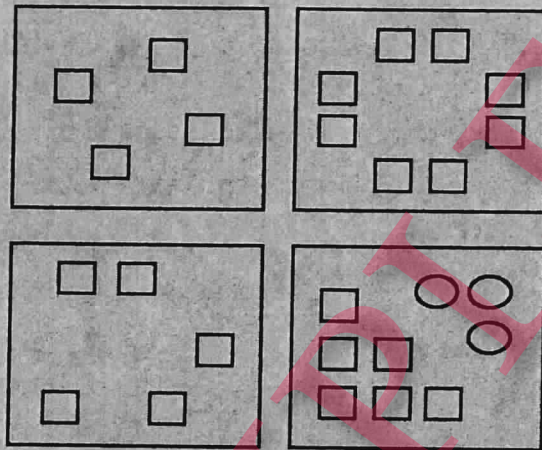


Project S.H.O.U.T.



Group Leader Training

Teaching Instructions for S.H.O.U.T. Lessons 1-17

WELCOME TO PROJECT S.H.O.U.T. CLASS 1

MATERIALS:

- _____ Clipboard (w/ Pencil)
- _____ Roster-Highlighted in Yellow
- _____ Team Assignments
- _____ Workbooks for Class 1
- _____ Raffle Tickets
- _____ 6 Red Pens for GLs
- _____ Ziplock Baggies for Raffle Tickets
- _____ Name Tags
- _____ Black Pens

STUDENTS HELPING OTHERS UNDERSTAND TOBACCO

___GL #1

INTRODUCTION

1. Ask teacher to introduce you and your partner.
2. Introduce yourself and your partner again.
3. Have the students arrange their chairs into a horseshoe
“When I give the OK I want you all to move your chairs so that they’re in a horseshoe shape starting from here....to here (hand gestures).”
4. Pass out workbooks for Class One.
5. Review page 3, “So What is Project S.H.O.U.T.?” Have them fill in the blank in the sentence “Every _____, between now and December. ...”

___GL #2

ROSTER

Attach Roster to clipboard and pass around room. The current weekly session should be highlighted in yellow.

“I am going to pass around an attendance sheet. We will be using this same sheet each week. It is highlighted with a yellow line. You are to find your name on the sheet (it will be in alphabetical order) and put a check in the box next to it that is highlighted in yellow. (GL #1) will help the first person in line to do this and you can follow their example.”

NAMETAGS

“(GL #1) is going to pass around these white labels to use as name tags. Please tear off one page and write your name clearly in large letters. Carefully pull off the label and stick it on your shirt or blouse. We’re doing this so that (GL #1) and I can know, and hopefully learn, each of your names.”

___GL #1

“EXPECTATIONS OF BEHAVIOR”

“We know that you use rules like these anyway, but we just want to quickly go over the type of behavior we expect while Project S.H.O.U.T. is here. Who would like to read the behavior rules aloud?”

“The goal of Project S.H.O.U.T. is to help students your age understand more about tobacco. We will be, teaching you some new skills that you can only learn by doing the S.H.O.U.T. assignments and practicing with us. Because we feel your hard work is worth something, we will be giving you an opportunity to earn some great prizes donated to S.H.O.U.T. from some local and national businesses. All through this program, from today until next April, these tickets can be traded for a prize of your choice. If you’ll turn to page 5, we’ll explain more about the raffle. (REVIEW EARNING PRIZES AND RAFFLE RULES) Now turn the page to read what you can win! (SHOW ZIPLOCK BAGGIES AND CHART)

ENDORSEMENT:

“S.H.O.U.T. has asked some famous people what they think about tobacco. Let me read what Dr. Koop, the United States Surgeon General, told us?”

DIVIDE INTO TEAMS

“We are now going to work in small groups. I want you to count off by six’s. Remember your number because that is going to be your team number for the rest of Project S.H.O.U.T.”

Count off by sixes

“When I give the okay I want the ones to carry their chairs to the spot that I assign them to. The twos here, the threes here.....”

Give the okay and have them all move QUIETLY at once.

ELECTION OF TEAM LEADERS

“Each group is to vote on and elect a team leader. This person will be the recordkeeper and spokesperson for your team. They will write down the answers that you all decide on as a team and then, when called on, they will share with the rest of the class the answers that your team came up with. The person who is elected to this position will remain the team leader for the entire time of our program. Do this quickly, now.”

___ **GL #1** Pass around the team assignment sheet and give each Team Leader their instructions.

WORKSHEET #1-PART 1: HOW MANY DIP OR SMOKE?

Have the students turn to page 9, and read the instructions for “How many kids really smoke or dip” aloud. Ask if there are any questions. IF the team leaders cannot help their groups agree on one answer, show them how to find a team average on the chalkboard.

___ **GL #1** Walk around to observe and assist

___ **GL #2** Draw a sketch of the bar graph on the chalkboard. Record the teams’ answers when they are announced.

___ **GL #2**

“Team number one, what answer did you come up with? 2,3, etc. The correct answer is _____. Do you see how many of you thought that more people your age smoked than, in fact, really do? Haven’t you sometimes thought that is seemed like everyone smoked? Well, as you can see here, that’s not really true at all. Both peer pressure and tobacco advertisers try to make kids believe that more kids smoke than really do.”