – they sit there for a long time. One example of these particles is **tar** that coats the walls of the lungs. When you smell the smoke of a smoker, you are ‘smoking’ too.

Explain this is an important idea (passive smoking) for them to understand.

How do you feel about being forced to smoke even though you don’t have a cigarette in your mouth?

What public places in the community are “smoke-free” or don’t allow smoking? Allow the students to guess, then add or correct their list with the following

- hospital rooms
- buses
- supermarkets
- school classrooms
- some restaurants
- elevators
- offices
- some stores
- movie theaters, etc...

Do students know about places outside of their community that are smoke-free environments? How many of them know what environment means? Allow them to answer and then add to

their list if they did have many ideas:

Domestic (U.S.) airplane flights
airports
certain cars on trains
stadiums
university buildings, etc...

Why are places smoke-free or why should they be smoke-free? The reasons given are for:

Health

Safety (fire hazard)

Public Nuisance

Protect Delicate Equipment (some computers)

Why do teen girls smoke? (Advertising, relatives who smoke, and image – to look sophisticated.)

What does smoking do to the body? (Wrinkles, yellowed fingernails, disease, bad breath, and on and on.)

What is the message of Patrick Reynolds (grandson of R.J. Reynolds who founded the tobacco company that makes Camels, Winstons, and Salems)? His grandfather died from smoking and he advocates a smoke-free America. He maintains that the target audience for cigarettes is young people.

Group leader can share the following public-service spot prepared by Patrick Reynolds:

"My name is Patrick Reynolds. My grandfather, R.J. Reynolds, founded the tobacco company that

makes Camels, Winstons, and Salems. We've all heard the tobacco industry say there are no ill effects caused by smoking. Well, they ought to look at the R.J. Reynolds family.

My grandfather chewed tobacco and died of cancer. My father, R.J. Reynolds, Jr. smoked heavily and died of emphysema. My mother smoked and had emphysema and heart disease. My two aunts, also heavy smokers, died of emphysema and cancer. Currently three of my older brothers who smoke have emphysema. I smoked for ten years and have small-airways lung disease.

Now tell me. Do you think the cigarette companies are being truthful when they say smoking isn't harmful?"

Group leaders review of "12 Facts About Secondhand Smoke"

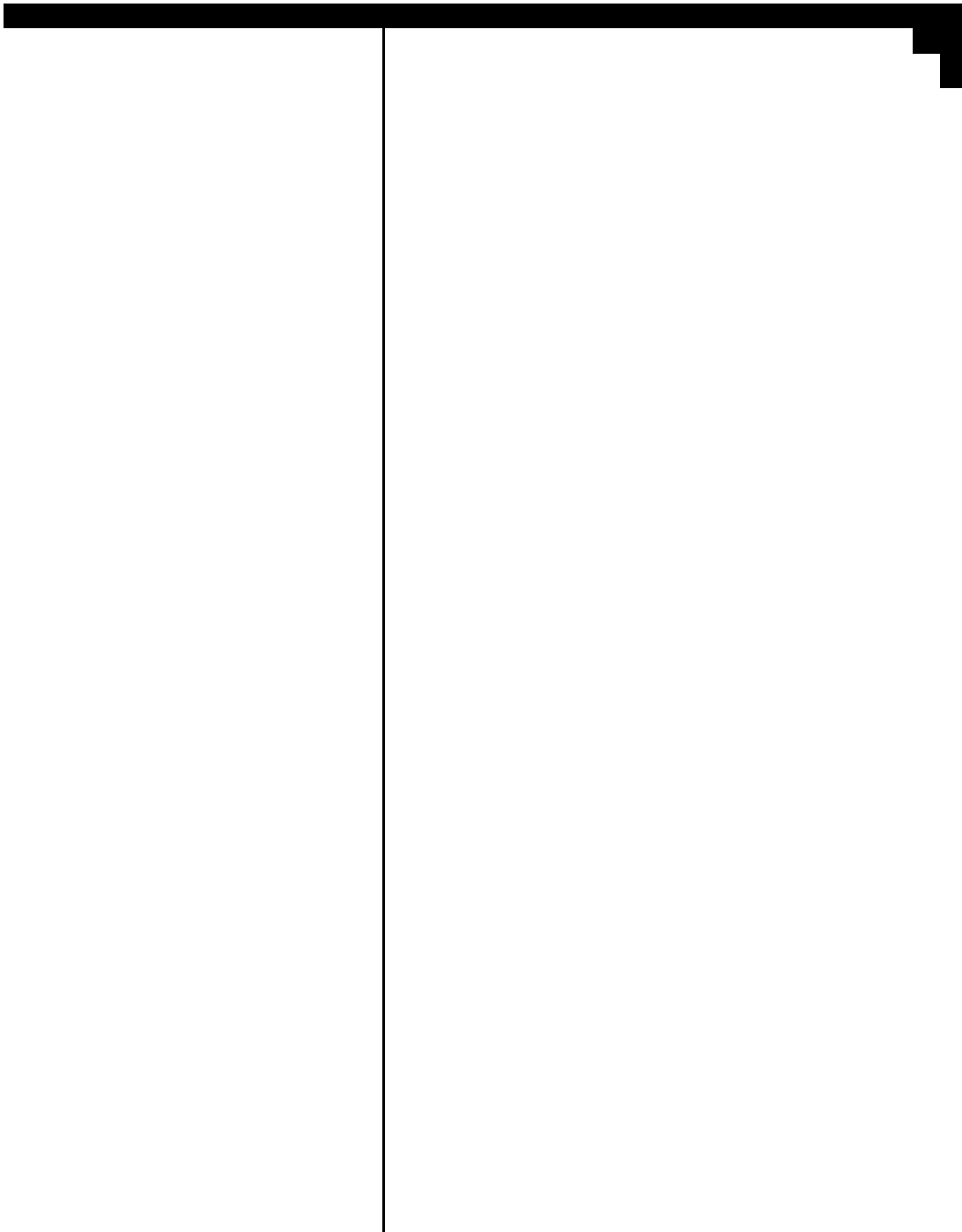
Do you think it's enough to learn about smoking, the cigarette advertising, and potential risks a person puts themselves through by abusing tobacco, that you would say, "I will not smoke cigarettes ever in my life?"

If yes, find out how they come to such a conclusion.

If no, find out their reasons why.

Final Session Activity

Conduct Cotinine Saliva Test for Tobacco Use. It should take less than five minutes for each youth to complete the test. The Cotinine Saliva Tests were arranged with a private health organization who analyze such data. You may contact the American Health Foundation in New York at (212) 953-1900 to inquire about a lab in your area.



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

SESSION ELEVEN

TOPIC: SODAS and Peer Pressure

OBJECTIVES:

- To help students understand the concept of “peer pressure.”
- To reinforce students’ 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 grow into adolescence, adults and elderly people 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 similar experiences with their peers, 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 a 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 or 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 wrong? 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 options 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 by kids and adults 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 peers want to join an older group who smoke cigarettes. A couple of friends think that is unwise. Divide into groups. Group A must try to convince Group B that it will be fun and a chance to learn from the older guys. There are no adults around and the park is a few blocks away.
2. You and your grandmother are seated in a room with no windows and a woman begins to chain smoke. The cigarette smoke she blows makes your grandmother start to cough and breathe uncomfortably. What would you tell the woman smoker?
3. A very popular schoolmate asks you to smoke cigarettes with him or her at the arcade.
4. Students at school are smoking in the bathroom. You walk in and they ask you if you smoke, or would you like to. You say no. They pressure you.



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.

SESSION TWELVE

SKILLS

- Students will have an opportunity to 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

Theater workshop and performance by invited guest

MATERIALS

Handout: Smoker's Interview Questionnaire
Healthy snack

TOPIC: Native Theater

You may identify your own local theater consultant to work with your youths on theater exercises. *Gloria Miguel (Cuna-Rappahanok), Member of The Spiderwomen Theater 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, as they have found out in this program and theater is another way to tell stories which can illustrate healthy lifestyles.

(Ms. Miguel worked with the students, providing 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 THIRTEEN

ACTIVITY

Analysis of cigarette additives and chart “Causes of Death”

Making a Story Bag

MATERIALS

“Causes of Death” from tobacco abuse

Leather

Sewing needles

Thread

Example of a completed story bag

Handout: Instructions making a story bag

Healthy snack

TOPIC: Tobacco Experts Make Story Bags

OBJECTIVES:

- Students learn habitual tobacco use kills more Americans each year than alcohol, cocaine, heroin, murder, suicide, car accidents, and AIDS combined.
- Students learn that cigarette packages and ads do not list the dangerous additives that contribute to developing diseases.
- The students learn that cigarette companies may be keeping important facts from the public about the dangers of smoking and breathing the smoke from anyone’s cigarettes.

GROUP LEADER PRESENTATION

Explain to the group that since 1966 tobacco ads and cigarette packaging must carry one of the following labels about the harmful effects of using tobacco:

Cigarettes:

- Smoking causes lung cancer, heart disease, emphysema, and may complicate pregnancy.
- Smoking by pregnant women may result in fetal injury, premature birth and low birth weight (which may prove fatal to the baby at birth).

- Cigarette smoke contains carbon monoxide.
- Quitting smoking now greatly reduces serious risks to your health.

Smokeless Tobacco

- Using smokeless tobacco may cause gum disease and tooth loss.
- Using smokeless tobacco may cause mouth cancer.
- Smokeless tobacco is not a safe alternative to cigarettes.

Group leader ask youngsters what is missing from cigarette labels.

Additives – a few of pollutants in tobacco smoke are:

- Carbon monoxide – comes from car fumes, poisonous gas
- Nitrites – forms carcinogens which are cancer producing
- Ammonia – is an irritant
- Nitrosamines – clothing dyes and also carcinogenic
- Hydrogen cyanide – used to execute people in gas chamber
- Formaldehyde – irritant and preservative
- Hydrazine – carcinogen

Discuss the causes of death related to tobacco abuse. *Ensure that your group understands the fact that tobacco kills more people than alcohol, cocaine, crack, heroin, murder, suicide, car accidents, fires, and AIDS combined.*

Ask the students to help sum up all the negative consequences of smoking that they have learned over the past sessions. Make sure they include all the following:

1. lung cancer
2. heart disease
3. emphysema
4. hacking cough
5. stroke
6. yellow teeth
7. dragon breath
8. yellow fingers
9. smelly clothes and hair
10. burnt spots on clothes, furniture, and rugs
11. red, irritated eyes
12. shortness of breath
13. early wrinkles
14. more frequent illness-like colds
15. coughing
16. empty wallet – from purchase of cigarettes
17. house fires

18. disapproval of family, friends
19. suspended from school sports or organizations
20. burnt throat
21. tar in lungs
22. hooked/addicted

In conclusion, explain that each student is now an “expert” on cigarettes and smoking because they have more knowledge on the topic than most an “expert” on cigarettes and smoking because they have more knowledge on the topic than most people in the country. For example, the group has learned about:

Tar, carbon monoxide, nicotine, getting hooked, danger from breathing other people’s cigarette smoke, analysis of cigarette ads that show companies trying to get teens to smoke, and a film that had been kept secret about six cowboys dying because they smoked.


The group has learned many other important facts about smoking and habitual tobacco use that companies might not want us to know. For instance, people who live with smokers get sick more often than people who live with nonsmokers. Explain that because the students are now experts they must not make the mistake of believing cigarette ads or thinking that smoking is safe.

It is not safe.

ACTIVITY

Students will make a *Story bag*.

The idea of the story bag comes from the Lenape people. They used these to help them remember important events and people in their lives. They put various mementos and articles that reminded them of something good that had happened in their lives and then they shared their story bags with those close to them. Pass out the information sheet that explains how to construct a story bag.



Group Leaders should have the materials ready for them to begin working.

Everyone should attempt to complete their bags today. The purpose of these bags will be to help them recall that tobacco is a sacred plant to many Native Americans.

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

SKILLS

- 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
Snack: Serve a healthy refreshment with 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: 12 Reasons Not to Become a Tobacco Addict



12 REASONS NOT TO BECOME A TOBACCO ADDICT

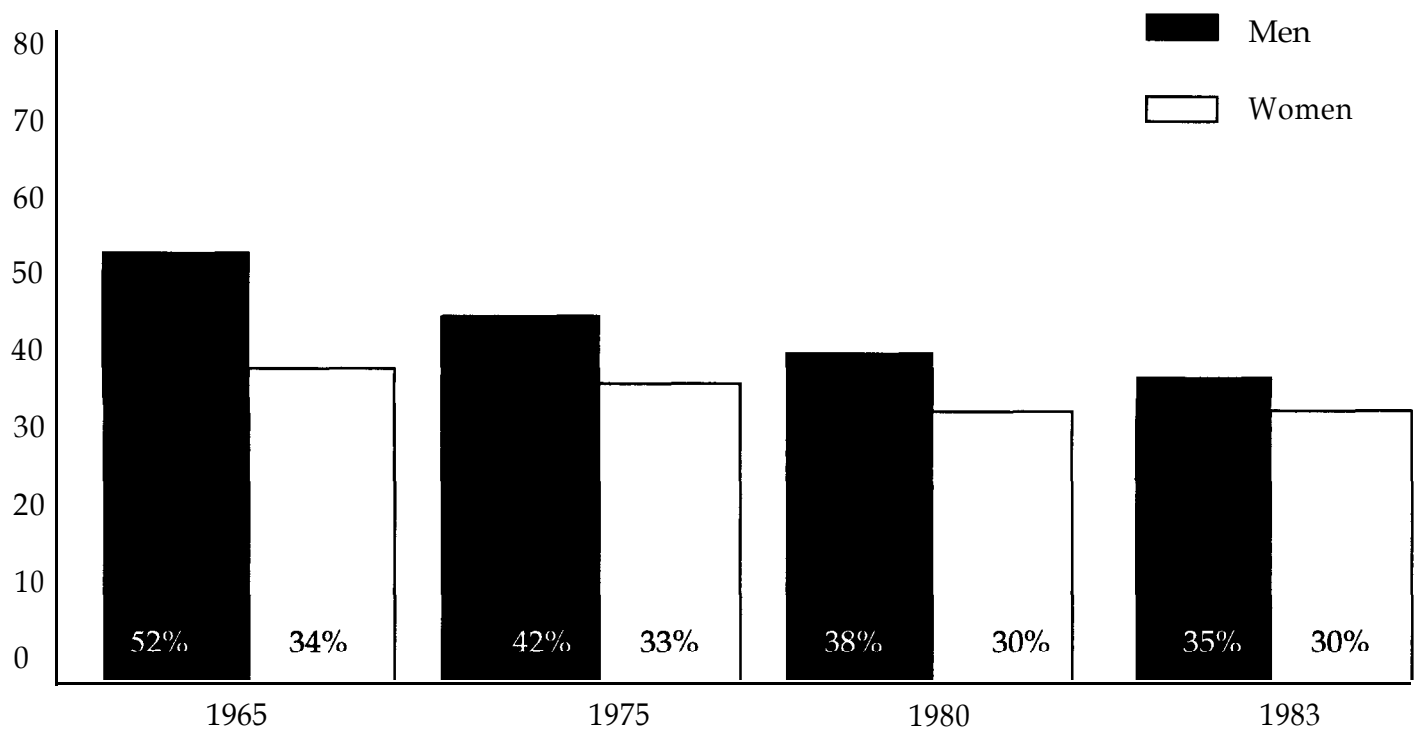
1. Tobacco addiction stains teeth yellow.
2. Tobacco addiction gives zoo breath.
3. Tobacco addiction makes hair smell.
4. Tobacco addiction makes clothes stink.
5. Tobacco addiction causes facial wrinkles.
6. Tobacco addiction causes lung cancer and throat cancer.
7. Tobacco addiction causes emphysema 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: Percent of Adults Who Smoke

PERCENT OF ADULTS WHO SMOKE

(Source: Health U.S. 1984, National Center of Health Statistics, Health Interviews)



Handout: Advertising's Tricks of the Trade

Advertising's Tricks of the Trade



Mockery or Put Down

Getting people to feel they are failing or doing something wrong if they don't use a certain brand.



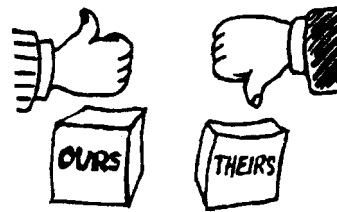
Amazing New Product

Stating that their brand is new and therefore better or more effective.



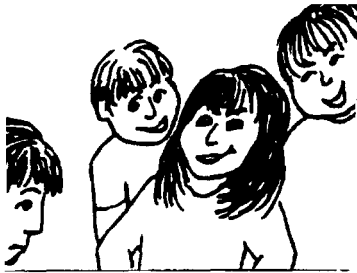
Having Fun

Showing people having fun and implying that using their brand will help people enjoy themselves more.



Comparison

Comparing their superior product to another inferior brand.



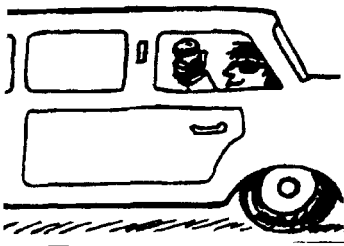
Bandwagon

Claiming that everybody is using their product and making you feel left out if you don't use it too.



Health Appeal

Suggesting that their brand can do wonders for health.



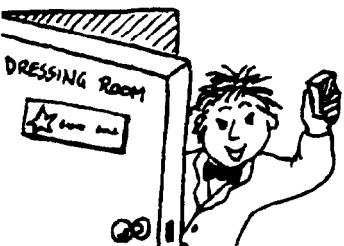
Snob appeal

Claiming rich people use their brand or saying that even though their brand costs more, it's worth it!



Sex Appeal

Using a beautiful woman or handsome man to sell their brand.



Testimonial

Showing a famous person using a certain brand or taking a wonderful brand.



Symbols

Emphasizing a brand's logo or catchy saying—
"Golden arches"

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: Lenape Story Teller Bags

Lenape Storyteller Bags

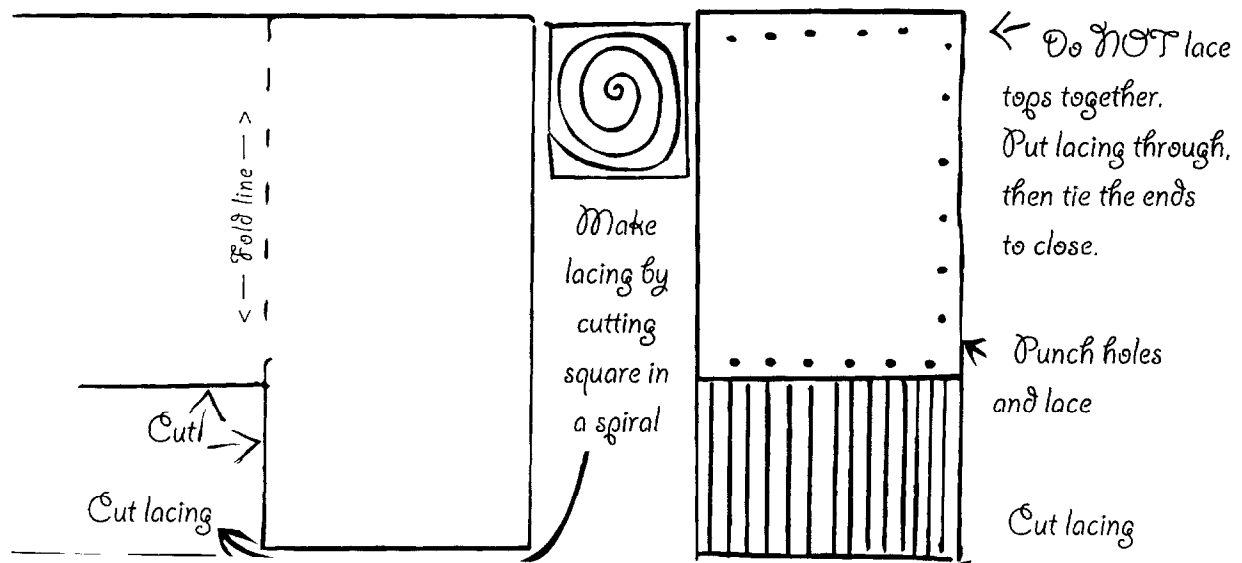
The Lenape people rarely told stories in the summer. They worked very hard in their gardens preparing for the winter and did not have much free time. In fact, they felt that if they told stories when they should be working, the spirits would think that they were lazy and send millions of bugs to eat their crops and even eat the people! If they had to tell stories during the summer, they announced that they were sitting on skunk skins so the bugs would stay away. Today, they still mention the skunk skins if they tell stories at the wrong time.

The Lenape kept (as they do today) story teller bags. The bags contained mementos or souvenirs of stories. By keeping the items in their bags, they were reminded of the stories' details. Stories and story teller bags were passed down from generation to generation, preserving the oral tradition.

A story teller called the people especially the little ones, around him or her and emptied the bag of "props." As the story teller picked up each item, he or she remembered every detail of the story connected to the item, when the story was all told, they would say, "And now, I'll tie it up."

You can make a story telling bag out of leather or fabric. A leather bag can be part of your regalia, but any bag that has a special meaning for you is appropriate. Think about the special events in your life that you would like to share with your children when you are a parent. Write them down, practice telling them and find objects that "illustrate" your story. For instance, if you visited somewhere special, use a souvenir from that place (rock, postcard, picture, stamp etc.) Put all the objects into your bag so that you will never forget your special stories.

Below are the directions for making a simple leather bag. You can make your own creation, however. You can bead it, add features or leave it plain. It's your bag!



Handout: Your Opinion Please



YOUR OPINION PLEASE

Smoking Tobacco Questionnaire

Directions:

Please circle SA if you strongly agree with the statement, A if you partially agree, U if undecided, D if you disagree, and SD if you strongly disagree.

- | | | | | | |
|---|----|---|---|---|----|
| 1. Most people don't use tobacco in any form. | SA | A | U | D | SD |
| 2. The main reason people start to use smokeless tobacco is because their friends use it. | SA | A | U | D | SD |
| 3. It's easy to say "no" when a friend offers you a chew. | SA | A | U | D | SD |
| 4. Most adults who chew tobacco want to quit. | SA | A | U | D | SD |
| 5. Chewing tobacco can cause sores in the mouth and gums after using it for a short time. | SA | A | U | D | SD |
| 6. Spitting tobacco juice is cool. | SA | A | U | D | SD |
| 7. Chewing tobacco can cause cancer of the mouth, lip, and throat. | SA | A | U | D | SD |
| 8. Chewing tobacco improves athletic performance. | SA | A | U | D | SD |
| 9. Dipping and chewing promotes cleanliness. | SA | A | U | D | SD |
| 10. Discolored teeth caused by chewing tobacco is no big deal. | SA | A | U | D | SD |
| 11. Chewing tobacco is a healthy alternative to smoking cigarettes. | SA | A | U | D | SD |
| 12. Tobacco companies are appealing to young people in their advertising about chewing tobacco. | SA | A | U | D | SD |

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.
- 



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