

The Northern Edge

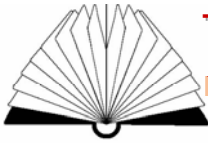
Study Guide

Before I was born

Before I Was Born

Fetal Alcohol Spectrum Disorder (FASD) is 100 percent preventable. You don't drink, your baby is not affected. Now that you know what your baby needs, you can choose a healthy lifestyle.





Before I Was born

Introduction

This story is from **Issue #5 of The Northern Edge**. It's a story about fetal alcohol spectrum disorder (FASD). A young couple Tupeqine and Silasi have just found out they're pregnant. But they have been drinking. They worry when they read a brochure about how drinking can affect a fetus. They talk to Silasi's mom Martha who shares her experience. The on-line story has three activities: two quizzes and a writing activity.

This story offers a chance to empower learners to make informed choices. They look at some opinions, myths, and facts to help them understand and recognize the difference. Activities encourage learners to understand that men and women need to take equal responsibility to prevent drinking during pregnancy.

This section first presents a list of nine learning activities and the written text for the story. The pages following the written text give instructor notes and handouts for each activity, in the order on the list.

This symbol marks the written text for the story.

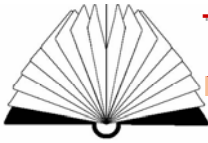




This symbol marks instructor notes.

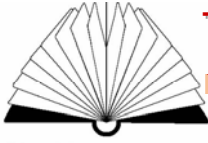


This symbol marks handouts to copy for learners.





Before I was Born List of Learning Activities		
Instructor Notes 	Handouts 	Page #s
1) Vocabulary	1 handout	9, 10, 11
2) Language skills	1 handout	9, 12
3) Questions	2 handouts	13 to 16
4) Writing	2 handouts	17 to 19
5) What are the facts?	2 handouts	20 to 24
6) How does alcohol affect the baby?	1 handout	25 to 27
7) Free-writing poetry	1 handout	28 to 33
8) Learn skills to refuse alcohol	1 handout	34 to 38
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Text – Before I was born
Issue #5 The Northern Edge

Scene 1

Nurse: Tupeqine, I have your test results. It shows that you are pregnant.

Tupeqine: What? I thought it was just a bad hangover. What am I going to tell my parents?

Nurse: I know this can be overwhelming especially if the pregnancy was not planned.

Tupeqine: What am I going to do?

Nurse: Well the first thing is to think about your health and the health of your baby. It's important for you to eat good food and get plenty of rest. Tupeqine, do you have any questions?

Tupeqine: No. Not really.

Nurse: I understand. Here's a pamphlet that will give you information on the do's and don't s of pregnancy. You can take it with you and read it later.

Tupeqine: Thanks.

Nurse: You're welcome. Tupeqine, I'd like to see you in three weeks to make sure you're feeling okay. If you think of any questions you will like to ask please don't hesitate to contact me.



Tupeqine: Yea. Thanks. Bye

Nurse: Goodbye.

Scene 2

Tupeqine: Hello Martha. Is your son home?

Martha: Hello Tupeqine. Yes he is. Come in. Silasi!

Silasi: Hi

Tupeqine: Silasi I have something to tell you.

Silasi: What.

Tupeqine: I'm pregnant.

Silasi: What? Are you sure?

Tupeqine: Yes I'm sure. I just went to the clinic.

Silasi: Oh man what are we going to do?

Tupeqine: Well I want to have this baby no matter what happens.

Silasi: What about our parents?

Tupeqine: I guess we'll just have to tell them.

Silasi: It's such a big responsibility. We're so young and I'm going to be a father.



Tupeqine: I know and I'm going to be a mother. The nurse gave me a pamphlet and it says that if you drink at any time during the pregnancy the baby drinks too. I'm worried. We've been drinking a lot. Here.

Silasi: When a woman drinks alcohol during pregnancy it can damage the unborn baby. Fetal alcohol syndrome is the name given to the condition caused in the foetus. A baby may be at risk of being born with FAS if the mother drinks alcohol during pregnancy. Is this true?

Tupeqine: I know we've been drinking but I didn't even know I was pregnant.

Silasi: Well I hope the alcohol didn't affect the baby.

Tupeqine: It says in the pamphlet that the baby eats what I eat and drinks what I drink. I want our baby to be healthy. I don't know what to do.

Silasi: Let's start by talking to our parents. Okay?

Tupeqine: Okay.

Silasi: Let's go see my mother. She's in the kitchen.



Scene 3

Silasi: Mom, we would like to talk to you about something.

Martha: Yes son. What is it?

Silasi: Well you know Tupeqine and I have been seeing each other for a little while now eh. ... Well, we are expecting a baby.

Plate breaks.

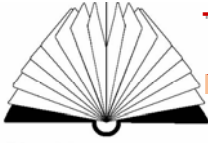
Martha: Oh, son!!

Silasi: We didn't mean for this to happen. We were partying and we weren't careful. And there's something else.

Martha: Yes son?

Silasi: We're worried about the baby. We have been drinking. The nurse gave Tupeqine a pamphlet. Listen to this. 'Alcohol passes directly into the bloodstream of the growing baby. Alcohol is a poison to the baby. The baby may be born with physical and mental disabilities.'

Martha: Yes I have heard about this. Let me tell you something. After your father died I was very lost and I started drinking. I got pregnant with your little brother. You remember Silasi - those were difficult years. Very hard years. At that time we did not know how alcohol affects babies. No one told us. When your little brother was



born he was so difficult. He cried a lot and he was always sick.

Tupeqine: This pamphlet has some pictures of FAS children and describes FAS children as having smaller heads, small eye slits, thin upper lips. But your son doesn't look anything like these pictures.

Martha: No he doesn't. Some children can look normal and have no visible deformities but they still suffer from their mother's drinking. My son is one of them. His problems have to do with his behaviour. A doctor told me it was called FAE.

Silasi: It says in this pamphlet FAE means Fetal Alcohol Effects. It is a name given to the mental and physical problems that a baby can be born with if a woman drinks while she is pregnant. Is that the trouble with my little brother?

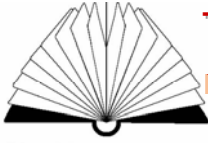
Martha: Well he doesn't always understand what we tell him. We often have to repeat the same thing many times. It takes a lot of patience.

Silasi: Yea and he gets angry.

Martha: He gets frustrated. Things are harder for him.

Silasi: Why did you not talk about this?

Martha: I don't know why exactly. I think I was afraid that he would be labelled. I was also ashamed. I didn't want people to think I was a bad mother. You see when I



was pregnant with your little brother I didn't know the effects of alcohol on an unborn child. And my baby suffered. I just didn't know.

Silasi: There's a section in this pamphlet that gives suggestions on how to deal with FAS/FAE children. They have special needs that we must learn about and most of all they need love. It must be hard on my brother. I know I should be more patient with him.

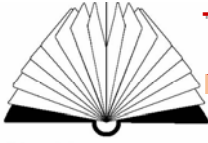
Martha: It's better to know and to say what we know. This is what our Elders used to do. They will counsel the young mother and the young father. No one wants to hurt their unborn baby. Every parent wants the best for their child.

Silasi: It is written here that that Fetal Alcohol Syndrome FAS and Fetal Alcohol Effects FAE are 100 percent preventable. You don't drink, your baby is not affected.

Martha: You're learning and now that you know what your baby needs, you can choose. You can choose a healthy lifestyle.

Tupeqine: I know that we'll choose what's best for our baby.

Note: We now use the term FASD or fetal alcohol spectrum disorder. It includes FAE and FAS. The term FASD recognizes that there is a spectrum or range of disabilities and challenges that people with FASD face.



Vocabulary Learning Activity 1

One handout

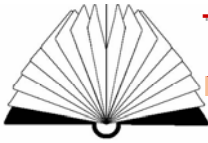
The handout lists some words from the story. Learners look up the best meaning for each word in the dictionary. Ask learners to also look up other words from the story they don't understand.



Language skills Learning Activity 2

One handout

Learners find words related to the story in a table of scrambled letters. Before learners do this activity make sure they understand that words may appear forwards, backwards, up, down, or diagonally.



Vocabulary Learning Activity 1

Use a dictionary to find the meaning of the words from the story.

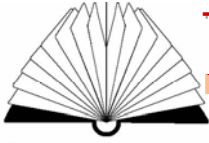
1) Pregnancy _____

2) Responsibility _____

3) Alcohol _____

4) Fetus _____

5) Poison _____



6) Deformities _____

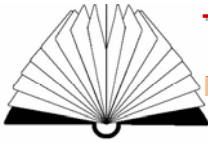
7) Behaviour _____

8) Labelled _____

9) Preventable _____

10) Frustrated _____

11) Disability _____



Language skills
Learning Activity 2

Circle these 23 words in the table below. The words describe parts of the body that alcohol affects, how you feel when you drink, and other things to do besides drink.

- brain cells liver blood heart eyes judgement
- headache moody numb dizzy clumsy
- sports draw bingo cook dance read
- run sew visit fish play sing

a	d	b	p	l	a	y	c	w	e	s	t
d	o	s	e	f	o	g	n	i	b	n	c
h	o	p	d	l	i	v	e	r	e	g	l
e	l	o	r	f	h	h	y	m	i	j	u
a	b	r	a	i	n	c	e	l	l	s	m
d	d	t	w	s	k	g	s	a	d	l	s
a	a	s	n	h	d	m	v	i	r	n	y
c	e	k	r	u	n	a	z	i	o	t	p
h	r	o	j	q	m	z	n	r	s	s	t
e	m	o	o	d	y	b	u	c	v	i	w
x	y	c	g	n	i	s	z	a	e	b	t



Questions Learning Activity 3

Two handouts

3-1: Story questions

Learners use what they learned from the story to answer six questions about FASD and how to prevent it.

3-2: Journal writing

Learners use the questions in the handout as a guide for their journal writing.



Questions
Learning Activity 3

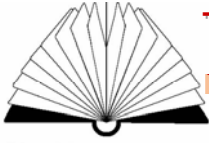
3-1: Story questions

Answer the following six questions. Use one or more sentences for each answer. Begin each sentence with a capital letter and end with the correct punctuation.

- 1) In the story, the doctor tells Tupeqine, the young pregnant woman, what she must do now she is pregnant. What does she say?

- 2) What happens when a woman drinks when she is pregnant?

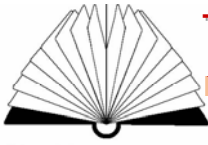
- 3) What does FASD stand for? What is FASD?



4) How does alcohol reach the fetus?

5) What do children with FASD need most of all?

6) How can we prevent FASD?



**Questions
Learning Activity 3**

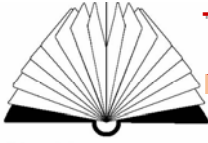
3-2: Journal writing

Use these questions to guide your journal writing.

- ✓ In what ways do you relate to this story?

- ✓ How can communities support pregnant women to have a healthy lifestyle?

- ✓ What new information have you learned about FASD that you didn't know before?



Writing Learning Activity 4

Two handouts

4-1: Pass the message

Learners write a message to a pregnant friend. The handout gives a list of words learners can use if they want.

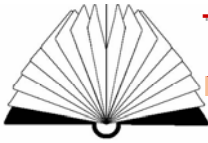
4-2: Before I am born ...

Learners brainstorm answers to questions that a fetus might ask.

- ✓ Do I have any choices?
- ✓ Who must I depend upon for life?
- ✓ What do I need to survive?
- ✓ What do I need to grow into a healthy human being?
- ✓ What do I want so I can learn to help myself and to help others?

Ask learners if a fetus would ask other questions. Brainstorm answers to any additional questions.

Ask learners to write a message from the perspective of a fetus. What message would a fetus give us if he or she could talk or write? Encourage learners to use the answers to the above questions for ideas if they want.



Writing Learning Activity 4

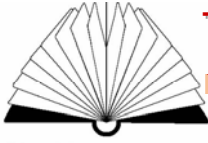
4-1: Pass the message

A friend just told you she is pregnant. You know she and her partner drink quite a lot. You also know about FASD.

Write a short message to your friend and her partner. What do you want to tell them about drinking and pregnancy?

Use these words in your message if you want:

- | | | | |
|------------|--------------|----------------|---------|
| Pregnant | Fetus | Responsibility | Alcohol |
| Poison | Deformities | Behaviour | Prevent |
| Frustrated | Disabilities | Choices | Support |



**Writing
Learning Activity 4**

4-2: Before I am born ...

Pretend you are a fetus. As a group brainstorm answers to these questions:

- ✓ Do I have any choices?
- ✓ Who must I depend upon for life?
- ✓ What do I need to survive?
- ✓ What do I need to grow into a healthy human being?
- ✓ What do I want so I can learn to help myself and to help others?

Are there other questions a fetus would ask? Brainstorm answers to these questions too.

If the fetus could talk, what message would he or she give us? Use the answers to the above questions for some ideas if you want.



What are the facts? Learning Activity 5

Two handouts

5-1: Facts and opinions

Learners recognize and identify facts from opinions.

i) **Brainstorm with learners:**

- ✓ What is a fact?
- ✓ What is an opinion?

Write their answers on two flipchart pages.

Review their answers and compare with the following:

Facts:

- ✓ Information we can prove and confirm from an atlas, encyclopaedia, reference book, knowledgeable person, or other source.
- ✓ Information that is true. Something that actually happens.

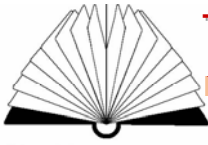
Opinions:

- ✓ Information based on what people believe or think about a topic.
- ✓ Information where there is some doubt.

ii) **Ask learners to fill out handout 5-1: Facts and opinions.**

5-2: Myths and facts

Review this handout with learners.



What are the facts? Learning Activity 5

5-1: Facts and opinions

A fact is ...

... a statement that is true

... something that actually happens

The sun rises above the horizon every morning.

An opinion is ...

... a belief

... what you think about a subject

My town is the best place to live.

Read the following eight statements from the story **Before I was born**. Decide if each statement is a fact or an opinion. Write F for fact and O for opinion in front of each.

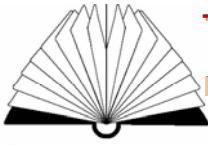
- 1) _____ It's okay to drink during pregnancy.
- 2) _____ Drinking alcohol puts the fetus at risk for FASD.
- 3) _____ A fetus eats and drinks what the mother eats and drinks.
- 4) _____ A baby might look normal, but she or he may have behaviour problems if a woman drinks when she is pregnant.
- 5) _____ Alcohol is poison for a fetus.
- 6) _____ Children born with FASD need to be told things over and over and over again.



- 7) _____ Some children born with FASD have deformities.
- 8) _____ Children with FASD get easily frustrated. Parents and others need to be patient.

Write ONE opinion you have about the topic of FASD and drinking during pregnancy.

Write ONE fact you know about the topic of FASD and drinking during pregnancy.



What are the facts? Learning Activity 5

5-2: Myths and facts

Myths are like opinions. Myths are what people often believe about something. The facts tell us something quite different.

Myth: Some groups of people have more FASD babies than other groups of people.

Fact: People from all races and cultures around the world have children with fetal alcohol syndrome disorder.

Myth: A drink once in a while during pregnancy won't hurt.

Fact: Drinking at any time during pregnancy can affect the baby's normal development. The best way to make sure a baby doesn't get FASD is to not drink at all.

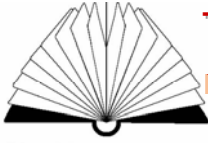
If you drink, stop drinking when you find out you're pregnant.

Myth: The baby won't be harmed if the pregnant woman's husband or partner drinks.

Fact: Partners and friends can help women by not drinking, since most women most often drink with these people.

Partners who stay away from alcohol after the baby is born may provide a safer and more loving environment.

Alcohol can lower the overall number of sperm a man produces and increase the number of abnormal sperm.

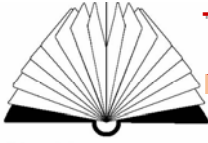


Myth: FAE or fetal alcohol effect is not as serious as FAS or fetal alcohol syndrome.

Fact: FAE can be just as serious as FAS. FAE is invisible. You can't tell if a person has FAE because they look just like other people. Their disability is invisible.

People with FAE may behave in similar ways as people with FAS. They may have learning disabilities, problems paying attention, poor judgement, poor communication skills, and other challenges.

We now use the term FASD or fetal alcohol spectrum disorder, rather than FAE and FAS. The term FASD recognizes that there is a spectrum or range of disabilities and challenges that people with FASD face.



How does alcohol affect the baby? Learning Activity 6

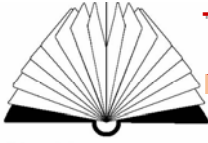
One handout

This activity helps learners further explore what happens when women drink alcohol when they're pregnant.

- i) The handout gives a list of words and a list of definitions. Ask learners to match each word with the correct definition. Encourage learners to use a dictionary if they need to.
- ii) Ask learners to read the five sentences and fill in the blank in each sentence with the best word from the list of words they just defined.

These are the words on the handout:

- ✓ Diagnose
- ✓ Support
- ✓ Independently
- ✓ Hyperactivity
- ✓ Organs



How does alcohol affect the baby? Learning Activity 6

Draw a line from the word on the left to the correct definition on the right.

Words

Diagnose

Support

Independently

Hyperactivity

Organs

Definitions

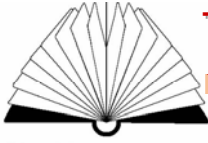
Parts of the body that have a special use

Have a lot of energy

To find out what is wrong with a person

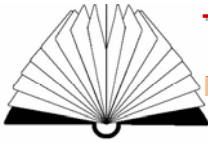
Give strength or courage to a person

To look after yourself without help



Read the following five sentences and fill in the blank in each sentence with the word that fits best from the word list above.

- 1) Drinking alcohol during the first three months of pregnancy can interfere with how the baby's _____ develop.
The brain is the only organ that continues to develop beyond the first three months.
- 2) A baby born with FASD and brain damage can have learning disabilities and problems with attention, memory, and _____.
- 3) You can't always tell if someone has FASD just by looking. Only doctors can really _____ FASD.
- 4) Fathers, partners, friends, doctors, and other community people must _____ pregnant women.
- 5) Adults who have FASD may not be able to live _____ . They may have problems with things such as handling money, being on time, staying in school, or holding a job.



Free-writing poetry Learning Activity 7

One handout

- i) Introduce the idea of free-writing poetry with a pisiit, the thoughts Inuit sing to tell a story. Write the following pisiit on the flipchart. It's from the article '**Rasmussen's Meeting with Martha Tunnuq's Family in 1923**' in Inuktitut Magazine #75, 1992.

A pisiit usually tells a story. In this pisiit people have little blubber left in the lamps in wintertime. They are anxious because they will have no light unless the hunter can catch an animal.

A Poor Man's Prayer to the Spirits

You, dear little orphan
Give me
Kamiks or caribou,
Bring me a gift,
An animal, one of those
That provide nice blood soup.
An animal from the sea depths
And not from the plains of earth
You, little orphan,
Bring me a gift.



- ii) Write a group poem. To start, choose a topic.

The topic can come from oral history research, childhood memories, relatives or friends, or special objects.

Or use photos or journal entries to inspire poems. Describe the photo or the thoughts and feelings from the journal entry.

Brainstorm words and expressions about the topic. Just write down the ideas as they come to mind. Remind learners that the great thing about poetry is that poems use phrases and sentence fragments. A poem doesn't need complete sentences.

Ask one person to write the poem as the rest of the group decides how the poem will go. Ask the group to choose and rearrange the words and expressions from the brainstorm list to create the poem.

- iii) Ask learners to write their own poems. Review the handout.

The handout first asks learners to write a short poem about an object.

The handout then asks learners to write a poem to express their feelings and ideas about FASD.



Free-writing poetry Learning Activity 7

During this activity you'll write two of your own poems.

- 1) Write a short poem about an object you might find at home or school. Here's an example.

Twizzler

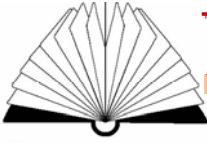
Red, long, shiny, juicy, twisted
twizzlers – Buy it?

Chewy, juicy, strong tasting
strawberry smile-making taste –
too good to be True!

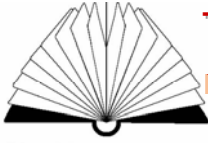
Pure strawberry twizzlers in my
mouth on a cool day

by John Tugak from **All Ours** 1992.

Pick an object you'd like to write a short poem about. Brainstorm some words and phrases for ideas. What does the object look like? What colour is it? How does it smell and taste? How big is it? What do you use it for? Put your list of words and phrases together in different ways. Don't worry about rhyming or sentences. Give your poem a title and sign it.



A short poem about an object



- 2) Write a short poem to express your feelings and ideas about FASD. Here's an example by Lona Hegeman.

Promise to My Unborn Child

My child, you have a right to be
born as perfect as possible

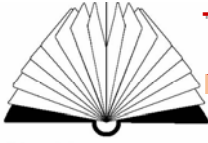
I will help you grow inside of me;
I will nourish us both.

I will keep us from harm
the harm of alcohol,
the harm of drugs;
the harm of careless living,
the harm of violent ways.

You will not be born into a perfect world.
But you will be born perfectly you.
As perfect as only you can be.

This is my promise to you.
I ask the Creator
and
all the Powers of Good
of the Earth
and of the Spirit World
to guide and assist me.

Write a poem to express your feelings and ideas about FASD.
Brainstorm words and phrases. Rearrange your ideas in a creative
way. Give your poem a title and sign it.



Learn skills to refuse alcohol Learning Activity 8

One handout

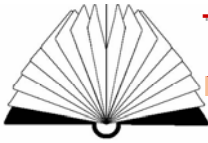
Learners explore situations that encourage people to drink alcohol, such as pressure from friends or family. They look at different ways to avoid alcohol.

- i) Review the first page of the handout and the six skills people can use to avoid or refuse alcohol. Ask learners to fill in the table in the handout with the word that best fits the skill.
- ii) Ask learners to do role-plays to try out the six skills. Divide learners into groups of three. The handout gives six role play scenarios. Ask each group to do three. For each role play one person tries to convince another to drink. The second person refuses, or tries to refuse. The third person watches and comments at the end. Ask learners to change roles for each role play, so each person does all three roles.

Ask each small group to pick one role play to perform in front of the whole group.

Discuss as a whole group:

- ✓ How did it feel to try to convince someone to drink?
 - ✓ How did it feel to refuse or try to refuse?
 - ✓ How did it feel to watch the other two?
- iii) Review the second page of the handout and discuss things a pregnant woman needs to do to look after her self. Brainstorm what fathers, partners, friends, neighbours, family members, and other can do to support pregnant women.



Learn skills to refuse alcohol
Learning Activity 8

A person may decide they don't want to drink alcohol. But other people may try to change their mind. These six words describe some of the skills we can learn and use to deal with this situation.

Refuse

Take a stand

Give alternatives

Retreat

Negotiate

Avoid the situation

The table below describes what a person can do and say for each of these skills. Write in the words for the skill that fits best.

What to do	What to say	Skill
Stay true to your decision.	I'm not into that right now. I don't want to.	
Keep repeating 'no' so there's no doubt.	No. No thanks. No, no. I mean it.	
Give a reason and leave.	I need some sleep so I'm going home early.	
Agree to disagree.	You want to drink and I don't. Let's leave it at that.	
Name other things you'd like to do.	Let's watch a video, go for a bike ride, or go visiting.	
Don't go where people drink.	I can't. I stay away from places where people drink.	



Role plays

Pick three of the following six role plays or make up your own. For each role play one person tries to convince the other person to drink. The second person refuses or tries to refuse. The third person watches and offers comments at the end. Switch places at the end of each role play so everyone has a chance to do each role.

Pick one role play to perform for the whole class.

Discuss as a class:

- ✓ How did it feel to try to convince someone to drink?
- ✓ How did it feel to refuse? Was it easy or difficult?
- ✓ How did it feel to watch the other two people?

Role play 1:

Four friends are at a party. One woman doesn't want to drink because she is pregnant. But one of her friends hands her a beer and tells her it's okay to just have one drink.

Role play 2:

John and Mary are spending the weekend at a friend's cabin. John decided he wouldn't drink right now because Mary is pregnant and he wants to support her. John's friend Bill is pushing John to have a drink with him. After all they're old friends and it's not right for Bill to drink alone.



Role play 3:

Tom goes out every weekend and doesn't come home until very late. His wife Violet is pregnant and she knows he's drinking. It's hard for Violet and she wants Tom to stop drinking. Tom decides he can keep drinking if he just convinces Violet to join him like she used to.

Role play 4:

Martha stopped drinking when she found out she's pregnant, but she finds it very hard to not drink. Martha's best friend Margaret is also pregnant but she's still drinking. Margaret visits Martha one afternoon to convince her to come to a party.

Role play 5:

Two sisters are trying to decide what to do for the long weekend. One option is to join some other family members camping close by at the river. One sister is pregnant and she's worried that people will expect her to drink. The other sister is trying to convince her that drinking is better than avoiding your family.

Role play 6:

Rose is six months pregnant. She finally managed to quit drinking a week ago. She's really worried about her baby. Sam just can't quit drinking and he really misses drinking with Rose. He tries to convince her that at six months it just doesn't matter.



Taking care of pregnant women

Many people find that it's very hard to say NO to alcohol. People who want or need to say NO may have to change their habits. Other people may also have to change their habits, even if they don't give up drinking themselves.

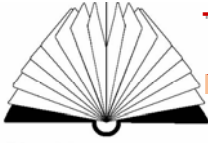
You may be a pregnant woman. Or you may be the husband or partner of a pregnant woman, or a friend, neighbour, or other family member. Everyone needs to help take care of pregnant women.

What are some things pregnant women should do?

- ✓ Be determined to look after themselves.
- ✓ Eat healthy foods.
- ✓ Be physically active.
- ✓ Say NO to alcohol.

What's the payoff?

- ✓ More energy and physically fit.
 - ✓ Feel good about themselves.
 - ✓ Maintain healthy weight.
 - ✓ Spend time and have fun with other children, family, and friends.
 - ✓ Healthy mother and healthy baby.
- i) Brainstorm different ways that husbands, other partners, friends, neighbours, family members, and others can support pregnant women to say NO to alcohol, to be healthy, and to have healthy babies.



Where can we get help? Learning Activity 9

One handout

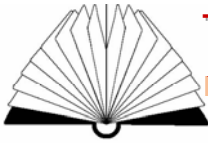
Brainstorm the people and places in your community and region that offer help about:

- ✓ Quitting drinking
- ✓ FASD
- ✓ Healthy pregnancies

Ask learners to fill in the blanks on the handout.

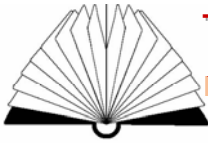
Learners can cut out the notepad, take it home, and hang it on the fridge.

Encourage learners to be creative. Make the list on the computer, print it on coloured paper, laminate it, put a magnet on the back, etc.



**Where can we get help?
Learning Activity 9**

Where can we get help?	
Yellowknife Association for Community Living	Phone: 867-873-9069 Website:
NWT Help Line	Toll free phone 1-800-661-0844
Family Support Centre	
Community Counselling Services	
Social Services	
Addictions worker	
Alcohol and drug counselling	
Health Centre	
Healthy baby club	
Elders	



Resources

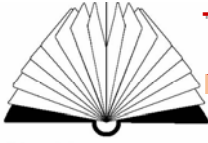
Websites

- ✓ <http://www.child.gov.ab.ca/whatwedo/fas/pdf/publictips.pdf>
FASD tip sheets – information about fetal alcohol spectrum disorder for families and the public. Put out by the Alberta provincial government.
- ✓ <http://come-over.to/FASCRC/>
FAS Community Resource Centre – information about FAS and FASD.
- ✓ http://www.yhssa.org/resources/healthPromotion/healthpromotionpages/September/HP_september.htm
Yellowknife Health and Social Services Health Promotion Program – resources and other good links related to FASD. Information about September as FASD awareness month.

Videos

All videos are available from Regional Programs, Yellowknife Health and Social Services. Phone 867-920-3454

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|--|------|------------|
| ✓ A Mother's Choice | 1995 | 27 minutes |
| ✓ The Circle Moving | 1987 | 28 minutes |
| ✓ Where we've been, where we're going | 1983 | 60 minutes |
| ✓ One drink won't hurt my baby, will it? | 1996 | 26 minutes |
| ✓ Something to celebrate | 1984 | 24 minutes |
| ✓ Degrassi talks – alcohol | 1992 | 30 minutes |



Other resources

✓ **NWT Literacy Council FASD Resource Kit**

The kit includes videos, books, other information and activities for parents, educators, and others. Contact the Literacy Council to borrow it. Email nwtliteracy@nwtliteracy.ca or phone 867-873-9262 or toll free in the NWT 1-866-599-6758

✓ **Yellowknife Association for Community Living**

This group specializes in helping people with intellectual disabilities and their families. They have an ongoing FASD program and information. Check their website at www.ykacl.ca/ or phone 867-920-2644

✓ **NWT Council of Persons with Disabilities**

This group's mission is to achieve self-determination and full citizenship for Persons with Disabilities. Check their website at www.nwtability.ca/ or call toll free 1- 800- 491- 8885

✓ **Health Check** – easy-to-read information about healthy eating, smoking, alcohol, active living, relationships, STDs and AIDs, self-esteem, and suicide. Includes excellent resources and learning activities. Available from the NWT Literacy Council.

Call toll free in the NWT 1-866-599-6758 or on-line at <http://www.nwt.literacy.ca/adultlit/hlthchk/cover.htm>

✓ Ask your local community health worker, social worker, addictions counsellor, or prenatal health program worker to do a presentation or workshop.