



**Utah's Safe and Drug-Free Schools and Communities  
PK-12 Prevention Program**

## **Health Education 5<sup>th</sup> Grade**

**Sydnee Dickson, Ed.D.**  
**State Superintendent of Public Instruction**  
[www.schools.utah.gov](http://www.schools.utah.gov)



**Utah's Safe and Drug-Free Schools and Communities  
PK-12 Prevention Program**

Utah State Office of Education  
250 East 500 South  
P.O. Box 144200  
Salt Lake City, UT 84114-4200

**Sydnee Dickson, Ed.D.**  
**State Superintendent of Public Instruction**  
[www.schools.utah.gov](http://www.schools.utah.gov)



Utah State Board of Education  
250 E 500 S | PO Box 144200  
Salt Lake City UT 84114-4200

**District 1: Terryl Warner**

623 Anderson Avenue  
Hyrum UT 84319  
435.512.5241  
Terryl.Warner6@gmail.com

**District 9: Joel Wright**

9102 Silver Lake Drive  
Cedar Hills, UT 84062  
801.426.2120  
joel.wright.uted@gmail.com

**District 2: Spencer F. Stokes**

4259 Skyline Drive  
Ogden, UT 84403  
801.923.4908  
utahboard2@gmail.com

**District 10: Dave Crandall (Chair)**

13464 Saddle Ridge Drive  
Draper, UT 84020  
801.232.0795  
crandall@xmission.com

**District 3: Linda B. Hansen**

5149 Village Wood Drive  
West Valley City, UT 84120  
801.966.5492  
linda.hansen@schools.utah.gov

**District 11: Jefferson Moss**

1668 Aspen Circle  
Saratoga Springs, UT 84045  
801.916.7386  
jeffersonRmoss@gmail.com

**District 4: Dave Thomas (First Vice Chair)**

7875 South 2250 East  
South Weber, UT 84405  
801-479-7479  
dthomas@summitcounty.org

**District 12: Dixie L. Allen**

218 West 5250 North  
Vernal, UT 84078  
435.790.6673  
dixieleeallen@gmail.com

**District 5: Laura Belnap**

845 East 1500 South  
Bountiful, UT 84010BE  
801.699.7588  
lbelnap@utahonline.org

**District 13: Stan Lockhart**

1413 South 1710 East  
Provo, UT 84606  
801-368-2166  
stanlockhartutah@gmail.com

**District 6: Brittney Cummins**

4601 Poseidon Drive  
West Valley City, UT 840120  
801.969.5712  
b4cummins@gmail.com

**District 14: Mark Huntsman**

435 South 700 East  
Fillmore, UT 84631  
435.979.4301  
mhuntsman@sunrise-eng.com

**District 7: Leslie B. Castle**

2465 St. Mary's Drive  
Salt Lake City, UT 84108  
801.581.9752  
lesliebrookscastle@gmail.com

**District 15: Barbara Corry**

1022 Cedar Knolls  
Cedar City, UT 84720  
435.586.3050  
Barbara.corry@schools.utah.gov

**District 8: Jennifer A. Johnson (Second Vice Chair)**

802 Winchester Street, #100  
Murray, UT 84107  
801.742.1616  
jj@jenniferajohnson.com

# Acknowledgments

**Verne C. Larsen**

Utah State Office of Education Program Coordinator

---

## STEERING COMMITTEE

**Karlee Adams**  
Utah State Department of Health

**Arlaine Austin**  
Utah PTA

**Jolene Blackburn**  
Central Utah Counseling

**Jaynie Brown**  
Mothers Against Drunk Driving

**Kim Clausing**  
Tooele County Health Department

**Lana Coombs**  
Alice Harris Intermediate School

**Mike Cottam**  
Utah State Office of Education

**Jonelle Fitzgerald**  
Wasatch County Health Department

**Linda Flynn**  
Snow Horse Elementary School

**Allen Grunig**  
Bear River Health Department

**Mitch Hall**  
Something Good Inc

**Klea Harris**  
Consultant

**Rodney Hopkins**  
Social Research Institute U of U

**Jeani Mulliner**  
Jordan School District

**Craig PoVey**  
State Division of Substance Abuse  
Mental Health

**Paula Price**  
Weber Human Services

**Shelley Stevens**  
Granite School District

**Clint Stoevers**  
Salt Lake School District

**Liz Zentner**  
Utah PTA

---

## PROGRAM 2002 ENHANCEMENT COMMITTEE

**Diane Albrechtsen**  
Weber County Health Department

**Marthanne Argyle**  
Nebo School District

**Julie Brush**  
Southwest Prevention Services

**Mike Cottam**  
USOE

**Stephanie Cottam**  
Alpine School District

**Kathy Day**  
Wasatch Prevention Services

**Jennifer Edwards**  
Jordan School District

**Anna Griffin**  
Bear River Health Department

**Marty Heiskell**  
Jordan School District

**Karen Hunter**  
Weber School District

**Shar Linford**  
Consultant

**Nikki Lovell**  
Consultant

**Jenna Perego**  
State Department of Health

**Jeani Mulliner**  
Jordan School District

**Paula Price**  
Weber Human Services

**Margaret Pruitt**  
Central Utah Mental Health

**Shelley Stevens**  
Granite School District

---

## PROGRAM EDITING COMMITTEE

**Mike Cottam**, USOE

**Klea Harris**, Consultant

**Emily Iizuka**, USOE

**Shar Linford**, Consultant

**Jeani Mulliner**, Jordan School District

---

## PROGRAM MUSIC COMPONENT

**Steve James**, Something Good, Inc.

## PROGRAM GRAPHIC ARTISTS

**Matt Shay**, Shay Design and Illustrations

**Aaron Anderson**, Consultant

**Lee Gray**, USOE

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## Spanish Translations by Paola V. Colorado

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*For their years of dedication and service to Prevention Dimensions*

**Merlin F. Goode**

November 16, 1945–May 23, 2002

**F. Leon PoVey**

August 16, 1934–December 10, 2002

For more information, call (801) 538–7713, or e-mail [verne.larsen@schools.utah.gov](mailto:verne.larsen@schools.utah.gov).

# Prevention Dimensions 2010 Re-Write Group

<u>Name</u>	<u>Grade</u>	<u>School District/Agency</u>		
Karlee Adams – Health Dept. State Department of Health 1458 East 3010 South SLC, UT 84106 karleeadams@utah.gov			Linda Flynn – Counselor – Snowhorse Elementary 1095 Smith Lane Kaysville, UT 84037-9653 (801) 402-7350	Tami Munns – 5th – Box Elder Box 204 Riverside, UT 84334 Tami.Munns@besd.net (435) 458-9949
Roxanne Bailey – 5th – Alpine 1008 North 700 West Orem, Utah, 84057 bail212@alpine.k12.ut.us			Shirley Gaither – Kindergarten – Jordan 11438 South River Front Parkway South Jordan, Utah 84095 shirleygaither@comcast.net	John Paynter – 6th – Alpine 257 West 200 North #3 Springville, UT 84663 jpaynter@alpine.k12.ut.us
Susan Bradshaw – J. Reuben Clark Law School Brigham Young University 898 North 1200 East Provo, Utah 84604 (801) 422-4274			Carol Garrick – 6th – Jordan 10853 Clear Creek Drive Sandy, UT 84070 carol.garrick@jordan.k12.ut.us (801) 680-6253	Terry Perkins – 5th – Millard P.O. Box 158 Kanosh, Utah 84637 precinct@frontiernet.net
Brandilee Chacon – 2nd – Jordan 9124 Quail Creek Circle Sandy, Utah 84094 Brandilee.Chacon@jordan.k12.ut.us			Allen Grunig – Health Dept – Bear River Health Department 655 East 1300 North Logan, UT 84341 allengrunig@utah.gov	Terri Pettey – 2nd – Granite 11648 South Player Circle Sandy, Utah 84092 tpettey@graniteschools.org
Linda Christensen – Kindergarten – Alpine 616 East 920 North Orem, UT 84097 lmchristensen@alpine.k12.ut.us			Kenessa Haight – 3rd – Granite 4777 South Settler's Way #20 Taylorsville, UT 84123 khaight@graniteschools.org (801) 898-2959	Diane Reese – 6th – Salt Lake 2817 East 3220 South Salt Lake City, UT 84109 Diane.Reese@slc.k12.ut.us (801) 484-4815
Mike Cottam – Consultant – Utah State Office of Education 3786 South Lake Mountain Drive, Saratoga Springs, Utah 84043 (801) 360-5747 jmikecottam@gmail.com			Klea Harris – Consultant 656 West 40 North Orem, UT 84058 klea.dawn.harris@gmail.com	Joani Richardson – 1st – Jordan 816 East Drystone Avenue Sandy, Utah 84094 joani.richardson@jordan.k12.ut.us (801) 572 0815 home (801) 572 7000 school
Stephanie Cottam – Counselor – Alpine 3786 South Lake Mountain Drive, Saratoga Springs, Utah 84043 scottam@alpine.k12.ut.us			Kristi Jones – Health Weber-Morgan Health Department 477 23rd Street Ogden, UT 84401 kjones@co.weber.ut.us	Wendy Wilson – 6th – Granite 1264 Pitchfork Road Murray, Utah 84123 wwilson@graniteschools.org
Patricia Denning – 3rd – Jordan Altara Elementary 800 East 11000 South Sandy, Utah 84094 (801) 572-7000 patricia.denning@jordan.k12.ut.us			Verne Larsen Utah State Office of Education 250 East 500 South Box 144200 SLC, UT 84114 4200 (801) 538-7713 verne.larsen@schools.utah.gov	Brittany Wiseman – 1st – Jordan 3586 South 2445 East. #A Salt Lake City, UT 84109 brittany.wiseman@jordan.k12.ut.us
Crystal Englehart – 4th – Washington 1112 North Cedar Boulevard Cedar City, Utah 8472 cenglehart@pes.washk12.org			Jeani Mulliner – Specialist – Jordan 1261 Country Mile Drive Riverton, Utah 84065 jeani.mulliner@jordan.k12.ut.us	Alison Wuthrich – Kindergarten – Box Elder Box Elder District 110 Wapiti Loop Hyrum, UT 84319 Alison.Wuthrich@besd.net

## Prevention Dimensions Overview



Prevention Dimensions (PD) is a set of resource lessons which support the Utah State Office of Education pre-kindergarten through twelfth grade health core and Utah's Safe and Drug-Free Schools and Communities. The program began in 1982 as a joint effort between the Utah State Division of Substance Abuse, Utah State Department



of Health, Utah State Office of Education, and Utah State PTA. Prevention Dimensions is one of the many dimensions of prevention education used by Utah schools and communities to insure the success of Utah students.

The mission of PD is to give students a strong foundation of effective violence and substance abuse prevention skills. The lessons are age-appropriate and meet the objectives through a scope and sequence methodology.

PD is based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. Studies have shown that young people with identified risk factors are more likely to engage in substance abuse and other antisocial behaviors. Conversely, students with strong protective factors are less likely to engage in substance abuse and antisocial behaviors. Lessons are therefore designed to decrease the risk factors and promote protective factors.

PD teacher trainings develop teacher skills to teach proven prevention strategies, impart knowledge, and help students maintain a positive prevention attitude.

Statewide surveys conducted by the Utah Division of Substance Abuse indicate the positive outcomes of the PD skill objectives. The PD Steering Committee uses these surveys to identify effectiveness of strategies utilized in the PD lessons and periodically revises lessons to meet current trends. The continual submission of teacher evaluation data assists PD to become a "best practices" program.



Prevention Dimensions revisions include

- 1990 alignment of lessons to better assist teachers in integration of prevention as part of the school day;
- 1994 inclusion of necessary prevention components based on Botvin's life skill research and sophistication of secondary lessons;
- 1996 music component enhancement project;
- 1996 inclusion of Search Institutes 40 Developmental Assets;
- 1999 inclusion of media literacy lessons;
- 2000-2001 State Health Department inclusion of research-based tobacco lessons;
- 2002 revision of lesson content;
- 2003 formatting and redesign of lesson appearance:
- 2010 the 3Rs become the 3Cs [I care about myself, others and the community.] and training on negotiating and mediation skills;
- 2010 revised lesson format and content.



Young people can overcome the many risk factors in society when they see positive examples, hear clear and consistent messages and practice healthy living. Prevention Dimensions has become a powerful tool for teachers to increase protective factors in students' lives.



## How to use these materials

Prevention Dimensions begins with five foundation lessons that teach core concepts of caring about self, others and the community. These lessons are bracketed in the table of contents and should be taught to students before any other lessons. Teaching these five lessons first will help students identify and express feelings, build skills to solve personal trials and the negative feelings often associated with such life events, make smart choices about personal health and strengthen decision making skills for self and groups. The first five lessons are aligned between grades to insure common vocabulary and core ideas are taught by the entire school. It is suggested that schools choose specific time periods to teach each foundation lesson (lesson 1, lesson 2 etc.).

The remaining lessons may be taught in any order. Notice that all the lessons refer to the concepts in the five foundation lessons. Prevention Dimensions is useful in many issues which arise in the typical classroom including making smart decisions: making smart and healthy choices about personal health including abstinence from alcohol, tobacco and other drugs; understanding and expressing thoughts and feelings in constructive and healthy ways; building positive and constructive connections with others; personalizing skills to stop unhealthy behaviors and adopting more robust and productive alternatives; goal setting; personal safety; mental health awareness; violence prevention; bully prevention; law and order; ways to resist negative peer pressure; media literacy; building family traditions and much more.

Prevention Dimensions is both an effective and efficient classroom tool for teachers to provide a comprehensive behavioral health foundation for students. Prevention Dimensions is a gem owned and distributed free of charge to Utah educators by the Utah State Office of Education.

## A Short Note About Page Formatting



The left hand part of the page lists lesson parts and teacher actions. The lesson introduction, strategies and conclusion are noted as well as actions that the teacher will use to teach various parts of the lesson.



The right hand part of the page organizes the content of the lessons.

Words written in light print are ideas and information for the teacher. They give the teacher background information to use with the lesson.

Words written in normal type are for the teacher to voice to the students. These are words the students will hear and questions they will answer.



# The 3 Cs



The 3Cs are central to all the lessons in Prevention Dimensions. You will note multiple references to the 3Cs in every lesson and are encouraged to help students understand these concepts.

Formally, Prevention Dimensions used the “3Rs of Respect – Respect self; Respect others; Respect the environment. A review of prevention literature suggested that the concept of respect was often accompanied by a demand. “You will respect me!” Sometimes someone can demand respect and do it with arrogant or demeaning intentions. It is possible to act with respect without feeling respect. Care is the reason behind respect.

Care, according to the literature, is difficult to demand and is more often given. We give care as a choice. It is hard to say, “You will care about me!” and expect to receive more than a cursory feeling of obligation.

Students can and do learn to care about themselves, care about others in their group and care for the community and environment as a whole.



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## Fifth Grade



<b>1. IALAC and “I” Messages .....</b>	<b>1</b>
Recognize why acceptance of self and others is important for the development of positive attitudes.	
Explore how relationships can contribute to self-worth.	
Demonstrate qualities that help form healthy interpersonal relationships.	
Develop vocabulary that shows respect for self and others.	
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Summarize how communicating with others can help improve overall health.	
Demonstrate coping behaviors related to grief and loss.	
Demonstrate constructive ways of managing stress.	
Explore how relationships can contribute to self-worth.	
Develop vocabulary that shows respect for self and others.	
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Recognize why acceptance of self and others is important for the development of positive attitudes.	
Explore how relationships can contribute to self-worth.	
Demonstrate qualities that help form healthy interpersonal relationships.	
Develop vocabulary that shows respect for self and others.	
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I STOP'D	
Summarize how communicating with others can help improve overall health.	
Demonstrate coping behaviors related to grief and loss.	
Demonstrate constructive ways of managing stress.	
Demonstrate qualities that help form healthy interpersonal relationships.	
Explore how relationships can contribute to self-worth.	
Develop vocabulary that shows respect for self and others.	
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Summarize how communicating with others can help improve overall health.	
Demonstrate constructive ways of managing stress.	
Demonstrate qualities that help form healthy interpersonal relationships.	
Explore how relationships can contribute to self-worth.	
Develop vocabulary that shows respect for self and others.	

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## 3 Cs

- ☞ I care about myself.
- I care about others
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Teacher Notes

## Preparation

### Copies

- IALAC sign (see page 5)
- MINGL Activity (see page 6)
- Home Connection (see page 7)

### Materials

- paper
- yarn

### Music

- "Be a Builder" from the CD *Be a Builder* (see page 86)
- "My Friend" from the CD *Be a Builder* (see page 102)
- "Sticks and Stones" from the CD *Be a Builder* (see page 106)

## Vocabulary

- |         |          |
|---------|----------|
| builder | put-up   |
| breaker | put-down |

## Lesson at a Glance

### Introduction

1. Be a Builder

### Strategy

2. IALAC Story

### Conclusion

3. "Get to Know You" Game

### Home Connection

4. IALAC Home Connection

## Core Curriculum Objectives and Standards

### Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

### Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: The students will understand and respect self and others related to human development and relationships.
- Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

## Introduction

Music

Ask

Smartboard

### 1. Be a Builder

- Play the song “Be a Builder”
- Read the lyrics together.
- Discuss the meaning of the lyrics.
- Sing the song together.
- What does a builder look like?
- What does a builder sound like?
- How do you feel around a builder?
- How do you become a builder?
- Who do you know that acts like a builder? How?

Put responses on a “Looks Like/Sounds Like/Feels Like” double T-chart like the one illustrated below.

Looks Like...



Sounds Like...



Feels Like...



### Tie in the 3 Cs

I care about me.  
I care about others.  
I care about my community.

- Point to the first statement: I have a right to care about me.
- Today we will be exploring how to be “builders” by treating one another with caring and compassion.
- We will be thinking about ways we might be “breakers” by hurting one another’s feelings, and how we can instead be builders and make sure everyone in the class feels safe.

## Strategy

Prepare

Explain

### 2. IALAC Story

Use the yarn to create an “IALAC” necklace with the “IALAC” sign on it and hang the necklace around your neck.

- Everyone carries an invisible “IALAC” sign with them at all times, wherever they go.
- IALAC stands for “I Am Lovable and Capable.”
- This is our self-esteem, or how we feel about ourselves.
- The size of our sign is how good we feel about ourselves and is often affected by how others interact with us.
- If somebody is negative, teases us, puts us down, rejects us, hits us, etc., then a piece of our IALAC sign is destroyed.  
Illustrate this by tearing a corner piece off the sign.

Instruct

Listen for words or actions in the following story that build or break our IALAC sign.

Tell a Story

A fifth-grade boy named Michael is still lying in bed three minutes after his alarm goes off. All of a sudden his mother calls to him, “Michael, you lazy-head, get your body out of bed, and get down here before I send your father up there!”

Tear a piece of the IALAC sign – rip!



Michael gets out of bed, goes to get dressed, and can't find a clean pair of socks. His mother tells him he'll have to wear yesterday's pair.

Tear a piece of the IALAC sign – rip!

He goes to brush his teeth and his older sister, who's already locked herself in the bathroom, tells him to drop dead!

Tear a piece of the IALAC sign – rip!

He goes to breakfast to find soggy cereal waiting for him.

Tear a piece of the IALAC sign – rip!

As he leaves for school, he forgets his lunch, and his mother calls to him, "Michael, you've forgotten your lunch! You'd forget your head if it weren't attached!"

Tear a piece of the IALAC sign – rip!

As he gets to the corner, he sees the school bus pull away, and so he has to walk to school.

Tear a piece of the IALAC sign – rip!

He's late to school and has to get a pass from the principal, who gives him a lecture.

Tear a piece of the IALAC sign – rip!

The "IALAC" story was originally conceived by Sidney Simon and Merrill Harmin. Simon has written and published the story for use by students and teachers. For a copy, write Angus Communications, 7440 Natchez Avenue, Niles, IL 60648.

### Expand on the Story

- Some teachers expand on the story by having students take 15 minutes to write their own IALAC story. This time they ask the students to include some builders in Michael's story.
- Others have a class discussion about what Michael could control and what he couldn't control.
- Another discussion idea may include ideas to either tear more of Michael's IALAC sign or build it back.

### Share Other Ideas That May Affect Michael's IALAC Sign.

During school:

- Forgetting his homework.
- Getting 68% on a spelling test.
- Being called on for the only homework question he can't answer.
- Making a mistake in reading so that everyone laughs.
- Being picked last to play ball at recess.
- Dropping his tray in the lunchroom, causing everybody to applaud.
- Being picked on by bullies on the way home from school.
- Being referred to as "Hey, you!" in gym class.

After school:

- Can't watch game because hasn't finished homework.
- Have to wash the dishes for the third night in a row because his older brother has band practice.
- Someone laughs or pokes fun.

### End Story

Conclude by showing Michael going to bed with a small IALAC sign about as big as a quarter!



**Ask**

- How do IALAC signs get torn up?
- What things affect your IALAC sign the most?
- What do you do that destroys the IALAC signs of others?
- How do you think others feel when their IALAC sign is ripped?
- How do you feel when your IALAC sign is ripped?
- What have you witnessed in the past week that has broken others down?
- What have you witnessed in the past week that has built others up?
- What can we do to help people make their own IALAC signs larger rather than smaller?

**Tie in the 3 Cs**

I care about me.  
I care about others.  
I care about my community.

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

**Conclusion****3. "Get to Know You" Game**

Choose one of these games to play.

**Snowball**

Let's play a game so we can learn more about each other.

- Pass out a half-sheet of white paper for each student.
- Don't put your name on the paper.
- Write two or three things that make you feel good about yourself.
- Crumple your paper into a ball and throw in any direction.
- Everyone picks up one ball and tries to find the person that the "snowball" belongs to.
- As part of the discussion, ask students to talk about what lead them to the person on the paper.
- An alternative for sharing would be for students to sit down after they retrieve a paper snowball and then take turns sharing the information about each other.

**Get To Know You  
MINGL**

- Pass out MINGL cards and have students mingle and find a classmate who meets the description.
- That person initials the square. The cardholder then tries to find someone else to initial a square.
- The game is over after a certain time limit, when a player has five in a row, or when a player has a full card.

**Share**

Have students share something they learned about their classmates.

**Closing**

It is so much easier to build others up when we take time to learn about and enjoy each other.

**Home  
Connection****Prepare****4. IALAC Home Connection**

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.







**M**

Find  
someone  
who wears  
glasses.

**I**

Find  
someone  
that doesn't  
like broccoli.

**N**

Find  
someone  
who likes  
baseball.

**G**

Find  
someone  
that has long  
hair.

**L**

Find  
someone  
who has a  
scooter.

Find  
someone  
who has a  
pet.

Find  
someone with  
your same  
name.

Find  
someone  
that has  
never moved.

Find  
someone  
who likes  
country  
music.

Find a  
person with  
your same  
color shirt.

Find  
someone  
who has a  
birthday this  
month.

Find  
someone  
who plays the  
piano.

Write Your  
Name Here

Find  
someone  
that worked  
this summer.

Find  
someone  
that has blue  
jeans on.

Find  
someone  
shorter than  
you.

Find  
someone  
that likes  
the same ice  
cream you  
do.

Find  
someone  
who is  
wearing  
earrings.

Find  
someone  
who has a  
pool.

Find  
someone  
that like the  
color green.

Find  
someone  
who has a  
watch on.

Find  
someone  
who likes  
salad.

Find  
someone  
that is taller  
than you.

Find  
someone  
that doesn't  
have a pet.

Find  
someone  
that has  
never had a  
cavity.



# Home Connection

Dear Family,

Today I learned that I have a right to care about myself. My teacher told a story entitled "IALAC." The letters each stand for a word. Ask me what the letters stand for, and let's each share two things that we do for each other that help us feel lovable and capable.

Thanks! You're awesome!

I \_\_\_\_\_

A \_\_\_\_\_

L \_\_\_\_\_

A \_\_\_\_\_

C \_\_\_\_\_

Family Member:

1. \_\_\_\_\_

2. \_\_\_\_\_

Student:

1. \_\_\_\_\_

2. \_\_\_\_\_





# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo. Mi maestro (a) me contó una historia titulada “YSAYC”. Cada una de las letras significan una palabra. Pregúntame que significan cada una de las letras, y vamos a compartir cada uno dos cosas que hacemos el uno por el otro que nos ayudan a sentirnos amables y capaces.

¡Gracias! ¡Ustedes son maravillosos!

Y \_\_\_\_\_

S \_\_\_\_\_

A \_\_\_\_\_

Y \_\_\_\_\_

C \_\_\_\_\_

Miembro de la Familia:

1. \_\_\_\_\_

2. \_\_\_\_\_

Estudiante:

1. \_\_\_\_\_

2. \_\_\_\_\_





# Bag of Rocks (Bugs)

## 3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Teacher Notes

## Preparation

### Copies

Home Connection (see page 13)

### Materials

- empty backpack
- backpack full of rocks
- sticky notes
- five buckets with labels taped on (Myself, Class, Parent, Teacher, Friend)
- Bag of Rocks picture (see page 15)

### Music

- "A Little Bit of Honey" from the CD *Take a Stand* (see page 85)
- "The Right Choice" from the CD *Something Good* (see page 111)
- "Try" from the CD *Be a Builder* (see page 114)

## Vocabulary

peace                      conflict                      mediator

## Lesson at a Glance

### Introduction

1. Bag of Rocks

### Strategy

2. What Weighs You Down?
3. How to Sort the Rocks

### Conclusion

4. What Weighs Us Down?

### Home Connection

5. I Can Help Others With Their Rocks

## Core Curriculum Objectives and Standards

### Objectives

- Summarize how communicating with others can help improve overall health.
- Demonstrate coping behaviors related to grief and loss.
- Demonstrate constructive ways of managing stress.
- Explore how relationships can contribute to self-worth.
- Develop vocabulary that shows respect for self and others.

### Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

## Introduction

Prepare

### 1. Bag of Rocks

Equip two students with backpacks. One pack should be empty, the other full of heavy rocks.

Compare

How would you feel if you had to wear the pack all day, or maybe on a walk? If accommodations allow, you could have the kids wear the packs during recess and then have the lesson.

Smartboard

Put responses on a Looks “Like/Sounds Like/Feels Like” double T-chart. For ideas about how to make a T-chart, please see Lesson 1.

Ask

- Which backpack would you compare to a feeling of peace?
- Which backpack would you compare to a feeling of conflict or stress?
- What does peace feel like?
- What does peace look like?
- What does peace sound like?
- How do you become peaceful?
- Where do you feel peaceful?

Define

- Peace happens most when people are feeling safe and comfortable with themselves and others. Their basic needs are being met.
- Conflict happens most when people are not at peace. Their basic needs are not being met.
- Conflict is not always bad. It can let us know it is time to grow.

## Strategies

### 2. What Weighs You Down?

Prepare

Divide class into small groups of 3-4 and give each a sticky note.

Instruct

- Discuss as a group and list what kinds of conflicts you might experience throughout your day.
- Choose one conflict from your list and write it on the sticky note.

Share

Have each group –

- share what weighs them down (or what conflicts they wrote down).
- attach the sticky note to a rock.
- place an empty backpack on one student, then place the labeled rocks in the backpack.

Ask Student  
Wearing Backpack:

How are you feeling about the weight, heaviness or load that has been placed on your back?

Ask

- How might different people behave when carrying these kinds of rocks? How would you feel if you had so many rocks in your backpack?
- What would you think about if you were loaded down with so many rocks?
- How do friends act around you when you have so many rocks?
- How do you treat others when you feel weighed down?

Include in the discussion appropriate ideas of ESCAPING or inappropriate acting out, poor behavior, anger, and substance abuse, hurting others, hurting self, hurting the environment or any other relevant concern.





**Tie in the 3 Cs**

I care about me.  
I care about you.  
I care about my community.

**Emphasize**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

It is not okay to hurt ourselves or others when we are trying to deal with the rocks in our lives.

Some teachers have students with relatives who are or have been deployed with the military. If appropriate, mention that some people who fight in wars often come back with lots of “rocks” in their backpacks because of the terrible things they have seen. They sometimes don’t deal with the rocks and try to ignore them. Some people cannot get rid of their bugs and have to learn how to live with them in a constructive way. Some people might react to their rocks by not sleeping or being angry or turning to drugs or alcohol to escape.

- Many people deal with difficult situations.
- Do you know someone who is like this who hasn’t been in the military?

**3. How to Sort the Rocks****Discussion**

- In Lesson 1 we agreed we all have a right to care about ourselves because we are all lovable and capable.
- That helps us get rid of the rocks in smart and healthy ways.
- Whenever we have a right, we also have a responsibility. They are partners and go together.
- We have a right to care about ourselves by noticing the rocks in our backpacks. We also have a responsibility to be kind and not to do harmful things to ourselves and others when we feel the rocks.
- That makes our class safe.
- What are some rules we can have to keep our rights safe and help us remember our responsibilities?

**Explain**

Mediators are people who can offer assistance when we are weighed down with feelings or have a problem to solve.

**Ask**

Who are some of the mediators we can go to with our rocks?

- Write the people on the board as headings while the students name them.
- Coach the students to include all five types of mediators who can listen and help solve rocks.
- Have them include themselves because most of the time, we can take care of a rocks ourselves.

**Sort**

Have the student then place the rock into one of five buckets.

Write on Buckets  
or  
Write Headings  
on Board

**Myself      Class      Parent      Teacher      Friend**

Have a student reach into the backpack, draw out a rock, and read the conflict written on the sticky note.

Take the sticky note from the rock and stick it under one of the column headings on the board.

**Conversation**

- Who is always responsible for trying to solve the rock first?  
ME!
- Who can you go to next?  
A friend



- Finally, if you and your friend can't solve your problem, where can you go to get help?  
*Teacher, parent*
- If a problem is private and serious, then going straight to an adult is the best thing to do.
- If it is a regular problem, like not sharing the playground equipment, then you are expected to try to work it out on your own.
- That means that if I or an adult hear someone tattling to me, what am I going to say?
  - Have you tried to work it out yourself first?
  - Have you asked a friend to help?
  - What did you decide?
  - Why didn't it work?
  - What could you do differently?
- Am I going to solve your problem for you?
- Not usually. I am going to help you solve your problem.
- If that fails, then the principal arbitrates.

## Conclusion

### 4. What Weighs Us Down?

- Introduce the students to the class backpack.
- Place the pack somewhere accessible in the classroom.
- Tell the students that when a class rock shows up during the week, they can fill out a "What Weighs Us Down" slip and place it in the class backpack for the class to mediate during class meeting time (see Lesson 5).

## Home Connection

Prepare

### 5. I Can Help Others With Their Rocks

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.

## Additional Ideas

Music

### 6. Reinforce Mediators

Play "The Right Choice" from the CD *Something Good*. (This song emphasizes the importance of seeking the help of others when we are making a choice.)

Reason to Listen

Listen to the words and see if you can hear what things you can do to make the right choice.

## Curriculum Connections

Literature

Have students look for the rocks (conflicts) in the literature they read. Offer the option of doing a book report on a book by listing the rocks encountered by the characters and the mediators used to solve the conflicts in the book.





# Home Connection

Dear Family,

Today I learned that I have a right to care about myself. I have a responsibility to make smart choices when I care about myself. Substance abuse is an act of violence against oneself.

I can make smart choices and not use drugs because I know how to find peace when things weigh me down rather than trying to use drugs and alcohol to escape. I learned about how you are one of the best mediators who can help me when I have a rock that I don't know how to get rid of. Please help me catch two different members of our family helping a different person with a burden.



Thanks!

Love, \_\_\_\_\_

\_\_\_\_\_ helped someone else with a rock when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ helped someone else with a rock when \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de cuidar de mi mismo. Yo tengo la responsabilidad tomar decisiones adecuadas cuando cuido de mi.

El abuso de sustancias es un acto de violencia en mi contra.

Yo puedo tomar decisiones inteligentes y no usar drogas porque yo se como puedo encontrar paz cuando hay cosas a mi alrededor que me hacen sentir mal, en lugar de usar drogas o alcohol para escapar. Yo aprendí que tu eres uno de los mejores mediadores quien puede ayudarme cuando tengo una roca pesada encima de mi, de la cual no se como deshacerme. Por favor ayúdame a descubrir a dos miembros de nuestra familia, cuando estén ayudando a dos personas distintas con algún problema que estén teniendo.



¡Gracias!

Con amor, \_\_\_\_\_

\_\_\_\_\_ ayudó a alguien a liberarse de un problema cuando \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_ ayudó a alguien a liberarse de un problema cuando \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Bag of Rocks picture







# Bully Blocker

## 3 Cs

I care about myself.

I care about you.



I care about my community.

### Help students to understand and invite them to state clearly:

I have a right to be in an environment where I feel safe.

I have a responsibility to treat others with kindness.

Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

## Teacher Notes

## Preparation

### Copies

Home Connection (see page 20)

### Materials

Two or more balled-up pieces of paper. Wrap masking tape around the paper to hold the shape. A soft ball could also be used.

"Block-A-Bully" video (included on the Prevention Dimensions Foundation CD)

### Music

"Take a Stand" from the CD *Take a Stand* (see page 107)

"The Heat is On" from the CD *Be a Builder* (see page 109)

## Vocabulary

bully  
bullying

vulnerable  
bodyguard

## Lesson at a Glance

### Introduction

1. *Block-a-Bully* video

### Strategy

2. Bodyguard Game

### Conclusion

3. *Block-a-Bully* Review
4. *Block-a-Bully* Follow-Up

### Home Connection

5. Being a Bodyguard

## Core Curriculum Objectives and Standards

### Objectives

Recognize why acceptance of self and others is important for the development of positive attitudes.

Explore how relationships can contribute to self-worth.

Demonstrate qualities that help form healthy interpersonal relationships.

Develop vocabulary that shows respect for self and others.

### Standards

Standard 1: Improve mental health and manage stress.

Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Standard 3: The students will understand and respect self and others related to human development and relationships.

Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

## Introduction

Video

Time: 4:31

Optional Art

### Tie in the 3 Cs

I care about me.

I care about you.

I care about my community.

Ask

## Strategy

Prepare and Play

Instructions

Ask

## 1. Block-a-Bully Download

Show the *Block-a-Bully* video available to download for free through iTunes. Go to the iTunes store and search for "Utah Electronic High School Block a Bully."

First pose the statements featured in the video and have students create their own illustrations.

Some teachers assign this to tables and use the art to create a bulletin board.

- Bullying is behavior that is intended to cause harm or distress.
- Behavior that exists in a relationship in which there is an imbalance of power.
- This behavior may be repeated over time.
- Bullying can come from a boy or a girl or a group.
- Bullies can use mean words.
- Bullies can be physical.
- Bullying can be leaving someone out.
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.
- What is one thing you learned about bullies that you didn't know before?
- What are some things that cause distress or injury in the classroom and/or on the playground?  
throwing spit wads; laughing at a person because he/she couldn't hit the ball; stealing a pencil; laughing at someone's grade; writing a name on the restroom wall; picking on a vulnerable student; kicking a vending machine; leaving garbage on the playground; bullying; teasing
- What questions do you have about bullying?

## 2. Bodyguard

With one soft ball or balled-up piece of paper, play the game "Bodyguard."

- Form circles of 10–15 students.
- Two students stand in the middle of the circle.
- One is labeled "B." The other is labeled "V." "B" is designated the protector or bodyguard of "V" or "victim."
- The students in the circle throw one soft ball or balled up piece of paper and attempt to hit the student being guarded.
- Only hits below the elbow count.
- "B" attempts to protect "V" from all contact with the ball.
- The person who throws the ball and hits "V" becomes the new "V" and old "V" becomes the new bodyguard. The "B" person joins the circle.
- Play until all members of the circle have had a chance to be in the middle.
- During the game, what did you learn about the traits of a bodyguard?.
- How is a bodyguard like the mediator who helps us take care of our rocks?



**“What” Questions**

- What makes an effective bodyguard?
- How did the bodyguard protect the special person?
- What was it like being a bodyguard?
- What was it like being a special person?
- What did the bodyguard give up to offer protection?
- How did the special person assist in his/her own protection?

**“So What” Questions**

- Whom do we protect?
- Why do people try to pick on or bully others?
- What do we protect?
- How do we become bodyguards for ourselves? Others? The environment?
- How would it be easier if there were more than one bodyguard?
- How can we work together to protect each other?
- How do the 3 Cs tie into this discussion?

**Tie in the 3 Cs**

I care about me.  
I care about you.  
I care about my community.

**Discussion**

Another word for body guard is “ally.”

An ally is

- someone who sticks up for you.
- takes a stand against bullying
- helps you when you need it most.

**“Now What?” Questions**

- What will you do the next time you see someone who needs a bodyguard or ally?
- What will you do with your fear?
- How will we all work together to protect ourselves, each other, and the environment?

**Conclusion****3. Block-a-Bully Review****Video**

Watch the *Block-a-Bully* video again.

**Art**

- Have each student draw himself or herself into the given situation as a bodyguard.
- This can be done in students' individual drawings or as a whole-class activity.
- Encourage the students to use captions or thought bubbles in their drawings that explain their role as a bodyguard.
- Make a bulletin board of the artwork.

**4. Block-a-Bully Follow-Up****Report**

- Have students report how they have been a bodyguard or how they have been protected.
- Recognize students throughout the year who have acted as bodyguards to themselves, others, or the environment.

**Home Connection**  
Prepare
**5. Being a Bodyguard**

- Make a copy of the Home Connection for each student.
- Take a short amount of class time to explain the home assignment.
- Send the Home Connection paper home with each student and instruct students to share the information with their families.





# Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. We discussed safe ways to be a bodyguard to someone who is being bullied. Tell me about a time when someone helped you by being a bodyguard, or when you were a bodyguard for someone else who was being bullied. How old were you? What happened? What helped? What do you wish you would have done differently?

Thanks! You're the best!



# Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. We discussed safe ways to be a bodyguard to someone who is being bullied. Tell me about a time when someone helped you by being a bodyguard, or when you were a bodyguard for someone else who was being bullied. How old were you? What happened? What helped? What do you wish you would have done differently?

Thanks! You're the best!



# Home Connection

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Thanks! You're the best!



# Conexión en el Hogar

Querida familia,

Hoy, aprendí que tengo el derecho de vivir en un ambiente en el cual me sienta seguro (a). Nosotros hablamos acerca de formas apropiadas en las cuales yo puedo ser el guardaespaldas de alguien que está siendo molestado. Comparte conmigo alguna ocasión en la que alguien te haya ayudado siendo tu guardaespaldas, o en la que tu hayas sido el guardaespaldas de alguien más que estaba siendo molestado. ¿Cuántos años tenías? ¿Qué pasó? ¿Qué fue lo que ayudó a resolver el problema? ¿Qué hubieras deseado hacer diferente?

¡Gracias! ¡Ustedes son los mejores!



# Conexión en el Hogar

Querida familia,

Hoy, aprendí que tengo el derecho de vivir en un ambiente en el cual me sienta seguro (a). Nosotros hablamos acerca de formas apropiadas en las cuales yo puedo ser el guardaespaldas de alguien que está siendo molestado. Comparte conmigo alguna ocasión en la que alguien te haya ayudado siendo tu guardaespaldas, o en la que tu hayas sido el guardaespaldas de alguien más que estaba siendo molestado. ¿Cuántos años tenías? ¿Qué pasó? ¿Qué fue lo que ayudó a resolver el problema? ¿Qué hubieras deseado hacer diferente?

¡Gracias! ¡Ustedes son los mejores!



# Conexión en el Hogar

Querida familia,

Hoy, aprendí que tengo el derecho de vivir en un ambiente en el cual me sienta seguro (a). Nosotros hablamos acerca de formas apropiadas en las cuales yo puedo ser el guardaespaldas de alguien que está siendo molestado. Comparte conmigo alguna ocasión en la que alguien te haya ayudado siendo tu guardaespaldas, o en la que tu hayas sido el guardaespaldas de alguien más que estaba siendo molestado. ¿Cuántos años tenías? ¿Qué pasó? ¿Qué fue lo que ayudó a resolver el problema? ¿Qué hubieras deseado hacer diferente?

¡Gracias! ¡Ustedes son los mejores!





# Making Smart Choices for Me I STOP'D



## 3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

## Preparation

### Copies

Home Connection (see page 27)

### PowerPoint

ISTOP'D (Provided with this lesson, or may be downloaded by contacting the USOE)

### Materials

- sticky notes
- scratch paper
- The Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry or another book that illustrates a conflict and resolution
- Optional: Shoes of different kinds and sizes

### Music

- "A Little Bit of Honey" from the CD *Take a Stand* (see page 85)
- "Chill" from the CD *Something Good* (see page 89)
- "The Right Choice" from the CD *Something Good* (see page 111)
- "Two Heads are Better Than One" from the CD *Take a Stand* (see page 115)

## Vocabulary

emotions	smart choices	"I" messages
Caring Powers	not smart choices	rights

## Lesson at a Glance

### Introduction

1. Conflict in Literature

### Strategy

2. PowerPoint and Story

### Conclusion

3. Follow the Notes in the PowerPoint

### Home Connection

4. Resolving Conflict Book Report

## Core Curriculum Objectives and Standards

### Objectives

- Summarize how communicating with others can help improve overall health.
- Demonstrate coping behaviors related to grief and loss.
- Demonstrate constructive ways of managing stress.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Explore how relationships can contribute to self-worth.
- Develop vocabulary that shows respect for self and others.

### Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: The students will understand and respect self and others related to human development and relationships.

Teacher Notes

## Introduction

Prepare

Ask

### 1. Conflict in Literature

Distribute a sticky note to each student.

- Everyone write the name of a really good book you've read lately.
- Without even asking you, I know one thing that all these books have in common.
- What do you think it is?  
They all have conflict.

Mini-Lesson

There are three possible kinds of conflict we can find in any great story.

- Man vs. Man
- Man vs. Himself
- Man vs. Nature

List on the board as headings.

Sort

Without talking, take your sticky note and stick it under the conflict heading that describes the main conflict in your book, and be prepared to defend your placement.

Discussion

Have a few students share their book title and why the conflict in the book fit under the heading they chose.

## Strategy

### 2. PowerPoint and Story

Have a story about making smart choices ready at the end of the PowerPoint.

Use the PowerPoint provided with this lesson.

Note: When the presentation is opened in PowerPoint Normal Mode, notice the accompanying notes. Please do not read these notes to students. There is basic information and more advanced information accompanying each slide. You may choose the depth of training that is appropriate for the students. Use your own voice and examples when using the presentation.

## Conclusion

### 3. Follow the Notes in the PowerPoint

## Home Connection

### 4. Resolving Conflict Book Report

Prepare

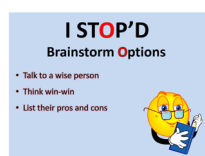
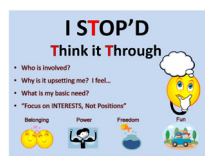
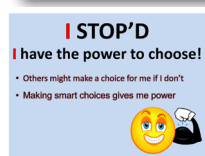
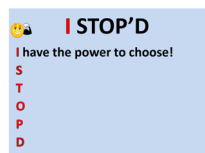
Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.

## Additional Ideas

Writing

- Invite each student to bring an old shoe to class.
- When a conflict arises, in order to find a win/win resolution or one where everyone is happy, you must first look at the interests of all of the people involved.
- People often refer to this as putting yourself in the other person's shoes.
- You have to try and see the problem from a different perspective.
- Have the kids write a story from the shoe's point of view.
- Explain that they will write in the first person.





I STOP'D is an acronym

- Each letter in the word stands for the first letter of another word.
- It is a technique people use to memorize organized information.
- Some other acronyms are PTA (Parent Teacher Association) and NASA (National Aeronautics and Space Administration).
- This acronym can also help us remember the process to follow when we make a decision.
- Let's look at each letter briefly at first so you can see the big picture.
- We will read a story and see how the characters apply the I STOP'D process to their conflict.

Read briefly; you'll go into depth later.



Ask:

- Why is it important to use your power to choose?
- A new study in the *Journal of Personality and Social Psychology* found that leaders often were not the smartest people in their groups; they were just the ones that had the most ideas. 94% of the time other group members went with the first idea, even if it was incorrect.

Kluger, J. (2009, February 11). Competence: Is your boss faking it? *Time*. (see page 29)

Ask:

- Some people have learned an exercise called the "Chill Drill." Who can tell me about it?
- Why do you think it is important to take a break before you make an important decision?

Optional:

- Remind students of the song "Chill" by playing a few seconds of it.
- When we use our large cheek muscles to make a smile, we send a signal to our brain to release chemicals that help us relax and handle stress.

Sipe, J. W., & Frick, D. M. (2009). *Seven pillars of servant leadership: practicing the wisdom of leading by serving*. New York: Paulist Press.

Talking Points:

- In 1943, a man named Abraham Maslow introduced the idea that we all have basic needs in order to be able to grow.
- Many times conflict occurs because those needs are not met.
- Our basic psychological needs (as opposed to our physical needs like food and sleep) are belonging, power, freedom, and fun.
- The needs we have that are not being met we identify as our interests. Those unmet needs are what we are interested in fulfilling.
- Focusing on interests instead of positions helps us find a joint solution to our problem much faster.

Ask:

- Which sounds better – telling your parents "I am interested in having fun tonight, what do you think about the movies?" or "I need to have fun tonight, so I have to go to the movies and you must take me"?

Ask:

- Who are some of the wise people in your life you feel you can go to if you have a problem?
- Why is it important to think about the pros and cons?
- What do you think it means to "think win-win"?





Ask:

- How well do plans work for a lot of people when only one person picked the plan?
- Have you ever been forced to go along with a plan that you didn't help make?
- How did you feel?
- When is it okay just to make my own plan for me?  
When it just involves you
- When should we include another person in the plan?  
When it includes them
- When do we make plans together as a group?  
When it involves the group
- When is it okay or even necessary for there to be one plan that one person makes for everyone?  
In an emergency

Ask:

- Does it feel good?
- Is something not quite right?
- Is the plan not working?
- Are there consequences I didn't think about?
- Should I try a different option?

Read a story that illustrates a conflict and a resolution. Many teachers choose *The Great Kapok Tree: A Tale of the Amazon Rain Forest*.

Cherry, L. (2000). *The Great Kapok Tree: A Tale Of The Amazon Rain Forest*. San Diego: Harcourt

- Now we are going to apply the I STOP'D process to the book as you click through the remaining slides. The following slides will use *The Great Kapok Tree* as an example.

Ask:

- Why was it important for the animals to realize they had the power to do something about their problem?

Ask:

- What do birds usually do when someone disturbs their tree?  
Immediate reaction is to fly away; instead, these animals stopped and chilled.
- What do you usually do when someone does something that disturbs your "tree"?  
Whine, just allow them, move somewhere else and not say anything, be victims instead of problem-solvers, bite their head off

Ask:

- What are the basic needs or interests of the main character in *The Great Kapok Tree*?  
Write his interests on the board.
- What are the basic needs or interests of the animals?  
Write their interests on the board.

Ask:

What options could the characters invent that might satisfy both their interests?

Ask:

- Is their solution a win-win? Why not?  
The man just walked away and gave in.
- What could they have done to help the man achieve his interests as well?



Congratulations! You now know how to use the I STOP'D process!



Conclusion:

- Now get out a piece of paper and quickly write I STOP'D down the left hand side.
- Let's see how much of the process you can remember.
- In 30 seconds we will switch papers and see if you can fill in what your neighbor has left blank.

This could be a quick follow-up anytime of the year.

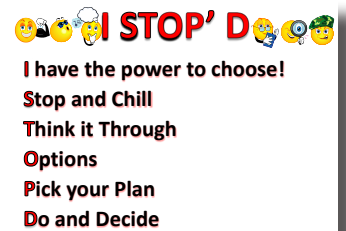


# Home Connection

Dear Family,

Today I learned that I have a right to be in an environment where I feel safe. I have a responsibility to treat others with kindness. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions. I am going to do a book report to practice what I learned. I will do the following (using a separate sheet of paper):

1. Write the title of the book.
2. Read half the book.
3. Identify the setting (where it happens) and write it down.
4. Write down the character who is having a problem and write it down.
5. Write down the problem.
6. STOP and CHILL.
7. THINK about the problem by identifying interests of the main characters involved in the problem. Write them down.
8. OPTIONS: Brainstorm possible win/win solutions to the problem. Write them down.
9. PICK A PLAN: Write down which solution you think the character should use.
10. Finish reading the story.
11. Did your solution match what really happened? Which solution did you like better?
12. Share your book report with an adult family member.



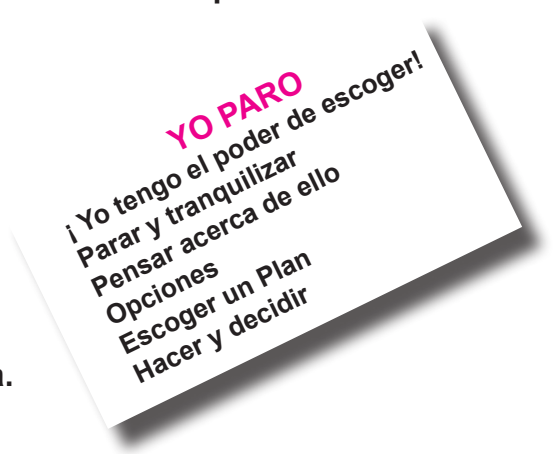


# Conexión en el Hogar

Querida familia,

Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde me sienta seguro (a). Yo tengo la responsabilidad de tratar a otros con amabilidad. La violencia se expresa por medio de palabras, miradas, signos o acciones, las cuales dañan el cuerpo, los sentimientos, o las posesiones de alguien. Yo voy a hacer un libro para reportar todo lo que he aprendido. En la parte de atrás de éste papel, voy a escribir acerca de lo siguiente.

1. Escribir el título del libro.
2. Leer la mitad del libro.
3. Identificar el lugar (en donde sucedió) y escribirlo.
4. Escribir el personaje que está teniendo un problema.
5. Escribir el problema.
6. PARA y TRANQUILIZATE.
7. PIENSA acerca del problema y acerca de los intereses del personaje principal envuelto en el problema. Escribe acerca de ello.
8. OPCIONES: ofrece soluciones para el problema que sean ganar/ganar. Escríbelas.
9. ESCOJE UN PLAN: Escribe cual es la solución que tu piensas que el personaje debe de usar.
10. Termina de leer la historia.
11. ¿La solución que diste se parece a lo que realmente pasó?
12. Comparte el reporte de tu libro con un adulto que sea miembro de tu familia.



Note to  
Teachers on  
the Study  
Referenced  
in PowerPoint  
Slide 9

“We have  
the power to  
choose!”

This is an interesting study about how groups solve problems and how individuals in the group are perceived as offering solutions to problems.

“...The volunteers, competing for \$400 in teams of four, set to work solving computational problems taken from the Graduate Management Admission Test (GMAT). Before the work began, the team members informed the researchers – but not one another – of their real-world math scores on the SAT.

“When the work was finished, the people who spoke up more were again rated as leaders and were likelier to be rated as math whizzes too. What’s more, any speaking up at all seemed to do. People earned recognition for being the first to call out an answer, and also for being second or third.

“...But when Anderson and Kilduff checked the teams’ work, a lot of pretenders were exposed. Often, the ones who were rated the highest were not the ones who gave the most correct answers. Nor were they the ones whose SAT scores suggested they’d even be able to. What they did do was offer the most answers – period.

“‘Even though they were not more competent,’ says Anderson, ‘dominant individuals behaved as if they were.’ And the team members fell for it: fully 94% of the time, they used the first answer anyone shouted out.”

Kluger, J. (2009, February 11).  
“Competence: Is Your Boss Faking  
It?” *Time*.



This is the cover of Time Magazine from which this article was taken.








# Making Smart Choices for Us We STOP'D



## 3 Cs

- I care about myself.
- I care about you.
-  I care about my community.

### Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

## Teacher Notes

## Preparation

### Copies

- Home Connection (see page 33)
- Conflict and Reaction chart (see page 35)

### Materials

- Optional: Select a book that addresses diversity such as:
  - Polacco, P. (2001). *Thank you, Mr. Falker*. New York: Philomel Books
  - Lester, H., & Munsinger, L. (1999). *Hooway for Wodney Wat*. Boston, MA: Houghton Mifflin
  - Cohen, B., & Deraney, M. J. (1983). *Molly's Pilgrim*. New York: Lothrop, Lee & Shepard Books
- PowerPoint presentation *We STOP'D*
- Optional: Butcher paper for Conflict and Reaction chart

### Music

- "Children of Many Colors" from the CD *Be a Builder* (see page 88)
- "Do" from the CD *Be a Builder* (see page 91)
- "We're Not That Different After All" from the CD *Take a Stand* (see page 116)

## Vocabulary

- |             |  |
|-------------|--|
| interests   | empathy  |
| options     | diversity (intellectual, cultural, social, physical) |
| basic needs |  |

## Lesson at a Glance

### Introduction

1. Rocks in Our Class Backpack

### Strategy

2. Option Making

### Conclusion

3. Diversity Literature

### Home Connection

4. Family Meeting

## Core Curriculum Objectives and Standards

### Objectives

- Summarize how communicating with others can help improve overall health.
- Demonstrate constructive ways of managing stress.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Explore how relationships can contribute to self-worth.
- Develop vocabulary that shows respect for self and others.

### Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: The students will understand and respect self and others related to human development and relationships.

## Introduction

Prepare

PowerPoint  
(available in ppt and  
pptx formats)

## Strategy

Prepare

List

Conflict and  
Reaction chart

Small Group  
Discussion

## Tie in the 3 Cs

I care about me.

I care about you.

I care about my community.

## 1. Rocks in Our Class Backpack

Teach Lesson 2, where you establish a class backpack for class problems to solve in a class meeting. If students have not used this opportunity, then place some of your own concerns in the pack so one will be available to mediate during the class meeting.

Follow the notes in the *We STOP'D* PowerPoint to solve a class problem.

The PowerPoint slides are printed for preview beginning on page 37. Please do not read the notes to the students. Use them for your own information and resource. Use your own examples and experiences to teach these concepts.

## 2. Option Making

Make copies of Conflict and Reaction chart (see page 35).

Create a list of small conflicts that might occur in the classroom or at home, such as someone with glasses; a child who walks differently; weight differences; haircut, or hair that is extremely curly, or no hair at all; someone that talks differently with an accent or speech problem; someone who is playing video games during class; etc.

After you have a good list of possibilities, hand out a Conflict and Reaction chart. Fill out the chart with the class, and then have them choose a few to do on their own when they are confident with what you have done together.

- What are some of the differences you came up with?
- How did you change a negative reaction to a positive reaction?
- What kind of difference would this reaction make for individual classmates and a classroom as a whole?

## Help students to understand and invite them to state clearly:

- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

## 3. Diversity Literature

Obtain a book on diversity, such as *Thank You, Mr. Falker*, *Hooway for Wodney Wat*, or *Molly's Pilgrim*.

Ask the students to listen for ways the character(s) are different and how they are treated because of those differences.

Have a brief discussion about the experiences of the character(s) in the story.

## Home Connection

Prepare

## 4. Family Meeting

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct him or her to share the information with his or her family.





# Home Connection

Dear Family,

Today I learned that I have the right to live in a healthy and peaceful community. I have a responsibility to contribute to the health and peace of my community. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

By participating in regular class meetings, we will help our class community stay peaceful. Our family is a community too. Having a family meeting to deal with our conflicts might help our family stay peaceful too. Here are the parts of a class/family meeting. Please help me practice what I have learned.

Thank you!

We have the power to choose.

Stop and search the problem.

Think it through.

Options work best if they are win/win.

Pick a plan.

Do it, then decide if it worked.



# Home Connection

Dear Family,

Today I learned that I have the right to live in a healthy and peaceful community. I have a responsibility to contribute to the health and peace of my community. Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

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Thank you!

We have the power to choose.

Stop and search the problem.

Think it through.

Options work best if they are win/win.

Pick a plan.

Do it, then decide if it worked.



# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad pacífica y saludable. Yo tengo la responsabilidad de contribuir a esa belleza y salud de mi comunidad. La violencia se puede generar por medio de palabras, miradas, signos o actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.

Al participar en las reuniones de mis clases regulares, ayudaremos a la comunidad de nuestra escuela a permanecer saludable y pacífica. Nuestra familia es una comunidad también. Tener una reunión familiar puede ayudar a permanecer saludable y convivir en paz. Aquí están algunas ideas que podemos utilizar durante nuestra clase/reunión familiar. Por favor ayúdame a practicar lo que he aprendido.

Gracias!

Nosotros tenemos el poder de escoger.

Para y encuentra cual es el problema.

Piensa en ello.

Las opciones funcionan mejor si estas son para que las dos partes ganen.

Escoge un plan.

Ponlo en práctica, y decide si funciona.



# Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad pacífica y saludable. Yo tengo la responsabilidad de contribuir a esa belleza y salud de mi comunidad. La violencia se puede generar por medio de palabras, miradas, signos o actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.

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Nosotros tenemos el poder de escoger.

Para y encuentra cual es el problema.

Piensa en ello.

Las opciones funcionan mejor si estas son para que las dos partes ganen.

Escoge un plan.

Ponlo en práctica, y decide si funciona.

"Hey, those glasses are cool!"  
"You look so smart!"

--	--	--

"Hey, those glasses are cool!"  
"You look so smart!"

--	--	--



- We can use the same process to solve problems as a group.
- What different kinds of groups do you belong to that sometimes have conflicts?
- (sports teams, friends, recess games, family)
- 3 Cs – Help students understand and state clearly:
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.
- Violence is intent, by words, looks, signs, or acts, to hurt someone else's body, feelings, or possessions.

Reference:

The book *Getting to Yes* emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP'D in their original form:

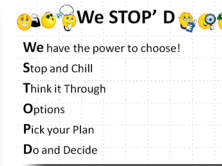
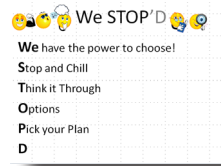
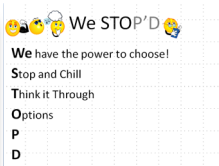
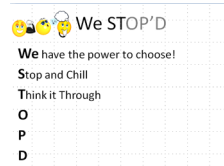
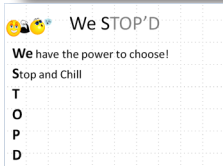
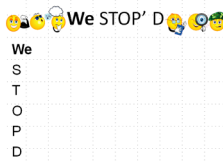
1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.

Subsequent references will appear as (Fisher, page number).

Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. Boston: Houghton Mifflin. pp. 15-81.

The book *Creating the Peaceable School: A Comprehensive Program for Teaching Conflict Resolution*, has taken the principles in *Getting to Yes* and transformed them into a complete year-long school curriculum that addresses each element of the Prevention Dimensions acronym I STOP'D in exhaustive detail. Please refer to this publication for comprehensive lessons. This PowerPoint is meant to be an overview. Subsequent references will appear as (Bodine, page number).

Bodine, R. J., Crawford, D. K., & Schumpf, F. (2002). *Creating the peaceable school: a comprehensive program for teaching conflict resolution*. Champaign, IL: Research Press.



Ask:

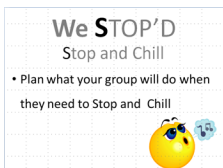
Who remembers what each of these letters stand for?

Read briefly; you'll go into depth later.



Ask:

- If something isn't working in the group you are in and you decide not to do anything about it, what might happen?
- How does making smart choices as a group give everyone power?
- Remember the study on leadership?
- A new study in the *Journal of Personality and Social Psychology* found that leaders often were not the smartest people in their groups; they were just the ones that had the most ideas. 94% of the time other group members went with the first idea, even if it was incorrect.  
Kluger, J. (2009, February 11). Competence: Is your boss faking it? *Time*. (See page 38)



Ask:

- What often happens if there is a conflict in a group?  
People start getting angry; everyone's basic needs aren't being met; the group breaks up even if they don't want to; it keeps the group from meeting the purpose it was formed to meet, such as a team winning basketball games, friends having fun, or a class learning.
- What would happen if the group had a way of stopping and chilling?  
The group could know how to immediately resolve conflict and therefore continue to meet its purpose.
- What ways could a group agree to stop and chill every so often?  
Class meeting, family meeting, group time-out to make a decision, etc.
- What does it mean to "separate the people from the problem"?  
We value people, but emphasize a solution to the problem.

**We STOP'D**  
Think it Through

- Who is involved?
- I feel...when...
- I am interested in...

Belonging Power Freedom Fun



Ask:

- Who is involved in the conflict?
- When a person's needs or interests are not being met, they often create conflict in the group. This conflict stops the progress or purpose of the group. (Johnny needs to feel power on the playground, so he hogs the ball, keeping others from enjoying the group game. The team can't fulfill its purpose of winning because other members can't contribute.)

Discuss:

Communication means how we talk to each other while solving a problem. How we communicate can either be a huge boulder that keeps us from solving the problem, or it can make the process go faster. Using "you" messages creates a boulder.

Ask:

- What do you think I mean by a "you" message? What is a statement that starts with "you"? (You always get to choose... You never have to take your turn doing the dishes... You think you are...)
- On the other hand, what do you think an "I" message is? (I feel frustrated when I haven't had a turn to choose the movie for awhile... I feel misunderstood when I am blamed for talking and I wasn't...)

Discuss:


One of the most important I messages we can use encourages us to talk about what our basic needs or interests are. It is "I am interested in..." This helps everyone understand what is important to you in the solution.

Ask:

Who are some of the wise people in your life you feel you can go to if you have a problem? (This could be a neutral third party such as a rule book, law book, people or teams you want to be like etc.)

**We STOP'D**  
Brainstorm Options

- Talk to a wise person
- List options and their pros and cons
- Think win-win




**We STOP'D**  
Pick your Plan

- Pick a plan where everyone wins
- Encourage cooperation



**We STOP'D**  
Do and Decide

- Do it!
- Decide if the plan is working, or...
- Should I try a different option?



Ask:

- Does it feel good?
- Is something not quite right?
- Is something I'm doing not working?
- Are there consequences I didn't think about?
- Should I try a different option?

**We STOP'D**

We  
S  
T  
O  
P  
D

**We STOP'D**

We have the power to choose!

S  
T  
O  
P  
D

Use a conflict from the class backpack to mediate through the steps.

For example: Some students continue to talk during reading time so the whole class gets in trouble...

**We STOP'D**

We have the power to choose!

Stop and Chill  
T  
O  
P  
D

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
Options  
P  
D

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
Options  
Pick your Plan  
D

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
Options  
Pick your Plan  
Do and Decide

**We STOP'D**

We have the power to choose!

Stop and Chill  
Think it Through  
O  
P  
D

**We STOP'D**



Group Problem Solving Process

Conclusion:

- Now get out a piece of paper and quickly write "We STOP'D" down the left-hand side.
- Let's see how much of the process you can remember.
- In 30 seconds we will switch papers and see if you can fill in what your neighbor has left blank. This could be a quick follow-up anytime, on any day of the year.



Note to teachers:  
Study referenced  
in PowerPoint  
slide 9

"We have the  
power to choose!"

This is an interesting study about how groups solve problems and how individuals in the group are perceived as offering solutions to problems.

"...The volunteers, competing for \$400 in teams of four, set to work solving computational problems taken from the Graduate Management Admission Test (GMAT). Before the work began, the team members informed the researchers – but not one another – of their real-world math scores on the SAT.

"When the work was finished, the people who spoke up more were again rated as leaders and were likelier to be rated as math whizzes too. What's more, any speaking up at all seemed to do. People earned recognition for being the first to call out an answer, and also for being second or third.

"...But when Anderson and Kilduff checked the teams' work, a lot of pretenders were exposed. Often, the ones who were rated the highest were not the ones who gave the most correct answers. Nor were they the ones whose SAT scores suggested they'd even be able to. What they did do was offer the most answers – period.

"Even though they were not more competent,' says Anderson, 'dominant individuals behaved as if they were.' And the team members fell for it: fully 94% of the time, they used the first answer anyone shouted out."

Kluger, J. (2009, February 11). "Competence: Is Your Boss Faking It?" *Time*.



This is the cover of  
Time Magazine from  
which this article was  
taken.





# Positive Time Management

More Practice With Smart Choices and Rocks

## 3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

Teacher Notes

## Preparation

### Copies

Worksheet: "How Do I Spend My Time?" (see page 41)

### Materials

"How Do I Spend My Time?" (see page 41)

Video: "Sister, Sister" from the DVD *Your Choice Our Chance* (included with the lessons for this grade)

## Vocabulary

appropriate  
free time

## Lesson at a Glance

### Introduction

1. "Sister, Sister" Video

### Strategy

2. "How Do I Spend My Time?"
3. Smart Choices and I STOP'D

### Conclusion

4. Healthy Activities

## Core Curriculum Objectives and Standards

### Objectives

Compare and contrast social interaction and time spent alone.  
Communicate the need for social interaction and valuable time alone.  
Adopt behaviors to help maintain good mental health, e.g., reading, exercising, lifelong learning, and abstaining from substance abuse.

### Standards

**7050-0101** Summarize how communicating with others can help improve overall health.

## Introduction

Video

Discussion

## Strategy

Worksheet

Discussion

### 1. “Sister, Sister”

Show the video vignette “Sister, Sister.”

- What are Sophia’s risky behaviors?
- What are the effects of these behaviors?
- What does Alicia do when she decides to “have more fun than ever before in my life”?
- How do Alicia’s activities affect her?
- What rocks are in Alicia’s backpack now?

### 2. “How Do I Spend My Time?”

- Display the poster/worksheet “How Do I Spend My Time?”
- Demonstrate how to fill in the circle with approximate time periods for things like sleeping, school, eating, homework, recreation and chores.
- Have students complete the worksheet “How Do I Spend My Time?”
- If appropriate, review a few of the student posters.
- How are we the same in how we spend time?
- How are we different?
- What are some smart choices when it comes to time management with regard to –
  - regular exercise?
  - healthy diet?
  - learning new skills?
  - homework?
  - work, play, rest?
  - recreation?
- How does using your time well keep rocks out of your backpack?

### 3. Smart Choices and I STOP’D

- Let’s use the I STOP’D model to help us make a smart choice about one of these decisions.
- I have the power to make a smart choice about regular exercise.
- Stop – Take time to make a plan about exercising.
- Think – When can I exercise? (before school, after school...)
- Options – What kinds of exercise could I do? (team, partner, personal...)
- Pick a Plan – I will do ...
- Do It! – Do that plan and evaluate how it is working.
- Let’s use I STOP’d and decide what would be smart choices to enhance a drug and alcohol-free lifestyle?
  - sports, music, reading, dance, hobbies, talents, and after-school chores
- What are some ways you can improve your usage of time?

### 4. Healthy Activities

- As a class or in small groups, design a chart of “101 Things to Do Instead of Drugs,” or a collage of “Healthy Activities,” or “Anti-Drug and Healthy Choices.”
- Display the poster in the hall or in class.

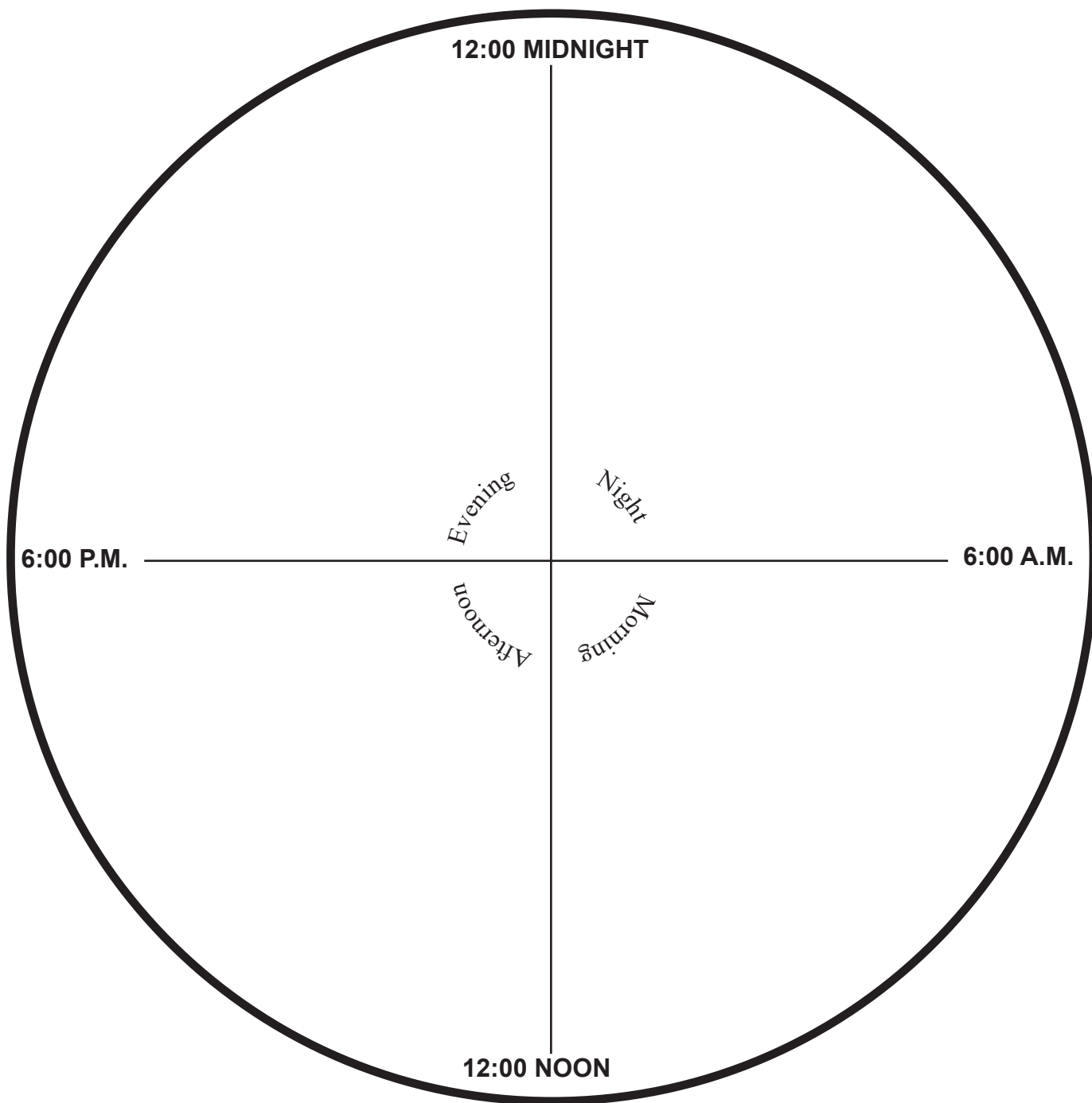
## Conclusion

Small Groups



# How Do I Spend My Time?

This circle represents 24 hours. Decide how you spend your day, and divide the circle into sections according to time periods. Label each section with the activity's name.



"How Do I Spend My Time?"




# Refusal Skills

More Practice With Smart Choices, Bully Blockers and “I” Messages



## 3 Cs

-  I care about myself.
- I care about you.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

## Preparation

### Copies

Worksheets: “Ways of Saying ‘No!’” (see page 49)

### Music

“Hot to Not” from the CD *Take a Stand* (see page 107)

## Vocabulary

peer (fear) pressure	assertive	aggressive
Refusal Skills	passive	

## Lesson at a Glance

### Introduction

1. Resistance is Not Futile

### Strategies

2. Ways of Saying “No!”
3. Styles of Communication
4. Refusal Skills
5. Practice Smart Choices With Scenarios

### Conclusion

6. Hot to Not

## Core Curriculum Objectives and Standards

### Objectives

Identify potentially troublesome situations and use the steps of “Refusal Skills®.”

### Standards

- 7050-0201 Explore how relationships can contribute to self-worth.
- 7050-0202 Use decision-making skills to increase the likelihood of positive outcomes.
- 7050-0301 Demonstrate qualities that help form healthy interpersonal relationships.

## Teacher Notes

The concepts in this lesson are closely related to the fourth grade lesson, “Tobacco/ Nicotine on Trial: Refusal Skills.” There are other resources in that lesson that may be added to this lesson.

This lesson includes more communication style practice than the fourth grade lesson.

This lesson is probably too long to teach in one session. Please consider breaking the lesson into smaller time segments over several days.

## Introduction

### Discussion

### Tie in the 3 Cs

I care about me.  
I care about you.  
I care about my community.

## Strategies Worksheet

### 1. Resistance is Not Futile

- What kinds of things might make it difficult to say no to something you don't want to do?  
friends pressure you  
media and advertising  
personal curiosity  
looking for fun  
fitting in  
impress others  
bullying
- Sometimes we get into trouble because we are with friends and they pressure us into doing something we would not usually do.
- This is called "peer pressure" or "fear pressure." We fear going against the group or how others will feel or act toward us.
- I have a right to live in a healthy and peaceful place.
- I have a responsibility to contribute to the health and peace of the place I am in.
- I have a right to be in an environment where I feel safe.
- I have a responsibility to treat others with kindness.

### 2. Ways to Say "No!"

- There are many ways to say "No" to things that are unhealthy, self-defeating or just plain wrong.
- Distribute the worksheet, "Ways of Saying 'No!'"
- Have students complete the worksheet and review some of the statements and ideas they write.

### 3. Styles of Communication

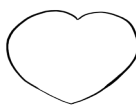
- As we get older and more mature, we are able to understand that people communicate by using several different attitudes or styles.
- Three common styles are: assertive, passive and aggressive.
- Here are some key words that will help you understand these three styles.
- Assertive – don't yell or call names; clearly restate; state exactly what you want; friendly, pay attention to the feelings of others; ask people to clarify if you don't understand; use "I" messages; speak in short, direct sentences; respect other's rights'; use "please," and "thank you"
- Passive – let others choose; is the victim; often manipulated; avoid conflicts; inhibited; believes in pleasing others at his or her own expense; considers others better than self
- Aggressive – hostile; likes to get his or her own way; controlling; dishonest; defensive; insecure; self serving; achieve goals at others' expense
- We'll use a "Looks Like/Sounds Like/Feels Like to Me/ What Are They Thinking" chart to better understand these three attitudes.
- Draw a chart like the example.



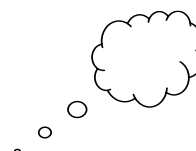
Looks Like



Sounds Like



What it Feels  
Like to Me



What They  
Might be  
Thinking



## Ask

Discuss the three styles by having the class comment on what someone would look like, sound like (the words, voice and volume) and is thinking when using the style.

- Which style makes rocks?
- Which style helps get rid of rocks?
- Which style do bullies use?
- Which style do allies use?

## Role Plays

- We are going to role-play a few scenarios and you can demonstrate an assertive, passive or aggressive communication style.
- Choose two or three of the following scenarios.
- Explain the following instructions in your own voice.
- Role-play assertive, passive and aggressive styles with some of the following scenarios.
- Divide students into groups of three. One student is the “youth;” one student is the person the youth is interacting with (parent, friend, older sibling); one student is a coach. The youth plays themselves, using his or her choice of style assertive, aggressive, or passive. The person with whom they are interacting plays a parent, a friend, or some other person.
- The coach’s job is to listen to the interaction and make observations about what they saw. The coach then asks the three process questions to the youth.
- Write these questions on the board for class reference.  
How did that work?  
How did it feel?  
Was it effective?
- Rotate group members between roles after each role-play.
- Rotate groups as needed,.

## Scenario one.

- You bring your report card home to your parents and one of the grades is missing.
- Youth = self
- Other = parent
- Coach makes observations and asks the process questions.

## Scenario two.

- Friends want you to hang out with them, but your parents want you home.
- Youth = self
- Other = friend
- Coach makes observations and asks the process questions.

## Scenario three

Friends want you to help them shoplift.

- Youth = self
- Other = friend
- Coach makes observations and asks the process questions

## Scenario four

- An older sibling offers you tobacco. Your parents are not home.
- Youth = self
- Other = older sibling
- Coach makes observations and asks the process questions

## Scenario five

- You are at a friend’s house, and his or her older brother offers you tobacco. You don’t want any.
- Youth = self
- Other = friend’s older brother or sister
- Coach makes observations and asks the process questions



**Scenario six**

- Your parents expect you at a school concert, but your friends want you to leave early and go with them to the mall.
- Youth = self
- Other = friends
- Coach makes observations and asks the process questions

**Scenario seven**

- You're waiting for the car and see a can of smokeless tobacco. Part of you wants to try it. Part of you doesn't.
- Youth = the part of you that doesn't want to try it.
- Other = the part of you that does want to try it.
- Coach makes observations and asks the process questions.

**Scenario eight.**

There is a new tobacco product. You're curious to know what it's like. Part of you wants to try it and part of you doesn't.

Youth = the part of you that doesn't want to try it.

Other = the part of you that does want to try it.

Coach makes observations and asks the process questions.

**Sample Questions for Scenarios**

- What happened when your communication style was \_\_\_\_\_?
- How did the other person respond?
- How effective did you think you were?
- Did you feel like you were heard?
- What would be a more effective style for you?

**4. Refusal Skills**

- Another way to make smart choices is to use the Refusal Skills learned in the fourth grade. (See fourth grade Prevention Dimensions "Tobacco/Nicotine on Trial, Refusal Skills.")
- I'll review each step to help you remember how the Refusal Skills work.
- After we talk about the skills, we will practice them with some role-plays.

**Discuss Each Step**

Become familiar with each of these steps and teach them in your own words.

If appropriate, use examples from actual events in your class or community,.

**Step #1**

Ask questions. ("What ....?" "Why....?")

- If you are not certain what is going to happen or what the person is thinking, ask questions in an assertive style. Be polite but insist on honest answers.
- Sometimes you will find that there is no trouble; sometime there could be trouble.
- Once you've "discovered the trouble," indicate the end of the role play by saying, "That's trouble."
- Emphasize that the person using the skill asks questions only until there is evidence of trouble.

**Step #2**

Name the trouble. ("That's . . .")

- Explain that using legal terms like "vandalism," "assault," or "possession" often makes people think more seriously about the trouble. You may want to explore the definitions of some legal names with students.
- Tell students that many troubles don't have legal terms, like making not telling parents where they are after school.
- Explain that people using "Refusal Skills" can always say: "That's t wrong," or "That's mean," etc.





**Step #3****State the consequences. (“If I do that . . .”)**

- Explain to students that troubles have different kinds of consequences (legal, school, family, health, and personal consequences, both for themselves and for others), and then briefly discuss them.
- Say that consequences may be different for each person.

**Step #4****Suggest an alternative. (“Instead why don’t we . . .”)**

- Take a few minutes, and brainstorm activities that won’t have legal consequences or bring on trouble.
- The smart choice would be to choose activities that will not bring trouble.
- Point out that suggesting an alternative lets the “troublemaker” know that the person using the skill is rejecting the activity, not the troublemaker.
- Point out also that alternatives work better if they’re specific to the situation. Add that they don’t have to be more exciting than the friend’s idea, but can be simple, like “going for a walk” or “sitting and talking.”
- Tell students that it’s good to have several alternative activities in mind that could relate to a variety of situations.
- Have students brainstorm some of these general alternatives.
- 

**Step #5:****Move it, sell it, and leave the door open. (“If you change your mind . . .”)**

- Point out that moving away from the situation helps the person using the skill to stay out of trouble and it also lets the friend know that the person is serious.
- Moving away from a foolish choice and towards a smart choice shows others you are in control.
- Explain different ways of selling alternatives—making the alternative sound fun or challenging, mentioning other people who will be involved, and emphasizing the importance of the friendship.
- If students have trouble understanding the concept of “selling” an alternative, try to use other words to describe it (e.g., “persuading someone or talking someone into” going along with the alternative).
- Say that friends don’t always have to agree on everything and that sometimes students will just have to leave the situation, and then leave the door open for the other person to reconsider. Emphasize that students “leave the door open” only if, after selling their idea, they get a response from their friends that indicates their friends won’t be going with them.
- Point out to students that the purpose of leaving the door open is for them to let their friends know that they still want to be friends and do things together.

**Learning with  
Role Plays**

Model the five steps of the skill, without pressure:

**Step #1: Ask questions.**

(e.g., “What . . . ?” “Why . . . ?”)

**Step #2: Name the trouble.**

(“That’s . . .”)

**Step #3: State the consequences.**

(“If I do that . . .”)

**Step #4: Suggest an alternative.**

(“Instead why don’t we . . .”)

**Step #5:**

Move it, sell it, and leave the door open. (“If you change your mind . . .”)



- Don't use pressure; let students get used to the idea that the responses work.
- Continue to model the steps; you may want to "think out loud," so students can hear the thought process behind the steps, or "ask for help" from different students so that you get an idea of how well they're understanding the steps.
- Practice with a few students as the class watches; you can use key phrases, and your assistant can portray the "troublemaker."
- Remember not to use pressure.

### 5. Practice Smart Choices, Refusal Skills and Styles

- Practice making smart choices with the following scenarios by using the Refusal Skills, and ways to say, "No" coupled with styles.
- Continue in the same pattern with groups of three.
- The coach uses the same processing questions as before.
- Use the following scenarios or make up some of your own to practice various ways of making smart choices

#### Scenario one

- Your friends want you to throw toilet paper wads at the mirror.

#### Scenario two.

- Your seat partner wants the answers to the test.

#### Scenario three.

- Your brother or sister wants you to try a tobacco stick.

#### Scenario four.

- Your friends want you to steal some smokes from your big sister.

#### Scenario five.

- At recess your friend wants you to ignore the new kid.

#### Scenario six.

- At recess your friend is passing around some chew and wants you to try it.

#### Scenario seven.

- At lunch, your friend wants you to trip the nerd.
- Reassure students that they're practicing the skills for later use, and they shouldn't worry about memorizing steps or about sounding artificial.
- Explain that after practice, they will become more comfortable with the skill and make it their own, using their own words and mannerisms.

Learning with  
Role Plays

## Conclusion

### 6. Hot to Not

- Listen to and sing the song, "Hot to Not."
- Use the song to introduce another practice session with Refusal Skills and other ways to say "No!"

## Optional Activity

Have students practice a role-playing and then video them.  
Show the videos to the class.  
Use the videos for reflection or just for entertainment.



# Ways of Saying "No!"

Peer pressure can be a barrier to staying out of trouble or not using tobacco or alcohol. Use the following prompts and fill in the blanks to practice how to say "No" in a variety of ways.

## "No, Thanks" technique

Simply say, "No." (Write the words you would use to simply say, "No.")

## Broken Record

Repeat the same phrase over and over again.

(Write the words you would use in the "broken record" technique.)



## Giving a Reason or Excuse

"No, I want to keep my brain cell."

(Write your own words you would use in the "giving a reason or excuse" technique)

## Cold Shoulder

Ignore the person and walk away.

## Changing the Subject

"Ya, right. Let's get a game started."

(Write your own words you would use in the "changing the subject" technique.)

## Reversing the Pressure

"No, I thought you were my friend."

(Write your own words you would use in the "reversing the pressure" technique.)



## Other cool ways to say, "No."

Avoiding the Situation  
Strength in Numbers







# Consequences of Tobacco/Nicotine Use

More Practice With Smart Choices and Rocks

## 3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

## Preparation

### Materials

- whiteboard and markers
- a pair of dice
- heavy gloves
- roll of lightweight string or sewing thread

### Music

- "Hot to Not" from the CD *Take a Stand* (see page 107)

## Teacher Notes

This lesson is composed of several learning games from Tom Jackson's books, *Activities That Teach* and *More Activities That Teach*. The material is used by permission of the author.

## Vocabulary

There is no new vocabulary for this lesson.

## Lesson at a Glance

### Introduction

1. The Wheel of Misfortune

### Strategies

2. All Tied Up
3. Squeeze

### Conclusion

4. Indiana Jones

## Core Curriculum Objectives and Standards

### Objectives

- Predict possible consequences of substance use.
- Analyze how social messages regarding the use of alcohol, tobacco/nicotine and other drugs may misrepresent the negative effects of each.

## Introduction

### Discussion

### Play

## 1. The Wheel of Misfortune

- The purpose of this activity is to help students become more familiar with some of the risks involved with tobacco/nicotine use and an individual's inability to control the consequences of tobacco/nicotine use.
- If an individual uses tobacco/nicotine, there may be consequences that are out of his/her control no matter how hard he/she tries or wants to avoid them.
- However, as the activity will demonstrate, the only way to avoid the risk involved with using tobacco/nicotine is to pass (don't use tobacco/nicotine).
- Divide the class into groups of four. Have each group brainstorm and list the outcomes or consequences of tobacco/nicotine use.
- Draw the "Wheel of Misfortune" on the board (see example on page 53).
- Ask student groups to state one of the consequences they listed and write them on the wheel.
- Some groups may list a positive outcomes of tobacco/nicotine use. If so, group these in four to six spaces entitled "No Problems Yet."
- Have each group give examples of negative consequences related to tobacco/nicotine use to fill in the remaining spaces (legal problems, accidents, hurting people you love, lung disease, physical appearance changes, cancer, fires, loss of friends, getting kicked off a sports team, or odor problems, death).
- Invite one student from each group to play the "Wheel of Misfortune" by rolling the dice. Start at the top of the wheel and move clockwise the number of spaces the student rolled. Each student should try as hard as he/she can to land on a "No Problem Yet."
- An alternative way to play is to ask each student in the class to roll a set of dice and keep track of which space they land on.
- How many of you weren't able to land on "No Problems Yet." Why not?
- Was it because they didn't try hard enough?
- What are the reasons you could not roll the number needed for "No Problems Yet?"
  - It was out of my control
  - It was determined by luck.
  - The odds weren't in my favor.
  - It didn't matter how hard I tried, I just couldn't do it.
- Making foolish choices about tobacco/nicotine (or any other behavior) is like standing under a meteor shower full of rocks falling from the sky. Sooner or later you are going to get hit by a rock.
- How many students were able to land on "No Problems Yet." Why?
- Was it because you tried harder than others in the class?
  - Although they may boast that it was pure skill and determination, the fact is that it was just luck.
- How are the results of this game like the results of tobacco/nicotine use?
  - A person who chooses to use tobacco/nicotine may or may not experience problems associated with tobacco/nicotine use, but it's a risk and he/she can't control the consequences.
- Would anyone choose to become an nicotine addict?
- Would anyone choose to kill someone in by causing disease with second hand smoke, or choose to have poor family relationships because of smoking?
  - No, yet these things happen every day.
- How can judgment be affected and individuals be



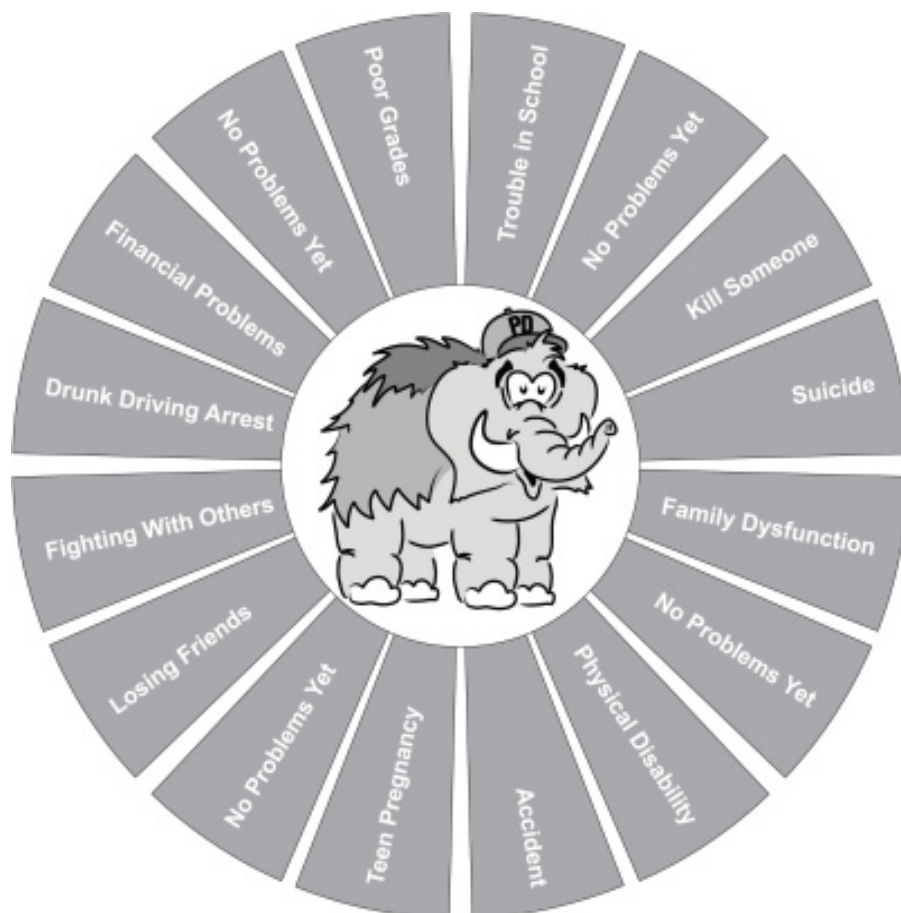
## Play Again

blinded to the problems caused by tobacco/nicotine use?

The drug takes control, and the tobacco/nicotine user loses control. Furthermore, the younger an individual starts using tobacco/nicotine, the higher risk of having problems related to tobacco/nicotine use.

- Play the game again.
- This time have some sort of consequences in place. You may want to grade them on the activity, "No Problems Yet" = "A", Hurting Others = "C", Killing Someone = "F" and so on.
- A student may choose to pass this time. (Equal to an "A" on the assignment) Just like the non-tobacco/nicotine user, the negative risks are eliminated by choosing not to play or pass.
- If a student does land on "No Problems Yet," is there any guarantee that he/she will continue to land on that space if he/she keeps rolling? Some students will want to take the risk and continue rolling, just as there are some people that continue using tobacco/nicotine until they have a serious problem.
- Before you choose to play this round, let's look at the choices you have using I STOP'D.
- Use I STOP'D to talk about power to make a choice, stop, think, pick options, decide on a plan and then do the plan.
- How is the choice to pass a smart choice?
- How does the choice not to use tobacco/nicotine help you avoid the consequences and risks caused by tobacco/nicotine use.
- Other people may make choices that affect you and add to your rock pile. What can you do about those?
- You can control your choices but often not the consequences. What can you do to get the best outcome for your life?

## The Wheel of Misfortune





## Strategies

### Explain

### 2. All Tied Up

No one wakes up in the morning and decides to become [addicted to/nicotine] that day. Habits and addictions are usually slow processes that build up over time. They sneak up without us even realizing what we are getting into. The first time we do something we may not even think much about it, but as the activity is repeated over and over again our body and mind becomes used to it. The problems associated with habits and addictions are usually not ones that occur overnight, but rather one small step at a time.

- Have one student come to the front of the room.
- Have him or her put on the gloves. These will protect his or her hands against small cuts and make the demonstration look even more impressive.
- Have him or her put his or her hands in front about stomach level, ten inches apart. The palms should be facing each other.
- Explain to the class that you want to show how habits and most addictions are formed.
- Take the thread and wrap it one time around his or her hands and then tie it so that a circle around the hands is formed.
- Ask him or her to try and break the thread. He or she should be able to do this very easily. If he or she can't then you brought string that was too strong.
- Explain to the class that this is just like the first time you do something. It is not hard for you to stop that activity.
- Now wrap the thread around his or her hands two times. Have him or her try to break the threads. He or she should still be able to break them.
- Explain to the class that it may be harder, but he or she could still stop the activity if desired.
- Keep wrapping the thread around his or her hands until her or she can no longer do so. This is showing that habits and most addictions do not occur all at once. They seek up on you one repeated behavior at a time until you have no control over the behavior, but it has control over you.

### Ask

- What happened when there was just one thread around the hands?
- What happens as more thread is added?
- How is this example like rock in your backpack?
- Are all habits bad for us?
- Are all addictions bad for us?
- Can you get so weighed down with bad habits that it hinders your progress?
- What is the difference between a habit and an addiction?

### Explain

### 3. Frog man

When you are out of breath and you need to take another one there is no question that you will. You don't sit around thinking about it nor do you delay doing so. An addiction is very similar. You must have whatever it is that you are addicted to. We have watered down the concept of addiction by using phrases such as "Choc-o-holic" or "I need a soda or I'll die." Kids need to know that an addiction can take control over their body and dictate their behavior. The addiction will cause you to do things you normally wouldn't do, just to satisfy the addiction.

Everyone does not become addicted at the same rate.

Some people are genetically predisposed to certain kinds of addiction. If you parents or grandparents were alcoholics, then you chances of becoming an alcoholic are greater. The length of time needed to become an alcoholic is reduced.





<p>Play</p>	<p>Kids become addicted faster than adults because their bodies have not matured physically yet. Different drugs can also cause you to become addicted faster than othersw.</p> <ul style="list-style-type: none"> <li>• The object of the activity is to have the students see how long they can hold their breath.</li> <li>• Have everyone stand up.</li> <li>• Have them breathe deeply a couple of times. Take air in slowly and let it out slowly.</li> <li>• Now explain that you will count to three. When you reach three, everyone is to take a deep breath and hold it for as long as they can. When they need to take a second breath, they are to sit down in their seats. Caution them to not hold their breath so long that they feel faint or are ready to pass out.</li> </ul>
<p>Discussion</p>	<ul style="list-style-type: none"> <li>• Could you have held your breath for just a little longer than you did? Why not?</li> <li>• Could you have held your breath for another three minutes?</li> <li>• What could you have done if necessary to get a breath of air?</li> <li>• Did everyone sit down and need a second breath at the same time?</li> <li>• Why do you think some people could hold their breath longer than other?</li> <li>• Do you think that all drugs are addicting a the same rate?</li> <li>• What are some of the factors that make some people become addicted faster than other people?</li> <li>• How can you keep from becoming addicted to tobacco/nicotine?</li> </ul>
<p>Explain</p>	<p><b>3. Squeeze</b></p> <p>When nicotine enters the blood stream it constricts the blood vessels. This causes the blood to flow through a narrower opening. This elevates the body's blood pressure and causes the heart to work harder. Nicotine may enter the body through the smoking, chewing [or dissolving], or vaping. Switching from cigarettes to chew [or dissolvables] or vaping is not a healthy solution. Other drugs such as "speed" also constrict the blood vessels and cause the same effects.</p> <ul style="list-style-type: none"> <li>• Have your students stand in a group in the middle of the room. Do not have them squeeze in close together.</li> <li>• Take a rope and lay it on the ground so that it goes completely around the group and forms a circle. Now have all of the students step back out of the circle. Explain to them that you will be making the circle smaller and smaller. Each time you move the rope and make the circle smaller, it is their job to still get the entire class into the circle.</li> <li>• They must have each person in the circle and a part of the anyone's body may not be touching the ground outside the circle.</li> <li>• Stress to the class that all movements must be done safely. No one is to jump or push their way into the circle. This rule is very important. Take some time to stress safety.</li> </ul>
<p>Discuss</p>	<p><b>Teacher note</b></p> <p>After a few rounds of making the circle smaller, they will have exhausted the easy solutions to the problems. No longer will it work to just squeeze in tighter. It is a this point that you may have to mention that they need to start working together and help each other if they are to continue to being successful. At some point the circle will become too small for them to fit the entire class into. Don't let them quit too early; they are capable of more than they think they are. Do not give them too man suggestions or it will take the impact of the exercise away.</p> <ul style="list-style-type: none"> <li>• What was happening during the activity?</li> <li>• Why was it getting harder for you to fit inside the circle?</li> </ul>



## Conclusion

Analogy  
Discussion

- What were some of the techniques you used the first couple of times the circle became smaller to still fit inside?
- Why did these techniques stop working?
- What were some of the techniques you used after the circle became too small to easily fit into?
- How can we relate this activity to the constriction of the blood vessels when nicotine is introduced into the body?
- In what ways does the body have to work harder when the blood vessels become narrower?
- What happens to body parts when they are effected this way?

### 4. Indiana Jones

The movie, Indiana Jones and the Last Crusade, is a good way to close the lesson. When Indiana finds the cavern and is watching the Nazi's trying to get the Holy Grail, he is caught and taken to the main group. The leader of the Nazi's tried to get Indie to go through the deadly maze and collect the grail. He tells them no. At this point the Nazi commander shoots Indiana's father in the stomach. Indiana knows the only way to save his Father is to get the Grail. He uses his wit and knowledge to get to the place where the Grail is.

He is met by a knight who is 900 years old. The knight tells him he must choose wisely. The Nazi leader comes to the Grail chamber too and elects to choose the Grail for himself. He chooses a very elaborate Grail, drinks the water and dies a horrible death. The Knight says "He chose poorly."

Indiana then chooses a simple Grail and finds it will heal his father. The knight tells Indiana "You chose wisely". Indiana then goes on to save his father. The knight states that the false Grail will bring you death and the true Grail will bring you life.

Students have to choose also, but they need to choose wisely. Choosing tobacco/nicotine products is a poor choice and will take away life. If they choose not to use tobacco/nicotine products their life will not be filled with the diseases, cost, smell and consequences of using tobacco/nicotine.

Remember it is your choice, but choose wisely.



# Advertising – You Are a Target

More Practice With Rocks and Smart Choices



## 3 Cs

- ☞ I care about myself.
- I care about you.
- I care about my community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Teacher Notes

## Preparation

### Copies

“Famous Advertising Slogans” (see page 61)

### Materials

- “Tobacco/Nicotine Information and Fact Sheets” (see page 60)
- “Famous Advertising Slogans” answer key (see page 62)
- “The TRUTH Handbook – Utah’s Anti-Tobacco Resource” (begins on page 63)
- There are many wonderful materials for effective classroom instruction regarding advertising and many other tobacco prevention subjects at <http://www.tobaccofreeutah.org>

## Vocabulary

Vocabulary for this lesson will depend on which parts of the lesson the teacher chooses to do.

## Lesson at a Glance

### Introduction

1. Daydream

### Strategies

2. Favorite Slogans
3. Advertising by Tobacco

### Conclusion

4. Create an Effective Prevention Advertisement

## Core Curriculum Objectives and Standards

### Objectives

- Predict possible consequences of substance use.
- Analyze how social messages regarding the use of alcohol, tobacco and other drugs may misrepresent the negative effects of each.

## Introduction

### Discussion

### Group Work

#### 1. Daydream

- Have you ever been given money for your birthday?
- Pretend you were given \$100?
- What do you think you might purchase?
- How did you know what you wanted to purchase?
- How did you like what you purchased after you had it?
- Is it still what you thought it would be?

#### 2. Favorite Slogans

- Divide the class into small groups.
- Distribute the “Advertising Slogans” worksheet and have the small groups fill in the product that is represented by the slogan.
- Have a class competition to see which small group can identify the most products.
- Some teachers give extra points for the group singing the ad.
- Why do you know the names of the products?
- How did the slogan get stuck in you mind so you could remember?
- What kinds of techniques do advertisers use to make a slogan or product stick in you memory?
- How do the different advertising techniques affect what choices you make?
- The purpose of advertising is to convince you that the product being advertised will remove “rocks” from your backpack and make your life easier.

The following are some techniques that are used by advertisers to market products. Use the list to help the students understand the various techniques.

- Bandwagon – Everyone is doing it or using the product.
- Testimonials – Famous people or celebrities are used to talk about the product.
- Snot appeal – Well-dressed, wealthy looking people are used to talk about the product.
- Fun and friendship – Friends are having fun with this product.
- Just plain folk – Ordinary people use and talk about the product.
- Humor – Humor is used to sell the product.
- Emotion – Attempts to stir emotions are used to sell the product.
- Statistics – Statistics and the results of studies are used to sell the product.
- Romance – A romantic situation between two people is used to sell the product.
- Sex appeal – Sexy models or spokespersons use and talk about the product.
- Cultural or group pride – Pride in the identity with a culture or another group is used to sell the product.
- Fear appeal – Fears about negative consequences (unsafe tires, shock absorbers or electrical wires) or social consequences (bad breath, body odor) are used to sell the product.
- Exaggeration – It’s the “best ever,” “one of a kind” or “part of a good breakfast.”
- Problem solvers – This product will take care of everything.
- Repetition – The same message or phrase is used over and over.
- Color – Bright or depressing colors are used to enhance the product.

Taken from: Telljohann, Susan Kay, Symons Cynthia Wolford, and Beth Pateman. Health Education: Elementary and Middle School Applications. Boston: McGraw-Hill, 2007.

#### 3. Advertising by Tobacco

- If you had a product that you could not advertise on radio or television, how would you advertise it?
- Tobacco cannot be advertised on radio or television. Where do tobacco users advertise their products?
- What kinds of techniques does the tobacco industry use to sell their products?  
all of the techniques mentioned above

### Discussion



## Discussion

- Who is targeted in tobacco advertising?  
youth, minority cultures
  - What does the advertising suggest to you?
  - Which “rocks” do the advertisers most target?  
be cool, be part of crowd, be sexy, be likable
  - What are the advertisers not saying in the advertisement.  
money costs, health costs, cost to society, environmental issues
- Select an advertisement of any product.
  - Can you do something else and get the same effect without using this product?

**Conclusion**

## Group Work

**4. Create an Effective Prevention Advertisement**

- Use the partial copy of “The TRUTH Handbook – Utah’s Anti-Tobacco Resource” contained in this lesson or download the full current comprehensive tobacco prevention handbook (pdf format) at <http://youthagainsttobacco.com>.
  - Use the handbook to assist students in creating their own advertisement.
- Review the “Tobacco/Nicotine Information Fact Sheets” subjects on page 60 and assign student groups research topics regarding tobacco.
  - Have student groups look up the most current information on the topic at <http://www.tobaccofreeutah.org/tobconben.html>.
  - Have student groups complete a research project and present the materials to the class.

## Group Work



# Tobacco/Nicotine Information and Fact Sheets

<http://www.tobaccofreeutah.org/tobconben.html>

## Purpose

The purpose of this page is to provide up-to-date information and fact sheets that correspond with major tobacco prevention and control happenings. Check back regularly for the latest updates, information, and fact sheets.

## Information and Fact Sheets

Health Effects of Nicotine Products (PDF 39.3KB)  
 Medications (PDF 40.2 KB)  
 Nicotine Withdrawal (PDF 29.4 KB)  
 Quitting and Weight Gain (PDF 46.8 KB)  
 Secondhand Smoke (PDF 43.9 KB)  
 Secondhand Smoke In Cars (PDF 59.48KB)  
 Secondhand Smoke, Kids and Cars (PDF 62.45 KB)  
 Smokeless (Spit) Tobacco  
 Smoking and Pregnancy (PDF 56.3 KB)  
 The TRUTH About Cigars  
 The TRUTH About E Cigarettes (PDF 48.4 KB)  
 The TRUTH About the Use of Flavors in Tobacco (PDF 223 KB)  
 The TRUTH About Hookah (PDF 40 KB)  
 Tips to Quit (PDF 37.7 KB)

Tobacco and Asthma (PDF 43.3 KB)  
 Tobacco and Cancer (PDF 54.8KB)  
 Tobacco and COPD (PDF 40.8 KB)  
 Tobacco and Diabetes (PDF 50.8 KB)  
 Tobacco and HIV (PDF 68.1KB )  
 Tobacco and Ulcers (PDF 39.4 KB)  
 Tobacco and Women (PDF 38.7KB)  
 Tobacco Facts for Youth (PDF 40.1KB)  
 Tobacco Flavors and Packaging (PDF 44.55 KB)  
 Tobacco, Heart Disease, and Stroke (PDF 51.6 KB)  
 Why Quit? (PDF 40.7KB)  
 Youth and Tobacco Use (PDF 33.6KB)

## Benefits of Tobacco Prevention and Control Efforts

Benefits and Savings from Each One Percentage Point Decline in Utah Smoking Rates November 17, 2010 (PDF 32.65 KB)  
 Economic Toll of Tobacco Use, Utah and U.S. 2009 ( PDF 29 KB)  
 Evaluation of Utah's The TRUTH Anti-tobacco Marketing Campaign ( PDF 91.3KB)  
 Tobacco Prevention Benefits Everyone (PDF 38.7KB)  
 Tobacco Prevention and Control in Utah 2010: Saving Lives- Saving Money (PDF 838KB)  
 Tobacco-related Costs to Utah (PDF 66.4 KB)  
 Utah's Anti-Tobacco Efforts are Making a Difference (PDF 116 KB)  
 Utah Master Settlement Agreement Fact Sheet (PDF 59KB)



# Famous Advertising Slogans

With your group, identify the product that is represented by the slogan.  
Some of the slogans are very old and some are more current.

Slogan	Product	Slogan	Product
1. A little dab'll do ya.		21. M'm, M'm good!	
2. _____ is the place of the helpful hardware man.		22. Plot plop, fizz, fizz, oh what a relief it is.	
3. Does she...or doesn't she?		23. Please don't squeeze the _____	
4. Breakfast of Champions		24. Snap! Crackle! Pop!	
5. Double your pleasure. Double your fun.		25. The milk chocolate melts in your mouth, not in your hand.	
6. Don't leave home without it.		26. Silly rabbit, _____ are for kids.	
7. Betcha can't eat just one.		27. They're Grrrrreat."!	
8. Good to the last drop.		28. Yo quiero _____	
9. How do you spell relief?		29. You're in good hands with _____	
10. Finger lickin' good.		30. I am stuck on _____ 'cause _____ stuck on me.	
11. In the Valley of the Jolly, "Ho, Ho, Ho, Ho." _____		31. I'm Lovin' It	
12. Be all you can be.		32. Always low prices. Always	
13. Just do it.		33. Obey Your Thirst	
14. I'd like to buy the world a _____.		34. Fifteen minutes could save you 15% or more.	
15. Have it your way.		35. Can you hear me now?	
16. More saving, more doing.		36. So easy a caveman could do it.	
17. It keeps going, and going, and going...		37. Give a hoot, don't pollute.	
18. It's the real thing.		38. They're magically delicious.	
19. Like a good neighbor _____ is there.		39. I'm coo coo for _____.	
20. Let your fingers do the walking.		40. Two all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun.	



# Famous Advertising Slogans

## Answer Key

Slogan	Product	Slogan	Product
1. A little dab'll do ya.	Brylcreem (hair cream)	21. M'm, M'm good!	Campbell' Soup
2. ____ is the place of the helpful hardware man.	Ace Hardware stores	22. Plot plop, fizz, fizz, oh what a relief it is.	Alka Seltzer
3. Does she...or doesn't she?	Clairel hair color	23. Please don't squeeze the ____	Charmin toilet tissue
4. Breakfast of Champions	Wheaties cereal	24. Snap! Crackle! Pop!	Kellogg's Rice Crispy cereal
5. Double your pleasure. Double your fun.	Doublemint gum	25. The milk chocolate melts in your mouth, not in your hand.	M&M's candies
6. Don't leave home without it.	American Express credit card	26. Silly rabbit, ____ are for kids.	Trix cereal
7. Betcha can't eat just one.	Lay's potato chips	27. They're Grrrrreat." !	Kellogg's Frosted Flakes cereal
8. Good to the last drop.	Maxwell House coffee	28. Yo quiero ____	Taco Bell
9. How do you spell relief?	R-o-l-a-i-d-s	29. You're in good hands with ____	Allstate Insurance Company
10. Finger lickin' good.	Kentucky Fried Chicken	30. I am stuck on ____ 'cause ____ stuck on me.	BandAid adhesive bandages
11. In the Valley of the Jolly, "Ho, Ho, Ho." ____	Jolly Green Giant vegetables	31. I'm Lovin' It	McDonald's
12. Be all you can be.	U.S Army	32. Always low prices. Always	Walmart
13. Just do it.	Nike	33. Obey Your Thirst	Sprite
14. I'd like to buy the world a ____.	Coke (Coca-Cola)	34. Fifteen minutes could save you 15% or more.	Geico Insurance
15. Have it your way.	Burger King	35. Can you hear me now?	Verizon telephone
16. More saving, more doing.	Home Depot	36. So easy a caveman could do it.	Geico Insurance
17. It keeps going, and going, and going...	Energizer batteries	37. Give a hoot, don't pollute.	U.S Forest Service
18. It's the real thing.	Coca-Cola	38. They're magically delicious.	Lucky Charms cereal
19. Like a good neighbor ____ is there.	State Farm Insurance	39. I'm coo coo for ____.	Coco Puffs cereal
20. Let your fingers do the walking.	Yellow Pages	40. Two all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun.	McDonald's Big Mac



Note to teacher:

These next pages are directly copied from *The Truth Handbook*. The fonts and formatting are exactly as they appear in the original publication. Please go directly to The Truth website for updated information.

<http://www.TheTRUTH@utah.gov>

You may also call directly – 1-877-220-3466

**The TRUTH** handbook | Utah’s Anti-Tobacco Resource

Dear teachers, principals, counselors, school administrators, and healthcare professionals:

Welcome to The TRUTH Handbook: Utah’s Anti-Tobacco Resource!

Its purpose is to provide you with ideas, instructions, and resources to educate your students about the dangers of tobacco; motivate them to stay off or quit tobacco for the rest of their lives; and enlist their help in spreading the message to other youth.

In these pages, you'll learn how to:

- o Run a mini anti-tobacco advertising contest in your own class (similar to the Truth From Youth Contest you may be familiar with)
- o Expand the contest into the rest of your school and into your community
- o Give compelling tobacco-education presentations
- o Get the media involved to promote your efforts
- o Plan fun and educational anti-tobacco activities

The manual also contains tobacco resources such as facts, statistics, websites, tobacco industry quotes, and a tobacco quiz.

Please apply these materials to teach your students The TRUTH about tobacco. Or better yet, teach them to teach themselves by involving them in the contests, presentations, activities, etc. Your efforts and influence could lead them to healthier, richer, longer lives.

For more information, please visit [youthagainstitobacco.com](http://youthagainstitobacco.com), send an email to [TheTRUTH@utah.gov](mailto:TheTRUTH@utah.gov), or call **1.877.220.3466** toll-free.

Thank you!

## **RUNNING AN ANTI-TOBACCO ADVERTISING CONTEST IN YOUR CLASS**

What better way is there to teach your students The TRUTH about tobacco than to have them teach themselves? That's the main advantage and objective of running an anti-tobacco advertising contest in your own class (similar to the Truth From Youth Contest). You can make it a required assignment, extra-credit project, or volunteer class project.

### **HOW IT WORKS**

Simply assign or encourage your students to create their own TV, radio, billboard, internet, and/or print ads with anti-tobacco messages. The ads can be serious, funny, or in between, as long as they're built on a theme such as the negative effects of tobacco, benefits of quitting tobacco, de-glamorization of tobacco, unethical tactics of the tobacco industry, etc.

### **SAMPLE ADS**

Sample scripts and templates of TV, radio, and billboard/print ads to show your students are on pages 3-7. They give your students a good starting point.

### **HOW TO JUDGE**

Judging criteria written by advertising professionals follows on page 8. You might find these guidelines helpful in improving the quality of your contest.

### **PRIZES**

Prizes and recognition for the winning entries (or all the entries) are entirely up to you. Prizes could be anything from trophies to an extra field trip to a pizza party. Announcing the winners and displaying the entries to the rest of your school could be esteem-building for your students, and could motivate other teachers and students to start the contest in their classes.

### **EXPAND THE CONTEST**

To learn how you can expand the contest into your school and even into your community, keep reading.

## **RUNNING AN ANTI-TOBACCO ADVERTISING CONTEST IN YOUR SCHOOL**

Expanding the anti-tobacco advertising contest into your school, of course, increases its impact and also creates opportunities for friendly competition among grades and classes.

### **CATEGORIES**

Categories could include best overall ads, most creative ads, funniest ads, best design, best writing, best production, most entries by a class, most entries by a grade, etc. Prizes could be anything from trophies to an extra field trip to a pizza party.

**PROMOTION**

Enlisting the cooperation of school administration and other teachers is the most important step. After that's accomplished, students can help promote the contest in a variety of fun ways. With your supervision, they can:

- o Organize lunchtime programs
- o Advertise in the school newspaper
- o Design, produce, and hang posters in the school
- o Get the PTA involved
- o Have a drawing in your school and submit each entry
- o Feature the contest in an assembly
- o Announce the contest over the PA system

Feel free to brainstorm and implement more ideas with your students.

**RUNNING AN ANTI-TOBACCO ADVERTISING CONTEST IN YOUR COMMUNITY**

Taking the contest into the community is the next logical step. Your school or district could challenge other schools/districts to a competition similar to the one described above.

**PROMOTION**

Although promotion in the community is more involved than promotion in a school, students can still shoulder much of the responsibility. They can:


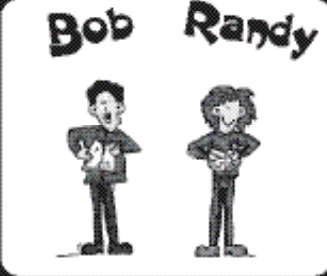
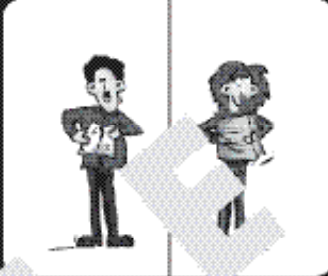


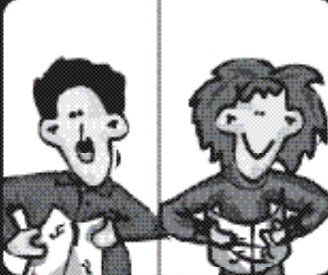

- o Make presentations at other grade schools, middle/junior high schools, and high schools. See pages 8-10 for presentation tips.
- o Get local media coverage (see page 14)
- o Ask local businesses to hang posters and/or hand out entry forms
- o Set up booths at community events
- o Present the contest at city council meetings
- o Give presentations for city youth groups
- o Advertise in community newsletters

Encourage your students to get creative with other promotion ideas.

TELEVISION  
STORY BOARDS

CLIENT	Harmons		TIME	:30
TITLE	Bob & Randy		PAGE	1

		
ALAN: Everybody knows about Harmons. But who are Harmons? Close-up shot of Alan.	ALAN: Well, Bob has light hair. Randy's hair is dark. Bob/Randy standing together drawn names	ALAN: Bob's a good stocker. Randy's a good bagger. Shot of Bob and Randy bagging.
		
ALAN: Bob likes to shake hands. Randy prefers hugs. Bob shakes hand & Randy gives a hug.	ALAN: Of course, they both like dogs. And Bob likes to say...Cut to shot of bakery department.	BOB: Hi neighbor. ALAN: Where Randy likes to say... RANDY: Thanks, and we hope to see you again soon.
		
SONG EXIT.		

**TELEVISION**

NAME OF SPOT: \_\_\_\_\_

KEY CONTACT: \_\_\_\_\_

PAGE: \_\_\_\_\_ OF \_\_\_\_\_


**RADIO SCRIPT**

<b>TIME</b>	<b>60 SECONDS</b>
<b>DATE</b>	<b>DECEMBER 5, 2003</b>
<b>CLIENT</b>	<b>UTAH DEPT. OF HEALTH</b>
<b>SPOT NAME</b>	<b>"PAM'S STORY"</b>

**MALE ANNCR:** The truth is, not all smokers die from smoking. Some just suffer. Meet Pam Laffin, age 28.

**PAM:** I started smoking when I was 10 but I didn't get sick until I was 21. Doctors told me I had chronic asthma and bronchitis. I tried to quit, but I couldn't. I was hooked. In fact, I couldn't quit smoking until after I got emphysema and needed a lung transplant. In 1995, I had the transplant, but my body keeps rejecting it so I have to take a lot of medication. Side effects are excessive weight gain, bone disease, swelling of the face and neck, and embarrassing hair growth to name a few.

**ANNCR:** The truth about smoking is, it's seriously hazardous to your health. And the younger you start, the more harmful it is. For more information, call 1-888-561-TRUTH.

**PAM:** I'd never preach or tell anyone what to do. I just want people to know how smoking has destroyed my life... before it destroys theirs.

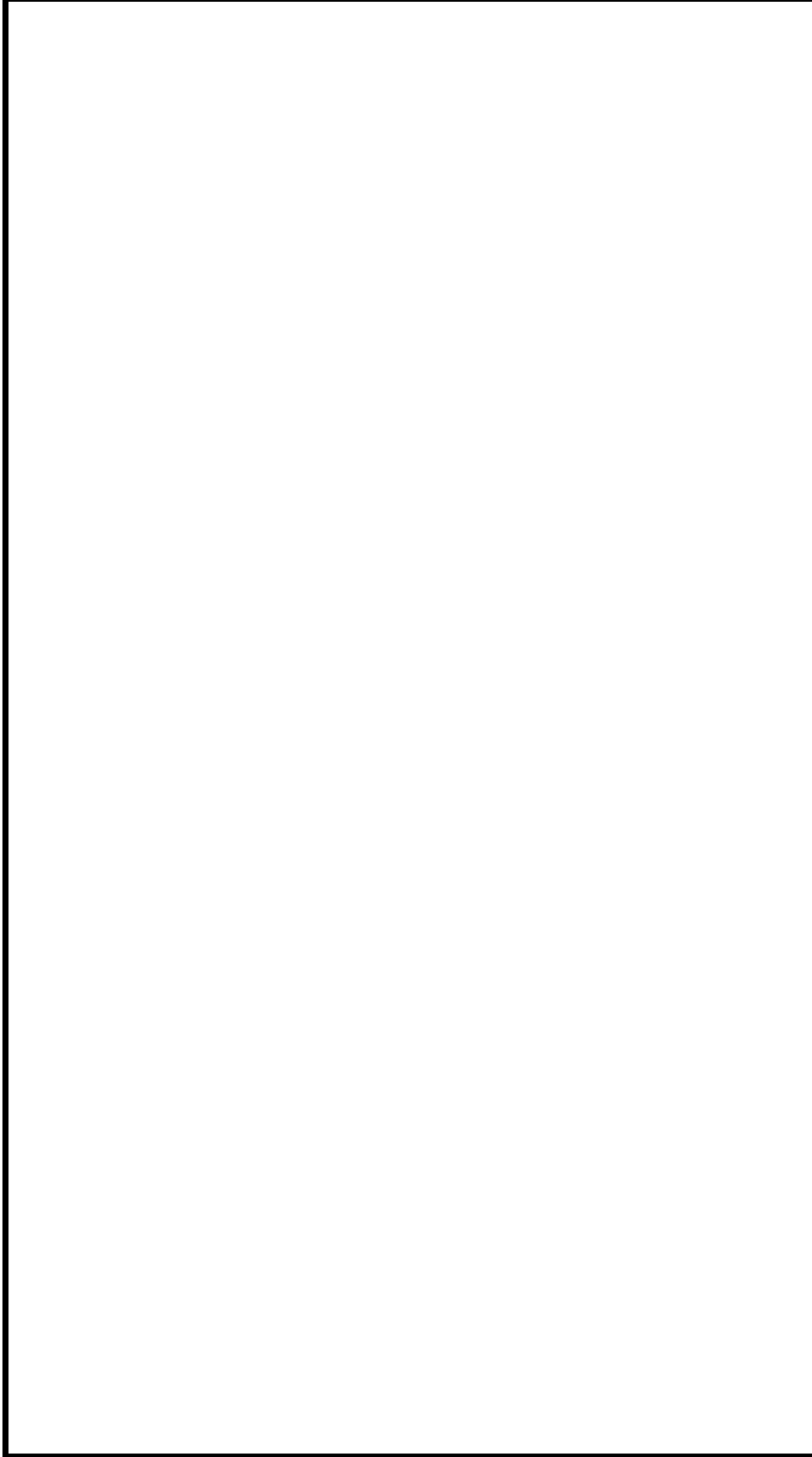
# **R A D I O**

NAME OF SPOT: \_\_\_\_\_

KEY CONTACT: \_\_\_\_\_

PAGE: \_\_\_\_\_ OF \_\_\_\_\_

T A L E N T	A U D I O



# Billboard Template

The TRUTH™



## CONTEST JUDGING CRITERIA/GUIDELINES

These criteria/guidelines have been written by advertising professionals to help you improve the quality of your contest. Keep all the points in mind as you judge each entry.

1. Identify the target audience for each ad and determine how well the ad hits that audience. Put yourself in the shoes of the intended audience and try to judge the ad according to the likes, dislikes, and beliefs of that audience. Be careful not to let your prejudices taint the process.
2. Consider how memorable and creative the ad is.
3. Consider whether the ad makes the target audience think about the effects of tobacco - does it reinforce positive behavior, or make them contemplate a behavior change?
4. Judge ads from the same medium and from students of similar ages. For example, judge junior-high radio entries against other junior-high radio entries, not against 4th-grade billboard entries. Keep in mind the age level of the entrants.
5. Judge ads on the creativity and strength of the message, not on the penmanship, spelling, grammar, punctuation, artistry, use of electronic equipment, or professionalism of presentation. The message is the key.
6. Don't reward or penalize entries for being submitted on storyboards, audio cassettes, CDs, VHS tapes, or DVDs.
7. Don't take into account whether an idea is capable of being produced on a small budget. For example, if an idea for a TV spot involves an alien spaceship crashing into the Grand Canyon, don't penalize the idea.

## GIVE THE TRUTH PRESENTATIONS

The following outline is designed to help anyone give a presentation about The TRUTH to any youth group. It can be a reference for you as an adult teacher talking to your own class, or for one of your students talking to kids from another school. Of course, some points will be more relevant than others, depending on the nature of the presentation.

Materials you might want to use include posters, overheads, or a PowerPoint presentation of key information (i.e., advertising techniques, tobacco facts and stats, etc.); real tobacco ads from magazines; ad templates; actual student ads from other contests; music; etc.

Before you start a presentation, remember:

- o Prepare in advance.
- o Try to relax.
- o If you don't know an answer, admit it and find it out later. Don't make anything up.
- o Be yourself.
- o Have fun!

## THE TRUTH PRESENTATION OUTLINE

### I. INTRODUCTION

- A. Introduce yourself (name, school or organization, etc.)
- B. Explain your purpose (to help them understand the negative effects of tobacco, encourage them to stay tobacco-free, expose the tobacco industry, etc.)

### II. HOW DOES ADVERTISING MAKE TOBACCO LOOK GOOD?

- A. Display the "Advertising Techniques" (found on page 11).
  1. Discuss which techniques are most effective.
  2. Hold up real magazine tobacco ads and ask students which techniques were used.
  3. Ask students if they feel anti-tobacco ads should be shown regularly on TV. Ask them why or why not.
- B. Ask how tobacco companies make smoking/chewing look cool. For example:
  1. By using great-looking male and female models.
  2. By portraying smokers/chewers as glamorous people.
  3. By equating smoking with success.
- C. Explain the realities about the people who smoke and how they differ from the ad portrayals. Help the students see through the tobacco-industry manipulation.
- D. Explain that tobacco companies spend a lot of money on advertising so that they can replace lost smokers who quit smoking or die.
  1. Tobacco companies spend \$960,000 every hour, day and night, to advertise and promote cigarettes.
  2. In Utah, tobacco companies spend \$64 million per year to get you to smoke.
  3. The Utah Department of Health spends approximately \$9 million per year to fight back.

### III. WHY IS TOBACCO BAD FOR OUR HEALTH? WHAT DOES IT DO TO OUR BODIES?

- A. Present facts and statistics about tobacco. (See pages 46-47.) You can find more facts on the Internet - see page 48.) Don't forget to talk about the short- and long-term effects of tobacco. Here are a few facts to get you started:
  1. Nicotine is as addictive as heroin. (Tip: talk about addiction and use the addiction activity on page 13.)
  2. Cigarette smoke contains over 4,000 chemicals. (See pages 12 and 45.)
  3. Smoking makes you stink, stains your teeth, and tires you easily.
  4. Smokers are 10 times more likely to develop lung cancer than non-smokers are.
  5. Tobacco users have an increased risk for ALL types of cancers, including lung, mouth, larynx, esophagus, pancreas, bladder, kidney, and stomach.
  6. Tobacco use is the single most preventable cause of death in the US, killing more than 440,000 people per year. This is more deaths than those caused by fires, illegal drug use, homicides, suicides, AIDS, motor vehicle accidents, and alcohol COMBINED.
  7. Smoking causes emphysema and other lung disorders. (Tip: do the emphysema activity on page 13.)

#### IV. HOW CAN THEY MAKE A DIFFERENCE?

- A. Explain that the students can make a difference by entering your anti-tobacco advertising contest and writing ads with anti-tobacco messages.
  - 1. The students will learn about the dangers of tobacco as they create their ads.
  - 2. Kids want to hear from kids. They're more likely to listen to their peers than to adults, and the ads may help some of them stay tobacco-free.

#### V. HOW DO THEY WRITE ADS?

- A. TV (show student samples)
  - 1. They think of messages and write 30-second TV ads addressing those messages.
  - 2. They do this by creating storyboards (show a sample or template) as best they can - they don't have to be a great artist. They can also record their ads on VHS tapes or DVDs.
- B. Radio (show samples)
  - 1. They think of messages and write 60-second radio ads addressing those messages.
  - 2. They do this by writing scripts (show a sample or template), indicating any music and sound effects. They can also record their spots on audio tapes or CDs.
- C. Billboard/Poster (show the template)
  - 1. They think of messages and create billboard/poster ads addressing those messages.
  - 2. They do this by drawing or designing their ads on any size paper larger than 8.5"x11".

#### VI. HOW ELSE CAN THEY HELP? BY JOINING THE PHOENIX ALLIANCE.

- A. The Phoenix Alliance is a group of hundreds of Utah youth whose goals are to educate their peers about tobacco, help them make informed choices, and fight tobacco industry manipulation.
- B. Participation is fun and rewarding! Members run booths at concerts and sporting events, give presentations, do media interviews, help create real anti-tobacco ads, and much more. (See page 14 for more information.)

#### VII. HAVE SOME FUN.

Feel free to stage any of the presentation activities described in this manual to engage the students and help them remember the information. (See pages 12-13.) You can also design activities of your own.

#### VIII. CONCLUSION

- A. Ask the students what they learned. (Use the tobacco facts quiz on page 49 as a review.)
- B. Ask them how they're going to help.
- C. Ask if any of them would like to join the Phoenix Alliance. If so, talk to those students after the presentation and get their name, phone #, address, etc.
- D. End with a heartfelt thank you.

## TOBACCO ADVERTISING TECHNIQUES

The following techniques are used by tobacco companies and their advertising agencies to glamorize and popularize tobacco use. For your presentations, collecting and showing real magazine ads that use one or more of these techniques is powerful and compelling.

### Sex Appeal Technique

A tobacco ad with a sexy woman implies that you can be sexy too, or you can meet sexy women like her, if you smoke that brand. The same applies for ads with strong, good-looking men.

The TRUTH is that smoking doesn't make you sexier or more attractive. In fact, most teens prefer to date non-smokers.

### Having Fun Technique

A tobacco ad showing people having fun suggests that you can have just as much fun using the product. If you don't, you're missing out.

The TRUTH is that tobacco doesn't make any activity more fun. If anything, smoking lessens the fun because of the horrible smell. Also, sports become less competitive because the players have weaker endurance.

### Comparison Technique

A tobacco ad claiming a cigarette has the lowest tar and nicotine levels suggests that this brand of cigarettes is healthier to smoke than others.

The TRUTH is that there's no evidence to show that any one brand of cigarettes is any less deadly than another.

### Snob Appeal Technique

A tobacco ad showing wealthy people using the product implies that if you use it, you too can be rich.

The TRUTH is that tobacco users are poorer because of their habit. Smoking just one pack a day costs about \$1,500 a year. The only people who get wealthier from tobacco are those who market and sell it.

### Join The Crowd Technique

A tobacco ad depicting a big group of people smoking the same brand and having a good time appeals to the need to be accepted by peers.

The TRUTH is that true friends will accept you whether you smoke or not. Anyone who shuns you because you don't smoke is not worth hanging out with.

### Symbol Technique

A symbol attached to a tobacco product, such as the cowboy to Marlboro cigarettes, makes a positive connection between the two. Another example is when the tobacco industry sponsors sporting events such as NASCAR racing.

The TRUTH is that there's absolutely no connection between these symbols and tobacco. The tobacco marketers are simply trying to attach excitement to a product that's not exciting at all.

### Personal Testimony Technique

A tobacco ad featuring a consumer, often a celebrity, giving a personal endorsement adds authenticity and even glamor to the product.

The TRUTH is that the celebrity endorsing the product doesn't do so because he or she loves or uses it, but because he or she is getting paid big money.

### Mockery or Put Down Technique

A tobacco ad that tries to make people feel inadequate for not using that brand diminishes self-esteem.

The TRUTH is that nobody's self-esteem is (or should be) tied to whether or not they use a certain product, especially tobacco.

## PRESENTATION ACTIVITY 1: WHAT'S IN A CIGARETTE ANYWAY?

Teach your students that, besides tobacco, cigarette smoke contains more than 4,000 harmful chemicals. About 43 of them are carcinogenic (cancer-causing) and three are radioactive.

The following activity combines explanations of some of the chemicals and their everyday uses with visual representations of the chemicals. This isn't designed to trick kids, but is simply intended to make your presentation more compelling.

In the list below, each chemical is followed by a common or less harmful substance in parentheses that can be used to represent the chemical. A description of the chemical comes after that. For instance, when talking about butane, show the class a jar of mineral oil.

- o Acetone (fingernail polish remover) - Clear liquid made from carbon, hydrogen, and oxygen. Found in solvents and fingernail polish remover.
- o Ammonia (ammonia) - Gas or liquid made from nitrogen and hydrogen. Found in cleaning supplies like Windex and Mr. Clean, and in medicines and fertilizers.
- o Arsenic (baking powder) - Very poisonous white powder. Found in ant killer.
- o Butane (mineral oil) - Hydrocarbon used in fuels. Found in cigarette lighters, lighter fuel, deodorant, and hair spray.
- o Cadmium (rock candy) - Metallic compound. Found in car and rechargeable batteries.
- o Cyanide (baking soda) - Poisonous, white crystalline compound. Found in rat poison.
- o Formaldehyde (vanilla) - Gas or liquid used to disinfect or preserve and to make dyes. Found in shampoos, nail polish, and embalming fluid.

- o Methanol (vegetable oil) - Substance made from alcohol and methane (which comes from decomposing corpses). Found in jet and rocket fuel.
- o Nicotine (corn syrup) - Colorless, oily liquid extracted from tobacco leaves. If the amount of nicotine in a pack of cigarettes is injected into a person, they will die in less than 7 seconds.
- o Tar (molasses) - Thick, dark brown oily substance made from distilling wood and coal. Found on roads (asphalt) and in dandruff shampoos.
- o Toluene (vinegar) - Colorless liquid from distilled coal tar or tolu balsam. Found in industrial-strength solvents.

## PRESENTATION ACTIVITY 2: TRY EMPHYSEMA

This ten-minute activity helps students feel what it's like to have emphysema. Point out that all smokers, whether they have emphysema or not, don't breathe as easily as non-smokers.

- o Distribute straws to each student.
- o Have them all rigorously jog in place for two minutes, so they get winded.
- o Tell them to stop, exhale all the air out of their lungs, put the straw in their mouth, and plug their nose.
- o Explain that if they run out of breath or start to feel dizzy, they can breathe normally and sit down.
- o Hold a discussion about emphysema. Ask them how difficult breathing was and how their lungs felt, then explain that that's how those with emphysema feel all the time. Many have to carry oxygen tanks to assist their breathing.
- o Conclude by saying that smoking greatly increases the chance of getting emphysema; to breathe easy for the rest of their lives, stay off tobacco.

## PRESENTATION ACTIVITY 3: THE FLAVOR OF ADDICTION

To give your students a flavor of what addiction feels like, try this five-minute activity. Give each student a Jolly Rancher or other piece of hard candy. The following script gives a blueprint for what you could say to direct the activity.

"To give you an idea of what addiction is like, we're going to do a demonstration. When I tell you, unwrap the candy and stick it in your mouth without swallowing for 1.5 minutes."

"Move the candy around in your mouth. Taste the flavor. Doesn't it taste good? Enjoy the taste, but don't swallow. Oh, don't you wish you could swallow? Soon the saliva will be dribbling out of your mouth. How many of you would like to swallow? Sorry, not yet. How many of you have given in already? Keep rolling it around in your mouth. Enjoy the flavor. It tastes good, huh?"

"OK, you can swallow now. How many of you found that difficult? Why was it difficult? The need to swallow is like a tobacco user's need for tobacco, only the need for tobacco is much more intense. People addicted to nicotine will do almost anything to get it. One example of this happened during World War II, when soldiers would trade their very limited food rations for cigarettes. They would actually go hungry for a smoke."

## THE PHOENIX ALLIANCE: UTAH'S ANTI-TOBACCO REVOLUTION

The Phoenix Alliance is a volunteer group of hundreds of Utah teens that some of your students may be interested in joining. The alliance has three main goals:

- o Educate youth about the effects of tobacco.
- o Help youth make informed choices about tobacco.
- o Fight tobacco industry manipulation.

Participation is fun and rewarding! Members run booths at concerts, fairs, and sporting events; give tobacco-education presentations; do media interviews; help create real anti-tobacco ads; and much more.

So, besides being a lot of fun, the Phoenix Alliance is a great way to do some real good in the world, make new friends, gain experience that's hard to come by, and bolster a resume or college application.

Please encourage your students to join the alliance. Call **801.538.7085** to sign someone up or to ask any questions.

## HOW TO GET THE MEDIA INVOLVED

It's not as difficult as you might think to get articles in your community newspaper or interviews on the radio or TV about your contest and tobacco-education efforts. Most local journalists are very interested in these types of stories.

Here are a few simple steps for you and your students:

### Newspapers (community and school)

1. Find out the names, phone numbers, and email addresses of the editors of your community and school newspapers.
2. Find out the newspaper deadlines and publishing frequency, so you can submit your stories on time.
3. Write a press release (an article about the contest that could be inserted into the newspaper) and email, fax, mail, or deliver it to the editor.
4. Follow up by calling the editor, briefly explaining your story, and asking if the paper is interested. (They may want to interview you, so be prepared.)
5. Mention that there are photo opportunities (i.e., students working in the classroom, making presentations, recording their commercials, etc.).
6. Send a thank you note to the editor if the newspaper covers your story.
7. Also, call your local PTA presidents and ask if they accept press releases about the contest to put in school/parent newsletters.

### Radio/TV

1. Find out who the program managers and news directors at your local radio and TV stations are, and what opportunities they offer for interviews about community events.
2. Send letters to or tell the program managers and news directors about the contest. Ask if they would be willing to interview you or a student on the news or on a public service program.
3. Follow up with brief phone calls.
4. Send thank you notes to the appropriate people at the stations if they air an interview with you.

## ANTI-TOBACCO ACTIVITIES

### ACTIVITY: SHOOT TOBACCO DOWN (WITH VIDEO)

#### ESSENTIAL INFORMATION

Shoot your own anti-tobacco video to educate the people and expose the tobacco industry.

Age Group:	All age groups
# of Participants:	8 or less per video, but multiple videos can be shot
Time:	1 - 2 weeks
Resources:	Film or digital video recording and editing equipment, props
Cost:	\$0 - \$25

Have you ever seen a Hollywood movie or documentary film or TV news story that really moved you and made you feel something? That's the power of visual imagery. You can grab hold of this power by shooting a video that has your own anti-tobacco spin. In today's digital world, making a movie is easier than ever.

- o Borrow film or digital recording equipment from family members or friends, or check out the equipment from your school or public library. Make sure to get enough cameras for your group.
- o Brainstorm a theme such as tobacco addiction, financial cost of tobacco, the tobacco industry's continued targeting of kids, etc.
- o Decide if your video is dramatic (staged and acted) or documentary-style (unscripted and real).
- o Write a script, outline, or storyboard for your video that includes characters, dialog, props, shooting locations, people to interview, schedule, assignments for group members, etc. What you need to include depends on whether you're shooting dramatically or documentary-style.
- o Make all necessary pre-shoot preparations. Get the proper permission wherever you need to (for example, at specific shooting locations).
- o Shoot your video. You can do this in a couple of hours or over several days, depending on the complexity and length of your video. Make it fun.
- o Edit your video. This may require additional equipment and possibly help from someone with editing experience.
- o Stage a "world premiere" for your video, complete with red carpet, limos or nice cars, formal dress, etc. Invite the TV, radio, and print media outlets in your community and school to attend.
- o Find places in the community to show your video and spread its message: classrooms, school assemblies, youth events, film festivals, churches, city/county fairs, etc. Get your movie out there!



## ACTIVITY: YOUROWNWEBSITE.ORG\*

### ESSENTIAL INFORMATION

Go global with your anti-tobacco message by creating your own website.

Age Group:	Middle school and older
# of Participants:	4 - 6
Time:	2 - 4 weeks
Resources:	A host server, graphics, photos
Cost:	\$0 - \$20 to start, \$0 - 15/month

Thanks to the miracle of the Internet, we regular people now have a way to reach anyone in the world who has a computer and a connection. Designing your own website and finding a host for it is easier than you might think, although you may need help from someone with experience.

- o Brainstorm, outline, and write your website on paper first. Plan the site's theme, navigation, copy (wording), images/graphics, look and feel, number and names of pages, interactive features (video or audio content, poll questions, etc.), and so forth.
- o Come up with several possible domain names.
- o Chose one of the hundreds of free and low-cost web-hosting services out there, many of which also offer website-building templates. Do some online research and find a service you like. (Geocities.Yahoo.com is one site that offers free web hosting.)
- o Check which of your domain names are available and sign up for one of them - there will probably be a fee.
- o Design your website by using a website-building template (for those without programming skills) or by programming it with html, JavaScript, PHP, or another scripting language. If you need help with this, consult friends, teachers, classmates, family members, etc. who have expertise. (Remember, generally speaking, the more complex your design, the more it will cost.)
- o Once your website is up and running, keep it updated.
- o Get the word out about your website, so people check it out.

\* Yourownwebsite.org is not a real website.

## ACTIVITY: PAINT YOUR RIDE

### ESSENTIAL INFORMATION

Drive home your anti-tobacco message by driving it around town in a custom-painted car.

Age Group:	All age groups
# of Participants:	As many as possible
Time:	1 week
Resources:	An old, donated car; paint; painting supplies; outdoor location
Cost:	\$25 - \$50

This may not be the easiest of anti-tobacco activities to pull off. But if you can find someone willing to donate their old clunker of a car, you could get a lot of kids involved in painting the car with colorful, cool-looking anti-tobacco messages. This car will attract a lot of attention to itself and its messages as you drive it around.

- o Find out who owns an old car and would be willing to donate it to your cause. Send a letter signed by your group thanking them.
- o Buy enough painting supplies (paint in cans, spray paint cans, brushes, rollers, pans, tape, etc.) for everyone planning to attend. Make sure to buy water-based paint because it's easier to clean - paint fights will inevitably break out. Tell everyone to dress appropriately.
- o Choose a large, outdoor location that can handle a little mess. Put something (old sheets, drop cloths, etc.) under the car to protect the ground.
- o Cover any parts of the car you don't want painted, like the windows.
- o Pass out papers with anti-tobacco slogans, facts, stats, etc. to give your group ideas of what to paint. Or tell them the info.
- o Have a blast painting the car.
- o Turn the car into a moving anti-tobacco billboard, or carboard, by driving it throughout your community.

## ACTIVITY: UGLY FACE CONTEST

### ESSENTIAL INFORMATION

Does the thought of tobacco make you sick? It will when you see what's actually in tobacco products, and what they do to your body. Let people know how you feel about it by the expression on your face.

Age Group:	Elementary school students
# of Participants:	As many as possible
Time:	1 - 2 weeks
Resources:	Smoking-related photographs, poster board, camera, film
Cost:	\$0 - \$10

Kids love to make funny faces. This contest is sure to produce some terrific faces when kids learn about the dangers of tobacco use.

### BEFORE THE CONTEST

An older student or adult can lead a discussion about the hazards of tobacco use. You may want to quiz everyone on tobacco facts (see page 49). If you are holding this activity with a class of students, you can have them research tobacco-related stats as part of an assignment.

You can find photos of damaged lungs and other body parts at [tobaccofreekids.org/abc](http://tobaccofreekids.org/abc). Also, try the photo gallery at [jeliowa.org](http://jeliowa.org), the website for Iowa's youth anti-tobacco organization JEL (Just Eliminate Lies). Go to the "Download, Upchuck" section to view files on various tobacco-related diseases, complete with many disgusting photos.

### DAY OF THE CONTEST

- o To get the class warmed up, explain how tobacco damages lungs and the rest of the body. Share some of the images with your students. Have them think about these health effects, talk about the images, and have them show you their reactions by making their ugliest faces.
- o Ask the kids who want to participate in the contest to come to the front of the room one at a time. Show a photo of a tobacco-damaged body part. Now, have the student make his or her best ugly face, and don't forget to take pictures! If you want, have the class rate each face.
- o You may want to hold a contest in several classes in your school, select the top one or two finalists from each class and then have them compete for top honors.
- o Invite local media to write about or photograph the ugly face finals.
- o If local media are unable to attend, send a photo of the winning face with a letter explaining the significance of the activity and asking them to print the photo. This helps spread the message about the dangers of tobacco, and the winner will love seeing his or her face in the paper!

### OTHER IDEAS

- o Use the photos, stats, and other images to develop an anti-tobacco bulletin board.
- o This contest ties in well with the "What's Really in a Cigarette?" activity on page 25. If you're shocked by the many ways tobacco attacks your body, you'll find out more as you learn about the chemicals found in tobacco products and secondhand smoke. Arsenic, formaldehyde, and ammonia are just a start...

## ACTIVITY: ANTI-TOBACCO TRACK MEET

### ESSENTIAL INFORMATION

Organize a track meet to show how cigarettes can affect people's ability to perform well as athletes.

Age Group:	Elementary school and middle school. You can also ask a local high school or college track team to help out at the event.
# of Participants:	15 or more
Time:	A half-day, at least one week to prepare
Resources:	Straws, baton or paper towel roll to decorate, paint, measuring stick
Cost:	Under \$20

### WHERE TO START:

You can either organize a special track meet to educate students about the harmfulness of tobacco, or you can add the theme to one of your school's scheduled track meets.

At the beginning of the meet, give a brief overview of the events and have all the athletes participate in a quick activity. Give everyone a straw and have them hop on one foot or run in place for 30 seconds while breathing through the straw. This is meant to simulate how it feels for a smoker to breathe while participating in physical activities. Remind everyone to keep this in mind while they are running their races.

### RELAY EVENTS: GET RID OF THAT CIGARETTE AS FAST AS YOU CAN!

You can have a variety of relays so everyone can participate. The first thing to do is decorate your baton (a track baton or an empty paper towel roll) with paper or paint to look like a cigarette. Then cover the cigarette baton with hazard and warning labels. For example, use the surgeon general's warning. Be creative and make your own! For the relay, tell everyone they need to get rid of the "cigarette" as fast as they can by passing it off to their teammates.

### INDIVIDUAL EVENTS: BREATHE EASY!

Get ready to race. Hold individual events from the 50-meter dash to the two-mile run, making everyone aware of the simple fact that if they were to smoke, they would not perform as well, nor be able to breathe as easily while running.

### SHOT PUT EVENT: CRUSH BIG TOBACCO!

The "Crush Big Tobacco" shot put event is just like a normal shot put event - everyone is trying to throw the shot put as far as possible. For the distance marker lines you have a variety of options:

- o You can decorate posts to look like cigarettes for each distance line.
- o Make a line of tobacco advertisements for the kids to "crush" as they throw the shot put.
- o Come up with your own idea!
- o If you don't have a real shot put ball, don't worry about it - any ball will do!

## LONG JUMP EVENT: HOW FAR WILL YOU GO TO STAY TOBACCO-FREE AND STOP BIG TOBACCO?

If you have a long jump pit at your track, all you have to do is let students take turns jumping. If not, you can perform this event on a field instead. All you need is a line to start running from, a line to jump from, and a tape measure to keep track of how far people jump.

### ADDITIONAL IDEAS:

Make posters with tobacco statistics on them and line them up around the inside or outside of the track. This way people can read some of the statistics while running by and learn about the harmful effects of tobacco.

## ACTIVITY: WHAT'S REALLY IN A CIGARETTE?

### ESSENTIAL INFORMATION

There's a lot more than tobacco in cigarettes, other tobacco products, and secondhand smoke. There are plenty of chemicals, and many of these chemicals can also be found in everyday household products. For this activity, you will create a display that tells others about these ingredients and exposes the truth.

Age Group:	Any age
# of Participants:	It only takes one, but the more the merrier.
Time:	3 - 4 weeks. The activity can take 1- 4 hours depending on your presentation format.
Resources:	As many household items as you can find (5 to 15 items.) See below for details.
Cost:	If you can't find any of the ingredients, you may want to buy them. Keep it under \$20.

Almost every product has a list of ingredients somewhere on the label. So isn't it strange that there isn't a list of ingredients on a pack of cigarettes? If there were, it would be a really, really long list! Seriously. There are over 4000 chemicals in a single puff of cigarette smoke, and about 43 of them are known carcinogens (that means they cause cancer)! No wonder Big Tobacco is ashamed to show what they put in their products. If customers knew the kinds of things they were inhaling everyday, they probably wouldn't smoke anymore. It is definitely time to expose the truth behind the ingredients in cigarettes!

Use the list below (or the list on page 45) to explain to people what chemicals are in tobacco products!

**Arsenic:** used in rat poison

**Acetic Acid:** found in vinegar, hair dye, photo developing fluid

**Acetone:** main ingredient in paint thinner and finger nail polish remover

**Ammonia:** a typical household cleaning fluid

**Benzene:** found in rubber cement

**Butane:** cigarette lighter fluid

**Cadmium:** found in batteries and artist's oil paints

**Carbon Monoxide:** a poisonous gas found in car exhaust

**DDT/Dieldrin:** Insecticides

**Formaldehyde:** used to embalm dead bodies. This embalming fluid is often used to preserve small animals in biology classes, so check with your science teacher to find this one.

**Hexamine:** in barbecue lighter fluid

**Hydrazine:** used in jet and rocket fuels

**Hydrogen Cyanide:** used as a poison in gas chambers

**Lead:** a highly poisonous metal that used to be found in some paints

**Naphthalenes:** used in explosives, moth balls, and paint pigments

**Nitrobenzene:** a gasoline additive

**Phenol:** used in disinfectants and plastics

**Polonium-210:** a highly radioactive element

**Stearic acid:** found in candle wax

**Toluene:** found in embalmer's glue

So, now that you know all the nasty things mixed into cigarettes, spit tobacco, and secondhand smoke, what can you do? Tell everyone else!

### 3 to 4 WEEKS BEFORE THE EVENT:

- o Reserve a spot at a community event or schedule a presentation in class or at a school assembly to showcase your display (local festival, county fair, school health day, etc.)

### 1 WEEK BEFORE THE EVENT:

- o Recruit volunteers to help gather supplies for the display and participate in the activity.
- o Study the list of ingredients and notice the household products that include these ingredients. Search for these products in your house, and make sure it is okay to use them in your activity. Keep in mind that you can use an empty container, too. If you can't find the products in your house, ask a neighbor or friend if you can borrow them for the activity. If supplies still cannot be found, buy a few things at the local hardware or grocery store.
- o Make sure you keep these products tightly sealed at all times. After the event, return them to where you borrowed them.

### EVENT DAY:

- o Explain each product to your audience, including the chemicals in it that are also in tobacco products. If you are at a health fair or a similar event, set the products on a table with a list of other ingredients that can be found in cigarettes.
- o Be prepared to answer questions and back up your research.
- o Point out that the label on many of the products has a distinct warning that advises emergency assistance if the product somehow enters the body. Isn't it odd that these poisonous ingredients are inhaled by smokers and those exposed to secondhand smoke everyday?

### OTHER IDEAS:

- o **Take it to the streets.** If these ingredients are shocking to you, others will think so, too. To get the word out, create some flyers, posters, and fact sheets. You can put flyers up around your school or hand them out at an assembly or even a sporting event. Also, think about heading to local hang-outs and events to let people know what Big Tobacco has been trying to hide.
- o **Tobacco ingredient collection competition.** Instead of doing a presentation, how about asking your entire school or group to get involved?! Have everyone bring in as many of these products as they can (have them label them with their names so you can return them after the event.) Each class can compete to collect the most ingredients. Collect as many of each household product as possible and get permission to display the items in the main hallway of your school, in

# Music Lyrics

## A Little Bit of Honey

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Steve James  
Featuring The Basin Street Band

Isn't it funny how a little bit of honey  
Makes every day worth while  
A little bit of kindness  
Making up your mind  
Just to give a little smile  
If someone's unhappy  
quick and make it snappy  
Ask if they need help  
'Cause a little bit of honey  
Can make a day so sunny  
You'll feel good  
about yourself  
(Repeat)

# Be a Builder

From the CD *Be a Builder*  
 Music by Steve James  
 Lyrics by Steve and Lisa James  
 © 1999, BMI  
 Performed by Nolanda Smauldon

(Verse)

They call me a builder  
 'Cause I don't tear anybody down  
 I like to be a builder  
 Don't wanna see anybody frown  
 I like to make people feel better  
 Whenever I am around

(Chorus)

I like to shake someone's hand  
 Help them understand they're special  
 And that's my style  
 I'm part of a team to build self-esteem  
 So I go the extra mile  
 Cause I'm a builder  
 Constructin' somethin' worthwhile

(Verse)

I'm a builder  
 I won't tear anybody down  
 I'm a builder  
 I won't see anybody frown  
 I wanna make people feel better  
 Whenever I am around

(Repeat Chorus)

(Gospel Choir)

Build up my neighbor  
 Do the world a favor  
 With every labor  
 Build up my neighbor  
 I'm not gonna tear my neighbor down

(Repeat)

I'm gonna build up the world  
 I'm gonna be a builder



# Buckle Up

From the CD Take a Stand  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Spencer Forsey  
Arranged by Todd Sorensen, Steve James

(Verse)

When I get in the car  
When I ride around  
I always buckle up  
The minute I sit down

(Chorus)

Buckle up  
Buckle up  
When I'm in the car  
I buckle up  
Buckle up  
Buckle up  
Every time I sit  
I buckle up

(Repeat verse & chorus)

(Bridge)

Anyone who's in the car  
They better buckle, too  
It's important to be safe  
Me and you, me and you

(Chorus)

# Children of Many Colors

From the CD *Be a Builder*  
Music and Lyrics by Steve James  
Native American Chant by Steve James and Mitch Hall,  
© 1999, BMI  
Performed by Lisa and Steve James

(Verse 1)

From the ocean  
Cross the desert  
To the mountain high  
Live our people  
Hear our voices rising to the sky

(Chorus)

We are the children of many colors  
And ever since our birth  
We've been sisters  
We've been brothers  
And we live on mother earth

(Verse 2)

Sun of daylight  
Moon of midnight  
Guard our mother's land  
We together must protect her  
Every grain of sand

(Repeat Chorus)

(Chant)

We move in the rhythm of the circle of life  
And listen to earth's song  
We dance to nature's heartbeat  
And keep our mother strong

(Bridge)

We all share the water we drink  
The food we eat  
The air we breathe  
We all share the sky above  
The river below  
The land we love  
(Chorus Repeats)

# Chill

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1997, BMI.  
Performed by Nolanda Smauldon

(Chorus – Can be sung in a round)

You gotta chill

Take a deep breath and say  
Everything's gonna be alright  
Things are gonna be okay

(Bridge)

If you're feelin' pressure  
And life is gettin' you down  
There's a little somethin'  
To turn it all around

# Clear the Air

From the CD *Take a Stand*

Music by Steve James, Lyrics by Clay Aquin and Steve James

© 2000 Steve James Productions, BMI

Performed by Jared Young (vocal) and Clay Aquin (rap)

Arranged by John Hancock

(Chorus)

Be smart, don't start  
Everybody breathe freely everywhere  
Be smart, don't start  
Clear the air (repeat)

(Verse)

There's somethin' I wanna say to you  
About a problem I see people goin' through  
So listen to what I have to say  
You never know, it just might save your life one day

(Pre-chorus)

Some people think they're tough when  
You see them puffin'  
But I don't think it's cool  
Don't want to hear them wheezin'  
When there's no reason  
Do you wanna hear my rule?

(Chorus)

(Rap)

Be strong, don't smoke, here's my song  
And if you follow what I'm sayin' sing along  
About that little white stick that isn't cool  
Make your lungs turn black, it's true  
You see I'm true to my statement when I say,  
"Don't start"

Not good for the body or that little ol' heart  
So if you see a friend take it from his hand  
Be a friend, not a fan, take a stand  
Thinkin' about the bond that everyone will share  
Once we all come together just to clear the air  
You want to talk like this... say no  
You want to cough like this... say no  
I often think to myself how would it be  
If everywhere in the world were smoke-free  
Some say secondhand is worse than the first  
Would you rather hear it from a doctor or a nurse?  
Smoking's bad, yep it will make you sick  
Did I mention a hard habit to kick  
So just remember four words and do your part  
All together now,  
Be smart, don't start

(Chorus)

So listen to what I have to say  
You never know, it just might save your life one day

(Pre-chorus)

(Chorus)

# Do

From the CD *Be a Builder*  
 Music and Lyrics by Steve James  
 © 1997 BMI

Performed by Moana Wolfgramm Feinga, Elizabeth Wolfgramm Atuaia, and Jennifer Wolfgramm Tupuola

(Verse 1)

All around the world I see  
 So many places  
 So many faces  
 People just like you and me  
 So many voices  
 So many choices  
 If I could change the world

I'd sing

(Chorus 1)

We gotta be kind  
 We gotta be free  
 We gotta reach out to someone in need  
 If we could just love  
 If we could be true  
 And do as you'd have others do to you  
 Do as you'd have them do

(Verse 2)

And though we're different  
 We're the same  
 We need each other  
 Why hurt another  
 Hearts are cryin'  
 And who's to blame  
 If someone's hurtin'  
 Let's lift the burden  
 And if I could change the world

I'd sing

(Chorus 2)

We gotta be kind (to each other)  
 We gotta be free (as any other)  
 We gotta reach out to someone in need  
 If we could just love (love another)  
 If we could be true (true to our brother)  
 And do as you'd have others do to you  
 Do as you'd have them do  
 We can make a difference  
 In every life we see  
 If everyone would do the same  
 Think how it would be  
 (Chorus 2 repeats)

# Don't Laugh At Me

Traditional

Performed by Steve Seskin/Allen Shamblin

(Verse 1)

I'm a little boy with glasses  
The one they call a geek  
A little girl who never smiles  
'Cause I have braces on my teeth  
And I know how it feels to cry myself to sleep  
I'm that kid on every playground  
Who's always chosen last  
A single teenage mother  
Tryin' to overcome my past  
You don't have to be my friend  
But is it too much to ask

(Chorus)

Don't laugh at me  
Don't call me names  
Don't get your pleasure from my pain  
In God's eyes we're all the same  
Someday we'll all have perfect wings  
Don't laugh at me

(Verse 2)

I'm the beggar on the corner  
You've passed me on the street  
And I wouldn't be out here beggin'  
If I had enough to eat  
And don't think I don't notice  
That our eyes never meet

(Chorus)

I'm fat, I'm thin, I'm short, I'm tall  
I'm deaf, I'm blind, hey, aren't we all

(Chorus)

# Don't Laugh At Me

Rap Version

Written by Allen Shamblin and Steve Seskin for  
Sony/ATV Tunes/David Aaron Music/Built On Rock Music  
Additional Rap Lyrics: Jonathan Gutierrez, aka Baby Jay  
and Hector Chavera III for Roland Jovan Music (BMI)

(Verse 1)

I'm the one they're laughing at because I got glasses on  
I'm getting called a geek; don't show my teeth, cause I got braces on  
I know how it feels to have to cry myself to sleep  
What can I do? I guess I'll just sit here and weep  
Is it just me or do the others see flaws in my appearance?  
It's clear to see they always find something to laugh and stare at  
Or is it cause I'm last left to get chosen next round?  
Day after day I'm just the playground's clown  
As wrong as it is, the truth is you choose who you want to mess with  
You're running me down, but stand in my shoes for a second, (uhh-uhh!)  
Whether it's too much to ask, it's on you to listen or pass me up  
Don't have to be my friend, all I ask is that you don't laugh and stuff

(Chorus)

Don't laugh at me  
Don't call me names  
Don't get your pleasure from my pain  
In God's eyes we're all the same  
Someday we'll all have perfect wings  
Don't laugh at me

(Verse 2)

The cost of living that's risen has left me in criticism prison  
It isn't about who you are no more, but about what's worn or driven  
Everyone's lust for material riches is what really eats me up  
Almost the same ill little feeling witnessing streets fill up  
With people stuck, handicapped, begging looking for bites to eat,  
Had it been me, explain then why when you pass our eyes never meet  
Is getting spit on surprising? No, never, its just life in the street  
Last night I caught the blues cause I wouldn't give up my bike,  
See the weak are the ones that fight for no reason,  
I fight against the peer pressure, no banging, stealing, or chiefting,  
Why choose living for the street?  
Now if it's not too much to ask, it's on you to listen or pass me up  
Don't have to pay attention, all I ask is you don't laugh and stuff

(Chorus)

(Pre-Hook)

Even if I'm fat, thin, deaf, blind, short or tall,  
Well aren't we all? (Well aren't we all)  
So if I'm fat, thin, deaf, blind, short, or tall,  
Then aren't we all? (Then aren't we all)  
And since we are, don't laugh or call me names, or  
Get your pleasure from my pain, in His eyes we're all the same  
Someday we'll all have perfect wings

(Chorus)

# Friendship Song

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1997, BMI.  
Performed by Steve James

I'll sing a song to help me along  
When I choose my friends  
Who will help me be good  
And do what I should  
Who will be my friends  
A friend would never hurt you  
Or ask you to do something wrong  
And so every day  
When I go to play  
I'll sing my friendship song



# Honesty

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Steve James  
Brass Arrangement by Jay Lawrence

(Verse 1)

I tell the truth  
The truth is what I tell  
In any situation  
I can never fail  
With honesty  
Honesty

(Verse 2)

Es la verdad  
Que siempre digo yo  
In any situation  
It's the way to go  
Honesty  
Honesty

(Chorus)

Diré diré  
Diré diré yo  
La verdad  
Yo diré

(Repeat)

[Spanish translation:  
“I will always tell the truth”]

# Hot to Not

From the CD *Take a Stand*  
Music by Steve James  
Lyrics by Steve and Lisa James  
© 2000 BMI  
Performed by Lisa James  
Narrative: Stacia Price and Lisa James  
Arranged by Todd Sorensen

## (Verse 1)

I think I feel a chill is in the air  
I look around at people everywhere  
Some do things they're not supposed to do  
Some come face to face with me and you

## (Pre-chorus)

And if they ask you to do something wrong  
Just look them eye to eye  
And tell them you'll never ever go along

## (Chorus)

Turn around and tell them to get lost  
That kind of consequence is never worth the cost, yeah  
Life is short so give it all you got  
And when you make decisions know it's hot to  
Hot to not

## (Verse 2)

If you find you're sitting on the fence  
You don't know what to do, then think in future tense  
It's your choice, completely up to you  
Whatever lies ahead depends on what you do

## (Pre-chorus)

So if they ask you to do something wrong  
Just look them eye to eye  
And tell them you'll never ever go along

## (Chorus)

## (Repeat Verse 1)

## (Chorus)

# I Like Being Me

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1997, BMI.  
Performed by Lisa James

I like being me  
And my friends help me see  
I'm somebody special  
Happy as can be  
I feel good inside  
When I do what's right  
I help my friends and family  
I like being me

# I'll Be Nice

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1997 Steve James Music, BMI.

Performed by the Salt Lake Calvary Baptist Choir, Steve James,  
and Children's Choir

(Part 1: Choir)

Gdomo kpa kpa jimi

[Pronounced: bomo papa jimmy]

Se mo no ni hi

[Pronounced: say mo no nee hee]

(Part 2: Adult)

I'll be nice

Nice to my brother

Kind to each other

I'll be a friend

And I won't

I won't be violent

Keep anger silent

Control within

(Part 3: Children's Choir)

I'll be nice

I'll be kind

Treat others right

Made up my mind

[The words in Part 1 are from the African language of Ghana and directly translate as, "I will do the right thing."]

# It Takes Love

From the CD *Be a Builder*  
Music and Lyrics by Steve James,  
© 1999, BMI  
Performed by Moana Wolfgramm Feinga

## (Verse 1)

I've come to know that  
giving's worth the sacrifice  
If I can take away  
another's pain  
Or at least give them a moment of happiness  
'Cause if I give I'll never live in vain

## (Verse 2)

If I could only keep the lonely company  
No matter the condition in their life  
Or if I could dry some tears and help a child see  
That hope is real and life is worth the fight

## (Chorus)

It takes love to fill an empty heart  
It takes everyone to do their part  
Help each other rise above  
Any problem  
It takes love

## (Verse 3)

Another day another opportunity  
To make the time and offer any help  
And I learn that when I make a difference  
I can see  
By serving others I can find myself

## (Repeat Chorus)

# I've Decided

Something Good

Music and Lyrics by Steve James

© 1997, BMI.

Performed by Nolanda Smauldon, Ashley Scott, D.J. Smauldon

If by chance someone comes along  
And asks you to do something wrong  
I'll turn around I'll walk away  
It doesn't matter what they say

(Chorus)

'Cause I've decided to say no  
If they don't like me  
That's the way it goes  
'Cause I've decided  
I've decided to do what's right  
It doesn't matter  
If it's day or night  
'Cause I've decided

(Repeat)

To drinking and drugs  
I say no  
To violence and crime  
I say no way  
To drinking and drugs  
I say no  
To violence and crime  
I say no way

(Chorus)

# Libre

From the CD *Be a Builder*  
 Music and Lyrics by Steve James  
 © 1999, BMI

Performed by Zack Wilson, Mike Sackett, Jeremy Hill, Dan Cahoon

(Verse 1)

Too many broken hearts  
 Too many broken rules  
 I don't think it's smart  
 I don't think it's cool

(Verse 2)

Everywhere I turn  
 Everywhere I go  
 People need to learn  
 People need to know

(Pre-Chorus)

It's the rules that make us free  
 That's the kind of life  
 The life for you and me

(Chorus)

Libre libre  
 Sigue la le  
 Libre libre  
 Sigue la le

(Verse 3)

Live the life you should  
 Or live a life of crime  
 You can do some good  
 Or you can do some time

(Pre-Chorus)

(Chorus)

(Bridge)

It's your life and you can choose  
 You've got so much to win  
 You've got so much to lose

(Repeat Chorus)

# My Friend

From the CD *Be a Builder*  
Music and Lyrics by Steve James  
© 1999, BMI  
Performed by Moana Wolfgramm Feinga,  
Steve James, and Eugene Hunt

(Verse 1)

My friend  
You look sad I see  
You can talk to me  
Call me anytime

(Verse 2)

I'm your friend  
You don't have to hide  
What you feel inside  
What is on your mind

(Chorus)

No matter what you do  
Or what you're going through  
I'll be there for you

(Verse 3)

Oh . . . friend  
You can count on me  
I will always be  
A shoulder you can lean on

(Bridge)

Hey my friend  
When you're feeling down  
When you're feeling down  
Know I'm around

(Repeat Chorus)

(Repeat Verse 3)

(Chorus Repeats)



# Something Good!

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1998, BMI

Performed by Valerie Harris and Holli Ammon

(Intro)

When I'm at school  
And friends aren't cool or kind  
If they make fun  
Or tease someone I find  
I remember what my mama told me, she said  
Child, if you could only see. . .

(Chorus)

You gotta do something good  
For someone else each day  
You gotta try and find  
Something good to say  
'Cause when you help someone  
They smile wide  
And you feel something good inside  
Well you know you should  
Try and do something good

(Repeat Chorus)

(Bridge)

And if I ever have bad days  
I won't take it out on you  
'Cause I can find some better ways  
To work my problems through

(Repeat Chorus)

# Scoot Scat Groove

From the CD *Take a Stand*  
Music by Steve James,  
Lyrics by Steve James and Mitch Hall  
© 2000 BMI  
Performed by Kelly Eisenhour, Lisa and Steve James  
Arranged by Jay Lawrence

(Verse 1)

Have you ever felt that natural high  
Endorphins risin' to the sky  
Scoot scat groove  
You gotta move  
The feeling when you exercise  
Hits you right between the eyes  
Scoot scat groove  
You gotta move

(Chorus)

Ouu, ouu, and when you get that groove  
You want to move

(Verse 2)

When the red is rushing through the veins  
Oxygen goes to the brain  
Scoot scat groove  
You gotta move  
Cleaning out those arteries  
Burning off those calories  
Scoot scat groove  
You gotta move

(Chorus)

(Bridge)

When your heart is pumpin', jumpin' to the beat  
It makes you want to get up off of your seat  
Then the second wind will blow you back on your feet

(Repeat Verse 1 and Chorus)

# Step by Step

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Lisa James  
Arranged by Vince Frates

## (Part 1)

No need to worry  
You're doing fine  
Life is just learning  
One step at a time  
No need to hurry  
You'll be okay  
Growing up every day

## (Part 2)

Step by step  
I am learning  
Step by step  
I will try  
Growing as each  
Day goes by

(Parts 1 and 2 together)  
(Part 1 Ending)

# Sticks and Stones

From the CD *Be a Builder*  
Music and Lyrics by Steve James,  
© 1999, BMI  
Performed by Steve James

## (Verse 1)

Well, you can call me names  
You can play your games  
You can do whatever you want to  
But it's not gonna hurt me  
So leave me alone  
You're gonna find inside  
I'm stronger than sticks and stones

## (Verse 2)

Well, if you stare me down  
I'll just turn around  
You can do whatever you want to  
But it won't affect me  
That's my comfort zone  
You're gonna find inside  
I'm stronger than sticks and stones

## (Chorus)

Sticks and stones  
Stronger than sticks and stones  
Sticks and stones  
Stronger than sticks and stones  
You're gonna find inside  
I'm stronger than sticks and stones

## (Verse 3)

I'm not gonna break  
I'm not gonna take  
Anything at all inside me  
That is going to hurt me  
Now or when I'm grown  
You're gonna find inside  
I'm stronger than sticks and stones

## (Chorus)

You're gonna find inside  
I'm stronger than sticks and stones

# Take a Stand

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Steve James

## (Verse 1)

When you're home or when you're at school  
You want your friends to think you're cool  
There's a way to get respect  
You gotta choose  
You gotta elect to take a stand

## (Chorus)

Stand for something good each day  
Stand for something, lead the way  
Stand for something, it's your call  
Stand for something and you won't fall  
Just take a stand

## (Verse 2)

There are some who might make fun  
Causin' trouble for everyone  
Stand for something, don't give in  
You can do it, you'll be a winner, take a stand

## (Chorus)

## (Bridge)

I'm gonna take a stand  
I'm gonna take a stand

## (Repeat Chorus)

# Take Care of Your Body

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1998, BMI

Performed by Aaron Watene and Moana Wolfgramm Feinga

(Verse 1)

Take care of your body everybody  
It's the thing to do  
Take care of your body  
And your body will take care of you

(Chorus)

Day-o, Day-o  
Day-o, Day-o  
Day-o, Day-o  
I'm gonna feel okay

(Verse 2)

Take care of my body  
It's my body, healthy I want to be  
Take care of my body  
And my body will take care of me

(Repeat Chorus)

(Bridge)

I want to be strong  
I want to live long  
I want to be well  
And take care of myself

(Repeat Bridge)

(Repeat Verses 1 and 2)

(Repeat Chorus)

# The Heat Is On

From the CD *Be a Builder*  
 Music and lyrics by Steve James  
 © 1993 BMI

Performed by Dan Cahoon, Ashley Scott, and Nolanda Smauldon

(Verse 1)

Someone walkin' up to my face  
 Wants to talk to me  
 Passin' me the stuff  
 They want to smoke  
 What will it be?  
 Gotta take some action  
 Won't give them satisfaction  
 What am I gonna say  
 When the heat is on

(Chorus)

The heat is on  
 Oh, I stay away  
 The heat is on  
 Oh, I stay away

(Verse 2)

Walkin' through the door  
 Party's on, someone calls my name  
 Passin' me the glass  
 Just a drink  
 But it's not the same  
 Gotta have some vision  
 Makin' the decision  
 What am I gonna say  
 When the heat is on

(Chorus)

(Bridge)

Hey, you  
 Look into the mirror and see  
 Your own reflection  
 Who you gonna be  
 What you gonna do  
 When they look your way  
 You gotta keep tryin'  
 It's better then dyin'  
 Of heartache  
 I won't break  
 (Repeat Chorus until end)

# The Leaders of Tomorrow

From the CD *Be a Builder*  
Music and Lyrics by Steve James  
© 1997 BMI  
Performed by Lisa James and Choirs

(Verse)

The leaders of tomorrow  
All across the land  
How I long to see them  
Standing hand in hand  
The builders of the future  
Starting on their way  
To bring a brighter day

(Chorus)

We are the leaders of tomorrow  
We are the builders of the American dream  
We'll raise our voices so the whole world can see  
Because of you, America, we're free

(Descant)

I'll give back to America  
Who gave so much for me  
A land of freedom and opportunity  
Build a bridge to the future  
With hope and liberty  
And I'll give back to America  
Who gave so much for me

(Repeat Chorus and Descant together)



# The Right Choice

From the CD *Something Good*  
Music and Lyrics by Steve James  
© 1998, BMI

Performed by Lisa James, Travis Price, and Stacia Price

(Verse 1)

When I do something right I am glad  
If I do something wrong I feel sad  
And I learn from mistakes  
And try not to make them again

(Chorus)

So I choose to do the right thing  
'Cause I know the joy it will bring  
If I'm all by myself  
Or asking for help  
I'll lift up my voice  
To make the right choice

(Kids Repeat)

(Bridge, Kids)

If I have a decision to make  
But I don't know, which road  
I should take

(Adult)

If you don't know you must turn to  
Someone you trust  
To show the way . . .

(Repeat Chorus)

# The Stranger Song

From the CD *Something Good*  
 Music and Lyrics by Steve James  
 © 1998, BMI  
 Performed by Steve James

(Verse 1, Adult)

There's a stranger calling out to you  
 Asking your name, what do you do  
 If they offer you something, what do you say?

(Kids)

I turn around and run away . . . singing

(Chorus)

I do, I do not know you  
 I do, I do not know you

(Verse 2, Kids)

There's a stranger calling out to me  
 Asking my name, I can see  
 If they offer me something, what do I say?

(Adult)

You turn around and run away

(Bridge)

So many people you don't know  
 But they are strangers too  
 Some are good, some may be bad  
 But any stranger you don't talk to

(Chorus)

(Verse 3, Adult)

There's a stranger driving up to you  
 A stranger's stopping, what do you do  
 If they roll down the window or open the door  
 You run away and stay no more

(Kids)

There's a stranger driving up to me  
 A stranger's stopping I can see  
 If they roll down the window or open the door  
 I run away and stay no more . . . singing

(Repeat Chorus)

# Thinking Positive

From the CD *Something Good*  
 Music and Lyrics by Steve James  
 © 1998, BMI

Performed by Nolanda Smauldon and Maria del Socorro Vega

(Chorus)

I'm thinking positive and that's a fact  
 My attitude affects the way I act

(Repeat Chorus)

(Bridge)

There may be problems all around  
 But I won't let them get me down

(Repeat Chorus Twice)

Thinking Positive  
 Siento bien (I feel good)  
 It's my attitude  
 Mi actitud (my attitude)  
 (Spoken Twice)

(Chorus Repeats Twice)

(Spanish Counterpart)

Siento bien  
 Mi actitud

(Bridge in Spanish)

De vez en cuando encuentro problemas  
 Si siento bien los puedo hacer pequeños

(Repeat Chorus with Counterpart)

# Try

From the CD *Be a Builder*  
Music and Lyrics by Steve James  
© 1997 BMI  
Performed by Nolanda Smauldon and Marissa Porritt

## (Verse 1)

Days will come, days will go  
Some will leave you feelin' low  
But it's all right, yes it's all right  
Cause everybody has those times

## (Verse 2)

Some days you feel alone  
When you find you're on your own  
But it's okay, yes it's okay  
Tomorrow can be a better day  
If you...

## (Chorus)

Try to give a little more  
Try a little harder than before  
If you ever lose the battle  
Doesn't mean you lose the war  
If every day goes by  
You just try

## (Verse 3)

When I give, I'll reach out my hand  
Help someone to understand  
They're all right, yes they're all right  
And I'll feel better inside  
If you...

## (Chorus)

Hold on, don't let go  
Help each other grow

## (Repeat Chorus Twice)

Try again and again

# Two Heads Are Better Than One

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI  
Performed by Jeni Gubler

## (Verse 1)

You can do some things better than I can  
I can do some things better than you  
We can all learn by workin' together  
Think of the many things we can do

## (Chorus)

Work, work, workin' together  
Play, play, playin' our part  
Helpin' each other gettin' things done  
Sometimes two heads are better than one  
Two heads are better than one

## (Verse 2)

You can learn some things quicker than I can  
I can learn some things quicker than you  
We can all learn by workin' together  
Think of the many things we can do

## (Chorus)

## (Bridge)

We're workin' together  
Gettin' things done  
Helpin' each other  
Havin' so much fun

## (Repeat Bridge)

## (Chorus)

# We're Not That Different After All

From the CD *Take a Stand*  
Music and Lyrics by Steve James  
© 2000 BMI

Performed by Lisa James, Steve James and Devin Neilson  
Arranged by Todd Sorensen and Vince Frates

(Verse 1)

Some people say we're different  
I don't think it's so  
We have so much in common  
Everyone should know  
We're not that different after all

(Verse 2)

We each tell our own story  
Come from other lands  
So many ways of speaking  
Still we understand  
We're not that different after all

(Chorus)

We have one heart that beats the same  
We hear each other's cries  
Let's speak kind words to everyone  
And see the good within their eyes  
We're not that different after all  
We're not that different after all

(Repeat Verse 1)

(Chorus)

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