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For their years of dedication and service to Prevention Dimensions

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November 16, 1945–May 23, 2002

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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 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.
# Table of Contents

## Fifth Grade

1. **IALAC and “I” Messages** ........................................................................................................... 1
   - 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.

2. **Bag of Rocks (Bugs)** ................................................................................................................. 9
   - 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.

3. **Bully Blocker** ............................................................................................................................... 17
   - 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.

4. **Making Smart Choices for Me** ................................................................................................... 23
   - 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.

5. **Making Smart Choices for Us** ................................................................................................... 31
   - We Stop’D
   - 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.
6. **Positive Time Management** – More practice with “Smart Choices” .......................... 39
   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.

7. **Refusal Skills** – More practice with “Smart choices”, “I messages”, “Rocks”
   and “Bully Blockers” ........................................................................................................ 43
   Identify potentially troublesome situations and use the steps of “Refusal Skills ®.”

8. **Consequences of Tobacco/Nicotine Use** – More practice with “Smart Choices”.. 51
   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.

9. **Advertising – You Are a Target** – More practice with “Smart Choices” ............ 57
   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.

**Music Lyrics** .................................................................................................................. 85
   This section contains the lyrics of all the songs used in Prevention Dimensions lessons.

**Prevention Dimensions References** ............................................................................. 117
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.

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
breaker
put-up
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

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?

Smartboard

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

<table>
<thead>
<tr>
<th>Looks Like...</th>
<th>Sounds Like...</th>
<th>Feels Like...</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Eye]</td>
<td>[Ear]</td>
<td>[Heart]</td>
</tr>
</tbody>
</table>

Tie in the 3 Cs

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

Strategy

2. IALAC Story

Prepare

- 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.

Explain

- 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.

Instruct

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.

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.

Conclude by showing Michael going to bed with a small IALAC sign about as big as a quarter!
Lesson 1: IALAC

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 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

4. IALAC Home Connection

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.
IALAC
(I Am Lovable And Capable)
**Find someone who wears glasses.**

**Find someone who has a pet.**

**Find someone who has a birthday this month.**

**Find someone shorter than you.**

**Find someone who has a watch on.**

**Find someone who doesn’t like broccoli.**

**Find someone with your same name.**

**Find someone who plays the piano.**

**Find someone who has a scooter.**

**Find someone who likes baseball.**

**Find someone who has never moved.**

**Find a person with your same color shirt.**

**Find someone who likes country music.**

**Find someone who has never had a cavity.**

**Find someone who has long hair.**

**Find someone that has never moved.**

**Find someone who has blue jeans on.**

**Find someone who likes salad.**

**Find someone that worked this summer.**

**Find someone who is wearing earrings.**

**Find someone that has a pool.**

**Find someone that likes the same ice cream you do.**

**Find someone that is taller than you.**

**Find someone that doesn’t have a pet.**

**Find a person with your same color shirt.**

**Write Your Name Here**
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.________________________________________
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.

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.
1. Bag of Rocks

Prepare

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.

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.
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.

Myself  Class  Parent  Teacher  Friend

Write on Buckets or Write Headings on Board

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
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.

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.)

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

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.
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 ___________________________

______________________________

______________________________
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 substancias 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 __________________________

________________________ ______________________________

________________________ ______________________________

________________________
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.

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

<table>
<thead>
<tr>
<th>bully</th>
<th>vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>bullying</td>
<td>bodyguard</td>
</tr>
</tbody>
</table>

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.
Lesson 3: Bully Blocker

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.

2. Bodyguard

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

- 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?
Lesson 3: Bully Blocker

“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 bodyguard 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.
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!
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.

### 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.
### 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.

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>There are three possible kinds of conflict we can find in any great story.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Man vs. Man</td>
</tr>
<tr>
<td></td>
<td>• Man vs. Himself</td>
</tr>
<tr>
<td></td>
<td>• Man vs. Nature</td>
</tr>
<tr>
<td></td>
<td>List on the board as headings.</td>
</tr>
</tbody>
</table>

**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.

### 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.

### 3. Follow the Notes in the PowerPoint

### 4. Resolving Conflict Book Report

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.
Lesson 4: Making Smart Choices for Me

**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 think about the pros and cons?
- What do you think it means to “think win-win”?
Lesson 4: Making Smart Choices for Me: I STOP'D

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.
• 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.
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?
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.
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.”


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.

Preparation

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

Materials
Optional: Select a book that addresses diversity such as:
Houghton Mifflin
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.
Lesson 5: Making Smart Choices for Us: We STOP'D

Introduction

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?

3. Diversity Literature

Obtain a book on diversity, such as Thank You, Mr. Falker; Howay 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.

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.

Strategy

Prepare

PowerPoint
(available in ppt and pptx formats)

List

Small Group Discussion

Tie in the 3 Cs

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

Home Connection

Prepare
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.
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.
<table>
<thead>
<tr>
<th>Conflict</th>
<th>Negative Reaction</th>
<th>Positive Reaction</th>
</tr>
</thead>
</table>
| Student w/glasses | Point and giggle, call names | “Hey, those glasses are cool!”
|          |                   | “You look so smart!” |
Lesson 5: Making Smart Choices for Us: We STOP'D

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.


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).


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.


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.
Lesson 5: Making Smart Choices for Us: We STOP'D

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 be 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.)

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 be make the process go faster. Using “you” messages creates a boulder.

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?

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...

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.
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.”

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.

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.
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.
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.
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.
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.

**Tie in the 3 Cs**
- I care about me.
- I care about you.
- I care about my community.

**Strategies**

**Worksheet**

- 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.

**Fifth grade page 44**
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.
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.

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 fun of someone or not telling parents where they are after school.
- Explain that people using “Refusal Skills” can always say: “That’s ti wrong,” or “That’s mean,” etc.

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.

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?

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.

Fifth grade page 46
Learning with Role Plays

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.

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 . . .”)

Prevention — Dimensions
U T A H

Fifth grade page 47
Learning with Role Plays

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.

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!”.

Conclusion

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)

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.

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.
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
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
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 sneak up on you one repeated behavior at a time until you have no control over the behavior, but it has control over you.

- 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?

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 your chances of becoming an alcoholic are greater. The length of time needed to become an alcoholic is reduced.
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 others.

**3. Squeeze**

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.

- Have your students stand in a group in the middle of the room. Do not have them squeeze in close together.
- 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.
- 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.
- 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.

**Teacher note**

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.

- What was happening during the activity?
- Why was it getting harder for you to fit inside the circle?
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.

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.
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.

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

- 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

Conclusions

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.

Group Work

- 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.
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 29.4KB)
- 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. You are a target.

<table>
<thead>
<tr>
<th>Slogan</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A little dab’ll do ya.</td>
<td>41. Let your fingers do the walking.</td>
</tr>
<tr>
<td>2. __ is the place of the helpful hardware man.</td>
<td>19. Like a good neighbor, I'm coo coo for you.</td>
</tr>
<tr>
<td>3. Give a hoot, don't pollute.</td>
<td>18. It's the real thing.</td>
</tr>
<tr>
<td>4. Breakfast of Champions</td>
<td>17. It keeps going, and going, and going, and going...</td>
</tr>
<tr>
<td>6. Don't leave home without it.</td>
<td>15. Have it your way.</td>
</tr>
<tr>
<td>7. Betcha can't eat just one.</td>
<td>14. I'd like to buy the world a ___.</td>
</tr>
<tr>
<td>10. Finger lickin' good.</td>
<td>11. In the Valley of the Jolly, Ho, Ho, Ho.</td>
</tr>
<tr>
<td>11. In the Valley of the Jolly,  Ho, Ho, Ho.</td>
<td>10. Finger lickin' good.</td>
</tr>
<tr>
<td>12. I'm Lovin' It</td>
<td>9. How do you spell relief?</td>
</tr>
<tr>
<td>14. I'd like to buy the world a ___.</td>
<td>7. Be all you can be.</td>
</tr>
<tr>
<td>15. Have it your way.</td>
<td>6. Don't leave home without it.</td>
</tr>
<tr>
<td>16. More savings, more doing.</td>
<td>5. Double your pleasure. Double your pleasure.</td>
</tr>
<tr>
<td>17. It keeps going, and going, and going...</td>
<td>4. Breakfast of Champions</td>
</tr>
<tr>
<td>18. It's the real thing.</td>
<td>3. Does she...or doesn't she?</td>
</tr>
<tr>
<td>19. Like a good neighbor, I'm coo coo for you.</td>
<td>2. __ is the prince of the pebbles.</td>
</tr>
<tr>
<td>20. Let your fingers do the walking.</td>
<td>1. A little dab'll do ya.</td>
</tr>
<tr>
<td>21. M'm, M'm good!</td>
<td></td>
</tr>
<tr>
<td>22. Snap! Crackle! Pop!</td>
<td></td>
</tr>
<tr>
<td>23. Please don't squeeze the relief!</td>
<td></td>
</tr>
<tr>
<td>24. Snap! Cracked Pop!</td>
<td></td>
</tr>
<tr>
<td>25. Theistic chocolate is melting in your mouth, not in your hand.</td>
<td></td>
</tr>
<tr>
<td>26. Silly rabbit, it’s for kids.</td>
<td></td>
</tr>
<tr>
<td>27. They’re Grrrrreat!</td>
<td></td>
</tr>
<tr>
<td>28. Always low prices. Always low prices could save you</td>
<td></td>
</tr>
<tr>
<td>29. You’re in good hands with ___.</td>
<td></td>
</tr>
<tr>
<td>30. I'm lovin' it.</td>
<td></td>
</tr>
<tr>
<td>31. I'm Lovin' It</td>
<td></td>
</tr>
<tr>
<td>32. Always low prices. Always low prices could save you</td>
<td></td>
</tr>
<tr>
<td>33. Obey Your Thirst</td>
<td></td>
</tr>
<tr>
<td>34. Fifteen minutes could save you</td>
<td></td>
</tr>
<tr>
<td>35. I'm coo coo for you.</td>
<td></td>
</tr>
<tr>
<td>36. So easy a Caveman could do it.</td>
<td></td>
</tr>
<tr>
<td>37. Can you hear me now?</td>
<td></td>
</tr>
<tr>
<td>38. They’re magically delicious.</td>
<td></td>
</tr>
<tr>
<td>39. I'm coo coo for you.</td>
<td></td>
</tr>
<tr>
<td>40. Two all beef patties, special</td>
<td></td>
</tr>
<tr>
<td>41. Let your fingers do the walking.</td>
<td></td>
</tr>
</tbody>
</table>

Lesson 9: Advertising – You Are a Target
<table>
<thead>
<tr>
<th>Slogan</th>
<th>Product</th>
<th>Slogan</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A little dab’ll do ya.</td>
<td>Brylcream (hair cream)</td>
<td>21. M’m, M’m good!</td>
<td>Campbell’ Soup</td>
</tr>
<tr>
<td>2. ___ is the place of the helpful hardware man.</td>
<td>Ace Hardware stores</td>
<td>22. Plot plop, fizz, fizz, oh what a relief it is.</td>
<td>Alka Seltzer</td>
</tr>
<tr>
<td>3. Does she…or doesn’t she?</td>
<td>Clairol hair color</td>
<td>23. Please don’t squeeze the _____</td>
<td>Charmin toilet tissue</td>
</tr>
<tr>
<td>6. Don’t leave home without it.</td>
<td>American Express credit card</td>
<td>26. Silly rabbit _____ are for kids.</td>
<td>Trix cereal</td>
</tr>
<tr>
<td>7. Betcha can’t eat just one.</td>
<td>Lay’s potato chips</td>
<td>27. They’re Grrrrreat.” !</td>
<td>Kellogg’s Frosted Flakes cereal</td>
</tr>
<tr>
<td>8. Good to the last drop.</td>
<td>Maxwell House coffee</td>
<td>28. Yo quiero _____</td>
<td>Taco Bell</td>
</tr>
<tr>
<td>10. Finger lickin’ good.</td>
<td>Kentucky Fried Chicken</td>
<td>30. I am stuck on _____ ‘cause _____ stuck on me.</td>
<td>BandAid adhesive bandages</td>
</tr>
<tr>
<td>11. In the Valley of the Jolly, “Ho, Ho, Ho.” _____</td>
<td>Jolly Green Giant vegetables</td>
<td>31. I’m Lovin’ It</td>
<td>McDonald’s</td>
</tr>
<tr>
<td>12. Be all you can be.</td>
<td>U.S Army</td>
<td>32. Always low prices. Always</td>
<td>Walmart</td>
</tr>
<tr>
<td>14. I’d like to buy the world a ______.</td>
<td>Coke (Coca-Cola)</td>
<td>34. Fifteen minutes could save you 15% or more.</td>
<td>Geico Insurance</td>
</tr>
<tr>
<td>15. Have it your way.</td>
<td>Burger King</td>
<td>35. Can you hear me now?</td>
<td>Verizon telephone</td>
</tr>
<tr>
<td>17. It keeps going, and going, and going...</td>
<td>Energizer batteries</td>
<td>37. Give a hoot, don’t pollute.</td>
<td>U.S Forest Service</td>
</tr>
<tr>
<td>18. It’s the real thing.</td>
<td>Coca-Cola</td>
<td>38. They’re magically delicious.</td>
<td>Lucky Charms cereal</td>
</tr>
<tr>
<td>19. Like a good neighbor _____ is there.</td>
<td>State Farm Insurance</td>
<td>39. I’m coo coo for _____.</td>
<td>Coco Puffs cereal</td>
</tr>
<tr>
<td>20. Let your fingers do the walking.</td>
<td>Yellow Pages</td>
<td>40. Two all beef patties, special sauce, lettuce, cheese, pickles, onions on a sesame seed bun.</td>
<td>McDonald’s Big Mac</td>
</tr>
</tbody>
</table>
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:
- Run a mini anti-tobacco advertising contest in your own class (similar to the Truth From Youth Contest you may be familiar with)
- Expand the contest into the rest of your school and into your community
- Give compelling tobacco-education presentations
- Get the media involved to promote your efforts
- 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 youthagainsttobacco.com, send an email to TheTruth@utah.gov, or call 1.877.220.3466 toll-free.

Thank you!

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
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:

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

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

Encourage your students to get creative with other promotion ideas.
Lesson 8: Advertising — You Are a Target

**TELEVISION**

**STORY BOARDS**

**CLIENT** Harmons

**TITLE** Bob & Randy

**TIME** 30

**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 draw name.

**ALAN**: Bob’s a good stocker. Randy: a good bagger. Shot of Bob & Randy bagging.

**ALAN**: Bob likes to share. Randy prefers hugs. Bob shops Harmons. And Bob likes to say...Cut to shot of bakery department.

**ALAN**: Of course, they both like sports. RANDY: Thanks, and we hope to see you again soon.

**BOB**: Hi neighbor.

**ALAN**: Where Randy likes to say...

**SONG EXT:**

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The TRUTH handbook | Utah’s Anti-Tobacco Resource
Lesson 9: Advertising – You Are a Target

RADIO SCRIPT

TIME 60 SECONDS
DATE DECEMBER 5, 2003
CLIENT UTAH DEPT. OF HEALTH
SPOT NAME “PAM’S STORY”

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 extreme weight gain, bone disease, swelling of the face and neck, and embarrassing hair growth to name a few.

ANNCR:

The truth about tossing this is, it’s seriously hazardous to your health. And the younger you start, the more harmful it is. For more information toll 1-888-564-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.
<table>
<thead>
<tr>
<th>TALENT</th>
<th>AUDIO</th>
</tr>
</thead>
</table>

RADIO

NAME OF SPOT: _______________________

KEY CONTACT: _______________________

PAGE: ____________ OF _______________
Billboard Template
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:

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

- Acetone (fingernail polish remover) - Clear liquid made from carbon, hydrogen, and oxygen. Found in solvents and fingernail polish remover.

- Ammonia (ammonia) - Gas or liquid made from nitrogen and hydrogen. Found in cleaning supplies like Windex and Mr. Clean, and in medicines and fertilizers.

- Arsenic (baking powder) - Very poisonous white powder. Found in ant killer.

- Butane (mineral oil) - Hydrocarbon used in fuels. Found in cigarette lighters, lighter fuel, deodorant, and hair spray.

- Cadmium (rock candy) - Metallic compound. Found in car and rechargeable batteries.

- Cyanide (baking soda) - Poisonous, white crystalline compound. Found in rat poison.

- Formaldehyde (vanilla) - Gas or liquid used to disinfect or preserve and to make dyes. Found in shampoos, nail polish, and embalming fluid.
- Methanol (vegetable oil) - Substance made from alcohol and methane (which comes from decomposing corpses). Found in jet and rocket fuel.

- 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.

- Tar (molasses) - Thick, dark brown oily substance made from distilling wood and coal. Found on roads (asphalt) and in dandruff shampoos.

- 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.

- Distribute straws to each student.
- Have them all rigorously jog in place for two minutes, so they get winded.
- Tell them to stop, exhale all the air out of their lungs, put the straw in their mouth, and plug their nose.
- Explain that if they run out of breath or start to feel dizzy, they can breathe normally and sit down.
- 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.
- 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 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:
- Educate youth about the effects of tobacco.
- Help youth make informed choices about tobacco.
- 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.

- 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.
- Brainstorm a theme such as tobacco addiction, financial cost of tobacco, the tobacco industry’s continued targeting of kids, etc.
- Decide if your video is dramatic (staged and acted) or documentary-style (unscripted and real).
- 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.
- Make all necessary pre-shoot preparations. Get the proper permission wherever you need to (for example, at specific shooting locations).
- 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.
- Edit your video. This may require additional equipment and possibly help from someone with editing experience.
- 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.
- 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: YOURLOWNWEBTSE.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.

- 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.

- Come up with several possible domain names.

- 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.)

- Check which of your domain names are available and sign up for one of them - there will probably be a fee.

- 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.)

- Once your website is up and running, keep it updated.

- 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.

- 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.

- 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.

- 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.

- Cover any parts of the car you don't want painted, like the windows.

- Pass out papers with anti-tobacco slogans, facts, stats, etc. to give your group ideas of what to paint. Or tell them the info.

- Have a blast painting the car.

- 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. Also, try the photo gallery at 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
- 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.

- 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.

- 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.

- Invite local media to write about or photograph the ugly face finals.

- 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
- Use the photos, stats, and other images to develop an anti-tobacco bulletin board.

- This contest ties 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:

- You can decorate posts to look like cigarettes for each distance line.
- Make a line of tobacco advertisements for the kids to “crush” as they throw the shot put.
- Come up with your own idea!
- 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
Napthalenes: 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:
- 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:
- Recruit volunteers to help gather supplies for the display and participate in the activity.
- 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.
- Make sure you keep these products tightly sealed at all times. After the event, return them to where you borrowed them.

EVENT DAY:
- 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.
- Be prepared to answer questions and back up your research.
- 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:
- **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 a school assembly or sporting event. Also, think about heading to local hang-outs and events to let people know what Big Tobacco has been trying to hide.
- **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.
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 Smalldon

(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

(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

(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 chiefing,
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 Wolfram 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

Somethign 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)
(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

(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)
Prevention Dimensions
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Bibliography Continued


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Bibliography Continued

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