

NATIVE



FACETS

Columbia University Cancer Prevention Curriculum

NATIVE FACETS


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

Reducing Cancer Risks Among Native American Youth

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

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Thanks to Linda Burhansstipanov, Dr. P.H.,
formerly with the National Cancer Institute
(NCI), George Alexander, M.D., Branch Chief,
Special Populations Studies Branch, National
Cancer Institute, and Richard Bragg, Ph.D.,
Special Studies Populations Studies Branch,
National Cancer Institute

Cover photo courtesy of Ward LaForme

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Native F.A.C.E.T.S. Curriculum supported
under National Cancer Institute, Special
Populations Branch Contract 5-U01
CA52251-05

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 habitual tobacco use and poor dietary habits. That is our goal. Together with your help, we will accomplish it.

Steven P. Schinke, Professor

Columbia University School of Social Work



INTRODUCTION

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

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

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

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

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

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

Purpose of the Curriculum

Delivery of the Curriculum

Need for the Project

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

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

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

incorporating exercise, a wide variety of fruits and vegetables, and occasional meat and fish.


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

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

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

Outcome Goals

Typical Session Format



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

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SESSION ONE

SKILLS

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

ACTIVITY

Introduction of Program
Goals & Purposes, Healthful
Learning

Family Member Interview

Native American storytelling
traditions.

Watch videotape: "Hot
News"

MATERIALS

TV/VCR

Video "Hot News" (25
minutes)

Healthy snack

TOPIC: Hot News and Native American Stories

OBJECTIVES

- Provide a complete overview of the program and expectations, describing in detail the typical session format 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.
- Revitalize students' interest in Native storytelling as a means for developing skills to communicate ideas and share experiences.
- In an effort to initiate student interest, students will view a video program titled, "Hot News." The video is concerned with peer and family relationships within a Native American community that emphasizes traditional foods and healthy lifestyle choices.

GROUP LEADER PRESENTATION

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

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

Explain that this program was especially developed for them but that their participation is voluntary – 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 you have learned by giving a presentation to the community. This is a special opportunity for sharing, thinking about your future, and working together on several projects including a mural and theater games.

The program's guiding principles are:

F: Family, friends, food and fun are all related to me – I will learn to make

A: Active healthy choices to prevent

C: Cancers associated with unhealthy lifestyles – and by

E: Eating wisely, exercising and not smoking – I will embrace life and learn to be

T: Thankful for my

S: Survival and happiness as a Native American

or, Native FACETS.

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

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

Group Leaders explain to students that they will hear about a variety of Native American practices through traditional stories. Suggest to the youths that they might think about developing one of the stories into a theater or skit

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

Native American Storytelling

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

ACTIVITY

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

SESSION TWO

SKILLS

- Participants will learn about changes that have occurred through the passage of time related to Native life.
- Participants will know what the purpose of a journal is.

MATERIALS

Art supplies for a group of fifteen:

blank journal covers
colored markers
water color paint
paint brushes
a variety of textured,
colored paper
tape (variety), glue
glitter, shiny beads
a variety of magazines
scissors, pencils

Audio tape of Native American music and cassette player

Hand out: *Family Member Interview* form (completed by next session).

Healthy snack

TOPIC: Native Americans Today and in the Past

OBJECTIVES:

- To encourage discussion among the youngsters about their ancestors' or grandparents' concerns and ideas about health and food.
- Provide an opportunity for participants to explore their creativity through a simple art exercise.

MOVEMENT EXERCISE

Have students form a large circle while seated, legs in front.

Stretch their arms up with palms of hands up. Slowly bring arms down to their sides.

Breathe and stretch their arms and fingers towards their feet without straining.

(Ask if they feel the pull?)

Flex their toes by pulling feet towards them as they stretch their arms out over their legs.

Slowly, sit up straight and raise their arms then bring them down slowly.

Very slowly stand up and bend from the waist.

Clasp hands behind their backs and raise their arms slowly; don't force any movement.

Finally, stand in one place and jog for thirty seconds.

Sit quietly and have students feel their pulse. Wait 20 seconds to begin next activity.

GROUP LEADER PRESENTATION

The majority of Native Americans alive today buy food in supermarkets or grocery stores like everybody else. Still, many Native Americans rely on older methods of collecting or hunting for special foods which are prepared for special occasions.

A Micmac Indian who lived at the turn of the century shared his experience at seeing many changes since the arrival of the Europeans to America. What he said a hundred years ago is just as true for Indian people today.

It's true, I know, that the Micmac people didn't have bread or wine before you Frenchmen arrived, but before you came here, the Micmacs lived longer than they do now. If we no longer have wise elders in our midst who are a hundred years old or more, it's because we are gradually adopting too much of your European way of life. Those Micmacs live longest who will not eat your bread or drink your wine, but who instead drink water and eat beaver, moose, waterfowl and fish in accordance with the old customs of our Micmac ancestors.

[Quote taken from *The Wabanakis of Maine and the Maritimes*, a resource book prepared for and published by the Maine Indian Program of the New England Regional Office of the American Friends Service Committee, 1989.]


Explain that the health of Native Americans in the past was affected by different factors than those we face today. The average life expectancy of a Native American male is around 45. The life expectancy of Native American female is

around 55. In the past, well-being depended on how Native people lived in a balanced relationship with their environment. Their grandparents were probably more dependent upon nature for their foods. Many incorporated a unique spiritual life that aided them in their hunting for animals (including whaling), in planting crops, and in gathering naturally available berries and roots. Harvesting crops was a special time for many Indians. Celebrations and prayers were offered in thanksgiving for a good harvest, or for a good hunt, or when the first fish or first strawberries were gathered. Being thankful was a reason to have a ceremony.

In the past, when Indian people got sick they had their own cures and rituals to help those in need. They did not have doctors and hospitals. They believed strongly in keeping their bodies clean and their minds clear of negative thinking.

Keeping a Journal

Students will create personal journal covers (provide one or two examples of a creative journal cover). The journal will be used to store the handouts and stories shared in the program, as well as any projects that are completed throughout the program. At the end of the program, they will be put on display during the community presentation after which time the participants may take them home to use as a reminder of what they learned.



Suggest ways to begin with their journal cover, show pictures of Indian designs, or other materials to help the students get ideas and provide them with materials.

Have them write something in their journals about themselves. For example: “What it means to be a Native American.”

Handout: “Family Member Interviews”

Group Leaders should discuss the “Family Member Interview take home project.” Ask the students to interview their parents or a grandparent or an elder about the kinds of food they ate when they were children. Suggest this could be an enjoyable project if they really interview a relative.

Explain to the youths that family history can teach much about themselves and that older family members can share ideas about history. Suggest they learn the history of one of their family members well enough to tell it to someone else.

SESSION THREE

SKILLS

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

ACTIVITIES

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

Discussion of health risks associated with dietary habits.

MATERIALS

Handout: “How Food was Given”

Healthy snack

TOPIC: How Food Was Given To People

OBJECTIVES

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

GROUP LEADER PRESENTATION

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

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

Have students listen for:

Who are the characters?

What do these characters do to help the humans?

Discussion

Group Leaders relate the story to food. Ask the students the following questions: The animals decided to give themselves to be food for the humans who were coming, what were these different foods? (Group leaders, be sure to note that the foods were all the different categories such as plants, fish, animals, etc.)

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

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

The Notion or Concept of “Risk”

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

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

To use this group as an example:

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

– it is not a 100% guarantee but they are putting themselves at a higher risk of being hit by a car.


Diets by themselves don't cause cancer or guarantee health, but a combination of reasons are given for the development of cancer in a human body: a steady diet of fatty foods, alcohol abuse and lack of fresh fruits and vegetables in the diet.

It is important to emphasize that even when evidence exists that identifies cigarettes as causing a variety of health problems, including cancer, people continue to smoke. It becomes difficult to stop because the smoker is addicted to cigarettes psychologically as well as physiologically, despite their awareness that it increases their risk of developing cancer.

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

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

We are not suggesting that you cannot enjoy eating ice cream, potato chips, or drinking soda once in awhile. Over time some people develop a habit-forming need to have a soda to feel



satisfied. Your mind and body, working with your taste buds, become accustomed to these fatty foods.

SESSION FOUR

SKILLS

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

ACTIVITIES

Review NCI Food Chart
Complete 24 Hour Food Recall

MATERIALS

Selected food samples, a gram of fat, cabbage, yellow squash.
Handouts: NCI Food Chart for EAT LESS OF and MORE OF FOODS; What Does 20-30 Grams of Fiber Mean? Healthy Eating Contracts; 24 Hour Recall forms, pencils
Healthy snack

TOPIC: Know Food, Know Health

OBJECTIVES

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

GROUP LEADER PRESENTATION

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

Based on current trends and studies, the NCI which suggests reducing fat and increasing fiber intake, offers the following Dietary Guidelines:

- 1. Reduce fat intake to 30% or less of calories.**
- 2. Increase fiber intake to 20-30 grams daily, with an upper limit of 35 grams.**
- 3. Include a variety of vegetables and fruits in the daily diet.**
- 4. Avoid obesity.**
- 5. Minimize consumption of salt-cured, salt-pickled, and smoked foods.**


Refer to the handout of EAT MORE OF and EAT LESS OF chart*. You may want to use actual examples of fruits, grains, and vegetables to pass around as you discuss certain foods such as cruciferous vegetable examples. (*Note: Picture charts of these foods are helpful and available from groups such as the American Cancer Society. Group Leaders should write for one and use in this discussion, then hang it on the wall throughout the program to reinforce the students' knowledge.)

Explain to the students that eating more of these types of foods may help them prevent illness or disease however, food alone is not enough to prevent disease or illness. That is why a combination of exercise and positive attitudes towards eating are also significant.

Complete the **24 Hour Recall Forms**.

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

If you can, try to work with each student to properly fill out their **24 Hour Food Recall Forms** in the



circle. Group Leaders must ensure they fill out these forms.

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

SESSION FIVE

SKILLS

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

ACTIVITY

Tell the story of the “Three Sisters,”

Discussion of fiber

Complete Healthy Eating Contract

MATERIALS

Handmade Native American basket

A braid of sweetgrass

Samples: apple, dried corn, other whole-grains

Handouts: What Does 20-30 Grams of Fiber Mean? Story of the Three Sisters; Healthy Eating Contract

Healthy snack

TOPIC: Fiber and The Three Sisters

OBJECTIVES

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

GROUP LEADER PRESENTATION

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

Use a basket made by a Native American/American Indian (hopefully one from one of the communities you are working in). Begin by passing the basket to your left and have the students hold it, smell it, and pass it on until it comes back to you.

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

Explain that the basket is made from fibers— from grass plants and root fibers. Other natural fiber is used to make clothing such as wool, linen, and cotton that is spun into thread. The discussion today is about foods with fiber.

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

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

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

Get comments from the group.

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

Ask if anyone has heard about the Three Sisters before?

Corn, beans, and squash are excellent food sources. Corn, beans, and all varieties of squash contain plenty of healthy fiber, vitamins – or nutrients – and beans are an excellent source of protein. In fact,

beans provide as much as red meat without the fat.

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

Epidemiological studies (*Epidemiology*: a branch of science that deals with the incidence, location, and control of disease in a population) conducted between 1970-1987 identified a protective association between fiber-rich diets and the risk of colon cancer.

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

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

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

laxative," so that *cancer-causing chemicals* in food are swept out of the intestine quickly.

How many of you eat oatmeal – cereal or cookies.

How many eat beans – dried beans or peas?

These are examples of *Soluble fibers*, they bind with bile acids in your body and other examples are fruits and vegetables. There is new evidence that soluble fibers may also lower blood cholesterol levels. When food is canned or made into juice, it is known as *processing* food.

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

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

Here are some examples:

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

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

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

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

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

Have the students complete a personal Healthy Eating Contract.

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

Explain that it is to help them begin to make small changes in some part of their current eating habits, in favor of choosing a more healthful food over a less healthy one. Eat a piece of fruit or try a different vegetable at least once a week. Or instead of eating a candy bar, to try popcorn with no butter, for example. Explain that near the end of the program you will review how well they did in adhering to their Healthy Eating Contract.

Explain that making changes in their diet is easier to accomplish when smaller changes are attempted at first in order to find out what

difficulties they have with making changes at all. Then they can see that their food choices have already started to become habits, thus making it more difficult to change. Making small changes should be seen as a growing experience.

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

It can be difficult to eat unfamiliar foods so it takes time to change personal eating habits and choices. But, when they can see that their food choices have already started to become habits, they will understand how the process works.

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

It is important that the students understand that high fat foods often taste good. Low fat versions may not taste right at first, e.g. such as popcorn without butter or salt or chicken without the skin. Eating the food more often helps them get used to it. It can be difficult to eat unfamiliar foods so it takes time to change personal eating habits and choices. Small changes in their diet are more successful and easier to try.

SESSION SIX

SKILLS

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

ACTIVITIES

Identify fatty foods
Read food labels
Prepare a traditional snack using winter squash or apples (15 -20 minutes)

MATERIALS

Food labels – from several foods, especially

TOPIC: Identifying Fatty Foods

OBJECTIVES

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

GROUP LEADER PRESENTATION

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

Get a feeling from the youngsters about this comment.

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

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

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

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

Cancer is a deadly disease. It is the second leading cause of death for people in the U.S.

Among Native Americans, cancer is the third leading cause of death.

Do any of you know someone with cancer?

Do you know someone who has died from cancer?

Did you know what kind of cancer they had?

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

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

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

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

7 winter squash or 7 apples and cinnamon

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

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

Healthy snack

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

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

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

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

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

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

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

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

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

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


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

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

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

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

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



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

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

SESSION SEVEN

SKILLS

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

ACTIVITY

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

Visualization exercise for relaxation.

MATERIALS

Handout: Physical Effects of Alcohol Consumption

Healthy snack

TOPIC: Cancer Risks Associated with Drinking Alcohol

OBJECTIVES

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

GROUP LEADER PRESENTATION

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

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

How do you deal with these feelings?

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

The title of her poem is:

Come brothers and sisters

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

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

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

We live in a modern world which has changed or affected our old ways and beliefs about living a simple, healthy life.

Our stomachs tell us when we are hungry. You know when you have energy and when you don't. People need nurturing and attention to feel cared for.

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

The impact of alcohol upon the family.

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

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


Give the students an opportunity to share what they think about alcohol. This will allow you to present a balanced perspective that does not disengage the students at the outset. Thus, they will be more responsive to listening to the information rather than blocking it out.

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

As we look at a chronic disease like cancer, you have to look around your environment and see how alcohol abuse leads to a person becoming an *alcoholic*. Once a person develops the disease of alcoholism, they are addicted to alcohol and often do not know how to stop drinking without help. The abuse of alcoholic drinks has been known to promote certain cancers, including those of the mouth, throat, pharynx, larynx, and esophagus, liver, and stomach.

Alcohol is a drug. It alters a person's mind and perceptions. For example, if a person was in a good mood before they had a couple of drinks, after another drink they could suddenly become upset about anything.


All wine, beer, or hard liquor, such as vodka, whisky, gin, tequila contain empty or useless calories. Certain people who drink a lot develop "beer bellies," or are overweight. A 12-ounce bottle of beer contains about the same amount of alcohol as a glass of wine or one and a half ounce drink of hard liquor. The size of a person's body sometimes determines how fast the alcohol is absorbed to



their blood and some people will get drunk more quickly than others. But every body has to process the alcohol through their liver which is the cleansing organ. Thus when you drink to excess, the body is unable to process the alcohol and you get sick, or throw up.

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

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



Celebrations and alcohol are commonly associated in TV and printed advertisements. They never say that drinking too much will affect you adversely or cause harm.

People who drink heavily everyday, at least four or more drinks per day, may feel and look bad, they have stomach problems and they get sick easier from colds and flu; and are more susceptible to other diseases because they usually don't eat a nutritious balanced diet.

Not all people who drink alcohol become alcoholics. Alcoholism is a disease that develops over time as more alcohol is needed by a person while he or she develops a dependency in order to function. Their daily life is affected as their ability to think is dulled. They suffer from terrible hangovers that can include a headache, gastric problems, nervousness and shakiness. The consequences of alcoholism are many, but the most severe is the impact it has on one's ability to live a normal life. Family and friends are affected by an alcoholic's behavior. They feel helpless because the alcoholic, while he or she may love their family and friends will, after a period of regular heavy drinking, not be able to stop.

All of this information must be shared because picking up a beer, a glass of wine, or a shot of hard liquor has ruined many peoples lives around the world, we don't want it to ruin yours. O.K!

For further information, you can call your local community alcohol program. If you are able, share what you learned today with your family. The most important thing is to share your knowledge

and keep your life in perspective. Keep your dreams about your future – what you want to do or become – alive. Alcohol can take those dreams away from you. It is the hope of this program, that you will not ever pick up that first alcoholic drink, and that you will remember all of the consequences you have been told about alcohol and its effects. Each Indian community deals with drinking on its own terms and many encourage complete abstinence (total avoidance of alcohol).

Visualization Exercise

The students may use a towel to rest their heads as they lay on the floor. Relax every muscle, breathe slowly and quietly and use their imagination. Suggest they try using their mind's eye.

At the River.

You are now in your ancestors' time. They are eating a variety of foods that you have never seen before, something large and yellow is being wrapped with leaves and placed in the ashes of a fire. The camp is bustling with energy, men are returning from the woods with packs on their back, several women are by the foothills on their hands and knees, covering seeds with dirt. There are little children running about laughing and teasing one another... this is a safe place. It is afternoon and a bird just flew above you. As the afternoon goes

by the sun begins to drop towards the west. These woods you are in are not too far from your own home. But everywhere there are huge plants, animals seem to live nearby, and you feel calm.

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

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

SESSION EIGHT

SKILLS

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

ACTIVITY

Theater workshop and performance by invited guest.

MATERIALS

Healthy snack

TOPIC: Special Guest Theater Workshop

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

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

SESSION NINE

SKILLS

- Students will be able to identify several healthful nutrition guidelines.
- Students will be able to suggest alternative choices for meals.
- Students will make a commitment to exchange one less healthy food snack or meal for a healthy meal or food snack.

ACTIVITY

Review Healthy Eating Contracts

Taste test with bread

MATERIALS

Actual food sample of white and whole grain bread

Healthy snack

TOPIC: A Longer and Healthier Life

OBJECTIVES

- To encourage students to think about the impacts and changes of the natural environment.
- To inform the students about fruits and vegetables indigenous to the Northeast.
- To demonstrate healthier food choices with whole grain bread versus white bread.

GROUP LEADER PRESENTATION

We all need food and water to survive – that’s a fact. We have covered a lot of topics, most importantly the need to eat less fat, fried foods and fatty foods like cakes, ice cream, and cheese nachos. But *eating less fat food*, means you need to supplement your diet with something else. What would you eat instead of a bag of chips and a coke?

Because your bodies are growing daily, some of you are hungry after school and you need to snack on something then.

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

which helps in the elimination of waste from our bodies. When eaten raw they have a lot of natural fiber. Processing fruits and vegetables reduces or eliminates the good source of fiber. In the Northeast, common fruits and vegetables that grow best include:

Fruits:

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

Vegetables:

Corn, Squash, Beans, Pumpkins, Zucchini, Peas, Carrots, Cabbage, Potatoes

Group Leaders follow up with their *Eating Healthy Contracts*.

Ask the youths:

How well they are following their Eating Contracts? If they have not made a change in their diet, ask them to consider changing just one item to make their diet a little healthier. If some students were successful, have them try something else to improve their diet.

How they did with their commitment to exchange a less healthy snack or meal with a healthy one?

When do most of them feel the hungriest? Have they ever gone on a fast? Will they think more about what they eat? Yes, no; and if no, why not? What would help them to make a change?

Explain to the students that changing habits in small ways is just as helpful because people develop habits that are hard to break.


Do they understand the word “moderation”? It’s the same thing as the old Native American concept of “harmony” or balance.

GROUP LEADER PRESENTATION

Pass out a half-slice of white bread and a half-slice of whole wheat bread. Have them taste, chew, and swallow the white bread. What do they think about it? Now have them taste, chew, and swallow the wheat bread. What do they think about it? Is there any difference between the two types of bread which they have tasted?

Refer to the texture of the breads. Inform them that manufacturers of bread often try to trick or deceive the buyer by adding brown color to their bread and calling it wheat. The only real way to know you are buying real whole wheat or whole grain bread is by reading the label on the package. Besides whole grain breads and white flour bread, there is an intermediate or middle ground of bread. These are easier to eat than whole grain breads. They contain some combination of white and whole wheat flour and may contain added whole grains like cracked wheat, wheat germ, sprouted wheat, wheat berries, oatmeal, or cornmeal.

Eating whole grain or middle ground breads are better protectors against cancer than white bread overall. How many of you talk to parents or caretakers about foods you like or dislike? (Get a rough estimate.)



In 1902, the average person in the US. ate 225 pounds of flour a year, 50% of it was whole wheat. But by 1976, the average consumer ate 111 pounds of flour a year, with only 7% of it whole wheat. This small 7% of whole wheat bread has more health value than the 93% white bread. Whole grain breads have a different taste and texture because the healthy bran and fiber are intact. Unlike white bread, which is bleached during processing, the healthy bran and fiber are removed as well as the vitamins B and E.

SESSION TEN

SKILLS

- Students will be able to share their own stories, in their own words, and by so doing, will develop skills for presenting before a group of peers.
- Students' knowledge and understanding of the concepts, ideas, and values identified throughout the program will be reinforced.

ACTIVITY

Making Story Bags.

Completion of 24 Hour
Food Recall Forms

MATERIALS

Story Bag

Leather

Sewing needles

Thread

Completed story bag

Handout: How to make a
story bag

Healthy snack

TOPIC: Sharing stories

OBJECTIVES:

- Reinforce the previous lessons.
- Discuss the reasons for eating whole grain bread over white bread.
- Provide an opportunity for youths to share their story bags.

GROUP LEADER PRESENTATION

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.

Complete another 24 Hour Food Recall Form.

Group leader and assistant can each work with a group.

SESSION ELEVEN

SKILLS

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

ACTIVITIES

Movement exercise at start of session

Role play (20 minutes)

MATERIALS

Native music tape – slower

Type music

Audio cassette player

Healthy snack

TOPIC: SODAS and Peer Pressure

OBJECTIVES:

- To help students understand the concept of “peer pressure.”
- To reinforce 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 sometimes become less important to them on an everyday basis. Yet that doesn't mean that adolescents love their parents any less. Adolescents are more inclined to share with their peers similar experiences, such as changes to their bodies and current trends in music and clothes. Friends sometimes ask each other to do things they know are wrong or dangerous. Differences between parents and children should be handled carefully so that the young person will not feel isolated.

For further discussion:

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

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

- What happens when you do something you do not want to do or know you shouldn't do?
- How do you know when something feels wrong?
- What does it mean to be someone's friend or what is a friend?

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

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

Role play activity using the SODAS model

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

Stop and think about how you feel at this moment

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

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

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

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

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

SESSION TWELVE

SKILLS

- Students will be able to recognize and analyze the influences associated with food advertising formats, product placement, and themes in advertisements.
- Students will learn a positive attitude in understanding how to recognize the ploys used in advertising to create illusions of health.
- Students will learn to recognize how advertisements sometimes work against their knowledge.
- Students will be promoting positive ways of achieving self-esteem without having to prove oneself in a negative context before his/her peers.

ACTIVITY

Discussion of food advertising and other related advertising

Group Mural project involving food and health

TOPIC: Advertising Tricks of the Trade

OBJECTIVES:

- To increase students' awareness of the influences of advertising in their daily lives.
- To develop literacy about advertisements.
- To assist students with understanding themselves in relationship to their personal choices and the influence of product advertising.

GROUP LEADER PRESENTATION

How much TV did you watch since the last meeting?

How many ads did each of you count while you watched TV?

What kinds of ads do you recall seeing?

Hand out the "Advertising Tricks of Trade" to each participant.

There's a saying in the advertising industry by the people who create, design, and produce ads for the media – TV, radio, films, magazines, and every thing else that has something to sell to you. It says: "Sell the Sizzle, not the Steak."

Can you figure out what that means, sell the sizzle...not the steak?

Think about the kinds of ads you see on TV During holidays everybody eats to their hearts' content – at least those who can afford it, right?

After the holidays advertisements appear for dieting programs, fitness center memberships, and other weight-reducing programs. Advertisers employ models who are young and sleek and trim. People watching TV may start to wonder what they look like and maybe say to themselves, "I should exercise, lose five or ten pounds." Soon, however, reality hits most adults, because they have to go to work or they don't have the money to buy a membership to a gym or, they are just lazy. There are some who can afford the time and the money, so they call the phone numbers and buy themselves a new ticket to health and weight loss.

However, there is a simpler way. A diet high in fiber and low in fat and regular exercise will keep almost everyone physically fit and in good health. There are rare exceptions.

Advertising is a business. It has grown into a large industry that deliberately uses images and psychology for the purpose of selling a product. (You may ask the group to name some product advertisements.)

Advertisers use pictures effectively to get us to buy/try certain foods. Advertisers are clever but when you examine the images you realize there is only so much truth to what you being told. Consider the Pillsbury dough boy. He is always chuckling and he's sort of chubby. The stereotype that "fat people are happy people" is being used to market Pillsbury's products. A connection is made between the product and happiness. But, think

MATERIALS

Handouts: "Advertising Tricks of the Trade"

Optional: Use a TV set to recount food advertisements during the session if some of the students did not get a chance to fill out their form.

Art Supplies similar to the ones used for the journal covers

Healthy snack

about it, if the dough boy is fat and happy all the time, are you going to be fat and happy all the time too? Probably not. If you eat too many Pillsbury dough biscuits you will probably get fat, but you are not likely to be happy all the time. In fact, you will experience the range of feelings that overweight people feel, including sadness and resentment.

Ads for particular products like Pepsi or Coke or even the various beer commercials promote the idea that you will “become” the happy person in the ad by drinking their product. Such ads also make you want or wish to be like the person in the ad. It simply is not true, because we are all different and unique individuals.

The Food Industry is the single largest business in the United States.

How many different kinds of breakfast cereals do you think there are in the market today?

Are all the Indian people you know all the same in dress, manner, appearance, and behavior?

What is a stereotype? A stereotype is a repeated idea usually involving people from a specific racial group that suggests they are all the same, they all behave alike or look the same and usually share a negative trait. This stereotyping prevents anyone from that group being seen as an individual.

Food companies use a variety of advertising messages including stereotypes to get consumers to buy their products. Sometimes they are not always in the best interests of people.

Other variables that affect what and how we eat.

Food Availability is:

Dependent on growing seasons – summer fruits and vegetables vs. winter ones.

Food production facilities – how is food produced today?

Food distribution channels – besides the grocery store. (Ancestral foods are sometimes shared at special gatherings in Native American communities and special foods are cooked and shared between families.)

Family choices – what meals do your family enjoy eating together?

Advertising impacts:

Popular image cereals – “Batman” cereal
Cereals and drinks in which sports heroes are featured on the package.

“Health food” marketing

Television commercials advertise what kinds of foods in general?

Social Settings and Native celebrations:

Family mealtimes – who does most of the cooking in the family?

School lunches – what is your favorite school lunch?

Parties – can you serve healthier snacks at parties besides cakes, ice cream and chips?

ACTIVITY

Group Mural Project.

Group Leaders will provide the supplies and explain that this is a group effort. This mural should incorporate a variety of cancer-preventive and health-promoting foods that humans should eat.

Everyone in the group is responsible for contributing to this mural poster. This mural will picture a variety of foods. One section can be of all the foods we get from *animals*. Another will be the different foods found in *water*. Another can be of the different plants/vegetation from the underground and on the surface of the Earth, or the different foods from things that fly. Another section of the mural will be all the processed foods that are high in fat and/or low in fiber that we should eat less of. Incorporate as much creativity as possible using a variety of visuals to complete this mural.

Food Supply and your access to food:

What food snacks are available at home? Are fresh fish available—how many of you have been fishing?

How much fresh fruit do you eat?

What are some fresh vegetables that you eat?

Has pollution affected your community, how so?

Society-at-large and you:

Can you make healthy eating choices?

Do you enjoy eating at fast food restaurants, what do you enjoy about it?

Individual and family income are important factors. Some families receive commodities. They consist of a lot of canned vegetables and fruits, foods in bulk like butter and lard, peanut butter. Basically, whoever does the cooking can always use less butter and fry foods less, and skim off the fat where possible. Anyone who eats a regular diet high in fat, such as, fried foods and eats little or no fresh vegetables or fruit suffers from poor eating habits.

SESSION THIRTEEN

SKILLS

- Students will be able to share their own stories, and by doing so, will develop skills for presenting before a group of peers.
- Students' knowledge and understanding of the concepts, ideas, and values identified throughout the program will be reinforced.

ACTIVITY

Round Robin with the youths

MATERIALS

Make some Quiz Cards for use in the review.

Healthy snack

TOPIC: A Review of the Program

OBJECTIVES:

- Review all the information presented to date.
- Give students an opportunity to share their story bags.

GROUP LEADER PRESENTATION

Use the opportunity to reinforce the positive learning experiences, developing self-worth and a willingness to change their eating habits.

Group Leaders should proceed in a "Round Robin" format, using quiz cards to encourage the youths to recall and remember the primary lesson of previous sessions.

1. What is Native FACETS?
2. What was the video "Hot News" about?
3. What is cancer? Do you remember what agency studies cancer?
4. What are the NCI's suggestions for a healthy diet?
5. Eat less (of what?) and more (of what?)
6. What are good sources of fiber?
7. What are some examples of fatty foods?
8. Why is fiber important to eat?

9. What is the difference between white bread and whole grain bread?

To reinforce additional lessons, use this opportunity to ask the students:

10. How did they do in their commitment to try eating healthier?
11. Will they think more about what they eat today than when they started the program? Yes or no, and if no, why not?
12. What is the best way to change one's eating habits?
13. What is the story of "The Three Sisters" about?
14. What is the story of "How Food Was Given to the People" about?
15. What is peer pressure?
16. What can you do to deal with peer pressure? What does **SODAS** stand for?
17. What are the effects of drinking alcohol on the body and mind?
18. What are some advertising gimmicks or "tricks" advertisers use?

When you are finished with the review, begin developing ideas for the community program.

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 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: Family Member Interview
(Food)



Family Member Interview (Food)

Student Interviewer _____

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

1. What is your favorite food? _____

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

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

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

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

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

7. Do you still follow their advice? _____

(If "yes," ask: Does it work?) _____

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

Handout: How Food Was Given



How Food Was Given

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

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

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

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

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

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

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

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

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



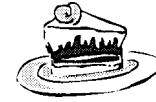
Handout: Eat Less of these Foods

EAT LESS OF THESE FOODS

Bakery products:



Doughnuts, cookies, cakes, all pastries including croissants.

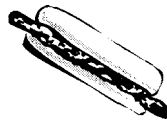


Foods that are high in fat:



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

Meats with streaks of visible fat.



Fats added to foods:

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



All fried foods:

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

Full-fat dairy products:

Cheese, ice cream, whole milk.



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

Handout: Eat More of These Foods

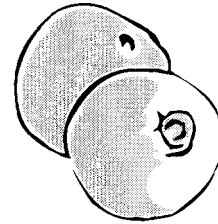
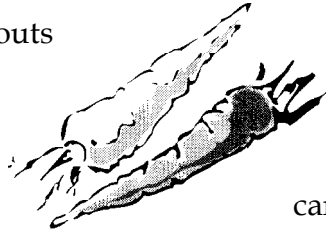
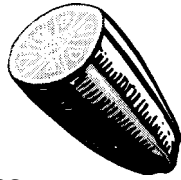
EAT MORE OF THESE FOODS

Whole grains:

brown rice, wild rice, sesame seeds, wheat germ

Foods high in fiber:

celery, cucumbers, radishes, carrots, sprouts

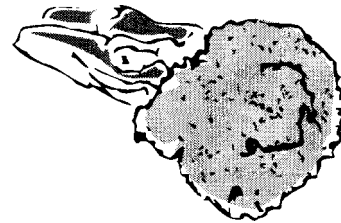
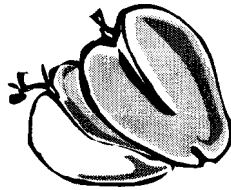
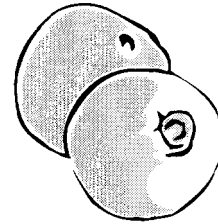
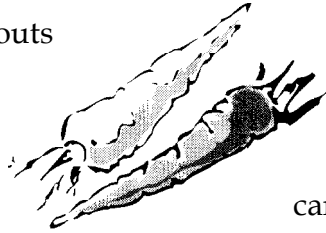
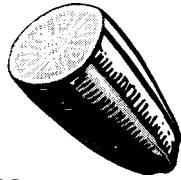


Fresh fruits:

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

Fresh vegetables:

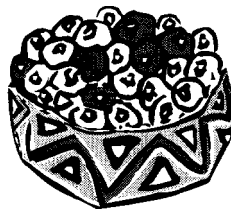
string beans, sweet peas, dark leafy vegetables such as spinach, collard greens, mustard greens or the *cruciferous vegetables* or vegetables that form an X at the flower base are especially good; these veggies include broccoli, Brussels sprouts, all cabbage family vegetables



Dried beans and peas:

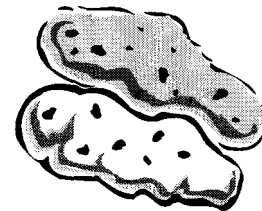
pinto beans, black beans, black eyed peas, lima beans

Noodles and whole wheat pasta



Fish

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



Potatoes:

baked and eaten plain with pepper

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

Low-fat cheese: mozzarella and parmesan

Chicken and turkey without skin

Lean cuts of red meat:

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

Handout: 20-30 Grams of Fiber

WHAT DOES 20 TO 30 GRAMS OF FIBER MEAN?

It means having every day:

3-5 servings of whole-grain breads and cereals

3 servings of vegetables

2-3 servings of fruit



A serving is:

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

1/2-2/3 cup vegetables

1 medium piece of fruit

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

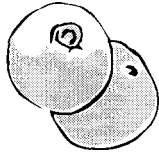
Breakfast

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

1/2 cup skim milk

4 oz. **orange juice**

Tea or coffee



Fiber 4.5 grams

Dinner

4 oz. broiled chicken without skin

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

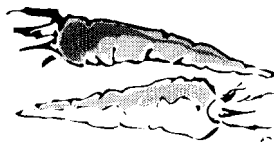
2/3 cup steamed **green beans**

1 cup fresh **strawberries**

with 1/2 cup low-fat vanilla yogurt

Water, tea, or coffee

Fiber 8.0 grams



Lunch

Tuna salad sandwich

(2 oz. water-packed tuna;

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

2 tsp. reduced-calorie
mayonnaise

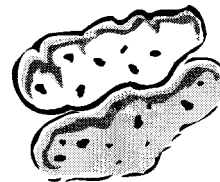
2 slices **whole-wheat bread**)

1 medium **pear**

Carrot sticks (1 carrot)

1 cup low-fat milk

Fiber: 11.0 grams



Snack

2 cups air-popped **popcorn**

Sparkling cider

Fiber 2.0 grams

Total fiber for the day: 25.5 grams

Handout: Three Sisters



Three Sisters



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

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

“Yes, tell us your story.”

He begins with the oldest of tales.

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

“Are you awake and listening?”

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

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

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

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



Handout: Healthy Eating Contract



HEALTHY EATING
CONTRACT

My goal for this week is to:

sign your name:

Handout: 24 Hour Recall



24-HOUR RECALL

Name: _____

(page 1)

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

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

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

Other Hints:

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____



Handout: 24 Hour Recall (*continued*)



24-HOUR RECALL

(continued)

(page 2)

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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

Kind of Food: _____

Amount: _____

Where: (Home, school, other) _____

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



Handout: Physical Effects of Alcohol Consumption



PHYSICAL EFFECTS OF ALCOHOL CONSUMPTION

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


These factors influence the effects of alcohol:

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

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

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

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

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

Handout: Advertising's Tricks of the Trade

Advertising's Tricks of the Trade



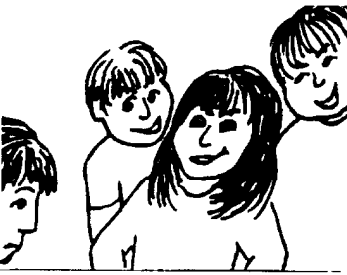
Mockery or Put Down

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



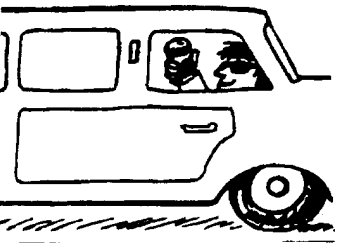
Having Fun

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



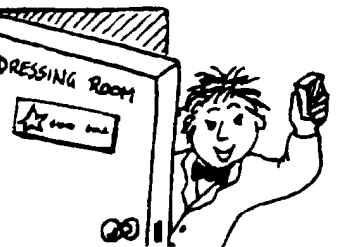
Bandwagon

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



Snob appeal

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

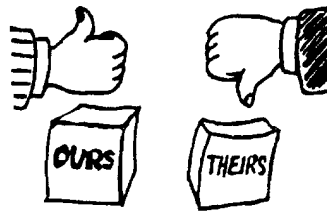


Testimonial

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



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



Comparison

Comparing their superior product to another inferior brand.



Health Appeal

Suggesting that their brand can do



Sex Appeal

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



Symbols

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

Handout: National Cancer Institute Dietary Guidelines

The National Cancer Institute

Suggests the Following Dietary Guidelines

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

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



Georgetta Ryan

Handout: Lenape Story Teller Bags

Lenape Storyteller Bags

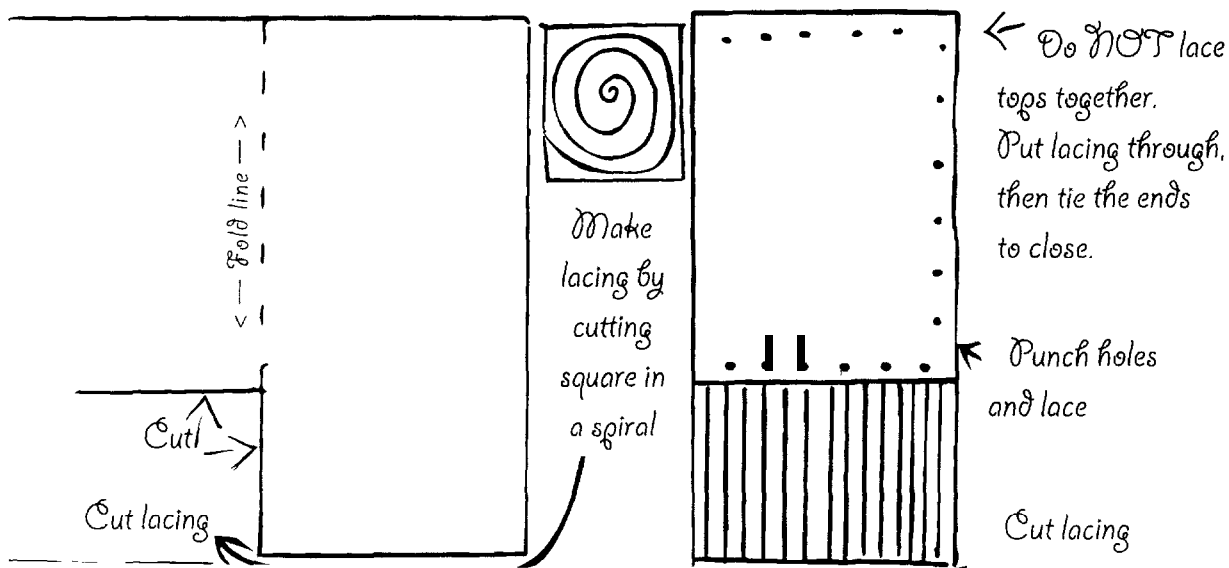
The Lenape people rarely told stories in the summer. They worked very hard in their gardens preparing for the winter and did not have much free time. In fact, they felt that if they told stories when they should be working, the spirits would think that they were lazy and send millions of bugs to eat 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: 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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