



Healthy Beverages Community Action Guide



Indian Health Service
September 2006
Updated March 2013

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**IHS Nutrition Program
IHS Clinical Support Center
IHS Head Start Program
Nutrition & Dietetics Training Program
IHS Division of Oral Health, IHS National Oral Health
Council
IHS Division of Diabetes Treatment and Prevention
IHS Community Health Representative Program
IHS National Nursing Leadership Council
HHS Emerging Leaders Program**

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Water Prayers

“We give thanks to all the water of the world for quenching our thirst and providing us with strength. Water is life. We know its power in many forms~ waterfalls and rain, mists and streams, rivers and oceans. With one mind, we send greetings and thanks to the spirit of water.”

Mohawk Thanksgiving Address



“Water is a prayer. Water is life. To destroy the land and water is to destroy the people.”

Tony Skrelunas, Navajo

Foreword

Congratulations on your interest in promoting healthy beverages in your community. Many tribal groups have recognized that the current high level of sugar-sweetened beverages, primarily soda, and energy drink consumption has a negative impact on the health of American Indian and Alaska Native people. In fact, this was the spark that inspired the development of the **Healthy Beverage Community Action Guide to help people like you promote a healthier future** in tribal communities.

This **Healthy Beverage Community Action Guide** outlines a process for Indian community-owned actions to promote healthy beverages and decrease consumption of sugar-sweetened beverages and caffeinated energy drinks. The **Guide** planning process is flexible so that you can include actions specific to your own community. Facts about beverages and health burdens will help you become a healthy beverage expert in your community. Contact information for resources that you may find useful when designing your community-owned action plan is included. Additionally, there are some success stories to inspire you and your community.

As you work towards a healthier future for American Indian and Alaska Native communities, please share your experiences with us so that we can all benefit from your successes and challenges and use your experiences to help other communities in their promotions. Please contact me directly at my email address Alberta.Bicenti@ihs.gov.

Acknowledgements

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Introduction:

Why is using the Healthy Beverages Community Action Guide important?

- You will help tribal leaders, community action groups, and others act on their concerns about growing epidemics of obesity and diabetes in American Indian and Alaska Native communities.
- You will help stop the painful epidemic of baby bottle tooth decay and early childhood tooth decay.
- Obesity, diabetes, and tooth decay are linked with “liquid sugar” in sugar-sweetened beverages.
- You will learn steps you can take in your personal life and in the community to increase your intake of healthy beverages and decrease intake of sugar-sweetened beverages and caffeinated energy drinks.

What is in this Guide?

- Process guide for the community-owned healthy beverage actions including:
 - Steps to become a local healthy beverage expert.
 - Sample community beverage assessment forms.
 - Steps in your planning process.
 - Who should be on the Healthy Beverage team.
 - Planning actions, strategies, and evaluation.
- Information to help you become a healthy beverage expert and to share with the community including:
 - Sample fact sheets.
 - IHS6 Handouts Strengthen the Family Circle six one page emotion-based handouts.
 - “Honoring the Gift of Children,” six one page emotion-based handouts

What is your community’s healthy beverage status?

Are healthy beverages available in your school, hospital, health center?

- Yes
- No
- Not sure

Are sugar-sweetened beverages available in vending machines?

- Yes
- No
- Not sure

What are your questions and concerns about healthy beverage choices in your community?

Do you question or are you concerned about:

- What changes will make healthy beverages available in my community?
- What changes will increase intake of healthy beverages and decrease intake of sugar-sweetened beverages and caffeinated energy drinks?
- Who in my community shares my concern about high use of sugar-sweetened beverages?

Purpose of the Community Action Guide:

Why are we doing this?

The goal of the Healthy Beverages Community Action Guide is to help tribal communities work together to promote healthy beverages to decrease intake of sugar-sweetened beverages such as soft drinks and caffeinated energy drinks to fight obesity, diabetes, tooth decay, and high-risk behaviors associated with caffeinated energy drinks.

This Guide provides a process for use by communities to address the health effects of sugar-sweetened beverages and caffeinated energy drinks. The Guide will help community members learn where sugar-sweetened beverages and energy drinks are sold or provided, provide information on the negative health impacts of these beverages, identify their own resources, and use the knowledge and ability of community members to promote change. The **Guide** focus is community action because Native people themselves are the best people to decide what changes are needed and to make those changes.

This Community Action Guide will help Health Promotion/Disease Prevention staff, schools, and tribal health paraprofessionals to advocate for and implement policies that support a healthier environment through a coordinated community framework.

This Community Action Guide will help you to:

- Assess community use of sugar-sweetened and caffeinated energy drinks.
- Understand community knowledge, attitude, and beliefs about health, nutrition, and drinking sugar-sweetened beverages and caffeinated energy drinks.
- Take action to increase access to healthy beverages in your tribal community.
- Develop an action plan for you and other action team members to implement and to develop a community healthy beverage policy.
- Brainstorm ideas for getting activities started.
- Identify, recruit and work with groups/team members who will be actively involved on your team.
- Find resources to improve beverages offered in your community.

Steps to Become a Healthy Beverages Expert

Step 1:

Familiarize yourself with the facts and information on childhood obesity and sugar-sweetened beverages and with the increasing use of caffeinated energy drinks. You can use information in this Guide to learn more about these issues.

Step 2:

Learn more about which beverages are healthy by reading nutrition labels on beverages your family drinks or that are offered in schools, communities, and health centers.

Step 3:

Make a note if your school has a healthy beverage resolution or policy, and find out what beverages are sold in your community.

What healthy beverages that are sold or served in your school?

- Water
- Low-fat, 1% or fat-free milk
- Fruit juice (100% real juice)
- Soy milk

Which unhealthy beverages are sold or provided in your school, clinic, and tribal offices?

- Regular soda
- Diet soda, ice tea and artificially sweetened beverages
- Sugar-sweetened iced tea or other sweetened drinks
- Flavored and sugar-sweetened water
- Fruit drinks
- Sports drinks
- Caffeinated energy drinks

Are unhealthy beverages sold in any of the following locations?

- Vending machines in public buildings
- Sporting events
- Cafeteria line
- Fundraising drives
- Schools store
- Other

Are unhealthy beverages served at the following events?

- Tribal meetings
- Health board meetings
- Tribal ceremonies and celebrations

Step 4:

Research or seek other school policies or resolutions that may affect the development of a Healthy Beverage policy.

Step 5:

Learn about the finances of removing soda and other sweetened beverages.

Step 6:

Coordinate a poll of parents and health care providers in your school district and community about their sugar-sweetened beverages and caffeinated energy drink concerns.

Find Others Who Want to See Change

Find one or more persons in who are concerned and willing to do something about sugar-sweetened beverages and caffeinated energy drinks. When one or more people are concerned and willing to do something, it's time to begin.

Who can I ask to be involved?

Participants will get involved for many reasons:

- Their community is important to them.
- These are their issues and they believe they may contribute to make a difference.
- They expect positive outcomes.
- They envision of a better community.

Participants will need to have at least:

- Some knowledge and/or interest in issues about healthy beverages.
- Something they can identify within their community and a feeling they can contribute to make a difference.
- Willingness to get involved and participate.

How do I enlist participants?

- Attend a community committee meeting that has been set.
- Explain why you want participants involved and the purpose of your meeting.
- Keep a list of names and addresses as you build your list of participants.
- It is sometimes easier to ask people you already know and get them involved.
- Recruit participants from: the community at large, tribal leaders, health care providers, parents, teachers, school board members, churches, agencies and organizations, senior programs, health care facilities, and youth groups.

How to Start Planning for a Healthy Beverage Community Action Campaign

Steps to get the planning process started include:

- Identify a Healthy Beverages Champion (Leader) and Action Team members.
- Action team meets to brainstorm, develop strategy, plan actions, decide timeframes, and how to evaluate the action campaign. For example, Action Team identifies community partners, organizes fun family events and presentations by elders.
- Schedule 1 or 2 meetings. Include evening meetings to accommodate community leaders, elders, and individuals who are unable to take time off from work. Publicize the meeting dates and times.
- Use the sample meeting agenda and revise as needed for your community.
- Use the sample meeting guides (for example who should facilitate, ground rules, etc).

Develop an Action Plan and Plan Your Strategy

The concerned and willing persons form a team. The team will need to do some background work before a community-wide meeting to get others involved. Your team members will need to:

- Select a team leader.
- Complete a community needs assessment.
- Decide which areas to challenge first and which to do later.
- Assign responsibilities to team members to get activities going.
- Decide how to react when you meet resistance to the idea of replacing sweetened beverages with water, low-fat milk, diet sodas, and 100% fruit juices.
- Develop counter-marketing techniques to reduce soda pop consumption.
- Decide on specific activities that will bring about improvements. Activities *may* include:
 - Conduct focus groups: conduct focus groups to understand knowledge, attitude and beliefs about health, nutrition, and soda pop consumption.
 - Conduct literature review on soda pop and health and/or use information in this guide.
 - Involve the community in designing motivational gifts such as
 - Use one-page emotion-based messages and package in a canvas bag with Indian design, distribute with a water carafe for families and water bottle for individual(s).
 - Have creative person(s) come up with the Indian design for the project, the water carafe, and water bottle.
 - Mobilize stakeholder communities (e.g., use meetings, marketing). .
 - Work with stakeholders to develop new nutrition and health education materials.
 - Establish initiatives to identify alternative funding for school activities.
- Develop a timeframe for actions including specific dates.
- Establish how you will evaluate how you will evaluate success and evaluate your progress as you work your plan.
- Identify team member responsibilities by using volunteers or making assignments to get going on the plan. You may need to:
 - Change your plan of action and timeline as needed as events develop. Be flexible.
 - React to opportunities when they come up.
 - Adjust or add other steps to deal with barriers.
 - Keep working towards your major goal.

Put the Plan into Action

In addition to the team implementing the plan, the team will need to inform others in the community about their plan in a way that increases community support and team membership. One or more meetings may be needed (see **Guide** sample meeting agenda and ground rules, etc.). Community comments at the meeting may lead to plan changes. At the meeting, the team leader or team members will need to:

- Give short presentation(s) of the Healthy Beverage project's history, progress, and recommendations to interested groups and tribal leaders.
- Briefly explain meeting format.
- Discuss results of community assessment
- Give details on activities, roles, and process.
- Give time for questions, answers, and discussion.
- Assign responsibilities to team members and get going.

Evaluate Process and Outcome

Review your progress and recognize your successes. Your plan may need to be revised to accomplish your goals and objectives.

Process evaluation measures can help you decide if the plan is working or needs to be changed. Celebrate the successes as you work towards your outcome/goal. Progress evaluation:

- Describes the services and activities that were implemented.
- Collects information on an ongoing basis to measure progress toward milestones (actions leading toward achieving your goal/outcome).
- Process evaluation provides early feedback on whether or not the program is proceeding as planned.
- Includes evaluation of:
 - Type of programmatic activity.
 - Characteristics of the staff offering the activity.
 - Activity frequency and length.
 - Size of group receiving activity.
 - Whether activity was completed as planned. If not,
 - List of barrier(s) and challenge(s).
 - What limits successfully overcoming barrier(s) and challenge(s)?
 - What actions created the barrier or challenge?
 - What actions will overcome the barrier(s) and challenge(s)

An outcome evaluation is used to measure results.

- Examples of outcomes that could be evaluated include:
 - School or tribal healthy beverage policy or resolution developed, passed, implemented.
 - Healthy beverages sold or served in your school.
 - Unhealthy beverages sold or provided in your school, clinic, and tribal offices?
 - Unhealthy beverages sold or served at tribal meetings, health board meetings, tribal ceremonies and celebrations

Assessing the Community Beverage Environment

Sample Community Beverage Assessment Forms

The community beverage assessment will allow you to evaluate the type of beverages that are available and extent to which your community implements the kinds of procedures, guidelines and/or policies that are recommended as part of a healthier community environment. It will help you identify a place to start making healthier changes!

The assessment information will help American Indian and Alaska Native Communities to:

- Learn the current status of their community and schools.
- Gain support of the community, school administrators, community members, tribal leaders, parents, and health care providers. The assessment will help identify who is going to support your efforts.
- Create an action plan for improving the quality of beverages sold.
- Promote community awareness of detrimental health effects of sugar-sweetened beverages and energy drinks.

Community Beverages Assessment

There are several sample assessment forms applicable to vending machines, grocery stores, cafes, restaurants, and school cafeterias. We suggest that you

- Select the assessments you want to use and revise as needed for your community.
- Print the sample assessments.
- Choose a team of people to survey the community
- Choose a team leader to coordinate, write down, count, and add up the responses to score community schools, health centers, hospitals, etc.
- Combine the results for all community health centers, clinics, hospitals, schools, and tribal offices and report total results.
- Use the results in developing your action plan.
- Use the results to attract attention to the beverages sold out of vending machines.
- Use information gathered from the assessment of healthy beverage practices to generate support among your school, child care sites, hospitals, health centers, community buildings, tribal offices, and community members for your Community Healthy Beverage Action Plan.
- Share the assessment results with tribal leaders, school officials, parent groups, health centers, etc, once you have gathered the information.

The opportunities to improve your community environment are limitless. Consider what will work best in your area. The assessment can help your team make decisions.

Sample 1: Assessment Form

Assess your current vending machine beverage content: Survey what is currently available in your vending machines. A sample vending survey form is included.

(Adapted form survey developed by the California Center for Public Health Advocacy)

| | |
|-------------------------|--|
| # of Vending machines: | |
| Name of Data Collector: | |
| Location: | |

| Healthful Beverages | Number of Selections |
|---------------------------------------|----------------------|
| Water | |
| Fruit juice (at least 50% real juice) | |
| Diet soda | |
| Low-fat/1% for fat-free milk | |
| Total number of healthy beverages | |

| Low-Nutrition Beverages | Number of Selections |
|----------------------------------------|----------------------|
| Soda (regular) | |
| Whole or 2% milk | |
| Iced tea or other sweetened drink | |
| Fruit drink (less than 50% real juice) | |
| Sports drinks | |
| Other drinks | |
| Total number of unhealthy beverages | |

Sample 2: Vending Machine Assessment Form

School: _____

Observer: _____

Location

- Entrance/Hallway
 - Cafeteria
 - Gym
 - Outside building
 - Teacher lounge/staff room
 - Other (Please specify)
-

Type of Machine

1. Beverage

Machine Availability

Is the Machine Currently on and available to students or is it turned off?

Reference: (assessment format) B Oldenburg et al. Checklist of Health Promotion environments at Worksites (CHEW): Development and Measurement Characteristics. Am J Health Promot. 2002;16(5):288-299; (Items) Centers for Disease Control and Prevention. The School Health Policies and Programs Study (SHPPS) Questionnaires. <http://www.cdc.gov/healthyyouth/shpps/index.htm> 2004.

Sample 3: Vending Machine Survey

The (your organization) would like to know your opinion about beverage choices in the vending machines located _____. The information gathered from this survey will be used to assess if there is a need for healthier options in vending machines, and if so we will implement a plan to make such healthy beverages available to you. Please take a few minutes to fill out this survey and return it to _____ in _____ department.

- I purchase regular soda, diet soda, ice tea and artificially sweetened beverages, fruit drink, and sports drinks from the vending machine at work: (check one)
Almost every day _____
A few times a week _____
A few times a month _____
Never _____
- Please rate the current selections in vending machines located on the _____.
Variety of Beverages Low 1 2 3 4 High

Reliability of Machine Low 1 2 3 4 High
- Drinking healthy beverages is important to me Yes____ No____
- Current vending machines offer healthy beverages Yes____ No____
- What would you like to see added in the vending machines?
Water _____
Diet sodas _____
Skim milk _____
Gatorade _____
100% fruit juice/vegetable juice _____
- Would you purchase healthier beverage items if offered? Yes___ No___
- Would you be willing to pay more for healthier beverage items? Yes___ No___

Comments: _____

References: Food Surveys Rutgers University, Riverland Community College, and Boise State University.

Sample 4: Community Beverages Assessment Form or Progress Report or Report Card

(adapted from California LEAN) Location and Description of Beverages: (for example, 4 vending machines in high school cafeteria; 26 beverage choices sold in tribal grocery store)

Please Rate on a scale of four to one: “Above Standard” (4), “At Standard” (3), “Approaching Standard” (2), and “Beginning” (1), below:

| | 4 Excellent/ Above Standard | 3 Very Good/ At Standard | 2 Good/ Approaching Standard | 1 Beginning |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------|
| <p>Healthy Beverage Choices: Options: Are there more healthy options (waters, low fat milks and 100% fruit juices) than there are sodas, energy drinks, sports drinks, sweet teas? Are healthy beverages as accessible and available as sodas?</p> <p>NOTES:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Variety of healthy beverages. No sodas sold.</p> | <p>Variety of healthy beverages including waters. Only sugar-free sodas sold. Soda is not available to students all day.</p> | <p>50% of all items offered for sale at any site include healthy beverages.</p> | <p>Few or no healthy options.</p> |

| | 4 Excellent/ Above Standard | 3 Very Good/ At Standard | 2 Good/ Approaching Standard | 1 Beginning |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <p>Healthy Choices: Portions. What are the sizes of beverages offered – for example, ½ cup fruit juice, 1 cup milk, 12 ounce cans, 20 ounce bottles, “super sizes”, “big gulps”? NOTES: _____ _____ _____ _____ _____</p> | <p>Appropriate size beverages for child/adult</p> | <p>At least 75% of all items offered for sale at any site are appropriately sized.</p> | <p>At least 50% of all items offered for sale at any site are appropriately sized.</p> | <p>Few or no beverages appropriately sized. Most sodas are 20 ounce size or larger</p> |
| <p>Healthy Beverage Choices: Options: Are there more healthy options (waters, low fat milks and 100% fruit juices) than there are sodas, energy drinks, sports drinks, sweet teas? Are healthy beverages as accessible and available as sodas? NOTES: _____ _____ _____ _____ _____</p> | <p>Variety of healthy beverages. No sodas sold.</p> | <p>Variety of healthy beverages including waters. Only sugar-free sodas sold. Soda is not available to students all day.</p> | <p>50% of all items offered for sale at any site include healthy beverages.</p> | <p>Few or no healthy options.</p> |

| | 4 Excellent/ Above Standard | 3 Very Good/ At Standard | 2 Good/ Approaching Standard | 1 Beginning |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Healthy Choices: Portions. What are the sizes of beverages offered – for example, ½ cup fruit juice, 1 cup milk, 12 ounce cans, 20 ounce bottles, “super sizes”, “big gulps”? NOTES: _____ _____ _____ _____ | Appropriate size beverages for child/adult | At least 75% of all items offered for sale at any site are appropriately sized. | At least 50% of all items offered for sale at any site are appropriately sized. | Few or no beverages appropriately sized. Most sodas are 20 ounce size or larger |
| Rating Score: | | | | |

What Does the Overall Score Mean?

“4” Healthy Beverages Score: Excellent/Above Standard

There is a wide variety of healthy beverages available, accessible, and affordably priced for the community. There exists a “no soda” policy at school and tribal community sponsored events.

“3” Healthy Beverages Grade: Very Good/At Standard

There is a wide variety of healthy beverages available, accessible, and affordably priced for the community. Some sugar-sweetened sodas are sold at schools, tribal and IHS buildings, and tribal events. Soda is not available to students all day.

“2” Healthy Beverages Grade: Good/Approaching Standard

Healthy Beverages and sugar-sweetened beverages have an equal footing at schools, workplace, and at tribal and community sponsored events. There are limited restrictions on when soda is available to students and larger sizes of soda are available.

“1” Healthy Beverages Grade: Beginning

Healthy Beverages are rarely offered in vending machines and at tribal and community sponsored events. Sugar-sweetened beverages are the majority of beverages offered and sold in the community. Difficult to obtain affordable healthy choices, soda pop visibly advertised in the community. Soda sizes are 20 ounces or bigger. Soda is accessible to students at most times. Brand name sugar-sweetened beverages highly visible where community members meet (school, athletic events, and employee snack bars). Exclusive soda contracts at schools and tribal buildings. Soda is accessible at all times.

Sample 5: Community Beverages Assessment Form

| | A Excellent | B Very Good | C Fair | D Poor | F Failing |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------|-------------------|-------------------|----------------------|
| <p>Healthy Beverage Choices</p> <p>Are there more healthy options (waters, low fat milks and 100% fruit juices) than there are sodas, energy drinks, sports drinks, sweet teas? Are healthy beverages as accessible and available as sodas?</p> | | | | | |
| <p>Healthy Choices: Portions</p> <p>What are the sizes of beverages offered – for example, ½ cup fruit juice, 1 cup milk, 12 ounce cans, 20 ounce bottles, “super sizes”, “big gulps”?</p> | | | | | |
| <p>Healthy Choices: Prices</p> <p>How are the healthy choices priced compared to other beverages? Are waters, juices, and low fat milks cheaper, more expensive, or equal in price compared to sugary sodas.</p> | | | | | |
| <p>Healthy Choices: Visibility</p> <p>Are there visible vending machines, snack bars, tribal events offering healthy choices? When can children get healthy beverages; i.e. School meals, school snacks, snack bars, markets, tribal events?</p> | | | | | |
| <p>Advertising and Promotion</p> <p>What are the messages at schools, sports fields, banners, tribal sponsored events advertising beverages? Do they promote healthy beverage choices such as waters, juices and milks.</p> | | | | | |

Sample Meeting Agenda

Improving Community Healthy Beverages Environment: Taking Action

Date:

Time:

Facilitator:

Recorder:

Timekeeper:

Objectives: (insert your objectives here)

- Discuss results of the **Community Beverages Assessment**.
- Discuss opportunities for collaboration and coordination to create a healthy beverage environment.

Agenda

- Welcome and Introductions prayer if appropriate. Circulate Sign in sheet
- Introduction to a Healthy Beverage project
- Results of the Community Assessment
- Presentation on a Friendly healthy Beverages Environment
- Q & A/Discussion
- Next Steps
- Closing Remarks
- Adjourn

Attach a list of participants (or description of the meeting participants; for example, 25 Head Start Program parents/teacher/staff/adults).

First meet with Tribal Official(s), ask for her/his support and follow up with a presentation to the Tribal Council and/or a Letter to a Tribal Leader.

Meeting Ground Rules:

- Remember to respect all opinions, ideas, and beliefs.
- Keep on agenda.
- Listen, appreciate, and show consideration for others.
- You have a right to disagree without expressing judgment.
- Strive to reach agreement.
- Start and end on time.

Handling Issues and Topics

Some topics may need further discussion and may require more time. It is important to record the topic and discuss it later when appropriate.

How to Conduct a Focus Group:

The purpose of the focus group is to collect information regarding the knowledge, attitudes, and beliefs of AI/AN people regarding soft drink consumption in order to provide culturally sound and effective strategies to reduce soda consumption in their communities.

- You will need a facilitator if you are going to conduct a focus group session. A Facilitators role is to:
 - Be a resource person and leader
 - Be responsible for arranging a meeting for everyone to participate
 - Move the process along and help the group accomplish its objectives
 - Keep and enforce the ground rules
 - Give clear instructions and guidance about the activities
 - Monitor the meeting to keep on time and allow extra time for discussion
 - Be non judgmental and supportive
 - Provide essential information, and not opinions
- You will need to develop a list of questions to discuss.

Some major themes may emerge from the focus groups: for example soda pop consumption, the health impacts of soda consumption, health education messages, and intervention strategies

Sample Tribal Leader Letter

Date:

Address:

Dear Chairman/Chairwoman, Mr. President:

As a health professional and (your title in organization), I want to make you aware that (your organization) is developing a healthy beverage awareness initiative to help reduce and prevent obesity, type 2 diabetes and tooth decay among American Indians and Alaskan Natives (AI/AN). The Healthy Beverage Initiative will officially kick off (Date/Time/Location). This project will reach out to people of all ages and empower them to make informed, healthy beverage choices. This project is done in partnership with (insert your local partners).

The purpose for the project is simple. America is facing a diabetes and overweight epidemic. This unhealthy trend is more prominent in our American Indian and Alaskan Native community. “Studies indicate that obesity rates for AI/AN children, adolescents, and adults are higher than rates for the US population. Age-specific prevalence of overweight ranged from 61% to 78% in 20- to 64-yr-old men and from 81-87% in women of the same age.” (Insert diabetes data). Oral disease rates in AI/AN are 2-3 times higher in those of the non-Indian population. According to the 1999 IHS Oral Health Survey, 79% of AI/AN children aged 2-5 yrs have tooth decay; the prevalence increases with age to 87% at 6-14 yrs, and 91% at 15-19 yrs. Adults age 44 yrs have a 78% prevalence, and those aged 55 or older have lost at least one tooth due to tooth decay, gum disease, or other trauma.”

We believe your commitment to and participation in this outreach effort is critical to the success of our healthy beverages project. I hope that after you take a look at the facts I have enclosed on health problems among AI/AN, you will support this project in our community. (Insert your overweight and obesity facts, oral health and diabetes data as an enclosure).

I encourage you to support our efforts as we move forward with our project. I look forward to hearing from you. Our message needs to be heard so that our people can start taking a more active role in staying healthy.

Sincerely,

Your name

Address

Phone number

Fax number, Email address

Beverages and Health Information Fact Sheet

How much sugar-sweetened beverages are children and youth drinking?

- Toddlers aged 19-24 months drink sugar-sweetened fruit drink or soda each day.
- Preschool-aged children drink 9 oz. (almost a full can) of soda each day.
- Teenage boys drink on average 3-12 oz carbonated or non-carbonated soft drinks each day.
- Teenage girls drink more than 2-12-oz carbonated or non-carbonated soft drinks each day.
- The amount of calories children got from sugar-sweetened beverages doubled between 1977 and 2001.

Link between good nutrition and the ability to learn, play, grow and develop.

- Well-nourished and hydrated children have higher test scores, better school attendance and fewer behavioral problems.
- Parents can help children learn to enjoy water as the thirst quencher of choice.
- Caffeinated drinks are a mildly addictive stimulant drug and are not appropriate for children. Many soft drinks are caffeinated. A 12-ounce can of soda have 35-55 mg of caffeine which is too much for children.

Teeth and oral health

- Over three-quarters (79%) of American Indians and Alaska Natives (AI/AN) children aged 2-5 years have tooth decay and rate increase to 87% at 6-14 years and 91% at 15-19 years.
- Healthy beverages preserve preserves smiles and stops painful tooth decay.
- Carbonated soft drinks have acids that erode tooth surfaces and cause cavities.
- Tooth surfaces enamel starts to dissolve at a mouth pH level below 5.5. Soda pH is lower (more acidic) at 2.53, and Pepsi pH is 2.49. Battery acid pH is 1.00.
- Sports drinks, caffeinated energy drinks, and other flavored drinks such as Gatorade, Red Bull, and PowerAde cause up to 11 times more tooth surface erosion than Coca-Cola. (Source: Dental notes, spring 2005, Academy of General Dentistry).

Too much body weight (overweight)

- There are about twice as many overweight children and about three times as many overweight adolescents as there were in 1980 (2001 Surgeon General's Call to Action to Prevent and Decrease Obesity)
- Healthy weight for height will lower a person's risk for developing diseases such as diabetes and heart disease.
- Sugary soft drinks are the major dietary source of added sugars. Studies connect soda pop consumption with increased overweight and nutrient deficiency.
- The average serving of sugar-sweetened beverages is associated with overweight in children and teens.

- Sweet drinks, including soda, fruit drinks, and other sweetened beverages, increase the risk of overweight and obesity among preschool children. (Welsh, 2005)
- Overweight adolescents lost weight when sugar-sweetened with healthy beverages. (Ebbeling 2006)
- Researchers report a correlation between soft drink consumption, TV viewing and obesity in adolescents. Students who drank three or more soft drinks per day (both diet and regular soft drinks), and watched 3 or more hours of television per night had high body weights for height or high Body Mass Index (BMI) at or above the 85th percentile. (Giammattei, 2003).

Diabetes

- Overweight is a strong risk factor in developing Type 2 diabetes.
- Type 2 diabetes is increasingly common in Native American youth.
- Excess calories from sugary drinks can cause overweight.

Bone Health

- Soda consumption has replaced milk in the diets of many children, putting them at risk for fragile and broken bones and bone disease such as osteoporosis.

Vitamins, Minerals and Beverages

- Water is needed for good health.
- Milk contains vitamins, A, D, B-12, calcium, magnesium, and protein. These nutrients are important for developing strong bones, healthy teeth, nerves, and more. When soft drinks are chosen in place of milk; protein, calcium, zinc, vitamins A & C fall.
- Carbonated sodas contain sugar, corn syrup, caffeine, and water. Drinking carbonated sodas causes decrease in vitamin A, calcium, and magnesium.
- The American Academy of Pediatrics recommends that school-age children limit their fruit juice to 8-12 ounces daily (1-1 ½ cups/day total).

Caffeinated Energy Drink Dangers

- Dizziness, jitteriness, anxiety, diarrhea and vomiting, blood pressure and heart disorders, and death have been reported to the FDA after drinking energy drinks.
- Mixing alcohol and energy drinks can lead to risk-taking behavior. These drinkers think that they are less drunk than they are, they drink more, and become even more intoxicated than those who drink alcohol alone.
- Being wide awake and drunk at the same time increases the risk of engaging in violent or other high-risk physical behaviors that can cause injury. College students who consumed alcohol mixed with energy drinks were more likely to be taken advantage of sexually or take advantage of someone else sexually, of being injured by riding with a drunken driver compared to students who drank alcohol alone (O'Brien et al., 2008).

Fact Sheet

Soda Pop Consumption Increasing

Manufacturers pumped out 15 billion gallons of pop in 2000, twice as much as the 1970s. Today's children consume 8 percent of their calories from soft drinks. The larger the container, the more people are likely to drink. The 6 1/2 -ounce standard serving of the 1950s grew into the 12 ounce, and is now being supplanted by 20 ounces. Pricing encourages the purchase of larger sizes at fast food establishments.

A preliminary report on an informal survey shows that more than half of the Alaska Natives surveyed drink at least one can of pop a day, and one fifth drink at least two cans a day.

Tooth Decay Hurts Alaska Natives

The 1999 Indian Health Service Oral Health Survey represents only about 1% of the Alaska Native population, but gives us preliminary data about the seriousness of the problem of tooth decay compared to non-natives. The tooth decay averages for three age groups (shown below). Alaska Natives have more than twice as many decayed or filled teeth as the non-Natives

Tooth decay averages for three age groups:

| Age | Alaska Native | U. S. All Rates |
|--------------|---------------|-----------------|
| Ages 6-14 | 7 | 3.4 |
| Ages 15-19 | 11 | 5 |
| Adults 35-44 | 33 | 7.6 |

(Other contributors to the problem of tooth decay among Alaska Natives include poor access to dental care and preventative measures such as sealants and fluoridation.)

Diabetes Rates Are Also Skyrocketing

According to a study from the Harvard School of Public Health, the odds of a child becoming overweight increase 1 to 6 times for each additional can or glass of sugar-sweetened drink per day. One of the most serious aspects of overweight and obesity in children is Type 2 diabetes. It accounted for 2 to 4% of all childhood diabetes before 1992, but rocketed to 16% by 1994. Moreover, overweight adolescents are much more likely to become overweight adults, with increased risk for developing heart disease and stroke, gallbladder disease, arthritis, and endometrial, breast, prostate, and colon cancers.

In Alaska, the rate of diabetes varies in different parts of the state, but some areas have rates of diabetes almost four times higher than the United States in general. These rates are increasing in all areas of the state. Rates of increase vary from 30% to 152%.

Pumped Up On Pop- Huge Volume

Manufacturers pumped out 15 billion gallons of soda pop in 2000 or 54 gallons for every man, woman, and child – that’s 19 ½ ounces a day. This is twice as much as we consumed back in the 1970s. According to USDA, American children between the ages of 12 and 19 consume about a half of a quart of it a day or almost a gallon a week. Children are consuming eight percent of their calories from soft drinks. According to a study from Harvard School of Public Health, children’s weight problems were directly proportional to how many soft drinks they drank. A 12-ounce cola has about 10 teaspoons of sugar and 150 calories.



A large cola (32 ounces) has 310 calories and 26 tsp. of sugar.

Sunkist orange soda (12-ounce can) has 13 tsp.

Mountain Dew (12-ounce can) has almost 12 tsp.

Pumped up on pop Feb. 28, 2001 NBC on MSNBC website:

<http://www.msnbc.com/news/537202.asp#BODY>

Tooth Decay and the Soda Factor

“Look here at the base of the teeth,” dentist Dr. Paul Staubitz says, pointing to places in the mouth of a 20-year old where the enamel – the hard outer coating of the teeth – has been eaten away, leaving tooth surfaces looking flaky, crusty, and almost chalky.

Some teeth have tiny holes at the gum line.

“We see this all the time,” Dr. Staubitz says. “The kids don’t know they have a problem, and this is what happens. They don’t find out about it until it’s too late.”

The problem is cavities and dental decay, the likes of which some dentist haven’t seen in years. Dentists think they have a pretty good idea of the culprit: a steady rise in the amount of sugary drinks guzzled every day by so many U.S. children. They’re doing the Dew, sipping cola, firing up on sports drinks, and downing gallons of fruity punches and “thirst-ades” – all at the expense of plain old water and calcium-rich milk.

Tooth decay and the soda factor: As consumption of sweet drinks grows by big gulps, cavities go crazy: By Sue MacDonald, The Cincinnati Enquirer. April 07, 1999 From the website:

http://www.enquirer.com/editions/1999/04/07/loc_tooth_decay_and_soda.html

Tooth Decay

“Drinking carbonated soft drinks regularly can contribute to the erosion of tooth enamel surfaces” according to the Academy of General Dentistry, an organization of North American dentists dedicated to continuing education to ensure the best possible dental care for the patient.”



Academy of General Dentistry Consumer Information Fact Sheet From the website:

<http://www.qualitydentistry.com/library/agd/dsdb.html>

Childhood Overweight

“Excessive bodyweight probably now constitutes the most common pediatric medical problem in USA. Although the cause of this apparent obesity epidemic is likely to be a multifactorial, our findings suggest that sugar-sweetened drink consumption could be an important contributory factor. The odds ratio of becoming overweight among children increased one-six times for each addition can or glass of sugar-sweetened drink that they consumed every day.”

Relation between consumption of sugar-sweetened drinks and childhood obesity: a prospective and observational study. By David S. Ludwig, Karen E. Peterson, and Steven L. Gortmaker THE LANCET – Vol 357 – February 17, 2001

Type 2 Diabetes in Youth

Type 2 diabetes is not uncommon in American Indian and Alaska Native youth. Among AI/AN youth age 15 to 19 years, diabetes increased by 106% in an IHS-wide study done in 1990-2001. Although the peak age of occurrence is usually around adolescence, type 2 diabetes has been reported in AI children as young as 4 years. Risk factors for type 2 diabetes in children include overweight, inactivity, and a family history of type 2 diabetes. IHS National Diabetes Program Interim Report to Congress Special Diabetes Program for Indians, December 2004.

Liquid Candy: Advertising, large container sizes lead to high consumption

“One reason, aside from ubiquitous advertising, for increasing consumption is that the industry has steadily increased container sizes. In the 1950s, Coca-Cola’s 6 ½-ounce bottle was the standard serving. That grew into the 12-ounce can, and now those are being supplanted by 20-ounce bottles (and the 64-ounce Double Gulp at 7-Eleven stores). The larger the container, the more beverage people are likely to drink, especially when they assume they are buying single-serving containers.

Also, prices encourage people to drink large servings. For instance, at McDonald’s restaurants a 12-ounce (‘child size’) drink costs 89 cents, while a drink 250% larger (42-ounce ‘super size’) costs only 79% more (\$1.59). At Cineplex Odeon theaters, a 20-ounce (‘small’) drink costs \$2.50, but one 120% larger (44-ounce ‘large’) costs only 30% more (\$3.25).”

Liquid Candy: How Soft Drinks are Harming Americans’ Health, by Michael F. Jacobson, Ph.D.

An excerpt from the Center for Science in the Public Interest website:

http://www.cspinet.org/sodapop/liquid_candy.htm

Native Americans and tooth decay

Oral disease constitutes a major public health problem among Native Americans... the cost of treating oral health problems as well as the social disability resulting from poor oral health cannot be ignored, particularly in view of the fact that most oral health problems are preventable. Native Americans suffer from high rates of tooth decay, gum disease, and tooth loss. This situation has occurred while the oral health of the U.S. population at large has improved.

The Oral Health of Native Americans: A Chart Book of Recent Findings, Trends, and Regional Differences, by William Niendorff, DDS, MPH, Dental Field Support and Program Development Section, Indian Health Service, Albuquerque, NM. 1991

Parent and Family Fact Sheet (1 page) “What are you and your family drinking?” created 2005, Kelle Vort, RD, San Felipe Pueblo health and Wellness Department, NM:

Fact Sheet

Answers to Common Soda Industry Arguments

The soda industry is fighting to keep its products in schools. During your campaign you will most likely hear some or all of the claims listed below from soda industry spokespersons or opponents of a soda ban.

Industry Claim:

Schools will lose revenue if sodas and other sweetened drinks are removed.

Counter:

Schools across the nation have proof that revenues do not decline for schools. Because soda is cheaper to produce than fruit juice or even spring water, the soda industry has a higher profit margin with these beverages. But for schools, beverage sales often go up when a healthy beverage policy is implemented. (For examples check the Center for Science in the Public Interest www.cspinet.org/schoolfood) In addition, students should not be forced to subsidize their own education with revenue from unhealthy beverages. While it is shameful that most of our public schools are under-funded, soda sales are not an appropriate revenue source.

Industry Claim:

Students should have “freedom of choice.” Schools should provide healthy options, but students should not have their choices limited.

Counter:

Baloney! Parents have the right to limit what beverages their children are drinking. Schools are in business to educate our children in a safe and healthy environment. The idea that students need access to soda while in school is nonsense.

Industry Claim:

Soda is a scapegoat. In order to fight childhood obesity we need to focus on eating healthy and getting more exercise. It is unfair to single-out one product. Soda can be part of a healthy diet.

Counter:

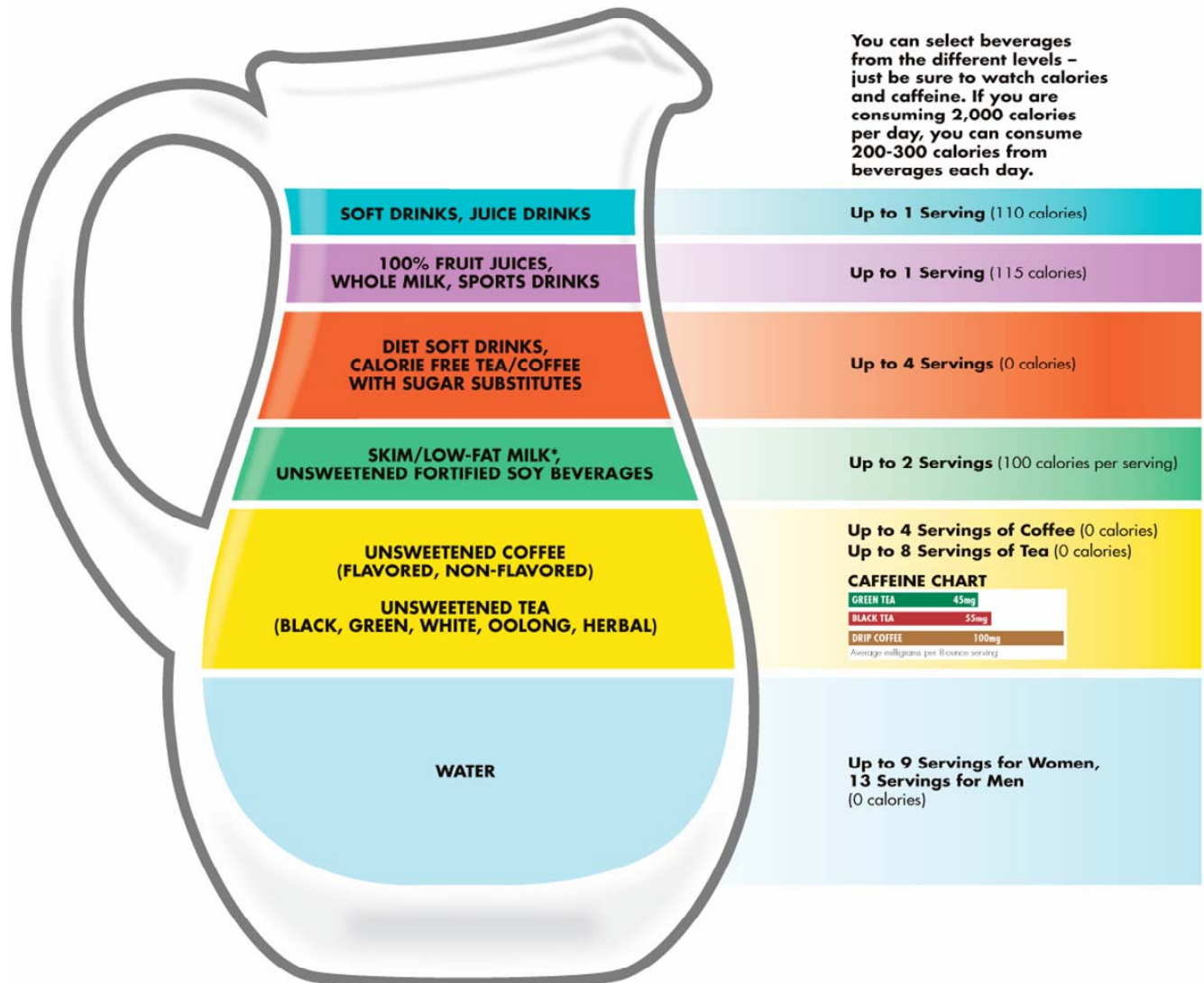
Consumption of soft drinks by children has risen dramatically over the last 30 years. While many strategies to increase exercise and improve student's diets must be considered, eliminating soda from schools is seen by medical experts as one of the most promising interventions in fighting the epidemic of childhood obesity.

From: PA Department of Agriculture “Healthy Beverage Tool Guide” The Food Trust, 2004 Philadelphia, PA. <http://www.Thefoodtrust.org>

A New Proposed Guidance System for Beverage Consumption in the United States

| Levels of Beverages | Recommended Ounces |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <p>Level 1: Water</p> <ul style="list-style-type: none"> • Essential for human life. • Necessary for metabolism and physiologic functions. • May provide calcium, magnesium, and fluoride. | <p>(20-50 fl oz/day) 100 % water</p> |
| <p>Level 2: Tea and Coffee, (Unsweetened)</p> <ul style="list-style-type: none"> • Black, green and oolong tea – provides variety of flavonoids, antioxidants and fluoride. • Reduces tooth decay & cavities, reduces kidney stones, increases bone density • Coffee can reduce risk of Type 2 diabetes, colorectal cancer, and Parkinson’s disease in men | <p>4-5 cups (0-40 fl oz/day) Limit Caffeine (400 mg/day)</p> |
| <p>Level 3: Low Fat Milk, Skim Milk, Soy Beverages</p> <ul style="list-style-type: none"> • Provides vitamin D, calcium and protein • Low fat milk and skim milk contribute to healthy diet • Soymilk provides alternative for people who do not drink cow’s milk | <p>(0-16 fl oz/day)</p> |
| <p>Level 4: Noncalorically Sweetened Beverages</p> <ul style="list-style-type: none"> • Diet sodas, diet drinks are alternatives to providing a sweet drink • Nutritive sweeteners are added to most diet sodas & diet drinks • Downside is that drinks with sweeteners provide a sweeter taste, less preference for water, tea or coffee | <p>(0-32 fl oz/day)</p> |
| <p>Level 5: Caloric Beverages with Some Nutrients</p> <ul style="list-style-type: none"> • Fruits juices, vegetable juices, whole milk and sports drink provide some nutrients • Downside is that could contain high energy content, high sodium, dense fats, too much carbohydrates | <p>(0-8 fl oz/day) 100% fruit juices</p> |
| <p>Level 6: Calorically Sweetened Beverages</p> <ul style="list-style-type: none"> • Sweetened with high fructose corn syrup or sucrose. Regular sodas, fruit drinks, and other carbonated drinks. • Can cause dental caries, weight gain, and Type II Diabetes | <p>(0-8 fl oz/day)</p> |

The American Journal of Clinical Nutrition March 2006



“The Daily Healthy Beverage Guidelines” Unilever Health Institute 2006.
http://www.lipton.com/downloads/tea_health/beverage_guide/lipton_bevguide_poster.pdf

The Daily Healthy Beverage Recommendations

The American Journal of Clinical Nutrition March 2006

- Women should drink 9 eight oz. servings of water
- Men should drink 13 eight oz. servings of water
- Limit caffeine intake to 400 mg per day
- Beverages should not be more than 10-15% of total daily calories
- Choose more beverages from the bottom of the pitcher
- Drink beverages from the top of the pitcher in moderation

Note: “Fluid needs vary widely among people and persons with higher-than-average needs should increase their fluid intake from calorie-beverages, preferably water.”

The fluoride content of bottled water is usually much lower than fluoridated tap water, but on occasion it may exceed advisable concentrations.

Beverage Caffeine Content of 12-ounce beverages in milligrams

Food and dietary supplements are not required to list the amount of caffeine on the Nutrition Facts Label, but caffeine must be included in the ingredient list if it is included in a product. The caffeine amounts in the table below come from product information websites. If calorie levels for energy drinks could be found online, they are included in parentheses. Energy drink size also is noted if different from 12 oz.

| Beverage | Milligrams of Caffeine |
|-----------------------------------------|------------------------|
| Monster Energy 16 oz (200 calories) | 160 |
| 5 Hour Energy (2 oz) | 90 |
| Rockstar Punches (24 oz) (260 calories) | 360 |
| Red Bull (8.2 oz) | 80.0 |
| Jolt | 71.2 |
| Pepsi One | 55.5 |
| Mountain Dew | 55.5 |
| Mountain Dew Code Red | 55.5 |
| Diet Mountain Dew | 55.5 |
| Kick Citrus | 54.0 |
| Mellow Yellow | 52.8 |
| Surge | 51.0 |
| Tab | 46.8 |
| Diet Coke | 45.6 |
| Diet Coke with Lemon | 45.6 |
| Diet Coke with Lime | 45.6 |
| Diet Vanilla Coke | 45.6 |
| Shasta Cola | 44.4 |
| Shasta Cherry Cola | 44.4 |
| Shasta Diet Cola | 44.4 |
| RC Cola | 43.0 |
| Diet RC | 43.0 |
| Diet Sunkist Orange | 41.0 |
| Mr. Pibb | 40.0 |
| Sugar-Free Mr. Pibb | 40.0 |
| Red Flash | 40.0 |
| Sunkist Orange | 40.0 |
| Slim-fast Cappuccino Delight Shake | 40.0 |
| Ruby Red | 39.0 |
| Big Red | 38.0 |
| Storm | 38.0 |
| Wild Cherry Pepsi | 38.0 |
| Pepsi-Cola | 37.5 |
| Pepsi Twist | 37.5 |
| Diet Pepsi | 36.0 |

| Beverage | Milligrams of Caffeine |
|----------------------------------------------------|------------------------|
| Diet Wild Cherry Pepsi | 36.0 |
| Diet Pepsi Twist | 36.0 |
| Aspen | 36.0 |
| Coca-Cola Classic | 34.0 |
| Coke C2 | 34.0 |
| Cherry Coke | 34.0 |
| Lemon Coke | 34.0 |
| Vanilla Coke | 34.0 |
| Diet Cherry Coke | 34.0 |
| Snapple Flavored Teas (Reg. or Diet) | 30.0 |
| Canada Dry Cola | 30.0 |
| A & W Crème Soda | 29.0 |
| Nestea Sweet Iced Tea | 26.0 |
| Nestea Unsweetened Iced Tea | 26.0 |
| Barq's Root Beer | 23.0 |
| A&W Diet Crème Soda | 22.0 |
| Slim-fast Chocolate Flavors | 20.0 |
| Snapple Sweet Tea | 12.0 |
| Lipton Brisk, All Varieties 9 Canada Dry Diet Cola | 1.2 |
| Diet Rite Cola | 0 |
| 7-Up | 0 |
| Sprite | 0 |
| Mug Root Beer | 0 |
| Diet Barq's Root Beer | 0 |
| Sun Drop Orange | 0 |
| Minute Maid Orange | 0 |
| A&W Root Beer | 0 |
| Slice Sierra Mist | 0 |
| Fresca | 0 |
| Brewed Coffee | 85 |
| Instant Coffee | 60 |
| Decaffeinated Coffee | 5 |
| Coffee, Tall Starbucks | 260 |
| Coffee, Grande Starbucks | 330 |
| Espresso, Starbucks (solo) | 75 |
| Tea, green or instant | 30 |
| Tea, leaf or bag | 50 |
| Arizona Iced Tea-assorted flavors | 15-30 |
| Nestea Pure Lemon Sweetened Iced Tea | 22 |
| Cocoa | 5 |
| Herbal Teas | 0 |
| Bottle Water | 0 |

“Caffeine Content of Popular Drinks” 14 June 2006 Wilstar 2006.

<http://www.wilstar.com/caffeine.htm> and <http://www.energyfiend.com/the-complete-guide-to-starbucks-caffeine> 30 March 2013

Examples: Caffeine Equivalents in Sodas and Coffees

An individual may drink up to 2 (20 oz) sodas in one day

1 Coke (20 oz) = 60 mg of caffeine

Therefore 2 Cokes (20 oz) = 120 mg of caffeine

On a typical day, a person usually drinks 2 cups of coffee a day

However: 1 cup of Tall (12 oz) Starbucks = 260 mg of caffeine

Therefore: 2 cups of Tall (12 oz) Starbucks = 520 mg of caffeine

What are you and your family drinking?

What do you and your families drink with your meals?

If it is usually soda, Kool-Aid, sweetened iced tea, lemonade, fruit juice, or fruit punch, you may be getting lots of extra calories the body does not need.

Many of these drinks are loaded with sugar which can add unwanted pounds and raise blood sugar levels.

Although for most people, one 4-6 oz. glass of juice a day is okay, it's better to eat your fruit instead of drink it!

Check out the calorie and sugar content of the following popular drinks!

| Drink | Amount | Calories | Teaspoons of Added Sugar/Grams of Carbohydrate |
|-----------------------|---------|----------|------------------------------------------------|
| Soda (Coke ®) | 12 oz. | 140 | 9 teaspoons/39 grams |
| Kool-Aid ® | 12 oz. | 140 | 9 teaspoons/39 grams |
| Sweetened Iced Tea | 12 oz. | 125 | 8 teaspoons/33 grams |
| Lemonade | 12 oz. | 155 | 10 teaspoons/41 grams |
| Capri Sun | 9.6 oz. | 105 | 7 teaspoons/28 grams |
| PowerAde/Gatorade | 16 oz. | 144 | 9.5 teaspoons/38 grams |
| Apple juice | 12 oz. | 180 | 0 teaspoons/45 grams |
| Crystal Light | 12 oz. | 8 | 0 teaspoons/0 grams |
| Diet Coke ® | 12 oz. | 1 | 0 teaspoons/1 gram |
| Unsweetened Iced Tea | 12 oz. | 1 | 0 teaspoons/1 gram |
| 1% Milk | 8 oz. | 110 | 0 teaspoons/12 grams |
| Water | 12 oz. | 0 | 0/0 |
| Sparkling water | 12 oz. | 0 | 0/0 |
| Propel (by Gatorade) | 8 oz. | 10 | 2 teaspoons/3 grams |
| Sugar-free Kool-Aid ® | 8 oz. | 3 | 0 teaspoons/1 gram |

- Notice the serving sizes which are mostly 12 oz. If you super size your drink, watch out – a 32 oz Coke ® has 400 calories!
- Notice the better choices you and your family can make. There are many high-flavor, low-calorie, low-sugar drinks to choose from.
- Aim for 8, 8 oz. glasses of water a day to stay well hydrated.
- Remember, what you drink is as important as what you eat.

Alternative Herbal Teas

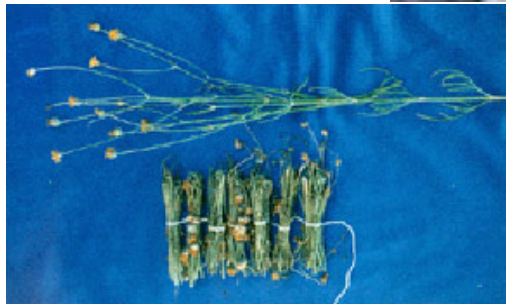
(Commonly known as “Indian Tea”)

Many alternative herbal teas are consumed by Native Americans for health, medicinal, and other ailments. These herbs are grown in the plains and mountain states and are used predominately in the Southwest, abundantly on the Navajo, Hopi, and Pueblo lands. The most commonly consumed teas are the: Indian Tea Greenthread (*Thelesperma* spp.)

Dharmanada, Ph.D., Director, Institute for Traditional Medicine, Portland, Oregon

Traditional Method of Preparation:

“Late July or early August my mother and sister would go up to the mountains and gather ch’ilgoh wehieh. When the buds open, usually we cut them 3-4 inches, so they would be more for next year. Next we would wash the plants well to get the dirt off. You may have to wash them several times. We would then lay them out to dry on the table or outside. When they are dry we would tie them up in bundles with strings and stored them in containers to be boiled later. We drink Ch’ilgoh with our meals or use it for medicine purpose. A bundle of tea takes about (2-5 minutes) to boil. It will produce a golden color.”



Dharmanada, Ph.D., Director, Institute for Traditional Medicine, Portland, Oregon January 2004

Other Teas – Black, Green, and Oolong Tea

Black, green, and oolong teas are the most consumed drinks globally. Black, green, and oolong teas originate from the *Camellia sinensis* plant and have all been associated with health benefits.

Black, Green, and Oolong tea:

- Tea has flavanoids and antioxidants
- Reduces tooth decay & cavities
- Reduces kidney stones and increases bone density

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Appendix A: Other Additional Resources

“Reducing Soda Pop Consumption in American Indian and Alaska Native Communities”, DHHS, Washington, D.C., June 01, 2005. (22-page report)

The Oral Health of Native Americans: A Chart Book of Recent Findings, Trends and Regional Differences, by William Niendorff, DDS, MPH, Dental Field Support and Program Development Section, Indian Health Service, Albuquerque, NM. 1991

Healthy Guidelines published in the American Journal of Clinical Nutrition.
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Caffeine Content Of Popular Drinks” 14 June 2006 Wilstar 2006.
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Appendix B: PowerPoint Presentation (separate file)

Appendix C: Web Resources

Banning Sodas in your School: A Short Organizing Tool.

<http://www.departments.oxy.edu/uepi/cfj/Articles/BanningSodasinYourSchool.pdf>

Successful strategies used by the Los Angeles United School District (2nd largest school district) to pass a motion to ban sodas in schools.

Beverage Intake in the United States. 02 June 2006. UNC Carolina Population Center 2006.
<<http://www.beverageguidancepanel.org/>>

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California Project LEAN (Leaders Encouraging Activity & Nutrition)

<http://www.californiaprojectlean.org/>

A joint program of the California Department of Health Services and the Public Health Institute focusing on youth empowerment, policy and environmental change strategies, and community-based solutions to increase healthy eating and physical activity. Website contains resources for advocacy and policy efforts, fact sheets, lesson plans, program plans, and youth specific campaign information, and research and evaluation reports.

Indian Health Service Nutrition and Diabetes Programs

<http://www.ihs.gov/medicalprograms/nutrition>

<http://www.ihs.gov/medicalprograms/diabetes>

Lesson Plan to help reduce soda pop in schools-NOW TV show, PBS

http://www.pbs.org/now/printable/classroom_diet_print.html

A lesson plan and curriculum created by a Pennsylvania physical education teacher designed to increase awareness and understanding of soft drink consumption in schools. Includes lesson

objectives, related national health standards, background information, teacher strategies and related resources.

Liquid Candy: How Soft Drinks are Harming Americans' Health, Michael Jacobson, Center for Science in the Public Interest.

http://www.cspinet.org/new/pdf/liquid_candy_final_w_new_supplement.pdf

Making It Happen!

School Nutrition Success Stories

<http://www.teamnutrition.usda.gov/Resources/makingithappen.html>

Making It Happen! School Nutrition Success Stories shares stories from 32 schools and school districts that have made innovative changes to improve the nutritional quality of all foods and beverages offered and sold on school campuses. These success stories illustrate the wide variety of approaches used to improve student nutrition. The most consistent theme emerging from these case studies is that students will buy and consume healthful foods and beverages, and schools can make money from healthful options. Making It Happen! includes a variety of materials developed by some of the schools and contact information for each story.

Model School Wellness Policies

National Alliance for Nutrition and Activity (NANA)

<http://www.schoolwellnesspolicies.org/WellnessPolicies.html>

PA Department of Agriculture School Food & Beverage Reform Expelling Soda & Junk Food From School and PA Department of Agriculture "Healthy Beverage Tool Guide" The Food Trust, 2004 Philadelphia, PA. <http://www.Thefoodtrust.org>

<http://www.thefoodtrust.org/php/programs/school.food.beverage.reform.php>

Strategic Alliance for Healthy Food and Activity Environments.

<http://www.preventioninstitute.org/sa/enact/enact/>

ENACT is a concrete menu of strategies designed to help improve nutrition and activity environments on a local level in seven environments: childcare, school, after-school, neighborhood, workplace, healthcare, and government.

[FIRST NATIONS DIABETES PROGRAMS](#)

Elders of the communities involved were and ... Here is a sample of community-based programs. The Pima of Gila River Indian Community ... At the Yukon Elder Wellness Centre, Ida Calmegane <http://www.niichro.com/Diabetes/Dia6.html>

[Aboriginal health Healing and Wellness Health traditional medicine ...](#)

Health and wellness include the physical, mental, spiritual, ... Making drinking water safe in First Nations communities Public ... The Impact of Medicaid Reform on Indian Health Programs ...

<http://www.turtleisland.org/healing/healing-wellness.htm>

Photo References:

1. Page 1: NPS Photo or NPS Photo by (Jim Peaco; April 2001)
2. Page 4: Ceremonial; Photo Courtesy of the Indian Health Service/U.S. Department of Health and Human Services.
3. Page 6: Soda Can, Google Images
4. Page 27: Tooth illustration
5. Page 37: Tea Grass, Dharmananda, PhD., Director, Institute for Traditional Medicine, Portland, Oregon January 2004.
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