



Aionkwatakari:teke

(A-YOU-GWA-DA-GA-RI-DE-GEH)

"For us to be healthy"

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Aionkwatakari:teke

Aionkwatakari:teke is a newsletter published six times a year by Communications Services of Kahnawake Shakotii'a'takehnhas Community Services (KSCS). Our purpose is to provide information on health and wellness issues that affect Kahnawa'kehró:non. All community members are welcomed and encouraged to submit articles provided that they are comprehensive to the general public, informative and educational. Slanderous material will not be accepted. Views expressed in the articles may not necessarily reflect those of KSCS. We reserve the right to edit all articles. All questions concerning this newsletter should be directed to:

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This newsletter is intended to complement, not replace the advice of your health care provider. Before starting any new health regimen, please see your doctor.



Editor's Notebook

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Eek! It's August already. Crazy! I don't know about you, but it seems like the summer is going by so fast. As I'm writing this, we're in the middle of a heat wave with high heat and humidity the norm for the past several days. I'm trying to remember winter and the below zero temperatures so I don't complain too much about the humidity. I know it doesn't last long but it's hard when you can't sleep because it's too hot (I have no air conditioning) and you still have to drag yourself into work in the early morning. But I'm not complaining. I love the sunshine and the warmth and my plants are thriving now thanks to the rain and now the sun and heat.

Speaking of complaining, I'm sure the kids will be doing that soon as school should be starting in a matter of weeks. Parents, on the other hand, will be rejoicing. Still, for me, the summer just doesn't last long enough.

We have a full issue here, a couple of our summer students submitted articles. Way to go students! Curran Jacobs wrote a couple articles centered on the university experience, with a handy bus/metro guide to help new students get where they need to be. Cheryl Lahache wrote an article on building healthy relationships. We've included a couple of photographs from one of her sources for her article, the National Collaborating Centre for Aboriginal Health, which the photographer graciously permitted. Check out their site, there's a lot of great information there! And Katsistohkwi:io Jacco submitted an article on bullying that many parents or teachers might find useful.

We also have other articles on rabies (what you need to know to protect your pet), parenting issues, and on international FASD-Day coming up in September. We hope you enjoy this issue and, when you're done with it, please recycle it.

Sken:nen,
Marie

Cover: Owen Mayo at the Kahnawake Pow Wow, July 2013.

Photograph by Kaiatanoron Mayo, used by permission.

Cover design: Marie David.





What We Teach Our Children part II

BY TAWNIE MILLER-BUSH, PREVENTION

In part one of this series, we began by looking at how we can instill values in our children. We began with honesty and love. We continue now, with more values.

Respect: This is a hard value to convey. Think of respect in terms of how you want your children to treat you when they become adults. Are you teaching them by role modeling? If you swear (even if it's just in conversation with other adults) children are watching and assume this is acceptable language.

Do you expect people in general to say "please" and "thank you" and wait for their turn to speak? Do you do that with your children? If you cut them off in mid-sentence then you are showing them that you accept this behavior. Gentle reminders help. For example, tell them that using words like "stupid" and "dummy" or comments like "shut up" or "bite me" are unacceptable.

Respect is a thousand little things; it's behavior, it's attitude towards others, it's the way you speak, how you behave, and knowing when to listen instead of when to talk. Respect encompasses so many aspects of our lives; from respecting each other to respecting our bodies, as well as respecting the earth. It's speaking and thinking respectfully. This is a very important and fundamental value we all need to exert.

Humility: This value ties in with honesty. Humility is about being humble. It's not showing off or bragging; it's about being able to say "I was wrong," admitting mistakes, and owning them. It's very hard to be humble when you don't know what it is.

Gandhi was an example of humility. No matter how many followers he had, he never put himself above others or made them feel inferior. Our clan mothers and chiefs are also good examples of being humble.

Humility takes practice. In this day and age it's very easy to sit behind a computer and type anything you want when you don't have to address the person face to face. You should try being humble when posting something online— that takes real effort. You can lead by example and remind your children of this value as often as needed.

Courage: Courage is not an easy virtue to role model. Courage is standing up for what you believe in even if it's not what everyone else thinks. Courage is admitting when you are wrong.

Courage is apologizing no matter how much it may hurt your pride. It's sticking to your guns even though giving in may be the quick and easy fix. It's telling your children to stand up for the weaker or quieter children even if

their friends aren't. That is a true act of courage. Courage for a teenager may be walking away while all his/her friends go to a party.

You will have to role model this value and if you slip, apologize and say "I slipped, I'm sorry, that wasn't ok" (that shows courage, honesty and humility).

Please join us in the next issue for the final installment in this series.



Fatherhood in Today's Society

BY TYSON PHILLIPS, COMMUNICATIONS

Having a family in this day and age can be challenging, especially when both parents work. Sose Joseph Jacobs and his wife Robin Guyer-Jacobs waited to start a family. Together since 2002 and married since 2009, they were ready to become parents in 2011 when they welcomed their son, Levi. Now, Robin is expecting their second child, a girl, this August.

Sose spoke with Aionkwatakari:teke about what it's like being a father in today's society when both parents work.

Four years ago Sose was hired on at the Kateri Memorial Hospital Centre (KMHC) pharmacy as a lab technician. Meanwhile, Robin

earned her Bachelor's in nursing and is now the assistant manager of nursing at KMHC.

"Robin and I are both settled in our lives; we have our own house and long term jobs." Sose wants future fathers to know your whole world changes when

your baby is born. "Your life becomes a different experience," he says. "It's a big responsibility to raise a child. There are rough patches but you get through it. I really appreciate having a son and I feel rewarded being a father."

Mornings are usually busy for Sose and Levi. "Robin starts work a few hours

before me, so I prepare Levi for daycare. We have breakfast and I give him his bath," Sose says, explaining their routine. "When Robin and I had vacation time, Levi would be at home with us. When we returned to work, it was very hard for him to go

back to daycare. He would cry and cling to me; it was hard to leave him."

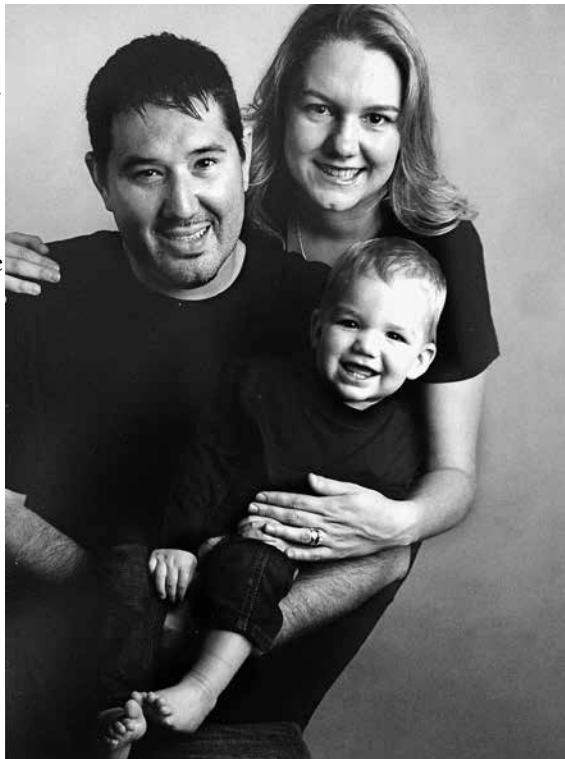
Another challenge is returning home after a full day of work to a child who's full of energy. "When I get home, Levi wants to play. He is full of energy!"

Sose explains that even though he may

be tired from the day, he'll make time to play with his son. "I work out a few times a week at the gym and it's a challenge when Levi is waiting to play. I'll make it up to Levi by playing with him after my workout" Sose mentions with a smile.

Being healthy role models to their children is important to Sose and Robin. They are non-smokers and don't want their children exposed to alcohol. "We will have a drink if we are out alone. Robin is against drinking in front of the kids and I agree with her. We would never have a wild party with lots of booze at our home."

Sose and Robin's future goals for their children are that they have a good education, are well behaved, and have a good sense of direction in life. "We would be thrilled if they followed in our footsteps and went into the health field, as Robin did by becoming a nurse like her mom, Dawn Lazare," he says, adding they will still be happy even if they choose another path. "That is quite a few years away," Sose laughs. "Right now, we are enjoying Levi's toddler phase and are excited about having a baby girl."



Sose Jacob and family. Photo courtesy of Sose Jacobs.



Parenting 101

BY TERRY MCCOMBER, PREVENTION

Many parents ask what they can do and how to engage cooperation from their children. Many parents want a quick fix for their child's bad behaviors.

More often than not, many parents want their children's compliance but aren't ready for the commitment and consistency it takes to attain it.

At the Family and Wellness Center, we offer a 6-week program called *How to Talk so Kids Will Listen*. The program is not new (by the looks of the DVD, it was filmed in the 80s and probably on VHS) but the message the program offers is timeless: it is the key to helping parents communicate more effectively with their children.

The program offers strategies that include:

- Helping children deal with their feelings: An exploration of what happens to children when their feelings are denied. Specific skills that help children to recognize and cope with their negative feelings: disappointment, envy, frustration, resentment, anger, etc. Ways to accept children's feelings, limit unacceptable behavior, and still maintain goodwill.
- Engaging cooperation: How children react to commonly used methods to get them to cooperate (threats, warnings, orders, name-calling, sarcasm, lecturing, etc.) Five ways to invite cooperation that will leave parents and children feeling good about themselves and each other.
- Alternatives to punishment: How do children normally react to punishment? Is it necessary to rely on punishment as a means of discipline? Some alternatives to punishment that enable parents to express their strong disapproval as well as encourage children to assume responsibility for their behavior.
- Encouraging autonomy: Ways to help children become separate, responsible people who can one day function on their own. Specific skills that help children to become more self-reliant.
- Praise: An exploration of the kinds of praise that build a positive and realistic self-image and the kinds that are counter-productive. A variety of ways to help our children become aware of their strengths so that they can put them into action.
- Freeing children from playing roles: A look at how children are sometimes cast into roles (bully, whiner, dawdler, mischief-maker, etc.) and how we can free them from playing out these roles. Six skills that help children see themselves in a different and more positive light.

Each week's lesson builds on the previous lesson. Group discussions and take home assignments also help enhance the understanding of the parents that participate.

How to Talk so Kids Will Listen will not solve every parent's issues, but it will help a parent "hear" and really understand their children's concerns, which is the beginning of an engaging cooperation that in turn helps with communication.

If you would like more information on this program and others programs offered by the parenting team at the Family and Wellness Center, feel free to contact us at 450-638-0408.

Source: www.fabermazlish.com



Building Healthy Relationships

BY CHERYL LAHACHE, PREVENTION



Photograph by Fred Cattroll for the National Collaborating Centre for Aboriginal Health. Used by permission.

KSCS is promoting “Kahwá:tsire Aóhsera/The Year of the Family”, an opportunity for families to take responsibility and make some positive changes, adjustments, and to learn or build new parenting styles, methods, traditions, values, and ethics that will strengthen the family circle.

Communication, the basis of healthy relationships, is the verbal and non-verbal sending of information from one person to another. At birth, the mother/father or primary caregiver is encouraged

to bond with the child. This can be achieved by using positive communication for strong and effective “bonding” to occur.

According to the resource booklet, Family Connections (2013), bonding is the connection that forms between parents and their babies in the first few days of life.

Over time, parents can do things to strengthen this bond, such as caring for and playing with their children. As a result, bonding is the ‘emotional glue’

to become connected to another and involves behaviours such as: holding, rocking, singing, feeding, gazing, and kissing.

Other crucial factors to bonding include spending time together, face-to-face interactions, eye contact, physical closeness, touch, and other primary sensory experiences such as smell, sound, and taste which help lead to an emotional connection/ attachment.

The child’s first relationship with the primary care-giver, preferably the mother, is most significant in forming a secure and healthy attachment that will be the future biological and emotional template for all future relationships.

The most important thing a parent can do is respond quickly and appropriately when their child is in distress in order to ensure a secure attachment. The quick response teaches your child that you will offer safety and security and can return to you at any time for help.

Moreover, this assists the child to control their emotions and behaviours (self-regulation) and bounce back from difficulties (resilience). In the case parents are unresponsive, the baby will feel unsafe, insecure and untrusting and will encounter difficulty building healthy emotional relationships throughout life.

This negative childhood experience can lead to many health problems including the development of a mental

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Signs That Your Child is Being Bullied

BY KATSISTOHKWI:IO JACCO, PREVENTION

Bullying has always been a problem in society. This is why it's important for parents, teachers, or any person that a child confides in, be supportive and understanding. According to the Canadian Public Health Association, there are four different types of bullying. They are: physical, verbal, social and electronic (or cyber bullying).

It's important for the significant adults in a child's life to be attentive of the child being bullied as soon as possible. A child needs support because it's difficult for them to deal with bullying on their own.

In the following examples (Borba), a child may be experiencing bullying if he/she

- doesn't want to go to school.
- is afraid of riding the school bus.
- is suddenly sullen, withdrawn, evasive; feels lonely.
- appears sad, moody, angry, anxious or depressed and that mood lasts with no known cause.
- has difficulty sleeping, nightmares, cries self to sleep, bed wetting.
- begins bullying siblings or younger kids (bullied children can sometimes flip their role and become the bully.)

- has sudden and significant drop in grades (bullying can cause a child to have difficulty focusing and concentrating.)
- has unexplained physical marks such as cuts, bruises, scrapes, etc.
- talks about feeling helpless or expresses thoughts of suicide.

It may be difficult for a child to tell someone they are being bullied. It's important to notice if their behaviours, actions or overall personality changes and matches that of a victim of bullying.

If a parent recognizes that their child is being bullied, it's vital that they intervene. The main goal is to stop the behaviour from continuing. A few ways a parent can go about doing so is by bringing together their child—the victim—and the bully. Parents should address the issue and proceed by getting both sides of the story.

It's important for the parent to encourage the children to come to a resolution and reconciliation. Follow up with both children is ideal. Parents can also teach their child to stand up for themselves. They can encourage the child to question the bully's behaviour by asking, for example:

"Why would you say that?"

"I haven't done anything to you, so why are you bothering me?" or

"I don't like what you are doing, so stop that!"

In this way, the child is standing up for themselves and hopefully making the bully question their own actions. It will also make the bully realize that the person they are victimizing is not quiet and weak, which can stop the bully from terrorizing them.

Although bullying has become an increased problem among the youth in Kahnawake, it does not mean that it needs to continue this way. It is the duty of parents, teachers, people in positions of authority, or anyone that a child can trust, to either prevent or intervene in bullying situations. Children tend to imitate the behaviour of their parents; therefore the most effective way for parents to prevent bullying is by being a good role model to their children.

Sources:

Borba, Michele. "19 Signs Your Child is Being Bullied and What to Do About it." *What's Happening in Character Education? Character Education Partnership*, 06 Mar 2012. Web. 4 Jul 2013.

Definitions: *Bullying*. "Assessment Tools for Bullying, Harassment, and Peer Relations at School." *Canadian Public Health Association*. n.d. Web. 9 July 2013.

Katsistohkwi:io Jacco is a summer student working for Prevention Services. She is attending Dawson College and is in their Law, Society & Justice program.



Enjoy Your Undergrad Experience

BY CURRAN JACOBS, HUMAN RESOURCES

Since I started at university, I have noticed that more of Kahnawake's youth are also opting for post-secondary education. From a future teacher's perspective, this is very exciting! While each new level of education can be thrilling, it is also a big game changer. Students gain responsibility for their own education and future.

Starting at a new school can be terrifying and making life decisions might seem overwhelming. That is exactly how I felt when I started at Concordia, and again when I decided to transfer to Bishop's, which is two hours away from home.

I survived the transition and have grown to love my undergrad experience. I believe that any student who will be starting their degree this fall can also learn to appreciate, and even grow, to love their university.

Education is important, and naturally, this is where I will begin when looking at the undergrad experience. Moving from a CEGEP schedule of 6–8 classes a semester to a semester of only 4–5 university classes seems like a pretty sweet deal. While 100 level classes are designed to integrate first year students, the workload can still seem heavy.

Every person is different when it comes to dealing with the stress of school work, so once you find a method that works, stick to it. As long as you're handing in quality work to your professors and meeting the deadlines, you should be on the right track!

University, however, isn't strictly all work and no play. One of the healthiest things students can do for themselves is to find a good balance between their social and academic lives.

Undergrad is a time to try new things, explore your options and discover who you are. The most intimidating part about going to a big school is making friends. When a class size is over 100 people, it can seem really hard to meet anyone.

University is basically a community of many smaller communities. It's about finding where you fit. If you are going away for school, living in residence is an excellent option.

The majority of my friends were found when I lived in Rez my first year at Bishop's University. There are also so many clubs, societies, volunteer opportunities and organizations buzzing throughout the school that you

are bound to find something of your interest. Orientation week, department events and even cultural gatherings are great spaces to really get a feel for your school. If you dig really deep, there is always someone offering free food; who doesn't love a free meal?

The opportunities are endless when it comes to undergraduate education. My biggest piece of advice is to not be afraid; a little bravery can go a long way.

These are things I wish someone had told me when I was starting, so I hope it helps to ease some of the anxieties students might feel during the transition to university life.

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cover who you are. The most intimidating part about going to a big

Curran Jacobs is a summer student working in KSCS's HR department. She's currently studying at Bishop's University and is in their Education and English literature programs.

Post-Sec: Stuff You Need to Know

BY CURRAN JACOBS, HUMAN RESOURCES

Dawson College

- Metro/Bus: From Angrignon: Atwater station on green line/direction Honore Beaugrand
- Support Services web site: <http://www.dawsoncollege.qc.ca/home>
- What you need to survive in College: <http://www.dawsoncollege.qc.ca/our-services/student-services/what-you-need-to-know-to-survive-in-college>

Vanier College

- Metro/Bus: From Angrignon: Lionel-Groulx station on green line/direction Honore Beaugrand; transfer to orange line/direction Cote-Vertu, exit at Du College station.
- Support Services: Welcome for New Students: <http://www.vaniercollege.qc.ca/welcome/>
- Learning Centre Native Program: Shana Stafiej
Room: B205-B
514-744-7500, ext. 707
stafiejs@vaniercollege.qc.ca

John Abbott College

- Metro/Bus: From Angrignon, Lionel-Groulx station on green line/direction Honore-Beaugrand; transfer to 211 bus.
- Support Services new student info: <http://www.johnabbott.qc.ca/current-students/registrars-office/new-students>

<http://www.johnabbott.qc.ca/current-students/registrars-office/new-students>

- Aboriginal Resource Centre Coordinator, Lousie Legault
Room H-417
514-457-6610, ext. 5824
firstnations@johnabbott.qc.ca

Champlain St-Lambert College

- Metro/Bus: From Angrignon: Berri-UQAM station on green line/direction Honore-Beaugrand. Transfer to yellow line/direction Longueuil, exit Longueuil station.
- Web site: <http://www.champlainonline.com/>

McGill University

- Metro/Bus: From Angrignon: McGill station green line/direction Honore-Beaugrand
- Support Services web site: <http://www.mcgill.ca/>
- Support Services and Resources for students: <http://www.mcgill.ca/students/directory>



The Montréal metro at rush hour. Photo by Denis Jacquerye, Wiki Commons.

- First People's House
Coordinator, Paige Isaac
<http://www.mcgill.ca/fph/>
3505 Peel Street
Montreal, Quebec
514-398-3217

Concordia University

- Metro/Bus: From Angrignon: Guy-Concordia station on green line/direction Honore-Beaugrand.
- For the Loyola campus: use the Shuttle Bus <http://www.concordia.ca/services/shuttle-bus/>
- Support Services web site: <http://www.concordia.ca/>
- Aboriginal Student Resource Centre Coordinator, Nadine Montour, <http://supportservices.concordia.ca>

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Your Pets & Rabies

BY DEIDRA WHYTE, ASSISTANT ANIMAL PROTECTION OFFICER

World Rabies Day is September 28th, but do you know what rabies is and how it is transferred? Rabies is a zoonotic disease (a disease that is transmitted to humans from animals) caused by a virus that attacks the central nervous system.

The disease affects domestic and wild animals and is spread to people through close contact with infectious material, usually saliva, via bites or scratches. The rabies virus travels to the brain (through nerves inside the brain), reproduces, and then it travels back through the nerves to most parts of the body. Eventually, the virus reaches the salivary glands where it is released into the saliva in the mouth. By this time, the disease has usually damaged the brain, sometimes producing violent behavior and eventually causes death.

In Canada, the animals that most often transmit rabies are foxes, skunks, bats, raccoons, and dogs.

Domestic animals (cats, dogs and pet ferrets) are at risk of acquiring the disease if they are not vaccinated against rabies and if they come into contact with a rabid animal. Your veterinarian will inform you of the schedule of vaccinations for your pet. Rabies vaccines require a booster every one to three years depending on the vaccine.

Dogs and cats can get into fights with wild animals if they are outdoors. If you witness a fight, or if your dog or cat

comes home with injuries from a fight and you believe it may have been bitten or scratched by an animal suspected of having rabies:

- don't handle your pet with your bare hands, as there may be fresh saliva from a rabid animal on its coat.
- contact your veterinarian for advice.

Animals may be able to transmit the virus during the period that they show symptoms of rabies (if there is infectious virus in their saliva). They may also be capable of transmitting the virus before showing symptoms of rabies. For example, dogs and cats may transmit the virus for three to seven days prior to showing symptoms and bats may transmit the virus for 12 days prior to showing symptoms of rabies.

In general, any animal behaving abnormally should be suspected of having rabies, and should be avoided. In animals, rabies may exhibit two forms, dumb or furious rabies.

In dumb or paralytic rabies

- some animals may show signs of depression and will try to hide in isolated places.
- wild animals may lose their fear of humans and appear unusually friendly.
- animals may show signs of partial

paralysis such as abnormal facial expressions, drooping head, sagging jaw, or paralyzed hind limbs.

In furious or irritable rabies

- animals may show signs of extreme excitement and aggression.
- animals may gnaw and bite their own limbs.
- animals may attack stationary objects or other animals.
- animals may have periods of furious rabies that alternate with periods of depression.
- rabid animals may exhibit any combination of the above two forms or they may exhibit no clinical symptoms at all.

If you have any questions, do not hesitate to contact your veterinarian or the Animal Protection department at 450-632-0635. Additional information can be found at these websites using the search term *rabies*:

- World Health Organization
- Canadian Centre for Occupational Health and Safety
- Ontario Ministry of Health and Long Term Care
- Canadian Food Inspection Agency

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illness such as depression, anxiety, or an eating disorder.

In Kanienkehá:ka history, we had strong connection to family that included the extended family (better known as our clan system) that supported and helped raise the children and addressed family issues. These values and traditions can benefit today's children so they feel important and valued within our families, community, and nation; after all, they are the generations to come.

Forming a Secure Attachment

- pick up baby when they cry
- comfort them
- protect them
- encourage them
- seek help when needed

Benefits of attachment

- handle stress
- learn new things
- solve problems
- develop self-control
- trust others
- develop caring relationships
- feel confident and independent
- feel good about themselves

(from Family Connections)

Sources:

Berry, Bruce D. "Bonding and Attachment in Maltreated Children: Consequences of Emotional Neglect in Childhood." Scholastic: Teachers Resources. Scholastic. Web. 4 Jul 2013.

Zolten, Kristen, Nicholas Long. Parent/Child Communication. Center for Effective Parenting. PDF.

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Understanding Adverse childhood Experiences. (2009). Prevent Child Abuse America Publications:USA



Photograph copyright: Fred Cattroll, for the National Collaborating Center for Aboriginal Health. Photo used by permission.

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ca/aboriginalcentre/index.php
Hall Building, Room H-641
514-848-2424, ext.7326

- First-Year's Survival Guide: <http://cdev.concordia.ca/our-services/services-for-new-students/first-year-survival-guides/>

Bishop's University

- Bus: Most students live on campus or in town, but if you would like to get there, buses are available to Sherbrooke from Montreal's Central Station throughout the day. At the Sherbrooke bus station, you can either take a cab (roughly \$12.00) or the #2 bus brings you directly to the school.
- Support Services: www.ubishops.ca
Aboriginal Club Executives, Jordan Larochelle/ Curran Jacobs
Jlarochelle09@ubishops.ca / cjacobs11@ubishops.ca
- Career & Employment Centre
Marjorie Donald Building
Room 215
Sue Meesen: smeesen@ubishops.ca or 819-822-9600, ext. 2246

For Bus/Train/Metro information:

- <http://www.amt.qc.ca/>

Kahnawake Bus information:

- <http://citso.org/en/route-listings-schedule/>

The Back Page....

"Parents can only give good advice or put them on the right paths, but the final forming of a person's character lies in their own hands."

- Anne Frank (1929-1945)



International FASD Day

BY KATERI OESTERREICH, PREVENTION

On September 9th, 1999, Bonnie Buxton, a Toronto mom, brought to the world the first international FASD day. Recognizing a need to create public awareness of Fetal Alcohol Spectrum Disorder (FASD), Bonnie Buxton wondered "What if, on the 9th hour of the 9th day of the 9th month of the year 1999, we asked the world to remember that during the 9 months of pregnancy a woman should remain alcohol free?"

Buxton, her husband Brian Philcox, and Teresa Kellerman from Arizona, went on to wonder "what if we also asked the world to remember those millions of people who will never fulfill their genetic potential, because of prenatal alcohol exposure? At this magic minute in history could we begin to change the world?" From those questions, the first FASD awareness day was born.

Now, every year on September 9th at 9:09 a.m. across the globe, people hold activities and moments of silence to remember, acknowledge and bring awareness to the nine months of pregnancy and the importance remaining alcohol free while pregnant.

This year in Kahnawake, awareness about FASD will be promoted and found throughout our community.

Our reality of Kahnawake being a small town is that we can share the information we see with anyone and bring awareness to our family, friends and fellow community members. The age old slogan "It takes a community to raise a child" is not long forgotten. It is still an essential element to making our community a healthier place.

FASD is preventable when awareness and knowledge is prevalent. A woman does not drink alcohol during pregnancy with the intent to injure the baby's developing brain. Rather, she may consume alcohol because she is unaware of the risk, she may have an addiction, or she may be suffering from trauma, etc.

Whatever the reason, our role as a community is to support the woman and her partner to get the help and support she needs to allow her to have the healthiest baby possible.

FASD does not go away; it is a life time physical disability of the brain and central nervous system. It is our role to identify the disability and make accommodations to allow the person to thrive. Please take the time to make yourself FASD aware.

Source: <http://www.fasday.com/FASDAYFirst.htm>

August

- 1-7 World Breastfeeding Week
- 19 World Humanitarian Day

September

- Breakfast for Learning Month
- Childhood Cancer Awareness Month
- Men's Cancer Health Awareness Month
- Natl. Arthritis Month
- Ovarian Cancer Awareness Month
- AIDS Walk for Life
- Prostate Cancer Awareness Week

2 Labour Day (KSCS closed)

- 9 FASD Awareness Day
- 10 World Suicide Prevention Day
- 15 Terry Fox Run
- 21 World Alzheimer's Day
- 26 Terry Fox Natl. School Run Day
- 28 World Rabies Day
- 29 World Heart Day

Do you have questions or suggestions?

Is there a topic you would like to see covered in a future issue of the newsletter? Contact us and let us know.

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