

KENTUCKY

ADOLESCENT TOBACCO PREVENTION PROJECT

7th Grade Curriculum Guide

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This curriculum was developed with the support of a research grant from the National Cancer Institute (#CA 48625).

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

Staff

The following staff were all involved in curriculum development, teacher training, peer training and implementation evaluation.

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Acknowledgements

A special thank you is extended to the following people:

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The principals, teachers, and students in the 19 middle schools involved in the study.

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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., Principal Investigator

STAR (Students Taught Awareness and Resistance) William B. Hansen, Ph.D., Principal Investigator.

TNT Project, (Towards No Tobacco Use) Steve Sussman, Ph.D., Principal Investigator

These projects have graciously allowed us to adapt, and in some cases, copy, materials from their curricula for research purposes only.

INTRODUCTION

Background

In 1984, health educators from the University of Kentucky and professional staff at the McDowell Cancer Network, Markey Cancer Center met to discuss the problem of tobacco use among youth in central Kentucky. From that first meeting, interest in the subject continued until funding from the National Cancer Institute was obtained in 1987 to collect data on tobacco use among adolescents in central Kentucky. These data demonstrated that the youth in the counties studied were using tobacco at a very high rate. Those who were especially at risk for tobacco use were those who came from tobacco-raising households.

In May of 1992, funding was obtained from the National Cancer Institute to launch the Kentucky Adolescent Tobacco Prevention Project. The Project is aimed at preventing the onset of tobacco use among youth who live in a tobacco-producing region.

Overview of the Project

Initial data collection for the Kentucky Adolescent Tobacco Prevention Project was conducted from October to December, 1992. Data were collected on all 7th graders in 19 middle schools. Students completed a survey relating to their tobacco usage and a carbon monoxide test to verify the validity of their smoking self-reports. Subsequently, schools were matched according to tobacco usage rates and number of students and then randomly assigned to either experimental or control conditions. The 10 schools assigned to experimental conditions sent teachers for training to teach a curriculum designed to prevent tobacco use among youth. The curriculum was implemented in the spring of 1993. Students in both the experimental and control schools will be surveyed again in the Fall of 1993 and the Fall of 1994 to determine if the curriculum is effective in delaying tobacco use.

Description of the Intervention

The intervention is based on a social influences model. Social influence is a term referring to the psychological effects that others have on a person (Sussman, 1989). Social influences certainly are one of the most important determinants of adolescent tobacco use. The intervention developed for this Project is based on research literature that indicates the type of program that is effective in delaying the onset of tobacco use by youth. Traditionally, information-oriented programs have been employed, but have not been effective. Social influences curricula have reduced smoking onset by as much as 50% up to three years after the curricula were implemented.

The primary features of the program are:

- (1) inclusion of the negative consequences of using cigarettes and smokeless tobacco with emphasis on immediate physical consequences and the undesirable social consequences.
- (2) correction of students' misperceptions regarding normative tobacco-use behaviors (i.e., correcting the misperception that the majority of 7th graders use tobacco).

- (3) the use of trained peer leaders to lead group activities.
- (4) skills training, specifically, learning to recognize types of peer pressure applied to persuade youth to use tobacco; refusal skills; and assertiveness.
- (5) emphasis on recognizing the types of appeals advertisers use.
- (6) active participation by students; for example, they devise their own ads that present a counter-message to advertisers' persuasive appeals.
- (7) student pledges to not use tobacco.

These features are those that are usually included in effective, social influences tobacco prevention programs (Glynn, 1989). Rather than construct a totally new curriculum, we have drawn from the Minnesota Smoking Prevention Program; STAR (Students Taught Awareness and Resistance), a drug prevention program; and Project Towards No Tobacco Use (TNT); a tobacco prevention program, in designing our curriculum. These are nationally-known programs that have been demonstrated to be effective. In addition to these established elements, our curriculum is unique in that it includes:

*Culturally-relevant information and examples

The primary impetus for the Program is that youth who live in high tobacco-production regions are at high-risk for tobacco use, particularly if they are reared in tobacco-raising households. Our previous research has allowed us to identify some information that has been incorporated into the curriculum to make it more relevant to a tobacco-growing region.

*Event tasks and portfolio tasks

These are designed to address a number of goals and valued outcomes mandated by the Kentucky Education Reform Act of 1990. The Appendix contains complete information on each event and portfolio task outlined in the curriculum. Each session also begins with a listing of KERA Goals and Valued Outcomes addressed in that session.

BACKGROUND INFORMATION FOR TEACHERS

TOBACCO USE BY ADOLESCENTS

A recent national survey (NIDA, 1990) of 12-17 year olds reported these "ever used" rates: cigarettes, 42%, smokeless tobacco, 15%. In the National Adolescent Student Health Survey, 16% of 8th graders and 26.4% of 10th graders reported smoking cigarettes in the last month, while 9.9% of 8th grade boys and 14.4% of 10th grade boys used smokeless tobacco in the last month.

Data collected by the National Cancer Institute indicates that typically 40 to 60% of male youth had tried smokeless tobacco and 10 to 20% of older male youths reported recent use (last 7 days). Smokeless tobacco use is primarily a male activity, although females may experiment with it. Regional data indicate that the highest rates of use of smokeless tobacco occur in the South and the lowest use occurs in the Northeast. In Central Kentucky, data collected in 1992 on 7th graders in 14 tobacco-producing counties revealed that 54% had tried cigarettes at least once, 18% had smoked in the last 30 days and 10.5% had smoked at least once in the last 7 days. Of the 7th grade boys, 48% had tried smokeless tobacco at least once, 13% had used it in the last 30 days, and 8.4% had used it at least once in the last 7 days. Previous data collected in 1987 (Noland, et al., 1990) on rural males in two central Kentucky counties found that these youth used smokeless tobacco at a greater rate than reported anywhere else in the U.S. for similar-age youth. Another result of the study was that students' tobacco usage increased dramatically as the degree of personal involvement in raising tobacco increased. We concluded that students from tobacco-raising households are at high risk for tobacco use.

CIGARETTES

CHEMICALS CONTAINED IN CIGARETTES

Tar: Tar is a thick, brownish substance that is produced when tobacco burns. It contains various carcinogenic (cancer-causing) substances such as benzopyrene and chemical irritants such as phenol. Phenol combines with other substances to contribute to the development of cancer.

Nicotine: Nicotine is a colorless liquid that turns brown upon oxidation (exposure to oxygen). Nicotine is contained in cigarettes, but also is contained in cigars, pipe tobacco and smokeless tobacco. Nicotine is a central nervous system stimulant that produces a variety of physiological effects including increased heart and respiratory rate, constriction of blood vessels and subsequent increased blood pressure. Nicotine has other effects on the cardiovascular system which are discussed in a later section.

Gases: The most notable gas contained in tobacco smoke is **carbon monoxide**. Carbon monoxide reduces the oxygen-carrying capacity of the blood by binding with hemoglobin to form carboxyhemoglobin. Thus, less oxygen is carried by the blood to body tissues. Other gases and dangerous chemicals in tobacco smoke include hydrogen cyanide, formaldehyde, benzene, and vinyl chloride.

INITIAL REACTIONS TO CIGARETTE USE

New smokers often feel **dizzy or lightheaded** and they may have symptoms such as **rapid and erratic pulse, clammy skin, nausea, vomiting and diarrhea**. These reactions are due to low-level **nicotine poisoning**. The effects of nicotine poisoning usually stop when **tolerance** develops. This happens very quickly with new users, perhaps after the second or third cigarette.

HEALTH EFFECTS OF SMOKING

Cancer Risks

Tobacco smoking is the cause of approximately 83% of all **lung cancers**. Lung cancer is the leading cause of cancer deaths in the U.S. It kills more than 130,000 Americans a year. Less than 10% of lung cancers occur in nonsmokers. For persons who have a malignancy in the lungs that is localized, the 5-year survival rate is 36%; for lung cancer that is not diagnosed until it is relatively widespread, the 5-year survival rate is 13%.

The risk of developing lung cancer is dependent on the number of cigarettes smoked, the depth of inhalation, and the number of years smoked. Thus, those who start smoking in their teenage years have a greater chance of developing lung cancer than those who started later. Exposure to occupational or domestic hazards, such as asbestos or radon also increases the likelihood of developing lung cancer.

The harmful effects of tobacco are also linked to cancers of the **lip, tongue, salivary glands, and esophagus**. In addition, smokers are more likely to develop **kidney, bladder, larynx and pancreatic cancers**.

Circulatory System

Nicotine increases the heart rate and blood pressure. Smoking a cigarette increases the heart rate 10 to 20 bpm and blood pressure increases 5 to 10 mmHg. These same effects are also expected with smokeless tobacco use.

The death rate from heart disease is 70% higher among smokers than nonsmokers. Smoking contributes to **atherosclerosis** (the build up of fatty deposits on artery walls). Smoking also decreases blood levels of **high-density lipoproteins** (HDL), which are considered to be protective against heart disease. As mentioned previously, carbon monoxide in cigarette smoke reduces the oxygen carrying capacity of the blood, thus causing the heart to work harder to supply blood to the tissues. An additional stress on the heart results when nicotine acts to increase heart rate and blood pressure and at the same time constricts blood vessels.

Chronic Obstructive Lung Disorders (COLD)

Emphysema and Chronic Bronchitis are the two diseases that are characteristic of COLD. Chronic bronchitis is characterized by excess mucus production in the bronchi of the lungs. Inflammation of the bronchi also occurs, and a chronic cough develops. Emphysema is characterized by the rupture of alveolar (air sac walls). Large pockets separated by scar tissue are formed, and elasticity of the air sacs is lost. The emphysema victim has great difficulty in releasing air taken into the lungs.

Environmental Tobacco Smoke

Exposure to tobacco smoke in the environment has also been called passive smoking, sidestream smoking, involuntary smoking, and secondhand smoke. Although involuntary smokers breathe less tobacco smoke than do active smokers, they still face risks from exposure to tobacco smoke. A recent report issued by the Environmental Protection Agency estimated that 3,000 deaths per year due to lung cancer are caused by exposure to environmental tobacco smoke. Exposure of children to environmental tobacco smoke from parental smoking is causally associated with increased prevalence of respiratory symptoms, middle ear effusion, and a reduction in lung function. Environmental tobacco smoke is also causally associated with an increased risk of lower respiratory tract infections (such as bronchitis and pneumonia) and increased severity of asthma in children who already have this disease. Passive smoking has an effect on the respiratory health of non-smoking adults by causing coughing, phlegm, chest discomfort, and reduced lung function.

Smoking: and Pregnancy

Nicotine, hydrogen cyanide and carbon monoxide are all present in the smoking mother's blood and all reach the developing fetus. The more a woman smokes during pregnancy, the greater the reduction in birth weight of the baby. On the average, babies born to smoking women weigh about 1/2 pound less than babies born to non-smoking women. The reduced birth weight is due to the reduced availability of oxygen to the fetus.

Smoking during pregnancy may have long-lasting effects on the baby, including intellectual and physical development problems. Several studies have demonstrated small, but significant differences in body size, neurological problems, reading and mathematical skills, and hyperactivity in children born to smoking mothers.

Smoking mothers have 1.5 to 2 times more spontaneous abortions (miscarriages) than non-smoking mothers. In addition, neonatal death rates are higher among children of smoking mothers.

OTHER CONSEQUENCES OF CIGARETTE SMOKING

Other consequences of cigarette smoking are listed in Session I of the curriculum but include:

bad breath	smelly clothes and hair	irritation to others
yellow teeth	yellow fingers	inconvenient
empty wallet	get in trouble with parents	loss of stamina
early wrinkles	or at school	more frequent illness

SMOKELESS TOBACCO

TYPES OF SMOKELESS TOBACCO

Chewing tobacco: Loose leaf tobacco that comes in a pouch or in a plug of compressed tobacco. A **chaw** is a golf-ball size portion of leaf or plug tobacco. It is usually placed in the side of the mouth between the cheek and gums, giving a puffed out appearance to the cheek.

Snuff: Powdered or finely ground tobacco that usually comes in a round can. The user “**dips**” by placing a pinch of snuff in the gutter of the mouth between the cheek and gum.

INITIAL REACTIONS TO SMOKELESS TOBACCO USE

As with cigarette users, new smokeless tobacco users also experience low-level nicotine poisoning. Our interviews with smokeless tobacco experimenters and users revealed that most people become dizzy, nauseated, or vomit with first use. **Heartrate and blood pressure also increase.** Some report getting a “high” or a “buzz”, probably due to the effects of the nicotine on the body.

HEALTH EFFECTS OF SMOKELESS TOBACCO USE

Cancer Risks

Smokeless tobacco contains potent carcinogens (cancer-causing agents), including nitrosamines. Some nitrosamines are present in smokeless tobacco in concentrations 100 times higher than the regulated levels found in bacon, beer, and other foods.

The risk for **oral cancer** is increased by smokeless tobacco use. Risk increases with length of exposure, with greatest risk at anatomic sites where the product has been held in contact the longest time. In some studies, other organs, such as the **esophagus, larynx** and **stomach** have been shown to be at increased risk for cancer from the use of smokeless tobacco.

Winn, et al (1981) conducted a landmark study and found that among female nonsmokers, the risk of oral cancer was 4.2 times greater for those who used snuff than those who did not. Among long-term users the relative risk approached 50.

Although the risk for oral cancer is greater with longer usage, there are a number of documented cases of young men who have developed oral cancer due to use of smokeless tobacco. The most celebrated case was that of Sean Marsee, an Oklahoma youth who died at age 18 of mouth cancer caused by smokeless tobacco. He began using it when a tobacco company gave him a free pack of snuff at a rodeo.

Leukoplakia

A **leukoplakia** is a white, thick patch that is present on a mucous membrane. Oral lesions are commonly found at the habitual site of tobacco placement. Studies have found that between 8% and 59% of smokeless tobacco users had oral leukoplakia. Tobacco-induced leukoplakias can develop into cancer with continued smokeless tobacco use over a period of years.

Other Oral Problems

Gingival recession is a common problem among smokeless tobacco users. Gingival recession occurs when the gums begin to recede or pull away from the teeth. This may lead to tooth loss. **Gingivitis** (inflammation of the gums) is also associated with smokeless use. Other dental problems associated with smokeless use include **abrasion** (wearing away of the surfaces of the teeth), and **staining** of the teeth. Some studies have implied that dental caries are caused by smokeless tobacco use; others have found a protective effect (presumably due to increased saliva flow that creates a washing effect on the teeth).

Addiction

Smokeless tobacco and cigarettes contain nicotine which is an addictive substance. The nicotine in smokeless tobacco is absorbed through the oral mucosa, thereby, reaching the blood stream. In smoking, the nicotine is absorbed through the lungs. The rate of absorption is slower through the oral mucosa than through the lungs, but smokeless tobacco users can obtain blood nicotine levels comparable to those of cigarette smokers. Use of cigarettes or smokeless tobacco lead to **addiction**. The pharmacologic and behavioral processes that take place in tobacco addiction are similar to those that take place with heroin and cocaine addiction. Habitual users who attempt to quit may experience **withdrawal symptoms**: drowsiness, nervousness, difficulty in concentrating, headache, irritability, and craving. **Crossover use**, or mixed use, where an individual user smokes cigarettes on one occasion and uses smokeless tobacco on another occasion, may indicate a dependence on nicotine so that users seek out nicotine regardless of the type of tobacco used.

OTHER CONSEQUENCES OF SMOKELESS TOBACCO USE

Other consequences of smokeless tobacco use are outlined in Session II of the curriculum but include:

- bad breath
- yellow teeth
- need to spit
- girls don't like it
- tobacco on teeth
- expense
- trouble at school or at home

RELATIVE SAFETY OF SMOKELESS TOBACCO USE

Many students have the perception that smokeless tobacco use is safer than cigarette use. While smokeless tobacco does not cause lung cancer, it is associated with oral cancer and other types of cancer. These cancers are very serious and have caused disfiguration of the face and death, among young men (late teens and early twenties). Also, there is a risk of becoming addicted to smokeless tobacco just as with cigarettes.

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OUTLINE OF SESSION I

ACTIVITY		TIME (in minutes)	MATERIALS NEEDED
1	Introduction to the Program	5	
2	Group Brainstorming: Consequences of Smoking	11	Overhead Projector Peer Leader Sheet 1 Transparency 1
3	Videotape: "If I'm Lying, I'm Dying" <i>NO LONGER AVAILABLE</i>	19	VCR (1/2" tape) TV Monitor Videotape
4	Discussion of Videotape	8	Overhead Projector Transparency 1 Transparency 2
5	Assignment of Survey	2	Handout 1

KERA Goals and Valued Outcomes Addressed in Session I

KERA Goal 2: Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life.

Valued Outcome: Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

KERA Goal 2 and the associated outcome are addressed in Activities 2 and 4-6 of Session I.

KERA Goal 5: Students will develop their abilities to solve problems both in school and in a variety of situations similar to what they encounter in life.

Valued Outcome: Students create and modify their understanding of a concept through organizing information.

KERA Goal 5 and the associated outcome listed above are addressed in Activities 2 and 5 of Session I.

KERA Goal 1: Students are able to apply basic communication and math skills to situation similar to what they will experience in life. Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

Valued Outcome: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

KERA Goal 1 and the associated valued outcome listed above are addressed in Activities 4-6 of Session I.

Objectives for Session I

Students will:

1. Be informed that smoking kills 390,000 Americans every year and is this country's most avoidable cause of death.
2. Identify the negative consequences of smoking.
3. Observe the negative consequences of smoking, including
 - long term health consequences
 - immediate physical consequences
 - undesirable social consequences

SESSION I

ACTIVITY 1

INTRODUCTION OF PROGRAM

- A. Introduce this program by emphasizing that in spite of the fact that smoking kills more than 390,000 Americans every year (equivalent to three 747 jets crashing every day for a year, killing everybody on board) and ranks as this country's number one avoidable cause of death, some people continue to smoke and/or use smokeless tobacco and even young people begin to use tobacco.
1. This program is about the importance of remaining a non-user of tobacco, including:
 - a. consequences of becoming a smoker or chewer
 - b. reasons why people begin using tobacco
 - c. techniques for resisting pressures to use tobacco
 - d. benefits of remaining a non-user of tobacco
 2. This program will involve students in many activities, including:
 - a. group discussions
 - b. brainstorming
 - c. role playing
 - d. advertising analysis
- B. Explain that a special part of this program is that many of the activities will be led by their own classmates, students they elected.
1. Each elected class leader ("**peer leader**") will be the chairperson and reporter for his/her group.
 2. Divide the class into groups of five to six students with one peer leader assigned to each group. (You may want to have this completed prior to this class period so that you can decide on the composition of each group and then just read off the names within each group).
 3. Have students get into their assigned group with their peer leader.
 4. **Remind students that for every small group activity they will be in the same group in the same part of the room.**

A. Ask students to define the word “consequence.” (The result of something you do).

1. Ask students to call out some of the possible consequences of:
 - a. riding a bike with bad brakes
 - b. studying hard for a test
 - c. exercising
 - d. eating lots and lots of candy
2. Summarize this discussion by pointing out that consequences can be:
 - a. good or positive
 - b. bad or negative

EVENT TASK:

After being placed in groups guided by a peer leader, you will work in these groups to identify the negative consequences of smoking. Later, you will identify the negative consequence of using smokeless tobacco and will compare and contrast these consequences with the negative consequences of smoking. You will give examples of long term health consequences, immediate physical consequences and undesirable social consequences.

- B. Ask students to define the word “brainstorming”. (Thinking of all the possible answers to a question. There are no wrong answers when you are brainstorming; the idea is to identify as many answers as possible).
1. Explain that each group is now going to have a brainstorming session on the consequences of smoking.
 2. Instruct peer leaders to generate a list in their group on **the negative consequences of smoking**. As each group brainstorms all the possible answers, the peer leaders should be recording the answers on **PEER LEADER SHEET 1**. The teacher should set a timer for 7 minutes. When the timer goes off, everyone must stop brainstorming.
 3. Ask peer leaders to report their lists to the class. Get three consequences from the first group and then move to the second group and get three more. Continue this until all groups have had a chance to participate, then take responses from the whole class. As the consequences are reported, the teacher or a peer leader should list them on **TRANSPARENCY 1**.

Be sure to list all responses above the line on Transparency 1, leaving the bottom half blank. This is necessary for overlaying Transparency 3 during Session II. Also, be sure to save the responses on Transparency 1 for use again during Session II.

POSSIBLE ANSWERS

NEGATIVE CONSEQUENCES OF SMOKING

-
- *1. Red irritated eyes
 - 2. Decreased skin temperature
 - *3. Increased pulse rate (faster heart rate)
 - 4. Dizziness (especially for new smokers)
 - 5. Nausea (especially for new smokers)
-

- *6. Bad breath
 - *7. Yellow teeth
 - *8. Empty wallet
 - 9. Early wrinkles
 - *10. Smelly clothes and hair
 - *11. Yellow fingers
 - *12. Get in trouble with parents
 - *13. Get in trouble at school
 - 14. Irritation to others
 - 15. Inconvenient
-

- *16. Lung cancer
 - *17. Other types of cancer (larynx, esophageal)
 - *18. Heart disease
 - *19. Emphysema
 - 20. High blood pressure (hypertension)
 - *21. Hacking cough
 - 22. Shortness of breath
 - 23. Loss of stamina
 - 24. More frequent illness
 - *25. Addiction
-

- 26. Leading cause of fatal house fires

*If students do not identify these consequences, the teacher should add them to the list after discussion of the videotape. (see Activity 4)

PRE-PROGRAM CHECKLIST

Prior to beginning Session I, complete the following:

- ___ Review all sections of this curriculum.
- ___ Schedule peer leader training date and time. (Notify Viki Ford of time and location)
- ___ Schedule program implementation dates.
- ___ Complete Peer Leader selection process.
- ___ Send parent permission letter home with students.
- ___ Reserve videotapes for dates needed.
- ___ Reserve audiovisual equipment for dates needed.
- ___ Prepare all handouts.

SESSION I

ACTIVITY 3

VIDEOTAPE

Explain to students that they are now going to see a videotape that describes some of these consequences of smoking.

~~If I'm Lying, I'm Dying (18 min)~~ *NO LONGER AVAILABLE*

Distributed by ~~Coronet/MTI Film & Video~~
~~420 Academy Drive~~
~~Northbrook, IL 60062~~
~~1(800) 621-2131 or (708) 940-1260~~

SESSION I

ACTIVITY 4

DISCUSSION OF VIDEOTAPE

A. Which consequences were mentioned in the movie?

(Yellow teeth, bad breath, loss of stamina, cigarette holes in clothes, get in trouble with parents, costs money, early wrinkles, etc.)

B. Which consequences were not directly mentioned in the movie, but were implied (or hinted at)?

Answer: hacking cough, emphysema, lung cancer (these sometimes go along with a hacking cough) OR any smoking-related disease that causes death (implied by the line, "If I'm lying, I'm dying")

C. Were there any consequences that were mentioned in the video that we do not already have on our list?

(If students mention others, go back and add them to the transparency now. Also, be sure starred items on the previous page have been added to the transparency.)

D. Introduce categories of consequences using **TRANSPARENCY 2**. Have students name examples of each category using examples from the list just generated or from the video:

1. IMMEDIATE PHYSICAL CONSEQUENCES: Unhealthy effects on the body that happen rapidly during or right after smoking.

Examples: increase in pulse rate, dizziness, decreased skin temperature.

2. UNDESIRABLE SOCIAL CONSEQUENCES: Unpleasant things that result from smoking and can affect appearance and/or social life.

Example: bad breath, yellow teeth, cigarette holes in clothes

3. LONG-TERM HEALTH CONSEQUENCES: Diseases that result from years of smoking.

Examples: lung cancer, heart disease, emphysema, addiction

EVENT TASK:

To be able to avoid tobacco, it is important that you realize how and why some people (especially people your age) start to use tobacco and why they continue to use it. You will conduct a survey of four of your peers to determine why people start using and continue to use tobacco. Try to include at least one person who has used tobacco or currently uses tobacco. You will use a survey form provided by the teacher to ask questions of your peers. You will listen to the responses, interpret them, and write them down. If desired, you may use a tape recorder to record the answers. Peers who are surveyed should be promised that their names will not be used. When finished, you will read over the four completed surveys and draw conclusions. Bring these results back to class and share them in small groups. Groups will work together to summarize the results and these results will be reported to the class by the peer leader.

- A. The teacher will distribute the handout (**Handout # 1**) and go over the directions with the class. The results of the survey will be due the next class period.
- B. Instructions
1. Students will survey four students in their school.
 2. They will try to include at least one person who has used tobacco or currently uses tobacco.
 3. They should not use the person's name that they interviewed. All information should be kept confidential.
 4. Students will ask the questions provided on the handout, listen to the responses, interpret them, and record them. Then they will draw conclusions about answers to each of the questions.
 5. They should bring the completed surveys and conclusions to the next class.

High Blood Pressure: Nicotine in the tobacco affects the heart and the rest of the circulatory system and this can result in high blood pressure.

Taste and Smell Reduction: Both these senses can be decreased, particularly the ability to taste salty, sweet and/or bitter foods.

Addiction: As with smoking, the use of nicotine in smokeless tobacco is addicting.

C. Overlay **TRANSPARENCY 1** from Session 1 on **TRANSPARENCY 3** and ask the students to compare and contrast within categories, all the negative consequences of smoking and of using smokeless tobacco.

1. Do smoking and smokeless tobacco both cause cancer? (Yes, but the location of the cancers are different).
2. How do the long-term health consequences of smoking and smokeless tobacco differ? (Respiratory diseases occur with smoking, but not with smokeless tobacco use; cancers can develop with both but the locations of the cancer differs).
3. What immediate physical consequences are the same? (heart rate and blood pressure increase, dizziness, nausea).
4. How are the undesirable social consequences the same? (both give you bad breath and yellow teeth, both cost money, both can get you in trouble at home and at school). How are they different? (Smokeless tobacco causes need to spit which is disgusting, and tobacco gets on your teeth; Cigarette smoking causes clothes to smell).

SESSION II:

ACTIVITY 4

WHY DO PEOPLE START?

EVENT TASK:

To be able to avoid tobacco, it is important that you realize how and why some people (especially people your age) start to use tobacco and why they continue to use it. You will conduct a survey of four of your peers to determine why people start using and continue to use tobacco. Try to include at least one person who has used tobacco or currently uses tobacco. You will use a survey form provided by the teacher to ask questions of your peers. You will listen to the responses, interpret them, and write them down. If desired, you may use a tape recorder to record the answers. Peers who are surveyed should be promised that their names will not be used. When finished, you will read over the four completed surveys and draw conclusions. Bring these results back to class and share them in small groups. Groups will work together to summarize the results and these results will be reported to the class by the peer leader. (continued from Session I).

- A. With **TRANSPARENCIES 1 AND 3** still projected on the screen, explain to students that they have identified many undesirable consequences of both smoking and smokeless tobacco, but there is an important question they need to answer.

“If there are so many bad things about using tobacco, why do people our age start using it?”

1. Students are already in their groups and should have their student surveys (**HAND-OUT 1**) with them.
 2. Instruct peer leaders to lead a discussion of each question (**PEER LEADER SHEET 2**). Students should use the results of their surveys and draw on their own experiences to answer the questions.
 3. Call on individual peer leaders to report the results of question 1 on **PEER LEADER SHEET 2**. Record answers on **TRANSPARENCY 4**. Repeat this procedure with question 2 and record answer on **TRANSPARENCY 5**.
- B. If specific influences to use are not brought out by the groups, the teacher may select from these questions to emphasize these influences.
1. Do you think kids are influenced by their friends to use? How?
 2. How do older brothers, older sisters or older cousins influence kids to use?
 3. When a parent or grandparent uses tobacco or works in tobacco, does that influence kids to use it?
 4. Does tobacco use become a habit? How does that affect use?
- C. Summarize this activity by reading through the list of reasons why people start using tobacco that you have recorded on the transparency. Emphasize the following. If these reasons haven't come out, use the questions above to bring them out.
1. Some kids begin to use tobacco to be accepted by certain friends and/or because they think it will be fun.
 2. Some kids try tobacco because they are around older brothers, sisters, or cousins who use and they think using tobacco will make them look older.
 3. Some kids begin using tobacco because their parents or grandparents use tobacco or they have relatives who work in tobacco and it seems ok to use it.
 4. They often end up then, using tobacco because it becomes a habit and they are addicted to it. It is very difficult to quit using tobacco once it is a regular habit, even a once-or-twice-a-week habit.

EVENT TASK:

Adults can be a powerful influence on a young person's choice of whether to use tobacco, even though this influence is not often recognized by the young person.

You are to identify an adult outside of school (preferably a parent or guardian) who is willing to answer some questions about why people start using tobacco. A list of questions will be provided by the teacher. You are to ask the questions of the adult and record the answer in the space provided. A tape recorder may be helpful so the you can tape the interview. If the interview is taped, it can be transcribed at a later time and the details of the interview may be more fully described. If a tape is not used, you should still try to fully describe the answers.

- A. Before the next class session students must interview the adult.
1. Distribute "Adult Interview" (**HANDOUT 2**) to each student and either read aloud or have the peer leaders read aloud the directions and the questions.
 2. Instruct each student to arrange a specific time and place to interview his/her chosen adult.
- B. Explain that their interviews will be discussed during the third class session and give the date of that session.

NOTE: You may want to remind the students about the assignment if there are several days between the second and third sessions.

[This session adapted from the Minnesota Smoking Prevention Program.]

OUTLINE OF SESSION II

ACTIVITY	TIME (in Minutes)	MATERIALS NEEDED
1	Introduction of Videotape	3
2	Videotape "The Big Dipper" <i>No Longer Available</i>	19
		VCR TV Monitor Videotape
3	Discussion of Videotape	8
		Overhead Projector Transparency 1 Transparency 3
4	Why Do People Start	12
		Overhead Projector Transparency 1 Transparency 3 Transparency 4 Transparency 5 Peer Leader Sheet 2 Handout 1
5	Assignment of Interview	3
		Handout 2

KERA Goals and Valued Outcomes Addressed in Session II

KERA Goal 2: Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life.

Valued Outcome: Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

Students observe, analyze and interpret human behaviors to acquire a better understanding of self, others and human relationships.

Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order and change.

Students use appropriate and relevant scientific skills to solve specific problems in real-life situations.

KERA Goal 2 and the associated valued outcomes listed above are addressed in Activities 1-5 of Session II.

KERA Goal 1: Students are able to apply basic communication and math skills to situations similar to what they will experience in life.

Valued Outcome: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

KERA Goal 1 and the associated valued outcome listed above are addressed in Activities 4 and 5 of Session II.

Objectives for Session II

Students will:

1. Observe and discuss the negative health and social consequences of using smokeless tobacco.
2. Compare and contrast the consequences of using cigarettes and smokeless tobacco and as a result discover that smokeless tobacco is not an alternative to smoking.
3. Identify reasons why people use tobacco.
4. Interview a parent or other adult concerning his/her experiences and opinions about using tobacco.

SESSION II

ACTIVITY 1

INTRODUCTION OF VIDEOTAPE

- A. As students come into class, have them form their groups. Also, tell them to take out the Student Surveys they did for homework and leave them on their desks.
- B. Explain to students that, like smoking, using smokeless tobacco (chewing tobacco or snuff) causes many problems.
1. Research now shows that the chewing and dipping of tobacco, a habit that was previously practiced primarily by "old men, cowboys, and a few baseball players," has increased among teenagers and even children.
 2. Why the popularity of this form of tobacco? **Emphasize:**
 - a. Some people have the perception that smokeless tobacco is safer than cigarettes (this is not true; smokeless tobacco does not cause lung cancer but does cause cancers of the mouth, lip, tongue, etc.).
 - b. Advertising slogans or jingles for smokeless tobacco seem to suggest that smokeless tobacco is a safe alternative to smoking.
 - c. Some sports heroes popular with young people still openly use smokeless tobacco while in athletic games.
 - d. Advertising, aimed particularly at teenage males, implies that smokeless tobacco use is sexy and "macho".
- C. Tell students they will now see a videotape that describes some of the known risks of using smokeless tobacco. Ask them to think about the following questions:
1. Why is the use of smokeless tobacco increasing with teenage boys?
 2. What do girls think about smokeless tobacco?
 3. What are the negative consequences of using smokeless tobacco?

SESSION II

ACTIVITY 2

VIDEOTAPE

~~The Big Dipper (1986 19 Min)~~ *NO LONGER AVAILABLE*

Distributed by: ~~Independent Video Services~~
~~40 East 10th Ave, Suite 160~~
~~Eugene, OR 97401~~
~~(503) 345-3455~~

SESSION II

ACTIVITY 3

DISCUSSION OF VIDEOTAPE

A. Ask these questions in relation to "The Big Dipper."

1. Why has the use of smokeless tobacco increased with teenage boys?
(They see it as grown up, macho, manly; they may incorrectly think that smokeless tobacco is safer than cigarettes).
2. What do girls think about smokeless tobacco?
(They think it is dirty and disgusting; they are not interested in kissing or being close to someone who uses it).
3. Why do rural youth use more tobacco than urban youth?
(Rural youth 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 while they are working on the farm so their hands will be free and they will not be smoking around hay or in the barn).

Do people have to use tobacco just because they raise it?
(NO, even if they depend on it for a living).

EVENT TASK:

After being placed in groups guided by a peer leader, you will work in these groups to identify the negative consequences of smoking. Later, you will identify the negative consequence of using smokeless tobacco and will compare and contrast these consequences with the negative consequences of smoking. You will give examples of long term health consequences, immediate physical consequences and undesirable social consequences. (continued from Session I)

B. Ask students to name some of the negative consequences of using smokeless tobacco. (Record answers on the bottom half of **TRANSPARENCY 3**. Be sure to leave the top half blank). As they name negative consequences, ask them if they can classify the consequence as an immediate physical consequence, an undesirable social consequence or a long-term health consequence.

1. IMMEDIATE PHYSICAL CONSEQUENCES:

Increase in heart rate: This is caused by the absorption of nicotine through the mouth tissue into the bloodstream. In new users the heart rate can go up 20 beats per minute.

Vomiting, Nausea and Dizziness: Students interviewed in Kentucky reported they often had these reactions the first few times they used smokeless tobacco.

Increase in blood pressure: This is also associated with the nicotine in the smokeless tobacco.

2. UNDESIRABLE SOCIAL CONSEQUENCES

Bad Breath (Halitosis): Chewing and dipping causes foul-smelling breath.

Yellow Teeth: Tobacco juice causes yellow and brown stains on teeth.

Need to Spit: Chewing and dipping causes users to have an increase in saliva production making it necessary to spit often. They spit on the ground, the floor, into a paper cup or pop can, or in the water fountain at school. Most people find the spitter unpleasant to watch. Also, the tobacco juice is both dirty and unsanitary. However, some users actually learn to swallow the juice.

Girls Don't Like It: Because of the yellow teeth and bad breath, girls often do not want to be around boys who chew or dip, even when the boy does not chew or dip in front of them.

Tobacco on Teeth: When someone is chewing and dipping the tobacco often sticks to their teeth, giving their teeth the appearance of having brown spots.

Expense: Money spent on tobacco could be used for fun activities.

Trouble at School or at Home: It is against the rules to use at school. Also parents usually do not want their children to use it.

3. LONG-TERM HEALTH CONSEQUENCES

Leukoplakia: This is a condition where soft tissue on the inside of the cheek appears peculiarly wrinkled, thickened and white. It is caused by irritation from direct contact with tobacco juice. Leukoplakia can lead to cancer of the mouth.

Cancer: Smokeless tobacco use is associated with an increased risk of cancer of the tongue, lip, palate, throat, esophagus and stomach. Some oral cancers have been reported even in young men (late teens and early 20's).

Tooth and Gum Disease: Gums tend to recede from the teeth in areas where tobacco is held, exposing the roots. Bare roots are more sensitive to hot and cold temperatures, food, air, and can cause teeth to be susceptible to decay. Many teenagers already suffer from gum recession.

OUTLINE OF SESSION III

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED	
1	Discussion of Adult Interview	10	Handout 2
2	How Many Smokers	10	Overhead Projector Transparency 6 Transparency 7
3	Pressures to Use Tobacco	10	Overhead Projector Transparency 8 Transparency 9
4	Pressure Cooker Situations	10-15	Peer Leader Sheet 3
5	Assignment	1	

Goals and Valued Outcomes Addressed in Session III

KERA Goal 3: Students shall develop their ability to become self-sufficient individuals.

Valued Outcome: Students demonstrate the ability to maintain a healthy lifestyle.

KERA Goal 3 and the associated valued outcome listed above are addressed in Activities 3 and 4 of Session III.

KERA Goal 1: Students are able to apply basic communication and math skills to situations similar to what they will experience in life.

Valued Outcome: Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

KERA Goal 1 and the associated valued outcome listed above are addressed in Activities 1 and 4 of Session III.

KERA Goal 2: Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life.

Valued Outcome: Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

KERA Goal 2 and the associated valued outcome listed above are address in Activities 1-4.

Objectives for Session III

The student will:

1. Discuss adults' views of tobacco use as found in the interview.
2. Discover that tobacco is an addictive behavior that is very difficult to stop once it becomes a regular habit.
3. Learn that the majority of people in every age group do not use tobacco.
4. Identify different types of peer pressure to use tobacco.
5. Describe ways to refuse tobacco in situations where there is pressure to use it.

SESSION III

ACTIVITY 1

ADULT INTERVIEW

A. Instruct students to form their groups as they arrive in class.

EVENT TASK:

Adults can be a powerful influence on a young person's choice of whether to use tobacco, even though this influence is not often recognized by the young person.

You are to identify an adult outside of school (preferably a parent or guardian) who is willing to answer some questions about why people start using tobacco. A list of questions will be provided by the teacher. You are to ask the questions of the adult and record the answer in the space provided. A tape recorder may be helpful so the you can tape the interview. If the interview is taped, it can be transcribed at a later time and the details of the interview may be more fully described. If a tape is not used, you should still try to fully describe the answers. (continued from Session II)

B. Ask the following discussion questions and have students share the results of the interview.

1. What do adults think influences kids to start using tobacco?
2. Are these the same reasons adults started to use tobacco?
3. What reasons do adults give for not using tobacco?
4. Is it difficult for adults to quit using tobacco?
5. What advice did adults give to someone your age who is thinking about trying tobacco or starting to become a regular user of tobacco?
6. What advice do people who raise or work in tobacco have about young people starting to smoke or use smokeless tobacco?

C. Point out that most adults, even those who use tobacco or raise tobacco, strongly advise young people not to use tobacco. It is an addictive behavior that is very difficult to stop once it becomes a regular habit.

*This activity is adapted from the Minnesota Smoking Prevention Program.

SESSION III

ACTIVITY 2

HOW MANY SMOKERS?

A. Project TRANSPARENCY 6 and read this statement to the class:

If you randomly selected 100 students in grade 7 in Kentucky, how many of these students do you think smoke at least once a week?

1. Define “randomly selected” as picking students here and there across the whole state, in cities, towns and rural areas.
2. Instruct students to write their own guess on a piece of paper.
3. Instruct peer leaders to have each student share his/her guess with the group.
4. Have groups try to arrive at a consensus (one number).

B. Have peer leaders read out the number for their group. Place each guess on the graph (**Transparency 7**) leaving room on the right side for the actual figure.

C. After each group has reported their estimate, share with the class the actual figure by placing it above “**ACTUAL NUMBER**”

1. Actual rates for U.S.:

7th grade = 5%

EXAMPLE: If you have 100 students in 7th grade, research indicates that 5 of them smoke at least once a week.

2. These data, collected by the National Cancer Institute, are based on self-reports of public school students across the United States.
3. Actual rates for Kentucky (14 central Kentucky counties): 7th grade = 10.5%
4. Although we didn’t go over the rate for smokeless tobacco, the rate for 7th graders in the 14 Kentucky counties is 8.4% (this is the percentage of boys who use smokeless at least once a week).
5. **Emphasize:** Usage in these 14 Central Kentucky Counties is higher when compared to U.S. figures but still most kids don’t smoke or use smokeless tobacco.

D. Ask students: Why do you think the estimates are higher than the actual number of people who smoke?

- E. Summarize by emphasizing the following points regarding over-estimation of the actual number of people who smoke:
1. Smoking is often done in groups in social situations (for example: smoking in a parking lot after school or a ball game), so students think the whole group smokes when only a few do.
 2. Some students might exaggerate their use in order to sound “cool,” sophisticated, or to get attention.
 3. Teens see a few kids their age smoking and think that “everybody their age smokes.”
 4. It is illegal for people under the age of 18 to buy tobacco so it often draws attention when a young person is using.
 5. In areas where people grow tobacco, it might seem like “everyone uses it” because they work in it. But many people who grow it do not use it.
 6. Very few elementary, middle school, or high school students smoke or use smokeless tobacco. It is not “accepted” behavior and kids disapprove of smoking or using smokeless.
 7. In fact: Nonsmokers are in the majority of all age groups (more people are nonsmokers than smokers). The same is true of smokeless tobacco use. Use of any form of tobacco is becoming less acceptable.

This activity is adapted from the Minnesota Smoking Prevention Program.

SESSION III**ACTIVITY 3****PRESSURE TO USE TOBACCO**

- A. Use **TRANSPARENCY 8** to define:
1. "Peer": People your own age.
 2. "Pressure": Something that may change the way you think or act.
 3. "Peer Pressure": Being influenced by people our own age to do things they want us to do.
- B. Explain to the students that their friends or people their own age may put pressure on them to use tobacco. Sometimes this pressure may be very strong. Other times there might be only a little pressure to use tobacco. Sometimes it is obvious, other times it is hard to observe.
- C. Ask the students for examples of things their peers may say or do to try to get them to use tobacco. Write their answers on the board.
- D. When students have given a range of answers explain that most tobacco offers fit into one of five categories or types of pressure.
- E. Use **TRANSPARENCY 9** to list the **TYPES OF PRESSURE**.
1. Define and explain each type.
 2. After each description, demonstrate the type of pressure by pretending to offer one type of tobacco to a student.
 3. After all pressures have been demonstrated, ask the students for examples from their list that fit into that category of pressure.

FRIENDLY:

"People who make this kind of offer are trying to be nice and polite. They are making an offer because they think you may want some. They are trying to make you feel comfortable or at ease."

Example:

"Would you like a cigarette?"

TEASING:

“People who make this kind of offer like to get their own way. They don’t care about your feelings; they just want to feel important. They may tease you and call you names if you say ‘no.’ These people sometimes feel bad about themselves so they try to act like big shots.”

Example:

Want a cigarette? (Person says NO)

“Are you chicken? Come on you big baby!”

TRICKS, DARES AND LIES:

“This kind of offer is made by people who want to show off and brag about how well they can do something. Also they may want to hide their bad habit by making you do it too. They may trick you or lie to you to get you to try tobacco.”

Example:

Dares, contests, white lies.

“Why don’t we see who can put the most snuff in their mouth?”

“Have some, it’s not going to hurt you!”

THREATS:

“There are really two kinds of threats. The kind you feel most often are social threats. Friends are so important to everybody. Because of this, the possibility of losing a friendship is really threatening or scary. People who threaten you this way just want to get their own way. They don’t care about you and aren’t really trying to be your friend. People can also use physical threats and say they’ll hurt you. This doesn’t happen very often, but people who do it are just trying to push you into doing what they want, and aren’t concerned with how you feel.

Example:

Want some dip? (person says NO)

(social) “If you don’t dip snuff with me, I won’t be your friend anymore.”

(physical) “Take it or I’ll shove it down your throat.”

SILENT:

“This pressure is usually inside your own head. No one is coming up and actually offering you something or telling you that you should do something. Instead, you feel like it’s fun, or cool, or grown up.”

Example:

When you are with your friends and you see other people smoking.

Have teacher act out what he/she is thinking, such as “I think smoking looks sophisticated. Maybe I should try it.”

- F. From the student-generated list on the board, ask students for examples from their list that fit into categories of pressure.
- G. Ask the students:
1. Which type of pressure do people your age feel most often?
 2. Do people ever start using one type of pressure and then switch to another? (Ask for examples)
- H. Tell the students: We all do, at some time, experience pressure to do things we may not want to do. Some of you may feel pressure to smoke cigarettes or use smokeless tobacco. Just remember that no pressure is too hard to resist.

*This activity is adapted from Project STAR, copyright 1988, University of Southern California.

EVENT TASK:

Students are often placed in situations in which they are pressured to “go along with the group.” After listening to a teacher-led class presentation of the different types of pressure people use to get them to use tobacco, the class will break into groups. Each group will be given written hypothetical situations that represent different types of peer pressure. The peer leader will read the situation to the group. Through the group process, you will:

1. Identify the various types of pressure being applied.
2. Identify ways of saying NO to the pressure.

- A. With students in their groups, each group analyzes a situation where someone their age is pressured to use tobacco. They decide what type of pressure is being used and how they could deal with it without using tobacco.
1. Assign each peer leader a different “pressure cooker” situation (**PEER LEADER SHEET 3**), and have them read the situation to the group. The Peer Leader should record their group’s decision on which pressure was used and what could be done to say NO to that pressure.
 2. Ask each peer leader to read their group’s “pressure cooker” to the whole class, then their group’s decision of which type of pressure was used and finally, the ways they felt they could deal with the situation without using tobacco.
- B. Summarize by emphasizing the following points:
1. You are in control of whether or not they choose to use tobacco.
 2. You have just given several ways people their age can deal with peer pressure without using tobacco.
 3. You will learn more ways to say “NO” to the pressures to use tobacco in the next session.

Assignment

Tell the students that you are collecting tobacco advertisements. Ask them to find cigarette or smokeless tobacco ads in magazines and/or newspapers and bring them to class.

OUTLINE OF SESSION IV

ACTIVITY		TIME (in minutes)	MATERIALS NEEDED
1	Ways to Say No	10-15	Overhead Projector Transparency 10 Handout 3
2	Videotape "Standing Up for Yourself" <i>NO LONGER AVAILABLE</i>	15	VCR TV Monitor Videotape
3	Being Assertive	10	Overhead Projector Transparency 11 Handout 4
4	Introduction to Role Playing	10	Overhead Projector Transparency 12

KERA Goals and Valued Outcomes Addressed in Session IV

KERA Goal 3: Students shall develop their ability to become self-sufficient individuals.

Valued Outcomes: Students demonstrate the ability to maintain a healthy lifestyle.

Students demonstrate self-control and self-discipline.

KERA Goal 3 and the associated valued outcomes listed above are addressed in Activities 1-3 of Session IV.

KERA Goal 4: Students shall develop their ability to become responsible members of a family, work group, or community.

Valued Outcome: Students effectively use interpersonal skills.

KERA Goal 4 and the associated valued outcome listed above are addressed in Activities 1-3 of Session IV.

Objectives for Session IV

Students will:

1. Discover and practice positive ways to say “NO” when faced with offers to use tobacco.
2. Watch and discuss a video that demonstrates ways to say “NO”.
3. Observe a demonstration of passive, aggressive, and assertive ways to say “NO”.

SESSION IV

ACTIVITY 1

WAYS TO SAY "NO"

- A. Explain to students that there are many ways to say "NO" to the pressures to use tobacco that were discussed in the last session. Often, a simple "NO" is not enough.
- B. Explain that they are now going to learn some positive, non-violent techniques to help them say "NO" when they are faced with offers to use tobacco.
1. Project **TRANSPARENCY 10** and read through all of the "NO" techniques. As you review the list of techniques, complete the steps below for each technique.
 - a. Read the description of the technique from the transparency.
 - b. Approach a peer leader in his/her seat and briefly demonstrate each technique.

EVENT TASK:

To prevent tobacco use, it is important that you know how to refuse tobacco when it is offered or when peer pressure is applied.

After you have seen a presentation by the teacher on ways to say "NO," the teacher will give you a handout that describes each technique. The teacher will name a technique or way of saying "NO," and then will call on individual students and offer them tobacco. When you are called on, you should be able to refuse the tobacco, using a variety of the responses discussed (You may use your handout to help you).

2. Distribute **HANDOUT 3** on techniques for saying "NO" and explain that now each of them will get the opportunity to try some of these techniques.
 3. Tell them that you will name one of the "NO" techniques and then call on a student and make an offer of a cigarette or smokeless tobacco. The student is to refuse the offer using an appropriate response (they may use their handouts if needed).
 4. Randomly call out the techniques and rehearse until the class seems comfortable with all the ways to say "NO". Work toward having students respond without identifying in advance the type of technique they should use.
- C. Summarize by explaining that it is not always easy to say "NO" to offers of cigarettes or smokeless tobacco.
1. Encourage students to use these positive, non-violent techniques outside of the classroom.
 2. Assure students that it is certainly possible to say "NO" to cigarettes and smokeless tobacco and still be accepted in groups, have fun, and remain friends with the people you choose.

~~"Stand Up For Yourself" (15 min.)~~ *No LONGER AVAILABLE*

Distributed by: ~~Churchill Films
12210 Nebraska Avenue
Los Angeles, CA 90025
(213) 207-6600 or (800)334-7830~~

A. Tell the class that today they will see a video.

1. The video will show tobacco and other substances. It is important to know that the techniques you are learning during this unit can be used in many situations, not only situations with tobacco. These ways to say "NO" can be used to say no to anything that you don't want to do.
2. Show the video "Standing Up For Yourself."

B. Discuss the video

1. Which methods were used to say no? (Say No; Broken Record; Walk Away; Reverse the Pressure)
2. How were these methods effective?
3. Are there any questions about the video or the techniques to say no?

1 This activity is adapted from Project TNT, University of Southern California, copyright pending, 1992.

SESSION IV

ACTIVITY 3

BEING ASSERTIVE

- A. Explain to the students there are three basic response styles that people have in a given situation. Explain that most people have responded in each of these ways at some point in their lives.
- B. Tell the students that you will now demonstrate one of these styles. Ask them to watch your response carefully.
- C. Ask one of the peer leaders to help you with the demonstration. Have the leader offer you a cigarette using persistent friendly pressure. Demonstrate an extremely passive “no” response, showing hesitance, a lack of confidence, poor posture, no eye contact, nervousness, and a soft voice.

- D. After the demonstration, ask the students:

Did it look like I could be talked into saying “yes?”

- E. Explain to the students that you have just demonstrated a PASSIVE response. Use **TRANSPARENCY 11**, When people are passive:

1. They often sound like they don't mean what they are saying.
2. They often do what others want them to do, not what they want to do.
3. They have a difficult time standing up for themselves.

- F. Repeat the demonstration, with the help of a different skill leader. This time say “no” to the request in an aggressive way -speaking loudly, sounding angry, staring at him, leaning forward, and insulting him.

- G. After the demonstration, ask the students:

Do you have to be loud and insulting to get your point across?

- H. Explain to the student that you have demonstrated an AGGRESSIVE style. **Refer to TRANSPARENCY 11**. When people are aggressive:

1. They often hurt or insult others in the process of getting their point across.
2. They push others into things.
3. They are usually not well liked.

- I. Repeat the demonstration a final time, with the help of a different peer leader. Say “no” to his/her offer in an assertive way - standing up straight, looking into his/her eyes, speaking clearly, and sounding confident.
- J. Explain that you have just demonstrated an **ASSERTIVE** style.
- K. Ask the students, “What specific things did you notice that made my response assertive?” Be sure their responses include the following:
 1. good posture
 2. good eye contact
 3. spoke clearly
 4. sounded confident
- L. Refer to TRANSPARENCY 11. When people are assertive they:
 1. stand up for themselves
 2. are able to say “**NO**” without hurting others or putting them down
 3. tell others what they think
 4. tell others how they feel without hurting them or putting them down
- M. Give out **HANDOUT 4** (Being Assertive).
- N. Summarize by making the following points:
 1. In most situations, the best way to respond is to be assertive.
 2. It is easy to be assertive if you practice.
 3. It is particularly important to be assertive when saying “no” to tobacco.
- O. If time, have the class practice using techniques to say **NO** in an assertive manner. Again approach individuals in the class with offers to use tobacco. If they answer assertively, praise the proper technique (such as good eye contact). If they do not answer assertively, make suggestions for improvement and have them try again.

SESSION IV

ACTIVITY 4

INTRODUCTION TO ROLE PLAYING

- A. Explain to the students that in the next activity they will be role playing situations in which their peers will offer them tobacco. These situations will give them a chance to:
1. feel what it is like to be under pressure to use tobacco.
 2. practice refusing offers using the techniques they learned in the previous session.
 3. build confidence in their ability to assertively resist peer pressure.
- B. Explain to the students that the purpose of role playing is to give them the opportunity to practice new skills. While it may be fun, the purpose is not to entertain but to learn.
- C. Explain to the students the following procedures and guidelines for role playing:
1. You should be honest and do your role plays the way you think it would really happen.
 2. Just like actors do, before beginning, you should take a minute to think about what it would feel like to be the person in that situation.
 3. You need to speak loudly so the audience can hear you.
 4. I may ask you to repeat a role play. This does not mean you did not do a good job. Just like actors, we all need to practice in order to get better at resisting pressure.
 5. You will not get a grade for how well you act.
- D. Refer to **TRANSPARENCY 12**. Tell the students that the role play will have 3 parts: **BACKGROUND, OFFER/REFUSAL, ENDING**. Go over the examples for each part.
- E. Tell students at the beginning of the next class they will be dividing into groups and doing their role plays.

l This activity adapted from STAR, copyright 1988, University of Southern California.

OUTLINE OF SESSION V

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED
1 Role Playing Peer Pressure Practice Role Plays Present Role Plays	35	Peer Leader Sheet 4 Handout 5
2 Advertising Pressures	10	Overhead Projector Transparency 13 Handout 6 Laminated Tobacco Ads

KERA Goals and Valued Outcomes in Session V

KERA Goal 3: Students shall develop their ability to become self-sufficient individuals.

Valued Outcome: Students demonstrate the ability to maintain a healthy lifestyle.

KERA Goal 3 and the associated valued outcome listed above are addressed in Activity 2 of Session V.

KERA Goal 4: Students shall develop their ability to become responsible members of a family, work group, or community.

Valued Outcome: Students effectively use interpersonal skills.

KERA Goal 4 and the associated valued outcome listed above are addressed in Activity 1 of Session V.

KERA Goal 5: Students will develop their abilities to solve problems both in school and in a variety of situations similar to what they will encounter in life.

Valued Outcome: Students use critical thinking skills in a variety of situations that will be encountered in life.

KERA Goal 2: Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life.

Valued Outcome: Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

KERA Goal 2 and the associated valued outcome listed above are addressed in Activity 1 of Session V.

Objectives for Session V

The students will:

1. When assigned a specific no technique and hypothetical situation, practice effective ways to say "NO" to tobacco use.
2. Observe some of the direct and indirect methods to the tobacco industry uses to attract new tobacco users.
3. Analyze tobacco ads to determine the advertising technique used.

EVENT TASK:

Your teacher will provide you with information about a hypothetical situation in which tobacco is available to someone your age. The teacher will divide the class into groups that will be led by a peer leaders. You will work with your group to prepare, practice and present a role-playing skit. This skit will involve a situation where someone in the group feels pressure to try tobacco, but is able to resist it.

- A. Have students form their groups as they arrive in class. Instruct Peer Leaders to use **PEER LEADER SHEET 4** to guide them.
- B. Go over the directions with the class.

Directions for within group work:

1. Choose one or two people from your group to make the tobacco offer to the rest of the group.
 2. Each role-play story must center around the “NO” technique assigned to your group. (For example, Giving a Reason or Broken Record).
 3. Everybody in the group must be in the role play.
 4. Use no props (like “fake” cigarettes or snuff). Just act out the role-play with your body and imagination.
 5. Some role-plays could involve the tobacco user also deciding not to use tobacco.’
 6. Practice the role-play so everyone remembers what to say and do.
 7. Instruct the groups that the background should last at least 20 seconds.
 8. Give the groups about 10 minutes to plan and practice their role plays.
- C. Give out **HANDOUT 5** and assign each group a situation (1-6).

D. Directions for presenting the role-plays to the entire class:

1. Call on the groups one-by-one to present their role-plays in front of the class.
2. When it is each group's turn, each peer leader should introduce the role-play to the entire class, but should not reveal the group's assigned "NO" technique.
3. During the performance of the role-play in front of the class, be sure everyone in the class can see and hear the role-play.
4. All students should be quiet and stop discussing their role-play during the other group's performances.
5. If groups adapt the situations, be sure they do not change them so that one of the students is seen accepting tobacco. If this happens, stop the role play and have them reenact the role play without anyone accepting offers to use tobacco.

E. Choose one group to begin the role play.

1. **Role play the BACKGROUND**

Instruct the role players to begin. Use terms such as "**Action!**" to get the role play started.

Make sure that the background runs smoothly before you go on to the offer. Interrupt the role play as soon as you detect problems and give suggestions about specific things to do and say. Use a term such as "**Cut!**" to stop the action.

2. **Role play the Entire Situation**

Complete the entire role play, including the background, the offer, the refusal, and the ending. Cut the action and redo the role play if:

1. a problem develops that hinders the role play
2. the role play becomes overly dramatic or unrealistic
3. the role play seems to be going nowhere.

If the role play was successful, go to number 5.

If the role play was **NOT** successful, go to number 3.

3. **Process the Unsuccessful Role Play**

Compliment the role players. Discuss the role play with the class by asking, "What could you suggest that would help the refuser(s) be more successful at resisting the pressure?"

4. **Reenact the Role Play**

Having students keep the same roles, reenact the role play with the refuser(s) prompted to integrate the suggestions from the class. Give directions as necessary to assist students who are refusing the offer to be more assertive and use appropriate techniques to say "no." When this is completed, go to number 6.

5. **Process the Role Play**

Compliment the role players. Discuss the role play briefly asking:

1. What technique to resist pressure did the refuser use in the role play?
2. What else could you suggest that the refuser(s) could do that would let the person offering know that he (she or they) did not intend to use tobacco?

Thank and compliment the role players and have the class applaud. Continue with additional role plays, (point 7).

6. **Discuss the Reenactment**

Briefly discuss the reenacted version of the role play. Ask students to identify aspects of the second version that improved. Thank and compliment the role players and have the class applaud. Continue with additional role plays (point 7).

7. **Conduct Additional Role Plays**

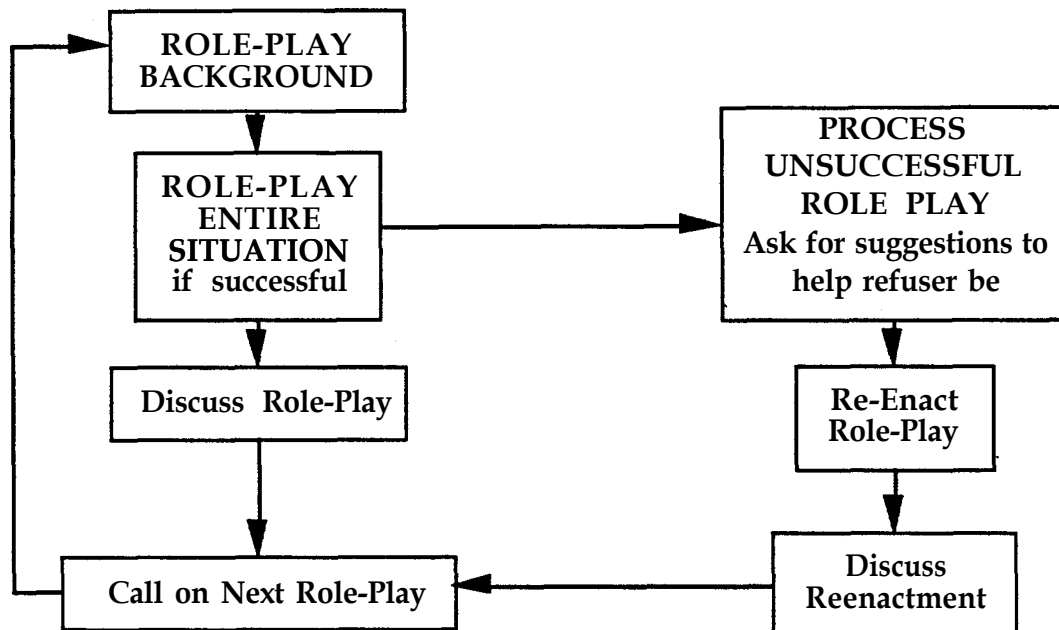
Conduct additional role plays as time permits. Describe the **BACKGROUND**, **OFFER**, and **ENDING** of each. Repeat steps 1-6 for each role play.

NOTE:

You may feel that some of the students are unsure of their abilities to refuse an offer successfully. Ask some of the students after they role play, "Was it easier to refuse the offer than you thought it would be?"

This will help to increase the students' perception of how much easier, with practice, refusing an offer can be.

ROLE PLAYING FLOW CHART



SESSION V

ACTIVITY 2

ADVERTISING PRESSURES

- A. Remind students that in the last activity they discussed “peer pressure” as a major influence to try using tobacco.
- B. Ask if anyone can guess the other major influence to try using tobacco. (Advertising)
1. Ask for a definition of “advertising.” (Ways of calling attention to products that manufacturers want us to buy).
 2. Explain that manufacturing companies spend billions of dollars each year to advertise their products in the mass media (television, radio, magazines, billboards) and **advertising** is a very strong influence on what we buy, even what we do.
- C. Explain that in order to get non-users of tobacco to try using tobacco and to get tobacco users to switch to their brand, **tobacco companies spend nearly three billion dollars each year promoting their tobacco products.** Tobacco companies use two kinds of pressure: Direct Pressure and Indirect Pressure. (**Project TRANSPARENCY 13**)
1. **Direct Pressure:** Tobacco Advertisements
 - a. Tell students that there are rules about advertising tobacco in the United States.
 - 1) Since 1971, cigarette ads have not been allowed on television or radio and in 1986 smokeless tobacco ads were banned on television and radio; both are allowed to be advertised in magazines, newspapers, movie theaters and billboards.
 - 2) Tobacco ads and products must carry warning labels about the harmful effects of using tobacco.
 - b. Distribute **ADVERTISING TRICKS OF THE TRADE (HANDOUT 6)** and discuss the advertising techniques (often called “propaganda techniques”) listed.
 - c. Ask if anyone can think of a tobacco ad that fits into any of the advertising tricks of the trade and describe what the real message should be. (Example: some ads show using tobacco as sexy, but bad breath, stained teeth and smelly clothes are not sexy.)
 - d. Ask the students for help in analyzing tobacco ads found in magazines and newspapers.
 - 1) The teacher should hold up several ads and ask the class what advertising trick of the trade is being used.

- 2) Make sure one of the ads is a “Joe Camel” ad.

Point out the “Joe Camel” ads as an appeal to both **Having Fun** and **Symbols**.

- 1) Even though tobacco companies say they are not advertising to encourage children and youth to use tobacco, the “**JOE CAMEL**” ads seem to be directly aimed at young people.
- 2) One study found that by age 6, “**OLD JOE**” is as well-recognized as “**MICKEY MOUSE**”.

2. **Indirect Pressure:** Though tobacco companies must follow some rules when advertising their products, they go to great lengths to think of ways to “sell” their brands. **REFER TO TRANSPARENCY 13**

- a. Tobacco companies sponsor athletic events that are shown on television and though they cannot have tobacco ads during commercial breaks, they indirectly promote their brands during the event.
 - 1) Title of the event includes the tobacco brand name.
 - 2) Billboards advertising the brand of tobacco appear on television, in the background of the event’s activities.
- b. Tobacco companies can influence the number of articles on the health risks of tobacco that magazines publish (if the magazines accept tobacco ads), because tobacco companies spend millions of dollars each year for magazine ads.
- c. Tobacco companies pay movie makers to include tobacco advertising on billboards, trucks and/or buses in various scenes in movies. Also, tobacco companies often pay to have their brands used by one or more of the leading characters in a movie.

For example, Camel ads appear in the movies “**Who Framed Roger Rabbit**” and “**Honey I Shrank the Kids**.”

- d. Tobacco companies also give away hats, T-shirts, jackets and lighters that have **Joe Camel** on them. why are they doing this? (Makes their product fun and acceptable).
- e. Another type of indirect pressure is **free samples** given out at **county fairs** or **through coupon giveaways**. In the past, this has been done in Kentucky.

Why are tobacco companies giving away tobacco? Is this just to be nice? (They are hoping people will use the product, like it, and become addicted so they will keep buying the product).

OUTLINE OF SESSION VI

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED
1	Creating No-Use Tobacco Ads	35 Handout 4 Peer Leader Sheet 5 Tape Recorders Blank Tapes Drawing Paper Markers
2	Decision Not to Use	10-15 "Choose Not to Use Sheets"

KERA Goals and Valued Outcomes Addressed in Session VI

KERA Goal 5: Students shall develop their abilities to solve problems both in schools and in a variety of situations similar to what they will encounter in life.

Valued Outcome: Students use creative thinking skills to develop or invent novel, constructive ideas or products.

KERA Goal 5 and the associated valued outcome listed above are addressed in Activity 1 of Session VI.

KERA Goal 4: Students shall develop their ability to become responsible members of a family, work group, or community.

Valued Outcomes: Students effectively use interpersonal skills. Students use productive team member skills.

KERA Goal 4 and the associated valued outcomes listed above are addressed in Activity 1 of Session VI.

KERA Goal 2: Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to do what they will encounter in life.

Valued Outcome: Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

KERA Goal 2 and the associated valued outcome listed above are addressed in Activities 1 and 2 of Session VI.

KERA Goal 3: Students shall develop their ability to become self-sufficient individuals.

Valued Outcome: Students demonstrate the ability to maintain a healthy lifestyle.

KERA Goal 3 and the associated valued outcome listed above are addressed in Activity 2 of Session VI.

Objectives for Session VI

The students will:

1. Develop ads to promote nonuse of tobacco.
2. Present the tactics they developed for promoting the benefits of not using tobacco.
3. Identify their own reasons for choosing not to choose tobacco.
4. Read aloud, in front of their classmates, their reasons for not using tobacco.

PORTFOLIO TASK:

Now that you have become acquainted with techniques tobacco advertisers use to sell their products, you will use those same techniques to promote nonuse of tobacco. In groups, you will develop your own ads. You will draw randomly from cards provided by the teacher to determine the medium for your ad (billboard, magazine, newspaper, radio, intercom announcement). You will then write the ad by promoting the benefits of not using tobacco (for example, fresher breath, brighter teeth, more money). You may use direct or indirect methods. Use your handout "ADVERTISING TRICKS OF THE TRADE" for ideas to use in your ad. Remember to emphasize the benefits of not using tobacco and not to put down tobacco users. Once the ad has been developed your group will present your ad to the class. Pictures (representing billboard or magazine ads) can be displayed in the room or hall. Intercom announcements and radio ads can actually be played on the intercom.

NOTE: Prior to this lesson, the teacher should set up five stations: (1) tape recorder to create radio ad; (2) tape recorder to create intercom announcement; (3) drawing paper to create billboard ad; (4) drawing paper to create magazine ad; (5) drawing paper to create newspaper ad.

- B. Announce that each group is now a major advertising agency. Their newest account is to come up with a dynamic advertising idea for promoting the benefits of not using tobacco.
1. Have the peer leader in each group draw a piece of paper from the teacher to determine the medium for their ad appeal. Once the medium is identified, groups will form and will move to the part of the room where appropriate materials are set up.
 2. They are to promote the benefits of not using tobacco (fresher breath, brighter teeth, more lung power, more \$) by using direct or indirect methods used by advertisers. Remind students to use the **ADVERTISING TRICKS OF THE TRADE** handout for propaganda they would use in their ad.
 3. Students are not to slam or put down tobacco users, instead they should emphasize the benefits of not using tobacco.
- C. Tell peer leaders to take out **PEER LEADER SHEET 5**. Their groups should use this peer leader sheet to design the ad idea and then sell the idea to the rest of the class.

- D. Tell students they will have 20 minutes to prepare their ad project. Explain that each group will have 2-3 minutes to present their ad project when everyone is finished preparing their ads.
- E. Allow students a set amount of time to develop the ideas for the ad and then a set amount of time for actually developing the ad (for example 10 min. to develop the ideas for a billboard and 10 min to actually draw a picture of the billboard).
- F. Call on each group to present their advertising idea for promoting the benefits of not using tobacco. Discuss each presentation, as time permits.
- G. At the conclusion of the presentations, you should announce the winning group or you may want to ask for a show of hands of which advertising project class thought was the most effective (they cannot vote for their own). Or you may want to invite another teacher or administrator to watch the presentations and then select the “ad company” they think should receive the reward for the **BEST** advertising idea. Ask for a round of applause for the winning ad project.

NOTE: The reward can include play money, candy bars, etc.

SESSION VI

ACTIVITY 2

DECISION NOT TO USE

- A. Remind students that during this program they not only identified the many negative consequences of both smoking and smokeless tobacco, but they also discovered the direct and indirect influences of peer pressure and advertising pressure to try tobacco.
- B. Explain that now, **for their final activity, each of them will have the opportunity to decide what their most important reasons are for not using tobacco. They will then read their decision to the rest of the class.**
1. Distribute **CHOOSE NOT TO USE!** to each student.
 2. Emphasize that they should write down specific reasons why they are not going to use tobacco, not just: "I don't want to" or "I don't want to die."
 3. Give students 5 minutes to write down their **CHOOSE NOT TO USE** decision.
 4. Ask students one-by-one to stand by their desk in front of the class and read their decision aloud. If a student does not want to do this, it is best not to force him/her. You may want to begin with the peer leaders.
 5. Encourage students to show their support by clapping after each student finishes reading his/her decision.
 6. (Optional) Videotaping this activity can be very effective.
 7. Encourage students to share their decision with their parents and suggest they post their **CHOOSE NOT TO USE** handout at home.

FYI: If you have students who already use tobacco and tell you they do not want to participate in this activity, suggest to them privately that they write down reasons why they would like to quit now or sometime in the future. If you have students who tell you they do not want to participate because they think they might use tobacco in the future, suggest to them privately that they list reasons for not becoming addicted to tobacco or reasons why they would not want family members or friends to become addicted.

WRAP-UP

ACTIVITY	TIME (in minutes)	MATERIALS NEEDED
1 Decision Not to Use	5-10	"Decision Not to Use" Handout
2 Awards Ceremony	5	KATPP - Certificate of Merit

WRAP-UP

- A. If any students did not get to read their reasons for not using tobacco in the last session, do that now. Ask them to stand by their desk and read their decision aloud. Encourage students to show their support by clapping after each student has read his/her decision.

- B. Awards Ceremony
 1. Ask the peer leaders to stand; thank them; ask for a round of applause for their special assistance with this program.
 2. Congratulate **all** the students for their participation in **the Kentucky Adolescent Tobacco Prevention Program**.
 3. Distribute a **CERTIFICATE OF MERIT** card to each student who participated in the program and ask for a final round of applause!

ASSESSMENT TASK

FOR SESSION I, ACTIVITY 2 AND SESSION II, ACTIVITY 3

“CONSEQUENCES OF TOBACCO USE”

Grade: 7

Discipline Area: Practical Living Studies

Goals:

Students will develop abilities to apply core concepts and principles from mathematics, the sciences, arts and humanities, social studies, practical living studies, and vocational studies to what they will encounter in life. (Goal 2)

Students will develop their abilities to solve problems both in school and in a variety of situations similar to what they encounter in life. (Goal 5)

Valued Outcomes:

Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

Students create and modify their understanding of a concept through organizing information.

Mode of Presentation:

Brainstorming in groups (using peer leaders), videotape, class discussion led by teacher, discussion points illustrated with transparency on overhead projector.

Technology Requirements: None

Description of Assessment Task:

After being placed in groups guided by a peer leader, you will work in these groups to identify the negative consequences of smoking. Later, you will identify the negative consequence of using smokeless tobacco and will compare and contrast these consequences with the negative consequences of smoking. You will give examples of long term health consequences, immediate physical consequences and undesirable social consequences.

You will:

- (1) in groups, list as many negative consequences of smoking as you can (the list should include health and social consequences).
- (2) report this list to the class (via peer leaders)
- (3) identify negative consequences of using smokeless tobacco (the list should include health and social consequences).
- (4) Give examples of long-term health consequences, immediate physical consequences, and undesirable social consequences.
- (5) contrast the location of the cancers caused by smoking and smokeless tobacco.
- (6) contrast the long-term health consequences of smoking and smokeless tobacco.
- (7) compare immediate physical consequences of smoking and smokeless tobacco.
- (8) compare and contrast undesirable social consequences of smoking and smokeless tobacco.

Performance Criteria:

Students will:

Describe negative consequences of smoking.

Describe negative consequences of using smokeless tobacco.

Distinguish among long-term health consequences, immediate physical consequences, and undesirable social consequences of using tobacco.

Demonstrate the ability to use higher level thinking to identify similarities and differences in the effects caused by smoking and the effects caused by smokeless tobacco.

Demonstrate the ability to interact in a group setting for the purpose of generating ideas.

ASSESSMENT TASK

FOR SESSION II, ACTIVITY 5 AND SESSION III, ACTIVITY 1

“WHAT DO ADULTS THINK?”

Grade: 7

Discipline Area: Practical Living Studies, Language Arts, Social Studies

Goals:

Students will develop abilities to apply core concepts and principles from mathematics, the sciences, arts and humanities, social studies, practical living studies, and vocational studies to what they will encounter in life.(Goal 2)

Students are able to apply communication and math skills to situations similar to what they will experience in life. (Goal 1)

Valued Outcomes:

Students demonstrate skills and self-responsibility in understanding and maintaining physical wellness.

Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

Students observe, analyze and interpret human behaviors to acquire a better understanding of self, others and human relationships.

Mode of Presentation: Written report and oral discussion

Technology Requirements: Tape recorder (optional);
Computer for word processing (optional)

Description of Assessment Task:

Adults can be a powerful influence on a young person's choice of whether to use tobacco, even though this influence is not often recognized by the young person.

You are to identify an adult outside of school (preferably a parent or guardian) who is willing to answer some questions about why people start using tobacco. A list of questions will be provided by the teacher. You are to ask the questions of the adult and record the answer in the space provided. A tape recorder may be helpful so the you can tape the interview. If the interview is taped, it can be transcribed at a later time and the details of the interview may be more fully described. If a tape is not used, you should still try to fully describe the answers.

You should read over the interview and be able to discuss the following questions in class:

1. What do adults think influences kids to start using tobacco?
2. Are these the same reasons adults started to use tobacco?
3. What reasons do adults give for not using tobacco?
4. Is it difficult for adults to quit using tobacco? Why?
5. What advice did adults give to someone your age who is thinking about trying tobacco or starting to become a regular user of tobacco?
6. What advice do people who raise or work in tobacco have about young people starting to smoke or use smokeless tobacco?
7. Do adults have anything useful to tell us about tobacco?

Performance Criteria:

Students will:

Listen to answers provided in oral interviews and accurately record the answers.
Demonstrate the ability to comprehend and construct meaning from oral interviews.

Draw summary conclusions based on answers provided from oral interviews.

Gather background information of adult behavior related to tobacco and make references to their own behavior.

ASSESSMENT TASK

FOR SESSION I, ACTIVITY 6, AND SESSION II, ACTIVITY 4

“WHY PEOPLE USE TOBACCO”

Grade: 7

Discipline Area: Practical Living Studies, Social Studies, Science

Goals:

Students are able to apply basic communication and math skills to situations similar to what they will experience in life. (Goal 1)

Students will develop abilities to apply core concepts and principles from mathematics, the sciences, arts and humanities, social studies, practical living studies, and vocational studies to what they will encounter in life. (Goal 2)

Valued Outcomes:

Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

Students observe, analyze and interpret human behaviors to acquire a better understanding of self, others and human relationship.

Students recognize varying social groupings and institutions and address issues of importance to members of them, including beliefs, customs, norms, roles, equity, order and change.

Students use appropriate and relevant scientific skills to solve specific problems in real-life situations.

Mode of Presentation: Prepared survey form small group discussion, reports by peer leader.

Technology Requirement: Tape recorder (optional)

Description of Assessment Task:

To be able to avoid tobacco, it is important that you realize how and why some people (especially people your age) start to use tobacco and why they continue to use it. You will conduct a survey of four of your peers to determine why people start using and continue to use tobacco. Try to include at least one person who has used tobacco or currently uses tobacco. You will use a survey form provided by the teacher to ask questions of your peers. You will listen to the responses, interpret them, and write them down. If desired, you may use a tape recorder to record the answers. Peers who are surveyed should be promised that their names will not be used. When finished, you will read over the four completed surveys and draw conclusions. Bring these results back to class and share them in small groups. Groups will work together to summarize the results and these results will be reported to the class by the peer leader.

Performance Criteria:

Students will:

- Accurately collect, record, and interpret data.
- Demonstrate the ability to comprehend and construct meaning from oral messages.
- Demonstrate the ability to summarize several responses to the same question and form conclusions about those responses.
- Contribute to the group process of summarizing results.
- Describe the influence that peers and older brothers, sisters and cousins may have on tobacco use.
- Verbalize how the growing of tobacco by relatives may influence use.

ASSESSMENT TASK FOR SESSION III, ACTIVITY 4

“TRICKS, DARES, AND LIES”

Grade: 7

Discipline Area: Practical Living Studies, Interdisciplinary

Goals:

Students will develop their ability to become self-sufficient individuals. (Goal 3)

Students are able to apply basic communication and math skills to situations similar to what they will experience in life. (Goal 1)

Students apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies, and vocational studies to what they will encounter in life. (Goal 2)

Valued Outcomes:

Students demonstrate the ability to maintain a healthy lifestyle.

Students construct meaning from messages communicated in a variety of ways for a variety of purposes through listening.

Students demonstrate skills and self-responsibility in understanding, achieving and maintaining physical wellness.

Mode of Presentation: Small-group discussion using hypothetical situations

Technology Requirements: None

Description of Assessment Task:

Students are often placed in situations in which they are pressured to “go along with the group.” After listening to a teacher-led class presentation of the different types of pressure people use to get them to use tobacco, the class will break into groups. Each group will be given written hypothetical situations that represent different types of peer pressure. The peer leader will read the situation to the group. The peer leader will read the situation to the group. Through the group process, you will:

1. Identify the various types of pressure being applied.
2. Identify ways of saying NO to the pressure.

Performance Criteria:

Students will:

Listen to hypothetical situations describing pressure to use tobacco and analyze them to identify the types of pressure being used.

Construct rational refusals to hypothetical pressure to use tobacco.

Demonstrate the ability to interact in a group setting for the purpose of generating ideas.

ASSESSMENT TASK
FOR SESSION IV, ACTIVITY I
“NO, NO, NO”

Grade: 7

Discipline Area: Practical Living Studies, Language Arts

Goals:

Students shall develop their ability to become self-sufficient individuals. (Goal 3)

Students shall develop their ability to become responsible members of a family, work group, or community. (Goal 4)

Valued Outcomes:

Students demonstrate the ability to maintain a healthy lifestyle.

Students demonstrate self-control and self-discipline.

Students effectively use interpersonal skills.

Mode of Presentation: Teacher calls on individual students to verbally respond.

Technology Requirements: None

Description of Assessment Task:

To prevent tobacco use, it is important that you know how to refuse tobacco when it is offered or when peer pressure is applied.

After you have seen a presentation by the teacher on ways to say “NO,” the teacher will give you a handout that describes each technique. The teacher will name a technique or way of saying “NO,” and then will call on individual students and offer them tobacco. When you are called on, you should be able to refuse the tobacco, using a variety of the responses discussed (You may use your handout to help you).

Performance Criteria:

Students will:

When offered tobacco, use appropriate refusal techniques.
Refrain from tobacco use.

ASSESSMENT' TASK
FOR SESSION V, ACTIVITY 1
"ROLE PLAYS"

Grade: 7

Discipline Area: Practical Living Studies, Language Arts

Goals:

Students shall develop their ability to become self-sufficient individuals. (Goal 3)

Students shall develop their ability to become responsible members of a family, work group, or community. (Goal 4)

Students will develop their abilities to solve problems both in school and in a variety of situations similar to what they will encounter in life. (Goal 5)

Students will develop abilities to apply core concepts and principles from mathematics, the sciences, arts and humanities, social studies, practical living studies, and vocational studies to what they will encounter in life. (Goal 2)

Valued Outcomes:

Students demonstrate the ability to maintain a healthy lifestyle.

Students demonstrate self-control and self discipline.

Students effectively use interpersonal skills.

Students use critical thinking skills in a variety of situations that will be encountered in life.

Students demonstrate positive strategies for achieving and maintaining mental and emotional wellness.

Mode of Presentation: Group work to develop role play;
Groups verbally present their role-play to the class.

Technology Requirement: None

Description of Assessment Task:

Your teacher will provide you with information about a hypothetical situation in which tobacco is available to someone your age. The teacher will divide the class into groups that will be led by a peer leaders. You will work with your group to prepare, practice and present a role-playing skit. This skit will involve a situation where someone in the group feels pressure to try tobacco, but is able to resist it.

You will:

- (1) Choose one or two people from your group to make the tobacco offer to the rest of the group.
- (2) Center the role-play around the “NO” technique assigned to your group.
[For example, Giving a Reason or Broken Record]
- (3) Include everybody in the group in the role play.
- (4) Use no props (like “fake” cigarettes or snuff). Just act out the role-play with your body and imagination.
- (5) Conduct the role play so that the tobacco user also decides not to use tobacco.
- (6) Practice the role play.
- (7) Make the background last at least 20 seconds.
- (8) Act out the role play for the entire class.
- (9) Watch role-plays presented by other groups and offer suggestions for improving their refusal methods.

Performance Criteria:

Students will:

- Contribute to the group process of constructing the role play.
- Actively participate in acting out hypothetical situations.
- Demonstrate the ability to assertively use different refusal techniques when presented with hypothetical situations involving pressure to use tobacco.
- Critically evaluate refusal methods employed by other students.
- Utilize good communication skills.

ASSESSMENT TASK
FOR SESSION VI, ACTIVITY 1
“ADVERTISE AGAINST TOBACCO”

Grade: 7

Discipline Area: Practical Living Studies, Language Arts

Goals:

Students will develop their abilities to solve problems both in school and in a variety of situations similar to what they will encounter in life. (Goal 5)

Students shall develop their ability to become responsible members of a family, work group, or community. (Goal 4)

Valued Outcomes:

Students use creative thinking skills to develop or invent novel, constructive ideas or products.

Students effectively use interpersonal skills.

Students use productive learn members skills.

Students demonstrate skills and self-responsibility in understanding, achieving, and maintaining physical wellness.

Mode of Presentation: Group work; group presentation

Technology Requirements: Tape recorders (teacher will provide these)

Description of Assessment Task:

Now that you have become acquainted with techniques tobacco advertisers use to sell their products, you will use those same techniques to promote nonuse of tobacco. In groups, you will develop your own ads. You will draw randomly from cards provided by the teacher to determine the medium for your ad (billboard, magazine, radio, intercom announcement). You will then write the ad by promoting the benefits of not using tobacco (for example fresher breath, brighter teeth, more money). You may use direct or indirect methods. Use your handout "ADVERTISING TRICKS OF THE TRADE" for ideas to use in your ad. Remember to emphasize the benefits of not using tobacco and not to put down tobacco users. Once the ad has been developed your group will present your ad to the class. Pictures (representing bill board or magazine ads) can be displayed in the room or hall. Intercom announcements and radio ads can actually be played on the intercom'.

Performance Criteria:

Students will:

- Effectively use group interaction skills for the purpose of creating advertisements.
- Produce original work.
- Demonstrate an awareness of appeals that advertisers use to promote the use of tobacco by using these same appeals to promote nonuse of tobacco.
- Elaborate on ideas.
- Listen and be sensitive to the views and ideas of others.

STUDENT SURVEY

INSTRUCTIONS:

1. Get 4 copies of the student survey from your teacher.
2. Pick 4 students in your school to interview. Include at least one student who has used tobacco or who now uses tobacco.
3. Ask each student the following questions and write each person's answer on the survey. (Do not put the person's name on the survey.)
4. From all the answers you receive, draw some conclusions about each of the questions listed below.
5. Have the surveys and your conclusions completed and ready to discuss by the next class.

Your Name _____ Date _____

Are you interviewing a Boy Girl

Say to the person you are interviewing: "I WOULD LIKE TO ASK YOU THE FOLLOWING QUESTIONS ABOUT TOBACCO. YOUR ANSWERS WILL BE KEPT CONFIDENTIAL. YOUR NAME **WILL, NOT** BE CONNECTED TO ANY OF THE INFORMATION YOU GIVE ME."

1. Have you ever tried tobacco products? YES NO
2. What kinds of tobacco products have you used?

3. Do you currently use tobacco products? YES NO
4. Why did you try tobacco products? **OR** If you have never tried tobacco products, why do you think others try them?, _____

5. How much influence do you think family members have over people to use tobacco?

6. Do you think working in tobacco has an influence on people to use tobacco?

YES [] NO [] Why? _____

7. With so many bad consequences related to using tobacco products, why do you think people our age continue to use them? _____

8. What is the best reason you can think of for people our age to not use tobacco products?

HOMEWORK PROJECT: ADULT INTERVIEW

Do you ever wonder what it **was** like to be a kid back in the “old days” before computers and video games? Do you think kids back then had to make decisions about using tobacco just like you have to? Now is your chance to find out!

Ask a parent (or grandparent, aunt, uncle or some other adult you know) the questions listed below. Explain that you need the information for a class at school

Write the answers on this sheet and be prepared to share the information with your class.

I interviewed _____
(Person’s Name and Relationship to You)

1. Do you raise or work in tobacco? Yes No

2. Have you ever used tobacco? Yes No

If “yes” continue on

If “no” skip down and ask questions 7 through 10

3. How old were you when you first tried tobacco? _____

4. What influenced you to try using tobacco? _____

5. Did you become a regular user of tobacco? Yes No

6. Have you ever tried to quit using tobacco? Yes No

If yes, how successful were you? _____

Was it difficult to quit? Yes No

7. If you are a nonuser, why do you not use tobacco? _____

8. What do you think influences kids today to try smoking or smokeless tobacco?

9. What do you think influences kids to remain non-users of tobacco?

10. What advice would you give to someone my age who is thinking about trying tobacco or is starting to become a regular user of tobacco? _____

11. What advice would you give to someone my age who comes from a tobacco-raising family who is thinking about trying tobacco or is starting to become a regular user of tobacco?

Adult's Signature _____

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"** "Would you like a cigarette?"
"No thanks."
- 2. GIVING A REASON** "Would you like some snuff?"
"No thanks, I don't use snuff."
- 3. BROKEN RECORD** Repeat the same phrase over and over.
"Would like a cigarette?"
"No thanks."
"Come on!"
"No thanks."
"Just try it, chicken."
"No thanks."
- 4. WALK AWAY** "Would you like some chewing tobacco?"
Say "NO" and walk away while you are saying it.
- 5. AVOID THE SITUATION** If you see or know of places where people often use tobacco, stay away from those places or go another way.
- 6. COLD SHOULDER** "Hey! How about a cigarette?"
Just ignore the person.
- 7. REVERSE THE PRESSURE** 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."
- 8. STRENGTH IN NUMBERS** Hang around with people who don't use tobacco.

*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.

BEING ASSERTIVE

What does it mean to be **ASSERTIVE**?

- * You stand up for yourself
- * You are able to say “**NO**” without hurting others or putting them down
- * You tell others what you think
- * You tell others how you feel without hurting others or putting them down

How do **ASSERTIVE** people look and sound?

- * They have good posture
- * They have good eye contact
- * They speak clearly
- * They sound confident

BE ASSERTIVE WHEN YOU ARE SAYING “NO” TO TOBACCO.

Adapted from Project Star, 1988

THE SITUATIONS

DIRECTIONS:

1. Circle the **Situation Number** assigned to your group: 1 2 3 4 5 6
2. Read the situation: Background, Offer/Refusal, and Ending

Situation 1

BACKGROUND: Some friends have walked home from school together. They go into one of the friend's homes to have an after school snack. The student unlocks the front door and calls to tell his (or her) mother that he (or she) is home. The mother is not home. The students are talking about the video they want to watch together and are sitting on the couch eating their snack. Some cigarettes are laying on the table in front of them.

OFFER AND REFUSAL: In this role play the offer is friendly. For example, "Hey, there's some cigarettes here. Let's have one. My parents won't care. The others refuse the offer by "Giving a Reason."

ENDING: After the refusal, the friends keep on eating their snack and talking about the video. One of the friends turns on the TV.

Situation 3

BACKGROUND: A middle-school boy lives on a farm and helps his parents out from time to time by working in tobacco. On this day the boy is working in tobacco beside some of his male cousins who are in high school. They are talking about different things as they work. One of the older cousins has a can of snuff in his back pocket.

OFFER AND REFUSAL: "Come on, try some." When refused, the boys say, "Don't be a baby." (or they call him chicken). Refusal technique is "Broken Record."

ENDING: Boys keep working in tobacco and carrying on their conversation.

Situation 3

BACKGROUND: A group of students are standing around together at the football game. One of them signals for the others to come around behind the bleachers. One-by-one, they start lighting up cigarettes.

OFFER AND REFUSAL: "Have one, it won't hurt you." Refusal technique is "Walk Away" (or Walk Away in combination with another technique).

ENDING: Some or all of the students go together to finish watching the football game.

Situation 4

BACKGROUND: Every year you go to the family reunion. It seems like most of the adults smoke and many of the adult men use chewing tobacco or snuff. Also, your cousins are experimenting with both types of tobacco.

OFFER AND REFUSAL: No direct offer. It just seems like everyone is using tobacco. And sometimes it seems like it makes people look more grown up. Refusal technique: "Strength in Numbers" or "Avoid the Situation."

ENDING: Student is having a good time watching TV with cousins who don't use tobacco.

Situation 5

BACKGROUND: A group of students is going to the county fair to ride the rides and see people they know. Inside the fair, as they are on their way to the main attraction, they pass a booth where tobacco is being given away.

OFFER AND REFUSAL: Man says, "Want some free Red Man or Copenhagen?" Refusal Technique: Say "NO."

ENDING: The students go on and have a good time at the fair.

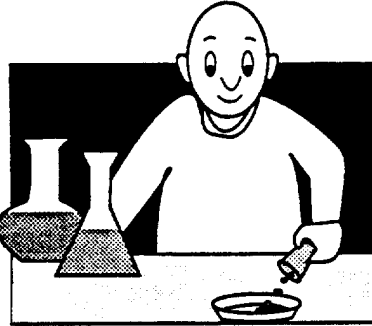
Situation 6

BACKGROUND: Your best friends have been smoking more and more lately. One evening you all decide to go to the video arcade. Outside the arcade, several of them light up a cigarette.

OFFER AND REFUSAL: "Have one. If you don't smoke with us, we're not going to be your friends anymore." Refusal Technique: "Reverse the pressure."

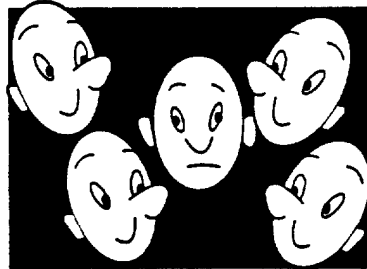
ENDING: The group decides to put out the cigarettes and go back into the arcade.

ADVERTISING "TRICKS OF THE TRADE"



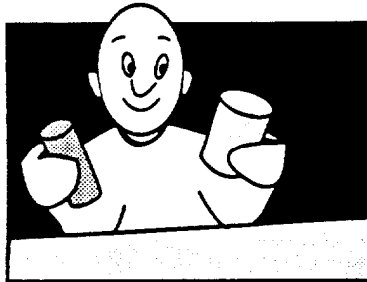
AMAZING NEW PRODUCT OR INVENTION

- Stating that their brand is new and therefore better or more effective.



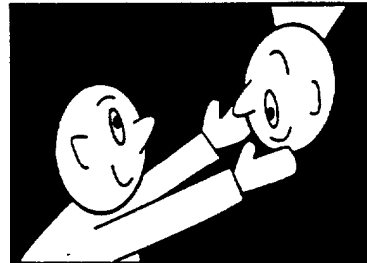
BANDWAGON

- Claiming that "everybody" is using their product and making you feel left out if you don't use it too.



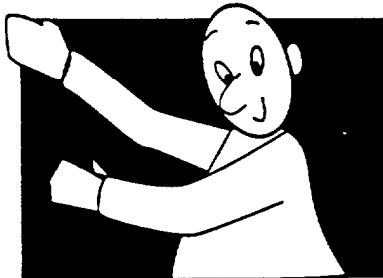
COMPARISON

- Comparing their "superior" brand to another "inferior" brand.



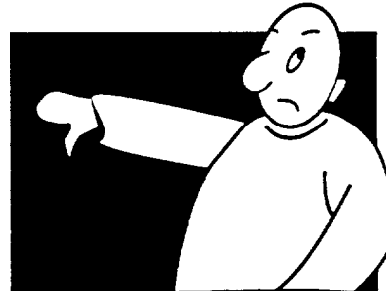
HAVING FUN

- Showing people having fun and implying that their brand will help people enjoy themselves more.



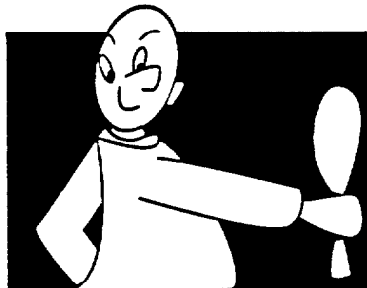
HEALTH APPEAL

- Suggesting that their brand can do wonders for health.



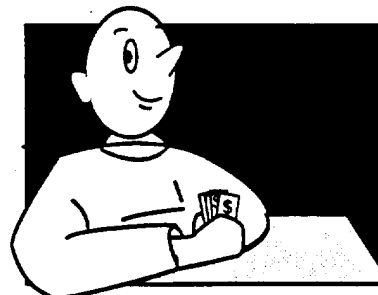
MOCKERY OR PUT DOWN

- Getting people to feel they are doing something wrong or have failed if they don't use a certain brand.



SEX APPEAL

- Using a beautiful woman or handsome man to sell their brand.



SNOB APPEAL

- Claiming rich people use their brand or saying that even though their brand costs more, it's worth it!



SYMBOLS

- Emphasizing a brand's logo or catchy saying. (McDonald's - "arches" or Apple Computers - "apple")



TESTIMONIAL

- Showing a famous person using a certain brand or talking about how wonderful some brand is.



CHOOSE NOT TO USE

I, _____, *have decided not to use tobacco*
because _____

Signature

Date

CERTIFICATE OF MERIT

Issued to

*for successfully participating
in the Kentucky Adolescent Tobacco
Prevention Project*

Teacher

School

Date

CERTIFICATE OF MERIT

Issued to

*for successfully participating
in the Kentucky Adolescent Tobacco
Prevention Project*

Teacher

School

Date

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Prevention Project*

Teacher

School

Date

NEGATIVE CONSEQUENCES OF SMOKING

PEER LEADER DIRECTIONS:

1. Read the definition of "brainstorming" to your group.
2. Ask each group member to think of all the possible answers to the brainstorming questions you ask and write them on a sheet of paper.
3. Go around the group asking each person for one answer that he/she wrote down.
4. Continue going around the group until you have heard all the answers listed by your group members.
5. List all their answers on this sheet.

BRAINSTORMING means thinking of all the possible answers to a question. There are no right or wrong answers when you are brainstorming. The idea is to think of as many answers as you can.

What are the negative consequences of smoking?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Peer Leader: _____

Date: _____

WHY DO PEOPLE START?

Directions:

1. Lead a discussion about each question. Use the results of the Student Surveys and the group's own experiences to answer each question.

2. Write the answers to A and B below.

A. Why do people our age start using tobacco?

B. Do you think working in tobacco influences people our age to use tobacco?

why?

3. Report the group's results to the class.

PEER PRESSURE SITUATIONS

PEER LEADER DIRECTIONS:

1. Circle the letter of the pressure story assigned to your group:
Stories A B C D E
2. Read the pressure story to your group.
3. Together, as a group, answer these questions about your story:
 - a. What type of peer pressure is shown in this story?
Friendly; Teasing; Tricks; Dares & Lies; Threats; Silent
 - b. Describe two ways you could deal with this situation without using tobacco.
4. Write your group's answers in the appropriate spaces under the story.

STORY A

You and Eric are at the shopping mall and you see a group of your classmates just outside the video arcade doors. As you both walk over to the area, you notice that all of the kids are using chewing tobacco. Several of them offer chewing tobacco to you and Eric, but when you say "no," one of your classmates asks, "Whatcha afraid of anyway?" Another says both of you are "fools" for not chewing tobacco with them. And you are even called "wimps" by the group. You and Eric decide...

Check the pressure: Friendly Teasing Tricks, Dares & Lies Threats Silent

Describe at least two ways you could deal with this situation without using tobacco:

1. _____

2. _____

STORY B

You and your family moved to a new town just before school started. You have made friends with Susan, who is in several of your classes. On Saturday afternoon Susan invites you to a party to meet some other kids. You gladly accept because you have been feeling kind of left out, particularly on weekends. When you arrive at the party, you see Susan and some of the kids around her smoking. No one offers you a cigarette, but you feel uncomfortable and wonder if smoking would make Susan and her friends like you. You decide...

Check the pressure: Friendly Teasing Tricks, Dares & Lies Threats Silent

Describe at least two ways you could deal with this situation without using tobacco:

1. _____
2. _____

STORY C

You stop over at Brad's house after school. Brad's parents are both at work. While you and Brad are watching MTV, Brad dips some snuff. You ask him how long he's been dipping and why his parents allow him to dip. Brad says that he only dips at home when his parents are out. He then asks if you would like a dip, too. You decide...

Check the pressure: Friendly Teasing Tricks, Dares & Lies Threats Silent

Describe at least two ways you could deal with this situation without using tobacco:

1. _____
2. _____

STORY D

You have a classmate Jane, who you like to think of as one of your best friends. Jane has started smoking and wants you to, also. Every time you are around Jane, she asks you when you're going to start smoking with her. When you're walking home from school with Jane, she offers you a cigarette. When you see her in the parking lot after ball games, she asks you to smoke with her. She finally says she doesn't want to be your friend anymore if you don't smoke with her. You finally decide...

Check the pressure: Friendly Teasing Tricks, Dares & Lies Threats Silent

Describe at least two ways you could deal with this situation without using tobacco:

1. _____
2. _____

STORY E

You are at an older cousin's house watching a game on TV. His dad is there too, watching the game with you. You notice his dad is dipping snuff and spitting the juice into a pop can. You have seen your older brother use it and you think it might make you seem older. Then your cousin takes out a can of snuff and puts some in his mouth. Your cousin turns to you and says, "want some?" You decide...

Check the pressure: Friendly Teasing Tricks, Dares & Lies Threats Silent

Describe at least two ways you could deal with this situation without using tobacco:

1. _____
2. _____

* These situations are adapted from the Minnesota Smoking Prevention Program.

THE PLAY'S THE THING...

PEER LEADER DIRECTIONS:

You are to help your group perform a "role-playing" skit involving a situation where kids your age feel peer pressure to try tobacco.

GROUP DIRECTIONS:

Role-playing is like acting out a real life situation. It gives you a chance to practice being in a situation before you are actually in that situation. It is like being in a play, except that it is a play you write and it is about you. Practice a role-playing skit involving a situation where you feel pressure to try tobacco, but are able to resist it. Use the following pointers to help you develop your role-play:

1. Choose one or two people from your group to make the tobacco offer to the rest of the group.
2. Each role-play must center around the "NO" technique assigned to your group (for example: Giving a Reason or Broken Record).
3. Everybody in the group must be in the role play.
4. Use no props (like fake cigarettes or snuff). Act out the role-play with your body and imagination.
5. Each role-play should include the tobacco user deciding not to use tobacco.
6. Practice the role-play so everyone remembers what to say and do.
7. Instruct your group that the Background should last at least 20 seconds.
8. You will have 10 minutes to plan and practice your group's role-play.
9. When it is your group's turn to present to the class, introduce the role-play without revealing the assigned "NO" technique.

ADVERTISING IS BIG BUSINESS

PEER LEADER DIRECTIONS:

1. Now that you and your group understand some of the techniques tobacco advertisers use to sell their products, you can use those same techniques to promote non-use of tobacco.
2. Together, as a group, select a **Target Audience** from the list below and then think of an advertising idea you could use to sell the benefits of not smoking cigarettes or of not using smokeless tobacco.
3. Check the **Medium** you will be using.
4. Briefly explain under **Message** what benefits of not using tobacco you want to emphasize. (Example: fresher breath, brighter teeth, save money, etc.)
5. Sketch out under **Description** what words or pictures (or both) that you will use to get your message across.

TARGET AUDIENCE:

- Check one:** Children
 Teenage Girls
 Teenage Boys
 All Teenagers

MEDIUM:

- Check one:** Billboard
 Magazines
 Newspapers
 Radio
 Intercom Announcement

MESSAGE:

ADVERTISING - CONTINUED

DESCRIPTION: Briefly “sketch-out” using words or pictures (or both) how you will get your message across.

- Consider:**
1. What you ad will look and/or sound like?
 2. How large or how long it will be?
 3. What is the scene or story-line?

After you have planned your ad, record your ad on the tape recorder **or** draw your ad on drawing paper.

PRESENTATION:

1. Be prepared to enthusiastically sell your advertising idea to the whole class.
2. Write down the name or names of your group members who will present the advertising idea to the class.

NEGATIVE
CONSEQUENCES OF SMOKING

IMMEDIATE PHYSICAL CONSEQUENCES

Unhealthy effects on the body that happen rapidly
during or right after smoking

UNDESIRABLE SOCIAL CONSEQUENCES

Unpleasant things that happen because of smoking that
can affect appearance and/or social life

LONG-TERM HEALTH CONSEQUENCES

Diseases that result from years of smoking

*NEGATIVE CONSEQUENCES
OF
USING SMOKELESS
TOBACCO*

***WHY
DO PEOPLE OUR AGE START
USING TOBACCO?***

DOES
WORKING IN TOBACCO
INFLUENCE PEOPLE OUR AGE
TO USE TOBACCO?

WHY?

*If you randomly
selected 100 students
in grade 7 throughout
this state, how many
of these students do
you think smoke at
least once a week ?*

AND THE CORRECT NUMBER IS...

100

90

80

70

60

50

40

30

20

10

0

GROUP #1
GUESS

GROUP #2
GUESS

GROUP #3
GUESS

GROUP #4
GUESS

GROUP #5
GUESS

ACTUAL
NUMBER
U.S.A.

ACTUAL
NUMBER
IN KY

Peer: People Your Own Age

Pressure: Something that may change
the way you think or act

Peer Pressure: Being influenced by people
your own age to do things
they want us to do

Types of Pressure

1. Friendly

example: “Would you like a cigarette?”

2. Teasing

example: “Want a cigarette?” (NO)

“Are you chicken?”

“Come on you big baby!”

3. Tricks, Dares, Lies

example: “Let’s see who can put the most snuff in their mouth”

“Have some, it’s not going to hurt you.”

4. Threats

example: “Want some dip?” (NO)

(Social) “If you don’t, I won’t be your friend!”

(Physical) “Take it, or I will shove it down your throat!”

5. Silent

example: You tell yourself,

“Smoking makes you look sophisticated. Maybe I should try it.”

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”** “Would you like a cigarette?”
“No thanks.”
- 2. GIVING A REASON** “Would you like some snuff?”
“No thanks, I don’t use snuff.”
- 3. BROKEN RECORD** Repeat the same phrase over and over.
“Would like a cigarette?”
“No thanks.”
“Come on!”
“No thanks.”
“Just try it, chicken.”
“No thanks.”
- 4. WALK AWAY** “Would you like some chewing tobacco?”
Say “NO” and walk away while you are saying it.
- 5. AVOID THE SITUATION** If you see or know of places where people often use tobacco, stay away from those places or go another way.
- 6. COLD SHOULDER** “Hey! How about a cigarette?”
Just ignore the person.
- 7. REVERSE THE PRESSURE** 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.”
- 8. STRENGTH IN NUMBERS** Hang around with people who don’t use tobacco.

*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.

Passive:

- Sounds like they don't mean what they are saying
- Do what others want them to do, not what they want to do
- Can't stand up for self

Aggressive:

- Hurt or insult others
- Push others into things
- Not well-liked

Assertive:

- Stand up for themselves
- Able to say "NO"
- Tell others what they think
- Tell others how they feel without hurting them or putting them down

PARTS OF ROLE-PLAYING

BACKGROUND

EXAMPLES: After school, talking about a new video, sitting on the couch eating

OFFER/REFUSAL

EXAMPLES: Friendly offer of cigarettes/refusal is using "SAY NO" method

ENDING

EXAMPLES: talking about the video, turning on the TV

Advertising Pressures

Direct:

Newspaper Ad
Magazine Ad
Billboards

Indirect:

- Sponsoring Sports Events
- Advertising \$\$ influences the number of anti-smoking articles published
- Using tobacco product in movies or TV shows
- Merchandise displaying tobacco mascots, etc.
- Free samples & coupon give-aways

PEER LEADER SELECTION

INTRODUCTION

A number of research studies have found that the use of peer leaders is very effective. Peer leaders are a more credible source than teachers for much of the information about the social effects of tobacco use. However, teachers are still the most credible source for factual information. With the use of peer leaders, the most powerful source of social reinforcement in young people's lives is directed toward promoting nonuse of tobacco.

The following guidelines must be followed when identifying peer leaders:

1. Peer leaders must be identified by students, not teachers. Teachers may have some discretion as to the leaders who are chosen, but it is not encouraged.
2. Peer leaders should be informed that they were chosen by their peers and praised for that honor. They should also be informed about the responsibilities that go with serving as a peer leader.
3. Peer leaders must serve voluntarily. If students prefer not to be a peer leader, they should be encouraged, but not forced. The next person on the list should be notified and recruited to serve.

NOMINATION:

1. Prior to the implementation of Session I, set aside 5-10 minutes of class time for the nomination of peer leaders.
2. Ask students to **write down the names of four students - 2 boys and 2 girls in this class whom they like, admire and would like to be like. DO NOT tell the students that this is for a smoking prevention program.**
3. They should make their selections on their own, without getting ideas from other students.
4. It is OK for students to nominate themselves.
5. Collect the students' votes and tally them at another time.

SELECTION:

1. Four peer leaders plus one alternate should be chosen for each classroom but this number can vary according to the number of students in the class. Each group should be composed of 5-7 members. If the class has fewer than 20 students or more than 28, adjust accordingly by designating fewer or more peer leader groups.
2. Tally the votes and record the names of two boys and two girls who received the most votes. Also use the votes to identify a fifth person who will be an alternate. Except for unusual situations where you are sure an elected student will not work out, these will be your peer leaders.
3. Do not distinguish the alternate from the top four peer leaders. When forming groups, you can place the alternate in the same group with one of the top four peer leaders and have them alternate leading activities. The alternate can fill in with other groups if their peer leader is absent.
4. After the peer leaders have been determined, announce the peer leaders' names to the class and explain that these students will be assisting you in a special program to begin soon.
5. Ask the peer leaders to stand. **Congratulate them** and tell them to see you about the peer leader training time and place where they will learn everything they need to know about how to be a peer leader.
6. Send parent permission letter home with the students to obtain their parents' permission. Students who do not return the letter will not be able to participate.

FYI: If tobacco users are elected as peer leaders, do not exclude them. They often can give convincing arguments for not using tobacco. They also may be likely to quit using tobacco.

Date

Dear Parent,

Your son/daughter has been chosen by his/her peers to be a Peer Leader in _____ class. As a Peer Leader, your child will serve as a teacher's assistant and small group leader. Your child will receive a special 90-minute training during the school day on how to be a good listener, how to communicate with others effectively, and how to help others make decisions without giving advice. He/She will also be informed about recent information concerning tobacco. This instruction will be provided by staff with the Adolescent Tobacco Prevention Project from the University of Kentucky.

If you agree that your son/daughter can participate as a Peer Leader, please sign below and have your child return the form to me. No student will be allowed to be a Peer Leader without parental permission. Since it is quite an honor to be chosen, I hope you will allow your child to participate. If you choose not to have your child participate, it will not affect his/her grade in the class.

Please contact me if you have any questions. If you have questions about the training, you may contact Viki Ford with the Kentucky Adolescent Tobacco Prevention Project at (606) 257-4162.

Sincerely,

I give my consent for my son/daughter to be a Peer Leader as explained above.

Signature: _____

Date: _____

Return this form to: _____

CONGRATULATIONS

YOU'VE BEEN ELECTED BY
THE STUDENTS IN YOUR CLASS
TO BE A ...

*PEER
LEADER*

WHY WERE YOU CHOSEN?
BECAUSE YOUR CLASSMATES ADMIRE
AND RESPECT YOU!!!

PEER LEADER

WHAT DO I NEED TO DO AS A "PEER LEADER"?

You will be asked to organize your group's activities. Here is a description of each kind of activity that you will be leading:

BREAKING INTO SMALL GROUPS:

Your teacher will let the class know when it is time to get into groups and where each group should meet in the classroom. You should help by encouraging your group to quickly and quietly get together and form a **circle** - a circle where everyone can see one another.

READING OR GIVING DIRECTIONS:

For some activities you will be reading something to your group, a short story for example. In other activities, you will explain directions to your group. Try to read slowly and clearly so that everyone in your group can understand you, but remember not to talk so loudly that you disturb other groups.

BRAINSTORMING:

Your group will sometimes be asked to think of all the possible answers to a question and then share those ideas with the entire class; this is called "**brainstorming.**" In brainstorming activities there are **no right or wrong answers.** The most important thing is to think of **all the possible answers.** We brainstorm when we want to get everybody's ideas. It is important that **all members of your group share their ideas.**

In a brainstorming activity, you should follow these steps:

1. Ask each member of your group to think of **all** the possible answers to the question and to write their answers on paper.
2. Go around the group asking **each** person for **one answer** that they wrote down.
3. Continue going around the group until you have heard **all** the answers listed by **all** your group members.
4. You should be sure to write down your group's answers on the appropriate peer leader sheet and report these back to the large group when your teacher asks for your group's report.

ROLE-PLAYS:

Role-playing is like acting out a real life situation. It gives you a chance to practice being in a situation **before** you are actually in that situation. It is like being in a play, except that it is a play you write, and it is about you and the members of your group. In the role-play activity, your job is to help your group create and act out a role-play. You also should keep your group organized and practicing the role play until it is time to perform.

PEER LEADER

HELPFUL HINTS

Here are some hints to help you successfully lead your group's activities:

1. **Always be prepared!**
 - a. Find out from your teacher, the exact dates of all the sessions in this program.
 - b. Before each session, read through the peer leader sheets to be sure you know and understand the activities you will be leading for that session.
 - c. If anything is confusing or you aren't certain of your responsibilities in a session, be sure to ask your teacher or another peer leader for help.
2. When your teacher tells your class to get into the small group discussion circles, assist by getting your group together and organized as quickly and quietly as possible.
3. Read the directions to your group slowly and clearly.
4. Help everyone in your group to participate. Don't let some members just sit there and say nothing. Remind them that the activities are designed to include **everyone** in the group.
5. Give your opinions and ideas, but **let the group solve a group problem**. It is not your job to give all the answers.
6. Don't boss around group members; small group discussions should be interesting and enjoyable for everyone.
7. Encourage everyone to respect one another's ideas and feelings.
8. Show interest and enthusiasm for what you are doing in your group.
9. If you have a problem with your group or a group member, a problem you aren't sure how to handle, talk to your teacher about it.
10. **GOOD LUCK AND THANK YOU FOR YOUR COOPERATION!**

PEER LEADER

PEER LEADER OBSERVATION CHECKLIST

YES NO

- | | | | |
|--------------------------|--------------------------|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. | Peer Leader brought peer leader guide to class each day. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. | Peer Leader knew which activities were scheduled for each day's lesson. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. | Peer Leader assisted members of his/her group to get together in their "group circle" quickly and quietly. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. | Peer Leader read directions to his/her group slowly and clearly. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. | Peer Leader read directions and explained activities in a way that was appropriate to his/her group and did not distract other groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. | Peer Leader did not dominate his/her group's discussion and allowed group members to participate. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. | Peer Leader attempted to include all members of his/her group in the discussion. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. | Peer Leader kept his/her group members on the subject and involved in the activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. | Peer Leader recorded discussion answers on the appropriate peer leader sheet. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. | Peer Leader clearly presented his/her group's discussion conclusions to the entire class when asked to do so. |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. | Peer Leader looked like he/she enjoyed his/her role as "peer leader." |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. | Peer Leader's group members looked like they enjoyed the group activities. |

TOTALS

YES NO

**THANK YOU
FOR YOUR WORK
AS A**

PEER LEADER

**FOR THE
*KENTUCKY ADOLESCENT
TOBACCO PREVENTION
PROJECT***

**WE JUST COULDN'T
HAVE DONE IT
WITHOUT YOU!!**

