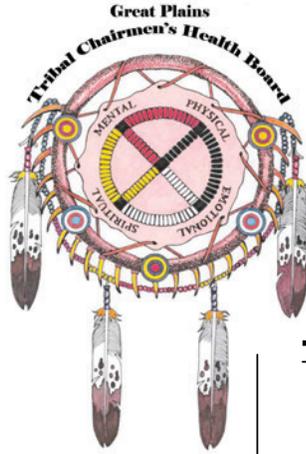


Tribal Tobacco Policy Toolkit

K-12





GREAT PLAINS TRIBAL CHAIRMEN'S HEALTH BOARD

1770 Rand Road
Rapid City, SD 57702
www.gptchb.org

Administrative Offices

Northern Plains Healthy Start
Northern Plains Health Promotions
Northern Plains Tribal Epidemiology Center
Behavioral Health Center of Excellence

Tel: (800) 745-3466
Tel: (605) 721-1922
Fax: (605) 721-1932
Fax: (605) 721-2876

Cheyenne River
Sioux Tribe

Crow Creek
Sioux Tribe

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Sioux Tribe

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Turtle Mountain
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of Nebraska

Yankton
Sioux Tribe

Anpetu Waste Tribal Advocate:

The SD Tribal Tobacco Policy Toolkits were developed to assist tribal community advocates in the important conversations they have with their community members, tribal health, and tribal leadership on commercial tobacco policies. Commercial tobacco policies are very important and will help ensure that our children are not the first generation of children that will die younger than their parents.

The U.S. Surgeon General's report, "The Health Consequences of Involuntary Exposure to Tobacco Smoke," shows indisputable scientific evidence that secondhand smoke causes premature death and serious disease in non-smokers. Secondhand smoke is a serious health hazard and there is no risk-free level of exposure.

Commercial tobacco use is the number one cause of all cancers and emphysema, and is a leading preventable cause of heart disease and stroke among American Indians in South Dakota. Secondhand smoke exposure to infants and children is a major contributor to sudden infant death syndrome, asthma, ear infections and upper respiratory illnesses.

In 2009, in South Dakota the median age of death for American Indians was 58 years compared to the rest of the population at 81 years of age. This is a 22 year difference! You might be wondering, why is there such a difference in age of death? Many of the leading causes of death among South Dakota tribal people are due to tobacco related illnesses like cancer, heart disease, complications of diabetes and SIDS.

The best way to protect our youth, elders and loved ones from tobacco-related diseases is for our tribes to adopt policies that prohibit smoking commercial tobacco in schools, tribal buildings, restaurants, parks, casinos and public places. We must advocate for our tribes to keep tobacco sacred to honor health and eliminate commercial tobacco use.

As a community advocate you already realize the importance of empowering communities to make decisions that promote personal health and well-being. It is our hope that you will turn to the *SD Tribal Tobacco Policy Toolkits* as a concise and helpful resource in addressing commercial tobacco policy changes in your community. *Wopila (Thank you) for all your hard work on this very important and sacred issue!*

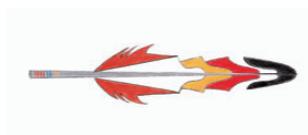
Respectfully,

Jerilyn Church, MSW
Executive Director
Great Plains Tribal Chairmen's Health Board

Donald Warne, MD, MPH
*Principal Investigator, Northern Plains Tribal
Tobacco Technical Assistance Center*
Great Plains Tribal Chairmen's Health Board
Director, Master of Public Health College,
North Dakota State University
Board Member, American Cancer Society

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The South Dakota Tobacco Control Program acknowledges the spiritual and ceremonial value that tobacco has in American Indian culture. We want to be perfectly clear that whenever the phrase tobacco-free is mentioned in these toolkits, we are referring to commercially produced tobacco products only and never the traditional tobacco of our Northern Plains American Indians.



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- Shirley Crane (Lower Brule), Lower Brule Tribal Health Department
- Barb Danley (Sisseton), Enemy Swim Day School
- Leanne Eagleman (Standing Rock), Crow Creek Indian Health Service & Lower Brule Community College
- Diane Long Fox (Lower Brule), Hunkpati Investments
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- Leah Lincoln (Sisseton), Tribal Health Department
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- Maylynn Warne, (Pawnee, Santa Ana Pueblo) Northern Plains Health Promotion Programs, Great Plains Tribal Chairmen’s Health Board
- Scarlett Bierne, South Dakota Department of Health Tobacco Use Prevention and Control Program
- DeEtta Dugstad, South Dakota Department of Health Coordinated School Health
- Amy Fink, South Dakota Department of Health Tobacco Use Prevention and Control Program
- Derrick Haskins, South Dakota Department of Health Tobacco Use Prevention and Control Program
- Jim McCord, South Dakota Department of Health Tobacco Use Prevention and Control Program

The South Dakota Toolkit and Training Project was facilitated and developed by:

- Janet Love, Tobacco Technical Assistance Consortium, Rollins School of Public Health, Emory University
- Debra Morris, Tobacco Technical Assistance Consortium, Rollins School of Public Health, Emory University
- Cheryl Ferguson, Policy Matters
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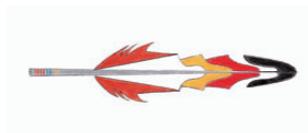
For more information or additional copies, please contact:

South Dakota Department of Health, Tobacco Control Program
615 East 4th Street, Pierre, SD 57501-1700
605-773-3737

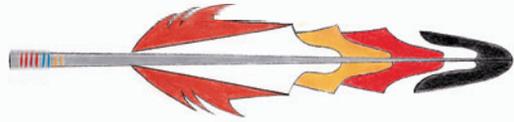
<http://doh.sd.gov/tobacco/>

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Section 1:
USE OF SACRED TOBACCO



USE OF SACRED TOBACCO

Stories of tobacco's origins are as varied as the Tribes that used tobacco, but these stories all have a single common theme: Tobacco is sacred and ought to be used with respect.

derived from the tobacco plant (*Nicotiana tabacum*). This type of tobacco is commercially grown in the Southern United States (as well as in Africa and South America) and used to make commercial tobacco products. Commercial tobacco products are known to have many added chemicals that are harmful. There are also types of tobacco known as natural tobacco, wild tobacco, or mountain smoke which were used by traditional Indian people. Because of the increased accessibility and marketing of commercial tobacco, many tribes are losing the practice of planting, harvesting and preparing tobacco for traditional or spiritual purposes. There are now fewer people who know the proper way and attitude to care for true natural tobacco.

“It has no chemicals, there's nothing in there that a person can get addicted to other than prayer.”

– Jess Taken Alive
Standing Rock Sioux Tribe



“The equivalent of Christian sin in the Indian traditional sense is breaking ones commitment to the Pipe. When one prays with the Pipe, he is obliged to do it in a good way, not for evil purposes. The Pipe brings harmony between men when they smoke it. You can't lie through the Pipe. To go against these things is a sin.”

– Richard Moves Camp
(Lakota) - Pine Ridge

Traditional tobacco among the Northern Plains tribes is not the same as commercial tobacco such as cigarettes or spit tobacco. South Dakota tribes use čanśaśa which comes from red willow bark. Growing along creek beds, these red willow trees have a deep red bark that makes them easy to find during winter harvest. Larger branches are cut and the outer bark is shaved off exposing a green film which is stripped off, and the green shavings are then dried. Čanśaśa may contain a mixture of herbs and berries and can be mixed with kinnikinnik, bear root, berries, rosehips and petals, grape leaves or white ash.

Among South Dakota tribes, tobacco is an important part of spiritual life. Tobacco helps connect the human experience by providing a means of communicating with the spirit world and the Creator. Traditional uses of tobacco include:

- Helping in the journey back to the spirit world
- Offerings and gifts to Elders and others
- Offerings to Mother Earth
- Blessings
- Ceremonial pipe
- Prayer
- Bug repellent
- Keeping evil spirits away

Tobacco is also used for healing and medicinal purposes. Some uses include relieving chills and fevers, headaches, toothaches, healing cuts or burns, muscle soreness, and ear infections.

Traditional tobacco is smoked using ceremonial pipes and the smoke is not inhaled. Pipe design varies among the different tribes, with pipe stems often made of ash or sumac and pipe bowls carved from various types of stone and clay.



Čanśaśa is used to pray to the 4 directions and the Creator. It also is used in tobacco ties as an offering to the spirits. A tobacco tie is a small sacred bundle to hold the tobacco. Making a tie for the tobacco makes it easier to carry, to make an offering of tobacco to another person, and to hold on to for longer periods of time. Offerings of loose tobacco are made as well, in particular to the Sacred Fire. The ties are also burned so that spirits can receive the čanśaśa. When čanśaśa is smoked, prayers are carried up in the form of smoke. Čanśaśa is sacred and the smoke is not inhaled. There are no known health risks when native tobacco is used in a sacred and respectful manner.

The age at which sacred tobacco is typically introduced to children and when adolescents start to use čanśaśa varies. Children who are involved in Lakota traditional customs are introduced to sacred tobacco at a very young age through prayer offerings and tobacco ties. As for actually smoking čanśaśa with the sacred pipe – this is usually done after the child completes their man and/or womanhood ceremony (when the child reaches puberty) or if the traditional healer sees that the child has reached a certain maturity level. If the child is too young to smoke the sacred pipe, the pipe holder will touch the child on the head with the pipe to receive those prayers.

Seven Uses of Čanśaśa (Sacred Red Willow)

1. Ceremonial

- Opaġi (*fill a pipe with tobacco*)
- Offering as a gift to the spirits
- Strengthening the house or Tipi
- A form of binding a contract
- Marriage ceremonies
- Naming ceremonies
- Wopila (*thanks, joy, gladness*)
- Vision Quest
- Seven Sacred Rights
- Sundances

2. Social

- Intertribal and interpersonal gatherings (i.e. enemy tribes or for trading)
- Marriage counseling
- Binder of contract with treaties (i.e. 1860 Treaty)
- As a means of forming relationships or bonding with families and peers
- Political or diplomatic gatherings
- Source of social cohesion for the Lakota people

“The importance of pipes throughout the Americas speaks to the symbolism of ritual smoking. This sharing of a pipe affirms peaceful relations among individuals and between nations. Smoking has also always been seen as a way for human prayers to reach spirit beings.”

National Museum
of the American Indian



“I started smoking Čanśaśa with my Father on Crow Creek reservation. The first time I smoked it with my father there was a strong presence of my grandfather being there with us. After I quit smoking and drinking about 30 years ago, a young man gave me Čanśaśa and I smoked it. Since then I smoke Čanśaśa regularly and it keeps my relationship with loved ones that have passed on.”

– Melvin Grey Owl

“My son came home from Iraq. He went to the VA doctors and here they found cancer below his knee. It was devastating news and they were going to cut off his leg. He said, ‘What do you think?’ I said, ‘We have prayers. We have a way of life.’ So we went to ceremony and gave medicine (tobacco ties). We made them. We hung them up and everybody knew, all the friends that went to sweat and Sundance. They started praying and then I went to the Sundance tree and offered tobacco. And a week later, the doctor calls him and said you’re cancer free.”

– Bryant High Horse
Oglala Sioux Tribe



South Dakota Cansasa Coalition

American Indians, like people of other origins, have vast experiences in their physical, behavioral, and societal development. These experiences in turn can affect the individual to various degrees and at various levels. The information, considerations and tips contained herein, will not always be applicable to working with all American Indians but will assist in the basic overall understanding of the culture.

3. Prayer

Čansása is used to pray to the 4 directions and *Ťuŋkašila (God, the Supreme Being or Great Spirit)*. It is used in tobacco ties as an offering for the spirits for asking them to do something for whoever is praying. They are burned so that the spirits can receive the čansása. When čansása is smoked, whoever is smoking should think about their prayers and when they exhale, their prayers are carried up in the form of smoke. What makes the čansása sacred is when it is smoked, the smoke is NOT inhaled.

4. Smudge

When burned, čansása gives off a really pleasant aroma. But it is also used to smudge or purify oneself and it cleanses the spirit and body.

5. Medicinal

- Cut, wound or burn: čansása cleanses the wound
- Headache
- Flu
- Soreness, ear infection or muscle ailments
- Helps individuals to stay sober, happy, to be stronger spiritually and put them on the *čaŋku luta (Red Road; to be on a good path)*

6. Gift

A way of saying thank you and exchanging čansása for what is being asked:

- *Wamakaškanj oyate (the animal kingdom in general; all things that move on the earth)*
- Spirits
- Medicine Man
- Drum
- Seven Directions
- *Ťuŋkašila (God, the Supreme Being or Great Spirit)*

7. Trade

In earlier years, a handful of čansása would be traded for a horse. It is seen as gold to indigenous peoples because of its scarcity.

Source: Sacred Willow: Keeping Tobacco Traditional

Most Indigenous nations have traditional stories explaining how tobacco was introduced to their communities, many of which emphasized the sacred properties of the plant, which holds both the power to heal if used properly and the power to cause harm if used improperly. An example of one of these traditional stories is the Lakota creation story from Chief Arvol Looking Horse of the Cheyenne River Sioux Tribe, keeper of the sacred caṅnuṅpa (pipe).



At that time, not long after the Flood, the People still followed the buffalo, but they had forgotten the Creator and the teachings of the buffalo. They were trying to control one another, be more than who they are. The buffalo disappeared and the People were starving and crying. They grew too weak even to move camp, and so they sent out scouts to look for buffalo or other game. But always they returned empty-handed.

Then one day they sent out two scouts, who saw not even a rabbit the whole day. Dejected, they started back to camp from their failed hunt, traveling through the woods and rolling hills, northeast of the sacred Black Hills.

It was a beautiful day, the sky blue with few white clouds. As the two scouts were returning to the camp, they saw a woman come over a hill, and they watched in awe, wondering what a woman alone could be doing out here in the middle of nowhere. Dressed in a beautiful white buckskin dress, this woman approached them carrying a bundle in her arms. One of the scouts, seeing the beauty of the woman, felt lust for her. He said, "She's so beautiful. I think I'll take her for a wife."

As they were talking, she came closer and she pointed to the one with the bad thoughts, as if beckoning him. He went towards her, thinking to take her.

The other scout tried to stop him saying, "She's sent by the Great Spirit. She's the answer to the People's prayers for help. She must be a Spirit-woman. Don't approach her with such thoughts on your mind." But the lustful scout refused to listen.

As he reached for the woman, a swirling cloud suddenly came down and enveloped him. When the cloud lifted, he was laying there at her feet all bones, a skeleton with snakes crawling from his head.

Then the Spirit-woman pointed to the other scout, who trembled before her, and she said, "Go, tell your People what you have seen here. Tell them to build an altar of sage and cherry branches, and also to put up a great tipi, and I will come tomorrow from where the sun sets. Tell them I have a great gift to give them, a gift kept in this sacred bundle. And she told him, "Tell them just what I have said. Don't make more than what it is and don't make less than what it is!"

The scout thanked her for the Message. Still filled with fear, he backed slowly away from the woman, then ran back to the camp and told the People what had happened and what the Spirit-woman had told them – no more, no less.



White Buffalo Calf Woman
Rogue Guirey Simpson, 1992

In the camp, the Buffalo People followed the instructions given by the scout and put up their tipi and prepared the altar with sage and cherry branches to each cardinal direction. Behold- the very next day, as she had promised, she returned out of the sunset. As she moved toward them, carrying the Bundle in her outstretched arms, she sang a beautiful song that we still sing today. Walking clockwise around the altar of sage and cherry branches, she set down the Sacred Bundle in the altar, then opened it to reveal the sacred cañnunpa. She told them, "This cañnunpa, you will make direct personal contact with Wakañ Tanjañ."

She said, "Following the way of this sacred cañnunpa, you will walk in a sacred way upon the Earth, for the Earth is your grandmother and your mother and she is sacred." She told them, "The red stone of the cañnunpa's bowl represents the blood of the People, and it also represents the female. And the wooden stem represents the Tree of Life, and it also represents the male. The Tree of Life also represents the root of our ancestors, and as this Tree grows so does the spirit of the people." She said "When you put the cañnunpa's bowl and stem together, you connect the world above and the world below. The only time the cañnunpa is put together is when you are in prayer. And when you pray with the cañnunpa, humble yourself. Present your prayers to all 4 Sacred Directions, and then pray to the Great Spirit above and Mother Earth below. Sing your songs and pray for life, peace, harmony and happiness."

She warned, "You must have a good heart and a good mind to go to the ceremonies. Honor the Sacred Places, the Sacred Ceremonies and the Sacred Sites. Each Sacred Site is an altar to the Great Spirit. Gather there often and pray the prayers and sing the songs I have taught you. In time, you will understand the meaning of the Seven Sacred Rites that come with this sacred bundle."

She left in a clockwise motion returning to where the sun sets. On top of the hill, she stopped and looked back, then rolled over and became a young beautiful black buffalo. The second time she was a red buffalo, then a yellow buckskin buffalo, and finally a white buffalo. This is where she received her name Pte Sañ Wiñ and our Seven Rites were given.

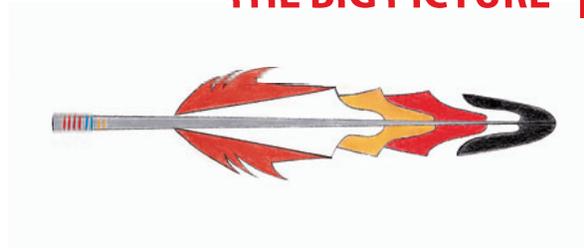
Source: Sacred Willow: Keeping Tobacco Traditional

Historically, Northern Plains tribal culture includes the use of traditional tobacco, which is not the same as tobacco found on the commercial market. However, the distinction between traditional and commercial tobacco uses has become blurred over time which contributes to the misunderstanding, normalization, and addiction to commercial tobacco.

TRADITIONAL TOBACCO VS COMMERCIAL TOBACCO	
<i>Traditional</i>	<i>Commercial</i>
Not inhaled	Inhaled
Sacred	Not sacred
Not easy to get or convenient, scarce	Easy & convenient
Simple, humble, common, not flashy	Fast/rushed
Spiritual	For profit
Not addictive	Addictive
Natural / Ikce <i>(wild, in a state of nature)</i>	Unnatural, processed, has additives, harmful
No additives & absence of negative health consequences	Diseases related to product include cancer, emphysema, heart disease, breathing problems, pre-term birth, mouth cancer, SIDS
Used in a respectful manner	Not used with respect
Red	Brown
Deliberative, thoughtful	Broad consumption by general population
Appropriateness	Recreational
With awareness	For pleasure
Used in moderation	Casual
Generosity	Wakanj sica <i>(Satan, a devil, the bad spirit)</i>
Used in community and social context	Used individually as a personal choice

Source: Sacred Willow: Keeping Tobacco Traditional

Section 2: THE BIG PICTURE





Tobacco & Snuff of the best quality & flavor,
At the Manufactory, No. 4, Chatham Street, near the Canal
By Peter and George Lorillard,

Where may be had as follows:

Cut tobacco,	Pipe or carrot do.
Common kitefoot do.	Maccuba snuff,
Common smoking do.	Rappee do.
Segars do.	Stralburgh do.
Ladies twist do.	Common rappee do.
Pigtail do. in small rolls,	Scented rappee do. of dif-
Plug do.	ferent kinds,
Hogtail do.	Scotch do.

The above Tobacco and Snuff will be sold reasonable, and warranted as good as any on the continent. If not found to prove good, any part of it may be returned, if not damaged.

N. B. Proper allowance will be made to those that purchase a quantity. May 27—1811.

Tobacco companies have tied themselves and their fortunes to American Indians for over two centuries.

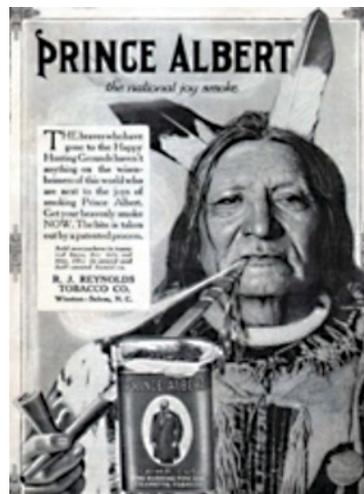
This started with the first known tobacco advertisement which ran in a New York newspaper in 1789. This ad for Lorillard's Snuff & Tobacco featured a drawing of an American Indian holding a pipe alongside a barrel of tobacco. The Lorillard family made the first American tobacco company fortune and became one of the earliest millionaires in the history of the country.

Throughout the 1800's and 1900's, tobacco companies often used images of American Indians in their advertising. The "Prince Albert" ads developed by the R.J. Reynolds Tobacco Company usually featured American Indian warriors and were especially offensive. One such Prince Albert Tobacco advertisement from 1913 showed an American Indian smoking a pipe in the foreground with a war scene in the background between Plains Indians and settlers in a covered wagon. Here is the text of the ad:

"Prince Albert, the national joy smoke, just everlastingly buries the hatchet over pipe-grouches. You sheath your scalping knife, old scout. Pack that favorite jimmy pipe tight with P.A. Tease it with a little fire and watch the old dream stuff come back in clouds of fragrant, cool smoke. No bite, no sore tongue – that's removed by our patented process."



Another Prince Albert ad from 1915 featured an Indian warrior smoking a pipe. The ad compared the "joy of smoking Prince Albert" commercial tobacco to that of those who have gone on before to the spirit world.





The images of the wooden Indians and product images are demeaning portrayals of American Indians and culture. Brand names like “Red Man” chewing tobacco have been around for a long time. The terms “red skin” and “red man” are offensive to American Indians. And it is equally offensive that tobacco companies use that term for their tobacco products.

Wooden Indian carvings were created to advertise tobacco companies in shops in the early 1600's. They began as countertop-size carvings to advertise a particular tobacco company. The carvings then grew to be used as a figurehead on the bow of trading ships and then for larger

wooden statues outside a tobacco store. They are somewhat like barber poles that advertise for barber shops. However, the images often exaggerate or distort American Indian features, feathers, ceremonial items and culture. They are offensive and dehumanizing to American Indians and misrepresent tribal peoples and culture. An interesting thing to note is that feathers, ceremonial items, etc. were illegal for American Indians to use until 1978 (The American Indian Religious Freedom Act passed on August 11, 1978 to protect traditional and religious rights and cultural practices of American Indians, Alaska Natives and Native Hawaiians). But it was legal for tobacco companies to use those images to sell their deadly products long before tribal members could use them openly. The tobacco companies' use of these images do not respect or honor American Indians or sacred tobacco and are only used to promote unhealthy products.

It seems that the tobacco companies have used increasingly offensive images of American Indians over the years. However, some recent efforts are of greater concern to American Indian communities. Tobacco companies are focusing even more on American Indians as a target of their marketing campaigns – not just as symbols to use in their advertisements. Tobacco companies are more deliberately exploiting American Indian images and cultural symbols such as warriors, feathers, regalia and words like “natural” in the brand names. Some companies have even used copies of religious artifacts to sell more tobacco. Tobacco companies have even sought to manipulate the sacred use of tobacco and to imply that their commercial cigarette and smokeless tobacco products are easily obtained substitutes for tobacco approved by elders for ceremonial use.

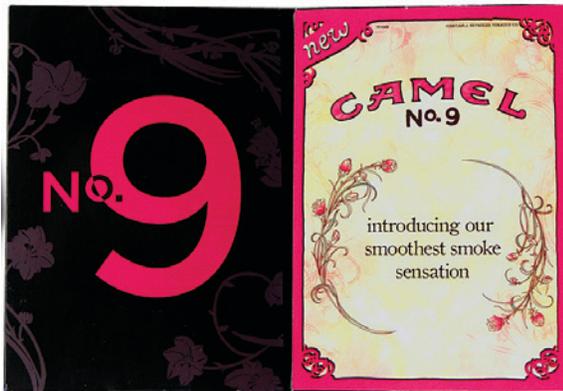


One of the most barefaced examples of commercial tobacco company misrepresentation of their products comes from Santa Fe Natural Tobacco Company (SFNTC). This company manufactures Natural American Spirit brand cigarettes which are marketed as a natural tobacco product. This is not a small company that produces an additive-free, tobacco-only product. SFNTC is a large-scale manufacturer of cancer-causing commercial cigarettes – which is now a division of Reynolds American, Inc. (formerly RJ Reynolds Tobacco Company).

Many consumers think that SFNTC is owned by American Indians. But as the company notes on its website, “we are not an American Indian enterprise and we’re not affiliated with any American Indian groups, but a portion of our sales of every pack, pouch and tin is donated to support American Indian causes.” It appears that they are trying to buy the support of tribal groups with donations from their foundation.

The “Indian” and “Natural” advertising campaigns used by SFNTC are designed to make people think that their products are somehow safer and more enjoyable to smoke. A company spokesman noted in a letter to a potential retailer that “This unique combination of ‘Indian’ and ‘Natural’ gives us, and you, a solid competitive edge, creates intense media interest, and reinforces our basic message – The Smoke Speaks for Itself!” The company even developed a marketing campaign that included “an exclusive line of authentic reproductions of American Indian pipes, snuff containers, tobacco pouches, and other natural tobacco implements....” Another promotion that they used was a series of “Spirit of the Old West pack cards” that had different images and facts about the American frontier. Some of these cards used images of American





Indian spiritual leaders – such images are very disrespectful to tribes. Would you want a picture of your tribe’s spiritual leader to be used to sell commercial tobacco and to help make a rich company even richer?

In addition to promoting their commercial tobacco products using Native imagery, tobacco companies have actively worked to target American Indians and gaming patrons through promotions at casinos, bingo and tribal tobacco outlets. Heavy discounting of commercial tobacco products is a common strategy that the industry uses.

American Indians are also targeted heavily by the smokeless or chew tobacco industry. The industry sponsors American Indian events such as Pow-wows and rodeos where they provide product samples and other giveaways.

The tobacco industry also particularly targets male adolescents with its aggressive advertising. Ads associate smokeless tobacco with rodeos, rock stars, and sports heroes. These

companies also sponsor rock concerts, rodeos, auto racing and tractor pulls.

So it seems that American Indians have moved from being an image that is exploited in tobacco industry advertising to being a target of their advertising. Why does the industry continue to advertise so aggressively to bring in new customers – especially American Indians? Because it works.

Advertising is essential for the tobacco industry because it brings in new smokers.

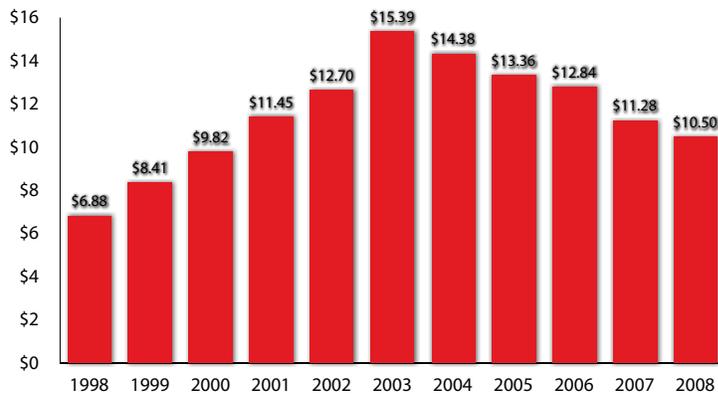
Every day the tobacco industry loses customers who quit using their products. Many of these customers die as a result of using commercial tobacco products. So the tobacco industry is always trying to find new customers. In fact, the tobacco industry calls

these new customers “replacement smokers.” Most of these new customers are young people. Research shows that more than 80% of all smokers begin before age 18. Much of the tobacco industry’s advertising efforts are targeted at youth. Tobacco advertising includes Pow-wow give-aways and promotional items, magazine ads for cigarettes or spit tobacco, rodeo and other sport sponsorships, free samples, store signs and displays (many are placed at a child’s eye level), coupons, events, movies in which people are smoking, entertainment sponsorships, internet marketing and more. The tobacco industry is always thinking of new and creative ways to market its products and addict a new generation.

“Why, then, are younger adult smokers important to RJR [R.J. Reynolds Tobacco Company]? Younger adult smokers are the only source of replacement smokers.”

– RJ Reynolds Tobacco Company Internal Analysis, 1984

Tobacco Company Advertising and Promotional Spending, 1998-2008 (in billions)



Source: Federal Trade Commission, Cigarette and Smokeless Tobacco Report for 2007 and 2008 (2011).

There are many efforts underway across the country where states and communities are trying to counteract the tobacco industry's advertising campaigns but it is very difficult to do. Despite all of these efforts to counter pro-tobacco influences, the tobacco industry continues to heavily market its products with 2008 annual spending of \$10.5 billion nationwide and an estimated \$23.4 million in South Dakota alone (Campaign for Tobacco-Free Kids, 2011).

Their huge investment in advertising pays off. The tobacco industry brings in billions of dollars

in profits every year. The money that they make comes at the expense of those that buy their product and those that are exposed to secondhand smoke. American Indians bear a large share of the burden of health effects from tobacco use. One way that American Indians can fight back is by not buying or using commercial tobacco products.

American Indians Are Far Less Healthy Than Other Populations

Reducing and eliminating commercial tobacco-related health disparities poses a major challenge to the country. Use of commercial tobacco is the single most preventable cause of death in the United States, killing more than 443,000 people each year. Unfortunately, certain groups including racial and ethnic minorities, workers exposed to occupational hazards, blue-collar and service workers, and others with low levels of education remain at high risk for commercial tobacco use and exposure. They also bear a greater burden of commercial tobacco-related illnesses and deaths. These differences in health outcomes – or “disparities” – are a growing concern among health advocates. Tobacco-related health disparities have been defined as follows:

Differences in patterns, prevention, and treatment of tobacco use; the risk, incidence, morbidity, mortality, and burden of tobacco-related illness that exist among specific population groups in the United States; and related differences in capacity and infrastructure, access to resources, and environmental tobacco smoke (ETS) exposure (also known as secondhand smoke). Disparate populations may be defined by race and ethnicity, gender, age, geography, sexual orientation, disability, religion, occupation, mental illness, income, social class, education, and institutionalization. (HHS, 2002)

Cigarette smoking remains the single most important behavioral risk factor for cancer. This is especially true for the American Indian and Alaska Native population, in which the use of both cigarettes and smokeless tobacco are much higher than in any other racial or ethnic population

in the U.S. Although American Indians have cultivated and used tobacco since pre-Columbian times, the recreational, daily or addicted use of commercial tobacco products is fairly new.

By many measures, American Indians have much worse health statistics than other population groups. If you just look at the age of death in South Dakota, **American Indians die 22 years earlier** than the overall population of the state:

MEDIAN AGE OF DEATH IN SOUTH DAKOTA (2007)	
General Population	= 81 years
American Indian Population	= 59 years

According to the Indian Health Service, cardiovascular disease is the leading cause of death among American Indians and Alaska Natives, and commercial tobacco use is an important risk factor. Cancer is the second leading cause of death for those ages 45 and older, and is the 3rd leading cause of death for all age groups. Lung cancer is the leading cause of cancer death. American Indians and Alaska Natives (AI/AN) were the only population group to experience an increase in respiratory cancer death rates between 1990 and 1995. Northern Plains tribal members, who have the highest smoking rates, additionally have the highest rates of lung cancer and heart disease. Also in the Northern Plains, the rate of lung cancer among AI/AN women was nearly double that among White women.

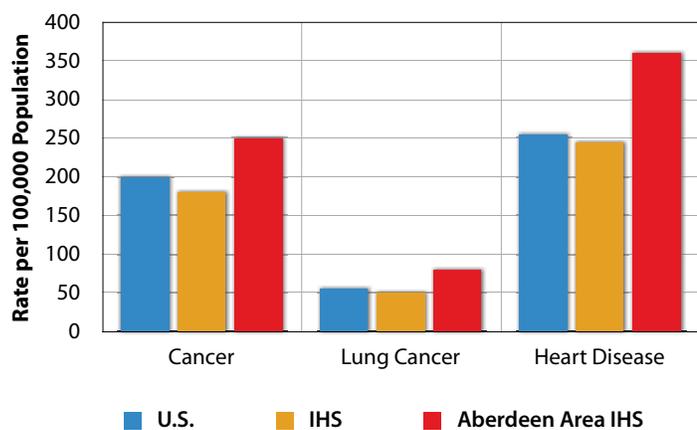
TOP TEN CAUSES OF DEATH FOR AMERICAN INDIANS IN SOUTH DAKOTA (2004-2009)	
1.	Heart Disease
2.	Accidents
3.	Cancer
4.	Diabetes
5.	Liver Disease
6.	Suicide
7.	Chronic Respiratory Disease
8.	Stroke
9.	Flu/Pneumonia
10.	Assault

Source: South Dakota Department of Health, 2011

Studies have shown that AI/AN populations have been diagnosed with cancer later and have relatively poor 5-year survival compared with other populations. These studies show that AI/AN populations may not have benefited from available screening technologies and generally are diagnosed with cancer later than White populations.

COMPARISON OF DEATH RATES FOR CANCER AND HEART DISEASE

Calendar Years 1999-2001



Note: Rates are age-adjusted and IHS data is adjusted to compensate for misreporting of American Indian/Alaska Native race on the state death certificate.

Source: Indian Health Service, *Regional Differences in Indian Health 2002-2003*.

The low household incomes of American Indians also put them at risk. In the annual report issued on cancer in the United States, it was noted that poverty among the AI/AN population was 3 times that of the White population. The most recent US Census data on per capita income in the US show that of the 25 poorest counties in the US, eight of those counties are in South Dakota and all of them are predominately found within American Indian reservation boundaries.

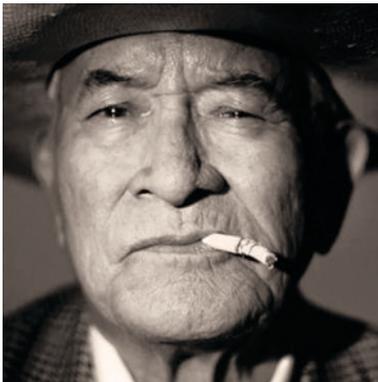
A few other factors have also been shown to affect health outcomes: AI/AN adults were less likely to graduate from high school and were more likely to have less than a ninth grade education than White adults. The percentage of AI/AN persons under 65 years with no health coverage was twice that of White adults. More AI/AN 18 to 64 years had no usual source of health care, and men were more likely than women to have no usual source of medical care.

Commercial Tobacco as a Social Justice Issue

Combating commercial tobacco use is clearly a matter of social justice – which means that a society values and understands the meaning of human rights and recognizes the dignity of every human being.

“Tobacco is not an equal opportunity killer.”

Dr. Cheryl Heaton, President and Chief Executive Officer of the American Legacy Foundation, was one of the first to raise the issue of commercial tobacco use as being one of social justice. Her comments in 2001 at the National Conference on Tobacco or Health are still as on target today as they were 10 years ago:



The tobacco industry has succeeded in addicting those who have the least information about the health risks of smoking, the fewest resources, the fewest social supports, and the least access to cessation services. The link between smoking and low income and lower levels of education cannot be overemphasized.

Tobacco is not an equal-opportunity killer. Americans below the poverty line are over 40 percent more likely to smoke than those at or above the poverty line. The poor are not only more likely to smoke, they are less likely to quit. The link between smoking and heart disease and cancers has serious health implications for the poor, women, and minorities. Multiple researchers have found that women, minorities, and those of lower income are diagnosed later for heart disease and cancer than well-off white men and receive fewer interventions. The pattern is clear: these groups are more likely to start to smoke; more likely to continue; less likely to receive timely intervention; more likely to die younger. (Legacy, 2001)

The Human and Financial Toll of Commercial Tobacco

Commercial tobacco use remains an important public health problem nationwide, in South Dakota, and especially among South Dakota’s tribal communities. Commercial tobacco use continues to be the single largest preventable cause of death and disease across the United States. The health consequences of commercial tobacco use include heart disease, multiple types of cancer, lung and respiratory disease, negative reproductive effects, and the worsening of chronic health conditions such as diabetes and asthma.

Cigarette smoking kills more people each year than alcohol, AIDS, car crashes, illegal drugs, murders, and suicides combined. Thousands more die from other commercial tobacco-related causes such as fires started by cigarettes (more than 1,000 deaths per year nationwide) and smokeless tobacco use.

Heart disease is the leading cause of death among American Indian and Alaskan Native populations in the US. Evidence shows that smokers who smoke a pack or more of cigarettes each day are twice as likely to die of heart disease as nonsmokers. Lung cancer is the leading cause of cancer death among American Indians (IHS, 2009) with 80% of lung cancer being linked to cigarette smoking. It is clear how both of these diseases are directly linked to commercial tobacco use.

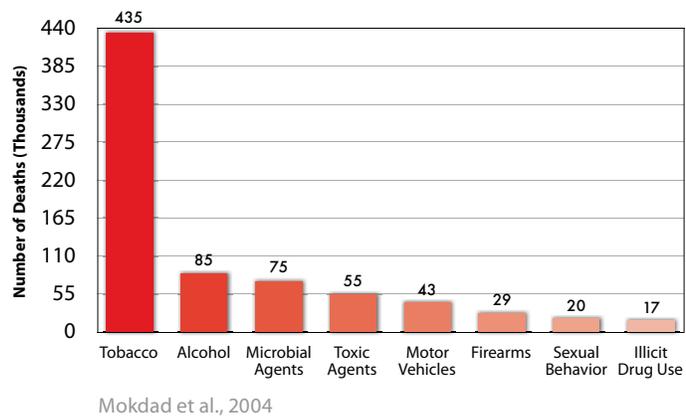
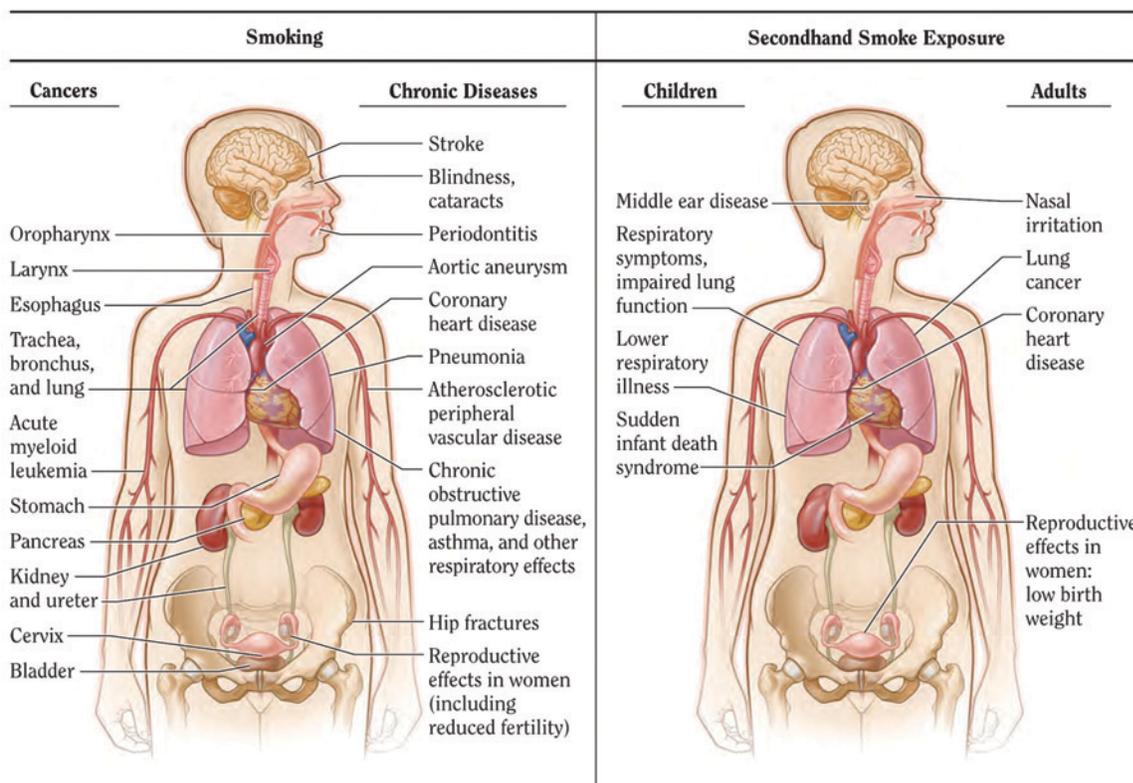


Figure 1. The health consequences causally linked to smoking and exposure to secondhand smoke



Source: U.S. Department of Health and Human Services 2004, 2006.

Each year, approximately 443,000 persons in the United States die from smoking-related illnesses. South Dakota loses more than 1,000 residents each year as a result of their own smoking. This number includes American Indians. That means that nearly 3 people die each day in the state as a result

of commercial tobacco use. Unfortunately the news gets worse – at the current rate of commercial tobacco use, 18,000 kids now under age 18 and alive in South Dakota will ultimately die prematurely from smoking.

Commercial tobacco takes a very large toll in this country both in human terms and in dollars. Smoking has been estimated to cost the United States \$193 billion in direct healthcare expenses and in productivity losses each year. Productivity losses come from when a person dies when they are still young enough to be working. Men who smoke lose an average of 13.2 years of life. Women who smoke lose an average of 14.5 years of life.

This huge cost is all due to premature death. South Dakota is faced with nearly \$275 million in health care costs directly caused by smoking. One out of every five dollars spent comes from us – the taxpayers – covering these costs through Medicaid. Here’s a breakdown of some of the smoking-caused costs for the state:

TABLE 1: THE COST OF SMOKING IN SOUTH DAKOTA	
Annual health care costs in South Dakota directly caused by smoking	\$274 million
• Portion covered by the state Medicaid program	\$58 million
Residents’ state and federal tax burden from smoking-caused government expenditures	\$567 per household
Smoking-caused productivity losses in South Dakota	\$233 million

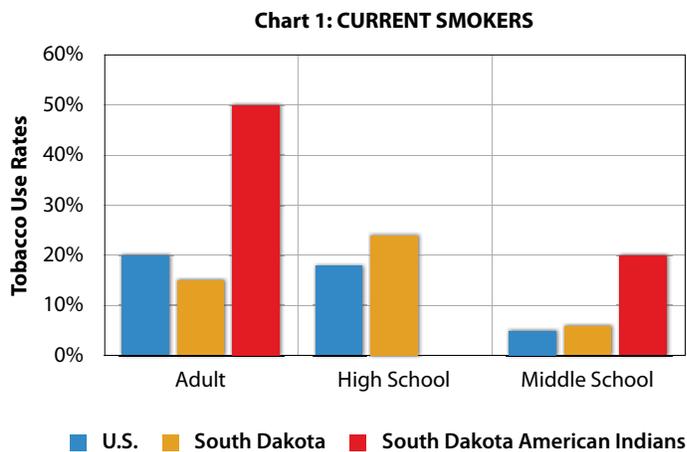
Source: Campaign for Tobacco Free Kids, 2011

Current Commercial Tobacco Use

Despite these negative health effects and huge costs, many people still use commercial tobacco. Among adults in the U.S., 19.3% of the population smokes (CDC, 2011). South Dakota’s rate is lower – 15.4% – which is an all-time low (SD DOH, 2011). However, among the state’s American Indian population, the rates are much higher. Estimates range from just over half (50.5%) of South Dakota’s American Indian

adult population currently smokes (CDC 2011) to more than 60% (AIATS, 2011).

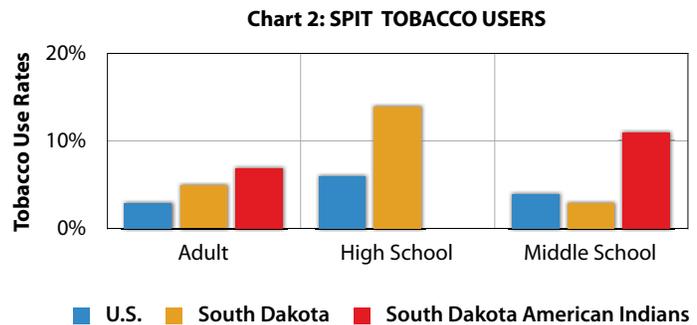
One thing to bear in mind is that some of these estimates of the number of smokers or the smoking rates could be low. Many American Indians smoke but do not consider themselves to be “smokers” because they only smoke when they are stressed, they don’t buy their own cigarettes, they only smoke with friends, they only smoke when they are being social or when they gamble. We know that they are stressed and are with friends a lot – so they really are smokers but they may not



admit it in a survey. In addition to not identifying as a “smoker” in a survey, many American Indians do not see the need to try to quit. Unfortunately this is not the case – science has shown that there is no safe level of tobacco use or exposure to secondhand smoke, and any commercial tobacco use or exposure to secondhand smoke causes immediate damage to the body.

Chart 1 compares the smoking rates by age group in the U.S., South Dakota overall and South Dakota American Indians. Note that data is not available for high school age American Indians.

Spit tobacco use in the state is higher than the national average – 3.5% of the US adult population uses spit tobacco compared with 5.3% of South Dakota adults. Among American Indian adults in South Dakota, 7.2% use spit tobacco – double the national rate. Chart 2 compares spit tobacco use rates by age group in the U.S., South Dakota overall and South Dakota American Indians. Note that data is not available for high school age American Indians.



For youth, the problem is also troubling. According to the Centers for Disease Control and Prevention, among high school students nationwide, 17.2% smoke and in South Dakota, the rate is much higher at 23.9% (CDC, 2011). Commercial tobacco use among American Indian youth in South Dakota is much higher than the general population of the state or the nation as a whole. More than 3 times as many American Indian South Dakota youth are smokers and 6 times as many American Indian middle-school students use spit tobacco than the national average for the same age. Information for both Charts 1 and 2 is found on Table 2 below.

Helpful Definitions Used in Surveys

Current smoker: An adult who has smoked 100 cigarettes in his or her lifetime and who has smoked cigarettes in the past 30 days. This group is divided into “everyday” smokers or “some days” smokers.

Some days smoker: An adult who has smoked at least 100 cigarettes in his or her lifetime, who smokes now, but does not smoke every day.

Every day smoker: An adult who has smoked at least 100 cigarettes in his or her lifetime, and who now smokes every day.

Never smoker: An adult who has never smoked, or who has smoked less than 100 cigarettes in his or her lifetime.

Former smoker: An adult who has smoked at least 100 cigarettes in his or her lifetime but who had quit smoking at the time of interview.

Source: Centers for Disease Control and Prevention

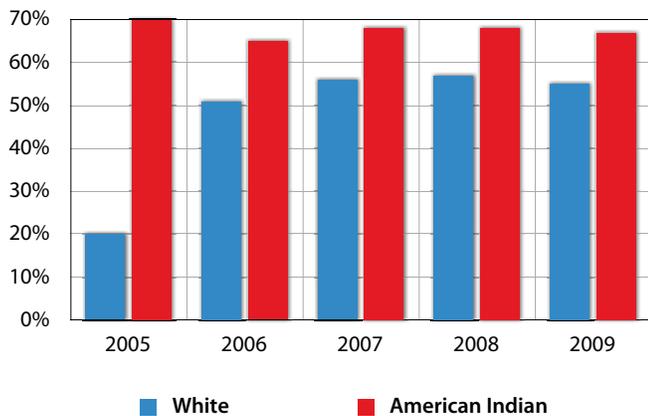
TABLE 2: COMPARING COMMERCIAL TOBACCO USE RATES			
	U.S.	South Dakota	South Dakota American Indians
Smokers			
Adult	19.3%	15.4%	50.5% - 60.8%
High School	17.2%	23.9%	not available
Middle School	5.2%	6%	19%
Spit Tobacco Users			
Adult	3.5%	5.3%	7.2%
High School	6.1%	15%	not available
Middle School	2.6%	4%	12%

Sources: CDC, 2011; South Dakota Department of Health, 2011; Great Plains Tribal Chairmen's Health Board, 2011

Some Good News! American Indians Quit Smoking More Than Other Groups!

There is a bit of good news though. Despite the higher rate of cigarette smoking among American Indians in the state, the desire to quit among this population is much stronger than it is among Whites in South Dakota. Based on the Behavioral Risk Factor Surveillance Survey, a health survey conducted by the South Dakota Department of Health and the Centers for Disease Control and Prevention, American Indians are much more likely to have tried to quit smoking than Whites in the past year. Chart 3 shows the difference between the two groups.

Chart 3: TRIED TO QUIT IN THE PAST YEAR IN SOUTH DAKOTA



Why Do American Indians Smoke More?

There are many possible explanations for the reasons American Indians in South Dakota have a higher rate of commercial tobacco use. It is a very complex issue with many factors coming together at one place. The list provided here offers some reasons why dealing with commercial tobacco issues are so complicated. One very important factor is that many American Indians have lost the understanding of traditions involving the use of sacred tobacco in a traditional way. More information on traditional tobacco can be found in Section 1.

What Is Secondhand Smoke and What's So Bad About It?

Secondhand smoke is the combination of smoke from the burning end of the cigarette and the smoke breathed out by smokers. When a person smokes near you, you breathe secondhand smoke. When you breathe secondhand smoke, it is like you are smoking. When you are around a person who is smoking, you inhale the same dangerous chemicals as he or she does. Breathing secondhand smoke can make you sick. Some of the diseases that secondhand smoke causes can kill you.

The U.S. Surgeon General has issued two reports on secondhand smoke – in 2006 and 2010. In these reports, the message was very clear – secondhand smoke is dangerous. Here are a few of the important points from the reports:

- There is NO safe level of exposure to tobacco smoke. Any exposure to tobacco smoke is harmful.
- Whether you are young or old, healthy or sick, secondhand smoke is dangerous. We now know that:
 - There is no safe amount of secondhand smoke. Breathing even a little secondhand smoke can be dangerous. Secondhand smoke has been designated as a known human cancer-causing agent by the US Environmental Protection Agency and other federal safety regulators.
 - Breathing secondhand smoke is a known risk factor for sudden infant death syndrome (SIDS). Children are also more likely to have lung problems, ear infections, and severe asthma from being around smoke. Even brief exposure to secondhand smoke can trigger an immediate and severe asthma attack in children.
 - Secondhand smoke causes lung cancer.
 - Secondhand smoke causes heart disease in non smokers.
 - People who already have heart disease are at especially high risk of having immediate health problems from breathing secondhand smoke, and should take care to avoid even brief exposure. Secondhand smoke can cause heart attacks and stroke.
 - Separate “no smoking” sections DO NOT protect you from secondhand smoke. Neither does filtering the air, ventilating buildings or opening a window.

There is no safe amount of secondhand smoke. Children, pregnant women, older people, and people with heart or breathing problems should be especially careful. Even being around secondhand smoke for a short time can hurt your health. Some effects are temporary. But others are permanent.

Why are American Indian Tobacco Issues So Complex?

- US government policies restricted American Indian/Alaska Native religious freedom until 1978
- Historical trauma ⇒ Current issues (alcoholism, suicide, addiction)
- Boarding schools ⇒ Loss of culture
- Economic Issues
 - Poverty
 - Tribal profits: Smoke shops and casinos
- Identity
 - American Indian imagery on commercial tobacco products
 - Smokeless tobacco tied to rodeo culture
- Social Norms
- Commercial use in cultural practices and ceremonies
 - Funerals
 - Limited access to traditional tobacco
- Sovereignty = government to government relationship with states and the Federal government

Source: Steven Fu, *Minneapolis Veterans Affairs Medical Center and the University of Minnesota (2008)* and Kris Rhodes, *American Indian Cancer Foundation (2011)*



I believe that people should be tobacco free because it hurts loved ones, by giving them cancer. I am exposed to secondhand smoke everyday and with my asthma it makes me even more vulnerable to attacks.

– Kiaunna
Student, Red Cloud Indian School



Protect yourself: do not breathe secondhand smoke. But completely avoiding secondhand smoke is very hard to do. Most of us breathe it whether we know it or not. You can breathe secondhand smoke in restaurants, around the doorways of buildings, and at work. When someone smokes inside a home, everyone inside breathes secondhand smoke. Some children even breathe smoke in day care.

Many states and communities have passed laws making workplaces, public places, restaurants, and bars smoke-free. But millions of children and adults still breathe secondhand smoke in their homes, cars, workplaces, and in public places.

The Personal Impact of Commercial Tobacco Use

Life is very precious and sacred. In our tribal communities we have lost so many of our loved ones—our grandmothers, our grandfathers, our mothers, our fathers, our sisters, our brothers, our aunts, our uncles and our friends too early to diseases caused by smoking commercial tobacco. The statistics of commercial tobacco abuse and tobacco-related diseases in tribal communities are shocking. But it is even more shocking to see how diseases such as lung cancer destroys the human body and to witness how much pain our loved ones endure as a result of commercial tobacco addiction. This is the Big Picture

“ I think everyone has a defining moment that gives them motivation to quit. For me and several of my family members it was the day we found out that my grandmother was diagnosed with lung cancer. She was never much of a smoker, but did tell us that in her younger years they would smoke when they played cards with friends, and was often around smoke at public places and different workplaces.... No one associated smoking with the possibility of lung cancer.... It has been almost 3 years since my grandmother passed away, and not a day goes by that I don't miss her and wish that I could have done something to prevent it. ”

– Michelle Powers
Physician Assistant,
Wagner Health Clinic
Yankton Sioux Tribe

of commercial tobacco in South Dakota. The loss of our family members due to a product that when used as directed will kill 30% of its customers.

The pain of losing a loved one is overwhelming and devastating. It is made even harder to bear by the fact that tobacco-related death and disease is completely preventable. It is not just the ones who have smoked cigarettes or have used other commercial tobacco products that are at risk. There are those that we have lost that did not smoke but had been exposed to secondhand smoke. Workers and people with breathing problems are also at risk of heart disease, cancer and lung disease even if they are only around secondhand smoke for short periods of time.

Sadly even our children are at risk. Infants are at risk for Sudden Infant Death Syndrome (SIDS) when they are exposed to secondhand smoke. In South Dakota an average of 79 babies die each year before their first birthday, many of them being Native babies. American Indians have infant death mortality rates that are twice that of the White population in South Dakota. South Dakota also ranks the fifth highest in the United States for mothers who smoked during pregnancy – 30% of American Indian women smoked during pregnancy vs. 16.6% for White population.

Despite the challenges that face American Indians and the large burden that the addiction to commercial tobacco places on the community, there are many opportunities to make a difference. This toolkit will describe ways that you and your community can come together to tackle the problem

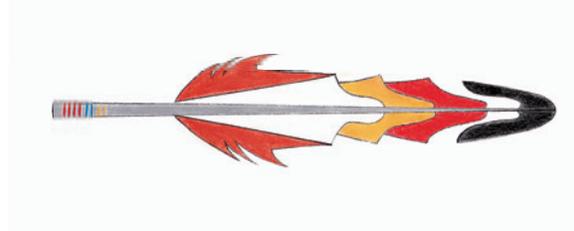
of commercial tobacco by creating policies to help reduce how many people abuse it. When we think of tribal tobacco policy development, we are directly affecting the health of our children and the health of our future generations. This is what our ancestors did. They taught us to think seven generations ahead and to plan for the welfare of our people. When we develop policies at the tribal level that decrease exposure to secondhand smoke this truly is in step with traditional philosophy and it will have a positive impact on the health of future generations. The toolkit will also describe ways that you can work to protect our loved ones from deadly secondhand smoke. In the next section we'll talk about some of the best practices or proven methods that have worked in other places to help your community reduce the harm that commercial tobacco causes.



“ Good things do come out of bad things. It was after 40+ years of smoking and six weeks before my uncle died of lung cancer, that I quit smoking. I always told myself I could never quit but, with determination, changing my way of thinking and the support of the Sisseton-Wahpeton Oyate Second Wind Smoking Cessation Program, I am proud to say I am still smoke-free today after almost two years. ”

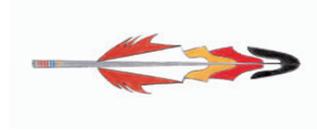
– Linda Crawford
Member, Sisseton-Wahpeton Oyate

Section 3: STRATEGIES THAT WORK – K-12



Nearly all first use of [commercial] tobacco occurs before high school graduation; this suggests that if adolescents can be kept tobacco-free, most will never start using [commercial] tobacco.

Preventing Tobacco Use Among Young People: A Report of the Surgeon General (1994)



Schools have a responsibility to do everything possible to discourage use of commercial tobacco products.

– *Fit, Healthy and Ready to Learn*
National Association of State Boards of Education

programs that focus on skills training approaches have proven effective in reducing the onset of smoking, according to numerous independent studies.

The facts are clear: 1) one-third of all smokers have their first cigarette by age 14, 2) almost all first commercial tobacco use occurs before high school graduation, and 3) young smokers appear to be more vulnerable to nicotine addiction than older smokers. These facts add up to a powerful argument that

“*Smokeless tobacco or cigarettes are generally the first drug used by young people in a sequence that can include [commercial] tobacco, alcohol, marijuana, and hard drugs... Cigarette smokers are also more likely to get into fights, carry weapons, attempt suicide, and engage in high-risk sexual behaviors. These behaviors can be considered a syndrome, since involvement in one behavior increases the risk for involvement in others. Delaying or preventing the use of [commercial] tobacco may have implications for delaying or preventing these other behaviors as well.*”

– M. Joycelyn Elders, MD
Former US Surgeon General

BEST PRACTICES IN COMMERCIAL TOBACCO USE PREVENTION

Commercial tobacco use remains the leading cause of preventable death in South Dakota killing more people each year than alcohol, AIDS, car crashes, illegal drugs, murders, and suicides combined.

Each year, South Dakota loses more than 1,000 residents including American Indians as a result of their own cigarette smoking. At the current rate of commercial tobacco use, 18,000 kids now under 18 and alive in South Dakota will ultimately die prematurely from smoking. Since cigarette smoking typically begins at an early age (before age 18), policies to keep young people from smoking and to help those that already use commercial tobacco quit can make a big impact on the health of the tribes and save thousands of lives.

School-based programs to prevent tobacco use can make a major contribution to the health of the next generation. Schools are ideal settings in which to provide effective commercial tobacco use prevention programs to all children and adolescents. School-based tobacco prevention education

schools share a responsibility to do everything possible to discourage use of commercial tobacco products. Evidence suggests that school health programs can be an effective means of preventing commercial tobacco use among youth.

According to a report by the National Association of State Boards of Education, research now shows that cigarette smoking can affect students' attendance and academic performance in school. There is evidence that exposure to commercial tobacco smoke is linked to lower abilities in reading, math, reasoning ability, and language development in elementary school-aged children, even at extremely small levels of exposure. Children's ability to read is especially affected. Secondhand smoke exposure during childhood and adolescence may also cause new cases of asthma or worsen existing asthma, which is the main health reason for school absences.

The 1994 Surgeon General's report on commercial tobacco use and youth outlined even more concerns regarding young people using tobacco. Youth tobacco use was linked with negative behaviors and noted as being a "gateway drug." Other research also links cigarette smoking with anxiety disorders in youth.

Reducing tobacco use is hard because commercial tobacco products are so highly addictive and readily available. The product is also heavily

advertised. The tobacco industry spends billions of dollars each year – including \$23.4 million in South Dakota – to make commercial tobacco use appear to be attractive as well as an accepted and established part of American culture. As noted in Section 2, tobacco companies have particularly preyed on American Indians by using sacred images in their advertisements and implying that commercial products are a valid substitute for traditional tobacco.

In addition to these tobacco advertising and promotion campaigns, both adults and youth see many images of cigarette smoking in the movies and in other media. In order to counteract these pro-commercial tobacco influences and help people stop using these highly addictive tobacco products, it will take a coordinated effort of many levels of our communities. Schools have a large role to play in this effort to create commercial tobacco-free norms.



www.RethinkTobacco.com



Guidance for Comprehensive Tobacco-Free School Policy

The strongest action that can and must be taken by a school to ensure that its students are not addicted to commercial tobacco is to implement a strong and comprehensive tobacco-free campus policy. Such a policy, when it is applied fairly and consistently, can help students decide not to use commercial tobacco and helps reduce the number of youth who use tobacco. A comprehensive approach should frame commercial tobacco use as not simply a school discipline problem but more broadly as a serious lifelong health and personal wellness issue that must be addressed by the education system with the support of the community. Adoption of a comprehensive policy also sends a clear message to students, staff, parents, and the community that school leaders are concerned about the health of their students and consider commercial tobacco use a serious issue.

CDC has provided guidelines to assist school administrators in the development of an effective policy that ensures a completely commercial tobacco-free school environment. The criteria are listed below. The South Dakota Departments of Health and Education strongly encourage all schools to become commercial tobacco-free environments by developing and enforcing a comprehensive school policy on tobacco use. The guidelines provided by CDC can assist in determining where changes need to be made in a school's policy as well as whether something should be added.

One element of school policy that needs to be considered with tribal schools and schools that work with American Indian youth is that their policy should have an exemption that will protect the use of traditional and ceremonial tobacco. The South Dakota Department of Health recommends this addition to the standard policy. Here is some language that could be used in a policy:

Ceremonial Use Exemption: The smoke- and tobacco-free policy may not apply to specific activities used in connection with the practice of cultural or religious activities. All ceremonial use exceptions must be approved in advance by the institution's superintendent, principal or designee.



CDC CRITERIA FOR COMPREHENSIVE TOBACCO-FREE SCHOOL POLICY

1. The policy includes a statement explaining the rationale for the policy and definitions of tobacco and tobacco use.
2. Tobacco is specifically named in the policy, not just implied by prohibiting drugs (such as alcohol and other drugs).
3. All components of the policy are effective 24 hours a day, 365 days per year. This includes days when school is not in session.
4. All school building, grounds, campuses, housing, property (including vehicles/buses), whether owned or leased, are tobacco-free at all times.
5. Students are prohibited from possessing and/or using tobacco products on school grounds or at school events, whether on or off school district property.
6. School staff are prohibited from using tobacco products on school grounds or at school events, whether on or off school district property.
7. Visitors are prohibited from using tobacco at school events, both on and off school property.
8. Wearing clothing or using other items that advertise or promote tobacco products is prohibited.
9. The policy prohibits tobacco advertising and acceptance of gifts from the tobacco industry.
10. A plan to communicate the tobacco policy to all students, employees and visitors is outlined.
11. An enforcement plan for students is outlined and provides cessation resource information.
12. An enforcement plan for employees is outlined and provides cessation resource information.
13. An enforcement plan for visitors is included.

Benefits of a Commercial Tobacco-Free School Policy

1. Provides positive role modeling by adult employees and visitors.

What is critically important about having a commercial tobacco-free campus policy is that adults serve as students' primary role models within the school setting. Children not only learn to smoke from their peers but also by imitating adults. Researchers have shown that school policies that allow staff to smoke on campus result in students having a more positive view of commercial tobacco and high school students are also more likely to use commercial tobacco when they see that behavior modeled by school staff. Staff members and visitors who use commercial tobacco on or near school grounds are poor role models for children and youth.

2. Reduces youth belief that commercial tobacco use is a normal behavior.

Studies have shown that children consistently overestimate the number of tobacco users. One study found that adolescents thought 60% of their peers and 90% of adults smoked cigarettes. This was an overestimate of actual cigarette smoking rates by three to four times. Billions of dollars in advertising by the tobacco industry helps to create this incorrect belief.

When youth think that commercial tobacco use is socially acceptable, that influences their decision to use commercial tobacco. Middle and high school years are critical in determining whether or not an individual becomes a tobacco user for life. A commercial tobacco-free school sends a clear message that commercial tobacco use is not the norm and helps correct faulty beliefs.

3. Supports prevention messages delivered in classrooms by sending clear, consistent non-use messages.

Schools are an important place where we teach our youth many things. Teaching doesn't stop at the end of the school day. The school environment is also a teacher, which teaches round the clock. It can demonstrate and support the lessons taught in the classroom or it can contradict and undermine those lessons. Commercial tobacco use on school grounds creates a situation where young people are being taught one thing in the classroom while at the same time they observe adults using tobacco on school grounds. This is confusing and creates doubts. Youth instinctively recognize double standards and are quick to notice inconsistencies. Allowing commercial tobacco use on school grounds at any time is in conflict with prevention messages delivered in classrooms.

Making a commercial tobacco free environment the norm reinforces the classroom tobacco prevention lesson and supports a child's decision to be and remain commercial tobacco free. Just like you can tell a lot about a person by walking into his or her home, you can tell a lot about what is valued and supported at school by looking around. Do cigarette butts litter the school grounds? Are adults using tobacco during activities held during non-school hours?

4. Protects children from a dangerous drug. Commercial tobacco use is not just a "bad habit;" it is a powerful addiction.

The Food and Drug Administration has classified nicotine, found in commercial tobacco products, as a drug. School policies do not allow the use of other drugs, such as alcohol, marijuana or cocaine on school grounds and at school sponsored events. Why should an exception be made for nicotine and commercial tobacco?

Why Should Schools Be Commercial Tobacco-Free 24/7?

- Schools must play an essential role in communicating to young people a commercial tobacco-free message through school policy.
- Schools create powerful environments for promoting non-commercial tobacco use norms.
- Schools have a responsibility to help prevent commercial tobacco use for the sake of students' staff members, and visitors' health and the well-being of their families.
- Adoption of a commercial tobacco-free policy broadcasts a clear message to students, staff, parents, and the community that school leaders consider the issue important.
- The school environment is a powerful teacher. It can demonstrate, reinforce and support the lessons taught in the classroom, or it can contradict, undermine and discount those lessons.
- A commercial tobacco-free environment is fundamental in any school effort designed to prevent or reduce addiction in young people.





Commercial tobacco is a product that disables and kills. Lifelong commercial tobacco use usually begins when a young person decides to use commercial tobacco. Youth underestimate the risk of addiction they face. The reasons for this are complicated. Many teens are not yet able to make mature judgments on health-related issues, even though the choices made as youth may last a lifetime. By the time maturity and judgment regarding lifestyle choices has taken hold, many have experimented with commercial tobacco and many are already addicted. This simple fact explains why the tobacco industry and its defenders can't simply call commercial tobacco an "adult choice."

5. Prepares students for the reality of smoke-free workplaces.

Employers are becoming more reluctant to hire smokers, due to increased absenteeism, health care costs and disability. In a tight job market and smoke-free community environment, it is important that all students leave their school years without a commercial tobacco addiction. Schools need to prepare students for the reality of smoke-free workplaces because they are becoming increasingly common.

6. Provides a safe environment for students, staff, and visitors by reducing exposure to secondhand smoke.

According to the American Lung Association, more than 105,000 of South Dakota's children and adults have some form of respiratory disease (asthma, chronic bronchitis, emphysema). Clusters of people smoking at entrances to a school or school-sponsored event present a significant health hazard to those most affected by exposure to secondhand smoke. Passing through smoking areas may be enough to create immediate harmful effects like triggering an asthma attack. Daily exposure to secondhand smoke can also worsen breathing problems in students, staff and visitors. The reaction to secondhand smoke for those with respiratory disease is usually immediate, and can be serious enough to require emergency medical attention. This does not meet the standard of a safe environment.

Secondhand smoke is a threat to the personal health of everyone. In addition, even short exposure to secondhand smoke can create serious problems for people with heart disease – potentially causing a heart attack. Even outdoors, secondhand smoke can be dangerous for those with heart disease; cause eye, nose, and throat irritations; make breathing difficult for those with breathing problems and trigger asthma attacks.

7. Actively protects schools from unnecessary risk of future liability by prohibiting cigarette smoking on school premises.

Lawsuits related to tobacco addiction and exposure to secondhand smoke are increasing. Individuals have recovered damages in lawsuits because their

employers failed to provide a safe, smoke-free work environment. With the rise in the number of children with asthma, there may be more cause for concern, particularly if an asthma attack or other respiratory problems are triggered because a child is exposed to tobacco smoke in a school setting. As noted above, since secondhand smoke is a risk factor for heart attacks, this could also leave the school at risk for adult death or disease. This is even more important an issue for schools in rural areas without access to adequate emergency medical services.

8. Reduces the risk of fires due to “smoking materials.”

In addition to the health benefits and positive role modeling brought by a tobacco-free school campus, there is a practical benefit that comes from this policy. Since many students smoke while on school property, cigarettes are a fire hazard. “Smoking material” fires are the leading cause of fire deaths in the U.S. “Smoking materials” refer only to lighted tobacco products, not to matches or lighters. More people die in fires caused by lighted tobacco products than any other type of fire in the U.S. Lighted cigarettes can be easily tossed into school trashcans, especially in bathrooms, placing schools and school children at increased risk of injury due to “smoking material” fires.

With a commercial tobacco-free campus, cigarette litter will also no longer be a problem. Nor will the sanitation issue posed by spit tobacco use. By creating a tobacco-free campus, school administrators are eliminating these concerns.

South Dakota Guidance for Tobacco-Free Schools

The Associated School Boards of South Dakota (ASBSD) and the South Dakota Departments of Health and Education have recently developed a Model Tobacco Policy for K-12 schools. This Model is designed to make the process of developing a district policy even more simple. The SD Board of Education has adopted it as their model policy. School administrators are encouraged to adopt the policy outright or use the Model Policy as a guide. The Model Policy can also be used to assess or strengthen existing policies or to implement tobacco-free school policies in line with individual school needs and local governance. The Model Policy contains information consistent with state and federal laws, as well as components which support a comprehensive tobacco-free school policy which has been supported by CDC. In addition to the Model Policy, there is a Model Regulation, which can further assist district administrators implement this policy. A copy of both the Model Policy and the Model Regulations are in Appendix A. In addition, schools working with tribal youth should include a ceremonial use exemption in their policy. (see page 3 of this Section for wording).

“ The School District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. ”

– from the ASBSD Tobacco-Free Schools Model Policy

Dealing With Barriers to Policy Implementation

It is understood that many school administrators feel that their plates are already too full and that they cannot possibly implement any additional policies. The beauty of this particular policy is that many

of the perceived barriers to implementing the policy have been thought out and strategies have been developed to help school administrators deal with them. These suggestions came from interviews with six South Dakota school superintendents regarding their district’s tobacco-free school policy. Their suggestions are noted below:

PERCEIVED BARRIERS TO IMPLEMENTING POLICY	STRATEGIES FOR OVERCOMING BARRIERS
Time	Associated School Boards of South Dakota has developed a model policy, intended for adoption with minimal revision, which decreases time spent developing policy.
Staff resources and involvement	A district-wide policy versus each school creating individual policies can free up administration and teaching/support staff time in development.
Stand-Alone Policy	The Tobacco Policy Project conducted by the South Dakota Departments of Health and Education found that school districts’ tobacco policy information was located in a variety of school handbooks, policies and guidance documents, and in many cases, information varied by school within a district. The Associated School Boards of South Dakota Model Policy is a single policy that can be adopted by a district to govern all schools within that district.
Problem-oriented vs Prevention-oriented Approach	There is a focus on prevention. Ninety percent of adult smokers took their first puff before age 18. Effectively preventing the initiation of tobacco use begins in youth.

Policy Enforcement

Experience has shown that if people are aware of the policy and why it was adopted and what it is intended to do, it is essentially self-enforcing. So communication is the key to enforcing a new policy. Post commercial tobacco-free signs in visible locations at all entrances to school buildings, school grounds, parking lots, athletic facilities and other high traffic areas. You can get youth involved in writing and reading announcements at athletic and school events.

Once the policy is adopted, take some time to make the public aware before it is enforced. Many schools take at least a month to get the word out before the policy is actually enforced. Partner with your community to get the word out. Tribal newsletters and newspapers and radio stations are a great tool to use to inform the community. Section 7 will discuss this in more detail.

As you develop or review your tobacco-free school policy, here are some key points that you need to make sure are addressed in the policy:

CHECKLIST FOR SCHOOL ADMINISTRATORS FOR TOBACCO-FREE CAMPUS POLICY

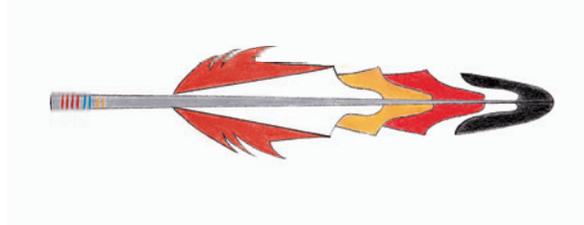
- Student, staff members, and school visitors are not permitted to smoke, inhale, dip, or chew tobacco at any time, including non-school hours:
 - in any building, facility, or vehicle owned, leased, rented, or chartered by the school or district;
 - on school grounds, athletic grounds, or parking lots; and
 - at any school-sponsored event off campus.
- Students are not permitted to possess a tobacco product on school grounds.
- School policies that address the use and possession of drugs apply to tobacco products.
- Tobacco promotional items, including clothing, bags, lighters, and other personal articles, are not permitted on school grounds, in school vehicles, or at school-sponsored events.
- Tobacco advertising is prohibited in all school-sponsored publications and at all school-sponsored events.
- Students are not permitted to leave the school campus during breaks in the school day to use a tobacco product (a closed-campus policy).
- Local law enforcement agencies enforce laws within the immediate proximity of school grounds that prohibit the possession of tobacco by minors.
- Students, families, staff, and visitors are notified of the tobacco-free policy in handbooks and newsletters, announcements, event programs, and other means.
- “Tobacco Free Campus – Keep Tobacco Sacred” signs or other notices are posted at every school entrance and other prominent locations such as: school buses, playgrounds, tracks, football fields and other sports complexes.
- Students and employees using tobacco are subject to relevant, appropriate sanctions, including disciplinary action, as codified by written school policy.
- All school staff participate in training on the correct and fair enforcement of tobacco-free policies.
- The tobacco-free schools policy is monitored and evaluated for effectiveness at regular intervals.

Source: *Fit, Healthy, and Ready to Learn: Chapter F – Policies to Prevent Tobacco Use*. National Association of State Boards of Education, 2007.

The next section will discuss what policies actually exist in South Dakota schools. Sections 6 and 7 will provide guidance on how to bring about a commercial tobacco-free campus to your school district.

Section 4:

LAY OF THE LAND – ASSESSING THE CURRENT STATUS OF COMMERCIAL TOBACCO POLICIES – K-12



SCHOOL POLICIES AS A TOOL TO REDUCE CIGARETTE SMOKING

Nearly 9 out of 10 adult smokers begin cigarette smoking at or before age eighteen. And most daily smoking begins in middle school – grades six through nine. Research has shown that the earlier smokers begin to smoke, the harder it is to quit. Every year in South Dakota, 900 youth under 18 become daily cigarette smokers.

early life – almost a third of their waking hours are spent in school. Additionally much of the peer pressure that youth feel regarding whether or not to smoke comes at school – even in the early years.

In addition to starting to smoke during school age, commercial tobacco use also happens at school. In fact, in the most recent survey of high school youth in South Dakota, 23.2% reported smoking cigarettes in the past 30 days and 6.2% of these students said that they had smoked at least once on



“ If groups of kids, like our age, don’t use tobacco, or quit using it, then the next generation of kids is going to look at us and know that it’s NOT cool to use tobacco. ”

– Nic Waln
Student at White River
High School and member
of Teens Against Tobacco Use

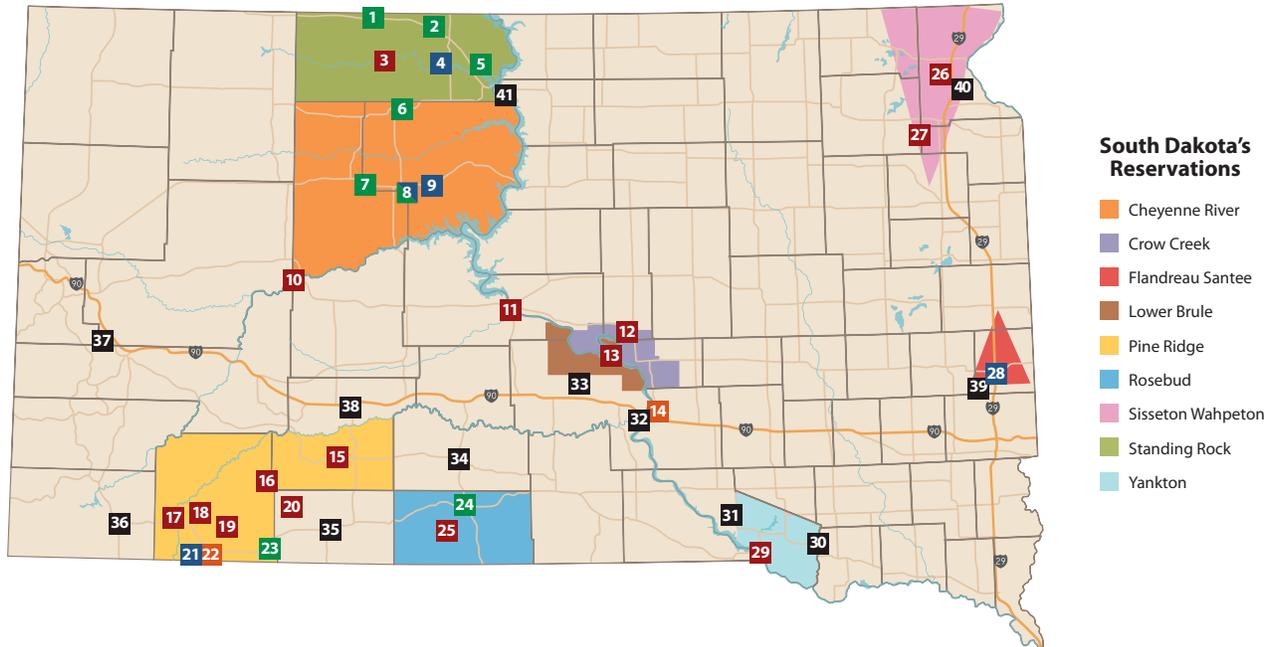
Since cigarette smoking typically begins at an early age, schools are in a powerful position to keep kids from smoking and to help those that already use commercial tobacco quit. Children are in school for a large portion of their

school property during that time. Among spit tobacco users, 8% – or more than half – of the high school students who use spit tobacco (15%) said that they had used spit tobacco at least once on school property in the past 30 days. Rates of commercial tobacco use among American Indian youth are consistently higher than that of White youth in South Dakota. Based on the most recent data available, South Dakota American Indian high school youth reported smoking rates more than double that of Whites (53.9% vs 23.2%). American Indian youth also reported smoking on school property at a much higher rate as well (27.0% vs 6.2%).

Given these facts, we know that school programs designed to prevent commercial tobacco use are one of the most effective tools to reduce commercial tobacco use in South Dakota when combined with other comprehensive tobacco use prevention strategies. A comprehensive tobacco-free policy to prohibit tobacco use on school grounds is the most important thing that schools can do to help prevent students from starting to use commercial tobacco. Clear and strong tobacco-free campus policies with consistent observable enforcement and frequent policy reminders are essential to send an unmistakable message to youth that commercial tobacco use is not acceptable.

Schools That Serve American Indian Students

In addition to South Dakota's 161 public school districts, there are a number of schools operated by the Bureau of Indian Education (BIE), individual tribes or private entities that specifically serve American Indian students.



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| <ol style="list-style-type: none"> 1. McIntosh School District, McIntosh (pre-K-12) * 2. McLaughlin School District, McLaughlin (pre-K-12) 3. Rock Creek Day School, Bullhead (pre-K-8) 4. Little Eagle Day School, Little Eagle (K-8) & Sitting Bull School, Little Eagle* 5. Smee School District, Wakpala (pre-K-12) 6. Timber Lake School District, Timber Lake (K-12) * 7. Dupree School District, Dupree (K-12) * 8. Cheyenne River-Eagle Butte Schools, Eagle Butte (K-12) *
<i>*Unique arrangement with elements of both public and BIE.</i> 9. Tiospaye Topa School System, Ridgeview (K-12) 10. Takini School, Howes (K-12) 11. Pierre Indian Learning Center, Pierre (1-8) * 12. Crow Creek Sioux Tribal School, Stephan (K-12) 13. Lower Brule School System, Lower Brule (K-12) * 14. St. Joseph Indian School, Chamberlain (K-8 and high school program with Chamberlain Public School District) * 15. Crazy Horse School, Wanblee (K-12) * 16. Little Wound School System, Kyle (pre-K-12) 17. Loneman School Corporation, Oglala (pre-K-8) 18. Wounded Knee School System, Manderson (K-8) 19. Porcupine Contract School, Porcupine (pre-K-8) | <ol style="list-style-type: none"> 20. American Horse School, Allen (pre-K-8) 21. Pine Ridge School, Pine Ridge (K-12) * 22. Red Cloud Indian School, Pine Ridge (K-12) 23. Shannon County School District, Batesland (pre-K-8) * 24. Todd County School District, Mission (pre-K-12) * 25. St. Francis Indian School, St. Francis (K-12) 26. Tiospa Zina Tribal School, Agency Village (pre-K-12) 27. Enemy Swim Day School, Waubay (K-8) * 28. Flandreau Indian School, Flandreau (9-12) 29. Marty Indian School, Marty (K-12) * 30. Wagner School District, Wagner (pre-K-12) * 31. Andes Central School District, Lake Andes (K-12) 32. Chamberlain School District, Chamberlain (pre-K-12) * 33. Lyman School District, Presho (K-12) 34. White River School District, White River (pre-K-12) * 35. Bennett County School District, Martin (K-12) * 36. Oelrichs School District, Oelrichs (K-12) 37. Rapid City School District, Rapid City (pre-K-12) 38. Kadoka School District, Kadoka (K-12) 39. Flandreau School District, Flandreau (K-12) * 40. Sisseton School District, Sisseton (K-12) 41. Mobridge School District, Mobridge (pre-K-12) * |
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*participated in School Tobacco Policy Project Survey

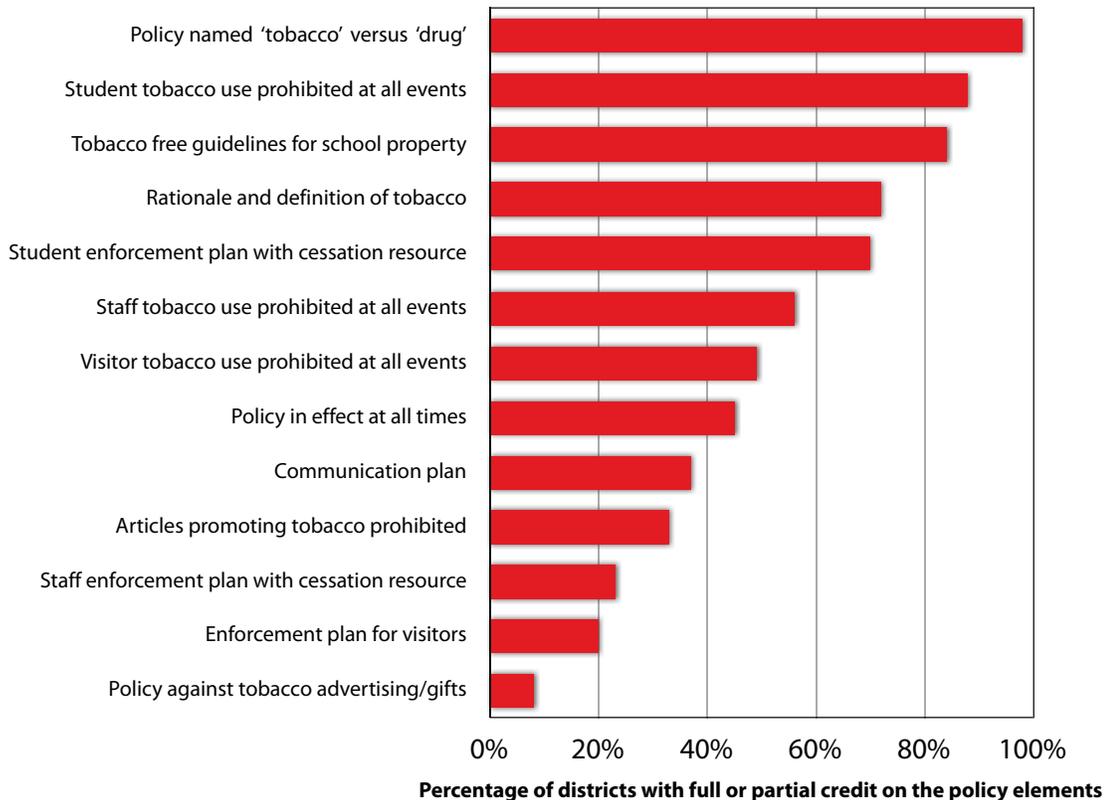
- | | |
|---|---|
| ■ BIE Schools | ■ Public School Districts with highest percentages of Native American student population |
| ■ Tribal Schools | ■ Non Public Schools |
| ■ Public School Districts on Tribal Reservations | |

South Dakota Study of School Tobacco-Free Policies

Unfortunately many schools across the state have not taken this important and affordable step to promote a healthy school environment and model healthy behavior. A recent joint project of the South Dakota Departments of Health and Education conducted a survey of school districts across the state to determine whether schools had tobacco-free policies and if so, how strong they were. The School Tobacco Policy Project released its report in November 2011. The results of this survey were mixed – some districts had strong policies and some were weak or did not exist.

All school districts across the state – including public, non-public, tribal/Bureau of Indian Education, and community providers – were contacted to obtain a copy of the district tobacco policy. Policies were received from 164 school districts. For schools that serve large populations of American Indian students, policies were received from 20 of the 43 potential districts (46.5% response rate). These policies were evaluated to determine their strengths and weaknesses. Evaluations were based on guidelines from the Centers for Disease Control and Prevention (CDC) as well as the model policy from the Associated School Boards of South Dakota for comprehensive tobacco-free school policy (See Appendix A for these). The policies were reviewed and scored by a team of evaluators at South Dakota State University. Districts were determined to have a policy that was “Comprehensive,” “Partial” or “Incomplete.” The districts were also given an overall score (ranging from 0-26), with higher scores reflecting a stronger and therefore a better policy.

Chart 1: METHOD OF INFORMING COMMUNITY ON POLICY



For the 164 school districts that responded, the average score was 10.8. Public schools had the highest average score and the lowest average score was for Non-public schools (6.3). For school districts with high numbers of American Indian youth, scores ranged from 1-25. The average score for this group was 10.9 and Tribal/BIE schools had the lowest average score (7.5). A chart showing the details on the tobacco policy scores can be found in Appendix B.

Chart 1 provides a snapshot of what was included in the policies. The chart summarizes what is included in the policies of all the school districts that participated in the assessment, not just schools serving larger numbers of American Indian students. This chart displays the percentage of participating schools that had a school tobacco policy that contained the noted policy element.

In order to understand why school districts have such varied policies, the researchers interviewed six school superintendents to discuss their district policies. The superintendents represented districts that had comprehensive policies as well as those with incomplete policies. The interviews helped to better understand what helps and what hinders strong tobacco-free policies. One message that the researchers heard repeatedly from administrators was “We don’t have a problem with that (commercial tobacco) in our school.” However youth survey data and other observations do not back up this opinion.

Here is a summary of the superintendents’ key thoughts regarding what are the barriers and what are the aids to implementing a commercial tobacco-free policy in their school district:

[Enforcement is] not often a problem [for our district] – two years ago, a few people [were] smoking on the sideline – school officials involved in events. [We] have had issues with people smoking in front of high school gym, [so we] got rid of garbage cans that promote smoking (those with sand on top). We’ve asked visitors to leave school property and go across the street to smoke. [We are] non-confrontational, but [we] explain policy. Signs are posted right outside [and we also] have 3 administrators on duty at all times at off-property school events. Two administrators [are] on duty at gym events. Ticket persons are [also] helpful in noticing violations.

– Interview with a school administrator from a school with a strong policy

BARRIERS AND PROMOTERS TO TOBACCO-FREE POLICY IMPLEMENTATION	
<i>Barriers</i>	<i>Aids to Implementing</i>
• Time	• Personal motivation
• Staff resources	• Recommended by the ASBSD publication, “Policy Matters” as a policy to review
• Not a priority	• Personal experience with the health consequences of tobacco use
• Seen as being a problem focus instead of a prevention focus	• Identify that policy is in the best interest of students and is important prevention
• In-service time for staff involvement	• Model policy needed little revision

This survey provided a better understanding of the range of policies and experiences that school districts have had with tobacco-free policies. However, since schools that serve large numbers of American Indian students did not participate in the survey in large numbers, additional information is needed. Locally conducted surveys can provide key information that will help fill in the gaps that exist for American Indian youth in the state survey. A tribal school policy assessment that can assist in collecting this information can be found in Appendix C.



“When I see my mother chew, it kind of makes me mad, because I know the effects it can have on a person, and I don’t want that to happen to her.”

– Gabrielle Waln
Student at White River
High School

One school district that has tackled the problem of tobacco use is White River. The district has a strong tobacco-free policy and has been successful in implementing it in their schools.

Primarily a ranching community, White River is located in south central South Dakota. As the county seat and the only school district in Mellette County, it is the focal point for an area of 950 square miles. A typical small, rural town of 600 persons, White River includes a collection of small businesses to meet basic food, fuel, and medical needs. A grocery store, café, post office and service stations line the Main Street. There is a medical clinic which is staffed by two physician assistants. White River is easily accessible via Interstate 90 that crosses South Dakota east to west. White River is twenty-three miles south of the Interstate on Highway 83.

Nearly seventy percent of the population is from the Rosebud Sioux Tribe. Many in the community are unemployed and there is a high rate of alcoholism. The low income housing projects of the last few decades have helped address the severe housing needs of the Indian population, but the lack of jobs remains a serious problem. All students attending White River Schools receive free breakfast and lunch daily.

The White River School District serves 460 students, including two K-8 rural attendance centers with 80 students. Three schools are located in White River including an elementary school (K-5 - 175 students), a middle school (Grades 6-8 – 100 students) and a high school (Grades 9-12 – 110 students). White River maintains a high average daily attendance of 96 percent, and when compared to national statistics, has a favorable dropout rate of 10 – 15 percent.

The district’s tobacco policy came about through the Building Healthy Schools Grant, which was provided by the South Dakota Departments of Education and Health and their Coordinated School Health Program. As a part of the grant activities, the district formed a team – or a school health council – to increase effective policies related to health. The priority policy areas include physical activity, nutrition and tobacco. White River’s School Health Council includes counselors, a school nurse, teachers, dietary staff, principals, a janitor, a parent and a school board member. The team had come together before the grant but they were motivated by the goals, guidelines and timelines that the grant provided.

The Council reviewed the district’s tobacco policy and decided that it needed to be updated. Kendra Earll, the district’s school nurse, provided some background.

“We used the Model Policy – it was very helpful. We worded and added some things from the model and left in our same consequences for the students.”

They also added consequences for faculty and visitors. Faculty and staff members are provided with cessation resources and they are also subject to disciplinary action for repeat violations of the tobacco-free policy. Visitors are asked to not use tobacco products on campus.

As the district worked on the policy, there were a few things that the Council had to work out. One of the questions was what to do with teacher housing – the group discussed the matter and decided to consider the housing as part of the school property and so it was covered by the district’s tobacco-free policy. They also knew that it would take ongoing education to deal with tobacco use on the school grounds.

“It is a work in progress when it comes to smoking happening outside the gym during games and events. We continue to have the basics of the policy announced at the games. It is still challenging with approaching visitors and/or parents who are smoking outside of the gym. We have not been too forceful and have been using the friendly reminder approach...working with law enforcement could be a tool,” added Kendra.

Making sure that people know about the policy is a key element of the process, Kendra advised. “Once you do have a policy in place, follow up. Make sure that people know about the policy -- signage is now posted. Through a relationship with the National Guard as our sponsor, we have posters that feature local youth who serve as role models.” Another way that White River promoted their policy was through a coalition member who worked at the local newspaper. “Once the policy was passed, the member did a huge first page story. We now have fewer people outside the gym using tobacco – we are starting to see change in social norms.”

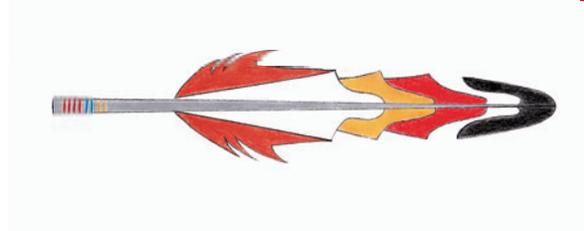
Even though the White River has a strong and comprehensive tobacco-free policy, “we would never block ceremonial use, say if the gym were used for a funeral. Sacred use is acceptable.”

Kendra shared encouragement on getting the policy through the process: “The first step – approaching the superintendent – is the hardest but it’s not to be feared. Even if the superintendent is not behind you, don’t give up, don’t let differing opinions discourage you.”

“ Indian leadership means leading by example—that’s the challenge when so many smoke. Many of the people that I love have smoking-related illnesses and many have passed on. I had to learn that commercial tobacco—the bad tobacco—is not the same as our traditional tobacco. ”

– Isaiah Brokenleg
Sicangu Lakota

Section 5: OVERVIEW OF TRIBAL GOVERNANCE SYSTEMS



OVERVIEW OF TRIBAL GOVERNMENTS

Traditional tribal governments existed in the United States long before European contact and have evolved over time.

Today, the 564 federally recognized tribes have governments that are diverse in structure and in decision-making processes. Because some tribal constitutions were patterned after the model constitution developed by the Bureau of Indian Affairs – in response to the Indian Reorganization Act (IRA) of 1934 – some similarities exist among tribal governments.

These standard tribal constitutions include sections that describe tribal territory, specify eligibility for citizenship, and establish tribal governing bodies and their powers. About 60 percent of tribal governments are based on IRA constitutions. Tribes that have chosen other structures and constitutions

“The United States Constitution recognizes that Indian Nations are sovereign governments just like Canada and California...The essence of tribal sovereignty is the ability to govern and to protect the health, safety, and welfare of tribal citizens within tribal territory.”

– National Congress of American Indians

frequently have made the decision to do so in favor of a governance structure that is more traditional to the tribe. Within South Dakota, eight of the nine tribes have an IRA constitution.

Most tribes give legislative or law-making authority to a Tribal Council. In some tribes, the Tribal Council members are elected by district; in others, they are elected at large. The council generally has authority to write tribal laws, and in some tribes the council members have administrative duties. Most tribal constitutions also provide for an executive officer, called a Tribal Chairman, president, governor, or chief. In some tribes, the Tribal Council elects the chief executive, while in others the voting citizens directly elect him or her. In most cases, the

duties and powers of the chief executive are not specified in the constitution, but are set in the bylaws. Consequently, the role of the chief executive varies greatly among tribes. Many tribes also have created their own court systems that administer codes and laws passed by the Tribal Council. In many tribes, judges are elected by popular vote; in others, judges are appointed by the Tribal Council.

Passing policy varies from tribe to tribe just as it varies from state to state. Just like states, legislative bodies have committees that focus on various issues (health, housing, etc.) within a particular committee's jurisdiction. Recommendations that come out of those committees will then go to the full legislative body (Tribal Council) for consideration.

– Ron His Horse Is Thunder
Former Tribal Chairman of the
Standing Rock Sioux Tribe

Tribal Governments in South Dakota

Figuring out how to navigate your tribal government system can be confusing and frustrating, so here are some suggestions to make the process easier. South Dakota tribes are sovereign nations defined by a government-to-government relationship with the United States. Most Tribal Councils or executive committees in South Dakota are made up of 4-20 elected Council members or trustees. There is also a president or chairman, a vice president or vice chairman, and a secretary and/or treasurer. Depending on the tribe, some of these positions are elected at large and some are appointed from within the members of Tribal Council. In addition to the Tribal Council members, there are also support and/or administrative staff to assist the Council. The Council members often choose or are appointed to sit on several committees that focus on specific areas such as health, budget/finance, judiciary, education, land, gaming, etc. In order for any

committee meeting or Tribal Council meeting to be held, they must reach quorum, which usually means about 2/3 of the members must be present. If quorum is not met, the meeting will not be held. Typically

any legislation, budget or major decision must first be passed by the appropriate committee(s), and then has to be reviewed and approved by the entire Council. In order to pass, there must be a majority vote by members present.

Legislative Process

Each tribe has its own process, language, and format for passing legislation or making big decisions. Often times, tribal governments will ask that new legislation be reviewed and approved by the tribe's legal department before they will consider it.

There are two main types of legislation your tribe may use: resolutions and ordinances. Here is a brief description of the differences between the two:

- **Resolution** – this is a written motion that usually begins with standard language from the tribe. Supporting statements on the background of what is being proposed follow this standard introduction with “WHEREAS” and the actual proposed change begins on a new line with “BE IT FURTHER RESOLVED.” It is a good idea to ask for an example of a resolution that has been passed by your tribe and follow the same format. Refer to Appendix D for an example of a tribal resolution. Here is an example of the standard introduction of a Resolution from the Oglala Sioux Tribe:

RESOLUTION OF THE EXECUTIVE COMMITTEE OF THE OGLALA SIOUX TRIBE
(An Unincorporated Tribe)

WHEREAS, the Executive Committee has the authority under Article I, Section 5 of the Tribal By-Laws, to decide on “routine matters” when the Oglala Sioux Tribal Council is not in session, and

WHEREAS, the Oglala Sioux Tribe, in order to establish its Tribal Organization; to conserve its tribal property; to develop its common resources and to promote the general welfare of its people; has ordained and established a Constitution and By-Laws, and...

- **Ordinance** – this is a written document to change tribal law. They usually begin with a title of the proposed law and the statement “BE IT ENACTED.” Then there are standard sections that outline what the law does. These sections typically include the following:
 - Background
 - Intent
 - Definitions of terms
 - Enforcement
 - Violations
 - Effective dates

An example of a tribal ordinance can be found in Appendix E.

Because every tribe is unique, it is important to talk to someone who has successfully worked with your tribal government in the past. If you are unable to make a connection, contact someone within your tribal government administrative office to answer your questions. Tribal governments have immense responsibilities, so they appreciate it if you save them time by coming prepared and showing that you have done research on how to correctly follow their process for passing legislation.

In addition, by using local data that shows what is happening with your tribe, you will likely have more of an impact with Tribal leaders. This data can be found either through the Great Plains Tribal Chairman's Health Board or from the South Dakota Department of Health Tobacco Control Program (see Section 8 for contact information).

Simply said, the Tribal Council identifies the needs of the tribe and its members, selects and approves programs to meet the identified needs, and allocates the required resources to provide needed services to tribal members. The Tribal Council is the policy-making body for the tribe.

Presentation to Tribal Council

All things considered, how does one make a presentation to the Council? Claire Miller, Council Member from the Salt River Pima-Maricopa Indian Community provided these recommendations at a presentation for the Corporation for National and Community Service. She offered the following steps when making a presentation to a Tribal Council. These steps have been useful to South Dakota Tribes and are recommended for communities' use.

- Determine the steps for getting material to the Council. Contact the tribal secretary to ask for information on when to get the materials to her for distribution to the Council. The Council may receive a document one week and act on it in the next week or two depending on whether or not additional information is required. Sometimes action on a request is delayed because the information provided to the Council is incomplete.

What should people expect?

- Presenters should have factual data on why the policy is necessary and/or being considered;
- Presenters should show how the policy will benefit the tribe;
- It is important to remember that protocols vary from tribe to tribe – for example, some tribes will not let women present, a man will have to present on behalf of the group/ organization and some Tribal Councils will require you to speak their language.

– Ron His Horse Is Thunder
Former Tribal Chairman of the
Standing Rock Sioux Tribe

- Remember that the Council receives mountains of documents and information on a weekly basis, so develop a summary of the information packet or a simple fact sheet. This is most helpful to a Council member who would prefer this over reading an entire document or report.
- Is there additional information which would help convey your request? It may help to include a map, previous language if requesting an amendment, a clean copy of a resolution (having used the spell-check function), and a brief background on the issue.
- There is formality in addressing the Council. Usually the protocol is to greet the Council in this manner: “Good evening, [afternoon, morning] President _____, Vice- president _____ and members of the Council. Thank you for this opportunity to come before you today to present...” or words to that effect. Introduce yourself and relax! It can be nerve-racking for some people to be in front of the Council and the audience. A lot of people get nervous but remember there is no need to be concerned that the Council is judging you and your presentation. If your information was complete and included all the points that needed to be covered, they most likely will ask questions or may feel comfortable enough to entertain a motion to approve your request.

- Justify your request briefly. Speaking at a Council meeting is a good opportunity to highlight your program and its successes to the Council and to the community members in the audience. While it is a great opportunity, it is wise to keep your presentation short and conclude long before the members of the Council get that glazed look in their eyes. You want to be remembered for having great ideas and not for being that “long-winded” person. If you have to go before Council again in the future or on a regular basis, this makes a big difference!

Getting any form of legislation passed by your Tribal Council can take a significant amount of time and may take several attempts before you are successful. As you plan your presentation to the Tribal Council, consider who the most effective spokesperson is for your group. This may be someone with experience speaking to this group, someone who is an expert in the field such as a health care provider, or maybe a young person or an elder who has an interest in improving the health of all tribal members by making their reservation smoke-free.

Other expectations you should be prepared for when working with South Dakota tribes include:

- Gather together a planning committee who will provide input and support. It is important the committee support you with their attendance at important presentations and meetings.
- Plan to spend around 1-6 months (or more) to complete the Council approval process.
- Attend several committee and/or Council meetings prior to your presentation to become comfortable with the process.
- Speak in front of an audience. It is important to practice your speech. The more you practice, the more the information is familiar and you feel more comfortable with it. Preparation is the key to success and will help wipe away any nerves.
- Read your entire proposal out loud.
- Present your idea to at least one committee and the entire Council.
- Anticipate concerns the policy makers will have and address those prior to being asked. Answer questions respectfully and provide information requested right away.
- Have a brief summary of your proposal – no more than one sheet – that you can leave with Council members.
- Reply to opposition from Council members or the public in a respectful way.
- Be patient – understand that your tribal government has many issues it must consider.
- Make changes and do the approval process again if your proposal does not pass.
- Be persistent – it may take several attempts before you reach success.

In the CRST Council Chambers I have been asked to read my entire proposal/resolution/ordinance into the microphone. They do this because each meeting is recorded so they have whatever is being proposed on record.

– Rae O’Leary
Cheyenne River Sioux Tribe

All in all, a tribe is grateful that its members are concerned about community issues. Your presence shows your dedication and willingness to assist the tribal members in some way. The members of each Tribal Council are elected from the membership of their own communities and are individuals committed to improving the lives of the people of the tribe. Their efforts to do this are made easier by people like you.

South Dakota Tribes – Information Sheets and Websites

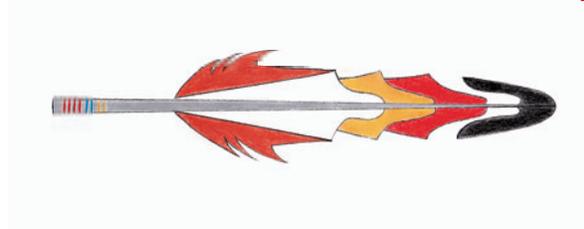
In the Appendix (see Appendix F), you will find profiles of South Dakota's nine tribes which provide a brief summary of the tribe's size (land area and enrolled members), employers, language, government structure (governing body, election and meeting schedule), as well as information about education and media in the area and a brief list of tribal leaders past and present. These profiles are developed by the South Dakota Department of Tribal Relations.

In addition to the profiles, here is a list of the tribes' websites:

- Cheyenne River Sioux Tribe - <http://www.sioux.org/index.php/main/static>
- Crow Creek Sioux Tribe - <http://www.sdtribalrelations.com/crowcreek.aspx>
- Flandreau Santee Sioux Tribe - http://www.fsst.org/fsst_tribalgov.html
- Lower Brule Sioux Tribe - <http://www.lbst.org/newsite/files/tribalgovernment.htm>
- Oglala Sioux Tribe - <http://www.oglalalakotatianation.org/OLN/Home.html>
- Rosebud Sioux Tribe - http://www.rosebudsiouxtribe-nsn.gov/index.php?option=com_content&view=article&id=48&Itemid=55
- Sisseton Wahpeton Oyate - <http://www.swo-nsn.gov/Government.aspx>
- Standing Rock Sioux Tribe - <http://www.standingrock.org/government/>
- Yankton Sioux Tribe - <http://www.sdtribalrelations.com/yankton.aspx>

A listing of current Tribal Council members and chairmen for each tribe can be obtained from South Dakota Tribal Relations, 711 E. Wells Ave., Suite 250, Pierre, SD 57501 or by calling (605) 773-3415. The website for the department is www.sdtribalrelations.com.

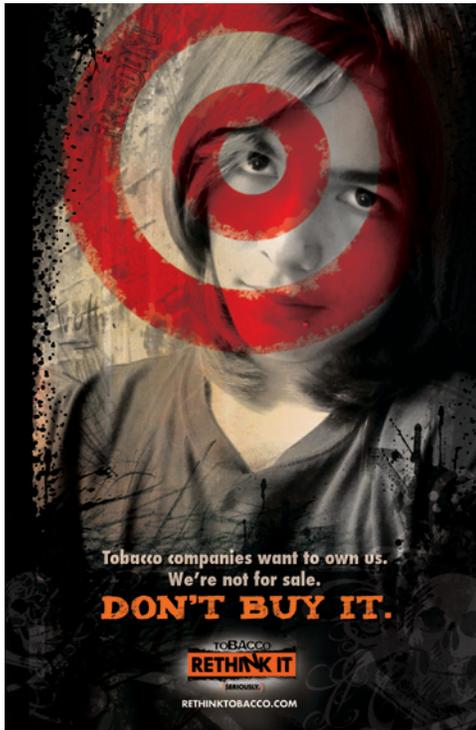
Section 6:
**ORGANIZING FOR SUCCESS AND
PARTNERSHIP DEVELOPMENT FOR HEALTHY
TRIBAL COMMUNITIES – K-12**



BUILDING PARTNERSHIPS TO CREATE CHANGE

Developing a commercial tobacco-free policy for your school cannot effectively be done by just one person.

to develop a truly effective policy, it will take the involvement of people both within and outside of the school. It takes the backing of school faculty and staff, students, tribal leaders and elders in order to create



a strong policy that will be supported by the community. These partnerships will help you reach the desired goal – a healthier school and community.

Building partnerships does not have to be difficult. Your school already has lots of ties with community groups and organizations as well as groups within the school that can be used to support tobacco-free campuses. Parent-teacher associations, school health councils, churches, school nurses, IHS clinics and other health care providers, law enforcement, businesses, tribal government, coaches, sports programs, student government and other student activity groups can all work to support these important policies.

A very important part of your organizing effort should include students. Youth have an important role to play in establishing policies that affect their learning environment. In many cases, it has been young people who have been the ones to speak up about commercial tobacco use on campus and other public places. The youth

point of view and voice is important not only because the policy impacts them but because they are able to advocate so passionately about how commercial tobacco has targeted them, their communities and their family members.

The Centers for Disease Control and Prevention (CDC) recently released a report on Best Practices in Youth Engagement (see Section 8 for a link to this report). In this report they outlined how youth can be powerful partners in the fight against pro-tobacco industry influences. Here are a few ways that youth can be very powerful agents of change:

- Promote policy change: Young people can be effective at building support for policy development and change. Youth capture the attention of political leaders and the media, making them important partners in policy advocacy.
- Have a powerful and genuine voice: Youth have credibility with peers and community members. This helps them educate the community to reduce pro-commercial tobacco influences and increase pro-health norms and behaviors.
- Expose tobacco industry tactics: Young people can be effective partners in the fight against the tobacco industry by exposing its tricky and deceitful tactics.

- Offer energy and strength: Youth bring energy to activities and events. Schools should work to channel this energy into action, resulting in increased awareness about commercial tobacco and policy change.
- Reflect genuine concern: Youth generally volunteer their time to be involved in tobacco control efforts. They do this because of the stake they have in their own future.
- Provide insight into their generation: Youth can provide an important view into what their peers are thinking and what they want. Involving youth in these efforts ensures the design of policies and programs that work for their generation.
- Spark creativity: Young people naturally challenge adult attitudes. This adds creativity to any program, making it more attractive to other youth and policy makers. Their unique ideas for ways to support policy change help push efforts forward.
- Rally their peers: Youth are better at getting their friends involved than adults are. Youth involvement adds important strength to tobacco control policy efforts and broadens where messages are heard.

Young people get involved with commercial tobacco control efforts for many of the same reasons adults do. Some have family members who have died from commercial tobacco-related causes; others are victims of diseases caused by secondhand smoke such as asthma, and some dislike the smell of cigarette smoke. As a result of strong education efforts, many young people have learned about the negative effects of commercial tobacco use and have become champions for change in their communities.



A group of third graders can and will change the world...

At the Southern Ute Reservation in Colorado, youth participating in the SMART Moves (Skills Mastery and Resistance Training) program spearheaded an effort for commercial tobacco-free spaces. Sponsored by the Boys and Girls Clubs, SMART Moves is a prevention and education program which addresses problems such as drug and alcohol use. The youth decided they wanted to do something about alcohol, drugs,



and/or tobacco. They chose to work on tobacco issues after surveying the SunUte Community Center property one day. They found no tobacco-free signs and more than 40 cigarette butts littered the ground. SMART Moves first met with the SunUte Community Center Director and told her of the results of the survey and recommended tobacco abuse-free policies. She told the students that they would need to approach the Southern Ute Tribal Council with this request.

SMART Moves then met with the Southern Ute Tribal Council and recommended commercial tobacco-free policies. The students' work in this area was groundbreaking – never before had anyone met with the Southern Ute Tribal Council about commercial tobacco issues. As a result of their recommendations, Southern Ute Tribal Council approved a process to implement commercial tobacco-free policies affecting all SunUte properties. This approval was so historic that it

was on the front page of the tribal newspaper with a full length article. Efforts to make the SunUte properties commercial tobacco-free are still underway, but the beginning of the efforts came from the children. Truly, never doubt what a group of determined third graders can do... because they will do it!

Information provided by Mari Villaluna, Boys and Girls Club of the Southern Ute Indian Tribe. SMART Moves Coordinator assisted by Char Day, Lasso Tobacco Coalition.

Taking Action to Implement a Commercial Tobacco-Free Policy for Your School

Anyone can be the spark to start the development of a tobacco-free policy at your school – there doesn't have to be a committee already in place. The necessary ingredient is the passion and desire to make a difference in your school environment and in the health of your community. It will take work in order for a school or school district to adopt and enforce a 24/7 commercial tobacco-free policy. When Oklahoma schools were working on becoming tobacco-free 24/7, they came up with the following steps to help guide their efforts (see Section 8 for a link to this resource). These steps have also been shown to be very helpful for South Dakota schools by schools that have worked to strengthen their policy. It is important to remember to frame the policy as a positive step in response to a very serious health problem.

Step 1. Put together a “Tobacco-Free School Team”

- Find people who share your interest in making your school commercial tobacco-free 24/7.
- Recruit teachers, staff, students, parents, grandparents, health care providers, coaches, law enforcement, tribal leaders, and anyone else that shares your interest in improving the health of the community!

Step 2. Get commitment.

- Inform school administrators that you want to review the existing commercial tobacco policy. Ask for their input, support and cooperation.
- Meet with your school or school district's Safe and Drug Free School Coordinator(s), Coordinated School Health Council, school nurse(s) or others and get their support.
- Identify educational, health, and economic reasons for changing the policy (there are lots included in this toolkit!).

Step 3. Review the current policy.

- Look at the school's current tobacco policy and determine how strong it is. See the checklist from the South Dakota Department of Health in Appendix G to help you determine where changes need to be made. Also, as was mentioned in Section 4, refer to the tribal school policy assessment in Appendix C which will help provide additional information for this step.
- Identify areas where the policy could be improved, changed or updated.
- Does the policy apply to just the student population? Does it cover commercial tobacco use for faculty, staff and visitors as well?
- Does the policy prohibit all forms of commercial tobacco (including spit or chew) at all events on/off campus? Including after 4 p.m.?

- Review the Model Policy from the Associated School Boards of South Dakota.
- Work with your School Health Council or other appropriate school committee throughout the process.

Step 4. Develop a draft of the new policy.

- Keep it simple and specific. Avoid any gray areas, which could allow for different explanations of the policy or misunderstanding.
- Include a reason for the new policy.
- Identify to whom the policy applies: Students, faculty, staff and visitors.
- Identify what is included: All forms of commercial tobacco, including spit or chew.
- Identify where the policy applies: School buildings, grounds, school vehicles, athletic events (on- or off- school property), leased property, etc. Does the policy apply 24 hours a day, seven days a week?
- Identify when the policy applies: During the school day and non-school hours – 24/7.
- Describe how the policy will be enforced (who and how).
- Does the policy prohibit the district from accepting donations of gifts, money, or materials from the tobacco industry or any services paid for by the tobacco industry?
- Does the policy prohibit wearing clothing or using other items that advertise or promote tobacco products?
- Does the policy discuss promoting cessation services?

Step 5. Present the new policy to the school administrators and school board.

- If school administrators have not been a part of your committee, make an appointment to meet with them individually to inform them about your efforts. This meeting will let you describe the proposed policy and learn about what their position is on the policy (does everyone support, some support, none support, etc.). Inform them about your efforts and why it is important to consider a new or improved policy.
- Find out which board is responsible for passing school policies. Many tribal schools have multiple school boards such as the Board of Education, or school boards operated by the Bureau of Indian Education or State Department of Education, the public, or the two may be combined.
- Obtain and submit the necessary forms to get on the school board agenda.
- Select a group to present to the school board: students, teachers, parents, athletes, local health care providers, and other influential community leaders.
- Develop and rehearse your team's presentation. A strong presentation includes:
 - Information on the health effects of tobacco from believable medical sources. Doctors can describe secondhand smoke and the relationship of smoking to childhood breathing diseases including asthma.
 - Description of the values and benefits of a policy.
 - Key points of the policy.
- Gather support from community members by having them attend the meeting to show that the commercial tobacco-free school effort has broad support. A petition signed by community members can be effective.

Step 6. Once the new policy has been adopted by the school board:

- Set a policy start date which will allow sufficient time for people to prepare for implementation. Many districts have used four weeks as a time frame to inform the public about the new policy before it's actually implemented.
- Inform the community about the upcoming policy change.
- Encourage students, staff, parents and community members to take pride in the new policy.
- Get the support of community law enforcement agencies that work sporting events and other events on campus to help enforce the policy.



Step 7. Communication is the key to enforcing the policy.

- Invite youth groups or student athletes to create and make announcements.
- Visibly post tobacco-free signs/decals at all entrances to school buildings, school grounds, parking lots, athletic facilities, and in vehicles. Post signs near high-traffic areas like restrooms, loading areas, stairwells, and lounges;
- Place policy details in student and staff handbooks;
- Make announcements over loud-speaker systems at all school-related events, including athletic events, meetings, concerts, plays, etc.;
- Send a letter to parents/guardians explaining the policy changes, giving reasons for the changes and asking for support;
- Ask students, staff, and community volunteers to assist in distributing informational flyers at school sponsored events;
- Put up posters about the South Dakota QuitLine around the school;
- Write a letter-to-the-editor in the local newspaper or tribal newsletter explaining the policy and why it was needed and thanking the school board for its wise decision;
- Give students and staff the tools they need to enforcement the new policy;
- Talk with the local radio station and local newspaper or tribal newsletter about having an interview with a student and/or school staff member on the new policy, and
- Make sure information is posted on the school and tribal website.

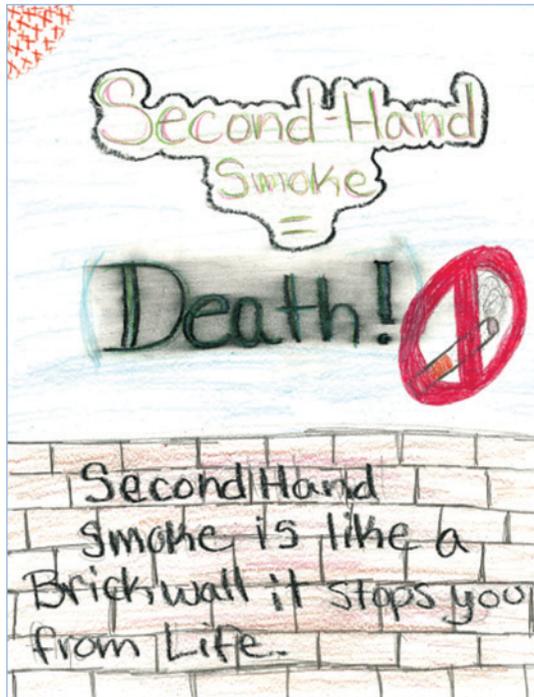
Obstacles You May Encounter

As you work to develop a tobacco-free policy for your school, you may encounter some resistance from people that don't think that commercial tobacco is a serious problem. They may think that there are more pressing issues to deal with in the community. As a reminder, here are some of the connections that commercial tobacco use has with some of the other important issues in your community:

- **Student Academic Performance:** Research now shows that cigarette smoking can affect students' attendance and academic performance in school. There is evidence that exposure to commercial tobacco smoke is associated with greater shortfall in reading, math, reasoning ability, and language development in elementary school-aged children, even at extremely small levels of exposure. Children's ability to read is especially affected.
- **School Absences:** Secondhand smoke exposure during childhood and adolescence may also cause new cases of asthma or worsen existing asthma, which is the main health reason for school absences.
- **Gateway Drug:** The U.S. Surgeon General issued a report linking youth commercial tobacco use and negative behavior issues and noted as commercial tobacco as being a "gateway drug." The report noted that commercial tobacco products are generally the first drug used by young people that can start with commercial tobacco and then move to alcohol and marijuana, and then on to hard drugs.
- **Addiction:** The most recent Surgeon General's report confirms that tobacco smoke is addicting, and determines that cigarettes are designed for addiction. Nicotine is the key chemical responsible for the powerful addicting effects of cigarettes, but many ingredients (e.g., sugar and moisture enhancers) are added to reduce harshness, improve taste and appeal. These design features work together to enhance the addictive "kick" and pleasure a smoker feels. Today's cigarettes deliver nicotine and chemicals more quickly to the brain.
- **Some are More Likely to be Addicted:** There is evidence that shows that social, psychological, biological, and genetic factors may also play a role in tobacco addiction. In addition, adolescents may be more sensitive to nicotine and more easily addicted than adults. This helps explain why about 1,000 teenagers become daily smokers each day, and why it often takes several attempts to quit.
- **Violence and Other Risky Behaviors:** The Surgeon General also noted that "cigarette smokers are also more likely to get into fights, carry weapons, attempt suicide, and engage in high-risk sexual behaviors. These behaviors can be considered a syndrome, since involvement in one behavior increases the risk for involvement in others. Delaying or preventing the use of [commercial] tobacco may have implications for delaying or preventing these other behaviors as well."
- **Mental Health Issues:** Other research also links cigarette smoking with anxiety disorders in youth.

“When they say it's not a real drug, I talk about the ingredients and all the stuff that's in [commercial] tobacco – the nicotine, the tar and how people have a real hard time with addiction. You have to educate them that this is a real drug, tobacco is a real drug. Nobody can tell me that it isn't. I know how it can hurt people – even those who are around it that don't even smoke...”

– Leanne Eagleman
IHS Substance Abuse Counselor
Crow Creek Sioux Tribe



In addition to these behavioral issues related to commercial tobacco use, the most recent Surgeon General’s report made the health risks associated with cigarette smoking and exposure to secondhand smoke extremely clear:

- **Cigarette Smoke Causes Immediate Harm:** The report states that any exposure to tobacco smoke, even occasional smoking or exposure to secondhand smoke, causes immediate damage to your body. That damage can lead to serious illness or death.
- **Emphysema:** Exposure to tobacco smoke quickly damages blood vessels throughout the body and makes blood more likely to clot. The chemicals in tobacco smoke damage the delicate lining of the lungs

and can cause permanent damage that reduces the ability of the lungs to exchange air efficiently. This can ultimately lead to chronic obstructive pulmonary disease (COPD), including emphysema.

- **Heart Attack:** Many Americans have some symptoms of heart disease, and often they don’t know it until they experience chest pain or end up at the Emergency Room at the hospital. This report found that even short exposures to tobacco smoke harm blood vessel linings and increase the likelihood of blood clotting. In people with coronary heart disease, this could trigger a heart attack.
- **Cancer:** Exposure to tobacco smoke can both cause cancer and make it difficult to stop tumors from growing. The toxic chemicals in tobacco smoke damages a person’s DNA, which can lead to cancer. At the same time, smoking can weaken a body’s ability to fight cancer. With any cancer—even a cancer not related to tobacco use—smoking can lessen the benefits of chemotherapy.
- **Diabetes:** Smoking also makes it harder for people with diabetes to regulate their blood sugar. That’s why smokers with diabetes have a higher risk of kidney disease, peripheral arterial disease, eye disease, and nerve damage that can result in amputations, poor vision, and even blindness.

In addition to these reasons, there are other social and economic reasons to work on commercial tobacco policies that will make a difference to your tribe:

- **Commercial tobacco use is a symbol of loss of traditional culture.** When we use commercial tobacco we have lost our power. We know that commercial tobacco is not our tobacco. There is nothing traditional or sacred about using commercial tobacco.
- **Commercial tobacco contributes to keeping our communities poor.** Buying commercial tobacco is expensive and it takes away other limited resources to support our families.
- **Commercial tobacco is being pushed on us by an industry that wants to addict us.** The tobacco industry spends about \$23.4 million each year in South Dakota to get you to buy

its deadly products. They aren't just taking your money, they are taking your life and the lives of your family members.

- **Commercial tobacco is a burden on our healthcare system.** Because of the huge health impact that tobacco has on our communities, treating diseases caused by commercial tobacco uses up our very limited resources for healthcare. IHS has had budget cuts and has a hard time meeting the demand for services. The dollars that are spent on commercial tobacco-related illnesses could make a big difference if they could be used for other health problems that American Indians face.
- **Commercial tobacco use by adults sends the wrong message to youth.** Our youth look up to their elders and if they see adults smoking, they will think it is acceptable. Adolescence is when most people start to smoke cigarettes. Unfortunately young people are more likely to get hooked on the product and then develop a lifetime addiction to commercial tobacco.

Remember that you are dealing with a very serious problem in your community that is linked to other issues – it's not “just tobacco.”

By taking action in your school, you will be taking a major step forward for the health and well-being of your tribe. By showing our youth that commercial tobacco is not normal and not acceptable, you will be helping them off the black road of addiction. Commercial tobacco use kills more American Indians than any other cause – anything that we can do to change this will make a huge positive change for our future.

The next section will provide you with additional ideas regarding how you can support and promote commercial tobacco-free policies for your school.

Section 7:
**TAKING ACTION – ADVOCACY &
POLICY PROMOTION – K-12**



LETTING OUR VOICES BE HEARD

Now that you have a better understanding of what it takes to develop a commercial tobacco free policy for your school, you might be wondering about what kinds of activities can help your efforts be a success.

You are in luck because there are many activities that will help raise the visibility of your policy efforts! These activities will also help improve the likelihood of your policy being adopted by school officials.

Another advantage that you have in working on a school policy is that youth are great partners in these efforts. Youth get fired up about an issue – especially one where a corporation is targeting them and trying to get them to do things. The energy that you can get from their outrage can really help your efforts take off.

Well thought-out and planned activities are a part of a comprehensive approach to commercial tobacco use prevention and control. The activities described in this section offer a variety of ways to conduct effective activities in your community. These are effective activities that impact long-term tobacco control goals such as commercial tobacco-free campuses or smoke-free policies. When activities are implemented consistently and correctly, they help bring lasting change to your community. Know that by your work in your community, you are helping your tribe achieve real change in its health related to commercial tobacco use.

This section gives you a list of several activities that can be done at your school to raise the profile of what commercial tobacco is doing in your community. Use these as a guide and encourage students to personalize the activity to make it their own. Some activities are classroom-based and some are activities that can be done with the broader community. These activities raise awareness and give both youth and adults a way to positively channel their outrage at what the tobacco industry is doing to addict and kill tens of thousands of American Indians every year.

Action Planning Guide/Checklist

Having trouble getting started?

We understand that there is a lot of work in getting your activism activities off the ground. It doesn't matter whether you are holding a large or small event, this guide can help you. Just follow these simple steps and you'll be ready to accomplish anything!

Where do I begin?

There are several things to consider as you start planning for your activity or event. As you sit down with your group, answer these questions and you'll be well on your way to being event planning pros.

What issue/cause are you tackling?

- Commercial Tobacco-Free Schools
- Tobacco Industry Marketing
- Hollywood and the Tobacco Connection, etc.

Why are you tackling this issue? How do you know it is an issue?

- Cigarette smoking is a problem at your school.
- You want teens in your community to know that the tobacco industry is targeting them. (\$23.4 million spent each year in South Dakota alone).
- You want to spread awareness about Hollywood's relationship with the tobacco industry.

What do you want to accomplish? What is your ultimate goal?

- Increase awareness among your peers.
- Recruit more members to your group.
- Implement a commercial tobacco-free campus policy for your school or school district.
- Offer resources to help youth tobacco users quit.

What are you going to do?

- See what other youth are doing across the state. Check out rethinktobacco.com to see what amazing activities teens have planned to expose the truth about commercial tobacco.
- Find out if there are local people or groups who would be willing to get involved in your efforts. Your local tobacco prevention coalition, school health council, American Cancer Society chapter, and concerned parents can help spread your message.
- Do you think your group can realistically pull it off? If not, modify your plan to ensure success.
- Be aware that different actions and messages influence different audiences.



What's Next?

Now that you've figured out what it is that you want to do, who you want to reach, and what message you want to send, it's time to figure out how you're going to pull it off! With your group, answer these questions and split up these tasks to make sure your event is a huge success.

Who will be doing what? What are the tasks that need to be accomplished in order to succeed?

- Choose a leader for your group.
- Make assignments for specific tasks (get supplies, schedule date, find location, etc.).
- Determine due dates for tasks. Set realistic deadlines that you will be able to accomplish.
- Decide how you will hold the group members accountable for their assigned tasks/responsibilities.

When do you want to hold your event?

- Find out what other activities are taking place in your school or community at that time (homecoming, state tournaments, the Lakota Nation Invitational Basketball Tournament, pow-wows, etc.).
- Decide if the people at these events are part of the target audience that you identified.
- Attach your event/activity to those school/community events if possible.

What supplies or materials do you need for your activity?

- Make a budget for these supplies/materials and decide who is responsible for making sure you stay within your budget.
- Are there items that could be donated? Make a list of businesses, organizations or individuals you can ask for donations.

If you are seeking donations, here are a few tips:

- Be aware that businesses often would like a letter explaining the event, what their donation will be used for, how it will benefit the group and community and what kind of recognition they will receive.
- Write a letter explaining your activity or event.
- Call and ask for the name of the business manager/owner and ask when would be the best time to reach them. You never want to go to a business or restaurant when they are busiest.
- Dress appropriately! You don't have to wear your Sunday suits or dresses, but make sure you are not wearing anything that might be offensive to some people (clothes that are too revealing or show tattoos, etc.).
- Ask for donations in person and be respectful. This allows the business manager or owner to associate a face with the group.
- Take along two copies of your letter: one for you and one for the manager. This way you can use your copy as a reference when explaining your activity.
- Follow up your meeting with a thank-you note.

Resources:

There are many resources for the activities included in this section noted in the activity description. In addition, there are many other resources that will be included in Section 8.

One great resource that is available in South Dakota is the TATU Program – Teens Against Tobacco Use (TATU). Developed jointly by the American Cancer Society, American Heart Association and American Lung Association, TATU is a tobacco prevention program designed to help teens teach younger children about the hazards of commercial tobacco use and the benefits of making healthy choices.

The TATU Program involves students from area middle schools and high schools who use a peer-led model to teach elementary students to avoid tobacco. This informative and interactive presentation focuses on the effects of commercial tobacco, peer pressure, tobacco advertising, and the positive things about being tobacco-free.

The Tobacco Control Program of the South Dakota Department of Health has funding to provide free training for South Dakota schools on TATU. There may also be funding available for mini-grants to support school activities. Check with your local Tobacco Prevention Coordinator for more information.

Involving Youth in Tobacco Control Efforts:

In a school environment, it is important to make sure that you involve youth in planning activities. Young people are an incredible resource to help support commercial tobacco control efforts. Teens and pre-teens are smart, creative, and bring new perspectives and energy to the process. They can help to increase community awareness, provide student-to-student training, and reach media sources and

policy-makers that may not be influenced by hearing such messages from the adult population. Teen involvement can also provide them with an enriching leadership experience, helping them to develop skills in public speaking, event planning, and community health advocacy.

To tap the skills and energy of young community members, it is important to have supportive adults who will help guide them through the planning process, keep them focused on their goals, and provide logistical support and training so that they can succeed at their activities. Here are some lessons learned from successful youth development programs:

- Give youth a voice in issues that affect them
- Give decision-making power to youth
- Make the project fun
- Offer meaningful opportunities to build new skills and experiences
- Provide a safe and positive environment
- Encourage youth and adult partnerships
- Offer training that is relevant, hands-on and interactive
- Provide opportunities for reflection and feedback
- Acknowledge the efforts of youth, personally and publicly

Of course, working with students will add a few challenging elements that will require thought. It is important to consider appropriate meeting times and locations. There may also be issues that arise regarding youth schedules and transportation issues. Incentives for participation might also be useful, and can include food or snacks, prizes for activities accomplished, media recognition, or community service credits. Allowing youth to have legitimate decision-making power requires that adult leaders are willing to accept their decisions, even if they must face the prospect of learning from their mistakes.

Media

Getting media coverage for your activity is very important. It helps you reach so many more people than just those who attend the event. When people hear about your efforts on the radio or read about it in the newspaper, it seems to make what you are working on so much more important. Your issue becomes a bigger issue than it would if there were no media coverage at all. This section will give you a few pointers on how to score the best coverage for your commercial tobacco-free activities.

Why Is Getting Media Coverage So Important?

Media coverage can:

- **Publicize** your event beforehand, so more people will be there to support it.
- **Educate** lots of people about your issue and your message.
- **Inspire** more people to follow your lead and get involved in taking on tobacco companies.
- **Attract the attention of public officials who determine commercial tobacco-control policies.**

Where To Begin?

The first step is to let the media know about your event.

- Develop your message.

- Choose your media contacts and get in touch with them.
- Grab reporters' attention with tools such as media advisories, press releases, and more.
- Make your activity so eye-catching that you'll be sure to attract crowds and cameras.
- Offer to send photos of your event and to write an article about what you did.

Develop A Strong Message

Before you contact any media, you must have a clear, convincing message. Think about what you will say so that reporters will understand what you are trying to accomplish, and their coverage will help your cause. Here is some advice on how to develop an effective message:

As a group, think about the two or three most important pieces of information you would want people to gain. These are usually referred to as key messages.

Key messages should:

- Be short and easy to understand.
 - For your three key messages, they should be no more than 27 words (total) and take no more than 9 seconds to say!
- Spread the facts, such as, "2 out of 5 American Indian deaths are related to commercial tobacco use" or "Smoking in public is like peeing in a pool."
- Inspire people to take some action, like, "We are doing this to encourage people to support commercial tobacco-free workplaces in our community."

Your key messages should be specific. Anyone who hears them should understand why your group is taking action.

- A more specific message helps the media give more effective coverage.
A specific message would be, "***We want our tribe's leaders to stand with kids by limiting commercial tobacco use in tribal buildings and on tribal property.***"

A less specific (and less effective) message might be, "***We are here because we hate commercial tobacco.***"

Here is an example of some key messages used by the CDC Office of Smoking and Health:

- Damage from tobacco smoke is immediate.
- The chemicals in tobacco smoke pose a danger right away.
- There is no safe level of exposure to tobacco smoke.

Looking at this example, you can see that there 26 words in these three messages and that you can say all three of the messages in less than 9 seconds. It takes work to boil down your thoughts but it can be done – and is important to effective communication!

Once you have developed your key messages, make sure everyone in your group knows what they are and can explain them in their own words. You want to make sure that everyone is speaking from the same page.

Develop Your Media List

After you've decided on your key messages, the next thing to do is make a list of media you will contact. Start by making a list of all local TV stations (if any – and don't forget community access TV), radio stations and newspapers. Each station and newspaper may have reporters who cover different types of news. Think about which ones would want to cover your story. A list of radio stations and newspapers along with their contact information can be found in Section 8. Also, don't forget to send information to your tribal newsletter editor as well. This is a great way to get the word out in the community.

Don't forget about groups that might be interested in what you are doing, such as environmental groups, health organizations and various youth groups that might be in your community. Some of these may have newsletters that go to their members or their own list of press contacts. Sending these groups a news release or advisory could be a great way to get your message out to others.

Write down all the contact information you can collect for everyone in the media that you have decided to contact, including name, title, complete address, email, phone and fax numbers. Start building your own media list!

Develop The Tools

Write up a simple media advisory that lists the basic information about your event: Who, What, When, Where and Why. This should be a very simple one-page description that talks about:

- what your event is
- who is sponsoring it
- who is going to be there
- when it is going to be held
- where it is going to be held
- why it is happening

Make sure that you put contact information on the advisory so that the radio station or newspaper can get in touch with you. List all phone numbers where you can be reached (office, home, cell) as well as an email address if you have one. Make sure they can reach you when they try to follow up!

A press release gives a bit more information about the event. It will include background information, quotes from participants, and more detail about what happened at the event. Press releases can be written before the event so they anticipate what will happen. Press releases can also be written after the event and sent to the media to encourage follow-up coverage.

An example of both a media advisory and a press release can be found in Section 8: Resources.

Deliver The Goods

Get the information into the hands of the media as many ways as possible. One of the best ways to communicate is in person. Take a copy of the media advisory to the radio station or newspaper. That way they are able to associate your face with the issue and event. Personal contact is essential. Usually folks at newspapers and radio stations are very busy. Unlike big city locations, our local tribal media tend to have very few staff and sometimes the staff is volunteer. Be aware of the time you spend with them but be polite and get your message across quickly. In addition to hand-delivering the information, sending it via fax or email is also an option. Mailing is not the best way to get the advisory or release in their hands.

SUMMARY OF ACTIVITIES *(in this section)*

Type of Activity	Name of Activity	Page Number
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Great American Smokeout

Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

Description:

For over 35 years, the Great American Smokeout (GASO) has maintained an annual tradition of encouraging people to try to stop smoking for just one day. The Great American Smokeout, and the American Cancer Society continues its legacy of providing free resources to help smokers quit. The Great American Smokeout was inaugurated in 1976 to inspire and encourage smokers to quit for one day. Now, 39.8% of the 43.4 million Americans who smoke have attempted to quit for at least one day in the past year, and the Great American Smokeout remains a great opportunity to encourage people to commit to making a long-term plan to quit for good.

Target Population:

- Adults
- Youth (teens)

Cost:

- \$0 and up – depends on types of activities planned

What's Needed:

- A large number of materials are available from the American Cancer Society (<http://www.cancer.org/Healthy/StayAwayfromTobacco/GreatAmericanSmokeout/>)

Time of Year or Linkage to Special Event:

Third Thursday in November

2-3 Months before event:

- Contact your local/regional American Cancer Society office to get the most up-to-date information on GASO materials.
- Recruit local businesses, colleges, and other local organizations to participate in GASO.
- Contact Tribal Chairman to issue proclamation for GASO (see CDC information below for sample).

6 weeks before event:

- Order materials from the American Cancer Society.

3 weeks before event:

- Send out emails to participating organizations. These emails can be forwarded to employees (see ACS information noted below).
- Send out notice to your local radio station and tribal newsletter and newspaper on the GASO events happening in your community.
- Develop public service announcement for your radio station to let community know about GASO.

1 week before event:

- Get materials out to participating organizations.
- Finalize event preparations.

Resources:

- Centers for Disease Control & Prevention: <http://www.cdc.gov/tobacco/calendar/index.htm>
- American Cancer Society: <http://www.cancer.org/Healthy/StayAwayfromTobacco/GreatAmericanSmokeout/ToolsandResources/resources>



Great American Spit Out (Through with Chew Week)

Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

Description:

Through With Chew Week (TWCW) and the Great American Spit Out were designed to raise awareness about the negative effects of spit tobacco use. Through With Chew Week is held the third full week of February each year. The Great American Spit Out (GASpO) is held on the Thursday of Through With Chew Week. It gives spit tobacco users the inspiration to quit for a day or even longer.

Target Population:

- Adults
- Youth (all ages)

Cost:

\$0 and up – depends on the types of activities planned

What's Needed:

The Through With Chew Week Toolkit (<http://www.throughwithchew.com/>) has a wealth of information regarding events that can be done in your community.

Time of Year or Linkage to Special Event:

Through With Chew Week is held on the third full week of February each year and the Great American Spit Out is held on the Thursday of that week.

2-3 Months before event:

Pull together a planning team to determine what activities you will do for TWCW. The TWCW Toolkit has a list of over 20 activities that can be done in your community with complete information for planning.

Resources:

- Through With Chew program website: <http://www.throughwithchew.com/home.aspx>
- “How to Conduct a Through With Chew Week” brochure:
http://www.throughwithchew.com/cms_uploaded/pdfs/TWCWbroFINALweb.pdf
- My Last Dip – an interactive website that helps young spit tobacco users quit:
www.mylastdip.com



Kick Butts Day

Type of Activity:

- Community Education and Organizing
- Opportunity for Earned Media

Description:

Kick Butts Day is a national day of activism that helps youth to speak up and take action against tobacco use at more than 1,000 events from coast to coast. Students from schools across the country hold hundreds of different events and activities that call attention to the problems caused by Big Tobacco and its attempts to market to youth. Thousands of youth in every state and around the world will let Big Tobacco know that they will not be controlled by the industry.

As a teacher, youth leader, or health advocate, you can organize these events and mobilize your kids to raise awareness about the problems of commercial tobacco use in your school and community. The event will help empower youth to stand out, speak up and seize control against Big Tobacco with fun, educational activities and events.

Target Population:

- Adults
- Youth (all ages)

Cost:

\$0 and up – depends on the types of activities planned

What's Needed:

<http://www.kickbuttsday.org/resources/downloads.php> has a wealth of information regarding events that can be done in your community.

Time of Year or Linkage to Special Event:

Kick Butts Day is always held in March.



Breathe Easy Track Meet

Type of Activity:

School Event (Elementary or Middle School with help from High School track team members)

Time:

Half-day activity; takes about 1-2 weeks to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Increase support for commercial tobacco-free school campus

Cost:

Less than \$20

Materials:

Straws or coffee stirrers, empty paper towel or aluminum foil roll, track meet supplies, poster board, rolls of banner paper or butcher paper, markers, tape measure, tobacco advertisements from magazines).

Description:

Organize a school track meet to show how cigarettes and other tobacco products can affect peoples' ability to perform well as athletes. You can either organize a special track meet or add the theme to one of your school's scheduled meets. Either way, you will be educating students and adults about the harmful effects and hazards of commercial tobacco. The meet consists of several different events that highlight the impact that tobacco use has on the body's ability to perform.

- ***Breathe Through A Straw***

At the beginning of the meet, give an overview of the events and have all of the athletes participate in a quick activity. Give everyone a soda straw or coffee stirrer and ask them to breathe only through it. Then have the participants hold their noses (to make sure that they aren't unconsciously breathing that way) and ask them to continue to breathe through the straw. Tell them you are going to make it a bit harder by asking them to run in place. Have them run in place for 30 seconds. Now ask them to run a bit faster for another 30 seconds. Then a bit faster for 15-20 seconds.... Stop and ask people how they feel – what did it feel like to have to breathe only through a straw? Get feedback from the participants. Then let them know that that is the way that people who have emphysema or other breathing problems feel and how they have to breathe. This also is meant to show how it feels for a smoker to breathe while participating in physical activities. Remind everyone to keep this in mind while they are running their races.

- ***Relay: Get Rid of that Cigarette as Fast as You Can!***

Have a variety of relays so everyone can participate (by age or grade). The first thing to do is to decorate your baton (a track baton or an empty paper towel or aluminum foil roll) with paper or paint to look like a cigarette. Then cover the "cigarette baton" with hazard and warning labels. For example, use some of the new health warning labels proposed by the Food and Drug Administration (<http://www.fda.gov/TobaccoProducts/Labeling/CigaretteWarningLabels/default.htm>). You can also be creative and use your own labels and warnings. For the relay, tell everyone that they need to get rid of the "cigarette" as fast as they can by passing it off to their teammates.

- **Individual Events: Breathe Easy!**

Get ready to race! Hold individual events from the 50 meter dash to the two-mile run. Remind the participants at the beginning of the event of how it felt to breathe through a straw. Keep people aware of the simple fact that if they were to smoke, they would not perform as well not be able to breathe as easily while running.

- **Shot Put Event: Crush Big Tobacco!**

The “Crush Big Tobacco” shot put event is just like a normal shot put event – everyone is trying to throw the shot put as far as possible. For the distance markers, you have a number of options:

- You can decorate the posts to look like cigarettes for each distance line.
- Make a line of tobacco advertisements for the kids to “crush” as they throw the shot put. Paste ads from magazines or the internet on poster paper and line them up on a string.
- Be creative – come up with your own ideas for the event!
- If you don’t have an official “real” shot put, use a basketball, volleyball or soccer ball – any ball will do!

- **Long Jump Event: How Far Will You Go?**

For this event, continue the focus on staying commercial tobacco-free by asking participants to go as long as they can to stay tobacco-free and to stop Big Tobacco. If you have a long jump pit at your track, all you have to do is let students take turns jumping. If not, you can do this event on a field. All you need is a line to start running from, and a tape measure to keep track of how far people jump. In this event you can also put up posters and ads as markers for the participants to jump towards.

- **Additional Ideas:**

- Decorate the track with posters with statistics regarding commercial tobacco use and its impact on tribal communities in South Dakota. Line up the posters around the inside or the outside of the track so that people can read the messages as they run by.
- Contact your tribal newspaper or newsletter editor to let him or her know about the event. Ask them to put a notice about the event in their publication. Take pictures of the event and send them to the editor afterwards for additional coverage.



“ I liked learning not to smoke. And I learned what smoking can do. I liked throwing chew far away. And I like the T.A.T.U. kids coming down and helping us not to smoke. I liked running with Ashlyn and being on her team. We’re very lucky that the T.A.T.U. team can come down and teach us new things. I would like to be a runner and everything. I don’t want to smoke because when I run it ruins my lungs. I would like to do whatever I can without smoking and try to stop people who do smoke, and do the best I can to not smoke. ”

– Riannon J. Thin Elk
5th Grade
White River Elementary

Source: Kick Butts Day, Campaign for Tobacco Free Kids



Bag o' Butts for Tobacco-Free Schools

Type of Activity:

School Event (Middle School or High School)

Time:

1 hour to 1 day activity; takes about 2 weeks to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Increase support for commercial tobacco-free school campus

Cost:

Less than \$30

Materials:

gloves, clear trash bags

Description:

Just like you can tell a lot about a person by walking into his or her home, you can tell a lot about what is valued and supported at school by looking around. Do cigarette butts litter the school grounds? School campuses should promote health and wellness. Unfortunately many campuses can be quite unhealthy due to the large number of cigarette butts found all over the ground. This activity will showcase how many cigarette butts there are at a given school and will help publicize the need for school campuses to be commercial tobacco-free.

Target Population:

- Adults
- Youth (all ages)

Time of Year or Linkage to Special Event:

Can be done at any time but late spring, summer or fall are best. This event is great to do in conjunction with Earth Day (April) or it can be linked to the Great American Smokeout.

3 weeks before event:

Line up volunteers to help. Many hands make light work!

1 week before event:

Confirm volunteers.

Day of the event:

- Have some food available for volunteers.
- Pick up all trash on campus. Separate the cigarette butts into a separate clear trash bag. Dispose of other garbage but keep the bag of cigarette butts.

After the event:

- You should probably have a pretty large number of cigarette butts. Depending on how many cigarette butts were collected – if you would like to have more – schedule another clean-up day soon.
- After you have collected a large number of butts, schedule a time to go to your school board meeting to show the members what you have collected. Let them know over what period of time these butts were collected. Share with them the facts about the dangers of cigarette litter and the need for smoke-free outdoor recreation facilities. Some suggested talking points:
 - Schools are established to promote healthy activities. Schools need to model healthy behaviors, and tobacco-free policies fit with this idea.
 - Secondhand smoke harms everyone. The Surgeon General has determined that secondhand smoke is a human carcinogen for which there is no safe level of exposure. Exposure to secondhand smoke has immediate health consequences on the cardiovascular and respiratory systems.
 - Secondhand smoke is harmful in outdoor settings. According to Repace Associates, secondhand smoke levels in outdoor public places can reach levels as high as those found in indoor facilities where smoking is permitted.
 - Cigarette litter is dangerous. Discarded cigarettes pollute the land and water and may be ingested by toddlers, pets, birds, or fish.
 - Commercial tobacco-free policies help change community norms. Tobacco-free policies establish the community norm that tobacco use is not an acceptable behavior for young people or adults within the entire community.
 - Commercial tobacco-free environments promote positive community role modeling and protect the health, safety, and welfare of community members.
- Let your local newspaper, tribal newsletter and radio station know that you are going to present your findings (literally) to the school board. At the school board meeting you should have a fact sheet that outlines what you found and what action you want taken – this can be given to the local media. Take pictures and send them to your local newspaper and tribal newsletter.

Resources:

- The Billions of Butts (BOB) project of Forget Tobacco (<http://forgettobacco.com/portfolio/butts/>) provides a free butts clean-up kit with gloves and plastic bags.

Source: South Dakota Community Tobacco Use Prevention Toolkit and Kick Butts Day, Campaign for Tobacco Free Kids



Graffiti Wall

Type of Activity:

School Event (Elementary, Middle School or High School)

Time:

Takes about 2-3 weeks to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Increase support for commercial tobacco-free school campus

Cost:

Less than \$30

Materials:

Long poster paper roll or banner paper, markers

Description:

Are you sick of Big Tobacco's lies and manipulation? Get your thoughts out on paper... lots of paper! Create a long paper banner and cover it with anti-tobacco graffiti. A variation on this is to make the wall an opportunity for students to show support for a commercial tobacco-free campus policy. Show your School Board that you want your school campus to be commercial tobacco-free 24/7!

Day of Event:

- Set up paper banner and markers and other art supplies. Have the banner in a central location in your school.
- On the Graffiti Wall, write a large phrase such as, "Hello, Big Tobacco from the Youth of [insert your tribe name here]".
- If you are focusing on showing support for a commercial tobacco-free campus policy, write a phrase such as, "The Students and Faculty of [insert school name here] Support a Commercial Tobacco-Free Campus Policy."
- Ask everyone to write their personal feelings or personal stories about tobacco on the Wall. If doing a policy-focused wall, students and faculty can just sign their names.
- Have commercial tobacco facts available in case someone can't come up with a personal feeling or something to say.
- Take LOTS of pictures of the event – maybe even a video that you can upload to YouTube. Send pictures to your local newspaper or tribal newsletter along with a brief description of what you did and why you did it. Post pictures on your Facebook page!
- If your wall supports a school policy effort, take the banner to the next school board meeting to show members the campus support for the policy change.

- Ask if you can leave the banner up for a week or more to highlight your school’s efforts to reduce commercial tobacco use and to demonstrate support for policy change.

Source: Kick Butts Day, Campaign for Tobacco Free Kids

Numbers Campaign

Type of Activity:

School Event (Middle School or High School)

Time:

Takes about 2 months to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Increase support for commercial tobacco-free school campus

Cost:

Depends on what kinds of props you use.

Materials:

Markers, paper; may need stickers, t-shirts, lunch boxes, shoes, etc.

Description:

How do you get people to realize just how deadly commercial tobacco use is? By coming up with a creative way to show the statistics of commercial tobacco use for your community. Translate these “fatal figures” into things that people can understand – use props like t-shirts, shoes, lunchboxes, etc. to illustrate the numbers.

6-8 Weeks Before the Event:

- Determine what statistic you want to use. Will you use the number of deaths every year in South Dakota? The number of American Indians that die as a result of commercial tobacco use each year? The number of youth that start smoking each day? The choice is up to you. You can get more information in Section 2: The Big Picture or by checking out the Resources listed in Section 8. Make sure you pick a statistic that is big enough to be memorable and have an impact.
- Develop your message – what do you want people to remember about the event and about your number? This key message will be used throughout the event in the things that you say and signs and flyers that you will make.
- Determine how you want to illustrate your statistic. Will it be t-shirts, shoes, lunch boxes, body bags...? Be creative! Start collecting the items you will need.
- Talk with the principal to get permission to do this event on school property.

In Illinois, members of a high school youth coalition took control of their high school for a day to let their peers know just how deadly commercial tobacco really is. They created 51 body outlines to represent the 51 people who die in Illinois every day from tobacco and hung them up on the walls in common areas of their high school. They also wrote the number "51" on every classroom board and displayed posters with the number 51 around the school for the entire week. On Kick Butts Day, the students set up a table during lunch to hand out tobacco use prevention information to the students. At the end of the day, they revealed what the number 51 represented.

2 Weeks Before the Event:

- Design a simple handout (1/2 sheet of paper is best) that contains your key message as well as some kind of graphic that makes people want to read about it.
- Plan how you will set-up your props. Identify the exact location(s) and make sure that you have all of the things that you need. Determine how long you will have the display visible (in the morning, before an assembly, at lunch, all day, etc.) If you will have people standing with the props, determine who will be there and when. Also decide whether you will be handing out your flyer at that time.
- Contact your tribal newspaper or newsletter to let them know about the event. Ask them to run an announcement before the event. Offer to write an article afterwards and to provide photos.

1 Week Before the Event:

- Find ways to post your statistic around your school. Announce your number over the PA system, hand out flyers or stickers with the number on it, hand posters – whatever you can do to get your message out. Make sure you keep the meaning of the number a secret but tell people you will reveal the number on your chosen day (Great American SmokeOut, Kick Butts Day, etc.). This helps build the excitement and anticipation for your event.
- Contact your local radio station to see if a representative from your group can go on the air to talk about what you did at school.
- Consider developing a petition to have available by the display for people to sign in support of a commercial tobacco-free campus.

Day of Event

- Set up the display as soon as you can get on campus (or the night before) so that people will see it when they arrive at school.
- Have people stationed by the display to hand out information.
- Take lots of pictures!

After the Event:

- Write up an article and send it along with photos to your tribal newspaper or newsletter.
- Follow-up with the radio station to arrange having someone describe your event on the air.

Source: Kick Butts Day, Campaign for Tobacco Free Kids

School-Wide Health Fair

Type of Activity:

School Event (Middle School or High School can plan the event but all ages can attend)

Time:

Takes about 2-3 months to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Increase support for commercial tobacco-free school campus
- Create change in individual behavior

Cost:

\$50 or more – depends on what kinds of booths you have.

Materials:

tables, chairs, posters, markers, paper, banners, food – whatever it takes to build a fun health fair.

Description:

A Health Fair can be a great and fun way to give people important information about commercial tobacco use and how to quit. It is also a great way for youth advocates to lead the fight for policies, programs and practices that protect people from commercial tobacco use and secondhand smoke. A health fair lets you combine several different “mini-event” ideas into one!

It is very important to note that the “traditional” health fair is not an effective activity. The traditional health fairs are where organizations have a table and hand out lots of brochures. People pick up brochures and never really make any change in their behavior. Frequently you will even see the brochures in the trash just outside the doors to the event. They can be a waste of time and resources. This event is much more interactive, focuses on both policy and individual behavior and gives people the opportunity to get involved in policy change. This really makes a difference and makes the event an effective one!

Planning Your Event:

- Partner with other tobacco control groups, public health organizations, health care and student groups to reach a larger audience. Give each organization a table at your event and ask them to bring materials like posters, brochures, banners, gear and other giveaways to their table. For example you could invite:
 - A local tobacco coalition
 - A representative from the Great Plains Tribal Chairmen’s Health Board and their Northern Plains Tribal Tobacco Technical Assistance Center
 - Your regional coordinator from the South Dakota Tobacco Control Program
 - A neighboring school or tribal program that is working on commercial tobacco issues
 - Local health clinic or health care provider – ask them to provide free services such as blood pressure screening on-site

- Your tribal substance abuse prevention counselor or coordinator
- Your local chapter of the American Cancer Society and other health-related groups
- Ask a tribal elder to be present to bless the health fair and to provide information on the difference between traditional, sacred tobacco and commercial tobacco products.
- Invite the community to participate in the event. Spread the word broadly through local radio, tribal newsletters, and local newspapers. Posters and signs around the community will also help get the word out.

Booth/Station Ideas:

Mr. Butts and Quit Kits



- For this station, have someone dress up as Mr. Butts and hand out Quit Kits (kits designed to help commercial tobacco users quit) and other giveaways to adults and youth. Your Quit Kits can include information on the SD QuitLine and other resources to help people quit, chewing gum, sugarfree lollipops, cinnamon stick, toothpicks, tobacco facts and notes of support from the youth advocates organizing the event (a hand-written note saying something like: *“I know it will be hard to quit using commercial tobacco but I believe in you and have faith that you can. Sincerely, Kara T.”* Such a message would be very inspirational to someone who is trying to quit. Your message could actually give someone the boost they need to get over a tough time!

A Mr. Butts costume is available on loan from Youth and Family Services in Rapid City (Phone: 605-342-4195 or 800-YFS (937)-9832). Mr. Butts has been renamed “Kills Many” by our colleagues at the Northern Plains Tribal Tobacco Technical Assistance Center.

*They Put **What** in a Cigarette?! Station*

- Create a display on a table that tells others about what’s really in a cigarette. See page 33 for details.

Cold Turkey Trade

- At this station, you will give participants a cold turkey sandwich in exchange for a pack of cigarettes or a can of dip or other tobacco product. If the participant does not use commercial tobacco, ask him or her to sign a tobacco-free pledge instead.
- To cut your costs, see if you can get donations of the sandwiches or sandwich ingredients. By making the sandwiches yourself, you will be able to save money instead of buying them if you cannot get them donated. Don’t forget to have a sign at your table which thanks the donor(s) of the food!
- Design and print materials to hand out with your turkey sandwiches. Let participants know that quitting tobacco “cold turkey” is not recommended by health experts. It has been proven

that using nicotine replacement therapy (NRT) and counseling really increase the success rate of quitting commercial tobacco. See the Resources section (Section 8) for more information on quitting tobacco.

- If you have someone in your community that works with people to help them stop smoking, invite him or her to participate and to be available to answer questions.

Petition Station

- Before your health fair, pick a policy issue as your target. Here are some suggestions:
 - Ask the School Board to adopt a policy to require all schools in the district to be commercial tobacco-free 24/7.
 - Ask the Tribal Council to adopt a resolution to make all tribal property and businesses to be commercial tobacco-free and smoke-free.
 - Other policies may be under discussion in your community, so use your judgment regarding which issue(s) to choose for a petition.
- At your health fair, make sure one of your tables is a petition station. Encourage youth and adults at your health fair to sign a petition. Have a sticker that you give the person after they sign – it could say something like “I’m 4 Smoke-Free Air!”.
- After the event, you can present the petition to the appropriate policymakers.

Lungs Exposed

- Set up a display for students to see the lung damage caused by smoking. You could use anything – photographs, chest x-rays, or an educational model. The South Dakota Tobacco Control Program has lung models available in each region which can be sent for use. Just contact your regional Tobacco Prevention Coordinator to arrange to borrow them.
- See if there is a respiratory therapist in your town that could help you get additional information for this display table.

Guess the Number of Cigarette Butts

- Use the cigarette butts you collected from the “Bag o’ Butts for Tobacco-Free Schools” activity. Count the number of butts and then put them in a jar or clear bag. At the health fair, ask people to guess how many cigarette butts there are in the jar. You could have them write their answer on a slip of paper along with their name and announce the winner at the end of the day (or throughout the day, if you wish).

Got Spit?

- Create a display on a table that tells participants about what’s really in spit tobacco. See page 29 for details.

Other Ideas?

- Be creative and think of as many interactive displays as you can – you’ll want to keep people doing interesting, engaging activities! Table after table of brochures can be very boring to participants.

Day of the Event:

- Make sure you have plenty of helpers to assist exhibitors in putting their displays together.
- Assign someone (or a couple!) to be the designated photographer. The photos can be posted to your Facebook page and also sent to the tribal newspaper or newsletter for additional coverage of the event.

After the Event:

- Send a few photos and a brief description of the event to your tribal newspaper and/or newsletter. Make sure you identify who is in the photo.
- Follow-up with a thank you letter to the school principal to express appreciation for use of the school gym (or whatever space you used) for the event.

Source: Kick Butts Day, Campaign for Tobacco Free Kids



Wall of Remembrance and Memorial Service**Type of Activity:**

School Event (Middle School or High School plan event, all ages attend)

Time:

Takes about 2-3 months to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Increase support for commercial tobacco-free school campus
- Create change in individual behavior

Description:

The Wall of Remembrance and Memorial Service is a powerful way to put a face on the impact that commercial tobacco has on our communities. The event is designed to memorialize and honor those who have died or have been made ill as a result of tobacco use. The event is like a funeral or memorial service. Ministers or religious leaders can offer prayers and their own stories of congregants who have died from commercial tobacco use. Speakers can include people who have lost a loved one or someone who has suffered the effects of their own tobacco use (e.g. laryngectomy). The BB Demonstration (see page 27) is an excellent demonstration to use as part of the Memorial Service program.

Cost:

\$50 and up

What's Needed:

- Display Board (4'x6' bulletin boards work great)
- Photos
- Tape or other adhesive, push pins
- Construction paper or other material for photo backing
- Fabric to cover "wall"

Time of Year or Linkage to Special Event:

Event can be done any time of year. It is a good activity to tie to Kick Butts Day (March) and/or World No Tobacco Day (May 31).

2-3 Months before event:

Make presentations to groups to collect photographs and remembrances of those who have lost a loved one as a result of commercial tobacco use. Civic, church and community groups as well as school and youth groups are great resources. Health care providers can also provide links to folks who would contribute stories or photos. Develop a flyer to publicize effort and provide contact information for people to send in photos.

6 weeks before event:

- Find location for event – visible, public place is best. A school gymnasium or auditorium is perfect.
- Recruit speakers – ministers and faith community leaders, health care providers, people touched by tobacco use, youth.

4 weeks before event:

- Arrange for large poster boards (4' x 6') or some other large way to display photos and remembrances.
- Continue the call for photos.

3 weeks before event:

- Send a community calendar item to your local radio station.
- Send a media advisory to your local newspaper (TV if you have). Let them know that this is a very visual event and would be worthy of coverage.
- Confirm speakers.

1 week before event:

- Send another media advisory to newspaper and radio.
- Confirm speakers.
- Make signs and other materials necessary for the event.
- Assemble photographs – enlarge those that need to be enlarged, place individual photos on larger sheet of construction paper as a "frame."

Day of the Event:

- Be at location 2-3 hours before the event is to start to set-up Wall of Remembrance. Need 3-4 people for set-up.
- Take pictures of people at the event. Photos of people looking at the pictures are usually very powerful.

After the Event:

- Write up a brief description of the event and send it to your local tribal newspaper or newsletter along with a few photographs.

Source: South Dakota Community Tobacco Use Prevention Toolkit

Lights, Camera, Action!**Type of Activity:**

Classroom Activity (Middle School or High School planning with Elementary School students participating)

Time:

Takes about 2-3 weeks to plan

Goals and Objectives:

- Increase commercial tobacco awareness
- Create change in individual behavior

Description:

This is a peer education opportunity where older youth educate younger children about how the tobacco industry manipulates young people through advertisements and other promotions. This activity will allow teens to provide education while the kids are having too much fun to notice!

Younger kids usually look up to middle and high school students. You can use this to share a positive message with them about not using commercial tobacco. Ask a teacher or group advisor to help you contact an elementary school class, a local youth group or day care center. Once you have set up a group and a date, you are ready to start planning your presentation.

Cost:

Less than \$10

Materials:

Tobacco advertisements from magazines

2-3 weeks Before Event:

- Arrange with the class or group the date and time for your presentation.
- Find out the following:
 - What age is your audience?
 - What do they already know about tobacco?
 - What do you want them to know following your presentation?
- Younger kids: Health messages are okay
- Older kids: Focus on what the tobacco industry does to attract teens
- Gather tobacco magazine advertisements or other props you will need for your presentation. Ask your parents or other adults for ads from magazines that they subscribe to or get ads from old magazines at your school or library – just remember to get permission first!

1 Week Before Event:

Practice, practice, practice! Get some friends together and have them pretend to be your audience. Remember, young children have lots of energy and will need clear, simple instructions and NO down time! Keep them busy and keep things moving along quickly.

Day of Event:

- Distribute tobacco advertisements to your audience. Go over how the tobacco industry tries to manipulate us and what the real truth is in each ad.
- Explain to the children that they are going to act out the ad in a fun skit.
- Let them know that first they will act out how the tobacco industry wants them to view the ad. Big Tobacco wants everyone to think it is fun to smoke, and that if you do you will be beautiful and cool. There are many messages in these ads, so have your class brainstorm other messages the tobacco industry is trying to send.
- Then the class will act out the real story and show the truth about tobacco. Have everyone think about the actual effects of commercial tobacco and how they really see the advertisement now.
- After you are done speaking, divide your audience into groups. Each group should have:
 - As many people as necessary to act out the advertisement – anywhere from 3-5 students works well.
 - One presenter who will be the narrator and explain the advertisement before the skit starts.
 - Two group members will finish the presentation by analyzing the skit/advertisement. The children should explain what techniques the tobacco industry used and why the advertisements show false images (example: smoking actually causes wrinkles, bad breath, and yellow teeth.)
 - Explain that they will be presenting the skits to all of the other groups and that each skit should be about one minute long.
- Break the groups up and give them 10-15 minutes to prepare.
- Reassemble into the large group to present the skits.
- Before presentations begin, make sure everyone sits and directs their attention to the front.
- Call up each group, watch the presentation, encourage discussion, and have fun!

Source: Kick Butts Day, Campaign for Tobacco Free Kids



Create Your Own Billboard or Cups in a Fence

Type of Activity:

Classroom Activity (Middle School
or High School)

Time:

Takes about 1 week to plan

Goals and Objectives:

Increase commercial tobacco awareness

Cost:

\$10-\$30 depending on how many cups you need

Materials:

Colorful plastic cups (need to fit inside chain link fence holes)

Description:

Get the message out there clearly and simply – commercial tobacco is bad stuff! Say it loud, say it proud – say it with cups! A chain link fence billboard consists of cups placed in a chain link fence that spell out a message in large letters. Whatever you decide, make sure to get permission from the appropriate adults.

1 Week Before Event:

- Find a fence on school property that is visible to many people every day. For example, pick a chain link fence that is around a sports field right before a big game. The more people that see this, the better!
- Get permission.

1 Day Before Event:

Plan your message – keep it short. It's like you are making a billboard. Just a few punchy, powerful words! Sample messages include “Tobacco Lies” or “Big Tobacco Targets Youth” or “Tobacco- Rethink It.”

Day of Event:

- Write out your message by putting plastic cups through the holes in the fence. Put up your message when there are not many people around campus.
- Don't forget to take pictures of your billboard. Post it on your Facebook page!

After the Event:

Make sure that you take down your billboard within a week. Clean up all the trash and recycle the plastic cups.

Source: Kick Butts Day, Campaign for Tobacco Free Kids and The 84

BB* Demonstration

Type of Activity:

Classroom Activity (Middle School and High School)

Time:

Less than 1 week to plan

Goals and Objectives:

Increase commercial tobacco awareness

Cost:

Less than \$10

Description:

This demonstration provides an auditory (listening) learning experience for the audience. It demonstrates how deadly commercial tobacco use is compared to other substances that are abused.

Time:

About 5-10 minutes

Materials:

Metal bowl or metal coffee can, Popcorn kernels or BBs*

Split the popcorn kernels or BBs* into three separate containers and label them:

- 38 representing death from drug use
- 222 representing deaths from alcohol
- 1,200 representing deaths from commercial tobacco use

How it works: Read the following script aloud to the group, following the italicized script as you go. Rehearse this several times before you put it into action, so you're not relying heavily on the script for the words, and so the exercise goes smoothly.

Steps:

Ask: *"How can people can die? What are some causes of death?"* (Make sure that suicide, homicide, accidents, AIDS, illegal drugs and alcohol are mentioned. After naming these, let them know that commercial tobacco kills more than all of these combined.)

Pick up one popcorn kernel or BB.

Say: *"Each one of these represents a person with a family, friends, and a life."*

Drop the kernel or BB into the bowl.

Say: *“Listen to the sound it makes when I drop it into the bowl. Let the sound of each one represent a person’s death.”*

Say: *“Close your eyes and listen.”* (You may want to turn down the lights if possible.)

Say: *“First, let’s think for a minute about hard drugs. Cocaine, including crack and heroin. You think they are dangerous? They are! They will kill you. Here is how many people will die from a drug overdose every day in this country.”*

Pour 38 popcorn kernels or BBs slowly into the bowl.

Say: *“That represents 38 people who will die in one day from hard drugs; that is about 13,870 people each year.”*

Pour the 38 popcorn kernels or BBs back into its individual container before moving onto the next step.

Say: *“Now, let’s think about alcohol. You think alcohol is bad for you? It is. It will kill you too. Usually not right away, but slowly, over time. Here’s how many people die.”*

Pour the 222 popcorn kernels or BBs slowly into the bowl.

Say: *“That’s 222 people every day and 81,030 people every year.”*

Pour the 222 popcorn kernels or BBs back into its individual container before moving onto the next step.

Say: *“Now, let’s think about commercial tobacco. Listen and think about how many people commercial tobacco will kill today and every day in the United States.”*

Pour the 1,200 popcorn kernels or BBs slowly into the bowl.

Say: *“That’s 1,200 people who will die every day, who are dying right now. That’s 440,000 people every year. If you add people who die from secondhand smoke, that would be another 150 people each day and another 53,000 people each year. Commercial tobacco kills! You can start to use commercial tobacco and it won’t kill you today or tomorrow or maybe even next year. But think about this, the tobacco industry has to recruit 5,000 new smokers every day to replace the ones who quit or die. They even try to recruit young kids to get them hooked early. Don’t let them hook you!”*

***Note: We highly recommend that you use popcorn kernels instead of BBs.**

Source: American Lung Association TATU Teen Teacher Manual

Got Spit?

Type of Activity:

Classroom Activity (Middle School and High School) or at an event

Time:

Less than 1 week to plan

Goals and Objectives:

Increase commercial tobacco awareness

Cost:

Less than \$20

Description:

In this activity, teens give a presentation of what is in spit tobacco. A blender and the various ingredients (all household items, mocked up to look like hazardous items) are used in this presentation. Make Your Own Spit can be done at school (in the classroom or at a sporting event) or at any community event (at the entrance to a rodeo). Make Your Own Spit can even be done outside a Wal-Mart in the parking lot.

Time:

About 10-15 minutes

Materials:

Obviously we don't want you to use any of the "real" ingredients in your demonstration. **ONLY USE THE ALTERNATIVE INGREDIENTS SUGGESTED BELOW.**

- Water (formaldehyde)
- 7-Up (benzene)
- Brown sugar (arsenic)
- Gray/Silver cake-decorating balls (lead)
- Shredded beef jerky (tobacco leaves)
- Blender and extension cord (if you are not close to an electrical outlet)
- Table
- 5 containers (to hold all 5 ingredients)
- Labels for the containers: "Formaldehyde," "Benzene," "Arsenic," "Lead," "Commercial Tobacco."
(Remember, you'll only use harmless substitutes for these products.)
- Empty "spit" container to present the final product after blending

Set up

Put the five harmless ingredients into each of their own containers with labels on them. Place the ingredients to the left and right of the blender, which should be in the middle of the table. If you have a

banner or sign for your group, place it either on the table front (if small sign) or behind your head on the side of a building or some other structure.

Suggested Script

Step right up and see what ingredients are in spit tobacco. Big Tobacco calls it “smokeless tobacco” so it sounds like it’s harmless. Guess again!

This is the story Big Tobacco doesn’t want you to hear. Look at these ingredients.

First, you start with commercial tobacco. We’ve picked a beauty, “Copenhagen.”

(Put beef jerky in blender.)

But, Big Tobacco doesn’t stop there.

You’ve got lead. That’s right; lead is in spit tobacco. How many of you read every day about the dangers of lead poisoning? It can lead to brain damage and even death if taken in large quantities or over a long period of time. *(Put cake-decorating balls into blender.)*

But, Big Tobacco doesn’t stop there.

Spit tobacco also contains benzene. Never heard of benzene? Well, it is a highly flammable substance that is used in gasoline and paints...and long-term exposure is linked to leukemia. It can cause vomiting, rapid heart rate and red blood cells reduction in your body. *(Add 7-Up to blender.)*

But, Big Tobacco doesn’t stop there.

Did you know that arsenic is also in spit tobacco? Arsenic. The chemical of choice for murderers and mystery writers. It’s used in rat poison and can cause vomiting, abnormal heart rate and death.

(Add brown sugar to blender.)

But, Big Tobacco doesn’t stop there.

You’ve got formaldehyde. This stuff is used to preserve dead animals. It’s an embalming fluid and, you guessed it, it’s in “spit” and “chew” products. *(Add water to your blender.)*

Big Tobacco doesn’t stop there. They add another 15 to 20 ingredients. Some we know about and some we don’t, because they refuse to tell anyone what other ingredients are included in spit tobacco.

But, you wouldn’t have a commercial tobacco product if you didn’t have this one last ingredient. What do you think it is? Nicotine. It’s not bad enough that all those dangerous chemicals are in spit tobacco. No, Big Tobacco has to hook you on it so they can slowly rot out your gums, throat, cheeks and mouth.

(Blend ingredients and put concoction into a “spit” container.)

So, why does Big Tobacco include so much bad stuff in “spit?” Why don’t you ask them?

And if you don’t think it’s a problem among American Indians in South Dakota ...think about this: 6 times as many American Indian middle-school students use spit tobacco than the national average for the same age.

Source: Through With Chew Week & The Great American Spit Out 2012 Activity Toolkit

Straw Activity (Emphysema activity)

Type of Activity:

Classroom Activity (All ages)

Time:

Less than 1 week to plan

Goals and Objectives:

Increase commercial tobacco awareness

Cost:

Less than \$10

Materials:

Coffee stirrer straws or soda straws

Description:

This demonstration helps participants understand the struggle that people with emphysema have with breathing.

Time:

About 15 minutes

Steps:

- First, ask if anyone in the room has Asthma. Tell them that they do not need to participate in this activity because they already know what it is like to struggle to breathe. You also don’t want to trigger an asthma attack.
- Explain to the students that you are going to hand each person a straw. They should just hold onto the straw and not put it in their mouth.
- Give them directions first before they start to do the activity:
- When you say “Go” the audience is supposed to run in place until you say “Stop.” You can also ask them to sing a short song, like “Happy Birthday” while they are running.

- When you say “Stop,” the audience is supposed to stop running, place the straw in their mouth, plug their nose and try to breathe just through the straw.
- Explain that they will only be asked to do this for about 10-15 seconds and that if they feel light headed or dizzy, they can take the straw out and breathe normally.
- Conduct the activity.
- Ask the students to share how they felt while breathing through a straw.
- Explain that this is how a person with emphysema or COPD breathes all of the time.
- Ask the students what they think.
- Collect the straws and discard them into the garbage.
- Finish this activity by stating that 90 percent of the people who have emphysema got it as a result of smoking. Most of them probably did not realize the danger of addictive nature of commercial tobacco. Let’s keep other people from suffering the disease – don’t ever begin to smoke.

Source: American Lung Association TATU Teen Teacher Manual

You’re Paying How Much? The Cost of Commercial Tobacco Use

Type of Activity:

Classroom Activity (Middle School and High School)

Time:

Less than 1 week to plan

Goals and Objectives:

Increase commercial tobacco awareness

Cost:

Less than \$15

Materials:

Paper, pens, calculators, poster paper, markers

Description:

Everyone knows that paying for cigarettes can add up. As commercial tobacco products get more and more expensive, people’s money is going up in smoke or out in spit! This activity raises awareness that smoking not only costs you your health, but also hurts your wallet!

Time:

About 30 minutes

Doing the activity:

- Do your research: You need accurate information, so find out what the average price of a pack of cigarettes or tin of chew tobacco is in your community.
- Add it up: Figure out how much it would cost someone to smoke a pack-a-day for one week, one month, one year, or longer! For example, if a pack costs \$5, that comes to \$1,825 a year!!!
- Spread the word: Now that you know how much smokers spend on cigarettes and chewers spend on spit tobacco, find a creative way to spread your message. You could include ideas for what that money could buy instead (like 365 movie tickets, 20 iPods, etc.). Make posters or flyers to hand out in your school or community. Get permission, if you need, from an appropriate adult.

Sources: Kick Butts Day, Campaign for Tobacco Free Kids and The 84



They Put What in a Cigarette?!?

Type of Activity:

Classroom Activity (Middle School and High School organize, All ages observe)

Time:

3-4 weeks to plan

Goals and Objectives:

- Increase commercial tobacco awareness

Cost:

Less than \$20 (should be able to find most household items at your home, from friends or neighbors or at school)

Materials:

See list below

Description:

Almost every product has a list of ingredients somewhere on the label. So isn't it strange that there isn't a list of ingredients on a pack of cigarettes? If there were, it would be a really, really long list! Seriously. There are over 7,000 chemicals in a single puff of cigarette smoke, and 69 of them are known carcinogens (that means they cause cancer)! No wonder Big Tobacco is ashamed to show what they put in their products. If customers knew the kinds of things they were inhaling every day, they probably wouldn't smoke anymore. It is definitely time to expose the truth behind these ingredients! You can check <http://quitsmoking.about.com/cs/nicotineinhaler/a/cigingredients.htm> for a more complete list of cigarette ingredients and their alternative uses.

Use the list below to explain some of the chemicals that are in commercial tobacco products and secondhand smoke:

- **Arsenic:** used in rat poison and pesticides
- **Acetic Acid:** found in vinegar, hair dye, and photo developing fluid
- **Acetone:** a main ingredient in paint thinner and fingernail polish remover
- **Ammonia:** a typical household cleaning fluid
- **Benzene:** found in gasoline
- **Butane:** chemical found in lighter fluid, pesticides and paints
- **Cadmium:** found in batteries and artist's paints
- **Carbon Monoxide:** a poisonous gas found in car exhaust, as well as from other sources
- **DDT:** a chemical formerly used as an insecticide
- **Formaldehyde:** used to embalm dead bodies (This embalming fluid is often used to preserve small animals in biology classes, so check with your science teacher to find this one.)
- **Hydrazine:** used in rocket fuel
- **Hydrogen Cyanide:** used as a poison in gas chambers and chemical weapons
- **Lead:** a toxic metal that used to be found in some paints
- **Naphthalene:** used in mothballs and some paints
- **Nitrobenzene:** used as a solvent in petroleum refining
- **Phenol:** used in disinfectants and plastics
- **Polonium-210:** a highly radioactive element

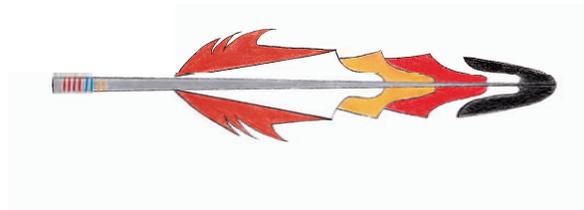
So, now that you know all the nasty things mixed into cigarettes, spit tobacco and secondhand smoke, what can you do? Tell everyone else!

Day of event:

- **Set up your materials.** These should be household products that you have found contain the ingredients from the list above. You should have collected these from your house, from friends and/or neighbors. Keep in mind that you can use an empty container too (since all you really need is the ingredients list!).
- **Keep these products tightly sealed at all times.** After the event, return them to the people who let you borrow them.
- **Explain each product to your audience, including the chemicals in it that are also in commercial tobacco products.** If you are at a health fair or similar event, set the products on a table with a list of other ingredients that can be found in cigarettes.
- **Be prepared to answer questions and back up your research.** Most of the items are things you find in your house, so it shouldn't be too hard to describe them.
- **Point out that the labels on many of the products have distinct warnings that advise emergency assistance if the product somehow enters the body.** Isn't it odd that these poisonous ingredients are inhaled by smokers, ingested by commercial tobacco users and inhaled by those exposed to secondhand smoke every day?

Source: Kick Butts Day, Campaign for Tobacco Free Kids

Section 8: RESOURCES



RESOURCES

The following list of resources is provided to help continue your work in commercial tobacco control and prevention.

In this list you will find South Dakota resources, national resources, smoking cessation resources, coalition building resources, and activity resources to enhance your coalition and programming efforts.

Many resources located in the National Resources category also include information about activities that can be planned in your community.

South Dakota Resources

South Dakota Department of Health Tobacco Control Program

<http://doh.sd.gov/Tobacco/Default.aspx>

Provides information on the Tobacco Control Program mission, strategic plan, grant and training opportunities, and resources to support local commercial tobacco use prevention work.

Free educational material available at:

<https://apps.sd.gov/applications/PH18Publications/secure/Puborder.asp>

Click on the “Tobacco Prevention” category on the left side of the page to be directed to the Program’s materials page.

South Dakota Department of Health Tobacco Control Program, Regional Tobacco Prevention Coordinators

<http://doh.sd.gov/Tobacco/Contacts.aspx>

Tobacco Prevention Coordinators deliver services in four regions across the state. A map, along with contact information for each region and for the statewide office is provided on this site.

Tobacco Rethink It – South Dakota website for youth

<http://www.rethinktobacco.com>

Provides information on tobacco from a youth perspective and includes a variety of resources to provide teens with the tools they need to understand how the tobacco industry is targeting them and how to fight back. Includes links to a variety of resources including videos, posters and more, all geared toward teens.

Be Free South Dakota

<http://www.befreesd.com>

Be Free South Dakota is a continuously updated resource that state residents and visitors can use to find tobacco-free places to live, work, and play. And if you’re a business owner in South Dakota, this site shows the many benefits of having a tobacco-free workplace!

Great Plains Tribal Chairmen’s Health Board (formerly known as the Aberdeen Area Tribal Chairmen’s Health Board)

<http://gptchb.org/>

The Health Board provides public health technical assistance, supports research needs and provides advocacy for the 17 federally recognized tribes in the Aberdeen Area, representing the Cheyenne River Sioux Tribe, Crow Creek Sioux Tribe, Flandreau Santee Sioux Nation, Lower Brule Sioux Tribe, Oglala Sioux Tribe, Rosebud Sioux Tribe, the Santee Sioux Nation, Sisseton-Wahpeton Oyate, Spirit Lake Nation, Standing Rock Sioux Tribe, Yankton Sioux Tribe, Three Affiliated Tribes (Mandan, Hidatsa, and Arikara), the Turtle Mountain Band of Chippewa, the Winnebago Tribe of Nebraska, the Omaha Tribe of Nebraska, the Ponca Tribe of Nebraska, the Sac and Fox Tribe of the Mississippi in Iowa, and one Indian Service Area – Trenton Indian Service Area, with an estimated enrolled membership of nearly 170,000 in the four-state region of SD, ND, NE and IA.

Northern Plains Tribal Tobacco Technical Assistance Center (NPTTTAC)

<http://www.sacred-life.org>

This site includes fact sheets, newsletters, Comprehensive Tobacco Educator (CTE) training modules, services, and other downloadable items.

Phone: (605) 721-1922

NPTTTAC is a program under the umbrella of the Northern Plains Health Promotion Programs which is a program of the Great Plains Tribal Chairmen’s Health Board. Services are designed to strengthen commercial tobacco and control efforts with tribal leadership, tribal health professionals, tobacco stakeholders, tribal schools, Indian Health Service leadership and staff, and other tribally-based organizations and organizations that serve American Indian populations. NPTTTAC honors the difference between sacred tobacco and commercial tobacco; provides culturally relevant health education materials; and recognizes the importance of networking and building close relationships to share limited resources. The booklet *Sacred Willow: Keeping Tobacco Sacred* is available through this office.

National Resources

American Cancer Society

<http://www.cancer.org>

In the Stay Healthy/Stay Away from Tobacco section of the American Cancer Society’s website, a variety of information related to smoking and its effects is available. Information for cessation, creating smoke-free communities, and the Great American Smokeout are also provided at this site.

American Heart Association

<http://www.heart.org>

The American Heart Association is a national voluntary health agency whose mission is to build healthier lives, free of cardiovascular diseases and stroke. AHA encourages Americans to adopt healthier lifestyles, and advocates for health issues and research funding to support its mission.

American Lung Association

<http://www.lung.org>

The American Lung Association provides many tobacco control resources and in-depth information that emphasizes the risk of smoking to health especially with regard to developing lung conditions related to smoking or secondhand smoke.

Americans for Nonsmokers' Rights

<http://www.no-smoke.org>

Founded in 1976, this organization works to promote the rights of nonsmokers. Smoke-free facts and information on how to be protected from secondhand smoke exposure in a variety of venues are provided on the website.

California Rural Indian Health Board

<http://www.crihb.org/health-resources/tobacco-control.html>

The California Rural Indian Health Board, Inc. (CRIHB) was formed in 1969 to enable the provision of healthcare to member Tribes in California. CRIHB develops and delivers policies, plans, programs, and services that elevate Indians' health status. CRIHB offers several trainings on tobacco and cultural competency.

Campaign for Tobacco-Free Kids

<http://www.tobaccofreekids.org>

The Campaign for Tobacco-Free Kids provides a variety of resources that include international, national, and state level statistics and reports. The Campaign also has many special reports and other free resources available on its website.

Centers for Disease Control and Prevention, Office on Smoking and Health

<http://www.cdc.gov/tobacco>

The Centers for Disease Control and Prevention (CDC), through its Office on Smoking and Health (OSH), is the lead federal agency for comprehensive tobacco prevention and control. The OSH website provides information on a variety of tobacco control and prevention topics including data, health effects, quit smoking information, youth prevention, program information, disparities, and media communications. Information is available both online and in print form when ordered through the website.

Center for Tobacco Products, US Food and Drug Administration

<http://www.fda.gov/TobaccoProducts/default.htm>

The Center for Tobacco Products (CTP) oversees the implementation of the Family Smoking Prevention and Tobacco Control Act. Some of the Agency's responsibilities under the law include setting performance standards, reviewing premarket applications for new and modified risk tobacco products, requiring new warning labels, and establishing and enforcing advertising and promotion restrictions.

ClearWay Minnesota

<http://www.clearwaymn.org>

ClearWay is an independent, Minnesota-based nonprofit organization that works to improve health by reducing tobacco use and exposure to secondhand smoke through research, action, and collaboration. Provides information on secondhand smoke, smoking cessation, and tobacco-related research.

Indian Health Service Tobacco Control and Prevention Program

http://www.ihs.gov/Epi/index.cfm?module=epi_tobacco_main

The mission of the Indian Health Service Tobacco Control and Prevention Program in partnership with American Indian and Alaska Native (AI/AN) people is to raise their physical, mental, social, and spiritual health to the highest level possible through prevention and reduction of tobacco-related disease.

Keep It Sacred

<http://www.keepitsacred.org>

This site is an online resource for the National Native Network, which is funded by the CDC. This website provides a large collection of culturally tailored, Native-specific resources, including The Tribal Policy Tool Kit which contains information to help plan and carry out efforts to implement an effective smoke-free policy appropriate for your tribal community (including talking points, community readiness assessments, sample resolutions and ordinances); a media center (print, audio, video) with tools that can be adapted for your community; data on the health impact of commercial tobacco in Indian Country; information regarding the traditional use of tobacco; national and local events; links to publications regarding tobacco in American Indian communities.

Keep Tobacco Sacred

<http://www.keeptobaccosacred.org>

This is the website for the Indigenous Cultural Wellness & Native American Tobacco Coalition of Montana. Information on policies as well as articles and photographs are available at this site. The coalition provides training on a variety of topics including youth organizing and mobilizing, community organizing, strategic planning, policy, prevention, coalition building, traditional tobacco, and more.

Kick Butts Day

<http://www.kickbuttsday.org>

Provides detailed planning guides and other information on how to plan a Kick Butts Day event as well as other youth-oriented programming and activities that can be done throughout the year.

Legacy Foundation

<http://www.legacyforhealth.org>

Founded through the 1998 Tobacco Master Settlement Agreement, the Legacy Foundation provides comprehensive information on a variety of tobacco-related topics including current sponsored campaigns, research, and news updates.

National Cancer Institute

<http://cancercontrol.cancer.gov>

<http://cancercontrol.cancer.gov/tcrb>

The National Cancer Institute coordinates the National Cancer Program, which conducts and supports research, training, health information dissemination, and other programs related to cancer treatment and prevention. NCI's Tobacco Control Research Branch (TCRB) seeks to reduce cancer incidence and mortality caused by tobacco use through a comprehensive research program. To do this, TCRB provides recommendations to the scientific and public health communities by summarizing and publicizing research, and providing information on funding opportunities and other key initiatives.

National Congress of American Indians

<http://www.ncai.org>

Founded in 1944, the National Congress of American Indians is the oldest, largest, and most representative American Indian and Alaska Native organization serving the broad interests of tribal governments and communities.

Northwest Portland Area Indian Health Board

http://www.npaihb.org/health_issues/tobacco_abuse/

Established in 1972, the Northwest Portland Area Indian Health Board (NPAIHB or the Board) is a non-profit tribal advisory organization serving the forty-three federally recognized tribes of Oregon, Washington, and Idaho. The webpage for the Board's Tobacco Prevention Project contains data, reports, publications, and media.

Through With Chew – Wyoming Department of Health

<http://www.throughwithchew.com>

The Wyoming Department of Health created this website to provide information about tobacco prevention, education, activities, and cessation about tobacco chew or spit tobacco. There are activity suggestions, multicultural materials, and other information that will assist you in planning chew-related activities.

Tobacco Technical Assistance Consortium

<http://www.ttac.org>

The Tobacco Technical Assistance Consortium (TTAC) provides training, technical assistance, and products in all areas of tobacco prevention and control. TTAC maintains an excellent resource section on its website which links you to a broad network of resources across the country. The following TTAC tools are free and downloadable so you can easily share them or use them in your own training activities:

- Basics of Tobacco Control (BOTC) – Pathway to Change
<http://www.ttac.org/services/botc/TTACindex.htm>
- Tobacco 101 Version 3 Training Kit: A comprehensive guide to training public health practitioners on the basics of tobacco control
http://www.ttac.org/services/Tobacco_101/index.html

U.S. Department of Health and Human Services, Office of the Surgeon General

<http://www.surgeongeneral.gov/library/reports/tobaccosmoke/titlepage.pdf>

How Tobacco Smoke Causes Disease: The Biology and Behavioral Basis for Smoking-Attributable Disease: A Report of the Surgeon General. (2010)

This is the 30th tobacco-related Surgeon General's report issued since 1964. It describes in detail the specific pathways by which tobacco smoke damages the human body. The scientific evidence supports the following conclusions:

- There is no safe level of exposure to tobacco smoke. Any exposure to tobacco smoke – even an occasional cigarette or exposure to secondhand smoke – is harmful.
- Damage from tobacco smoke is immediate.
- Smoking longer means more damage.
- Cigarettes are designed for addiction.
- There is no safe cigarette.
- The only proven strategy for reducing the risk of tobacco-related disease and death is to never smoke, and if you do smoke to quit.

Coalition Building Resources

The Community Toolbox – University of Kansas

<http://ctb.ku.edu>

The Community Toolbox, provided by the University of Kansas, contains more than 7,000 pages of information to help build a healthy community. Example topic areas include developing and maintaining a coalition, creating a strategic plan, recruitment, media relations and leadership.

From the Ground Up! A Workbook on Coalition Building and Community Development, 2002 edition – Gillian Kaye and Tom Wolff, Editors

Order online; perform a book search through an online book retailer.

This book provides information on coalition building and community development. Many worksheets and activities are provided that you can use to help build your coalition and create a healthy community.

Learning Center - TTAC

<http://learningcenter.ttac.org>

The Learning Center, provided by TTAC, consists of six modules that will help build your tobacco control advocacy skills. Modules include: Build a Coalition, Policy Advocacy, Media Advocacy, Tobacco Basics, Program Planning and Evaluation, and Eliminating Disparities.

Organizing for Social Change: Midwest Academy Manual for Activists, 2001 – Kim Bobo, Jackie Kendall, and Steve Max of the Midwest Academy

Order online: <http://www.midwestacademy.com/midwest-academy-manual>

This manual provides in-depth knowledge and how-to knowledge in order to create effective change within the community.

Reaching Higher Ground: A guide for preventing, preparing for, and transforming conflict for tobacco control coalitions – TTAC, E. Franklin Dukes and Madeleine Solomon (editor)

http://ttac.org/services/pdfs/Higher_Ground.pdf

This TTAC guide provides coalition-related information especially with regard to preparing for and dealing with conflict. Packed with information, tools, and resources, this guide is an asset to coalition work.

Volunteering in America – Corporation for National and Community Service

<http://www.volunteeringinamerica.gov>

This national government website provides national, regional, and state level data and statistics about volunteerism. There is also a tools and training section that provides information on recruitment, retention, and other relevant topics when working with volunteers.

CDC Best Practices User Guide for Communities

http://www.cdc.gov/tobacco/stateandcommunity/bp_user_guide/index.htm

Quitting Smoking or Spit Tobacco (Cessation) Resources

South Dakota QuitLine - Phone Service: 1-866-SD-QUITS (1-866-737-8487)

The SD QuitLine provides telephone-based tobacco cessation services to help tobacco users in SD quit. The QuitLine offers:

- Free written materials to assist tobacco users who are ready to quit or trying to stay quit
- Free telephone counseling delivered by culturally competent, trained health coaches
- Access to free cessation medication
- Referrals to other cessation services (if interested)

www.SDQuitLine.com

Offers SD residents free access to the following resources to make your quit attempt easier:

- Latest information & research-based tools
- Tailored motivational messages
- Links to other resources

All Nations Breath of Life

<http://www.anbl.org>

Developed by the University of Kansas Medical Center and the American Lung Association, it is the first culturally tailored internet website site devoted to Native American lung health and smoking cessation.

Second Wind

Smoking cessation program created by Cynthia Coachman of the Muskogee (Creek) Nation. The Second Wind curriculum is a modification of Freedom From Smoking, and was designed especially for American Indian and Alaska Native people. Second Wind incorporates issues relevant to help American Indian people successfully quit tobacco and presents a program that is easily understood. Information on this program and training opportunities can be obtained from the **Northern Plains Tribal Tobacco Technical Assistance Center**.

Smokefree.gov

<http://www.smokefree.gov>

Online materials, including info on state telephone-based programs. Links with 1-800-QUITNOW (1-800-784-8669).

My Last Dip

<http://mylastdip.com> (for tobacco users)

<http://info.mylastdip.com/index.jsp> (information about the program)

An interactive website that helps young spit tobacco users quit.

Become an EX

<http://www.becomeanex.org>

The EX Plan is a free quit smoking program that helps you re-learn your life without cigarettes. Before you actually stop smoking, the program will show you how to deal with the very things that trip up so many people when they try to quit smoking, so you'll be more prepared to quit and stay quit.

Policy Resources

Americans for Nonsmokers' Rights (ANR)

<http://www.no-smoke.org/learnmore.php?id=738>

Located within the "Native Communities" section of the ANR website, there is a link to order the new smoke-free tribal gaming brochure. As countries, states, and municipal governments move toward securing smoke-free workplaces and public spaces for their citizens, smoke-free policies are becoming the norm. Tribal governments also have a unique opportunity to protect those individuals residing, working, or visiting in sovereign tribal lands. In a collaborative project with the National Native Network and the ANR Foundation, a new publication, Smoke-free Tribal Gaming - Breathe Easy, can now assist Native Communities as they advance toward smoke-free gambling.

Indigenous People's Task Force, Creating Healthier Policies in Tribal Casinos (2007)

http://www.indigenouspeoplestf.org/pdfs/CasinoTribalReportfinal_8_2007b.pdf

This report aims at providing tribal leaders background information to the complex issue of smoke-free policies in tribal casinos in order to generate dialogue and action among themselves and the communities they represent.

Northwest Portland Area Indian Health Board, Tribal Tobacco Policy Handbook (2005)

http://www.npaihb.org/images/projects_docs/WTPP//Final%20Policy%20Workbook.pdf

Since 1995, the Tribal Tobacco Policy Workbook has remained among the most comprehensive guides for achieving tobacco policy change in Tribal communities. With step-by-step guidance, this workbook has served as a resource for tribes throughout North America to write, pass, and enforce tobacco-related policies.

Tribal Tobacco Policy Toolkit

<http://www.KeepItSacred.org/toolkit/>

Will assist your efforts to plan and implement an effective smoke-free policy that is appropriate for your tribal community. The toolkit contains the benefits of smoke-free policies, community readiness assessments, and sample resolutions and ordinances that can be adapted to meet your needs.

Smoke-Free Casinos

http://www.KeepItSacred.org/network/index.php?option=com_content&view=article&id=377:list-of-smoke-free-casinos&catid=947:smoke-free-casinos&Itemid=114

Provides an updated list of smoke-free tribal casinos.

Tobacco Control Legal Consortium

<http://www.PublicHealthLawCenter.org/programs/tobacco-control-legal-consortium>

The Tobacco Control Legal Consortium is America's award-winning legal network for tobacco control policy. Drawing on experts in its eight affiliated legal centers, the Consortium works to assist communities with tobacco law-related issues, ranging from smoke-free policies to tobacco control funding laws to regulation of flavored cigarettes. The Consortium's team of legal and policy specialists provides legislative drafting and policy assistance to community leaders and public health organizations. We are experts in designing, enacting and implementing laws that are evidence-based, workable, effective and legally sound.

Tobacco-Free Air

<http://www.TobaccoFreeAir.org/index.php>

Valid air monitoring studies have proven to have a profound effect on educating the public and policy makers on the dangers of secondhand smoke exposure and informing the debate around smoke-free policy initiatives. This project can provide information on how to conduct these studies as well as how to obtain air monitors through the Roswell Park Cancer Institute to conduct air monitoring research in their community.

Tobacco-Free Parks

<http://www.Cherokee.org/Docs/Org2010/2012/1/31664>

[Tobacco_Free_Park_Implementation_Guide.pdf](#)

The Cherokee Nation in Oklahoma developed a comprehensive guide to developing a tobacco-free policy for their city parks. Useful step-by-step approach to assist communities in creating their own policies.

Tobacco-Free Public Housing

<http://healthysaulttribe.com/tobacco/smoke-free-housing>

This implementation guide, developed by the Sault Saint Marie Tribe of Chippewa Indians Strategic Alliance for Health Program, provides information on the resources and key steps in working with a Tribal Housing Authority to develop, adopt, and implement a policy for smoke-free housing. The guide focuses on a specific approach for implementation of a smoke-free housing policy with a Tribal Housing Authority, but it is intended to be useful for public and affordable housing in all communities. It may even be useful when implementing a smoke-free policy with market-rate housing.

Post-Secondary & Young Adult Resources

ATTACK Tobacco

<http://attacktobacco.net/index.html>

The ATTACK website serves as a resource for organizations, agencies, college campuses, etc. wanting to create an ATTACK plan to counter tobacco industry targeting tactics aimed at young adults. The ATTACK toolkit focuses on adult only venues (bars, nightclubs, etc.); fraternities/Greek organizations; Internet marketing; and any other emerging tobacco industry promotional tactics.

BACCHUS Network

<http://www.bacchusnetwork.org/tobacco.html>

The BACCHUS Network™ is a university and community based network focusing on comprehensive health and safety initiatives. It is the mission of this 501(C)(3) non-profit organization to promote student and young adult based, campus and community-wide leadership on health and safety issues. The BACCHUS Network™ has supported tobacco control with campuses and young adults throughout its history by providing campuses with best practices, materials, and trainings to address this crucial health topic.

California Youth Advocacy Network

<http://cyanonline.org/>

The California Youth Advocacy Network (CYAN) is dedicated to supporting youth and young adults by advocating for a tobacco-free California. We provide tobacco control professionals and young people with the tangible tools for action to mobilize a powerful statewide movement. Our staff is committed to changing the tobacco use culture in California's high schools, colleges and universities, military bases, and all levels of the young adult community.

Journey of a Lifetime: One Step at a Time to a Tobacco-Free Campus

<http://www.tobaccofreeu.org/pdf/Collegiate/journey.pdf>

This guide was developed by the BACCHUS and GAMMA Peer Education network to help campuses address tobacco issues ranging from policy development, to awareness campaigns, to encouraging students who smoke to quit.

U.S. Department of Health and Human Services, Office of the Surgeon General

<http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/exec-summary.pdf>

Preventing Tobacco Use Among Youth and Young Adults: A Report of the Surgeon General

This is the 31st tobacco-related Surgeon General's report issued since 1964. It describes the epidemic of tobacco use among youth ages 12 through 17 and young adults ages 18 through 25, including the epidemiology, causes, and health effects of this tobacco use and interventions proven to prevent it.

Scientific evidence contained in this report supports the following facts:

- We have made progress in reducing tobacco use among youth; however, far too many young people are still using tobacco. Today, more than 600,000 middle school students and 3 million high school students smoke cigarettes. Rates of decline for cigarette smoking have slowed in the last decade and rates of decline for smokeless tobacco use have stalled completely.
- Tobacco use by youth and young adults causes both immediate and long-term damage. One of the most serious health effects is nicotine addiction, which prolongs tobacco use and can lead to severe health consequences. The younger youth are when they start using tobacco, the more likely they'll be addicted.
- Youth are vulnerable to social and environmental influences to use tobacco; messages and images that make tobacco use appealing to them are everywhere.
- Tobacco companies spend more than a million dollars an hour in this country alone to market their products. This report concludes that tobacco product advertising and promotions still entice far too many young people to start using tobacco.
- Comprehensive, sustained, multi-component programs can cut youth tobacco use in half in 6 years.

Tobacco-Free Oregon: Making Your College Campus Tobacco-Free

http://www.smokefreeoregon.com/wp-content/uploads/2010/11/ComColl_bro2011.pdf

An excellent guide developed for community colleges. It walks you through the rationale for a tobacco-free policy as well as how to implement one on your campus.

Tobacco-Free U

<http://www.tobaccofreeu.org/index.asp>

Provides information focused on efforts that colleges and universities can take to create tobacco-free environments on their campuses. An updated version of the Journey of a Lifetime guide is S.T.E.P. (Student Tobacco Education Program) by STEP: Building a Comprehensive Campus Tobacco Prevention Program. This guide is available for order on www.tobaccofreeu.org. It provides resources for programming, stakeholder identification, creating your campus resource sheet, and training and educating your campus about the importance of tobacco control.

University of California Smoke-Free Policy Report

http://www.ucop.edu/riskmgmt/documents/smoke-free_policy.pdf

Extensively researched guide which summarizes the rationale for considering a change to a smoke-free policy for all UC locations, a proposed timeline, implementation plan, and proposed policy language.

Youth (K-12) Resources

Buck Tobacco

<http://www.bmsg.org/about/projects/buck-tobacco-sponsorship>

- **Media advocacy planning and training.**

The project developed a media advocacy plan to counter the aggressive marketing by the tobacco industry at family sporting events, and to shift the focus from arguments that frame tobacco marketing as a children's issue back to an issue of irresponsible industry marketing: Bucking Tobacco Sponsorship at Rodeos: Strategies for Media Advocacy and Public Engagement.

http://bmsg.org/sites/default/files/bmsg_report_buck_tobacco_sponsorship.pdf

CDC Best Practices User Guide: Youth Engagement—State and Community Interventions

http://www.cdc.gov/tobacco/stateandcommunity/bp_userguide_youth/index.htm

This guide focuses on the role youth play in advancing policy as part of a comprehensive tobacco control program. The youth perspective and voice is important, because the initiation of tobacco use most often occurs before age 18. In addition, the tobacco industry spends millions of dollars every day targeting youth to develop its next generation of smokers. Youth have the passion and creativity to fight back and to protect themselves from this formidable opponent.

CDC Guidelines for school health programs to prevent tobacco use and addiction (1994).

<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>

This report provides the basis for how tobacco use prevention policies and programs should be established in school settings.

Fit, Healthy, and Ready to Learn: A school health policy guide.

Chapter F: Policies to Prevent Tobacco Use. (2007)

<http://doh.sd.gov/Tobacco/PDF/NASBE.pdf>

This chapter from a publication of the National Association of State Boards of Education provides guidance on developing policies and programs aimed at preventing young people from taking up tobacco use and helping current tobacco users to quit.

Oklahoma State Department of Health, Tobacco Use Prevention Service.

24/7 Tobacco-Free School Policy Guide

<http://www.ok.gov/strongandhealthy/documents/247tobaccofreeschoolspolicyguidefinaldraft.pdf>

The purpose of this guide is to assist schools in establishing a 24/7 tobacco-free environment for students, staff and visitors. The guide is a resource for concerned boards of education, superintendents, safe and drug free school coordinators, safe school committees, healthy and fit school advisory committees, students, parents, community, and coalition members –anyone willing and interested in collaborating together in creating an environment that supports health.

Preventing Tobacco Use Among Young People: A Report of the Surgeon General. (1994)

http://profiles.nlm.nih.gov/NN/B/C/F/T/_/nnbcft.pdf

This significant report laid the groundwork for the importance of keeping youth away from tobacco products.

South Dakota Department of Education – Youth Risk Behavior Survey

http://doe.sd.gov/schoolhealth/documents/YRBS_tobaccoUse.pdf

The YRBS is a questionnaire consisting of items that assess the six priority health-risk behaviors that result in the greatest amount of morbidity, mortality, and social problems among youth. These behaviors fall into six categories: behaviors that result in unintentional and intentional injuries; tobacco use; alcohol and other drug use; sexual behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancies; dietary behavior; and physical activity. The link above takes you to the tobacco use report for 2009.

South Dakota Department of Health – Youth Tobacco Survey

<http://doh.sd.gov/Tobacco/PDF/2009YouthReport.pdf>

In 2009, the South Dakota Tobacco Control Program conducted a youth tobacco survey among middle school students in the state. This survey has been conducted in odd numbered years since 1999 and can track changes in tobacco related behavior, priorities and policy over time. The South Dakota Youth Tobacco Survey (SDYTS) is a comprehensive survey of tobacco use, access to tobacco, cessation, knowledge and attitudes about tobacco, and exposure to secondhand tobacco smoke among South Dakota youth. The SDYTS provides useful information to guide youth tobacco prevention, cessation, and control efforts in the state. It also provides valuable data that can be used to track trends in South Dakota over time.

truth

<http://www.thetruth.com>

truth is the largest youth smoking prevention campaign in the country – and the only national campaign not directed by the tobacco industry. The campaign exposes the tactics of the tobacco industry, the truth about addiction, and the health effects and social consequences of smoking. It doesn't preach. It doesn't judge. Instead it works by allowing teens to make their own informed choices about tobacco use.

The campaign includes:

- Educational advertising on television, social networking sites and increasing grassroots outreach through a summer tour.
- Facts and information about tobacco and the industry, giving teens tools to take control and make informed decisions.
- A highly interactive Web site offers important information about tobacco use.

U.S. Department of Health and Human Services, Office of the Surgeon General

<http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/exec-summary.pdf>

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- Comprehensive, sustained, multi-component programs can cut youth tobacco use in half in 6 years.

Youth Tobacco Cessation: A Guide for Making Informed Decisions

http://www.cdc.gov/tobacco/quit_smoking/cessation/youth_tobacco_cessation/index.htm

This document from the Centers for Disease Control and Prevention is intended to help organizations decide whether to undertake youth tobacco-use cessation as a specific tobacco control activity. The publication covers topics such as the quality of the evidence base for youth intervention, the importance of conducting a needs assessment for the population your organization serves, and the need to evaluate your chosen intervention.

Media Resources

The Health Communicator's Social Media Toolkit

http://www.cdc.gov/socialmedia/Tools/guidelines/pdf/SocialMediaToolkit_BM.pdf

A guide developed by the CDC to assist in using social media to improve reach of health messages, increase access to your content, further participation with audiences and advance transparency to improve health communication efforts. Useful tools and information but is focused more on state-level communications.

South Dakota Newspapers/Magazines

Aberdeen American News

124 S 2nd St - PO Box 4430
Aberdeen, SD 57402
605-225-4100 or 800-925-4100
Newsroom: 605-622-2318
Circulation Type: Daily

(Bowdle) The Pride of the Prairie

1096 4th Ave - PO Box 514
Bowdle, South Dakota 57428
Telephone: 605-285-6161 or 605-281-0421
Circulation Type: Weekly

(Eagle Butte) West River Eagle

P.O. Box 210
Eagle Butte, SD 57625-0210
Telephone: 605-964-2100
Fax: 605-964-2110
Circulation Type: Weekly
www.westrivereagle.com

Faith Independent

106 Main Street - P.O. Box 38
Faith, SD 57626-0038
Telephone: 605-967-2161
Fax: 605-967-2160
Circulation Type: Weekly

(Flandreau) Moody Co. Enterprise

107 W 2nd Ave. - P.O. Box 71
Flandreau, SD 57028-0071
Telephone: 605-997-3725
Fax: 605-997-3194
Circulation Type: Weekly
www.moodycountyenterprise.com

(Gettysburg) Potter Co. News

110 S. Exene St.
Gettysburg, SD 57442-1520
Telephone: 605-765-2464
Fax: 605-765-2465
Circulation Type: Weekly
www.pottercountynews.com

Highmore Herald

211 Iowa Ave. S. - P.O. Box 435
Highmore, SD 57345-0435
Telephone: 605-852-2927
Fax: 605-852-2927
Circulation Type: Weekly

Hoven Review

P.O. Box 37 - 69 2nd Ave. E.
Hoven, SD 57450
Telephone: 605-948-2110
Fax: 605-948-2578
Circulation Type: Weekly

Isabel Dakotan

403 N. Main Street - P.O. Box 207
Isabel, SD 57633-0207
Telephone: 605-466-2258
Fax: 605-446-2258
Circulation Type: Weekly

(Martin) Lakota Country Times

316 Main Street - P.O. Box 386
Martin, SD 57551
Telephone: 605-685-1868
Fax: 605-685-1870
Circulation Type: Weekly
www.lakotacountrytimes.com

Mobridge Teton Times

411 3rd Ave E
Mobridge, South Dakota 57601
(605) 823-4806

Mobridge Tribune

1413 E. Grand Crossing - P.O. Box 250
Mobridge, SD 57601-0250
Telephone: 605-845-3646 or 800-
Fax: 605-845-7659
Circulation Type: Weekly
www.mobridgetribune.com

(Pierre) Capital Journal

333 W. Dakota - P.O. Box 878
Pierre, SD 57501-0878
Telephone: 605-224-7301
Fax: 605-224-9210
Email: news@capjournal.com
Circulation Type: Daily
www.capjournal.com

(Rapid City) Native Sun News

Mr. Jesse Abernathy Filcaske, BSW
Editor
4447 S. Canyon Rd., Suite 5
Rapid City, SD 57702
Telephone: 605-721-1266
Fax: 605-721-1387
Circulation Type: Weekly
www.nsweekly.com

Selby Record

4411 Main Street - P.O. Box 421
Selby, SD 57472-0421
Telephone: 605-649-7866
Fax: 605-649-1126
Circulation Type: Weekly

Sicangu Sun Times

Gregg-Bear, Chief Editor/Publisher
BIA Route 1 - Box 750
Rosebud, South Dakota 57570
<http://www.sicangusuntimes.com/contact>

Sisseton Courier

117 East Oak - P.O. Box 169
Sisseton, SD 57262-0169
Telephone: 605-698-7642
Fax: 605-698-3641
Circulation Type: Weekly
www.sissetoncourier.com

Timber Lake Topic

806 Main Street - P.O. Box 10
Timber Lake, SD 57656-0010
Telephone: 605-865-3546
Fax: 605-865-3787
Circulation Type: Weekly
www.timberlakesouthdakota.com

(Webster) Reporter & Farmer

516 Main Ave.
Webster, SD 57274-0030
Telephone: 605-345-3356
Fax: 605-345-3739
Circulation Type: Weekly
www.reporterandfarmer.com

Wilmot Sota Iya Ye Yapi

P.O. Box 5
Wilmot, SD 57279
Telephone: 605-938-4452
Fax: 605-938-4676

South Dakota Radio Stations

Aberdeen (KBFO-FM; KSDN-FM; KGIM-FM)

Hub City Radio

3304 South Highway 281
PO Box 1930
Aberdeen, SD 57401
Telephone: 605-229-3632

Watertown (KSDR-FM; KIXX-FM)

92.9 KSDR-FM and KIXX 96, The Best Mix

921 9th Avenue SE - PO Box 950
Watertown, SD 57201
Telephone: 605-886-8444

KLXS-FM (Jack-FM)

106 West Capitol Avenue
Pierre, SD 57501-2018
Telephone: 605-224-0095
Fax: 605-945-4270

KRCS-FM

New Rushmore Radio, Inc.

660 Flormann Street, Suite 100
PO Box 2480
Rapid City, SD 57709-2480
Telephone: 605-343-6161
Fax: 605-343-9012

KFXS-FM

New Rushmore Radio, Inc.

660 Flormann Street, Suite 100
PO Box 2480
Rapid City, SD 57709-2480
Telephone: 605-343-6161
Fax: 605-343-9012

KDDX-FM

Duhamel Broadcasting Enterprises

2827 East Colorado Boulevard
Spearfish, SD 57783-9759
Telephone: 605-642-5747
Fax: 605-642-7849

Or

Box 1760
Rapid City, SD 57709
Telephone: 605-342-2000
Fax: 605-721-5732

KILI-FM

PO Box 150
Porcupine SD 57772
Telephone: 605-867-5002
Fax: 605-867-5634

KKLS-FM

Hot 104.7

Results Radio - Cumulus
5100 S. Tennis Lane
Sioux Falls, SD 57108
Telephone: 605-361-0300

KINI-FM

St. Francis Mission
350 South Oak Street
P.O. Box 499
St. Francis, SD 57572-0499
Telephone: 605-747-2361
Fax: 605-747-5057

KLND-FM

11420 SD Hwy 63
McLaughlin, South Dakota, 57642
Telephone: 605-823-4661
Fax: 605-823-4660

KWYR-FM

346 Main Street
PO Box 491
Winner, SD 57580
Telephone: 605-842-3333
Fax: 605-842-3875

KKYA-FM

202 West 2nd Street
P.O. Box 628
Yankton, SD 57078-4317
Telephone: 605-665-7892
Fax: 605-665-7892

WNAX-FM

1609 East Hwy. 50
Yankton, SD 57078
Telephone: 605-665-7442
Fax: 605-665-8788

KVHT-FM

210 West 3rd Street
Yankton, SD 57078
Telephone: 605-665-2600

KZMX-AM/FM

Hot Springs, SD

Dakota Radio Group

**KGFX, KMLO, KPLO (94 Country),
KOLY, 100.1 The Eagle, River 92.7, STAR 99**

Pierre Office

214 W. Pleasant Dr.
or PO Box 1197
Pierre, SD 57501
Telephone: 800-658-5439 or 605-224-8686
Fax: 605-224-8984

Chamberlain Office

115 W. Lawler
or PO Box 317
Chamberlain, SD 57325
Telephone: 800-866-0094 or 605-734-4000
Fax: 605-734-6634

Mobridge Office

118 3rd St. East
or PO Box 400
Mobridge, SD 57601
Telephone: 800- 658-3451 or 605-845-3654
Fax: 605-845-5094



DIVISION OF HEALTH AND MEDICAL SERVICES

Community Health Services
Disease Prevention
Family Health
Health Promotion
State Epidemiologist

SOUTH DAKOTA DEPARTMENT OF HEALTH
FOR IMMEDIATE RELEASE: Monday, April 09, 2012
CONTACT: Dr. Gail Gray (605) 773-3737

Celebrate a Smoke-Free Mothers Day

PIERRE, S.D. – For many kids, Mother’s Day means taking mom out to breakfast, giving her a gift or just saying thanks. On this special day, the South Dakota Department of Health would like to remind mothers of the free support available through the South Dakota QuitLine to help them be tobacco-free by Mother’s Day 2009. Moms can enroll in the program by calling 1-866 SD-QUITS (1-866-737-8487).

“Lung cancer is the leading cancer killer among women, and smoking is attributable to 90 percent of those deaths,” said Gail Gray, Director of Health and Medical Services. “Women in South Dakota need to know that support is available to help them quit smoking.”

When women quit smoking, they improve their own health as well as the health of the people around them. Secondhand smoke contains 69 known or probable cancer-causing substances. Babies exposed to secondhand smoke face a higher risk of sudden infant death syndrome (SIDS) and a range of other serious health and developmental problems, and exposed older children have increased rates of lower respiratory infections, ear infections, and asthma.

In addition to the numerous health benefits for women and children, mothers who give up smoking improve the likelihood that their children will grow-up to be tobacco-free and lead much longer and much healthier lives. A recent British study also concluded that women who quit smoking during pregnancy may be more likely to have an “easygoing” child.

The Department of Health’s Tobacco Control Program coordinates state efforts to reduce death and disease caused by tobacco use, South Dakota’s leading cause of preventable death. The program works to prevent people from starting to use tobacco products, help current tobacco users quit, and reduce nonsmokers’ exposure to secondhand smoke. The programs efforts include: providing technical assistance and support to individuals, businesses, healthcare providers, and educational institutions; offering funding and support to local entities; conducting statewide public education campaigns; operating the state’s tobacco QuitLine; and conducting surveillance and program evaluation.

Reducing tobacco use and improving birth outcomes and improving the health of infants, children, and adolescents are a key objectives of the department’s Health 2010 Initiative.

###



**OFFICE OF THE
SECRETARY**

600 East Capitol Avenue
Pierre, South Dakota 57501-2536
605/773-3361 FAX: 605/773-5683
www.state.sd.us/doh

NEWS ADVISORY: Sept. 6, 2007

CONTACT: Barb Buhler, (605) 773-3361 or barb.buhler@state.sd.us

Sec. Hollingsworth Unveils QuitLine

PIERRE, S.D. – Doneen Hollingsworth, secretary of the Department of Health, will unveil the expansion of South Dakota’s QuitLine during a media briefing Tuesday, Sept. 11 at 11 a.m. (CDT) in Sioux Falls. The press conference will be held in the Schulte Room of the Washington Pavilion at 301 S. Main Ave.

Joining the secretary will be Dr. Gail Gray, director of Health and Medical Services for the Department of Health.

###

Important Dates with Opportunities to Support Tobacco-Related Activities

Be sure and check with sponsoring organizations, South Dakota Tobacco Control Program, or other tobacco programs for exact dates from year to year. Dates are listed in parentheses after the event.

January

- National Birth Defects Prevention Month
- Tobacco-Free Awareness Month
- New Years Day (1st)

February

- American Heart Month
- National Cancer Prevention Month
- National Wear Red Day (1st Friday)
- National Burn Awareness Week (1st full week)
- Valentines Day (14th)
- Through With Chew Week (3rd full week)
- Great American Spit Out (Thursday of Through With Chew Week)
- Academy Awards

March

- Lesbian, Gay, Bisexual & Transgender Health Awareness Month
- Brain Awareness Week (2nd full week)
- National Poison Prevention Week (3rd full week)
- Kick Butts Day

April

- National Cancer Control Month
- World Health Day
- Earth Day (22nd)

May

- Clean Air Month
- Asthma Awareness Month
- World Asthma Day (1st Tuesday)
- Mother's Day (2nd Sunday)
- World No Tobacco Day (31st)

June

- National Cancer Survivors Day
- National Men's Health Week (week before Father's Day)
- Father's Day (3rd Sunday)

July

- Independence Day (4th)

August

- Friendship Day
- Equality Day (Women's Right to Vote)

September

- World Heart Day

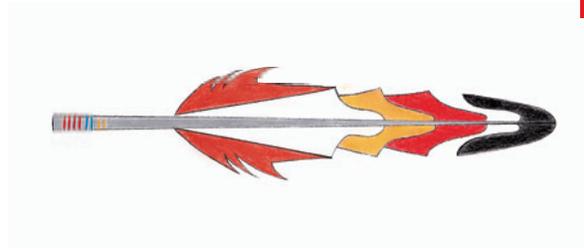
October

- Healthy Lung Month
- Youth Against Tobacco Month
- Native American Day (2nd Monday)
- National Red Ribbon Week
- Lung Health Day

November

- Lung Cancer Awareness Month
- Chronic Obstructive Lung Disease (COPD) Awareness Month
- Great American Smokeout (3rd Thursday)

Appendix A



Associated School Boards of South Dakota	NEPN Code: AEA-R
Policy Reference Manual	

TOBACCO-FREE SCHOOLS - REGULATION

A. DISSEMINATION

To promote compliance with this policy, students, staff and the public shall be notified of the school district's tobacco-free schools policies and regulations. Notification procedures shall include, but are not limited to:

1. Summaries of this policy and relevant regulations shall be placed in the student and staff handbooks.
2. Sufficient signage shall be placed in appropriate locations throughout the district's buildings and grounds.
3. Event programs and similar documents that are often viewed by visitors shall contain a notification of the policy.
4. When appropriate, announcements about the school's policy will be made prior to or during school events.

B. ENFORCEMENT

The success of this policy will depend upon the thoughtfulness, consideration, and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this policy.

Tobacco-free policy enforcement is designed to educate students, staff and others about the health risks associated with tobacco. Punitive measures, in accordance with district policy, will be used for repeat offenders.

1. **Students.** Any student found in violation of this policy shall be required to complete an assignment as an alternative to formal discipline. The assignment will be determined by the building principal or designee and will focus on helping the student understand the consequences of tobacco use. Students found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.
2. **Employees.** Any district employee found in violation of this policy may be provided with tobacco cessation information and will be encouraged to participate in a tobacco cessation program. Employees found to repeatedly violate this policy shall be subject to disciplinary action pursuant to district policy.
3. **Visitors.** Other adults observed to be in violation of this policy shall be asked to refrain from the behavior. Repeated violations of this policy will be handled on a case-by-case basis by an authorized district official and may result in a directive to leave school property.

C. DEFINITIONS

For the purposes of this policy, tobacco means any substance or item, in any form, containing tobacco. The administration will treat the use, possession or promotion of all forms of nicotine-containing products or nicotine delivery devices, which may or may not include actual tobacco, as a violation of this policy, provided the product or device is not part of an individual's cessation program.

Associated School Boards of South Dakota	NEPN Code: AEA
Policy Reference Manual	

TOBACCO-FREE SCHOOLS

The _____ School District recognizes its duty to promote the health and safety of students, staff and citizens on district property and during school-sponsored activities. In accordance with this responsibility, it is the intent of the School Board to establish a tobacco-free school environment that demonstrates a commitment to helping students resist tobacco use and that emphasizes the importance of adult role modeling.

The use, possession, or promotion of tobacco on school property or during school-sponsored activities is prohibited. This policy shall be in effect at all times and shall apply to all students, employees and visitors.

For the purposes of this policy:

1. "Tobacco" means any substance or item, in any form, containing tobacco;
2. "School property" means all district-owned, rented or leased buildings, grounds and vehicles;
3. "School-sponsored activity" means any planned, organized, endorsed, or supervised activity involving district students or staff that occurs either before, during or after regular school hours;
4. "Promotion" means the use or display of tobacco-related clothing, bags, lighters, or other material that is designed to encourage the acceptance or use of tobacco.

Students or district employees found in violation of this policy will be subject to appropriate consequences, which may involve a range of enforcement options including disciplinary action and educational alternatives to disciplinary action. Visitors in violation of this policy will result in appropriate sanctions as determined and imposed by the administration, which may include direction to leave school property.

The superintendent shall provide reasonable public notification of the district's policy, including, but not limited to, inclusion in student and staff handbooks. The superintendent may develop administrative regulations as necessary to implement this policy.

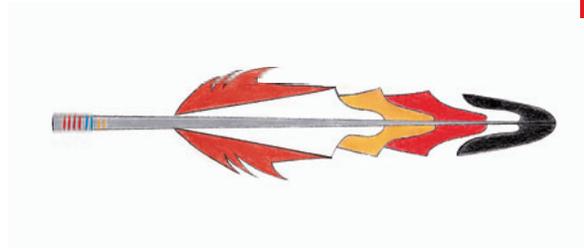
Legal References: SDCL 22-36-2 - Smoking in public place or place of employment prohibited
SDCL 13-8-39 - Management of schools by board - General powers

Adopted: [DATE]

Revised: [ASBSD Policy Reference Manual, 12-2009]

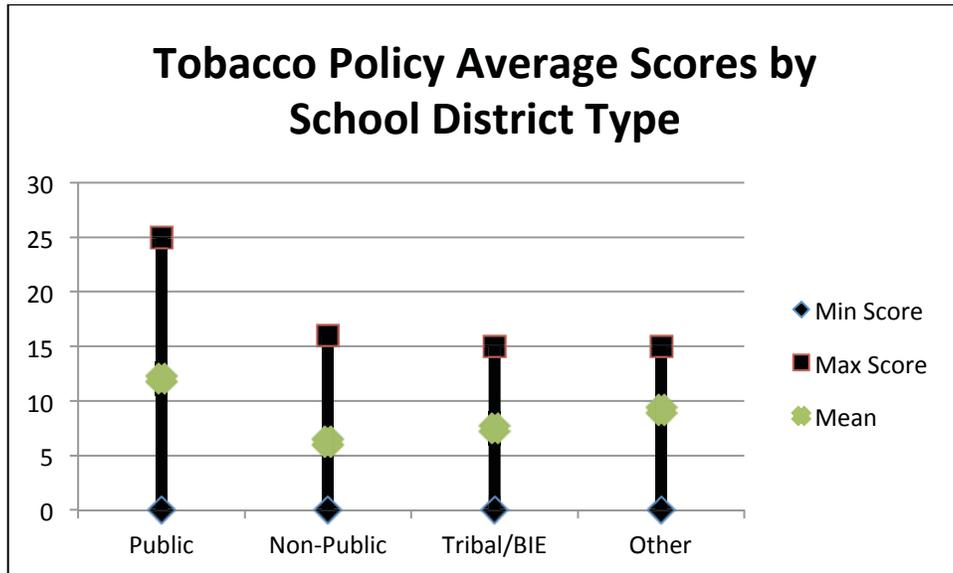
Notes: ASBSD sample policies are intended to be a guide for school districts. As is the case with any policy, a local school district's unique circumstances, challenges and opportunities need to be considered.

Appendix B

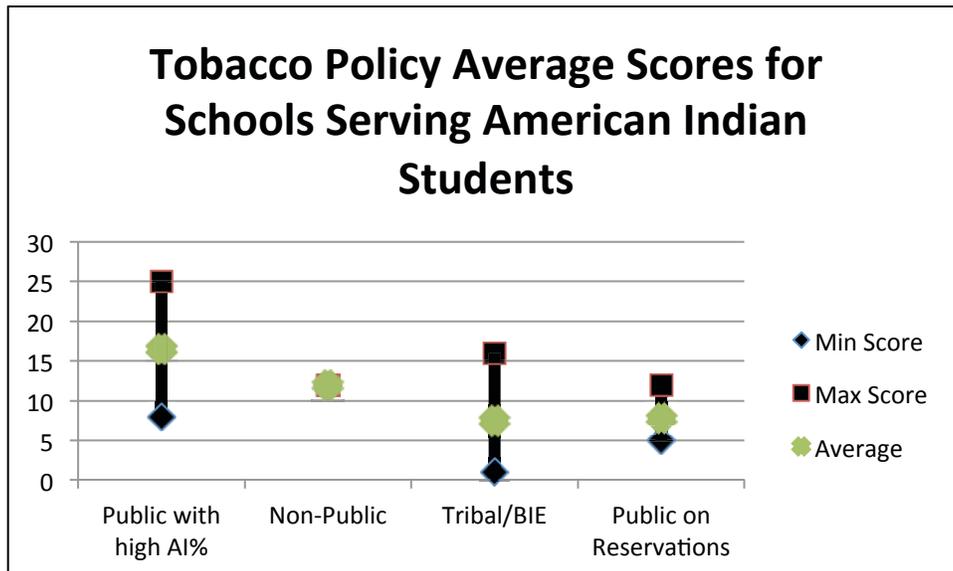


APPENDIX B

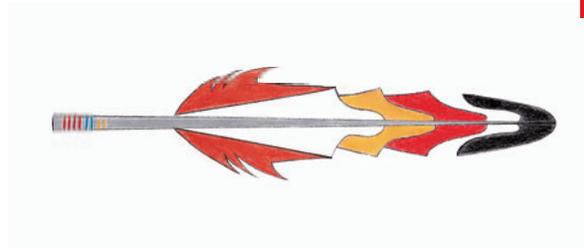
For the 164 school districts that responded to the South Dakota evaluation of school tobacco-free policies, the average score was 10.8. The following chart shows the results by the type of school:



For school districts that serve American Indian youth, scores ranged from 1-25. This chart shows the average score by type of school district:



Appendix C



SCHOOL TOBACCO POLICY NEEDS ASSESSMENT

The Organization's Name is conducting a needs assessment of tobacco policy implementation within your community. The information you provide is critical for assessing the current policy needs among AI/AN Tribe.

SECTION 1: DEMOGRAPHIC DATA

1. Grade levels served by school: Elementary () Middle () High School ()

2. School Type: BIA () Tribal () Other _____

3. What is your current position? _____

4. Tribal Community Served: _____

5. Phone: _____ 6. Email: _____

7. Years you have worked in your current position: _____

8. Total number of students served by school: _____

SECTION 2: TOBACCO POLICY

1. Does the school have a policy regulating smoking?

Yes () No () If No skip to Section # 3

2. How would you describe the smoke-free policy of your school?

100% Tobacco-Free () 100% Smoke-Free () Smoking Allowed in Some Areas () Smoking Allowed in All Areas ()

3. Does the policy prevent smoking on:

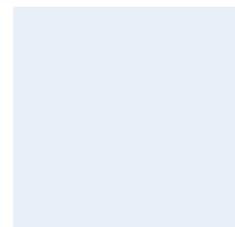
The entire grounds () 50 feet or more from entries () 0 to 49 feet from entries () inside building(s) only ()

4. If your school is smoke-free are no-smoking signs posted?

Yes () No ()

5. If smoking is allowed in designated area only, is smoking occurring only within the designated smoking section?

Yes () No () Smoking does not occur anywhere on grounds ()



SECTION 3: ENFORCEMENT

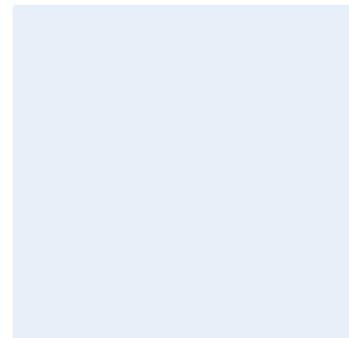
*Please rate the level of your agreement with each of the following statements below between 1 and 5; (1) being Strongly Agree and (5) being Strongly Disagree.

Description of Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	1	2	3	4	5
1. Smoking inside school buildings and grounds by students is a problem.					
2. Smoking inside school buildings and grounds by staff is a problem.					
3. Smoking inside school buildings and grounds by visitors is a problem.					
4. Smoking is a problem at school sponsored events.					
5. The staff would be supportive of a smoke-free policy.					
6. Students have a good understanding about the health effects of tobacco use and secondhand smoke.					
7. My school has adequate access to tobacco prevention resources.					

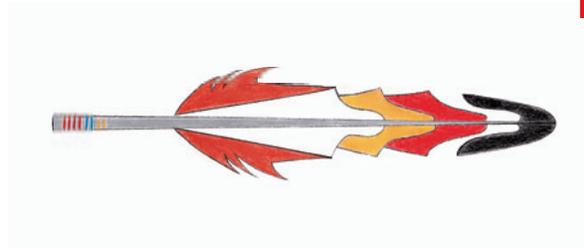
Thank you for taking the time to complete this assessment. Your efforts will help us serve you better.

Please return this assessment to: Contact name
 Organization
 Address line One
 Address line Two
 Phone: Phone
 Fax: Fax

Logo



Appendix D



RESOLUTION NO. XXX-XX-XX
(Tribe)

WHEREAS, the (tribe) of (state) is an unincorporated Tribe of Indians, having accepted the provisions of the Act of June 18, 1934 (48 Stat. 984); and

WHEREAS, the Tribe, in order to establish its tribal organization; to conserve its tribal property; to develop its common resources; and to promote the general welfare of its people, has ordained and established a Constitution and By-laws; and

WHEREAS, the (tribal council) is committed to improving the Health and Welfare of all tribal members, and to promote a healthy environment; and

WHEREAS, smoking has been identified by the U.S. Surgeon General as the nation's single most important preventable cause of disease and premature death; and

WHEREAS, statistics prove that smoking during pregnancy has a significant adverse effect upon the well-being of the fetus and the health of the newborn; and

WHEREAS, children of parents who smoke have an increased prevalence of respiratory symptoms, bronchitis and pneumonia; and

WHEREAS, the U.S. Surgeon General's 2006 Report confirms an increase in lung cancer, heart disease and hypertension due to smoking; and

WHEREAS, this amendment has repealed and omitted any and all references to "designated smoking areas" mentioned in previously approved resolutions, policies, ordinances, and

WHEREAS, the (tribe) Tribal Council at the recommendation of the (health) Committee does hereby adopt the following:

- I. No person may smoke tobacco or carry any lighted tobacco product in the following places:
 - A. Any hospital or medical or dental clinic,
 - B. Any office of any (tribe) Tribal Program,
 - C. Any nursing facility,
 - D. Any public library, museum or indoor theater,
 - E. Any elementary or secondary school building,
 - F. Any public conveyance,
 - G. Any jury room,
 - H. Any elevator,

- I. Any registered or unregistered day care program, day care center, day care cooperative or family day care home governed by the Child Welfare Act, during the time in which children who are not family members of the day care provider are receiving care.
- II. This section allows for the smoking of tobacco products in buildings such as bingo halls or casinos only if, that area, designated for smoking, is clearly enclosed as to prohibit the exposure of environmental tobacco smoke to the population at large.
- III. This section does not prohibit the use of tobacco for ceremonial purposes.
- IV. Sign are required to be posted in all tribal buildings to advise persons of the “No Smoking” policy.

The following terms used in this resolution have the following meanings unless the context clearly indicates otherwise:

Ceremonial purposes means when in a formal setting an individual or individuals offer tobacco to carry the message of prayer.

And,

WHEREAS, there is a need to protect the health of employees and Tribal members; now

THEREFORE BE IT RESOLVED, that in view of the findings of adverse health effects and the decreased well being of individuals exposed to environmental tobacco smoke, the (tribe) Council supports the enforcement of the ban of smoking in all Tribal offices and buildings aforementioned.

BE IT FURTHER RESOLVED, that the smoke-free building policy shall go into the (tribe) Tribal Personnel Policies & Procedures Manual, and offenses shall read as follows:

For (tribe) Tribal Personnel:

Offense	1 st	2 nd	3rd	4 OR MORE
Smoking in any tribal building or smoking in any facility for personal rather than ceremonial purposes.	Verbal warning	written warning	1-10 day suspension Without pay	2 week suspension Without Pay

For the General Public: Verbal Removal
 directive from
 to leave facility.
 facility,

BE IT FURTHER RESOLVED, that the (Tribe) Tribal Council Sergeant-at-Arms, Security Guards and District Building Security and Tribal Police shall enforce this resolution.

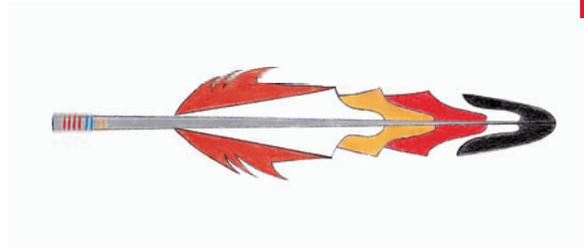
CERTIFICATION

I, the undersigned, as Secretary of the (Tribe), certify that the Tribal Council is composed of (X) members, of whom (X), constituting a quorum were present at a meeting, duly and regularly called, noticed, convened and held this (day and year) Regular Session; and that the foregoing resolution was duly adopted at such meeting by an affirmative vote of (X) for, (X) against, (X) not voting and (X) absent.

Tribe/ Chairman

Tribe/ Secretary

Appendix E



Sec. 1000. Title

This Article shall be known as the _____ [Tribe] Smokefree Air Act of _____ [year].

Sec. 1001. Findings and Intent

The _____ [Tribe or Governing Body] does hereby find that:

The 2006 U.S. Surgeon General's Report, *The Health Consequences of Involuntary Exposure to Tobacco Smoke*, has concluded that (1) secondhand smoke exposure causes disease and premature death in children and adults who do not smoke; (2) children exposed to secondhand smoke are at an increased risk for sudden infant death syndrome (SIDS), acute respiratory problems, ear infections, and asthma attacks, and that smoking by parents causes respiratory symptoms and slows lung growth in their children; (3) exposure of adults to secondhand smoke has immediate adverse effects on the cardiovascular system and causes coronary heart disease and lung cancer; (4) there is no risk-free level of exposure to secondhand smoke; (5) establishing smokefree workplaces is the only effective way to ensure that secondhand smoke exposure does not occur in the workplace, because ventilation and other air cleaning technologies cannot completely control for exposure of nonsmokers to secondhand smoke; and (6) evidence from peer-reviewed studies shows that smokefree policies and laws do not have an adverse economic impact on the hospitality industry. (U.S. Department of Health and Human Services. *The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2006.)

Numerous studies have found that tobacco smoke is a major contributor to indoor air pollution, and that breathing secondhand smoke (also known as environmental tobacco smoke) is a cause of disease in healthy nonsmokers, including heart disease, stroke, respiratory disease, and lung cancer. The National Cancer Institute determined in 1999 that secondhand smoke is responsible for the early deaths of approximately 53,000 Americans annually. (National Cancer Institute (NCI), "Health effects of exposure to environmental tobacco smoke: the report of the California Environmental Protection Agency. Smoking and Tobacco Control Monograph 10," *Bethesda, MD: National Institutes of Health, National Cancer Institute (NCI)*, August 1999.)

The Public Health Service's National Toxicology Program (NTP) has listed secondhand smoke as a known carcinogen. (Environmental Health Information Service (EHIS), "Environmental tobacco smoke: first listed in the Ninth Report on Carcinogens," *U.S. Department of Health and Human Services (DHHS), Public Health Service, NTP*, 2000; reaffirmed by the NTP in subsequent reports on carcinogens, 2003, 2005.)

There is no safe level of exposure to secondhand smoke. (Environmental Protection Agency (EPA), "Respiratory health effects of passive smoking: lung cancer and other disorders, the report of the U.S. Environmental Protection Agency. Smoking and Tobacco Control Monograph 4," *Bethesda, MD: National Institutes of Health, National Cancer Institute (NCI); Environmental Protection Agency (EPA)*, August 1993; California Environmental Protection Agency, "Health Effects of Exposure to Environmental Tobacco Smoke," 1997; California Air Resources Board, "Proposed identification of environmental tobacco smoke as a toxic air contaminant," *Sacramento: California Environmental Protection Agency (Cal-EPA), Air Resources Board, Stationary Source Division, Air Quality Measures Branch, Office of Environmental Health Hazard Assessment (OEHHA)*, September 29, 2005.)

Secondhand smoke is particularly hazardous to elderly people, individuals with cardiovascular disease, and individuals with impaired respiratory function, including asthmatics and those with obstructive airway disease. (California Environmental Protection Agency (Cal EPA), "Health effects of exposure to environmental tobacco smoke", *Tobacco Control* 6(4): 346-353, Winter, 1997.) The Americans With Disabilities Act, which requires that disabled persons have access to public places and workplaces, deems impaired respiratory function to be a disability. (Daynard, R.A., "Environmental tobacco smoke and the Americans with Disabilities Act," *Nonsmokers' Voice* 15(1): 8-9.)

The U.S. Surgeon General has determined that the simple separation of smokers and nonsmokers within the same air space may reduce, but does not eliminate, the exposure of nonsmokers to secondhand smoke. (Department of Health and Human Services. *The Health Consequences of Involuntary Smoking: A Report of the Surgeon General*. Public Health Service, Centers for Disease Control, 1986.)

The U.S. Centers for Disease Control and Prevention has determined that the risk of acute myocardial infarction and coronary heart disease associated with exposure to tobacco smoke is non-linear at low doses, increasing rapidly with relatively small doses such as those received from secondhand smoke or actively smoking one or two cigarettes a day, and has warned that all patients at increased risk of coronary heart disease or with known coronary artery disease should avoid all indoor environments that permit smoking. (Pechacek, Terry F.; Babb, Stephen, "Commentary: How acute and reversible are the cardiovascular risks of secondhand smoke?" *British Medical Journal* 328: 980-983, April 24, 2004.)

Given the fact that there is no safe level of exposure to secondhand smoke, the American Society of Heating, Refrigerating and Air Conditioning Engineers (ASHRAE) bases its ventilation standards on totally smokefree environments. ASHRAE has determined that there is currently no air filtration or other ventilation technology that can completely eliminate all the carcinogenic components in secondhand smoke and the health risks caused by secondhand smoke exposure, and recommends that indoor environments be smokefree in their entirety. (Samet, J.; Bohanon, Jr., H.R.; Coultas, D.B.; Houston, T.P.; Persily, A.K.; Schoen, L.J.; Spengler, J.; Callaway, C.A., "ASHRAE position document on environmental tobacco smoke," *American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)*, 2005.)

A significant amount of secondhand smoke exposure occurs in the workplace. Employees who work in smoke-filled businesses suffer a 25-50% higher risk of heart attack and higher rates of death from cardiovascular disease and cancer, as well as increased acute respiratory disease and measurable decrease in lung function. (Pitsavos, C.; Panagiotakos, D.B.; Chrysohoou, C.; Skoumas, J.; Tzioumis, K.; Stefanadis, C.; Toutouzas, P., "Association between exposure to environmental tobacco smoke and the development of acute coronary syndromes: the CARDIO2000 case-control study," *Tobacco Control* 11(3): 220-225, September 2002.)

The Society of Actuaries has determined that secondhand smoke costs the U.S. economy roughly \$10 billion a year: \$5 billion in estimated medical costs associated with secondhand smoke exposure, and \$4.6 billion in lost productivity. (Behan, D.F.; Eriksen, M.P.; Lin, Y., "Economic Effects of Environmental Tobacco Smoke," *Society of Actuaries*, March 31, 2005.)

Numerous economic analyses examining restaurant and hotel receipts and controlling for economic variables have shown either no difference or a positive economic impact after enactment of laws requiring workplaces to be smokefree. Creation of smokefree workplaces is sound economic policy and provides the maximum level of employee health and safety. (Glantz, S.A. & Smith, L. The effect

of ordinances requiring smokefree restaurants on restaurant sales in the United States. *American Journal of Public Health*, 87:1687-1693, 1997; Colman, R.; Urbonas, C.M., "The economic impact of smoke-free workplaces: an assessment for Nova Scotia, prepared for Tobacco Control Unit, Nova Scotia Department of Health," *GPI Atlantic*, September 2001.)

Hundreds of communities in the U.S., plus numerous states, including California, Delaware, Florida, Massachusetts, Montana, New Jersey, New York, and Washington, have enacted laws requiring workplaces, restaurants, bars, and other public places to be smokefree, as have numerous countries, including Ireland, New Zealand, Norway, Scotland, Sweden, Uganda, and Uruguay.

There is no legal or constitutional "right to smoke." Business owners have no legal or constitutional right to expose their employees and customers to the toxic chemicals in secondhand smoke. On the contrary, employers have a common law duty to provide their workers with a workplace that is not unreasonably dangerous.

Smoking is a potential cause of fires; cigarette and cigar burns and ash stains on merchandise and fixtures causes economic damage to businesses. ("The high price of cigarette smoking," *Business & Health* 15(8), Supplement A: 6-9, August 1997.)

The smoking of tobacco is a form of air pollution, a positive danger to health, and a material public nuisance.

Accordingly, the _____ [*Tribe or Governing Body*] finds and declares that the purposes of this ordinance are (1) to protect the public health and welfare by prohibiting smoking in public places and places of employment; and (2) to guarantee the right of nonsmokers to breathe smokefree air, and to recognize that the need to breathe smokefree air shall have priority over the desire to smoke.

Sec. 1002. Definitions

The following words and phrases, whenever used in this Article, shall be construed as defined in this Section:

- A. "Business" means a sole proprietorship, partnership, joint venture, corporation, or other business entity, either for-profit or not-for-profit, including retail establishments where goods or services are sold; professional corporations and other entities where legal, medical, dental, engineering, architectural, or other professional services are delivered; and private clubs.
- B. "Employee" means a person who is employed by an employer in consideration for direct or indirect monetary wages or profit, and a person who volunteers his or her services for a non-profit entity.
- C. "Employer" means a person, business, partnership, association, corporation, including a municipal corporation, trust, or non-profit entity that employs the services of one or more individual persons.

- D. "Enclosed Area" means all space between a floor and ceiling that is enclosed on all sides by solid walls or windows (exclusive of doorways), which extend from the floor to the ceiling.
- E. "Health Care Facility" means an office or institution providing care or treatment of diseases, whether physical, mental, or emotional, or other medical, physiological, or psychological conditions, including but not limited to, hospitals, rehabilitation hospitals or other clinics, including weight control clinics, nursing homes, homes for the aging or chronically ill, laboratories, and offices of surgeons, chiropractors, physical therapists, physicians, dentists, and all specialists within these professions. This definition shall include all waiting rooms, hallways, private rooms, semiprivate rooms, and wards within health care facilities.
- F. "Place of Employment" means an area under the control of a public or private employer that employees normally frequent during the course of employment, including, but not limited to, work areas, private offices, employee lounges, restrooms, conference rooms, meeting rooms, classrooms, employee cafeterias, hallways, and vehicles. A private residence is not a "place of employment" unless it is used as a child care, adult day care, or health care facility.
- G. "Private Club" means an organization, whether incorporated or not, which is the owner, lessee, or occupant of a building or portion thereof used exclusively for club purposes at all times, which is operated solely for a recreational, fraternal, social, patriotic, political, benevolent, or athletic purpose, but not for pecuniary gain, and which only sells alcoholic beverages incidental to its operation. The affairs and management of the organization are conducted by a board of directors, executive committee, or similar body chosen by the members at an annual meeting. The organization has established bylaws and/or a constitution to govern its activities. The organization has been granted an exemption from the payment of federal income tax as a club under 26 U.S.C. Section 501.
- H. "Public Place" means an enclosed area to which the public is invited or in which the public is permitted, including but not limited to, banks, bars, educational facilities, gaming facilities, health care facilities, hotels and motels, Laundromats, public transportation facilities, reception areas, restaurants, retail food production and marketing establishments, retail service establishments, retail stores, shopping malls, sports arenas, theaters, and waiting rooms. A private club is a "public place" when being used for a function to which the general public is invited. A private residence is not a "public place" unless it is used as a child care, adult day care, or health care facility.
- I. "Restaurant" means an eating establishment, including but not limited to, coffee shops, cafeterias, sandwich stands, and private and public school cafeterias, which gives or offers for sale food to the public, guests, or employees, as well as kitchens and catering facilities in which food is prepared on the premises for serving elsewhere. The term "restaurant" shall include a bar area within the restaurant.
- J. "Service Line" means an indoor line in which one (1) or more persons are waiting for or receiving service of any kind, whether or not the service involves the exchange of money.
- K. "Shopping Mall" means an enclosed public walkway or hall area that serves to connect retail or professional establishments.
- L. "Smoking" means inhaling, exhaling, burning, or carrying any lighted cigar, cigarette, pipe, or other lighted tobacco product in any manner or in any form.

- M. "Sports Arena" means sports pavilions, stadiums, gymnasiums, health spas, boxing arenas, swimming pools, roller and ice rinks, bowling alleys, and other similar places where members of the general public assemble to engage in physical exercise, participate in athletic competition, or witness sports or other events.

Sec. 1003. Application of Article to [Tribeally Owned] Facilities

All enclosed facilities, including buildings and vehicles owned, leased, or operated by the _____ [Tribe or governing body] of _____, shall be subject to the provisions of this Article.

Sec. 1004. Prohibition of Smoking in Enclosed Public Places

Smoking shall be prohibited in all enclosed public places within the _____ [Tribe or Governing Body] of _____, including but not limited to, the following places:

- A. Areas available to and customarily used by the general public in businesses and non-profit entities patronized by the public, including but not limited to, banks, Laundromats, professional offices, and retail service establishments.
- B. Bars, Aquariums, galleries, libraries, and museums.
- C. Bingo facilities.
- D. Child care and adult day care facilities.
- E. Convention facilities.
- F. Educational facilities, both public and private.
- G. Elevators.
- H. Gaming facilities.
- I. Health care facilities.
- J. Hotels and motels.
- K. Lobbies, hallways, and other common areas in apartment buildings, condominiums, trailer parks, retirement facilities, nursing homes, and other multiple-unit residential facilities.
- L. Polling places.
- M. Private clubs when being used for a function to which the general public is invited.
- N. Public transportation facilities, including buses and taxicabs, under the authority of the _____ [Tribe] of _____, and ticket, boarding, and waiting areas of public transit depots.

- O. Restaurants.
- P. Restrooms, lobbies, reception areas, hallways, and other common-use areas.
- Q. Retail stores.
- R. Rooms, chambers, places of meeting or public assembly, including school buildings, under the control of an agency, board, commission, committee or council of the _____ [Tribe] or a political subdivision of the Tribe, to the extent the place is subject to the jurisdiction of the _____ [Tribe].
- S. Service lines.
- T. Shopping malls.
- U. Sports arenas, including enclosed places in outdoor arenas.
- V. Theaters and other facilities primarily used for exhibiting motion pictures, stage dramas, lectures, musical recitals, or other similar performances.

Sec. 1005. Prohibition of Smoking in Places of Employment

- A. Smoking shall be prohibited in all enclosed facilities within places of employment without exception. This includes common work areas, auditoriums, classrooms, conference and meeting rooms, private offices, elevators, hallways, medical facilities, cafeterias, employee lounges, stairs, restrooms, vehicles, and all other enclosed facilities.
- B. This prohibition on smoking shall be communicated to all existing employees by the effective date of this Article and to all prospective employees upon their application for employment.

Sec. 1006. Prohibition of Smoking in Seating Areas at Outdoor Events

Smoking shall be prohibited in the seating areas of all outdoor arenas, stadiums, and amphitheaters, as well as in bleachers and grandstands for use by spectators at sporting and other public events.

Sec. 1007. Reasonable Distance

Smoking is prohibited within a reasonable distance of _____ [*recommended 50-100*] feet outside entrances, operable windows, and ventilation systems of enclosed areas where smoking is prohibited, so as to insure that tobacco smoke does not enter those areas.

Sec. 1008. Where Smoking Not Regulated

Notwithstanding any other provision of this Article to the contrary, the following areas shall be exempt from the provisions of Sections 1004 and 1005:

- A. Private residences, except when used as a childcare, adult day care, or health care facility.
- B. Hotel and motel rooms that are rented to guests and are designated as smoking rooms; provided, however, that not more than twenty percent (20%) of rooms rented to guests in a hotel or motel may be so designated. All smoking rooms on the same floor must be contiguous and smoke from these rooms must not infiltrate into areas where smoking is prohibited under the provisions of this Article. The status of rooms as smoking or nonsmoking may not be changed, except to add additional nonsmoking rooms.
- C. Private and semiprivate rooms in nursing homes and long-term care facilities that are occupied by one (1) or more persons, all of whom are smokers and have requested in writing to be placed in a room where smoking is permitted; provided that smoke from these places does not infiltrate into areas where smoking is prohibited under the provisions of this Article.
- D. Private clubs that have no employees, except when being used for a function to which the general public is invited. This exemption shall not apply to any organization that is established for the purpose of avoiding compliance with this Article.
- E. Outdoor areas of places of employment except those covered by the provisions of Sections 1006, 1007.

Sec. 1009. Declaration of Establishment as Nonsmoking

Notwithstanding any other provision of this Article, an owner, operator, manager, or other person in control of an establishment, facility, or outdoor area may declare that entire establishment, facility, or outdoor area as a nonsmoking place. Smoking shall be prohibited in any place in which a sign conforming to the requirements of Section 1010(A) is posted.

Sec. 1010. Posting of Signs

- A. "No Smoking" signs or the international "No Smoking" symbol (consisting of a pictorial representation of a burning cigarette enclosed in a red circle with a red bar across it) shall be clearly and conspicuously posted in every public place and place of employment where smoking is prohibited by this Article, by the owner, operator, manager, or other person in control of that place.
- B. Every public place and place of employment where smoking is prohibited by this Article shall have posted at every entrance a conspicuous sign clearly stating that smoking is prohibited.
- C. All ashtrays shall be removed from any area where smoking is prohibited by this Article by the owner, operator, manager, or other person having control of the area.

Sec. 1011. Nonretaliation; Nonwaiver of Rights

- A. No person or employer shall discharge, refuse to hire, or in any manner retaliate against an employee, applicant for employment, or customer because that employee, applicant, or customer

exercises any rights afforded by this Article or reports or attempts to prosecute a violation of this Article.

- B. An employee who works in a setting where an employer allows smoking does not waive or otherwise surrender any legal rights the employee may have against the employer or any other party.

Sec. 1012. Enforcement

- A. This Article shall be enforced by the _____ [Tribal Department of Health] or an authorized designee.
- B. Notice of the provisions of this Article shall be given to all applicants for a business license in the _____ [Tribe] of _____.
- C. Any citizen who desires to register a complaint under this Article may initiate enforcement with the _____ [Tribal Department of Health].
- D. The Health Department, Fire Department, or their designees shall, while an establishment is undergoing otherwise mandated inspections, inspect for compliance with this Article.
- E. An owner, manager, operator, or employee of an establishment regulated by this Article shall inform persons violating this Article of the appropriate provisions thereof.
- F. Notwithstanding any other provision of this Article, an employee or private citizen may bring legal action to enforce this Article.
- G. In addition to the remedies provided by the provisions of this Section, the _____ [Tribal Department of Health] or any person aggrieved by the failure of the owner, operator, manager, or other person in control of a public place or a place of employment to comply with the provisions of this Article may apply for injunctive relief to enforce those provisions in any court of competent jurisdiction.

Sec. 1013. Violations and Penalties

- A. A person who smokes in an area where smoking is prohibited by the provisions of this Article shall be guilty of an infraction, punishable by a fine not exceeding fifty dollars (\$50).
- B. A person who owns, manages, operates, or otherwise controls a public place or place of employment and who fails to comply with the provisions of this Article shall be guilty of an infraction, punishable by:
 - 1. A fine not exceeding one hundred dollars (\$100) for a first violation.
- C. In addition to the fines established by this Section, violation of this Article by a person who owns, manages, operates, or otherwise controls a public place or place of employment may result in the suspension or revocation of any permit or license issued to the person for the premises on which the violation occurred.

- D. Violation of this Article is hereby declared to be a public nuisance, which may be abated by the _____ [Tribal Department of Health] by restraining order, preliminary and permanent injunction, or other means provided for by law, and the _____ [Tribe] may take action to recover the costs of the nuisance abatement.
- E. Each day on which a violation of this Article occurs shall be considered a separate and distinct violation.

Sec. 1014. Public Education

The _____ [Tribal Department of Health] shall engage in a continuing program to explain and clarify the purposes and requirements of this Article to citizens affected by it, and to guide owners, operators, and managers in their compliance with it. The program may include publication of a brochure for affected businesses and individuals explaining the provisions of this ordinance.

Sec. 1015. Governmental Agency Cooperation

The _____ [Tribal Health Director] shall annually request other governmental and educational agencies having facilities within the _____ [Tribe] to establish local operating procedures in cooperation and compliance with this Article. This includes urging all Federal, State, _____ [Tribe], and School District agencies to update their existing smoking control regulations to be consistent with the current health findings regarding secondhand smoke.

Sec. 1016. Other Applicable Laws

This Article shall not be interpreted or construed to permit smoking where it is otherwise restricted by other applicable laws.

Sec. 1017. Liberal Construction

This Article shall be liberally construed so as to further its purposes.

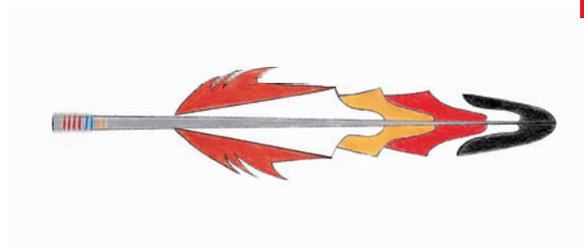
Sec. 1018. Severability

If any provision, clause, sentence, or paragraph of this Article or the application thereof to any person or circumstances shall be held invalid, that invalidity shall not affect the other provisions of this Article which can be given effect without the invalid provision or application, and to this end the provisions of this Article are declared to be severable.

Sec. 1019. Effective Date

This Article shall be effective thirty (30) days from and after the date of its adoption.

Appendix F



South Dakota

DEPARTMENT OF TRIBAL RELATIONS



Cheyenne River Sioux Tribe



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Reservation: Cheyenne River Reservation; Dewey and Ziebach Counties

Division: Teton

Bands: Minnecoujou, Two Kettle (Oohenunpa), Sans Arc (Itazipco) and Blackfoot (Si Sapa)

Land Area: 1.4 million acres

Tribal Headquarters: Eagle Butte, SD

Time Zone: Mountain

Traditional Language: Lakota

Enrolled members living on reservation: 8,000

Major Employers: Cheyenne River Sioux Tribe

[Cheyenne River Sioux Tribe's 2010 Statistical Profile \(pdf\)](#)

◆Government

Charter: None; Constitution and Bylaws: Yes - IRA

Date Approved: December 17, 1935

Name of Governing Body: Cheyenne River Sioux Tribal Council

Number of Council members: (15) fifteen council members

Dates of Constitutional amendments: February 11, 1966, June 18, 1980, July 17, 1992

Number of Executive Officers: (4) Chairman, Vice-Chairman, Secretary, and Treasurer

◆Elections

Primary election is the second Tuesday of August and General is first Tuesday in November (coincides with National Elections)

The Tribal Chairman, Secretary, and Treasurer are elected at large for 4 year terms. The Vice- Chairman is elected from the Council membership for a 2-year term. Council members are elected from each district every two years.

Terms of office are staggered, every two years an election for Council members is held.

Number of Election districts or communities: 13

◆Meetings

Meetings held: The first Tuesday of each month

Quorum number: 2/3 of the members

◆Education and Media

Tribal College: Cheyenne River Community College, Eagle Butte, SD

Radio: KLNK 89.5 FM, McLaughlin, SD

Newspapers: Eagle Butte News, Eagle Butte, SD; West River Progress, Dupree, SD

◆Leaders: Past and Present

Big Foot, a Minnecoujou chief, remained true to the "old ways" throughout his life. He was regarded as a wise leader, who respected the individual rights of his people. Big Foot, who had settled on the Cheyenne River Reservation, was killed during the 1890 Wounded Knee massacre. He died under the white flag of truce.

Arvol Looking Horse is a 19th generation keeper of the Sacred Pipe of the Great Sioux Nation. In this position, he cares for the Sacred Pipe, presented by the White Buffalo Calf Woman many years ago. Looking Horse leads the annual "Sacred Pipestone Run," the purpose of which is to stop the sale of sacred pipestone. He holds an honorary doctoral degree from the University of South Dakota.

Chairman: Kevin Keckler

PO Box 590

Eagle Butte, SD 57625-0590

Phone (605) 964-4155

Fax (605) 964-4151

◆ [View Cheyenne River Sioux Tribe Constitution \(PDF\)](#)

◆ [Visit the Cheyenne River Sioux Tribe Web site](#)

◆Cheyenne River Sioux Tribe

P.O. Box 590

Eagle Butte, SD 57625

Phone (605) 964-4000

Fax (605) 964-1180

South Dakota

DEPARTMENT OF TRIBAL RELATIONS



Crow Creek Sioux Tribe



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Reservation: Crow Creek Reservation; Buffalo, Hyde, and Hughes Counties

Division: Santee, Yankton

Bands: Mdewakanton (People of Spirit Lake), Ihanktonwan (People of the End)

Land Area: 125,591 acres

Tribal Headquarters: Ft. Thompson, SD

Time Zone: Central

Traditional Language: Dakota

Enrolled members living on reservation: 1,230

Major Industry: Agriculture

[Crow Creek Sioux Tribe's 2010 Statistical Profile \(pdf\)](#)

◆Government

Charter: None; Constitution and Bylaws: Yes

Date Approved: April 26, 1949

Name of Governing Body: Crow Creek Sioux Tribal Council

Number of members: six (6) council members

Dates of Constitutional amendments: February 25, 1963, June 23, 1980, February 4, 1986

Number of Executive Officers: (1) Chairman

◆Elections

Election of all six council members and the Chair are held every two years on the third Tuesday in April. Chairman is elected at large by all districts. Tribal Council elects from within a Vice-Chairman, Treasurer and Secretary.

If terms of office are staggered: No

Number of Election districts or communities: 3

◆Meetings

Regular meetings are held once a month.

Quorum number: 4 members

◆Leaders: Past and Present

Oscar Howe, a Yanktonai, pioneered a new era in Indian art. Howe was born on the Crow Creek Reservation in 1915. Throughout his life, he received many honors, including the title Artist Laureate of South Dakota. When he died in 1983, Howe left behind a legacy of cultural heritage and pride. More than 20 Oscar Howe originals are on display at the Oscar Howe Art Center in Mitchell.

Elizabeth Cook-Lynn taught native studies for 20 years before becoming a full-time writer. She is the author of two novels and a collections short stories. She edits the "Wicazo Sa (Red Pencil) Review," an international Native American studies journal. She's also a traditional dancer on the powwow circuit. Cook-Lynn grew up on the Crow Creek Reservation.

Chairman: Wilfred Keeble

PO Box 50

Ft. Thompson, SD 57339-0050

Phone (605) 245-2221

Fax (605) 245-2470

◆View Crow Creek Sioux Tribe Constitution (PDF)

◆Crow Creek Sioux Tribe

P.O. Box 50

Fort Thompson, SD 57339-0050

Phone (605) 245-2221

Fax (605) 245-5470



Flandreau Santee Sioux Tribe



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Reservation: Flandreau Reservation; in Moody County

Division: Santee

Bands: Mdewakanton, Wahpekute

Land Area: 2,356 acres (without boundaries)

Tribal Headquarters: Flandreau, SD

Time Zone: Central

Traditional Language: Dakota

Enrolled members living on reservation: 726

Major Employers: Flandreau Indian School, Flandreau Santee Sioux Tribe, Royal River Casino
[Flandreau Santee Sioux Tribe's 2010 Statistical Profile \(pdf\)](#)

◆ Government

Charter: Yes; Constitution and Bylaws: Yes - IRA

Date Approved: April 24, 1936

Name of Governing Body: Flandreau Santee Sioux Tribal Council

Executive Committee: (4) President, Vice-President, Secretary, Treasurer and 4 additional Trustees who are elected by the tribal members. Tribal Treasurer is appointed.

Dates of Constitutional amendments: October 16, 1967, November 14, 1984, May 23, 1990, May 13, 1997

◆ Elections

Primary Election is at least forty-five days prior to the general election and General Election is held in conjunction with the August General Council meeting.

Number of Election districts or communities: 1

Executive Officers and Trustees serve four year terms.

Trustee terms of office are staggered.

◆ Meetings

Quorum number: Executive Committee: 4 Executive members. General Council meetings must have fifty percent of qualified voters.

General Council meeting are the first Saturday of February, May, August, and November of each year. Executive Committee holds meetings at least once a month established by the President.

◆ Education and Media

Newspaper: Moody County Enterprise, Flandreau, SD

◆ Leaders: Past and Present

Chief Little Crow spent much of his life in Minnesota, where he was the head of a Santee band. Little Crow, a bold and passionate orator, established himself as a spokesman for his people. After becoming chief around 1834, he sought justice for his people, but also tried to maintain relations with the whites. In 1862, he led the fight now known as the Minnesota Santee Conflict. In fact, this war was launched only in the face of starvation and only after the federal government didn't present land payments as promised. Little Crow was killed the following year. He is buried near Flandreau.

◆ President: Anthony Reider

PO Box 283

Flandreau, SD 57028-0283

Phone (605) 997-3512

Fax (605) 997-3878

[View Flandreau Santee Sioux Tribe Constitution \(PDF\)](#)

[Visit the Flandreau Santee Sioux Tribe Web site](#)

◆ Flandreau Santee Sioux Tribe

603 West Broad

P.O. Box 283

Flandreau, SD 57028

Phone (605) 997-3512

Fax (605) 997-3878

South Dakota

DEPARTMENT OF TRIBAL RELATIONS



Lower Brule Sioux Tribe



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Reservation: Lower Brule Reservation; Lyman and Stanley Counties

Division: Teton

Bands: Sicangu (Brule or Burnt Thigh)

Land Area: 132,601 acres

Tribal Headquarters: Lower Brule, SD

Time Zone: Central

Traditional Language: Lakota

Enrolled members living on reservation: 1,308

Major Employers: Lower Brule Sioux Tribe, Lower Brule Sioux Tribe Golden Buffalo Casino, Bureau of Indian Affairs, Indian Health Service. The Lower Brule Farm Corp. is the nation's number-one popcorn producer.

[Lower Brule Sioux Tribe's 2010 Statistical Profile \(pdf\)](#)

◆ Government

Charter: Yes; Constitution and Bylaws: Yes - IRA

Date Approved: October 5, 1935

Name of Governing Body: Lower Brule Sioux Tribal Council

Number of council members: (3) three Councilmen

Dates of Constitutional amendments: June 17, 1974; September 2, 1986

Number of Executive Officers: (4) Chairman, Vice-Chairman, Treasurer, and Secretary

◆ Elections

General Election is First Tuesday of September in even numbered years

Chairman, Vice-Chairman, and Treasurer are elected at large. The tribal council appoints a Secretary, a Sergeant at Arms, a Chaplain, and other officers as necessary. Offices are held for two years.

Number of Election districts or communities: One

◆ Meetings

Meetings are held the first Wednesday of each month.

Quorum number: five members

◆ Education and Media

Tribal College: Lower Brule Community College, Lower Brule SD

◆ Leaders: Past and Present

Chief Iron Nation (1815-1894) led the Lower Brule Sioux Tribe through some of its most challenging years. He worked diligently, both as a warrior and statesman, to ensure the survival of his people. Iron Nation signed the treaty to establish the Great Sioux Reservation in 1868. He has been described as a just and noble leader.

Chairman: Michael Jandreau

PO Box 187

Lower Brule, SD 57548-0187

Phone (605) 473-5561

Fax (605) 473-5606

◆ [View Lower Brule Sioux Tribe Constitution \(PDF\)](#)

◆ [Visit the Lower Brule Sioux Tribe's Web site](#)

Lower Brule Sioux Tribe

P.O. Box 187

Lower Brule, SD 57548-0187

Phone (605) 473-5561

Fax (605) 473-5606



Oglala Sioux Tribe



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Reservation: Pine Ridge Reservation; Shannon and Jackson County

Tribal Headquarters: Pine Ridge, SD

Time Zone: Mountain

Traditional Language: Lakota

Enrolled members living on reservation: 38,000

[Oglala Sioux Tribe's 2010 Statistical Profile \(pdf\)](#)

◆ Government

Charter: None; Constitution and Bylaws: Yes - IRA

Date Approved: January 15, 1936

Name of Governing Body: Oglala Sioux Tribal Council

Number of Council members: (18) eighteen council members

Dates of Constitutional amendments: December 24, 1969; December 3, 1985; July 11, 1997

Number of Executive Officers: (4) President, Vice President, Secretary, and Treasurer

◆ Elections

Primary election is held in October and the General in November.

President and Vice-President are elected at large by voters, term of office 2 years; Secretary and Treasurer are appointed by Tribal Council.

Council members serve a term of two years.

Number of Election districts or communities: 9

Proportion of representatives: one representative for each 1,000 members

◆ Meetings

Quorum number: 2/3 members

There are four meetings in each year in January, April, July, and October.

◆ Education and Media

Tribal College: [Oglala Lakota College](#), Kyle, SD

Radio: KILI 90.1 FM, Porcupine, SD

Newspapers: Black Hills People's News, Pine Ridge Village, SD

[View the Lakota Country Times](#)

◆ Leaders: Past and Present

Red Cloud, an Oglala chief, was a respected warrior and statesman. From 1866-1868, he successfully led the flight to close off the Bozeman Trail, which passed through prime buffalo hunting grounds. Once settled at Pine Ridge, Red Cloud worked to establish a Jesuit-run school for Indian children. He is buried on a hill overlooking the Red Cloud Indian School, which was named in his honor.

In 1964, Billy Mills won the 10,000-meter race at the Olympic Games in Tokyo. He was the first American ever to win that race, and he did it in record time. Billy Mills, an Oglala Lakota, was born on the Pine Ridge Indian Reservation.

President: John Yellow Bird Steele

PO Box 2070

Pine Ridge, SD 57770-2070

Phone (605) 867-5821

Fax (605) 867-1449

[View Oglala Sioux Tribe Constitution \(PDF\)](#)

[View the Oglala Sioux Tribe's website](#)

◆ Oglala Sioux Tribe

PO Box 2070

Pine Ridge, SD 57770

Phone: (605) 867-5821

Fax: (605) 867-2609

South Dakota

DEPARTMENT OF TRIBAL RELATIONS



Rosebud Sioux Tribe



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Reservation: Rosebud Reservation; Todd, Mellette and Tripp Counties

Division: Teton

Band: Sicangu (Brule or Burnt Thigh)

Land Area: 882,416 acres

Tribal Headquarters: Rosebud, SD

Time Zone: Central

Traditional Language: Lakota

Enrolled members living on reservation: 21,245

Major Employers: Rosebud Sioux Tribe, Bureau of Indian Affairs, Todd County School District
[Rosebud Sioux Tribe's 2010 Statistical Profile \(pdf\)](#)

◆ Government

Charter: Yes; Constitution and Bylaws: Yes - IRA

Date Approved: November 23, 1935

Name of Governing Body: Rosebud Sioux Tribal Council

Number of Council members: (20) twenty Council members

Dates of Constitutional amendments: June 19, 1962, May 2, 1966, September 4, 1973, December 29, 1977, September 23, 1985, July 31, 1987, February 4, 1988

Number of Executive Officers: (5) President, Vice-President, Secretary, Treasurer, and Sergeant-At-Arms

◆ Elections

Primary Election Fourth Thursday of August and General Election Fourth Thursday of October. President and Vice-President are elected at large for two year terms. Tribal Council is elected from their districts every two years and appoints the Secretary, Treasurer, and Sergeant- At-Arms.

Number of Election districts or communities: 13 districts

Proportion of representatives: one representative per seven hundred and fifty members

◆ Meetings

Meetings are held once a month the second Wednesday and Thursday.

Quorum number: 11 members

◆ Education and Media

Tribal College: [Sinte Gleska University](#), Mission, SD

Radio Stations: KOYA 88.1 FM, KINI 96.1 FM

Newspapers: [Lakota Country Times](#), [Sicangu Sun Times](#), Todd County Tribune, Mission, SD

◆ Leaders: Past and Present

Ben Reifel, a five-term U.S. Congressman, was born near Parmelee on the Rosebud Reservation in 1906. During his lifetime, he worked for the Bureau of Indian Affairs, served in the U.S. Army, and received a doctoral degree from Harvard University. Reifel ran for office in 1960 and served until his retirement in 1971. He died in 1990.

White Eagle was the first American Indian to sing lead roles in American musical theater and opera. He graduated from the prestigious Merola Opera Program at the San Francisco Opera and has performed with the Pennsylvania Opera Theater, Florentine Opera, Cleveland Opera, and others. White Eagle was a member of the Rosebud Sioux Tribe.

President: Rodney Bordeaux

PO Box 430

Rosebud, SD 57570-0430

Phone (605) 747-2381

Fax (605) 747-2243

[View Rosebud Sioux Tribe Constitution \(PDF\)](#)

[Visit the Rosebud Sioux Tribe Web site](#)

◆ Rosebud Sioux Tribe

Box 430

Rosebud, SD 57570

Phone (605) 747-2381

Fax (605) 747-2243



DEPARTMENT OF TRIBAL RELATIONS



Sisseton Wahpeton Oyate



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Reservation: Former Lake Traverse; parts of Marshall, Day, Codington, Grant and Roberts Counties

Division: Santee

Bands: Sisseton (People of the Marsh), Wahpeton (People on Lake Traverse)

Land Area: 106,153 acres (without boundaries)

Tribal Headquarters: Agency Village, SD

Time Zone: Central

Traditional Language: Dakota

Enrolled members living within former reservation area: 9,894

Major Employers: Dakota Sioux Casino, tribal government, Bureau of Indian Affairs

[Sisseton Wahpeton Oyate's 2010 Statistical Profile \(pdf\)](#)

◆ Government

Charter: None; Constitution and Bylaws: Yes

Date Approved: October 16, 1946

Name of Governing Body: Sisseton-Wahpeton Sioux Tribal Council

Number of council members: (7) seven council members

Dates of Constitutional amendments: November 21, 1978, June 9, 1980

Number of Executive Officers: (3) Tribal Chairman, Vice Chairman, and Tribal Secretary

◆ Elections

Primary election is held in October and the General in November.

Members of Council shall serve terms of four years. Any Council and Executive Committee member shall serve no more than two (2) consecutive terms for a total of eight (8) years in the same office. Any Council member or Executive Committee member may again file for office after a two (2) year time period.

Number of Election districts or communities: 7

◆ Meetings

The Council shall meet regularly on the first Tuesday, Wednesday and third Thursday of each month or upon call of the Chairman of the Council.

Quorum number: General Council members is ten percent of eligible members

◆ Education and Media

Tribal College: [Sisseton-Wahpeton Community College](#), Sisseton, SD

Weekly newspaper: [Sota Iya Ye Yapi](#)

◆ Leaders: Past and Present

Paul War Cloud, a Sisseton-Wahpeton, was born in 1930 near Sica Hollow. A self-taught artist, War Cloud realistically depicted Dakota culture and tradition in his paintings. Many of his works are on display at the Tekakwitha Fine Arts Center in Sisseton. A War Cloud mural, "Unity Through the Great Spirit," hangs at the Cultural Heritage Center in Pierre. War Cloud died in 1973.

Chairman: Robert Shepherd

PO Box 509

Agency Village, SD 57262-0509

Phone (605) 698-3911

Fax (605) 698-3708

[Visit Sisseton-Wahpeton Oyate's Web site](#)

[View Sisseton-Wahpeton Oyate Constitution \(PDF\)](#)

◆ Sisseton-Wahpeton Oyate

P.O. Box 509

Agency Village, SD 57262-0509

Phone (605) 698-3911

Fax (605) 698-3708

South Dakota

DEPARTMENT OF TRIBAL RELATIONS



Standing Rock Sioux Tribe



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Reservation: Standing Rock Reservation, Corson County SD

Division: Yanktonais, Teton

Bands: Hunkpapa, Blackfeet, Tanktonais and Cutheads

Land Area: 562,366 acres in South Dakota

Tribal Headquarters: Ft. Yates, ND

Time Zone: Mountain (South Dakota side), Central (North Dakota side)

Traditional Language: Dakota and Lakota

Enrolled members living on reservation: 10,133

Major Employers: Standing Rock Sioux Tribe, which administers 40-50 programs, Sitting Bull College, Prairie Knights Casino, Grand River Casino and school districts

[Standing Rock Sioux Tribe 2010 Statistical Profile \(pdf\)](#)

◆ Government

Charter: None; Constitution and Bylaws: Yes - IRA

Date Approved: April 24, 1959

Name of Governing Body: Standing Rock Sioux Tribal Council

Number of members: fourteen (14) Councilmen, Eight are elected from election districts, six are residents of the reservation without regard to residence in any district or state.

Dates of Constitutional amendments: May 11, 1984; October 15, 1984

Number of Executive Officers: (3) Chairman, Vice-Chairman, and Secretary

◆ Elections

Primary election is held no more than ninety (90) and no less than thirty (30) days before the general election, General elections are held every odd numbered year. All officers are elected for terms of four (4) years. Terms of office are staggered.

Number of Election districts or communities: 8

◆ Meetings

Quorum number: eleven

Meetings are held each month at the Tribal Headquarters

◆ Education and Media

Tribal College: [Sitting Bull College](#), Ft. Yates, ND

Radio: KLND 89.5 FM, Little Eagle, SD

Newspapers: Teton Times, McLaughlin, SD

Corson/Sioux Co. News-Messenger, McLaughlin, SD

◆ Leaders: Past and Present

Sitting Bull, a Hunkpapa, was an influence and respected man. Not only did he serve as a spiritual leader, he also was the last known leader of the "Cante Tinza," an elite warrior society. Sitting Bull helped to defeat Custer at the Battle of Little Big Horn. And he traveled with Buffalo Bill Cody's "Wild West Show" for a time. Sitting Bull was killed by Indian police on Dec. 15, 1890.

Patricia Locke (Ta Wacin Waste Win), a Hunkpapa Lakota and Chippewa, lives on the Standing Rock Reservation. A MacArthur Fellow, 1191-1196, she has assisted 17 tribes in establishing community colleges on their reservations. Locke has taught at major American universities including the University of California at Los Angeles. She is the author of 29 articles and publications.

◆ Chairman: Charles Murphy

PO Box D

Ft. Yates, ND 58538-0522

Phone (701) 854-8500

Fax (701) 854-8595

[View Standing Rock Sioux Tribe Constitution \(PDF\)](#)

[Visit the Standing Rock Sioux Tribe Web site](#)

◆ Standing Rock Sioux Tribe

P.O. Box D

Fort Yates, ND 58538-0522

Phone (701) 854-8500

Fax (701) 854-7299

South Dakota

DEPARTMENT OF TRIBAL RELATIONS



Yankton Sioux Tribe



clicking on map will open a larger version

[Government](#) | [Elections](#) | [Meetings](#) | [Leaders](#) | [Tribal Contact Information](#)

Reservation: Yankton Reservation; part of Charles Mix County

Division: Yankton

Bands: Ihanktonwan

Land Area: Approximately 40,000 acres (without boundaries)

Tribal Headquarters: Marty, SD

Time Zone: Central

Traditional Language: Dakota

Enrolled members living within area: 3,500

Major Employers: Fort Randall Casino, Indian Health Service, tribal office, Bureau of Indian Affairs, Marty Indian School

[Yankton Sioux Tribe's 2010 Statistical Profile](#) (pdf)

◆ **Government**

Charter: None; Constitution and Bylaws: Yes - non-IRA

Date Approved: April 24, 1963

Name of Governing Body: Yankton Sioux Tribal Business and Claims Committee

Number of committee members: (5) five committee members

Dates of Constitutional amendments: March 20, 1975

Number of Executive Officers: (4) Chairman, Vice-Chairman, Secretary, Treasurer

◆ **Elections**

Primary election is in July and the General is every two years on the first Thursday in September. Executive officers are elected at large and serve two year terms in office.

Number of Election districts or communities: 5

◆ **Meetings:**

Regular business meeting are held once a week usually on Tuesday. An annual General Council Meeting is set for the third Tuesday in August each year.

Quorum number: 5 members

◆ **Leaders: Past and Present**

Legend has it that when he was born in 1804, Struck By The Ree, a Yankton chief, was wrapped in an American flag by Meriwether Lewis. Lewis and Clark were in the area exploring Louisiana Purchase lands. As a leader, Struck By The Ree managed to befriend the whites, yet remain dedicated and loyal to his people. He died in 1888 at Greenwood.

◆ **Chairperson: Thurman Courmoyer Sr.**

PO Box 1153

Marty, SD 57380

Phone (605) 384-3641

Fax (605) 384-5687

[View Yankton Sioux Tribe Constitution](#) (pdf)

◆ **Yankton Sioux Tribe**

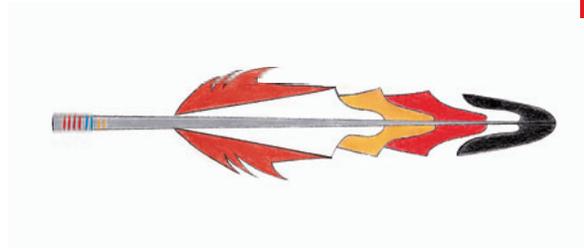
P.O. Box 1153

Wagner, SD 57380

Phone (605) 384-3641

Fax (605) 384-5687

Appendix G



Checklist for Model Comprehensive Tobacco-Free School Policy in South Dakota

Instructions: Review your school districts' current School Tobacco Policy and use the checklist below as a guide to determine where changes need to be made.

Refer to the ASBSD Model Comprehensive Tobacco-Free School Policy to assist your school district achieve a comprehensive School Tobacco Policy.

	1. The policy includes a statement explaining the rationale for the policy and definitions of tobacco and tobacco use.
	2. Tobacco is specifically named in the policy, not implied by prohibiting drugs (such as alcohol and other drugs).
	3. All components of the policy are effective 24 hours a day, 365 days per year. This includes all days when school is not in session.
	4. All school buildings, grounds, campuses, housing, property (including vehicles/buses), whether owned or leased, are tobacco-free at all times.
	5. Students are prohibited from possessing and/or using tobacco products on school grounds or at school events, whether on or off school district property.
	6. School staff are prohibited from using tobacco products on school grounds or at school events, whether on or off school district property.
	7. Visitors are prohibited from using tobacco at school events, both on and off school property.
	8. Wearing clothing or using other items that advertise or promote tobacco products is prohibited.
	9. The policy prohibits tobacco advertising and acceptance of gifts from the tobacco industry.
	10. A plan to communicate the tobacco policy to all students, employees and visitors is outlined.
	11. An enforcement plan for students is outlined and provides cessation resource information.
	12. An enforcement plan for employees is outlined and provides cessation resource information.
	13. An enforcement plan for visitors is included.