

keep your spirit
free



Know the forces:

- that help you
- that harm you

There are many forces in the world that can harm you. Alcohol and drug abuse are two such forces that cause problems within society. Exposure to these can have many long lasting negative effects on the youth within our schools. Ignoring these issues will not make them go away. Alcohol and tobacco companies spend millions of dollars each year advertising their products. Many sport and television personalities are getting involved in promoting or discouraging alcohol, tobacco or chemical use.

Activity 1

Divide a blackboard into three columns, under the heading of alcohol, tobacco, and harmful chemicals. Have the class brainstorm to come up with personalities or specific commercials that promote or discourage these products.

Each year many children are harmed by "getting into" the medicine cabinet. The majority of drugs on the shelves of the medicine cabinet are prescription drugs that are left over from previous illnesses.

Activity 2

As a class project, have the students examine their medicine chest at home under the supervision of their parents. They can make a list of the various types of medicines. They should also note the expiration date. This can serve as an information activity for the entire family and a reminder that these products must be monitored.

For younger children a series of happy and unhappy face stickers can be used. They can have their parents help them place unhappy face stickers on medicines or drugs which will hurt them. Happy faces can be placed on drugs such as vitamins which benefit their health if taken with moderation.

Solvents can be defined as a substance in which materials can be dissolved. Volatile solvents are those that turn into a vapor at a low temperature.

Activity 3

Under the guidance of the teacher, students can prepare a list of solvents. The three most common are water, alcohol and acetone.

An ingredients list from many products that are common in the home can be made. These are always found on the product. Students can determine from the list of ingredients if there are solvents present in the product.

Images have a very strong effect on the impressions that children have. Materials can be presented using a positive or negative image. Most materials using a negative image are intended as a form of "shock therapy". Positive images are used to present the idea that all people can avoid problems if they are informed and gives them some alternative pursuits.

Activity 4

Using the concept of symbolism, many messages can be portrayed through an image. This particular poster has some messages for students. Ask them to examine the poster and look for messages. Have them examine other posters for messages on this same topic.

Activity 5

The artist who painted the illustration for the poster presents the concept of freedom by children riding horses in a natural setting. Everybody has a different interpretation of freedom. The students can do an art activity portraying their interpretation of freedom.

Images can be presented and transferred to many scenarios and concepts. The example in the poster of two native children riding horses can provide transfer to the concepts of stereotyping, racism or cultural diversity. For small children, it can be used to introduce the horse and its uses to people.

Activity 6

An elderly person from the community could be brought to the classroom for a discussion on issues and situations while they were growing up. They can possibly provide some insights on the future.

These activities are designed for use at the Division II level.

Below is a short recommended list of books that are available. While not all encompassing, this list will provide children with positive images of Native people.

- Ahenakew, Beth and Hardlotte, Sam. 1973. *Cree Legends*.
Baylor, Byrd. 1975. *The Desert is Theirs*.
Baylor, Byrd. 1976. *Hawk, I'm Your Brother*.
Baylor, Byrd. 1978. *The Way To Start A Day*.
Baylor, Byrd. 1981. *A God on Every Mountain Top*.
Baylor, Byrd. 1972. *Before You Came This Way*.
Bierhorst, John. 1970. *The Ring in the Prairie*.
Brass, Eleanor. 1978. *Medicine Boy and Other Cree Tales*.
Brown, Vinson. 1981. *Return of the Indian Spirit*.
Campbell, Maria. 1976. *People of The Buffalo*.
Campbell, Maria (editor). 1985. *Achimoona*.
Children of Laloche and Friends. 1984. *Byron and His Balloon*.
Goble, Paul. 1984. *Buffalo Women*.
Goble, Paul. 1980. *The Gift of The Sacred Dog*.
Goble, Paul. 1978. *The Girl Who Loved Wild Horses*.
Goble, Paul and Dorothy Goble. 1973. *Lone Bull's Horse Raid*.
Goble, Paul. 1983. *Star Boy*.
Harrison, Ted. 1982. *A Northern Alphabet*.
Hewitt, Garnet. 1981. *Ytek and the Arctic Orchid*.
Hiebert, Susan. 1974. *Alphonse Has An Accident*.
Highwater, Jamake. 1981. *Moonsong Lullaby*.
Johns, George (Agecoutay). 1979. *Survival*.
Kleitsch, Christel and Stephens, Paul. 1985. *Dancing Feathers*.
Saskatchewan Education. 1986. *The Flower Beadwork People*.
Scribe, Murdo. 1985. *Murdo's Story: A Legend From Northern Manitoba*.
Wheeler, Bernelda. 1986. *Where Did You Get Your Moccasins?*
Wheeler, Bernelda. 1985. *A Friend Called Chum*.
Wheeler, Bernelda. 1985. *I Can't Have Bannock But The Beaver Has A Dam*.
Whitstone, Rosa. 1979. *The Fur Coat*.
Zola, Meguido and Dereume, Angela. 1983. *Nobody*.

These books can be purchased from most bookstores and are available for loan from most libraries. These are all available for loan from the Gabriel Dumont Institute library.

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