

KENTUCKY

ADOLESCENT TOBACCO PREVENTION PROJECT

8th Grade Curriculum Guide

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To be used only for research purposes at Kentucky Adolescent Tobacco Prevention Project experimental schools. Not for distribution. All curriculum materials can be obtained from the Kentucky Adolescent Tobacco Prevention Project (606) 257-4162.

Kentucky Adolescent Tobacco Prevention Project

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Other Curricula

The Kentucky Adolescent Tobacco Prevention Program Curriculum relied on the expertise of three already-developed curricula:

Minnesota Smoking Prevention Program, David Murray, Ph.D.,
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STAR (Students Taught Awareness and Resistance) William B. Hansen,
Ph.D., Principal Investigator

TNT Project, (Towards No Tobacco Use) Steve Sussman, Ph.D.,
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These projects have graciously allowed us to adapt, and in some cases, copy, materials from their curricula for research purposes only.

OUTLINE OF SESSION I

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED
1	Introduction	5
2	Recalling Experiences	HANDOUTS 1-4
3	Kentucky Jeopardy	10
		30

SESSION I

ACTIVITY 1

INTRODUCTION

- A. Ask the students to raise their hands if they remember being in the Kentucky Adolescent Tobacco Prevention Project last year.
- B. Ask students what they remember about things they did in class last year. Specifically:
 - . What were some of the activities you did?
 - . Is there anyone in here who was a peer leader?
 - . Do you remember interviewing anyone? If so, who? What was the interview about?
 - . Do you remember anything about the consequences of smoking? What are some of the consequences of smoking?
 - . Do you remember what types of pressure people sometimes use to get you to use tobacco?
 - . Did you see any videos? If so, what were they about?
 - . Did you do any activities in front of the class? What were they?
- C. Review activities in the Kentucky Tobacco Prevention Project.
 - 1. Have the students turn to **Handout 1** (Summary of KY TPP) to help them remember the activities from last year. Briefly review with the students. The teacher should then review **Handouts 2-4**. He/she should demonstrate Types of Pressure (**Handout 2**) and Types of Refusal Skills (**Handout 3**) by calling on individual students and making offers of tobacco. When reviewing refusal skills, the teacher should be sure to include the concepts of **Assertive, Passive, and Aggressive Refusal Skills**.

SESSION I

ACTIVITY 2

RECALLING EXPERIENCES

- A. Write the following on the board.
 - . knowledge of the consequences of using tobacco
 - . types of pressures to use tobacco
 - . refusal skills
 - . being assertive
 - . types of pressure advertisers use to get us to use tobacco

- B. Ask for volunteers to tell the class what happened to them over the last year in any of the five areas you wrote on the board, such as:
- . They used their knowledge of the consequences of using tobacco to tell someone else why it is important not to use it; or to help them resist using tobacco themselves.
 - . They recognized types of pressures people were using to get others to use tobacco and were able to use that knowledge to help them resist using it.
 - . They were able to refuse an offer of tobacco (or other drugs) by using one of the different ways to say no.
 - . They were able to be more assertive in a specific situation.
 - . They recognized advertisers' attempts to try to promote tobacco by showing positive images of tobacco use.

Have the volunteers describe the situation and what they said or did and in the case of advertisements, what images the advertiser used, what they were trying to say and what product was being advertised.

NOTE: If no student volunteers to discuss any personal experiences, have them describe ones that could likely happen to someone their age. They should try hard, though, to come up with a personal experience.

- C. Compliment the students for putting into practice what they have learned.
- D. Remind them that if they practice what they learned in the Kentucky Tobacco Prevention Project, they will feel more confident in refusing tobacco offers and saying no to anything they don't want to do.

SESSION I**ACTIVITY 3****KENTUCKY JEOPARDY**

- A. Explain that today they will be playing a question and answer game, similar to JEOPARDY, as a way of reviewing what they learned in the Kentucky Tobacco Prevention Project last year.
- B. Divide the class into two teams and review the directions to the game:
- . Class members will take turns picking categories and point amounts
 - . They earn points by correctly answering clues
 - . The play begins by using the "pick a number" method.
 - . Beginning with the team which won the pick, the first player from that team will pick a category and points.
 - . When a player misses the question (clue), the play goes to the other team to answer that question.
 - . If any player guesses correctly they earn their team points and the next team member gets to pick a category and earn points.
 - . Play continues with that team until they miss a question or until they have had 3 correct responses in a row.
 - . As in Jeopardy, there are different categories from which to select; in this case there are five categories (based on what they learned last year) and six responses (clues) under each category.
 - . Points are given for each correct "response." The first one under each category is worth 10 points, the second one down is worth 20 points and so on, the last one being worth 60 points. Usually the more difficult clues are worth more.
 - . Since they have not had the Kentucky Tobacco Prevention curriculum for a long time, they will get credit for a correct response if it just approximates the right one.
 - . The team with the most points at the end wins.
 - . If an individual team member is unsure of an answer, the team as a whole may confer quietly to offer help. That individual team member will still be responsible for answering the question.

Also, tell them that:

- . A team loses points (the last points scored) if a team member is disruptive, yells out an answer (to any team) without being called upon, or puts down or makes fun of any classmate.
- C. Tell them that, as it has been a long time since they've had the TPP, they may quickly review the first few pages of their booklet for a few minutes before the game starts. If your review was lengthy (20 min) you will not need to give them time to review the booklet. Students are not allowed to use the booklet during the game. While the students are reviewing their handouts, write the categories and points on the board as follows:

Consequences of Using Tobacco	10	20	30	40	50	60
Influences to Use Tobacco	10	20	30	40	50	60
Kentucky Grab Bag (Miscellaneous)	10	20	30	40	50	60
Advertising Tricks of the Trade	10	20	30	40	50	60
Pressure to Use Tobacco	10	20	30	40	50	60
Ways to Say No	10	20	30	40	50	60

- D. Ask if there are any questions before you begin.
- E. Remind students that the skills they have learned in the Kentucky Tobacco Prevention Project will be useful in all areas of their lives. Even if they did not receive the program last year, this material can be learned and applied in their lives now.
- F. Begin the game according to the procedure outlined above. Below are the point values, the categories and the questions and answers for each category.
- G. It is recommended that each question be written on an index card. Each category of cards can be a different color. This can alleviate flipping through the pages of the curriculum.

POINTS

CONSEQUENCES OF USING TOBACCO

- 10
Q: What is a consequence?
A: The result of something you do.
- 20
Q: One immediate physical consequence of using tobacco is like how you feel after spinning around at 100mph
A: Dizzy
- 30
Q: What are two immediate social consequences of using smokeless tobacco?
A: Bad breath, stained teeth, need to spit, people don't want to date you or be around you, tobacco on teeth, trouble at home or school, expense.
- 40
Q: What is one effect of smoking on pregnant women?
A: low birth weight babies, increased risk of premature birth, increased risk of miscarriage, developmental problems after birth such as slower growth and lower IQ (but not mental retardation).

- 50 Q: What are two long-term consequences of using smokeless tobacco?
A: leukoplakia; increased risk of cancer (lip, tongue palate, throat, esophagus, stomach); tooth and gum disease, high blood pressure, taste and smell reduction, addiction.
- 60 Q: What is the name for the white, thick patch that is present on the mucous membrane in the mouth of the tobacco user?
(A) leukoplakia (B) leukocyte or (C) leukemia
(Answer is (A) leukoplakia)

POINTS

INFLUENCES TO USE TOBACCO

- 10 Q: Name one reason why smokeless tobacco has increased among teenage boys.
A: They think it is sexy or macho to use it. Some sports heroes use it.
- 20 Q: TRUE or FALSE: Adults usually do not approve of tobacco use by young people.
A: TRUE
The teacher can add that even though adults grow tobacco, they usually do not want their own child to use it.
- 30 Q: Name two reasons why young people try tobacco.
A: Peer pressure, curiosity, parents use tobacco, it is available, etc.
- 40 Q: Name one reason why rural youth (those living in the country) use more tobacco than urban youth (those living in the city).
A: They may be around more people who use tobacco; some rural youth or their parents grow tobacco so they are around tobacco growing; tobacco use may be more accepted in rural areas. They may use smokeless tobacco instead of cigarettes when they are working on the farm so their hands will be free and they will
- 50 Q: What do girls usually think of smokeless tobacco use?
A: They think it is nasty and dirty and they do not want to be around someone who is chewing or dipping.

- 60 Q: Approximately what percentage of 7th graders in the U.S. smoke at least once a week?
A: Five (5). The rate for the schools we surveyed last year is 10.5%. Emphasize that the smoking rate is higher in Central Kentucky than in the U.S., but most kids still don't use cigarettes or smokeless tobacco.

POINTS

KENTUCKY GRAB BAG

- 10 Q: TRUE or FALSE: Using smokeless tobacco is safer than smoking cigarettes.
A: FALSE. Although we have heard more about smoking and the bad health effects, there are many bad effects from smokeless tobacco as well.
- 20 Q: Explain why your parents don't want you to use tobacco.
A: Any answer will do.
- 30 Q: TRUE or FALSE: About 400,000 Americans die each year as a result of smoking.
A: TRUE
- 40 Q: What is the legal age for purchasing tobacco products in Kentucky?
A: 18 (If students question this answer, it can be explained it is illegal, but some places may not enforce the law.)
- 50 Q: What is a passive response?
A: When it sounds like people don't mean what they are saying; or they do what others want them to do, not what they want; or they can't stand up for themselves.
- 60 Q: Describe some of the results of the survey you gave to four students in your school last year.
A: The student should describe something about how many of the four students had tried tobacco, what tobacco products they used; whether they currently used tobacco; why they tried tobacco; the influences that family have on tobacco use; why people use tobacco, etc.

POINTS

ADVERTISING TRICKS OF THE TRADE

- 10 Q: Name a popular ad that tries-to convince you that smoking is fun.
A: Camel (Joe Camel), Riding a horse; other answers may be correct.
- 20 Q: Name one way that advertisers use to directly pressure you to use tobacco
A: Tobacco advertisements
- 30 Q: Name one way that advertisers use to indirectly pressure you to use tobacco
A: Sponsor athletic events shown on TV (such as Virginia Slims tennis tournament); influencing the number of articles on health risks that magazines publish because of the amount of money the tobacco companies spend on advertising in that magazine; pay movie makers money to have billboards or other ads in the background of the movie; free samples at county fairs
- 40 Q: Give an example of an advertising "trick of the trade." (One way that advertisers use to get you to buy tobacco).
A: See handout "Advertising Tricks of the Trade" Examples are Comparison, Health Appeal, Sex Appeal, Symbols, Having Fun, Snob Appeal.
- 50 Q: Give an example of an ad that tries to sell tobacco by using Sex Appeal.
A: Student will simply tell about an ad he/she has seen.
- 60 Q: Give an example of an ad you could develop that promotes the benefits of not using tobacco.
A: Student will describe ads that promote having clean teeth, smelling fresh, being healthy, etc.

POINTS

PRESSURE TO USE TOBACCO

- 10 Q: What is peer pressure?
A: Being influenced by people our own age to do things they want us to do.
- 20 Q: What is the type of peer pressure in which the other person simply tries to be nice and polite?
A: Friendly
- 30 Q: What type of pressure is used when the other person calls you names for not using tobacco?
A: Teasing

- 40 Q: What type of pressure is used when the other person wants to show off or brags about his/her tobacco use?
A: Tricks, Dares and Lies
- 50 Q: What type of pressure is used when another person says he or she will not be your friend if you do not use tobacco with him/her?
A: Threats
- 60 Q: What type of pressure is in your own head or is something are telling yourself?
A: Silent

POINTS

WAYS TO SAY NO

- 10 Q: Demonstrate the "Broken Record" method of saying no.
A: Student repeats a refusal phrase over and over. For example, "No thanks, I don't smoke. No thanks, I don't smoke."
- 20 Q: What is the name of the NO technique when you ignore the person who is pressuring you?
A: Cold shoulder
- 30 Q: What is the name of the NO technique when you hang around with other people who don't use tobacco?
A: Strength in numbers
- 40 Q: What is the name of the NO technique when you put pressure back on the person trying to talk you into using tobacco?
A: Reverse the pressure
- 50 Q: Name two ways to be assertive nonverbally.
A: good posture, good eye contact (other acceptable answers are walk away and cold shoulder)
- 60 Q: Demonstrate an assertive refusal and a passive refusal.
A: An assertive refusal would include a strong voice, good eye contact, and good body posture. A passive refusal would include sound like you don't mean what you say, poor eye contact, can't stand up for yourself, not able to say no, etc.

ACTIVITIES 1, 2 AND 3 WERE ADAPTED FROM PROJECT TNT TOBACCO USE PREVENTION GUIDE COMBINED CURRICULUM PART II, COPYRIGHT PENDING, 1992.

OUTLINE OF SESSION II

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED
1 REASONS PEOPLE USE TOBACCO	15	TRANSPARENCY 1,2 WORKSHEET 1
2 THE COST OF USING TOBACCO	15	WORKSHEET 2, TRANSPARENCY 3
3 REASONS FOR NOT USING TOBACCO	10	TRANSPARENCY 4

SESSION II**ACTIVITY 1****REASONS PEOPLE USE TOBACCO**

- A. Explain to students that in spite of growing support and approval of not using tobacco, many young people experience influences to smoke or chew tobacco.
- B. Ask students to think of reasons why kids their age might be influenced to try using tobacco.
1. Project **Transparency 1** and ask students to call out reasons kids their age use tobacco.
 2. Map each reason around the circle.

Possible Answers

Reasons People Use Tobacco

Friends Use
Family Grows Tobacco
Want to Look Grown Up
Brother/Sister Uses
I Can Use It Now and Quit Later
Easy to Buy
Smoking Is Sophisticated and Keeps You Skinny
Advertising
Be Cool
Look Macho
Look Sexy
For Fun
On a Dare

- C. Have students turn to **Worksheet #1 (Reasons Students Use Tobacco)**. Instruct students to complete the blanks in the column labeled "Why is this not a good reason?" Students may consult with others around them to complete the worksheet.
- D. After students have completed the worksheet, the teacher should call on individual students to read their responses. The teacher can record these on **Transparency 2**. As each response is read, the teacher should add the following reasons if they are omitted.

Possible Teacher Responses

Worksheet #1

Reasons Students Use Tobacco

Reasons

Why is this not a good reason?

Friends Use

Would your best friend refuse to be your friend just because you didn't use tobacco? Of course not. Good friends don't try to force us to do something we don't really want to do. Most of the time we do things because we have told ourselves that is what our friends want, not because that is what we really want.

Brother/Sister Uses

Sometimes we think our brothers and sisters do the right thing just because they are older and wiser. But in the case of tobacco use, they really aren't being smart.

Ask if there is someone in the room who does not use tobacco, but has an older sibling who does. Why do you choose not to use?

Family Grows Tobacco

When your family grows tobacco, does that mean that you have to use it? No! If my family owns a sardine factory does that mean I have to eat sardines? Most families who grow tobacco would probably prefer that their teenagers not use it. We need to be independent and make our own decisions about use.

I Can Use It Now and Quit
Later

Many students think they can experiment with tobacco or begin using on a regular basis and that they can quit anytime. But **statistics say that only 1.5% of U.S. teenagers who ever smoked have quit successfully.** In a national

survey, 86% of students ages 12-18 had tried unsuccessfully to quit at least once. Many teens think that it is easy to quit, but it is addictive!

Smoking is Sophisticated and Keeps You Skinny

Where did the idea that smoking is sophisticated come from? Advertising. Why is smoking not sophisticated? It gives you bad breath, people get tobacco on their teeth, it makes them smell like smoke, and it turns your fingers yellow. That's sure not sophisticated.

As for the idea that smoking makes you skinny, people don't lose a lot of weight from smoking. And they still have bad breath, yellow teeth, etc.

Parents Use

Just because our parents use tobacco, doesn't mean we should. We need to think for ourselves. Anyway, many parents wish that they could quit; but it is difficult because they are addicted.

SESSION II

ACTIVITY 2

THE COST OF USING TOBACCO

A. Have students turn to **Worksheet 2, (\$\$\$Up In Smoke)**

1. Tell students to figure out how much it costs to smoke cigarettes in Problems 1-5 (using \$2.00 a pack) and have them list what they could do with the money rather than have it go "Up in Smoke."
2. Upon completion of the worksheet, the teacher can call on individual students to report their answers and alternative uses for the money spent. Record the answers on **Transparency 3.**

For Teacher's Information

1. $365 \text{ days} \times 1 \text{ year} \times \$2.00 = \$730$
2. $365 \text{ days} \times 5 \text{ years} \times \$2.00 = \$3,650$
Can indicate to students that in 5 years they will be graduating from high school. How could they use this money at that time?
3. $365 \text{ days} \times 10 \text{ years} \times \$2.00 = \$7,300$
4. $365 \text{ days} \times 25 \text{ years} \times \$2.00 = \$18,250$
5. $365 \text{ days} \times (65-15) \text{ years} \times \$2.00 = \$73,000$

OUTLINE OF SESSION III

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED
1 WHY IT IS DIFFICULT TO SAY NO	10	WORKSHEET 3
2 REFUSAL SKILLS REVIEW AND PRACTICING EFFECTIVE REFUSAL SKILLS TECHNIQUES	25	TRANSPARENCY 5, HANDOUT 5 WORKSHEET 3
3 RECOMMITMENT/SUMMARY	10	TRANSPARENCY 6

SESSION III**ACTIVITY 1****WHY IT IS DIFFICULT TO SAY NO**

- A. Have students get into 4-5 groups, using a method most appropriate to the classroom situation.
- B. Point out to students that they have identified many reasons to use tobacco as well as many reasons not to use tobacco. Sometimes it is difficult to balance these two sets of influences, making it difficult to say "no" to tobacco, even when you want to say no.
- C. Ask students if they can think of any times when it was difficult to say "no" even when they really wanted to. Some examples might be staying out late with friends even when you told your parents you would be home earlier, or being tempted to do something you knew you shouldn't do just because your friends wanted you to. What makes it difficult to say no in these situations?

Possible Answers

- . Want to be accepted by the group or individual
 - . Don't know what to say
 - . Don't want to get into an argument
 - . Don't want to look foolish or childish
 - . Don't want to make anyone mad
 - . Afraid to be made fun of
- D. Have student look at **Worksheet 3 (Dilemmas)**. Ask students to read aloud each situation and identify why it can be difficult to say "no". Summarize by pointing out the most frequent reasons given. These will probably include:
- . Keeping your friends
 - . Not looking foolish
 - . Fitting in with the group
 - . Having fun
- E. Point out that these concerns are valid. Saying "no" to something you don't want to do should not mean you have to sacrifice friends or having fun. Now we will review **Ways to Say NO** and learn how to say NO while still having fun and keeping your friends.

SESSION III

ACTIVITY 2

**REFUSAL SKILLS REVIEW
AND PRACTICING**

EFFECTIVE REFUSAL

SKILLS TECHNIQUES

- A. Ask students if they can remember some of the ways they learned to say "no"
- B. Project **Transparency 5** that lists the ways to say no. Also have students refer to **Hand-Out 3 (Techniques to Say No)**. Ask if any of the ways students identified should be added to the list on the transparency.
- C. Have students turn to **Hand-out 5 (Effective Refusal Techniques)**: Discuss each of the 5 results created by using Effective Refusal Techniques. with the class.

Effective Refusal Techniques

- 1. Helps you feel good about yourself.
 - . more mature
 - . more confident, powerful, less manipulated or "wishy-washy"
 - . clear that you have acted in a way you believe to be right for you.
- 2. Succeed in getting you out of a situation you want to avoid.
- 3. Provide alternatives that are fun.
 - . "Let's play video games instead"
 - . "Let's watch this movie"
 - . "Let's go to the mall (or shopping)"
- 4. May encourage other people to follow your lead.
- 5. Won't alienate or irritate others.
 - . Leaves the door open for others to join you. (Such as "If you change your mind later, give me a call.")
 - . May give someone else the courage or opportunity to say "no."
- D. Assign a "dilemma" to each group from **Worksheet 3** that was given to them in the last activity. Tell the group to identify the best refusal technique (based on the previous discussion) and write that refusal technique on the paper. Each group should then prepare a brief skit (1 to 2 minutes) based on this situation that demonstrates an effective strategy for saying "no" or getting out of the situation gracefully. Each skit must include at least one technique from the list on **Hand-Out 5**.

list on **Hand-Out 5**.

- E. Ask each group to present their skit to the class. After each presentation, ask students to point out the type of refusal used, why the refusal technique was effective, and/or how it could be improved.
- F. Rules for Skits:
 - 1. All group members must participate.
 - 2. Make the situation clear to the audience through the dialogue.
 - 3. Use the most effective refusal technique.
 - 4. Be a good audience.
 - 5. No props may be used (ie. rolled paper for cigarettes or dip)
 - 6. Have fun.

SESSION III

ACTIVITY 3

RECOMMITMENT/SUMMARY

- A. Tell the students they have done a good job of remembering and practicing what they have learned in the Kentucky Tobacco Prevention Project.
- B. Remind them that last year they each made a commitment to themselves about tobacco.
- C. Ask for volunteers to remember and share what their commitment was.
- D. Ask the class to turn to the last page in their booklet. Project **Transparency 6**.
- E. Tell the class that they will be making another commitment this year. A commitment is an agreement to do something. This is an agreement and a promise to themselves.
- F. Ask the students to make their commitment about tobacco by filling in the **COMMITMENT** sheet with one (or more) of the statements written on the transparency. Make sure they write their name in the appropriate blank and fill in today's date.
- G. Ask for volunteers to share their commitment with the rest of the class.

H. Thank the class for their participation and ask them to remember the following:

*** REMEMBER THE CONSEQUENCES OF USING TOBACCO**

*** PRACTICE SAYING NO**

*** BE ASSERTIVE**

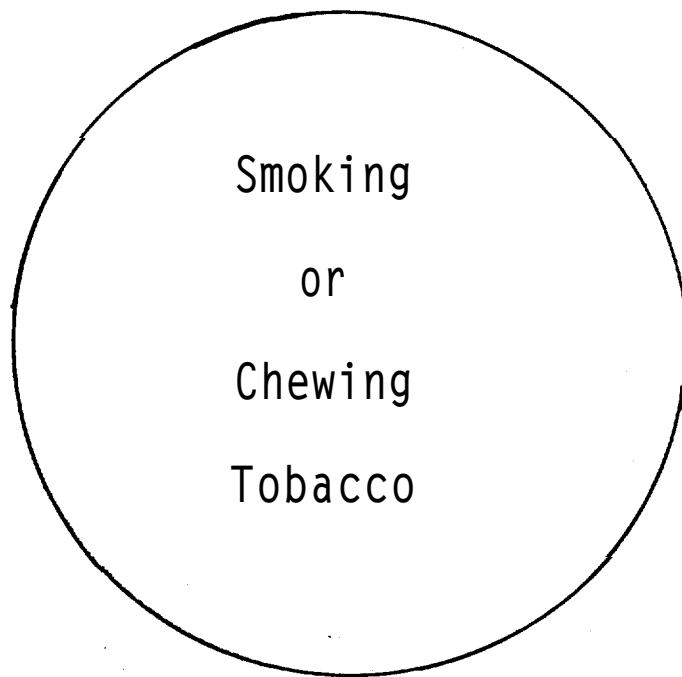
*** MAKE A COMMITMENT TO YOURSELF TO NOT USE TOBACCO**

Activities 1 & 2 were adapted from Tobacco and Alcohol Connections, A Booster Program for the Minnesota Smoking Prevention Program; 1988, Hazelton Foundation.

Activity 3 was adapted from project TNT, Tobacco Use Prevention Guide Combined Curriculum Part II, Copyright Pending, 1992.

TRANSPARENCY 1

REASONS PEOPLE USE TOBACCO



TRANSPARENCY 2

REASONS STUDENTS USE TOBACCO

REASONS

WHY THIS IS NOT A
GOOD REASON

Friends Use

Brother/Sister Use

Family Grows Tobacco

I Can Use It Now and Quit Later

Smoking is Sophisticated and
Keeps You Skinny

Parents Use

TRANSPARENCY 3

\$\$\$UP IN SMOKE\$\$\$

Calculate what is costs to smoke cigarettes (use \$2.00/pack)
and then list Better Alternatives for spending this money
rather than have it go "up in smoke".

1 Year = 365 days

1. 1 pack/day for 1 year = \$

Alternatives?

2. 1 pack/day for 5 years = \$

Alternatives?

3. 1 pack/day for 10 years = \$

Alternatives?

4. 1 pack/day for 25 years = \$

Alternatives?

5. Some people smoke 2 or more packs/day all their life.
Calculate what it costs for 2 packs (\$2.00/pack) a day
for a person who smoked from age 15 until retirement at
age 65.

Alternatives?

TRANSPARENCY 4

REASONS NOT TO USE TOBACCO

TRANSPARENCY 5
TECHNIQUES TO SAY 'NO'

There are many different ways to say “no” to offers to use tobacco. Some of these techniques are:

- | | |
|--------------------------------|---|
| 1. SAY “NO” | <p>"Would you like a cigarette?"
"No thanks."</p> |
| 2. GIVING A REASON | <p>"Would you like some snuff?"
"No thanks, I don't use snuff."</p> |
| 3. BROKEN RECORD | <p>Repeat the same phrase over and over.
"Would like a cigarette?"
"No thanks."
"Come on!"
"No thanks."
"Just try it, chicken."
"No thanks."</p> |
| 4. WALK AWAY | <p>"Would you like some chewing tobacco?"
Say “NO” and walk away while you are saying it.</p> |
| 5. AVOID THE SITUATION | <p>If you see or know of places where people often use tobacco, stay away from those places or go another way.</p> |
| 6. COLD SHOULDER | <p>"Hey! How about a cigarette?"
Just ignore the person.</p> |
| 7. REVERSE THE PRESSURE | <p>Putting the pressure back on the person offering the tobacco.
"I've got some cigarettes, let's try them and see how we like them."
"I thought we were good friends. If you are going to start doing that kind of stuff, you'll have to find someone else to hang around with."</p> |
| 8. STRENGTH IN NUMBERS | <p>Hang around with people who don't use tobacco.</p> |

This activity adapted from the Minnesota Smoking Prevention Program, copyright 1977, 1989, Division of Epidemiology, School of Public Health, University of Minnesota and Project STAR.

TRANSPARENCY 6
RECOMMITMENT

- * I have learned many ways to say "No" and I won't give in to peer pressure

- * Consider the consequences of tobacco whenever the topic-of tobacco is discussed

- * Avoid other people when they are smoking or chewing and dipping and that I will try to meet new non-tobacco using people



RECOMMITMENT STATEMENT

I, _____, _____

Signature

Date



Y 1 4 8