Utah’s Safe and Drug-Free Schools and Communities
PK–12 Prevention Program

Health Education
4th Grade

Sydnee Dickson, Ed.D.
State Superintendent of Public Instruction
www.schools.utah.gov

29 Sep. 2016
Utah’s Safe and Drug-Free Schools and Communities
PK–12 Prevention Program

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SPECIAL TRIBUTE

For their years of dedication and service to Prevention Dimensions

Merlin F. Goode
November 16, 1945–May 23, 2002

F. Leon PoVey
August 16, 1934–December 10, 2002

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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 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 will assist PD in moving to a “best practices” program.

Prevention Dimensions revisions include the 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 added 3 C’s [I care for myself. I care for others. I care for 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. 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 dates to teach each foundation lesson (lesson 1, lesson 2 etc.).

Teaching the 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 (called bugs or rocks).
• make smart choices about personal health.
• strengthen decision making skills for self and groups.

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 and healthy choices about personal health including abstinence from alcohol tobacco/nicotine 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
• bullying prevention
• working together
• law and order
• ways to resist negative peer pressure
• media literacy
• building family traditions

Prevention Dimensions (PD) is both an effective and efficient classroom tool for teachers to provide a comprehensive behavioral health foundation for students. Prevention Dimension is a gem owned and distributed free of charge to Utah educators by the Utah State Office of Education and should be championed by all who want the best outcomes for student success.
A Short Note About Page Formatting

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

Introduction

Strategies
Share
Stand up
Ask

Tie in the 3 Cs
I care about myself.
I care about others.
I care about community.

Conclusion

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 a reference 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.

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

## Fourth Grade

### 1. “I” Messages

- 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. Bugs

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Recognize the health implications of alcohol and tobacco/nicotine use.
- Determine how building relationships with helpful people can be beneficial.
- Model behaviors that foster healthy interpersonal relationships.
- Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.

### 3. Builder/Breaker

New USOE health core standards are being written. The new standards will be inserted when they are finished.

### 4. Making Smart Choices for Me

**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

**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. I’m a Special Kid – More practice with “Builder/Breaker”

- Recognize individual growth patterns.
- Explain the role that heredity plays in growth and development.

### 7. Personal Strengths and Talents – More practice with “Builder/Breaker”

- Identify own personal strengths and talents.
- Identify strengths and talents in classmates.
- Summarize how a variety of strengths and talents contribute to the uniqueness of people.

### 8. Managing Stress – More practice with “Bugs”

- Define stress.
- Identify behaviors or situations that may cause conflict or stress.


- Apply the decision-making process.
- Identify factors that may influence decision making.
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<td>Identifying Peer Pressure – More practice with “Builder/Breaker”</td>
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<td>Identify factors that may influence decision making such as media,</td>
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<td>peers, environment, self-worth.</td>
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<td>Analyze how social messages regarding the use of alcohol, tobacco/</td>
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<td>nicotine, and other drugs may misrepresent the negative effects of</td>
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<td>Poisons, Toxins and Pollutants – More practice with “I STOP’D”</td>
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<td>Demonstrate responsibility for self and actions.</td>
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<td>Define “poison” and be able to identify how poisons enter the body.</td>
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<td>Be able to respond to a poisons emergency.</td>
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<td>Identify the effects of tobacco/nicotine use.</td>
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<td>Identify the effects of tobacco/nicotine use on the body.</td>
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<td>Determine the influence of the media on needs and wants.</td>
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<td>Describe how advertising may influence individual choices.</td>
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<td>Identify and practice the steps of good decision making.</td>
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<td>Demonstrate the ability to identify potentially troublesome</td>
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<td>situations and use the steps of “Refusal Skills ®”.</td>
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<td>Tobacco/Nicotine: Goal Setting and Wrap-Up – More practice with “I</td>
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<td>STOP’D”</td>
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<td>Predict the consequences of a variety of choices.</td>
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<td>Tobacco/Nicotine on Trial Student Workbook</td>
<td>These pages may be copied to create a student workbook designed to</td>
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<td>Prevention Dimensions References</td>
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“I” Messages

3 Cs
☞ I care about me.
☞ I care about others.
☞ 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 17)
MINGL activity (see page 22)

Materials
“Looks Like/Sounds Like/Feels Like” chart (see page 19)
cut apart strips (see page 21)
paper
yarn

Music
“Be a Builder” from the CD Be a Builder (see page 158)
“My Friend” from the CD Be a Builder (see page 174)
“Sticks and Stones” from the CD Be a Builder (see page 178)

Vocabulary
builder put-down
breaker “I” messages
put-up

Lesson at a Glance

Introduction
1. Be a Builder

Strategies
2. Perceptions and Optical Illusions
3. Talking Like a Builder Using “I” Messages
4. Students Make Their Own “I” Messages

Conclusion
5. “Get to Know You” Game

Home Connection
6. “I” Messages

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: Understand and respect self and others related to human development and relationships.
Standard 4: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
Lesson 1: “I” Message

1. Be a Builder

Play the song “Be a Builder.”

- 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? Why?

Ask the same questions about a breaker.

Smartboard

Put responses on a “Looks Like/Sounds Like/Feels Like” double T-chart (see page 19). Instead of using a Smartboard, some teachers hang the chart on the wall as a reminder for students.

Tie in the 3 Cs

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

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

Point to the second statement on the 3Cs poster: “I have a right to care about myself.”

- 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.

2. Perceptions and Optical Illusions

View and discuss what students see in the optical illusions on page 20. For more variety search the Internet for “optical illusions for kids.”

Optical Illusions

This illusion is the inspiration behind the children’s book Duck! Rabbit! (Rosenthal and Lichtenheld 2009).

Define

One definition of “perspective” is when two people see the same thing differently from each other.

Ask

- What does a builder do when someone disagrees with his or her perspective?
- What does a breaker do?
- What kinds of things would a breaker say if someone disagreed with his or her perspective?

3. Talking Like a Builder Using “I” Messages

Have students share their reactions to the statements:

- “You always see bunnies instead of ducks! Why can’t you see things the way I do?”
- “I see ducks when I look at that picture. What do you see?”
Stand Up

- Read the statements again, emphasizing the words “you” and “I.”
- Have the students stand up if these are words that would invite a fight and sit down if the words would invite a friendship.

Tie in the 3 Cs

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

Ask

- If I care about myself, how will I speak to others?
- How will I encourage others to speak to me?
- If I care about myself, will my words invite fighting or friendship?
- What word makes the difference in those statements?

4. Students Make Their Own “I” Messages

Talking Points

- “You” messages are like a big finger pointing and poking at another person.
- Almost everybody tries to defend himself or herself from a poking, pointing finger. “You always forget . . .” “You are lazy,” etc.
- This is the way a breaker speaks.
- With “I” messages, you can get what you need by being strong but not mean.
- Using an “I” message helps to identify your feelings about a problem instead of attacking the other person.
- “I” messages make the listener feel more willing to try to solve the problem.
- Builders use “I” messages.

Students Compare

- “I feel frustrated when our classroom is a mess because the art supplies don’t get put away.”
- “You always forget to put the art supplies away.”

Outline on Board

I feel _______________________
when________________________
because_______________________
and I need___________________

Create Together

- Create “I” messages together using the sample scenarios on page 21.
- This could also be a partner activity using the same scenarios.
- Give a strip to each pair and have them finish the “I” message as per the template.
- Take turns sharing with the class.
Lesson 1: “I” Message

Get to Know You

MINGL

• Pass out MINGL cards (see page 22) and have students put their name in the middle square.
• Have students mingle and ask other students to sign their card in a blank square.
• After a specified amount of time, students return to their desks.
• The teacher randomly selects students to stand by tapping his or her desk.
• Students cross off the name of the standing person on their sheet.
• The student’s name is disqualified if someone in the class says the name of the person standing.
• The first student with five in a row wins.

Share

Have students share something they learned about their classmates.

Closing

It is so much easier to be a builder when we take time to learn about and enjoy each other.

5. “Get to Know You” Game

Choose one of these games to play.

Snowball

• Pass out a half-sheet of white paper for each student.
• Write two or three unique characteristic about yourself on the paper without writing your name.
• Crumple your paper into a ball and throw it in any direction.
• Everyone picks up one ball and tries to find the person to whom the snowball belongs.
• Another 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 (see page 22) and have students put their name in the middle square.
• Have students mingle and ask other students to sign their card in a blank square.
• After a specified amount of time, students return to their desks.
• The teacher randomly selects students to stand by tapping his or her desk.
• Students cross off the name of the standing person on their sheet.
• The student’s name is disqualified if someone in the class says the name of the person standing.
• The first student with five in a row wins.

Home Connection

6. “I” Messages

Prepare

• 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 the right to care about myself. I care about myself, so I want to use words that invite friendship, not fighting. When I express my feelings with “you” messages, I invite a fight. “You always get the ball at recess time!” When I use “I” messages, I invite friendship. “I feel frustrated when I don’t get a turn to play with the ball very often.”

This week, please encourage me to share an “I” message with you when I am feeling a strong emotion.

I feel __________________________________________________
when __________________________________________________
because _______________________________________________
and I need _____________________________________________
Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo.
Yo cuido de mi mismo (a), por eso uso palabras que fomenten la amistad
y no las peleas. Cuando yo expreso mis sentimientos por medio de
mensajes que contienen la palabra “tú”, estoy provocando una pelea.

“¡Tú siempre tienes la pelota a la hora del receso!” Cuando uso enunciados que contienen la
palabra “yo”, estoy fomentando la amistad. “Yo me siento frustrado cuando no tengo un turno para
jugar con la pelota frecuentemente.”

Esta semana ¿podrías motivarme a usar enunciados con la palabra “yo” cuando esté molesto?

Yo siento____________________________________________________

Cuando_____________________________________________________

Con amor, ______________________________________

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo.
Yo cuido de mi mismo (a), por eso uso palabras que fomenten la amistad
y no las peleas. Cuando yo expreso mis sentimientos por medio de
mensajes que contienen la palabra “tú”, estoy provocando una pelea.

“¡Tú siempre tienes la pelota a la hora del receso!” Cuando uso enunciados que contienen la
palabra “yo”, estoy fomentando la amistad. “Yo me siento frustrado cuando no tengo un turno para
jugar con la pelota frecuentemente.”

Esta semana ¿podrías motivarme a usar enunciados con la palabra “yo” cuando esté molesto?

Yo siento____________________________________________________

Cuando_____________________________________________________

Con amor, _______________________________________
<table>
<thead>
<tr>
<th>Feels Like...</th>
<th>Sounds Like...</th>
<th>Looks Like...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: "I" Messages

How many legs does the elephant have?

Cover one optical illusion while you show the other.

Do you see me or you?
You come home and your younger sibling has gotten into your room and broken your iPod.

A classmate keeps teasing you about your glasses. He or she may not mean to hurt you, but it bothers you anyway.

A friend of yours wants you to join in with making fun of a homeless person.

Some kids at lunch make fun of the clothes you are wearing.

A classmate makes fun of a student in a wheelchair.

You hear that a student you don’t know well is spreading gossip about you that isn’t true.

A friend of yours is being teased for wearing braces.

Your parents do not speak English. You find out that someone in your class, who you thought was your friend, makes fun of your parents behind your back.

Someone on the bus always bullies you to give up your seat for him when he gets on.

A girl in your class is having a birthday party, and all the girls are invited but you.

You got in trouble with your teacher for talking when it was really your neighbor who was talking.
My name
Bugs

3 Cs
I care about myself.
I care about others.
I care about my community.

Help students to understand and invite them to state clearly:
I have the right to care about myself.
I have the responsibility to make smart choices when I care about myself.
I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

Preparation
Copies
Home Connection (see page 27)
Bug Cards (see page 29)
vocabulary word strips (see page 30)
Materials
tape
marker
empty ice cream bucket with lid or similar closed container
Music
“A Little Bit of Honey” from the CD Take a Stand (see page 157)

Vocabulary
peace
caring powers
conflict

Lesson at a Glance
Introduction
1. Explore Peace and Conflict
Strategies
2. What Are Your Bugs?
3. How to Sort Bugs
Conclusion
4. Bug Catching
Home Connection
5. I Can Help Others With Their Bugs

Core Curriculum Objectives and Standards
Objectives
Recognize why acceptance of self and others is important for the development of positive attitudes.
Recognize the health implications of alcohol and tobacco/nicotine use.
Determine how building relationships with helpful people can be beneficial.
Model behaviors that foster healthy interpersonal relationships.
Explain how carelessness, hurrying, anger, and upset feelings may increase the chance of having an accident.

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 4: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
Lesson 1: 2 Bugs

1. Explore Peace and Conflict

Define
- Introduce the word "peace."
- Feelings of peace happen most when people are safe and comfortable with themselves and others.

Hand Action
The hands are clasped as a gesture of harmony or peace; the opening signifies quiet or calmness. The hands are clasped both ways, and then they open and separate, assuming the "5" position, palms down.


Ask
- 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?

Smartboard
- Put responses on a Looks Like/Sounds Like/Feels Like double T-chart (See page 19 for an example.)
- Listen with your eyes, ears, and heart.

Define
- Introduce the word "conflict" and explain that conflict is a word we use to label things that are not at peace.

Hand Action
- Conflict is an unpleasant or uncomfortable emotion.
  The "5" hands face each other and move simultaneously from side to side, representing the successive advance and retreat of contending armed forces.

- Conflict is a signal that we need to choose an action that will bring us back to peace.
- We may not be able to change some conflicts around us, but we do have the power to have peace within ourselves.

2. What Are Your bugs?

Prepare
- Cut out several of the Bug Cards and write one sample conflict idea on each bug.
- The ideas represent conflicts students could solve as a class, with another student, with a teacher, with a parent or with themselves.
- Use "I" messages to write any student examples and substitute for the ones below, as long as each dynamic is covered.

Examples
- (Class) I feel scared when I go out to recess because I am sad when others call me names.
- (Class) I feel scared when I go to lunch because I feel ignored.
- (Class) I feel disappointed when I take the soccer ball out for recess and other kids take over my game.
- (Student to student) I feel frustrated when I stand in line like I am supposed to and others butt ahead.
- (Parent) I feel annoyed when my Mom makes me take a sandwich for lunch when I want a bagel.
- (Teacher) I feel dumb when I am doing math and I don’t understand as well as other kids.
- (Me) I don’t like to wear my yellow shirt. I’d rather wear my blue one.

Volunteer
- Tape about six of the bug cards onto a student as you create and tell a story. Use the example that follows as an idea of how to use the bugs on the students cards to create a story about the bugs.
Jenny woke up this morning and put on her yellow shirt instead of her favorite blue shirt. She doesn’t feel as nice in her yellow shirt.

Stick the first labeled bug (wrong shirt) to Jenny.

What “I” statement could Jenny use right now?
“I feel unhappy and grumpy when I wear my yellow shirt.”

Then, when she left for school, she looked inside her lunch and saw that her mother had given her a peanut butter and jelly sandwich instead of a bagel and cream cheese. She hates sandwiches!

Stick another labeled bug (disliked lunch) to Jenny.

What “I” statement could Jenny use right now?
“I feel like my mother doesn’t understand me when she gives me sandwiches.”

When Jenny got to school, she stopped to get a drink at the fountain but she got very frustrated when someone in her own class cut in front of her.

Stick another labeled bug (someone cut in front of her) to Jenny.

What “I” statement could Jenny use right now?
“I feel ignored when someone doesn’t see me in line ahead of them and butts in.”

Later, during math, Jenny felt dumb because everyone else around her knew the right answers and Jenny kept getting them wrong.

Stick another labeled bug (felt dumb) to Jenny.

What “I” statement could Jenny use right now?
“I feel dumb when I keep getting the wrong answers.”

Finally, it was time for recess. Jenny had waited all week for her turn with the soccer ball, but she was disappointed because the older kids took over her game.

Stick another labeled bug (didn’t get soccer ball turn) to Jenny.

What “I” statement could Jenny use right now?
“I feel angry when the older kids hog the ball.”

“How are you feeling right now, Jenny?
Let “Jenny” explain how she is feeling. Encourage her to use “I” messages and coach her if necessary.

• How are you feeling right now, Jenny?

• What bugs you?

• How would you feel if there were so many bugs on you?

• What do you think when there are so many bugs stuck on you?

• How do friends act around you when you have so many bugs?
Lesson 1: 2 Bugs

• Take the bugs off the volunteer one by one and ask the class which helpful person can help the child to take care of each bug.

• Stick the bugs under the appropriate headings as they are removed from the child.

Sort

Myself Class Parent Teacher Friend

Write on Board

3. How to Sort Bugs

Talking Points

Who are some of the helpful people we can go to with our feeling bugs?

• One the board, write the list of people who can help with bugs as the children name them.

• Coach the children to include all five types of helpful people who can listen and help solve bugs.

• Have them include themselves, because often we can take care of a bug ourselves.

Sort

• Take the bugs off the volunteer one by one and ask the class which helpful person can help the child to take care of each bug.

• Stick the bugs under the appropriate headings as they are removed from the child.

Conclusion

4. Bug Catching

Prepare

Create a Bug Catcher bucket using an old ice cream bucket or other closable container. Cut a hole in the lid and snap it onto the bucket. Place the bucket on the desk next to a pile of Bug Cards.

Talking Points

• When we feel a bug at school, we can usually solve the bug quickly on our own.

• We will always start with ourselves and ask what we can do to solve the problem.

• Next, we can go to a friend and ask for help.

• Last, we can go to the teacher and ask for help to solve the problem.

Ask

If it is a bug that the class should solve together, would you like to put it in the Bug Catcher to talk about it during class meetings?

Music

Sing together the song “A Little Bit of Honey.”

Home Connection

5. I Can Help Others With Their Bugs

Prepare

• 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 care about myself. I have a responsibility to not abuse drugs. 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 bug me. I learned about how you are one of the best people who can help me when I have a bug that I don't know how to get rid of.

When you catch me helping someone else get rid of a bug, please remind me to write it down.

I helped someone when they were bugged because I ...
Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo. Yo tengo la responsabilidad de no usar drogas. El uso de drogas es un acto de violencia en mi contra.

Yo puedo tomar decisiones inteligentes y no usar drogas porque yo puedo encontrar paz y se que hacer, cuando hay cosas a mi alrededor que me molestan. Yo aprendí que tu eres una de las mejores personas que pueden ayudarme cuando hay algo que me molesta a mi alrededor, y cuando no sepa que hacer para librarme de ellas.

Cuando me veas ayudando a alguien que no sepa que hacer para librarse de algo que le molesta, por favor recuérdamelos para escribirlo en un papel.

Yo ayude a alguien cuando él o ella estaba siendo molestado (a) por algo que le rodeaba porque yo…

Querida familia,
Hoy aprendí que tengo el derecho de cuidar de mi mismo. Yo tengo la responsabilidad de no usar drogas. El uso de drogas es un acto de violencia en mi contra.

Yo puedo tomar decisiones inteligentes y no usar drogas porque yo puedo encontrar paz y se que hacer, cuando hay cosas a mi alrededor que me molestan. Yo aprendí que tu eres una de las mejores personas que pueden ayudarme cuando hay algo que me molesta a mi alrededor, y cuando no sepa que hacer para librarme de ellas.

Cuando me veas ayudando a alguien que no sepa que hacer para librarse de algo que le molesta, por favor recuérdamelos para escribirlo en un papel.

Yo ayude a alguien cuando él o ella estaba siendo molestado (a) por algo que le rodeaba porque yo…
peace
conflict
caring powers
Builder/Breaker

3 Cs
I care about me.
☞ I care about others.
☞ 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 36)

Materials
balloon that will blow up easily
word strips (see page 38)

Music
“Be a Builder” from the CD Be a Builder (see page 158)
“Sticks and Stones” from the CD Be a Builder (see page 178)

Vocabulary
compassion          self-esteem
put-up              breaker
put-down             builder

Lesson at a Glance

Introduction
1. Students Identify With Building Others

Strategies
2. What Builders and Breakers Say

Conclusion
3. Music Review Wrap-Up

Home Connection
4. Thumbs-Up

Core Curriculum Objectives and Standards

Objectives
New USOE health core standards are being rewritten. The new standards will be inserted when they are finished.
Introduction

Music

Lesson 3: Builder / Breaker

Talking Points

• Gather the students together in a circle while playing the song “Be a Builder.”
• What is a put-down?
• What are some examples?
• We will be exploring how to be builders by using Caring Powers to treat one another with caring and compassion.
• Throughout the year, we’ll be thinking about ways we can be breakers by hurting one another’s feelings.
• We can instead be builders and make sure everyone in the class feels safe.

Strategies

1. Students Identify With Building Others
   - 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. Builders and Breakers
   - Ask
     • What is a put-down?
     • What are some examples?
     Builders are people who use put-downs.
   - Ask
     • What is a put-up?
     • What are some examples?
     Builders are people who use put-ups.

3. Compare
   - What would this balloon look like if it was full of put-ups?
   - What would this balloon look like if it was full of put-downs?

4. Tie in the 3 Cs
   - I care about myself.
   - I care about others.
   - I care about my community.
   - I have a right to be in a place 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.
   - Empower students to understand that they are the ones who control their self-esteem.
   - No one can make them feel a certain way, but there are certain Caring Powers we can use in our classroom to ensure everyone feels safe.
   - Empower the students to understand that everyone has a right to feel safe no matter where they are.

Conclusion

Music

3. Music Wrap-Up
   - Students learn the words to the song, “Be a Builder.”

Home Connection

Prepare

4. Thumbs-Up
   - 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.
Additional Ideas

“Marco’s Balloon”

Have the students respond to the story of “Marco’s Balloon” by giving a thumbs-down each time they hear a put-down that Marco allows to lower his self-esteem, and a thumbs-up each time they hear a put-up that Marco allows to raise his self-esteem. Please see a printable page of the story on page 35.

Questions About “Marco’s Balloon”

• Who were some builders in Marco’s day?
• What did they do to build him up?
• How did Marco feel when his self-esteem was built up?
  Thumbs-up, balloon big

• How did Marco feel when his self-esteem was broken down?
  Thumbs-down, balloon flat.

• What could Marco have done to take care of himself when something happened caused his self-esteem to lower?
  Show flat balloon.

• What would happen if Marco never took care of himself?
• How would having a good self-esteem help Marco avoid choices that break him or others?
  Use the balloon to show how put-downs can easily bounce off of a balloon that is inflated but can flatten a balloon that has little air in it.

• What are some things Marco could have done or did do to build his self-esteem or help his own balloon get bigger?
• Choose a part of Marco’s day where you would give him a put-up to help build his self-esteem balloon. You would be helping Marco take care of himself.

• What would you do?
• How do you feel now that you have helped build up Marco?
• What does your self-esteem balloon look like?
• What will you do to change your feelings when you feel like Marco?

Reading

Students may choose a book to read.

Have students choose a book or story and identify the characters in the story that are builders, and specifically identify what they have done to build others. Have students identify breakers and identify how they break down others. Tell students that you will be quietly watching for their thumbs-up or thumbs-down so you will know when they have found a builder or a breaker in the book.

For this activity, teachers have suggested the book Simon’s Hook: A Story About Teases and Put-Downs.

**Class Reading**

**Select a Book to Read as a Class**

- Have students identify builders and breakers in the story or book. Remember, builders use healing words and the breakers use hurtful words.
- Instruct students to say “ouch” when they hear a hurtful word in the story and instruct them to say “aah” when they hear a healing word. Instruct them to stop and think about how they feel after each kind of word.
- As students identify healing words, write them down on a chart. Discuss the choice the characters made who used hurtful words and brainstorm possible options to take.

**Game**

**Pass the Apple**

- Have students sit in a circle.
- Pass around an apple.
- As a student receives the apple, he or she is to think of (not say out loud) a time when someone said a hurtful word to him or her as they hit the apple lightly on the floor.
- Continue until everyone gets a chance and the apple returns to the teacher. The teacher holds up the apple and asks the students if the apple looks hurt on the outside.
- The teacher cuts the apple open and shows the bruises that have resulted.
- Does the apple look hurt or bruised on the inside?
- Have you ever been hurt on the inside when hurtful words were said to you?

Take care in this discussion that intimate personal matters are not discussed in front of the class. If situations are brought forward by students, discuss them in private or seek help from the school counselor or administration.

Play the song “Sticks and Stones.”

- What choice do we have when a breaker tries to break us?
  Remember “I” messages and Helpful Heroes.
- How can we not let their words hurt us?
Marco’s Balloon

6:45 a.m. Marco wakes up and feels good about himself he is excited for the first week of school! *(Inflate the balloon halfway.)*

7:00 a.m. Marco gets out of bed and walks toward the bathroom. He discovers that it is already occupied by his sister who screams at him not to open the door. He hears his mother call to him, “Marco, you leave her alone and stop picking on her.” *(Let air out of the balloon.)*

7:30 a.m. Marco’s father reminds him that he didn’t rake the leaves as he had promised. *(Let air out of the balloon.)*

8:00 a.m. Marco meets his friends on the way to school. They plan to meet after school to ride bikes. *(Blow up the balloon.)*

9:00 a.m. Marco goes to class. The teacher asks for his homework. He tells her that he forgot to do it. The teacher reminds him that he will receive no homework credit for that day. *(Let air out of the balloon.)*

10:30 a.m. Marco meets his friends during recess. One of the other boys teases him about staying after school to help his teacher yesterday. Marco is getting tired of his bullying. *(Let air out of the balloon.)*

10:45 a.m. Marco goes to recess. He is a team leader. He knows he is a good player. When it is his turn to kick the ball, he kicks a home run. All the kids cheer. *(Blow up the balloon.)*

3:00 p.m. Marco meets his friends to play. Marco bumps another boy accidentally. Even though he is sorry, his friends tell him they don’t want to play anymore. *(Let air out of the balloon.)*

4:00 p.m. Marco gets home in time to set the table and take out the trash. *(Blow up the balloon.)*

5:30 p.m. Marco’s mother and father get home early to celebrate his birthday today. On the table there is a package for Marco and a cake with candles. *(Blow up the balloon.)*
Dear Family,
Today I learned that I have a right to be in a place where I feel safe. Feeling safe means that I know my feelings and my body are safe. When I help others feel safe I am building them up or giving them a put-up. This thumbs-up sign tells me what I do is building others up. Each time you hear me give a put-up please remind me to color in a thumb.

Thank you! I love you! ____________________________
Querida familia,
Hoy aprendí que te tengo el derecho de vivir en un ambiente en donde
me sienta seguro (a). Sentirme seguro (a) significa que yo se que mis
sentimientos y mi cuerpo están seguros. Cuando yo ayudo a otros a sentirse
seguros, los estoy animando o los estoy haciendo sentirse bien. Este símbolo
de dedos hacia arriba me dice cuando estoy animando a otros. Cada vez que tú me oigas
animando a otros, por favor recuerdame que tego que colorear uno de esos signos.
compassion
put-up
put-down
self-esteem

breaker

builder
Making Smart Choices for Me
I STOP’D

3 Cs

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

Help students to understand and invite them to state clearly:
I have the right to care about myself.
I have the responsibility to make smart choices when I care about myself.
I show I care about myself when I make choices to live healthy and not use alcohol,
tobacco/nicotine or other drugs.

Preparation

Copies
Poem: “Ations,” (see page 48)
Home Connection (see page 49)

Materials
First Voyager Books (reference for I STOP’D presentation)

Music
“A Little Bit of Honey” from the CD Take a Stand (see page 157)
“The Right Choice” from the CD Something Good (see page 183)
“Two Heads are Better Than One” from the CD Take a Stand (see page 187)

Vocabulary

interests
options
basic needs
empathy

Lesson at a Glance

Introduction
1. Conflict in Literature

Strategy
2. PowerPoint and Story

Conclusion
3. Follow the Notes in the PowerPoint

Home Connection
4. Resolving Conflict Book Report

Core Curriculum Objectives and Standards

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

Standards
Standard 1: Improve mental health and manage stress.
Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
Standard 3: Understand and respect self and others related to human development and relationships.
Standard 4: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
Lesson 4: Making Smart Choices for Me - I STOP'D

Introduction

Prepare

Discuss

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

Mini-Lesson

There are three possible kinds of conflict we can find in any great story.
• Man vs. Man
• Man vs. Himself
• Man vs. Nature

List on the board as headings.

Sort

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

Discussion

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

Ask

• Look at how the sticky notes are arranged under the titles.
• Which title has the most sticky notes?
• How does this same pattern happen in real life?

Optional

• Read selected portions of *The Prisoner of Azkaban* on page 45.
• Discuss the questions in the excerpt.
• Refer to this conflict when you discuss the PowerPoint.

Strategies

2. I STOP'D PowerPoint and Story

Present the PowerPoint presentation *I STOP'D*, furnished with this lesson.

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

Conclusion

3. See PowerPoint Notes

Home Connection

Prepare

4. Book Report

• 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.
Ask:
- Have you ever seen a small disagreement turn into a big fight?
- What do you think made it happen?
- Have you ever found yourself caught in the middle when other people couldn’t agree?
- How did you feel?
- What did you do or say?

Talking Points:
- The funny word I STOP’D helps us remember how we can make a decision.
- It is an acronym. Each letter in the word stands for the first letter of another word. It is a tool people use to help them remember something important like what to do when we STOP and THINK!
- Some other acronyms are PTA (Parent Teacher Association) and NASA (National Aeronautics and Space Administration).

Reference:
The book Getting to Yes emphasizes four elements of decision making in the context of mediation and negotiation. They are incorporated into the acronym I STOP’D in their original form:
1. Separate the people from the problem.
2. Focus on interests, not positions.
3. Invent options for mutual gain.
4. Insist on using objective criteria.
Subsequent references will appear as (Fisher, page number).

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:
Why is it important to use your power to choose?

Talking Point:
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.

Reference:

Ask:
- What do you remember of the Chill Drill?
- Why do you think it is important to take a break before you make an important decision?
- What do you think it means to separate the people from the problem?
- We can be kind to the people but firm about wanting to solve the problem. (Fisher, 17-39).

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.

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 when talking to parents?

- “I am interested in having fun tonight, what do you think about the movies?”
- “I need to have fun tonight so I have to go to the movies and you must take me.”

(Fisher, 40-55).

Advanced Discussion:

- The chapter, “Invent Options for Mutual Gain” goes into depth on how to brainstorm. (Fisher, 56-80).
- Wise people “insist on using objective criteria” when they make decisions – for example, school rules, consumer reports, the law, or looking at what other people have done and whether it has worked for them. (Fisher, 81-94).

Ask:

- How 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 OK just to make my own plan for me?
- When should we include another person in the plan?
- When do we make plans together as a group?
- When is it ok or even necessary for there to be one plan that one person makes for everyone? In an emergency

Story Application:

- Use a story that illustrates a conflict and a resolution
- The following slides use The Great Kapok Tree in applying the I STOP’D process.


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:

- 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:

- 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!
Conflicts in Harry Potter

How many of you have read any Harry Potter books? If you have then you know that Harry, Ron, and Hermione are best friends and the main characters of the series. Many times these good friends have conflicts, but in the end usually resolve them.

In *The Prisoner of Azkaban*, Ron and Hermione have a conflict that goes through most of the book. The problem involves Ron’s rat, Scabbers and Hermione’s cat, Crookshanks. From the very beginning, Crookshanks seems to have it in for Scabbers. Ron takes it very personally, and Hermione is defensive of Crookshanks’ actions. Let’s listen to some of their conversations and see if they are communicating in a way that will help them solve their conflict:

**page 146**

“OY!” Ron roared, seizing his bag as Crookshanks sank four sets of claws deep inside it and began tearing ferociously. “GET OFF, YOU STUPID ANIMAL!” . . . .

“Ron, don’t hurt him!” squealed Hermione. . . . .

[Ron and Hermione both get control of their animals.] “Look at him!” he said furiously to Hermione, dangling Scabbers in front of her. “He’s skin and bones! You keep that cat away from him!”

“Crookshanks doesn’t understand it’s wrong!” said Hermione, her voice shaking. “All cats chase rats, Ron!” . . . .

Ron was still in a bad mood with Hermione the next day. He barely talked to her all through Herbology, even though he, Harry, and Hermione were working together on the same puffapod.

“How’s Scabbers?” Hermione asked timidly….. “He’s hiding at the bottom of my bed, shaking,” said Ron angrily. . . .

**Ask**

What is the conflict? How do you think they are handling it?

**page 251**

[Ron finds out that Scabbers is missing] “LOOK!” he bellowed, striding over to Hermione’s table. “LOOK!” he yelled shaking the sheets in her face.

“Ron, what ----?”

“SCABBERS! LOOK! SCABBERS!”

Hermione was leaning away from Ron, looking utterly bewildered. Harry looked down at the sheet Ron was holding. There was something red on it. Something that looked horribly like—

“BLOOD!” Ron yelled into the stunned silence. “HE’S GONE! AND YOU KNOW WHAT WAS ON THE FLOOR?”

“N - no,” said Hermione in a trembling voice.

Ron threw something down onto Hermione’s rune translation. . . . . there were several long, ginger cat hairs.

**Ask**

Are Ron and Hermione reducing the conflict or escalating it?
“Anyway. . .” She glanced over at Ron too. “He doesn’t want me to join in.” There was no arguing with this, as Ron chose that moment to say loudly, “If Scabbers hadn’t just been eaten, he could have had some of those Fudge Flies. He used to really like them—”

Hermione burst into tears. [She runs off sobbing to the girls’ dormitories.] “Can’t you give her a break?” Harry asked Ron quietly.

“No,” said Ron flatly. “If she just acted like she was sorry – but she’ll never admit she’s wrong, Hermione. She’s acting like Scabbers has gone on vacation or something.”

What do you think Ron is feeling? What about Hermione?

“. . .but I gotta tell yeh, I thought you two’d value her friendship more’n broomsticks or rats. Tha’s all.”

Harry and Ron exchanged uncomfortable looks.

“Really upset, she was, when Black nearly stabbed yeh, Ron. She’s got her heart in the right place, Hermione has, an’ you two not talkin’ to her–”

“If she’d just get rid of that cat, I’d speak to her again!” Ron said angrily. “But she’s still sticking up for it! It’s a maniac, and she won’t hear a word against it!”

How are Ron and Hermione acting towards each other? Is what they are doing working?

“Harry, if you go into Hogsmeade again. . . I’ll tell Professor McGonagall about that map!” said Hermione.

“Can you hear someone talking, Harry?” growled Ron, not looking at Hermione.

[Later Hermione brings news that Hagrid lost his case about Buckbeak and will be executed. Ron offers to help her write an appeal.]

“Oh, Ron!”

Hermione flung her arms around Ron’s neck, and broke down completely. Ron, looking quite terrified, patted her very awkwardly on the top of the head. Finally, Hermione drew away.

“Ron, I’m really, really sorry about Scabbers. . .,” she sobbed.

“Oh – well – he was old,” said Ron, looking thoroughly relieved that she had let go of him. “And a bit useless. You never know, Mum and Dad might get me an owl now.”

What just happened here?

Near the end of the book we find out that Scabbers was really the villain. Peter Pettigrew, and Crookshanks were trying to helping Sirius Black catch him.
4. Shel Silverstein Poem

Copy a class set of the poem.

- 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.

Apply the 3 Cs to this poem by Shel Silverstein. Have students memorize and recite this poem, or have them use the dictionary to write out the definitions of the "ation" words.

Ations
By Shel Silverstein

If we meet and I say, “Hi”
That’s a salutation.
If you ask me how I feel,
That’s consideration.
If we stop and talk awhile,
That’s a conversation.
If we understand each other,
That’s communication.
If we argue, scream, and fight,
That’s an altercation.
If later we apologize,
That’s reconciliation.
If we help each other home,
That’s cooperation.
And all these “ations” added up,
Make civilization.

Ations
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That’s reconciliation.
If we help each other home,
That’s cooperation.
And all these “ations” added up,
Make civilization.

Harper Collins
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. On the back of this paper, I will write about the following prompts.

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. Escribe 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. Escribelas.
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.
Making Smart Choices for Us
We STOP’D

3 Cs

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

Help students to understand and invite them to state clearly:

- I have 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 55)
- Family Traditions questionnaire (see lesson page 57)

Music
- “Children of Many Colors” from the CD Be a Builder (see page 160)
- “Do” from the CD Be a Builder (see page 163)
- “We’re Not That Different After All” from the CD Take a Stand (see page 188)

Vocabulary

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

Lesson at a Glance

Introduction
1. Constitution – Rights and Responsibilities

Strategies
2. Create a Classroom Bill of Rights
3. Classroom Rules or Responsibilities
4. The Class Meeting and Group Mediation PowerPoint

Conclusion
5. We STOP’D Review

Home Connection
6. Family Meetings

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: Understand and respect self and others related to human development and relationships.
- Standard 4: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.
1. Constitution – Rights and Responsibilities
   - As you begin this activity, you may want to integrate it with a discussion of the U.S.
     Constitution.
   - This lesson ties in nicely with the Fourth Grade Social Studies Curriculum.
   - Rights are guaranteed conditions.
   - Responsibilities are things you are always expected to do or ways you
     are expected to act or treat someone else.
   - The purpose of rules is to (a) let everyone know his or her
     responsibilities and (b) to safeguard the rights of all.


   - 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. Create a Classroom Bill of Rights
   - Have students help create their own Classroom Bill of Rights.
   - Some teachers type or write the Classroom Bill or Rights on a scroll and have each
     student sign the document.

   This Classroom Bill of Rights may include:
   - To be myself.
   - To want to do well at school.
   - To have my own opinions and interests.
   - To say "No" to other students if I don’t want to be involved.
   - To have strengths and weaknesses.
   - To have likes and dislikes.
   - To feel safe.
   - To be respected.
   - To be free from name calling.
   - To be free from unkind teasing.
   - To be free from bullying.
   - To live without fear of injury or threats.
   - To seek adult support if I feel unsafe.

   Adapted from Bodine, R. J., Crawford, O. K., & Schrompf, P. (2002). Creating the peaceable school: a comprehensive program for teaching conflict

3. Classroom Rules or Responsibilities
   - To keep rights safe, we usually need to make rules.
   - Rules remind us of our responsibilities.
   - Rules and responsibilities are the same thing.
   - What rules have you heard of or experienced (in a home, sports team, etc.)?
   - Why do these rules exist?
   - What would happen if people didn’t follow these rules?
   - Do you have any personal rules that come before other
     people’s rules?

   If you were allergic to peanuts, you might not finish all the food on your
   plate at a friend’s house.
Tie in the 3 Cs
I care about me.
I care about others.
I care about my community.

Review the 3 Cs you have covered in the last five lessons:

Care for Myself
• 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.

Care for Others
• 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.

Care for My Community
• I have a right to live in a beautiful and healthy community.
• I have a responsibility to contribute to the beauty and peace of my community.
• Breaking, writing, or leaving garbage on other’s property is an act of violence against the environment and community.

Brainstorm
Develop a list of rules/responsibilities for your classroom. For example:
• Listen when others are talking to you.
• Give and accept instruction kindly.
• Use peaceful language and actions.
• Obey the rules of the place where you are.


Teacher Note
Many teachers who use Prevention Dimensions have advised to “practice, practice, practice” what these rules look like and sound like. They also suggest using role plays to reinforce the concepts of these responsibilities.

Display
Display this list of rules and responsibilities in a prominent place along with your Classroom Bill of Rights.


4. The Class Meeting and Group Mediation PowerPoint

Prepare
Teach Lesson 2, where you establish a class Bug Catcher 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 Bug Catcher so one will be available to mediate during the class meeting.

PowerPoint available in ppt and pptx formats
Follow the notes in the We STOP'D PowerPoint to solve a class problem. However, do not read the notes to the students. Please use them for your own information and resource. Use your own examples and experience to teach these concepts.

The PowerPoint slides are printed for view on page 59 of this lesson.

5. Family Meetings

Prepare
• Make a copy 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.
### 6. We STOP'D Review

Do the concluding activity after showing the "We STOP'D" PowerPoint presentation (see page 60).

### 7. Family Traditions

Make copies of the Family Traditions Questionnaire (see page 57).

Incorporate the songs, “We’re Not That Different After All,” “DO,” or “Children of Many Colors.”

#### Talking Points

- Different families value different things.
- Traditions are ways a family expresses what they value.

#### Define

Family traditions are:

- An act done by all members of a group.
- Repeated regularly.
- Something adults teach to children, who then teach it to their children.

#### Talking Points

By understanding the traditions of my own family and my friend’s families, I can appreciate the beauty of our differences.

#### Family Tradition Questionnaire

Make a copy of the Family Traditions Questionnaire for each student (see lesson page 57). Send the paper home with each student and instruct students to share the information with their families.

#### Share

Have students share their traditions with each other.
Dear Family,

Today I learned that I have the right to live in a peaceful and healthy community. I have a responsibility to contribute to the beauty and health 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 healthy and peaceful. Our family is a community too. Having a family meeting to deal with our conflicts might help our family stay healthy and peaceful. Here are the ideas that can help with our family meeting. Please help me practice what I have learned.

Thank you!

Rights and Responsibilities

- **Rights** are guaranteed conditions.
- **Responsibilities** are things you are always expected to do or ways you are expected to act or treat someone else.
- The purpose of rules is to (a) let everyone know his or her responsibilities and (b) to safeguard the rights of all.


Some Basic Rights and Responsibilities

Care for Myself
- 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.

Care for Others
- 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.

Care for My Community
- I have a right to live in a beautiful and healthy community.
- I have a responsibility to contribute to the beauty and peace of my community.
- Breaking, writing, or leaving garbage on other’s property is an act of violence against the environment and community.
Conexión en el Hogar

Querida familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad pacífica y saludable. Yo tengo la responsabilidad de contribuir a esa belleza y salud de mi comunidad. La violencia se puede generar por medio de palabras, miradas, signos u 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 reunión familiar. Por favor ayúdame a practicar lo que he aprendido.

Derechos y Responsabilidades

- Derechos son condiciones garantizadas.
- Responsabilidades son cosas que siempre se espera que sean hechas por ti, o formas en las que se espera que actues, o trates a alguien más.
- El propósito de tener reglas es para decirles a todos que responsabilidades tienen y, para salvaguardar los derechos de los demás.

Algunos Derechos y Responsabilidades Básicas

- Cuidar de mi Mismo.
- Yo tengo el derecho de cuidar de mi mismo.
- Yo tengo la responsabilidad de tomar decisiones inteligentes cuando cuido de mi mismo (a).
- El abuso de substancias es un acto de abuso en contra de uno mismo.
- Cuidar de Otros.
- Tengo el derecho de estar en un ambiente en donde me sienta seguro (a).
- Tengo la responsabilidad de tratar a otros con amabilidad.
- La violencia se puede generar por medio de palabras, miradas, signos u actos, para herir el cuerpo, los sentimientos, y las posesiones de alguien.
- Cuidar de mi Comunidad.
- Yo tengo el derecho de vivir en una comunidad bella y saludable.
- Yo tengo la responsabilidad de contribuir a la belleza y a la paz de mi comunidad.
- Romper, escribir, o dejar basura en la propiedad de otros, es un acto de violencia en contra del ambiente y de la comunidad.
Dear Family,

Today I learned that I have the right to live in a healthy and peaceful community. I have a responsibility not to commit violence against others. Violence is intent, by words, looks, signs, or acts, to hurt someone else’s body, feelings, or possessions.

By understanding the traditions of my own family and my friend’s families, I can appreciate the beauty of our differences. Please have a conversation with me about the traditions you grew up with and help me think of the traditions we have in our family right now.

Love,

_________________________________________

Family Traditions Questions
Under “Then,” write what the family traditions were for an older adult in your family. Under “Now,” write about your current family tradition. Use the back of this paper if necessary.

<table>
<thead>
<tr>
<th>Mealtime Routine</th>
<th>Then</th>
<th>Now</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthdays</td>
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</tr>
<tr>
<td>Family Rules</td>
<td></td>
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<tr>
<td>Family Chores</td>
<td></td>
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<tr>
<td>Holidays</td>
<td></td>
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</tr>
</tbody>
</table>
**Conexión en el Hogar**

**Questionario de las Tradiciones Familiares**

Querida Familia,

Hoy aprendí que tengo el derecho de vivir en una comunidad saludable y pacífica. Yo tengo la responsabilidad de no generar violencia en contra de otros. La violencia se puede expresar por medio de palabras, miradas, símbolos, o actos para herir el cuerpo, los sentimientos, o las posesiones de alguien más.

Al entender las tradiciones de mi propia familia y de las familias de mis amigos, yo puedo apreciar la belleza de nuestras diferencias. Por favor ten una conversación conmigo acerca de las tradiciones con las cuales tu creciste, y ayúdame a pensar acerca de las tradiciones que nosotros tenemos en nuestra familia en estos momentos.

Con amor, _________________________________________

---

**Questionario de las Tradiciones Familiares**


<table>
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<th>Rutina a la hora de Comer</th>
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| Días Festivos             |       |       |
Lesson 5: Making Smart Choices for Us - WE STOP'D

Talking Points:
• 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.

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

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

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

Discuss:
• One of the most important “I” messages we can use encourages us to talk about what our basic needs or interests are. It is “I am interested in…” This helps everyone understand what is important to you in the solution.
Lesson 5: Making Smart Choices for Us - WE STOP’D

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.

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.

Ask:
• Does it feel good?
• Is something not quite right?
• Is what I am doing not working?
• Are there consequences I didn’t think about?
• Should I try a different option?

• Use a conflict from the class bug jar to mediate through the steps.
  For example: Some students continue to talk during reading time, so the whole class gets in trouble…

Congratulations!
You now know how to use the We STOP’D process!

Conclusion:
Now get out a piece of paper and quickly write We STOP’D down the left-hand side.

Let’s see how much of the process you can remember. In 30 seconds we will switch papers and see if you can fill in what your neighbor has left blank.

This could be a quick follow-up anytime, on any day of the year.
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.”

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
Copies
Worksheet: “I’m a Special Kid” (see page 65)
Materials
Ruler
Measuring tape
String or yarn

Vocabulary
heredity
growth patterns

Lesson at a Glance
Introduction
1. Differences Between Students
Strategy
2. I’m a Special Kid” Worksheet
Conclusion
3. Differences In Others

Core Curriculum Objectives and Standards
Objectives
Recognize individual growth patterns.
Explain the role that heredity plays in growth and development.
Standards
7040-0603 Summarize how and why bodies differ in shape and size.
1. Differences Between Students

- Each student in the class has some of the same characteristics as others.
- What are some things that make us the same?
- Each student in the class is different from the others.
- We are all different in size, shape, and color.
- What are some of the other things that make us different?
- Being different makes everyone special in his or her own way.
- In what ways are some people breakers when focusing on how people are different?
- How can we be builders when focusing on how people are different?
- We all grow and develop at different rates, often depending on certain family traits we call “heredity.”

2. I’m a Special Kid” Worksheet

- In preparation for this activity, review various measuring systems, including centimeters and inches.
- Group the students into pairs and complete the worksheet “I’m a Special Kid.”
- Students may complete the worksheet in either inches or metric measurement.

3. Differences In Others

Discuss the following questions:

- In what ways are people different?
- How can we build on the differences?
- What if people were all the same?
- What is something you like about yourself?
- What is something that “bugs” you?
- What things can you change about yourself?
- How can you choose to be happy with the things you cannot change and not let them bug you?

Complete the worksheet “I’m a Special Kid” at the beginning and the end of school year. Compare the two worksheets and discuss the changes that have occurred.
With your partner, measure the following:

1. Measure around your head. ________________________________

2. Measure from ear to ear. ________________________________

3. Measure the length of your nose. __________________________

4. Measure your smile. ________________________________

5. Measure around your neck. ______________________________

6. Measure from hand to hand with arms outspread. ___________

7. Measure around your wrist. ______________________________

8. Measure the length of your foot. __________________________

9. Measure the length of your big toe. ________________________
Personal Strengths and Talents
More Practice With Builders/Breakers

3 Cs

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

Help students to understand and invite them to state clearly:
I have the right to care about myself.
I have the responsibility to make smart choices when I care about myself.
I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

Preparation
Materials
Roll of masking tape
Music
“Be a Builder” from the CD Be a Builder (see page 158)
“Sticks and Stones” from the CD Be a Builder (see page 178)

Vocabulary
strengths
talents

Lesson at a Glance
Introduction
1. Strengths and Talents.
Strategy
2. Masking Tape Activity
Conclusion
3. “Sticks and Stones” and/or “Be a Builder”

Core Curriculum Objectives and Standards
Objectives
Identify own personal strengths and talents.
Identify strengths and talents in classmates.
Summarize how a variety of strengths and talents contribute to the uniqueness of people.

Standards
7040-0201 Discover personal strengths and talents that make one unique.
1. **Strengths and Talents.**
   - We all have individual strengths and talents.
   - Brainstorm a list of strengths and talents found in people and write the list on the board.
   - On a piece of paper, have students list three personal strengths or talents they have.
   - Have students share their list with a partner.
   - After the partner sharing, share the individual student talents and add them to the general list on the board.

2. **Masking Tape Activity**
   - Give each student two small pieces of masking tape and say the following instructions.
   - Put a mark (X) on one piece of tape.
   - Find a place in the room where you can stand right next to a wall. Make certain there is no desk, table, chair or anything between you and the wall.
   - Standing flat-footed against the wall, place the tape with the X as high on the wall as you can.
   - Now, envision a reward for doing better.
   - Some teachers tell a motivational story and place the students as the central character of the story.
   - Standing flat-footed against the wall, place the tape without the X as high on the wall as you can.
   - Compare the two pieces of tape and discuss the differences with a partner.
   - Select one of the partners to be the coach and the other to be the player.
   - The player removes from the wall the lower of his or her two pieces of tape.
   - The coach cheers, motivates, encourages and coaches the player to stand flat-footed next to the wall and place his or her piece of tape as high on the wall as possible.
   - Trade roles. (The coach becomes the player and the player becomes the coach.)
   - Repeat the coaching activity with the second player.
   - Discuss the results with your partner.
   - Discuss the activity as a class.
   - Which time did the tape go the highest.
   - Were you motivated to achieve more with a simple instruction, a reward or a personal coach?
   - When do you stretch yourself to achieve more?
   - How can you build the talents and skills of others?
   - How can you build personal talents and skills?
   - How can you still be happy even when there are things you can’t change?

3. **“Sticks and Stones” and/or “Be a Builder”**
   - Learn and sing the songs “Be a Builder” and “Sticks and Stones.”
   - Many teachers schedule a weekly “share-your-talent” event to encourage individual students to share one of his or her talents with the class.

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**Introduction**

**Discussion**

**Strategy**

**Activity**

**Conclusion**

**Song**

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Fourth Grade page 68
Managing Stress
More Practice With Bugs

3 Cs
- I care about myself.
  I care about others.
  I care about my community.

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

Preparation
Copies
- Worksheet: “Dealing With Feelings” (see page 73)
- Worksheet and answer key: “Things to Remember” (see page 74)

Music
- “Chill” from the CD Something Good (see page 161)

Vocabulary
- stress  positive stress
- tension  negative stress

Lesson at a Glance
Introduction
- 1. Define Stress
Strategy
- 2. Stressful Situations.
- 3. Healthy And Unhealthy Ways To Manage Stress
- 4. Relaxation Techniques
- 5. “Dealing With Feelings” Worksheet
Conclusion
- 6. Summarize With “Things to Remember” and the 3Cs

Core Curriculum Objectives and Standards
Objectives
- Define stress.
- Identify behaviors or situations that may cause conflict or stress.

Standards
- 7040-0104 Explore positive options for managing stress.
1. Define stress
   • What is stress?
     The body’s reaction to its environment
   • Stress can be caused by things that happen to us and it is our response to those situations.
   • Oftentimes, things bug us and we express those bugs as feelings (e.g., worry, motivation, anger, hurt, anticipation, awareness).

2. Stressful Situations.
   • What are some stressful situations you have dealt with?
   • List the situations on the board as students identify stressors.
   • Examples might be moving to a different place, the death of a friend or relative, or problems at school.
   • Everyone experiences small problems and conflicts frequently.
   • Let’s expand the list with other examples of problems we often face.
   • Getting a low grade on a math test.
   • Arguing with sisters and brothers.
   • Feeling hurt about not being invited to a party.
   • Getting in trouble for not cleaning one’s bedroom.
   • Moving to a new town when a parent gets a new job.
   • Having to miss out on something because of not having enough money to participate.
   • How do you feel when someone says something very nice about you?
   • How do they you feel when someone laughs at you?
     Write their responses on the board.

3. Healthy And Unhealthy Ways To Manage Stress
   • How do you know you are dealing with stress?
     tiredness, frequent headaches, difficulty making decisions, difficulty concentrating
   • Some people have difficulty with these body sensations and try to cover them by inviting more bugs like drinking alcohol or taking other drugs as a way of escaping from their problems.
   • What are some other negative ways people might handle stress?
     bullying, retreating, yelling, cheating, lying
   • Dealing with problems in a negative way (adding bugs) only causes more problems. For example, an unhealthy way to deal with stress is to get angry and yell at someone. This only makes others upset and bugs them.
   • Using alcohol or other drugs is another negative way of dealing with problems. Drinking alcohol or using drugs to deal with stress leads to an unhealthy body and mind and makes it even harder to deal with everyday problems.
   • What are some healthy ways to manage stress and deal with things that bug us?
     talking to someone, doing something positive, exercising, writing, relaxing

4. Relaxation Techniques
   • One way to reduce the negative feelings of stress is to practice simple relaxation techniques.
     Guide the students in one or more of the relaxation techniques on page 72.
5. “Dealing With Feelings” Worksheet

- Suggest positive reactions to the following situations and role-play the suggested reactions.
  - Everyone in class laughed at you when you made a mistake.
  - You were ignored and left out of a game.
  - Someone said something good about you.
  - Someone tried to persuade you to do something you really did not want to do.

- Complete the worksheet “Dealing With Feelings.”
- Use some of the student answers on the “Dealing With Feelings” worksheets and role-play the situations and managing techniques.

6. Summarize With “Things to Remember”

- All people make mistakes and do embarrassing things.
- Rather than getting upset, there are positive ways of dealing with embarrassment and mistakes.

- Have students complete the worksheet “Things to Remember.”
- Please see the answer key below.

- 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.

“Things To Remember” Answer Key

1. Least to Greatest
   Feeling angry is O.K., but hitting someone because of the anger is wrong.

2. Least to Greatest
   I can choose. I am responsible for what I do.

3. Greatest to Least
   I am unique. There is no one else like me.

4. Least to Greatest
   We all need to belong, but I can say no in order to keep myself healthy.
Relaxation Techniques

The following activities have been found to help managing the feelings that come from stress (bugs) in a more healthy way.

Head Roll
Students close their eyes and sit up straight in their chairs. They gently and slowly roll their heads left and right, first one way and then the other. This technique helps to relax the neck muscles and increase circulation.

Rag Doll
Students stand up next to their seats and close their eyes. They slowly bend forward at the waist and let their arms dangle for a count of ten. Straighten up slowly. This technique increases circulation and relaxes the entire body.

Rest Time
Students put their heads on their desks, close their eyes, and take very slow, deep breaths.

Thinking Back
Ask students to remember something that happened to them a long time ago that made them feel very happy. Have students relate the details of the event and describe how it made them feel.

Talking About It
Talking about problems can be very relaxing—especially if problems are making students nervous or stressed. They can talk to parents, friends, other relatives, or a teacher if they feel the need to share their feelings with others.

Music
Play some relaxing music and concentrate on the soft music.
Dealing With Feelings That Come From Stress

On the lines below, list five uncomfortable feelings that might be the result of stress. List two healthy ways to deal with each feeling.

1. ________________________________
   
   (a) __________________
   
   (b) __________________

2. ________________________________
   
   (a) __________________
   
   (b) __________________

3. ________________________________
   
   (a) __________________
   
   (b) __________________

4. ________________________________
   
   (a) __________________
   
   (b) __________________

5. ________________________________
   
   (a) __________________
   
   (b) __________________
Things To Remember

Order these numbers to find the hidden messages. Follow the directions to determine whether the numbers are to be ordered from least to greatest or from greatest to least.

1. Least to Greatest
   O.K. - 47
   anger - 150
   but - 52
   of - 90
   the - 102
   hitting - 60
   is - 163
   someone - 75
   feeling - 15
   because - 89
   is - 34

2. Least to Greatest
   I - 100
   can - 40
   choose - 89
   responsible - 158
   for - 201.
   I - 450
   what - 340
   do - 538
   I - 0
   am - 142

3. Greatest to Least
   else - 580
   me - 490
   unique - 888
   no - 660
   one - 606
   am - 901
   I - 1008
   like - 500
   there - 808

4. Least to Greatest
   can - 5,089
   order - 7,899
   but - 3,419
   myself - 9,768
   belong - 3,414
   healthy - 9,999
   need - 2,764
   to - 8,074
   no - 7,567
   all - 2,192
   say - 6,294
   keep - 9,158
   I - 5,010
   in - 7,787
   we - 1,284
Who Makes the Decision?
More Practice with I STOP’D and We STOP’D

3 Cs
I care about myself.
I care about others.
I care about 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
Worksheets: “Problem Situations” (see page 77)
“Who Makes the Decision?” (see page 78)
Worksheet and answer key: “Responsibility” (see page 79)

Vocabulary
attitude
short-term consequence
long-term consequence
influence
alternative
decision

government

Lesson at a Glance
Introduction
1. A Life of Decisions
2. Categorize Decisions
Strategy
3. Making Decisions
4. I Stop’D, We Stop’D (lessons 4 and 5) and the 3 Cs Review
5. Sample Situations and Role Plays
Conclusion
6. “Responsibility” Math Worksheet

Core Curriculum Objectives and Standards
Objectives
Apply the decision-making process.
Identify factors that may influence decision making

Standards
Standard 1: Demonstrate effective decision making based on positive self-worth.
Lesson 8: Who Makes the Decision?

1. **A Life of Decisions.**
   - Many of the decisions in our lives are made by others.
   - Decisions are made by parents, relatives, friends, and influential members of society.

2. **Categorize Decisions.**
   - Who makes the following decisions for you?
     - What clothes you buy. (Family)
     - Where you cross the street. (Government)
     - How many days in the school year. (School)
     - On what side of the street you ride your bike. (Government)
     - What time you eat dinner. (Family)

3. **Making Decisions**
   Distribute the “Who Makes the Decision?” worksheet, and have students fill in the blanks as to who makes the decision. Some decisions may fall into more than one category.
   - Emphasize that not all people perceive the situation similarly when making family decisions.
   - Discuss how family members might contribute to a decision.

4. **Review I Stop’D and We Stop’D (lessons 4 and 5) and the 3 Cs.**
   Discuss the meaning of personal responsibility. Explain what it means to take responsibility for one’s attitudes and actions, whether they are good or bad. A responsible person admits mistakes as well as successes, and a responsible person lives up to a set of personal standards, regardless of what other people think and do.
   Discuss the 3 Cs and how they apply to the decision making process.
   - I have the right to care about myself.
   - I have the responsibility to make smart choices when I care about myself.
   - I have a right to live in a peaceful community.
   - I have the responsibility to insure the peace of my community.

5. **Sample Situations and Role Plays**
   Present students with the following situation:
   A store owner was not in the front of the store when a boy entered. The boy wanted a ice cream and some gum, but he only had enough money for one thing. Ask students:
   - What are some things the boy could do?
   - What would happen if the boy did those things?
   - What should the boy finally decide to do? Why?
   - Have students work in groups and apply the decision-making steps to the “Problem Situations.”
   - Use similar questions as the model discussion.
   - Discuss or role-play the situations with the class.
Situation 1
You have just arrived home from school and you have a terrible headache. You can’t wait to feel better because you have a lot of homework to do. The pills your mother takes for her headaches and other pains are in the medicine cabinet in the bathroom. Your mother does not let you take medicine unless she gives it to you.

Situation 2
You are spending the night at your friend’s house. It is late at night and the two of you go to the kitchen for a snack. You see an open pack of cigarettes on the table. The cigarettes belong to your friend’s father. Your friend says that his father will never miss them if you each smoke one. Your father and you have talked about smoking. He does not want you to smoke and you promised him you would not smoke.

Situation 3
You are a member of the school safety patrol. Your partner has left the crosswalk early for a dental appointment. Just as you are getting ready to leave, a car runs into the street sign on the corner. The driver appears to be seriously hurt, and the car is blocking traffic. A beer can has fallen out of the car door onto the street.

Situation 4
You are walking with a teammate on your way to play a championship baseball game. You are worried about playing well in this game. Your teammate hands you some chewing tobacco and says it will help you feel calm and more relaxed. Your teacher has taught you that chewing tobacco can cause serious health problems.

Situation 5
You are on the school grounds and witness some junior high-age students giving some money for pills to what appears to be two senior high boys. Upon realizing that you have observed what has happened, both the junior high students and the older boys warn you that you had better not say anything to anyone about what you saw.
We have to make decisions every day of our lives, but some decisions are made over which we have no control. Some decision makers are family, teachers, school, and government. Using the first letter of each decision maker, place an M (me), F (family), S (school), or G (government) in the blank to show who makes this decision for you.

1. What to wear to school  
2. What time to get up in the morning  
3. What time to go to bed  
4. Which TV programs to watch  
5. Whether or not to go to school  
6. How to spend your free time  
7. What to study in school  
8. What side of the street to ride your bike on  
9. What to eat for lunch every day  
10. How much tax to pay on a hamburger, fries, and drink  
11. Who to play with at school  
12. Who to play with at home  
13. Whether or not to chew gum in class  
14. How much homework to do each night  
15. Where to go on a vacation  
16. How much money to spend on vacation  
17. When to go on vacation  
18. How long to talk on the telephone  
19. What you say on the telephone  
20. What clothes to buy

Place a star by those decisions that are made by others that you feel are decisions you are mature enough to make.
Solve these addition, subtraction, multiplication, and division problems and use the correct answers to find the hidden message.

T 355-177 =  U 4x6 =  F 10-8 =
W 356+238 =  R 3885+5219 =  P 7x5 =
S 18-9 =  O 30+70 =  N 40-35 =
M 259-174 =  L 6x5 =  A 7x3 =
D 4x9 =  I 100x0 =  H 6x8 =
G 8975-4996 =  E 180+90 =  B 9x6 =

594  270  21  30  30  5  270  270  36  178  100

54  270  30  100  5  3979  54  24  178  0  21  85

9104  270  9  35  100  5  9  0  54  30  270  2  100  9104

594  48  21  178  0  36  100

RESPONSIBILITY
RESPONSIBILITY
Answer Key

T  355-177 = 178  U  4x6 = 24  F  10-8 = 2
W  356+238 = 594  R  3885+5219 = 9104  P  7x5 = 35
S  18-9 = 9  O  30+70 = 100  N  40-35 = 5
M  259-174 = 85  L  6x5 = 30  A  7x3 = 21
D  4x9 = 36  I  100x0 = 0  H  6x8 = 48
G  8975-4996 = 3979  E  180+90 = 270  B  9x6 = 54

WE ALL NEED TO
594  270  21  30  30  5  270  270  36  178  100
BELONG BUT I AM
54  270  30  100  5  3979  54  24  178  0  21  85
RESPONSIBLE FOR
9104  270  9  35  100  5  9  0  54  30  270  2  100  9104
WHAT I DO
594  48  21  178  0  36  100
Identifying Peer Pressure

More Practice With I STOP’D and We STOP’D

3 Cs
- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.
- 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.

Preparation
Copies
Worksheets:  “I Can Help!” (see page 84)
“Yours to Spend” (see page 85)

Music
“My Friend” from the CD Be a Builder (see page 174)
“Take a Stand” from the CD Take a Stand (see page 179)

Vocabulary
- peer
- expenditure
- peer pressure
- substance
- positive peer pressure
- negative peer pressure
- abuse

Lesson at a Glance
Introduction
1. “Yours to Spend” Activity

Strategies
2. Peer Pressure and Its Relationship to Substance Abuse
3. Opportunities To Be Positive Role Models
4. “My Friend” song

Conclusion
5. “I Can Help.” worksheet

Core Curriculum Objectives and Standards
Objectives
Identify factors that may influence decision making such as media, peers, environment, self-worth.

Standards
7040-0101 Demonstrate effective decision making based on positive self-worth.

Teacher Notes
This lesson is closely related to lesson 17.
1. “Yours to Spend” Activity
   - Distribute “Yours to Spend” worksheet to each student.
   - Assign students the task of spending their $1,000 in any way they wish.
   - Have students list their expenditures in column one without discussing with their classmates.
   - Share and discuss students’ expenditures with the class.
   - Create a class chart with major heading categories: recreation, clothing, gifts, amusement, travel, equipment, etc.
   - Complete the chart with student expenditures itemized under major categories.
   - Following the discussion about expenditure decisions, ask students to once again spend their $1,000, listing their expenditures in column two.
   - Discuss how the choices changed.
   - How were you influenced by peers?
   - What changes did you make?
   - Who influenced your changes?
   - Why were there no changes in some areas?

2. Peer Pressure and Its Relationship to Substance Abuse
   What is “peer pressure?”
   - Peer pressure refers to the influence exerted by a peer (friend) or group of peers.
   - It encourages a person to change his or her attitudes, values, or behavior in order to conform to the other person’s ideas or what the group wants.
   - Peer pressure can influence people to do positive things or negative things.
   What are some ideas for positive peer pressure?
   - A classmate has a cool trick with a ball that you want to learn.
   - Someone in the class has a great way to learn the capitals of the states that will help with a test.
   What are some ideas for negative peer pressure?
   - A classmate wants you to pick on another person just to be mean.
   - A group of friends wants you to drink a glass of beer.
   - A few kids in school might try to convince you to cut class with them.
   Why do some people give in to peer pressure?
   - Some people want to be liked or fit into the group and will do whatever it takes to be a part of the crowd.
   - Sometimes people go along with others because they are curious to try something.
   - Some kids think that “everyone’s doing it” and they will be odd if they don’t.
   How is peer pressure related to substance abuse?
   - Usually, the first time someone tries alcohol or tobacco/nicotine, it is offered by a friend with a dare or other peer pressure tactics.
   - Peer pressure from a group can convince kids to try something they would not do by themselves.
   How does it feel when people try to pressure you into doing something you don’t want to do?
   - Recognize student responses.
   What are some ideas to deal with those who pressure you to do something undesirable?
   - Refer to lesson “Refusal Skills” (see page 119) for a review of ways to say “No!” to peer pressure.
   - Use the I STOP’D model to stop and think and make a smarter choice.
3. **Opportunities To Be Positive Role Models**
Discuss how students can be positive role models for their peers.
- Find a friend who is willing to say "No!" to the peer pressure you are feeling.
- Choose friends who don’t use drugs, smoke, use alcohol, cut class, lie to parents, or other things you don’t want to do.
- Respect other’s point of view and don’t try to pressure them to do things that are not smart choices and don’t care for others.
- Use the We STOP’D model to make a smart choice.
- Use positive peer pressure to encourage bullies to act better toward other kids.

4. **“My Friend” song**
Sing the song “My Friend.”

5. **“I Can Help!” worksheet**
- Have each student complete the worksheet “I Can Help.”
- Divide the class into a few groups and assign each a scenario. Have group members combine their ideas to make the best possible solution.
- Have each group present their best possible solution to the class.
I Can Help!

Directions: Read the following situations.
Answer the question.
Think about how you could help.
Don’t forget to use the I STOP’D or We STOP’D models to make a smart choice.

1. David is offered drugs by some of his friends. When he says “no,” his friend calls him a “chicken.” What can you do to help him feel he’s made the right choice?

2. Jennifer is the new girl at school. She eats lunch alone and is picked last to be on teams. She doesn’t seem to have any friends. What can you do to help her feel welcome?

3. Don is the last person to be chosen on the baseball team at recess. You can tell he is sad. What can you do to help him feel better?

4. Michelle feels left out because her parents can’t afford to buy her designer clothes. What can you do to help her feel she belongs?
Yours To Spend

You have $1,000 to spend in any way you wish.
In “Column One,” write the amount you are spending and a short description of what you are buying.
Do not discuss with anyone about your spending. Just decide on your own.

Column One
$1,000

- _______ for _______
  =

- _______ for _______
  =

- _______ for _______
  =

- _______ for _______
  =

Column Two
$1,000

- _______ for _______
  =

- _______ for _______
  =

- _______ for _______
  =

- _______ for _______
  =

You will be given later instructions about what to do in “Column Two.”
Lesson 11: You and the World of Drugs

More Practice With I STOP’D

3 Cs
- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco/nicotine or other drugs.

Preparation
Copies
Handouts: “Body Diagram” (see page 90)
Worksheets: “Why People Choose Not to Use Drugs” (see page 91)

Vocabulary
- illicit drugs
- hallucinogens
- narcotics
- over-the-counter (OTC)
- inhalants
- depressants
- prescription
- stimulants
- circulatory system

Lesson at a Glance
Introduction
1. Different Kinds Of Drugs

Strategy
2. Drugs And Body Works

Conclusion
3. “Why People Choose Not To Use Drugs”

Core Curriculum Objectives and Standards
Objectives
Analyze how social messages regarding the use of alcohol, tobacco/nicotine, and other drugs may misrepresent the negative effects of each.
1. Different Kinds Of Drugs
   - Drugs are substances which change the way the body works.
   - Normally the body works like a well-designed machine.
   - Every part of the body has a function.
   - Each body part works in harmony with the other body parts.
   - Sometimes, we take a drug to repair a part of the body that is not working normally.
   - Sometimes, drugs can cause a change in the way a body part functions and create problems in the system.
   - Drugs are classified or named by the way they interact with the body or how they are available.
   - These are some of the major categories or drugs –
     - Stimulant: substance or drug that temporarily increases body activity.
     - Inhalant: chemical that when breathed in produces a drug-like effect.
     - Hallucinogen: drug that causes a person to see, hear, feel, taste, or smell things differently.
     - Narcotic: drug that causes drowsiness or sleepiness and dulls the senses.
     - Over-the-counter drug: substance that can be purchased without a doctor’s prescription.
     - Depressant: drug that slows down body activity and relaxes muscles.

2. Drugs and Body Works
   Use the “Body Diagram” page to show how different parts of the brain and body are affected by alcohol, tobacco/nicotine and other drugs (ATOD).
   - The chain on your bike is broken. The tires are perfect. The brakes work fine. Will your bike work the way it should? The answer is “No.” The parts of your bike are made to work together in a certain way. When one part breaks, the whole bike is affected.
   - The human body works in a similar way. When the function of even one part is changed by using drugs, the whole body is affected.
   - Drugs usually are taken into the body through swallowing, chewing, dipping, smoking, inhaling (breathing in), or injecting with a needle. How can breathing tobacco/nicotine smoke or vapors affect all parts of your body? Things we inhale are collected in the lungs, transferred to the blood and then distributed throughout the body by the circulatory system.
   - How can swallowing an aspirin affect your headache? Things that are swallowed or ingested are processed in the stomach and intestines, transferred to the blood and distributed throughout the body by the circulatory system.
   - When drugs are taken, they enter the circulatory system. This means the blood vessels carry the drugs to all parts of the body. For example, chemicals in tobacco/nicotine smoke or vapors can reach all parts of the body. Aspirin can reach the brain and relieve a headache.
   - Drugs go to different parts of the body and affect the way the body works in many ways. For example, tobacco/nicotine smoke or vapors touches and affects
3. "Why People Choose Not to Use Drugs"
   - Complete the worksheet "Why People Choose Not to Use Drugs."
   - Use the I STOP'D model to stop and think about the answers given by students.
   - Use I STOP'D to create options and decision points for not using illegal drugs.
   - Conduct a class discussion on the answers students give on the worksheet.

The lungs, but chemicals in the smoke or vapors are also carried all the way to the toes through the circulatory system. These chemicals cause constricting of the blood vessels.

- Drugs are usually taken for a certain effect. Aspirin relieves a headache. When aspirin is taken, however, it doesn't affect the head alone. It is distributed throughout the body and affects the entire body.

- There is another reason why drugs have more than one effect. They are carried to the brain by the circulatory system. The brain controls the way the body works. If the brain is affected, other body processes will be changed.

- For example, alcohol slows down the work of the brain which slow the entire body, including bodily functions and reactions. A brain under the influence of alcohol will send messages to the muscles to slow down. The drinker might stumble, fall or not react normally to the environment.

- What might happen to a person if they cannot react quickly enough to things that happen around them?
BRAIN:
Alcohol slows brain functioning which affects entire body. Alcohol slows sensory motor skills, balance and coordination. Alcohol depresses feelings and the ability to distinguish right and wrong. Alcohol creates difficulty in vision including blurring and focusing.

LUNGS:
Tobacco causes pneumonia, lung disease and cancer

NOSE:
Tobacco dulls sense of smell

STOMACH:
Tobacco and alcohol cause gastritis and peptic ulcers

LIVER:
Alcohol causes cirrhosis, vitamin deficiency, alcoholic hepatitis and cancer

INTESTINES:
Alcohol and tobacco cause diarrhea, change in absorption rate, ulcers, cancer

---

1. Their friends don’t.
2. They want to play sports.
3. Their parents don’t.
4. They don’t want to get into trouble with the law.
5. Drugs cost too much.
6. Drugs are bad for their health.
7. They want to be in control.
8. They don’t want to become addicted.
9. Drugs make them look less attractive.
10. They don’t want to get into trouble with school authorities.
WHY PEOPLE CHOOSE NOT TO USE DRUGS

People choose not to use drugs for many different reasons. Read each reason. Make an X in the bracket if you think it’s a reason why people you know don’t use drugs.

1. [    ] Their friends don’t.

2. [    ] They want to play sports.

3. [    ] Their parents don’t.

4. [    ] They don’t want to get into trouble with the law.

5. [    ] Drugs cost too much.

6. [    ] Drugs are bad for their health.

7. [    ] They want to be in control.

8. [    ] They don’t want to become addicted.

9. [    ] Drugs make them look less attractive.

10. [    ] They don’t want to get into trouble with school authorities.
Lesson 12: Tobacco/Nicotine on Trial: Poisons, Toxins and Pollutants

More Practice With I STOP’D

3 Cs
- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- 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
- Make a copy of the Tobacco/Nicotine on Trial Student Workbook for each student.
  (See TOT book starting on page 141)
  “Poisons and Your Body” (see Student Workbook page 1)

Vocabulary
- poison
- Poison Control Center

Lesson at a Glance

Introduction
1. A Poisons Crisis in the Country

Strategy
2. The Effects of Poisoning
3. How Poisons Enter the Body
4. Prevention and First Aid

Conclusion
5. Poison Control Center

Core Curriculum Objectives and Standards

Objectives
- Demonstrate responsibility for self and actions.
- Define “poison” and be able to identify how poisons enter the body.
- Be able to respond to a poisons emergency.

Teacher Notes

The next five lessons are part of the “Tobacco on Trial” series from the Utah Department of Health.

This lesson is adapted with permission from the Utah Poison Control Center. For more information, more free lesson materials and home connection materials, please contact them at 1-800-222-1222.

The worksheets and posters are all contained in the student workbook which follows lesson seventeen.
Introduction

1. A Poison Crisis in the Country
   • Today we are going to be talking about poisonings.
   • I am going to ring a bell (or make a special sound). I want you to pay attention and think about what happens in our country each time the bell is rung.
   Ring the bell every thirteen seconds for one minute.

   • What do you think happened in our country each time the bell was rung?
   Acknowledge a few answers.

   • In this country, someone calls the poison control center every 13 seconds.
   • In one minute, almost five different people were exposed to a poison.

Strategies

Small Groups

Summarize

2. The Effects of Poisoning
   • Divide the class into small groups.
   • Use the I STOP’D model to stop and think for two minutes regarding what could happen to a person who is poisoned.
   • Keep the students in the small groups and have them report on their ideas.
   • Write the ideas on the board.
   • Some ideas might be –
     make you sick
     you could die
     it can hurt you
     can’t breathe
     stomach ache
     burned skin
     rash or sores
     brain damage
     itchy
     blind
     pass out

   Summarize
   • Summarize the ideas into a statement like –
     Poison is a substance that causes illness or harm if someone eats, drinks, touches or breathes it in.
     A poison is a substance that causes illness, injury, impairment or death.
     A poison is something destructive or harmful.

Explain

• There are three ways that something can be poisonous to a person.
  • A person may use too much or use large amounts.
  • A person may use it in the wrong way.
  • A person may mix things that are not poisonous by themselves but become poisonous when mixed.

Small Groups

• Brainstorm with the small groups some things that can be poisonous.
  • You, the teacher, may need to suggest a few to start such as medicine (too much), spray paint (used in the wrong way) or adding bleach to toilet cleaner (mixing creates poisonous gas.
  • The groups will probably figure out that anything used in the wrong way or the wrong amount can be poisonous.

Discussion

3. How Poisons Enter the Body
   There is a student workbook page for this assignment.
   • Poisons can enter the body in four ways –
     Nose
     Skin
     Mouth
     Eyes
Gasoline

Mouth – Swallow
Why – Misuse, Too Much
Prevent – Read the label
Keep in a locked cabinet
Store out of reach
Store in approved container

Nose – Breathe in
Why – Misuse, Too Much
Prevent – Read the label
Use outside
Use a mask
If inside, open window

First Aid – Do not throw up (vomit)
Call poison center

First Aid – Get to fresh air
Call poison center

Eyes – Splash
Why – Misuse, too much
Prevent – Read the label
Wear goggles

Skin – Touch
Why – Misuse, Too Much
Prevent – Read the label
Wear gloves

First Aid – Rinse eyes with water
Call poison center

First Aid – Wash skin with water
Call poison center

Assign the small groups to work on either mouth, nose, eyes or skin.
Give them about five minutes to answer how gasoline can become poisonous; how to prevent gasoline poisoning; what kind of first aid would a person render to a person who has been poisoned with gasoline.
Fill in the graph as they give their answers.

5. Poison Control Center
• The Poison Center is a 24 hour place that you can call for emergencies and questions.
• The telephone number is 1-800-222-1222
• This information is needed when you call the Poison Center:
  What is the poison (if you know)?
  How much was taken?
  Does the victim appear sick in any way?
  How does the victim look?
• Listen carefully and ask questions if you are unsure about what the Poison Center tells you to do.
Tobacco/Nicotine On Trial: Effects

More Practice With I STOP’D and Bugs

3 Cs
I care about myself.
I care about others.
I care about my community.

Help students to understand and invite them to state clearly:
I have the right to care about myself.
I have the responsibility to make smart choices when I care about myself.
I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies
Tobacco Knowledge Pre-Test (see Student Workbook page 2)
Worksheet: “How Many People Use Tobacco?” (see Student Workbook page 3)
Home Connection: “Chemical Compounds Found in Tobacco Products” (see page 102 and page 103)

Material
Wordstrips: “Which Kills the Most?” (see page 107)
“Myths or Facts About Tobacco” (Student Workbook page 4)
Teacher Resource Sheet: “Tobacco Vocabulary List” (see page 106)
Website: www.tobaccofreeutah.org (Data & Reports – Utah Facts)

Music
“Clear the Air” from the CD Take a Stand (see page 162)

Vocabulary
nicotine
cyanide
formaldehyde
ammonia
methanol
arsenic
cadmium
acetone
leukoplakia
toluene
polonium-210
carbon monoxide
benzene
tar
tobacco

Lesson at a Glance

Introduction
1. Tobacco Knowledge (Pretest)

Strategy
2. Tobacco Use Patterns
3. Myths and Facts About Tobacco
4. Which Kills the Most?
5. What’s in Tobacco?
6. The Straw Activity

Conclusion
7. “Clear the Air”

Core Curriculum Objectives and Standards

Objectives
Identify the effects of tobacco use.

Standards
7050-0203 Physiological effects of substance abuse.
1. **Tobacco Knowledge Pretest.**
   - Have each student complete the “Tobacco Knowledge Pretest” in his or her *Student Workbook*.
   - Using the Tobacco on Trial pre/post tests will give you an idea of what your students are learning about tobacco.

2. **Tobacco Use Patterns**
   - Direct students to the “How Many People Use Tobacco?” in their *Student Workbooks*.
   - Have students estimate what percentage of various groups of people use tobacco (cigarettes, cigars, and smokeless tobacco products.)
   - If students find it difficult to understand how to fill in the graph, give them an example using something other than tobacco i.e., What percentage of people bite their nails in the various groups mentioned on the graph?
   - Do not complete the graph at the bottom of the worksheet at this time. Students will fill in this graph during the discussion phase of this activity.
   - Ask students to share some of their estimates.
   - Use the website www.tobaccofreeutah.org (Data & Reports – Utah Facts and Figures) to discover actual Utah tobacco use rates. Compare it to students’ estimates.
   - Complete actual data bar graph with these tobacco statistics: My Age, High School Age, and Adults.
   - Discuss why people overestimate the number of tobacco users.
   - Why do many people think tobacco users are in the majority?
   - How do tobacco advertisers try to make tobacco use seem like more people are using it than is really the case?

3. **Myths and Facts About Tobacco**
   - Refer to “Myths And Facts About Tobacco” in the *Student Workbook*.

4. **Which Kills the Most?**
   - Place the word strips (page 107) on the board in random order.
   - Have students rank the list by those things which they think cause the smallest to greatest number of deaths.
   - Re-arrange the strips using the answer key.

   **Answer key**

<table>
<thead>
<tr>
<th>Cause of Death</th>
<th>Number of Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heroin</td>
<td>2,400</td>
</tr>
<tr>
<td>Cocaine/Crack</td>
<td>3,300</td>
</tr>
<tr>
<td>Fires</td>
<td>4,000</td>
</tr>
<tr>
<td>Homicide</td>
<td>22,000</td>
</tr>
<tr>
<td>Suicide</td>
<td>31,000</td>
</tr>
<tr>
<td>AIDS</td>
<td>31,000</td>
</tr>
<tr>
<td>Car Accidents</td>
<td>49,000</td>
</tr>
<tr>
<td>Secondhand Smoke</td>
<td>53,000</td>
</tr>
<tr>
<td>Alcohol</td>
<td>105,000</td>
</tr>
<tr>
<td>Tobacco</td>
<td>434,000</td>
</tr>
</tbody>
</table>

   Information for this and other lessons in the Tobacco on Trial section comes from www.tobaccofreeutah.org

   • What is it about tobacco use that causes such high death rates?
   • What kinds of disease and death occur because of tobacco use?
   • What do you remember when we talked about problems and the things that “bug” us?
5. What's in Tobacco?
Refer to the “Home Connection” student handout sheets.

- Understanding what is in tobacco products may help you understand why these products cause so many diseases and death.
- There are more than 4,000 chemicals in cigarettes.
- About 100 of them are carcinogens, which means they are known to cause cancer.
- About 50 of those chemicals are tumor-causing, while three are radioactive. It is no surprise that cigarettes are deadly.

Ask
- Why doesn’t a person who smokes cigarettes die instantly with all these different poisons in cigarettes?
- The amounts of each are very small, and they are inhaled rather than ingested.

6. The Straw Activity.
Distribute a narrow drinking straw to each student.

- Place the straw in your mouth, hold your nose, and breathe only through the straw.
- Sit quietly in your seat and think about how easy or difficult it is to breathe through the straw.
- Run in place for 20 seconds and think what is it like to breathe through the straw.
- How did your body respond when you were breathing through the straw?
- When people smoke, their lungs lose the ability to hold oxygen, and they have difficulty breathing, especially when they try to exercise.
- What kinds of bugs might people have who have this difficulty breathing?
- What could you do to never have this problem?
- What could you do to help someone quit smoking?
- The following are some suggestions from Utah’s Truth About Tobacco Campaign.
If someone you love uses tobacco encourage them to quit. If your loved one doesn’t quit right away, be patient with them. Nicotine is very addictive and it can take many tries to successfully quit tobacco but it is never too late to quit.

Most people are aware that the overall health benefits of quitting tobacco are huge. However, few are aware that many of those benefits occur in relatively short periods of time. While there will be obvious differences between specific individuals, improvements in your health when you quit smoking begins in as little as 20 minutes and continues over a 10 year period. After that time, the former smoker’s risk of tobacco-related death and illness is dramatically reduced.

For help quitting, call the Utah Tobacco Quit Line at 1-800-QUIT-NOW or visit UtahQuitNet.com

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**Conclusion**

**Sing**

Learn and sing the song “Clear the Air.”

- When you have the right information, you can make the smart choice not to use tobacco.

**Tie in the 3 Cs**

- Making smart choices helps us to be more free because we are not hindered by poor health and other bugs.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

**Home Connection**

- Make a copy of both Home Connection papers 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.

**Optional Activities**

Student Workbook

“Negative Consequences of Smoking” (see Student Workbook page 5)
“Truth or Dare” crossword puzzle (see Student Workbook page 6)
### Myths or Facts About Tobacco

<table>
<thead>
<tr>
<th>Myth</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a person smokes just a few cigarettes he or she won’t get addicted.</td>
<td>Tobacco is addictive. Very few people can smoke just a few and not get addicted. The body quickly gets used to the amount of nicotine put into it and requires the same amount or more to feel “normal.” Tobacco is thought to be more addictive than heroin. Nine out of every 10 people who start to smoke or chew tobacco will get addicted.</td>
</tr>
<tr>
<td>Tobacco isn’t a drug.</td>
<td>Tobacco is a drug! It has addictive qualities just like heroin, cocaine, or alcohol. People use it knowing it is harmful to them, and it changes how their brain and body function. It alters mood, increases the heart rate, and drives the craving that smokers know all too well.</td>
</tr>
<tr>
<td>You look more grown-up and cool when you smoke.</td>
<td>Most people look really silly putting a white stick between their puckered-up lips, sucking in chemically polluted air, making a strange facial expression, and then blowing out that chemically polluted air. They’re also making themselves sick and making their skin look old and wrinkly before it should be.</td>
</tr>
<tr>
<td>Chewing tobacco is safer than smoking.</td>
<td>Chewing tobacco is just as dangerous as smoking cigarettes. Chewing tobacco causes just as many diseases, just different ones. Instead of lung cancer and emphysema, a person who chews may get lip, mouth, throat, or stomach cancer.</td>
</tr>
<tr>
<td>Smoking cigarettes doesn’t actually kill a person.</td>
<td>Smoking kills over 1,200 people a day. Tobacco smoke contains over 4,000 chemicals, 43 of which cause cancer. Tobacco is dangerous and deadly. Smoking kills more Americans each year than alcohol, crack, cocaine, heroin, homicide, suicide, fires, car accidents, and AIDS combined!</td>
</tr>
</tbody>
</table>
Dear Family
We have been studying about the effects of tobacco. Please help me complete this assignment and find various household items that contain the same ingredients as a tobacco product.

Thanks.

CHEMICAL COMPOUNDS FOUND IN TOBACCO PRODUCTS

Spend about 15 minutes going through your kitchen and bathroom cupboards and cabinets at home and finding the common household items listed on the next page. Find at least five items that contain one of the chemicals listed. List the brand name of that item and the chemical it contains below.

<table>
<thead>
<tr>
<th>Example: Windex Glass Cleaner</th>
<th>Example: Ammonia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
</tbody>
</table>
Dear Family,

This page contains information that will help me complete my home connections assignment.

Nicotine: an active ingredient in many bug sprays
Cyanide: the deadly ingredient in rat poison
Formaldehyde: the foul-smelling preservative found in dead laboratory frogs
Ammonia: a poisonous gas and powerful cleaning agent used to clean toilets
Arsenic: a potent ant poison
Methanol: jet engine and rocket fuel
Cadmium: found in car batteries
Butane: a flammable chemical in lighter fluid
Acetone: a poisonous industrial solvent, also found in fingernail polish remover
Toluene: a poisonous industrial solvent
Polonium-210: a highly radioactive element
Carbon Monoxide: an extremely poisonous gas found in auto exhaust
Benzene: a poisonous toxin

Some of these products, when used in directed ways, can be helpful to create a healthy environment. For example, gasoline is pumped into a car’s fuel tank and used to power the vehicle. If misused, it can be very dangerous. Many tobacco products contain the chemicals listed above.

Please discuss with me the following questions.

How could misusing the chemicals and products listed above damage my body and mind?

What long-term effects might tobacco use have on my body, mind and pocketbook?

What are our family traditions with regard to tobacco and what are the family rules about its use?

How does breathing secondhand smoke affect even non-smokers, especially children?
Conexión en el Hogar

Querida familia
Hemos estado estudiando acerca del efecto del tabaco. Por favor ayúdame a completar esta asignación y a encontrar productos de limpieza que tengamos en el hogar, los cuales contengan los mismos ingredientes que el tabaco.
Gracias.

COMPUESTOS QUIMICOS
ENCONTRADOS EN EL TABACO

Por favor dedica 15 minutos para checar los gabinetes de tu cocina y de los baños que tengas en tu casa y encuentra los productos de limpieza que tengas, los cuales están listados en la siguiente página. Encuentra por lo menos cinco artículos los cuales contengan uno de los químicos listados. Nombra la marca de ese artículo y el químico que contenga de los cuales se encuentran listados en la parte de abajo.

<table>
<thead>
<tr>
<th>Ejemplo: Windex Limpiador de Vidrio</th>
<th>Ejemplo: Amonia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Querida Familia,

Esta página contiene información la cual me ayudará a completar mi asignación de conexión para el hogar.

<table>
<thead>
<tr>
<th>Producto</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicotina</td>
<td>este es un ingrediente activo en los aerosoles usados para combatir insectos</td>
</tr>
<tr>
<td>Cianuro</td>
<td>este es un ingrediente mortal usado en el veneno para ratas</td>
</tr>
<tr>
<td>Formaldehído</td>
<td>este preservante de olor pestilente es encontrado en sapos de laboratorio muertos</td>
</tr>
<tr>
<td>Amoniaco</td>
<td>es un gas venenoso y un agente limpiador muy poderoso usado para limpiar inodoros</td>
</tr>
<tr>
<td>Arsénico</td>
<td>es un poderoso veneno para matar hormigas</td>
</tr>
<tr>
<td>Metanol</td>
<td>combustible para aviones y cohetes</td>
</tr>
<tr>
<td>Cadmio</td>
<td>encontrado en las baterías de carros</td>
</tr>
<tr>
<td>Butano</td>
<td>un químico flamable</td>
</tr>
<tr>
<td>Acetona</td>
<td>un solvente industrial muy poderoso, también encontrado en la acetona usada para quitar esmalte de uñas</td>
</tr>
<tr>
<td>Tolueno</td>
<td>un solvente industrial venenoso</td>
</tr>
<tr>
<td>Polonio-210</td>
<td>un elemento altamente radioactivo</td>
</tr>
<tr>
<td>Monóxido de Carbono</td>
<td>un gas extremadamente venenoso encontrado en los escapes de los carros</td>
</tr>
<tr>
<td>Benceno</td>
<td>una toxina venenosa</td>
</tr>
</tbody>
</table>

Algunos de estos productos, cuando se usan de forma directa, pueden ser de utilidad para crear un ambiente saludable. Por ejemplo, la gasolina es bombeada en un carro en el cual su tanque está totalmente lleno y es usada para poder arrancar el vehículo. Si se hace mal uso de esto, puede ser demasiado peligroso. Muchos productos del tabaco contienen los químicos listados en la parte de arriba.

Por favor platica conmigo acerca de las siguientes preguntas.

¿De qué forma pueden dañar mi cuerpo los productos y los químicos listados en la parte de arriba si son usados incorrectamente?

¿Qué efectos a largo plazo puede causar el uso del tabaco en mi cuerpo, mente y bolsillo?

¿Cuáles son nuestras tradiciones familiares y las reglas familiares con respecto al uso del tabaco?

¿De qué forma el respirar el humo de segunda mano afecta a los no fumadores, especialmente a los niños?
## TOBACCO VOCABULARY LIST

**Teacher Resource Sheet**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction</td>
<td>A physical condition in which a person begins to depend on a substance or needs a substance to feel normal.</td>
</tr>
<tr>
<td>Arsenic</td>
<td>A poison used to kill mice and rats.</td>
</tr>
<tr>
<td>Carbon Monoxide</td>
<td>A poison that comes out of a car’s exhaust pipe.</td>
</tr>
<tr>
<td>Carcinogen</td>
<td>A cancer-causing substance.</td>
</tr>
<tr>
<td>Cilia</td>
<td>The hair-like structures found in your lungs that “sweep” or clean harmful particles out of the lungs.</td>
</tr>
<tr>
<td>Chronic Bronchitis</td>
<td>A disease that causes excessive coughing.</td>
</tr>
<tr>
<td>Emphysema</td>
<td>A disease of the lungs that makes breathing difficult.</td>
</tr>
<tr>
<td>Secondhand Smoke</td>
<td>Secondhand smoke is the smoke that non-smokers inhale when they are around those who do smoke.</td>
</tr>
<tr>
<td>Formaldehyde</td>
<td>A gas, in a liquid solution, which is used as a preservative.</td>
</tr>
<tr>
<td>Gateway Drug</td>
<td>A drug that is usually used first in drug experimentation.</td>
</tr>
<tr>
<td>Leukoplakia</td>
<td>A white or colorless growth of abnormal cells inside the mouth that often turns into cancer.</td>
</tr>
<tr>
<td>Nicotine</td>
<td>A poison in tobacco that is sometimes used as an insecticide.</td>
</tr>
<tr>
<td>Nitrosamines</td>
<td>Carcinogens found in chewing tobacco and cigarettes.</td>
</tr>
<tr>
<td>Oxygen</td>
<td>A colorless, orderless gas in the air we breathe.</td>
</tr>
<tr>
<td>Phlegm</td>
<td>The substance people cough up when their lungs get dirty.</td>
</tr>
<tr>
<td>Tar</td>
<td>The gooey, black substance found in tobacco that coats the lungs.</td>
</tr>
<tr>
<td>Tobacco</td>
<td>A plant with broad leaves—the leaves are processed into a finely ground, brown substance and used mainly for smoking and chewing.</td>
</tr>
<tr>
<td>Tobacco Industry</td>
<td>The group of companies that make and sell tobacco products.</td>
</tr>
</tbody>
</table>
3 Cs

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

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies
- Group resource sheets: “Why Do People Use Tobacco?” (starting on page 112)
- Worksheet: “The Power of TV” (see Student Workbook page 7)
- Home Connection: “Advertising Techniques” (see page 115 and page 117)

Materials
- Optional: “Magazine Ads, Are They Truthful?” (see Student Workbook page 8)

Music
- “Clear the Air” from the CD Take a Stand (see page 162)

Vocabulary

- advertising
- macho
- image
- thrill-seeking

Lesson at a Glance

Introduction
- 1. Effects of Tobacco Review

Strategy
- 2. Why People Use Tobacco
- 3. The Power of TV

Conclusion and Home Connection
- 4. Advertising Techniques

Core Curriculum Objectives and Standards

Objectives
- Identify the effects of tobacco use on the body.
- Determine the influence of the media on needs and wants.
- Describe how advertising may influence individual choices.

Standards
- 7050-0203 Summarize the physiological effects of substance abuse.
- 7050-0702 Determine the influence of media on individual purchasing.
- 7050-0202 Use decision-making skills to increase the likelihood of positive outcomes.
3. The Power of TV
• Television is a very powerful media tool.
• Advertisers are able to expertly make certain pictures and words stick in our memory.
• Techniques that cause things to stick in our memory are repetition, a catchy phrase, a musical jingle or idea, colors, related memories and humor.
• Complete “The Power of TV” worksheet and see which of these advertisements is stuck in you memory.

   Answer Key:
   1. Verizon
   2. McDonald’s
   3. Campbell’s Soup
   4. Milk
   5. Skittles
   6. Nike
   7. Cocoa Puffs
   8. Energizer batteries
   9. Frosted Flakes
   10. Subway
   11. Kit Kat
   12. M&M’s
   13. Sprite

• Over 30 years ago, health advocates realized how powerful the influence of TV advertising was in encouraging people to begin smoking. As a result, the advertising of tobacco products on TV was made illegal in the United States.
• Tobacco companies cannot advertise on television.
• How do tobacco companies get around this rule?

   Ideas might include the following:
   football scoreboards, race cars
   movies, sponsoring tennis tournaments
   baseball billboards, internet

   Teachers note: the following G-rated movies have tobacco product placements. The number following the movie indicates how often tobacco use was shown:
   Anastasia—17, Space Jam—117, James and the Giant Peach—206, Her Dalmatians—299, and An American Tail—155. Nearly all movies that are rated PG-13 show someone smoking or using other tobacco products.
Reason #4

Examples of more current movies and tobacco placement can be found online through a Google search with key words “tobacco placement in movies.”

- 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.

4. Advertising Techniques
- Distribute the “Advertising Techniques” Home Connection.
- Instruct students to complete these papers with their families.
- If you wish, use the optional page, “Magazine Ads, Are They Truthful?” (see page 8) in the Student Workbook.

Conclusion and Home Connection

Students may participate in the TRUTH From Youth anti-tobacco advertising contest sponsored by the local health department. Contact your local health department for details.

The Student Workbook also has several pages of ideas for anti-tobacco advertising (see beginning on page 20).
Why Do People Use Tobacco?

Discuss how image and media affect teen tobacco use.
Use the I STOP’D decision model to generate options and ideas.
Each member of this group should be able to answer the questions for him or herself.
Each group member needs to be able to talk to others about this subject.

Image
Teens use tobacco because they think of smokers and spitters as being glamorous, handsome, popular, sophisticated, sexy, and as always having fun.

• What does a smoker’s breath smell like?
• Stop and think. If using tobacco makes you look bad and smell bad, what reasons would there be to use tobacco products?
• What makes a healthy change to my image? (education, healthy living, developing my talents, others?)
• Stop and think. How can you maintain a “cool” or positive image and make the smart choice not use tobacco?

Peer Pressure
Some people say they smoke or spit tobacco because their friends do, or to please their friends, thinking they can stop any time they want.

• Is it easy to say no to your friends? Remember I STOP’D. I have power to stand up for myself when others around me make foolish decisions.
• Stop and think. What will happen if I follow along with poor decisions of other?
• Stop and think. What is the best decision for me?
• What are some options you have to make the smart choice and say no to your friends if they tried to offer you a cigarette or some spitting tobacco.
• How can you use peer pressure in a positive way?
Why Do People Use Tobacco?

Discuss how thinking that tobacco is relaxing affects tobacco use. Use the I STOP’D decision model to generate options and ideas. Each member of this group should be able to answer the questions for him or herself. Each group member needs to be able to talk to others about this subject.

Relaxation
Some people say they use tobacco because it is relaxing. Actually, it is just the opposite. Cigarettes and spitting tobacco are stimulants. They speed up the heart, increase blood pressure, and speed up the functioning of the body. Tobacco products contain a chemical called “nicotine” which is highly addictive. That means the body craves the drug so much that must have it to feel normal. The only reason people feel relaxed when they use tobacco is because they are getting the nicotine their bodies are craving. They are addicted to the drug nicotine.

- Addictions diminish our power to choose. How do people act when they are craving a cigarette?
- Stop and think. How do addictions make it more difficult to make smart choices?
- What other options can a person use to relax than using tobacco products?

Why Do People Use Tobacco?

Discuss how wanting to look older affects teen tobacco use. Use the I STOP’D decision model to generate options and ideas. Each member of this group should be able to answer the questions for him or herself. Each group member needs to be able to talk to others about this subject.

To Look Older
One of the most dangerous ideas held by young people is that tobacco use is OK – that it is an acceptable form of behavior. Young people try smoking to act more grown up. Children follow the examples of older youths and adults around them. If they perceive smoking cigarettes and spitting tobacco as acceptable, the chances are good that they, too, will become users. Many adults who smoke today did not know how addictive tobacco was when they began to smoke. Tobacco is a legal product for adults and the decision to use is made by each individual.

- Stop and think. What decisions could you make for yourself about tobacco use if your parents or someone else in your family smokes?
- How can you make smart choices about living a tobacco-free life if others in your family smoke?
- What options do you have that can help others in your family become tobacco-free?
Why Do People Use Tobacco?

Discuss how advertising and media affects teen tobacco use. Use the I STOP’D decision model to generate options and ideas.
Each member of this group should be able to answer the questions for him or herself. Each group member needs to be able to talk to others about this subject.

Advertising
Advertising and the media can be very powerful. Ads show smokers and other tobacco users as young, attractive, and popular. They do not tell us about the harmful effects of tobacco use but only that smoking and spitting tobacco are connected to fun. Young people are often not aware of how these ads can influence their decisions about tobacco use.

• Stop and think. How does advertising distort the truth about tobacco and make it more difficult to make a smart choice about tobacco use?
• How does advertising influence decisions?
• What options do you have to use advertising in a positive way?
Dear Family,

I have been studying how advertisers use techniques to influence my opinion about their products, especially tobacco. Please review this information with me and help me complete the questions on the second page.

Also, talk with me about using smart choices regarding my not using tobacco products.

Thanks.

Macho Image
Users are shown as strong, tough, and in good shape. Do you really think they are strong and in good shape? What does smoking do to your lungs?

Good Looks/Glamour
Users are shown as young, attractive, and well-dressed. The ad implies that you can be attractive too if you smoke this brand. Does smoking make you more attractive? Are yellow teeth and nails attractive? Are spitting stains on your clothes and bad breath attractive? Is it attractive to spit tobacco?

Rebellion/Thrill-Seeking
An ad showing a rebellious attitude or different risk-taking activities appeals to your sense of independence and adventure. It implies that your life will be more exciting, adventurous, and satisfying if you use tobacco. Is it exciting when you can’t breathe because of lung damage?

Social Success
The ad showing someone who is successful, assertive, or self-confident implies that using tobacco will lead to social success and increased self-confidence. The truth is that tobacco will lead to many health problems, fewer friends, and lots of trouble.

Romance
The ad implies that you will have more romance in your life if you use tobacco. Do you enjoy being around people who smoke or spit? What do you think it would be like to kiss someone who smelled like an ashtray or had a mouth full of spitting tobacco?

Low Tar
The ad implies that a lower tar cigarette is healthy for you or that it tastes great. Is it healthy to smoke cigarettes lower in tar? Do you still receive the same harmful effects? Does tobacco really taste good? Cigarettes are hot, taste bitter, and burn your mouth and lungs. Remember that you have to force yourself to use tobacco when you first start.

Friends/Having Fun/Join The Crowd
An ad showing a group of friends having fun implies that you will have more friends and more fun if you use tobacco. Do you need to smoke or spit to have friends and have a good time? Do you like to have smoke blown into your face? Do you like your clothes to smell like smoke?

Adapted from

Tar Wars
Conexión en el Hogar

Querida familia,
Hoy, aprendí acerca de algunas técnicas que usan los comerciantes para influenciar mi opinión acerca de sus productos, especialmente el tabaco. Por favor revisa esta información conmigo y ayúdame a contestar las preguntas de la siguiente página. También, habla conmigo acerca de las desiciones inteligentes que debo de tomar acerca de no usar ningún producto del tabaco.

Gracias!

Imagen de Macho
Los que usan tabaco son mostrados como fuertes, dominantes y en buena forma. ¿Tu realmente piensas que ellos son Fuertes y que están en buena forma? ¿Qué provoca el tabaco a tus pulmones?

Verse bien/Glamour
Los que usan tabaco se muestran jóvenes, atractivos y bien vestidos. El commercial implícitamente te está diciendo que tu puedes verte atractivo también, si fumas esa marca de cigarros. ¿Fumar te hace más atractivo? ¿Tener los dientes y las uñas amarillas te hace más atractivo (a)? ¿El mal olor de tu ropa y de tu aliento te hacen más atractivo (a)? ¿Es atractivo aventar humo cuando estás fumando?

Rebelión/Buscar Problemas
Este anuncio muestra a alguien con una actitud rebelde o actividades diferentes de alto riesgo que sean atractivas a tus sentidos de independencia y aventura. Esas ideas implican que tu vida tendrán más emoción, aventura, y satisfacción si fumas tabaco. ¿Es emocionante cuando no puedes respirar porque tienes daño pulmonar?

Exito Social
Un anuncio mostrando a alguien exitoso, asertivo, o confiente implica que usar tabaco te lleva a lograr un éxito social e incrementa la autoconfianza. La verdad es que el tabaco te lleva a tener muchos problemas de salud, pocos amigos, y muchos problemas.

Romance
El anuncio implica que tu tendrás más romance en tu vida si usas tabaco. ¿Disfrutas estar rodeado (a) de gente que fuma o escupe? ¿Como crees que sería besar a alguien que huele a cenisero o tenga su boca llena de tabaco masticado?

Bajo contenido de Alquitrán
El anuncio implica que cigarillos bajos en alquitrán son saludables para ti y que saben bien. ¿Es sano fumar cigarros bajos en alquitrán? ¿Son dañinos para la salud? ¿El tabaco realmente sabe bien? Los cigarros son calientes, son amargos, y queman tu boca y tus pulmones. Recuerda que una vez que empieces a usar tabaco, te vez forzado a usarlo una vez más.

Amigos/Divertirse/ Unirse a la Multitud
Un anuncio que muestra un grupo de amigos divirtiéndose implica que tu tendrás más amigos y que te la pasará mejor y te divertirás más si usas tabaco. ¿Piensas que necesitas fumar, o masticar tabaco para pasartela bien? ¿te gusta tener humo en tu cara? ¿Te gusta que tu ropa huela a cigarro?

Adapted from

Adapted from "Tur Wars"
Dear Family,

I have been studying how advertisers use techniques to influence my opinion about their products, especially tobacco. Please review the information on the first page and help me complete these questions and activities.

Use magazines or television and find ads that represent these seven advertising techniques.

- Macho image
- Good looks/glamour
- Rebellion/thrill-seeking
- Friends/fun/join the crowd
- Social success
- Romance
- Low tar/good taste

1. Tell your parent how that advertising technique is used in the ad.

2. Talk about what these ads want you to believe.

3. Do these ads tell the entire truth? □ Yes □ No

4. What information is being left out of the advertisement that makes it more difficult to make a smart choice about the product being advertised?

5. Share any tobacco ads you can find and determine what is misleading in the ad.

6. Draw a line between the items in the ad with the reality that is left out of the ad

<table>
<thead>
<tr>
<th>Items in Ad</th>
<th>What You Might Really See</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lit cigarette</td>
<td>$2,190 spent a year on tobacco.</td>
</tr>
<tr>
<td>Skinny, athletic body</td>
<td>Few friends—most people do not use tobacco.</td>
</tr>
<tr>
<td>Surrounded by friends</td>
<td>Unhealthy lungs, breathing problems</td>
</tr>
<tr>
<td>Extra money to spend</td>
<td>Yellow teeth; bad breath; black, hairy tongue</td>
</tr>
<tr>
<td>Good looking, white teeth</td>
<td>Dirty ashtrays, ashes on clothes</td>
</tr>
</tbody>
</table>

Adapted from

Tan Wars
Querida familia,

Yo he estado estudiando como los anunciantes usan técnicas para influenciar mi opinión acerca de sus productos, especialmente el tabaco. Por favor revisa la información que se encuentra en la primera página y ayúdame a completar estas preguntas y actividades.

Usa revistas o la televisión y encuentra anuncios que representen estas siete técnicas de publicidad.

□ La imagen de macho
□ Buena imagen/glamour
□ Rebelión / búsqueda de emociones fuertes
□ Bajo contenido de alquitrán/ buen sabor
□ Amigos/diversión/unirte a la multitud
□ Suceso social
□ Romance

1. Dile a tus padres como esa técnica de publicidad es usada en ese anuncio.
2. Habla acerca de lo que quieren estos anuncios que tu creas.
3. ¿Estos anuncios dicen completamente la verda? Sí No
4. ¿Qué información no es parte del anuncio la cual hace que sea más difícil tomar una desición inteligente acerca del producto que está siendo anunciado?
5. Comparte cualquier anuncio que encuentres acerca del tabaco, y determina que mentiras están siendo dichas en el anuncio.
6. Dibuja una línea entre los artículos en el anuncio, y relacionalo con lo que es parte de la realidad y que no está siendo mencionado en el anuncio.

- Artículos en un anuncio
  - Cigarrillo encendido
  - Un cuerpo atlético y Delgado
  - Rodeado de amigos
  - Dinero extra gastado
  - Buen aspecto, dientes blancos

- Lo que tu podrías ver realmente
  - $2,190 gastados anualmente en tabaco
  - Pocos amigos-la mayoría no usa tabaco
  - Pulmones no saludables, problemas para respirar
  - Dientes amarillos; mal aliento; lengua negra y bellosa
  - Ceniceros sucios y cenizas en la ropa
Tobacco Nicotine On
Trial: Decision Making
More Practice with I STOP’D and We STOP’D

3 Cs

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

Help students to understand and invite them to state clearly:

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

Preparation

Copies
From the Tobacco on Trial Student Workbook:
“Airline Decision-Making Experience” (see Student Workbook page 9)
“Using I STOP’D to Solve a Problem” (see Student Workbook page 10)

Vocabulary
No new vocabulary

Lesson at a Glance

Introduction
1. Airline Decision-Making Experience

Strategy
2. Review I STOP’D and We STOP’D (see lessons 4 and 5)

Conclusion
3. Using I STOP’D or WE STOP’D to Solve a Problem.

Core Curriculum Objectives and Standards

Objectives
Identify and practice the steps of good decision making.

Standards
7050-0202 Use decision-making skills to increase the likelihood of positive outcomes.
1. “Airline Decision-Making Experience”
   - Give each student the “Airline Decision-Making Experience” worksheet.
   - Read the paragraph at the top of the page.
   - Have each student complete the “Individual Decision Section.”
   - Remind students that this part of the activity is absolutely individual with no sharing or talking.
   - Divide the class into groups of 5–6 students.
   - Have each group complete the “Group Decision” section of the worksheet.
   - Have each group report about the decision it made including the reasons for making that decision.

   The following information might help you make a smarter decision.
   - Brain Surgeon: The brain surgeon is returning home from a vacation. He would like to get home as soon as possible because his last flight was delayed and he is tired of airplane food!
   - Lawyer: The lawyer is leaving for a business trip and wants to arrive at his hotel in time for a quick swim before bed!
   - Religious Leader: The religious leader is traveling to a seminar. He would like to arrive early to do some sightseeing!
   - Environmentalist: The environmentalist is anxious to leave for the jungle. He has decided to take a week off to observe butterflies.
   - Teenager: The teenager is flying to receive a long-awaited kidney transplant!
   - Movie Star: The movie star is excited to leave to start filming his or her leading role in an upcoming film.

   - How does knowing this information help you make a smarter decision?
   - How can improving your decision making skills improve your ability to make smarter decisions?

2. Review I STOP’D and We STOP’D.
   Review the concepts of effective decision-making from lessons 4 and 5.

3. Using I STOP’D to Solve a Problem
   - Choose a personal or group problem. For example, “Should I use tobacco?”
   - Complete the worksheet using the I STOP’D or We STOP’D decision-making process.
   - Use the processing questions in the introduction to evaluate the effectiveness of the individuals or groups to make smart solutions.
Lesson 16: Tobacco/Nicotine on Trial: Refusal Skills

More Practice With I STOP’D

3 Cs
- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies
- From Tobacco on Trial Student Workbook:
  - “Naming the Trouble” (see Student Workbook page 11)
  - “Alternatives to Trouble” (see Student Workbook page 12)
  - “Bee Smart – Make Smart Choices” (see Student Workbook page 13)
  - “If Someone Keep Pressuring You” (see Student Workbook page 14)
  - “Ways of Saying No” (see Student Workbook page 15)

Home Connection (see page 126)

Materials
- Optional video: Duffy’s Story (Available in many school media centers or call Utah State Office of Education [801-538-7713]).

Vocabulary
- peer (fear) pressure
- Refusal Skills

Lesson at a Glance

Introduction
- 1. Fear Pressure and Refusal Skills

Strategies
- 2. Naming the Trouble
- 3. Learning Refusal Skills and “Alternatives to Trouble”
- 4. “If Someone Keeps Pressuring You”

Conclusion
- 5. Practice Smart Choices With Scenarios

Core Curriculum Objectives and Standards

Objectives
- Demonstrate the ability to identify potentially troublesome situations and use the steps of “Refusal Skills e.”

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.
1. Fear Pressure and Refusal Skills
- Remember a time when you got into trouble.
- How did it feel?
- 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.
- One way to stay out of trouble is using a skills call the Refusal Skills®. Using these skills will help you –
  - Keep your friends.
  - Have fun.
  - Stay out of trouble.
  - Stay in control.

2. Naming the Trouble
Using “Naming the Trouble,” identify troublesome situations and their possible consequences.

3. Learning Refusal Skills
- Turn to the “Bee Smart – Make Smart Choices” worksheet in the Student Workbook
- Discuss each step.

Step #1
Ask questions. (“What ....?” “Why....?”)
- Use the troubles from the list to model Step #1 with a student assistant and illustrate asking questions.
- 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. Continue this discussion, modeling, and role playing as long as necessary.

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 trouble,” “That’s wrong,” or “That’s mean,” etc.

Step #3
State the consequences. (“If I do that . . .”)
- Explain to students that troubles have different kinds of consequences (legal, school, family, health, and personal consequences, both for themselves and for others), and then briefly discuss them.
- Say that consequences may be different for each person.

Step #4
Suggest an alternative. (“Instead why don’t we . . .”)
- Give students the worksheet “Alternatives to Trouble.”
- Take a few minutes, and list 12 activities that won’t have legal consequences or bring on trouble.
- Students can share some of their thoughts with the class.
Use the troubles from the list to model Steps #1 through #4 with your assistant:

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 . . . “)

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

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.
Use the troubles from the list to model Steps #4 and #5 with your assistant:

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 . . .”)

- Set the stage for students. For example, “Let’s say that your friend wants you to go down to the store and help steal some sneakers. You’ve told your friend that it’s wrong, and if you do that, you might get into trouble with the police as well as your family.”
- Now you want to suggest an alternative.
- Don’t pressure
- Continue to model the skill. You may want to “think out loud” so students can hear the thought process behind the steps, or “ask for help” from different students so that you get an idea of how well they’re understanding the skills.
- Practice with a few students as the class watches.
- You can cue key phrases, and your assistant can portray the “troublemaker.”
- Review all the steps and remember the following points when practicing Steps #4 and #5:
  - Remind students that their alternatives should be specific, but they can be simple.
  - Include situations in which students don’t have to “leave the door open,” because the troublemaker agrees to their alternative.
  - Discourage students from omitting selling their alternative and jumping to the next step.
  - Don’t pressure students, and don’t let them pressure each other.

Consider the following options as cues for “sell it”:
- Ask students for their alternative selling technique before beginning the role play, and cue key phrases to that information.
- Freeze the role play and help the student think of selling techniques.

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 . . .”)

- Practice with a few students. Continue to vary the endings of the role plays.
- Have students practice with a partner.
4. “If Someone Keeps Pressuring You”
Distribute and discuss with the handouts “If Someone Keeps Pressuring You” and “Ways of Saying ‘No!’”
• Go over the refusal dialogue with them.
• Tell them they can use these skills when other techniques are not working or when nothing comes to mind.

5. Practice Smart Choices With Scenarios
Practice making smart choices by using the Refusal Skills with the following scenarios.

Scenario #1
While skateboarding at the park you and your friend find a pack of cigarettes. Your friend dares you to smoke one. What are you going to do?

Scenario #2
You and your friend go to the mall to hang out on a Saturday afternoon. While there, you see your friend’s older brother. He has a pack of cigarettes and offers you both one! Your friend takes the cigarette. What are you going to say?

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.

Home Connection
• 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 about an effective way of saying “No!” to problem behavior and still keep my friends. The five simple steps of the Refusal Skills are listed below. Help me teach them to you.

Another effective way to stay out of trouble is to have several alternatives to trouble that I can quickly use. Please discuss with me some alternatives to trouble that you, as a parent, can help me do. For example, let’s decide on a secret phrase I can use when I call you that you know you need your help.

### The Five Steps of Refusal Skills

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**Home Connection**

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Conexión en el Hogar

Querida familia,
Hoy, aprendí acerca de una manera efectiva de decir ¡No! a un problema de conducta y aún así conservar a mis amigos. Los cinco pasos sencillos que enseñan a desarrollar la Habilidad de Rechazar se encuentran listados en la parte de abajo. Ayúdame a enseñártelos.

Otra forma sencilla de estar alejado de los problemas es tener varias alternativas para resolver el problema las cuales puedan ser utilizadas rápidamente. Por favor discute conmigo algunas alternativas para resolver el problema, que tú, como padre, me puedas ayudar a poner en práctica. Por ejemplo, vamos a poner una frase secreta que yo pueda usar cuando te llame, con la que tú puedas determinar que necesito de tu ayuda.

Cinco pasos que enseñan a desarrollar la Habilidad de Rechazar Hacer preguntas

Paso #1: hacer preguntas
(“¿Qué?... ¿Porqué…?”)

Paso #2 Nombrar el problema
(“Esto…”)

Paso #3 Identificar las consecuencias
(“Si hago eso…”)

Paso #4 Sugerir una alternativa
(“Si tu cambias tu forma de pensar…”)

Paso #5 Cambiarlo, venderlo, y dejar la puerta abierta.
(“Si tu cambias tu forma de pensar…”)

Conexión en el Hogar

Querida familia,
Hoy, aprendí acerca de una manera efectiva de decir ¡No! a un problema de conducta y aún así conservar a mis amigos. Los cinco pasos sencillos que enseñan a desarrollar la Habilidad de Rechazar se encuentran listados en la parte de abajo. Ayúdame a enseñártelos.

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Paso #5 Cambiarlo, venderlo, y dejar la puerta abierta.
(“Si tu cambias tu forma de pensar…”)
Tobacco/Nicotine On Trial: Goal Setting and Wrap-Up

More Practice With I STOP'D

3 Cs
- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:
- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

From Tobacco on Trial Student Workbook:
- “Daniel’s Dilemma” (see Student Workbook page 16)
- “You Can Do It!” (see Student Workbook page 17)
- “Secondhand Smoke” (see Student Workbook page 18)
- “Summary – What Have We Learned?” (see Student Workbook page 19)
- “Tobacco Knowledge – Post Test” (see Student Workbook page 20)

Materials
- Balloons of different shapes and sizes
- Safety goggles/glasses

Vocabulary
- secondhand smoke
- sidestream smoke
- mainstream smoke

Lesson at a Glance

Introduction
1. Financial cost of using tobacco

Strategies
2. Goal Setting and Setbacks – The High Cost of Secondhand Smoke
3. Balloon Demonstration and Analogy
4. You Can Do It! Short-Term Goal Setting
5. Secondhand Smoke
6. Habits in General and the Tobacco Habit

Conclusion
7. What Have We Learned
8. Make a Contract

Core Curriculum Objectives and Standards

Objectives
- Predict the consequences of a variety of choices.

Standards
7050-02 Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
1. Financial cost of using tobacco

- Discuss with students that one of the consequences of using tobacco products is the high cost.
- Have students complete the worksheet “Daniel’s Dilemma.”
- Discuss the answers. (These prices are based on cigarettes at $6 a pack.)
  - One pack of cigarettes every day for one week costs: $42
  - One pack of cigarettes every day for a month (30 days) costs: $180
  - One pack of cigarettes every day for a year costs: $2190
  - One pack of cigarettes every day for 5 years costs: $10,950
- How is using tobacco a financial smart choice or financial foolish choice?
- There are other costs associated with tobacco use beyond the actual cost of the product.
- Tobacco users have increased costs associated with medical care, insurance premiums, home cleaning and repair, replacing clothing damaged by cigarette ash, etc.

2. Goal Setting and Setbacks

- What goals have you achieved?
  Examples could include learning to ride a bike, never missing a day of school, or saving your money for a special toy.
- How did you feel after you achieved your goal?
- Stop and think. How could tobacco use hinder or stop you from reaching your goal?
  Poor health, less money, wasted time.
- What is the purpose of goals?
  A goal is something we would like to do, to be, or to achieve. They are decisions that are acted upon.

3. Balloon Demonstration and Metaphor

- Balloons come in different shapes, sizes, and colors, and all have a special beauty. We all have some of the same goals in life, but how we achieve them may be different.
- Different goals make interesting people and help people have an interesting life.
- Have three students blow up a balloon of different sizes, shapes, and colors and leave the balloon untied.
- Have them hold the untied balloons and stand at the front of the room.
- How are these balloons different?
- How are these balloons the same?
- How are goals like these balloons?
  Goals can be short- or long-term, different kinds and sizes, color our lives in different ways, be bigger or smaller, difficult to start, or difficult or easy to hold.
  Sometimes the hardest part is starting the goal and sometimes the hardest part is accomplishing the goal.
- Sometimes the hardest parts to blowing up a balloon are getting it started and tying the knot. Likewise, sometimes setting a goal is easy and sometimes working through and accomplishing the goal is the hard part.
- Have the first student tie her/his balloon.
- A person with more “pucker power” than you can be a great help in starting stubborn balloons. We may never
get started on a goal until someone gives us help or a boost.

- If you don’t have a tight grip on your balloon and tie it off, it might flutter and sputter away from you.
- Likewise, with a goal, you need to keep working on a goal, or it might just sputter away.
- One way to tie off your goals is to write them down and post them where they are easily seen and reviewed.
- What other ways could you start and keep your goals?

- Have the second student release his or her balloon.
- If your balloon gets going in the wrong direction, the best thing to do is let the air out, and start again.
- Don’t be afraid to start over when you realize your goal isn’t exactly what you expected.
- How can starting over with a goal be a smart choice?

- Give the third student some safety goggles and have him or her blow up a balloon until it pops.
- Sometimes balloons will keep expanding until they pop.
- Setting unrealistic goals or bragging can backfire.
- How could bragging or setting unrealistic goals be a foolish choice?
- Sometimes there are other obstacles that might deflate a balloon or cause it to pop.
- What kinds of obstacles might get in the way of goals?
- Making a decision to never start smoking is like having an inflated balloon. It is fun and healthy and you can enjoy it for a very long time.
- If you start to smoke, it is like popping that balloon. You lose what you had and it is very hard to get it back.

4. “You Can Do It! Short-Term Goal Setting”
- Distribute the worksheet “You Can Do It! Short-Term Goal Setting”
- Coach the class through the worksheet by verbally asking the questions on the worksheet and giving some personal ideas and opinions.
- Have the students complete their own worksheets with personal goals.
- After the students have finished, let a few of them share their goals.

5. Secondhand Smoke
- Distribute the handout “Secondhand Smoke or Environmental Tobacco Smoke.”
- *Mainstream* smoke is inhaled into the lungs from the cigarette then blown back out into the environment.
- *Sidestream* smoke may come from someone else’s tobacco or one’s own, from the burning end of the cigarette between puffs, or while it is lying in an ashtray.
- Sometimes, other people’s decisions or choices may affect some of our own personal goals. For example, if one of our goals is to remain tobacco-free, how could other people’s choices have an effect on that goal?
- Point out that even if the decision has been made to remain tobacco-free, we may find ourselves exposed to other people’s smoke. Exposure to other people’s smoke is called secondhand smoke.
• Young people should avoid secondhand smoke because they are especially sensitive to it. Their immune systems and lungs are not fully grown.
• Difficulties can arise among non-tobacco users and tobacco users. For example: how do you tell an adult smoker that the smoke from his/her cigarette bothers you?
• Was there ever a time when you were exposed to secondhand smoke and didn’t know what to do about it or how to protect themselves from the negative effects? Brainstorm ideas on what they can do to protect themselves. Refer to the handout for ideas and to reinforce concepts.
• Have students complete the bottom of their handout.

Discussion

• Explain the situation with Aunt Emily as outlined. Give students a few minutes and have some of them share their ideas. List them on the board and discuss.
• Point out that students could offer to help Aunt Emily quit smoking.
• Discuss that most adult smokers, about nine out of ten, wish they could stop smoking.

6. Habits in General and the Tobacco Habit
• A habit is something we do on a regular basis without having to think about doing it.
• Habits come from making choices and repeating those choices over time.
• There are both healthy (smart choices) and unhealthy (foolish choices) habits.
• What are some unhealthy habits that come from foolish choices?
• What are some healthy habits that come from smart choices?
• How do feel when some people make unhealthy choices?
• What can you do to help others make healthy choices?

7. “What Have We Learned”
• Distribute and administer the Tobacco Knowledge – Post Test.
• Distribute the handout, “Summary: What Have We Learned?”
• Tell students that now that they have put tobacco on trial, it is their turn to be the judge and come to a verdict.
• Use this time to review everything talked about during the Tobacco on Trial lessons.
• Tell students they are going to judge for themselves whether or not they will use cigarettes.
• Before they make their decision, review each of the points.
• Review the contract and declare it a smart choice to sign and promise to remain healthy by being tobacco-free for a lifetime.

Optional Activities

Complete the “Truth or Dare” crossword puzzle on page 6 of the Student Workbook.

Create anti-tobacco advertisements in some media format.

The Student Workbook, starting on page 21, contains several pages with suggestions. The 5th grade does an entire media campaign. The 4th grade is also invited to participate. For more ideas, consult with a 5th grade teacher.
Mind Over Matter

3 Cs
I care about myself.
I care about others.
I care about my community.

Help students to understand and invite them to state clearly:
I have the right to care about myself.
I have the responsibility to make smart choices when I care about myself.
I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation
Materials
several pairs of small nuts and bolts (for “Alcohol’s Impact on the Brain” activity)
several pairs of gloves (for “Alcohol’s Impact on the Brain” activity)
Music
“Mind Over Matter” from the CD Mind Over Matter (see page 138)

Vocabulary
neurons
neurotransmitters

Lesson at a Glance
Note to teacher
The enclosed lesson should be taught to students prior to sending home the “Mind Over Matter” materials to share with parents. Please become familiar with the teacher information on starting page 139).

Introduction
1. Importance of the Brain

Strategy
2. Brain Developmental Stages
3. The Brain Message System
4. Alcohol’s Impact on the Brain
5. “Mind Over Matter” Music

Conclusion and Home Connection
6. Distribute CD Mind Over Matter

Core Curriculum Objectives and Standards
Objectives
Students will be able to make the decision to abstain from underage drinking.

Standards
7040-203 Predict the possible consequences of substance use.

Teacher Notes
Note:
This lesson should be taught to students prior to sending home the “Mind Over Matter” materials to share with parents.

In the lesson, dark printed words may be said directly to students.

Lightly printed type is for teacher information and background.

If you have any questions or comments about this lesson, please contact:
Verne Larsen
USOE
250 E 500 S
Box 144200
SLC, UT 84114 4200
801-538-7713
Introduction

Demonstrate

1. Importance of the Brain
   - Our hands can make a good model of the brain.
   - Make a fist with both hands.
   - Move your thumbs from the front of the fingers and rest it on the side of your index fingers.
   - If you look down at your fists, you will see your thumbnail resting on the joint of the index finger.
   - Put your fists together and stick your thumbs straight up.
   - Rotate your hands toward your body and point your thumbs down.
   - Your hands model your brain.
   - The fingers represent the body of the brain and model the folding of the brain.
   - Each hand represents the two distinct hemispheres or sides of the brain.
   - The thumbs represent the brain stem or spinal cord.
   - Our brain directs everything our body does, and everything we think, feel, see, or do.
   - Our spinal cord helps the brain move information to the rest of our body.

Strategies

Discuss

2. Brain Developmental Stages
   - The brain takes about 21 years to fully mature.
   - As we mature, we grow through stages of being an infant, a child, a teenager and an adult.
   - As our brain develops and learns to do more things, it changes us from a crying, helpless baby to a fully mature person

Ask

What we learn and do during each stage of development?

Baby/Infant
- grow taller
- learn to crawl
- walk
- feed ourselves
- talk

Child
- grow taller
- learn to read
- learn to write
- play games
- ride a bike
- swim

Teenagers
- body and voice changes
- take greater charge of development
- make more decisions
- face challenges
- work
- drive

Adults
- work at jobs
- lots of decisions
- face challenges
- make the world a safe place for children
Discuss

Show four different size trees similar to the examples below.

- Baby or Infant
- Child
- Teenager
- Adult

Ask

- How is establishing strong roots of a tree like establishing strong personal roots of a healthy lifestyle, strong values and good decision-making skills?

3. The Brain Message System

- Our brain sends messages throughout our body.
- These messages are sent by brain cells called “neurons.”
- How is a neuron like a tree? It has a stem or trunk, branches, root-like structures and other parts that look like a tree.
### Demonstrate
- Many neurons together form a chain of neurons that send brain messages to different parts of the body.
- Whenever we think, see, or do something, our brain has sent a neuron message to make it happen.

### Discuss
- Have students complete a few simple tasks to demonstrate how the brain sends a message.
  - raise your right arm
  - touch your nose
  - smile at your neighbor
  - pick up a piece of paper.

- Like a growing tree, the brain adds more neuron branches as it matures.
- New branches are added as you learn new things because your neuron-trees grow more branches and the “roots” make more connections with other neurons.
- The more branches and connections you make, the smarter and more capable your brain becomes.
- Our brain must keep its schedule and not be interrupted or our brain will not be as smart and powerful as it could be.

### 4. Alcohol’s Impact on the Brain
- Alcohol is a drug that slows down brain activity, so your brain can’t develop as well.
- Alcohol is a dangerous drug for the developing brain. It acts like a computer virus on the brain by triggering feel-good messages from a harmful chemical instead of a real experience.
- Alcohol interferes with, deletes, or changes messages throughout the developing brain so it doesn’t work as well. Some memory parts are stunted.
- These changes in the brain negatively affect how the body functions.
- Alcohol kills some brain cells that make you feel happy and re-wires others in a harmful way so you crave the false happiness alcohol triggers, instead of the real happiness you were meant to experience in life.
- Drinking before age 21 has been proven to harm brain development.

### Tie in the 3 Cs
I care about me.
- 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.
- I can make healthy choices to insure my brain develops properly.
- What can you do for your brain to show you care about yourself?
Play

“Alcohol’s Impact on the Brain”

Teams of 5 or 6 sit in a circle. Each team receives a small bolt and accompanying nut which screws onto it. Each student must, in turn, thread the nut all the way on to the bolt and back off again. This process takes place for each student until all have had their turn. Teams compete for fastest time.

Repeat the activity after passing out a pair of gloves for each team. This time each team member wears the gloves while completing the task. Compare how fast they accomplished the task this time compared to the first effort. If time permits, you may want to complete the activity again where only the 1st, 3rd or 5th team member wears the gloves and the others do it without. Then compare these results to the first two.

Ask

• What happened in the activity with each round?
• The part of the brain that helps with coordination and motor movement is called the cerebellum. How does this activity illustrate how the brain is impaired with alcohol?
• How can you use this information in making decisions regarding alcohol use?

Sing

• How is alcohol in the developing brain like pollutants to a developing tree?

5. “Mind Over Matter”

• Learn and sing the song, “Mind Over Matter”.
• Discuss the messages of the song and ways to protect the developing brain.

Conclusion

6. Distribute “Mind Over Matter” materials

• Distribute and discuss contents of “Mind Over Matter” take home packets.
• Assign students to share the CD packet with parents.
• Encourage students to sign and display at home the window clings that come in the lesson packet.
• Schedule a day for follow-up discussion and collection of parent evaluations.

Other Activities

• The “Parent Information Sheet” that accompanies the CD contains a piece entitled “Play games. Save Brains” While a serious talk about underage drinking can be good, playing online games with children is fun, connecting and informative.
• To play the games in the classroom, click the “Prevention Games” link at ParentsEmpowered.org.
• Encourage students to play these games with their parents.
Mind Over Matter

Music and Lyrics by Steve James
© 2004

Don’t want to drain the brain
That can drive you insane so I find It’s a matter of mind
I have to stop and think
That I don’t want to drink any kind That can damage my mind

(CHORUS)
Mind over matter
That’s the talk of the town
The chatter around Mind over matter
A drink can take its toll
So you take control Mind over matter

It’s my mentality
That it’s all up to me if I choose to accept or refuse
And so my choices show That I want to grow safe and sound With both feet on the ground
(CHORUS)

Mind over matter
That’s the talk of the town
The chatter around Mind over matter
A drink can take its toll
So you take control Mind over matter
Don’t you know that all the research shows that drinking causes brain damage
Mind over matter, 10 to 21...
Teacher Information
Current statistics can be found on the listed websites.

Facts about Alcohol and our Children:

• In the United States, 72% of all deaths among persons aged 10--24 years result from four causes: motor-vehicle crashes, other unintentional injuries, homicide, and suicide. During the 30 days before the survey, 29.1% of high school students had ridden in a car or other vehicle driven by someone who had been drinking alcohol.


• 83% of tenth graders have not used alcohol in the past 30 days.


• The gap between alcohol use by boys and girls has closed. Girls consume alcohol and binge drink at rates equal to boys.

  Alcohol epidemiologic Data System National Institute on Alcohol Abuse and Alcoholism, 1997.

• The use of alcohol, by itself or with other drugs, can retard the normal growth and development of young people.

  American Academy of Pediatric, Alcohol: Your Child and Drugs.

• “The brain does not finish developing until a person is around 20 years old.”

  Cynthia Kwahn, Ph.D., Buzzed: The Straight Facts about the Most used and Abused Drugs, Duke University Medical Center, 1998.

• “When there is a disruption of the normal developmental schedule of experience, neural connections are not made properly, sometimes with devastating results.”

  Rethinking the Brain, Rima Shore, Families and Work Institute, 1997.

• “Exposure to substances that inhibit cell growth has some impact on an adult brain, but a devastating impact on the developing brain.”

  Kuw, Swartzwaelder and Wilkie, Duke University Medical Center, Buzzed, 1988.

• Children shape their attitudes and opinions about underage alcohol use before they are 12. If we are to prevent underage alcohol use, we must reach our children while they are in elementary school.
Notes for Duplicating the Tobacco on Trial Student Workbook

The Tobacco on Trial Student Workbook which follows is arranged so it can be duplicated and folded into a booklet.

1. Duplicate the pages in the order they are in this book.
2. Duplicate two sided.
3. Flip on short edge (your printer will know what this means)
4. There will be a total of seven 8 1/2 X 11 pages.
5. Stack the pages and fold them into a booklet.
6. When folded into a booklet, each student book will have 25 pages and a cover.
7. When properly stacked and folded, page one starts after the cover page and continues in sequence through page 25.
Dear Parents and Families,

Tobacco is a problem that needs to be addressed with young people. According to the 2006 National Household Survey on Drug Use and Health, nearly 80% of all adult smokers became regular smokers before the age of 18. The National Institute of Drug Abuse 2007 Monitoring the Future Survey finds that the peak years for first trying tobacco appears to be in the sixth or seventh grades with a considerable number starting even earlier. Smokeless tobacco is becoming more prevalent among young people and poses a tremendous health risk to our youth.

As you know, smoking is a major risk factor in heart disease, emphysema, cancer, high blood pressure and immune system diseases. Did you also know that cigarette smoking is the single most preventable cause of death and disability among adults in the United States?

It is important to understand that smoking by adolescents is related to the use of other drugs. Tobacco is considered a gateway drug. Very few adolescents have used marijuana, cocaine or even much alcohol without having had prior experience with tobacco. To prevent this sequence of unhealthy behaviors, it is important and necessary to target the early experimentation with tobacco.

The intent of the Prevention Dimensions lessons and Tobacco on Trial is to educate youth about tobacco and help them develop the skills necessary to make the healthy choice not to use it. These lessons will teach skills like resisting peer pressure, smart decision-making, understanding techniques used by the tobacco industry to advertise tobacco and knowing the facts about the effects of tobacco on the body. We want the Tobacco on Trial lessons to be a positive learning experience for your student and invite your participation.

Sincerely,

Your School

The Utah State Office of Education
The Tobacco Prevention and Control Program
Utah Department of Health

As you know, smoking is a major risk factor in heart disease, emphysema, cancer, high blood pressure and immune system diseases. Did you also know that cigarette smoking is the single most preventable cause of death and disability among adults in the United States?

As you know, smoking is a major risk factor in heart disease, emphysema, cancer, high blood pressure and immune system diseases. Did you also know that cigarette smoking is the single most preventable cause of death and disability among adults in the United States?
Discuss the assigned subject area.

Your small group is to work on either mouth, nose, eyes or skin.

Why and when can ______________ (gasoline, for example) become poisonous; how can you prevent _____ poisoning; what kind of first aid would a person render to a person who has been poisoned with _____.

Fill in the graph with your answers.
Tobacco Knowledge Pre-Test

Please answer all of the questions below by circling the answers that best fit your response. If any question does not apply to you, or you are not sure what it means, just leave it blank.

1. Are you a male or a female?
   - Male
   - Female

2. How old are you?
   - 9
   - 10
   - 11
   - 12

3. Out of every 10 students your age, how many do you think smoke cigarettes or vape e-cigarettes?
   - None
   - 1
   - 2
   - 3
   - 4
   - 5 or more

4. Do you think that smokers or vapers have a hard time breathing?
   - Yes
   - No
   - Don't know or not sure

5. Do you think that smoke from other people's cigarettes is harmful to you?
   - Yes
   - No
   - Don't know or not sure

6. How many times have you and your parents talked about tobacco issues such as smoking, vaping, chewing, or secondhand smoke during the last month?
   - Never
   - Once
   - More than once

7. Do you think that tobacco companies are trying to get young people to start smoking/e-cigs?
   - Yes
   - No
   - Don't know or not sure

8. Do you think that you will try cigarettes or chewing tobacco next year?
   - Yes
   - No
   - Don't know or not sure

9. Do you think it is okay to say "no" to a friend who tries to offer you a cigarette or nicotine device?
   - Yes
   - No
   - Don't know or not sure

10. What is the addictive substance in tobacco or e-cigs?
    - Tar
    - Carbon monoxide gas
    - Nicotine
    - Arsenic

11. Do you think that kids who start smoking can stop any time they want?
    - Yes
    - No
    - Don't know or not sure

12. Do you think that it is safe to smoke or vape for only a year or two?
    - Yes
    - No
    - Don't know or not sure

13. Do you think that using smokeless tobacco can cause cancer?
    - Yes
    - No
    - Don't know or not sure

14. Do you think tobacco or e-cig advertising tells the whole truth?
    - Yes
    - No
    - Don't know or not sure

15. In the last month, have you seen advertisements for smoking or e-cigs?
    - Yes
    - No
    - Don't know or not sure

**Notes and Thoughts**

Page 23
How Many People Use Tobacco or Electronic-Cigarettes (Electronic-Cigarettes, E-cigs or E-cigarettes are all the same thing and may be referred to by any of those terms).

<table>
<thead>
<tr>
<th>My Age</th>
<th>High School</th>
<th>Adults</th>
<th>My Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>10%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td>40%</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>70%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Actual:

- Real percentage of Utahans who use tobacco/nicotine every week.
According to the following website every day 3200 youth try tobacco for the first time and 2,100 become addicted. Roughly 66% or 7 out of 10 people who start will get addicted. 

http://betobaccofree.hhs.gov/about-tobacco/facts-figures/#who

• According to the Surgeon General report, 3 out of 4 teenagers who start smoking will continue smoking into adulthood.

http://www.surgeongeneral.gov/library/reports/preventing-youth-tobacco-use/factsheet.html

• The following websites give current information on the morality rates of tobacco/nicotine use.


MYTH #1: If a person has just a few cigarettes or e-cigarettes they won't get addicted. FACT: Nicotine is addictive. Very few people can smoke just a few cigarettes or e-cigarettes and not get addicted.

MYTH #2: Nicotine isn't a drug. FACT: Nicotine is a drug. It has addictive qualities just like heroin, cocaine, or alcohol. People use it knowing it is harmful to them, and it changes how their brain and body function. It alters mood, increases the heart rate, and drives the cravings that smokers and vapers know so well.

MYTH #3: You look more grown-up and cool when you smoke or vape. FACT: Nicotine is a drug. It has addictive qualities just like heroin, cocaine, or alcohol. People use it knowing it is harmful to them, and it changes how their brain and body function. It alters mood, increases the heart rate, and drives the cravings that smokers and vapers know so well.

MYTH #4: Chewing tobacco is safer than smoking. FACT: Chewing tobacco is just as dangerous as smoking cigarettes. Chewing tobacco causes just as many diseases, just different ones. Instead of lung cancer it causes lip, mouth, throat, or stomach cancer.

MYTH #5: Smoking cigarettes doesn't actually kill a person. FACT: Smoking kills over 1,200 people a day. It kills over 7,000 people a day.

MYTH #6: Vaping is safer than smoking. FACT: Vaping is just as dangerous as smoking. It contains over 7,000 chemicals, 70 of which cause cancer. E-cigarettes are dangerous and deadly.

MYTH #7: Smoking kills more Americans each year than alcohol, drugs, cancer, suicide, fires, or accidents combined. FACT: Smoking kills more Americans each year than alcohol, drugs, cancer, suicide, fires, or accidents combined.

Citations
Tobacco Knowledge Post-Test

Please answer all of the questions below by circling the answers that best fit your response. If any question does not apply to you, or you are not sure what it means, just leave it blank.

1. Are you a male or a female?
   - Male
   - Female

2. How old are you?
   - 9
   - 10
   - 11
   - 12

3. Out of every 10 students your age, how many do you think smoke cigarettes?
   - None
   - 1
   - 2
   - 3
   - 4
   - 5 or more

4. Do you think that smokers have a hard time breathing?
   - Yes
   - No
   - Don't know or not sure

5. Do you think that smoke from other people's cigarettes is harmful to you?
   - Yes
   - No
   - Don't know or not sure

6. How many times have you and your parent(s) talked about tobacco issues such as smoking/chewing or secondhand smoke during the last month?
   - Never
   - Once
   - More than once

7. Do you think that tobacco companies are trying to get young people to start smoking?
   - Yes
   - No
   - Don't know or not sure

8. Do you think that you will try cigarettes or chewing tobacco next year?
   - Yes
   - No
   - Don't know or not sure

9. Do you think it is okay to say “no” to a friend who tries to offer you a cigarette?
   - Yes
   - No
   - Don't know or not sure

10. What is the addictive substance in tobacco?
    - Tar
    - Carbon monoxide gas
    - Nicotine
    - Arsenic

11. Do you think that kids who start smoking can stop any time they want?
    - Yes
    - No
    - Don't know or not sure

12. Do you think that it is safe to smoke for only a year or two?
    - Yes
    - No
    - Don't know or not sure

13. Do you think that using smokeless tobacco can cause cancer?
    - Yes
    - No
    - Don't know or not sure

14. Do you think that tobacco companies' advertisements tell the truth?
    - Yes
    - No
    - Don't know or not sure

15. In the last month, have you seen any TV advertisements against smoking?
    - Yes
    - No
    - Don't know or not sure

---

Negative Consequences Of Smoking/Vaping

<table>
<thead>
<tr>
<th>Short Term Consequences</th>
<th>Long Term Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Bad Breath</td>
<td>Example: Lung Cancer</td>
</tr>
<tr>
<td>Example: Smelly skin, hair and clothes</td>
<td>Example: Leukoplakia</td>
</tr>
</tbody>
</table>

---

Negative Consequences Of Using Chewing Tobacco

<table>
<thead>
<tr>
<th>Short Term Consequences</th>
<th>Long Term Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smelly skin, hair and clothes</td>
<td>Example: Lung Cancer</td>
</tr>
</tbody>
</table>

---

Tobacco Knowledge Post-Test
Summary: What Have We Learned?

You have a lot of decisions to make in your life and whether or not to use tobacco, e-cigs or other nicotine products is just one of them. Consider the following information to help you make a smart decision about tobacco/nicotine use.

Gather information about cigarettes.
- How much does it cost to use?
- Is it legal for me to buy or to use?
- Can it hurt me?
- What are the school rules about tobacco/nicotine?
- What would my parents think of it?
- What are the consequences of using tobacco?
- What will happen to my body right away?
- What can happen if I smoke or use chewing tobacco for a long time?
- What will my friends think?
- What could happen if a teacher or a principal finds out?
- What other consequences are there?

REMEMBER... NICOTINE IS A VERY DANGEROUS DRUG!
You have the knowledge needed to make an informed decision about whether or not to use it. The wise choice is never to start.

NICOTINE-FREE CONTRACT

I, __________________________, a student at Elementary School, hereby promise to remain nicotine-free for life. I understand that there are many other health benefits and cost savings to being nicotine-free. I also understand that being nicotine-free for a lifetime is one of the best promises I can make to myself.

Signed __________________________
Date __________________________

Truth or Dare

Crossword Puzzle

Across
1. There are two words. (5,10) What are they?
2. There are two words. (5,10) What are they?
3. There are two words. (5,10) What are they?
4. There are two words. (5,10) What are they?
5. There are two words. (5,10) What are they?
6. There are two words. (5,10) What are they?
7. There are two words. (5,10) What are they?
8. There are two words. (5,10) What are they?
9. There are two words. (5,10) What are they?
10. There are two words. (5,10) What are they?
11. There are two words. (5,10) What are they?
12. There are two words. (5,10) What are they?
13. There are two words. (5,10) What are they?
14. There are two words. (5,10) What are they?
15. There are two words. (5,10) What are they?

Down
1. What is my name? (5)
2. What is my name? (5)
3. What is my name? (5)
4. What is my name? (5)
5. What is my name? (5)
6. What is my name? (5)
7. What is my name? (5)
8. What is my name? (5)
9. What is my name? (5)
10. What is my name? (5)
11. What is my name? (5)
12. What is my name? (5)
13. What is my name? (5)
14. What is my name? (5)
15. What is my name? (5)

Sweeps away harmful particles (5)
Cancer causing (11)
Cancer of the tongue looks like (5,6)
How many cigarettes or e-cigs can cause changes (3)
Gooey and black (3)
Position used to kill mice and rats (7)
Can it hurt me? (3)
Is it legal for me to buy or to use? (3)
Can I have one? (3)
How much does it cost to buy? (3)
Elementary School (9)

Across
Nicotine reduces ____ ____ (4,11)
Poison used to kill mice and rats (7)
Lungs and heart work ____ with tobacco (6)
Dirty lungs cough this (6)
We breathe this (6)
Addivitive substance in e-cigs and tobacco (8)
Using an e-cig (6)
Needs a substance to feel normal (8)
A type of plant (7)
Lung color caused by tar and smoke (5)
Cancer causing (11)
Gooey and black (3)
Desease of excessive smoking (10)
Can it hurt me? (3)
Is it legal for me to buy or to use? (3)
Can I have one? (3)
How much does it cost to buy? (3)
Elementary School (9)

Truth or Dare

Crossword Puzzle

What Have We Learned?
<table>
<thead>
<tr>
<th>Advertising Slogan</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you hear me now?</td>
<td>1. Can you hear me now?</td>
</tr>
<tr>
<td>I'm Lovin' it!</td>
<td>2. I'm Lovin' it!</td>
</tr>
<tr>
<td>M’m! M’m! Good!</td>
<td>3. M’m! M’m! Good!</td>
</tr>
<tr>
<td>Got _____</td>
<td>4. Got _____</td>
</tr>
<tr>
<td>Taste the rainbow</td>
<td>5. Taste the rainbow</td>
</tr>
<tr>
<td>Just do it</td>
<td>6. Just do it</td>
</tr>
<tr>
<td>I’m coo coo for _____</td>
<td>7. I’m coo coo for _____</td>
</tr>
<tr>
<td>They’re grrrrreat!</td>
<td>8. They’re grrrrreat!</td>
</tr>
<tr>
<td>It keeps going, and going, and going</td>
<td>9. It keeps going, and going, and going</td>
</tr>
<tr>
<td>Eat Fresh</td>
<td>10. Eat Fresh</td>
</tr>
<tr>
<td>Obey your thirst.</td>
<td>11. Obey your thirst.</td>
</tr>
<tr>
<td>Cool hand</td>
<td>12. Cool hand</td>
</tr>
<tr>
<td>Melts in your mouth, not in your hand</td>
<td>13. Melts in your mouth, not in your hand</td>
</tr>
<tr>
<td>Gimme a break, gimme a break, gimme a break</td>
<td>14. Gimme a break, gimme a break, gimme a break</td>
</tr>
<tr>
<td>Gimme a break</td>
<td>15. Gimme a break</td>
</tr>
</tbody>
</table>

**Secondhand Smoke**

Secondhand Smoke or Environmental Tobacco Smoke consists of mainstream smoke and sidestream smoke. It contains the same chemicals and cancer-causing compounds.

- Consists of mainstream smoke and sidestream smoke.
- Causes over 53,000 deaths each year.
- Contributing to increased incidence of pneumonia, bronchitis.
- Contains the same chemicals and cancer-causing compounds.
- Contributing to increased incidence of pulmonary bronchitis.
- Causes allergic, asthma, and lung infections.

### WHAT CAN YOU DO IF YOU ARE EXPOSED TO SECONDHAND SMOKE?

- If possible, leave the room.
- If possible, roll down the window in the car.
- If possible, nicely ask the person not to smoke around you.
- If someone asks you if the smoke bothers you, don't be afraid to tell the truth.

**Emily** is your favorite aunt and wants you to come over to her house for the day. You love her and want to enjoy the day with her. But she always smokes when you're around. How can you tell her without hurting her feelings?
Are They Truthful?

ACTIVITY

• Look at the ad your group was assigned.
• Answer the following questions.
• Some may have more than one answer.

QUESTIONS:

1. What type of advertising technique does this ad use to try to fool you? Mark all that apply.
   - Macho Image
   - Good looks/glamour
   - Rebellion/Thrill Seeking
   - Romance
   - Social Successes
   - Low tar/Good taste
   - Friends/Fun/Join the crowd

2. What does this tobacco or e-cig ad want you to believe?

3. Does this ad tell the entire truth about using tobacco/nicotine?
   - Yes
   - No

4. What else is misleading?
   - Below are some suggestions. Write your own observations and ideas.

Items in Ad

What You Might Really See

- Lit cigarette
- $2,500/year spent on tobacco and e-cigs
- Skinny, athletic body
- Unhealthy lung breathing problems
- Few friends — most people do not use cigarettes
- Extra money to spend
- Surrounded by friends
- Skinny, athletic body
- Lit cigarette
- Friends/Fun/Join the crowd
- Low tar/Good taste
- Romance
- Rebellion/Thrill Seeking
- Good books/glamour
- Macho Image

You Can Do It!

Short-Term Goal Setting

Set a realistic short-term goal for yourself. What do you want to achieve?

1. __________________________
2. __________________________
3. __________________________

What could keep you from reaching this goal?

What can help you reach this goal?

Set a date for yourself to achieve your goal.

Who can help you reach this goal?

Questions:

• What type of advertising technique does this ad use to try to fool you? Mark all that apply.
• Some may have more than one answer.
• Look at the ad your group was assigned.
Airline Decision-Making

You work for a national airline company at the check-in counter. An airplane is taking off in 15 minutes and has only one seat available. The following five people are desperate for the seat: teenager, a brain surgeon, lawyer, a religious leader, a movie star and an environmentalist.

You must choose... WHO GETS THE SEAT?

INDIVIDUAL DECISION:
Who: _____________________________________________________________________
Why: _____________________________________________________________________

GROUP DECISION:

Adapted from

Teenager
Brain Surgeon
Religious Leader
Lawyer
Environmentalist

Why? __________________________________________________________
__________________________________________________________

Experience

Is Smoking Financially Wise?

Daniel’s Dilemma:
Is Smoking Financially Wise?

Use I STOP'D to help solve this problem

Remember:

Smoking is not only expensive, it is bad for your health! Don’t go up in smoke!
Using I STOP'D to Solve a Problem

This exercise will help you to practice I STOP'D and see the consequences of your choices.

1. I have the power to choose. I can make a decision.
2. Stop and Chill. Don't just go ahead without thinking.
3. Think of what needs to be decided and brainstorm ideas.

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

4. Options need to be gathered and discussed.
   a. Who can help me?
   b. What are the alternatives?
   c. What are the pros (good consequences) and cons (poor consequences)?

5. Pick a plan.
6. Decide and Do it.

Adapted from

Answer this question and decide: Should I use tobacco?

Ways of Saying “No!”

Peer pressure can be a barrier to saying no to using tobacco or alcohol.

Use the following prompts and fill in the blanks to practice how to say "No!" in a variety of ways.

Other cool ways to say "No!"

"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 your own 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.)

Reversing the Pressure
"No, I thought you were my friend." (Write your own words you would use in the "reversing the pressure" technique.)

Changing the Subject
"Ya, right. Let’s get started with a ball practice." (Write your own words you would use in the "changing the subject" technique.)

Walk Away
Cold Shoulder
Avoiding the Situation
Strength in Numbers

Other cool ways to say, "No!"

Ideas from Eggert, Leona L., and Liela J. Nicholas.
<table>
<thead>
<tr>
<th>Trouble</th>
<th>Possible Legal Name</th>
<th>Possible Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smoking or chewing tobacco on the playground</td>
<td>Minor in possession</td>
<td>A minimum fine or penalty of $60 and participation in a court approved tobacco education program, which may include a participation fee.</td>
</tr>
<tr>
<td>Chewing, smoking, vaping tobacco/nicotine on the playground</td>
<td>Safe and Drug-Free Law Schools violation</td>
<td>Law enforcement referral, possible fine and school administration action.</td>
</tr>
<tr>
<td>Buying a six-pack of beer</td>
<td>Possession of alcohol</td>
<td>Could be a Class B misdemeanor. Up to judge: possible fine, community service, and/or detention.</td>
</tr>
<tr>
<td>Buying marijuana</td>
<td>Possession of a controlled substance</td>
<td>Could be a Class B misdemeanor. Up to judge: possible fine, community service, and/or detention.</td>
</tr>
<tr>
<td>Drinking and driving</td>
<td>Driving under the influence</td>
<td>$740 minimum fine, car impounded, mandatory drug/alcohol counseling, drivers license suspended, and detention. (If someone is killed in an alcohol-related accident, the driver is charged with vehicular homicide.)</td>
</tr>
<tr>
<td>Stealing candy, clothing, etc. from a store</td>
<td>Class B misdemeanor, shoplifting, theft</td>
<td>Up to judge: community service or probation. On third arrest, it's a felony.</td>
</tr>
<tr>
<td>Purposefully breaking a window</td>
<td>Vandalism</td>
<td>Up to judge: restitution (pay for what was damaged); fine, community service and/or detention.</td>
</tr>
<tr>
<td>Going into a neighbor's garage without permission</td>
<td>Trespassing</td>
<td>Class B or C misdemeanor. Up to judge: possible fine and/or detention.</td>
</tr>
<tr>
<td>Slashing car tires</td>
<td>Property damage</td>
<td>Up to judge: restitution (pay for damage); fine.</td>
</tr>
<tr>
<td>Hitting a schoolmate</td>
<td>Class B misdemeanor, assault</td>
<td>Up to judge: possible detention, fine, or community service.</td>
</tr>
<tr>
<td>Setting a fire behind a garage</td>
<td>Arson, 2nd degree felony</td>
<td>Aggravated arson—1st degree felony. Juvenile prison until 21.</td>
</tr>
</tbody>
</table>

Legal terms may vary from community to community.

Adapted from "If Someone Keeps Pressuring You, Keep Calm. Say "NO!" "Listen to me," and Pause. Then Say "NO! GET AWAY, and Tell Someone." If a stranger tries to get you in trouble, say "NO! Get away."

"If Someone Keeps Pressuring You, Keep Calm. Say "NO!" "Listen to me," and Pause. Then Say "NO! GET AWAY, and Tell Someone." If a stranger tries to get you in trouble, say "NO! Get away."
Bee Smart – Make Smart Choices

How to Say, “No” and Keep Your Friends

1. Ask __________________________________
   “What are we going to do?”

2. Name the ___________________________
   “That’s . . .”

3. State the ___________________________
   “If we get caught . . .”

4. ________________________an alternative.
   “So why don’t we . . .”

5. _________________________it, ___________________________
   ___________________________the door open.

Alternatives to Trouble

Write twelve smart choices that would be a good alternative to a behavior that could bring trouble.

1. Play a computer game.
2. Skateboarding
3. Soccer
4. Swimming
5. Hiking
6. Reading
7. Painting
8. Writing
9. Listening to music
10. Watching a movie
11. Biking
12. board games

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Adapted from
A Little Bit of Honey

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

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

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

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

(Verse)
I’m a builder
I won’t tear anybody down
I’m a builder
I won’t see anybody frown
I wanna make people feel better
Whenever I am around

(Repeat Chorus)

(Gospel Choir)
Build up my neighbor
Do the world a favor
With every labor
Build up my neighbor
I’m not gonna tear my neighbor down
(Repeat)
I’m gonna build up the world
I’m gonna be a builder
Buckle Up

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

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

(Chorus)
Buckle up
Buckle up
Buckle up
Buckle up
When I’m in the car
I buckle up
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

(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 Smouldon

(Chorus – Can be sung in a round)
You gotta chill
Take a deep breath and say
Everything’s gonna be alright
Things are gonna be okay

(Bridge)
If you’re feelin’ pressure
And life is gettin’ you down
There’s a little somethin’
To turn it all around
Clear the Air

From the CD Take a Stand
Music by Steve James, Lyrics by Clay Aquin and Steve James
© 2000 Steve James Productions, BMI
Performed by Jared Young (vocal) and Clay Aquin (rap)
Arranged by John Hancock

(Chorus)
Be smart, don’t start
Everybody breathe freely everywhere
Be smart, don’t start
Clear the air (repeat)
(Verse)
There’s somethin’ I wanna say to you
About a problem I see people goin’ through
So listen to what I have to say
You never know, it just might save your life one day
(Pre-chorus)
Some people think they’re tough when
You see them puffin’
But I don’t think it’s cool
Don’t want to hear them wheezin’
When there’s no reason
Do you wanna hear my rule?
(Chorus)
(Rap)
Be strong, don’t smoke, here’s my song
And if you follow what I’m sayin’ sing along
About that little white stick that isn’t cool
Make your lungs turn black, it’s true
You see I’m true to my statement when I say,
“Don’t start”
Not good for the body or that little ol’ heart
So if you see a friend take it from his hand
Be a friend, not a fan, take a stand
Thinkin’ about the bond that everyone will share
Once we all come together just to clear the air
You want to talk like this… say no
You want to cough like this… say no
I often think to myself how would it be
If everywhere in the world were smoke-free
Some say secondhand is worse than the first
Would you rather hear it from a doctor or a nurse?
Smoking’s bad, yep it will make you sick
Did I mention a hard habit to kick
So just remember four words and do your part
All together now,
Be smart, don’t start
(Chorus)
So listen to what I have to say
You never know, it just might save your life one day
(Pre-chorus)
(Chorus)
Do

From the CD Be a Builder
Music and Lyrics by Steve James
© 1997 BMI
Performed by Moana Wolfgramm Feinga, Elizabeth Wolfgramm Atuaia, and Jennifer Wolfgramm Tupuola

(Verse 1)
All around the world I see
So many places
So many faces
People just like you and me
So many voices
So many choices
If I could change the world
I’d sing

(Chorus 1)
We gotta be kind
We gotta be free
We gotta reach out to someone in need
If we could just love
If we could be true
And do as you’d have others do to you
Do as you’d have them do

(Verse 2)
And though we’re different
We’re the same
We need each other
Why hurt another
Hearts are cryin’
And who’s to blame
If someone’s hurtin’
Let’s lift the burden
And if I could change the world
I’d sing

(Chorus 2)
We gotta be kind (to each other)
We gotta be free (as any other)
We gotta reach out to someone in need
If we could just love (love another)
If we could be true (true to our brother)
And do as you’d have others do to you
Do as you’d have them do

We can make a difference
In every life we see
If everyone would do the same
Think how it would be

(Chorus 2 repeats)
Don’t Laugh At Me

Traditional
Performed by Steve Seskin/Allen Shamblin

(Verse 1)
I’m a little boy with glasses
The one they call a geek
A little girl who never smiles
‘Cause I have braces on my teeth
And I know how it feels to cry myself to sleep
I’m that kid on every playground
Who’s always chosen last
A single teenage mother
Tryin’ to overcome my past
You don’t have to be my friend
But is it too much to ask

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

(Verse 2)
I’m the beggar on the corner
You’ve passed me on the street
And I wouldn’t be out here beggin’
If I had enough to eat
And don’t think I don’t notice
That our eyes never meet

(Chorus)
I’m fat, I’m thin, I’m short, I’m tall
I’m deaf, I’m blind, hey, aren’t we all

(Chorus)
Don’t Laugh At Me

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

(Verse 1)
I’m the one they’re laughing at because I got glasses on
I’m getting called a geek; don’t show my teeth, cause I got braces on
I know how it feels to have to cry myself to sleep
What can I do? I guess I’ll just sit here and weep
Is it just me or do the others see flaws in my appearance?
It’s clear to see they always find something to laugh and stare at
Or is it cause I’m last left to get chosen next round?
Day after day I’m just the playground’s clown
As wrong as it is, the truth is you choose who you want to mess with
You’re running me down, but stand in my shoes for a second, (uhh-uhh!)
Whether it’s too much to ask, it’s on you to listen or pass me up
Don’t have to be my friend, all I ask is that you don’t laugh and stuff

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

(Verse 2)
The cost of living that’s risen has left me in criticism prison
It isn’t about who you are no more, but about what’s worn or driven
Everyone’s lust for material riches is what really eats me up
Almost the same ill little feeling witnessing streets fill up
With people stuck, handicapped, begging looking for bites to eat,
Had it been me, explain then why when you pass our eyes never meet
Is getting spit on surprising? No, never, its just life in the street
Last night I caught the blues cause I wouldn’t give up my bike,
See the weak are the ones that fight for no reason,
I fight against the peer pressure, no banging, stealing, or 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 Wolfgramm Feinga

(Verse 1)
I’ve come to know that
giving’s worth the sacrifice
If I can take away
another’s pain
Or at least give them a moment of happiness
’Cause if I give I’ll never live in vain

(Verse 2)
If I could only keep the lonely company
No matter the condition in their life
Or if I could dry some tears and help a child see
That hope is real and life is worth the fight

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

(Verse 3)
Another day another opportunity
To make the time and offer any help
And I learn that when I make a difference
I can see
By serving others I can find myself

(Repeat Chorus)
I’ve Decided

Something Good
Music and Lyrics by Steve James
© 1997, BMI.
Performed by Nolanda Smauldon, Ashley Scott, D.J. Smauldon

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

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

(Repeat)
To drinking and drugs
I say no
To violence and crime
I say no way
To drinking and drugs
I say no
To violence and crime
I say no way

(Chorus)
Libre

From the CD Be a Builder
Music and Lyrics by Steve James
© 1999, BMI
Performed by Zack Wilson, Mike Sackett, Jeremy Hill, Dan Cahoon

(Verse 1)
Too many broken hearts
Too many broken rules
I don’t think it’s smart
I don’t think it’s cool

(Verse 2)
Everywhere I turn
Everywhere I go
People need to learn
People need to know

(Pre-Chorus)
It’s the rules that make us free
That’s the kind of life
The life for you and me

(Chorus)
Libre libre
Sigue la le
Libre libre
Sigue la le

(Verse 3)
Live the life you should
Or live a life of crime
You can do some good
Or you can do some time

(Pre-Chorus)

(Chorus)

(Bridge)
It’s your life and you can choose
You’ve got so much to win
You’ve got so much to lose

(Repeat Chorus)
My Friend

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

(Verse 1)
My friend
You look sad I see
You can talk to me
Call me anytime
(Verse 2)
I’m your friend
You don’t have to hide
What you feel inside
What is on your mind
(Chorus)
No matter what you do
Or what you’re going through
I’ll be there for you
(Verse 3)
Oh . . . friend
You can count on me
I will always be
A shoulder you can lean on
(Bridge)
Hey my friend
When you’re feeling down
When you’re feeling down
Know I’m around
(Repeat Chorus)
(Repeat Verse 3)
(Chorus Repeats)
Something Good!

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

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

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

(Repeat Chorus)

(Bridge)
And if I ever have bad days
I won’t take it out on you
’Cause I can find some better ways
To work my problems through
(Repeat Chorus)
Scoot Scat Groove

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

(Verse 1)
Have you ever felt that natural high
Endorphins risin’ to the sky
Scoot scat groove
You gotta move
The feeling when you exercise
Hits you right between the eyes
Scoot scat groove
You gotta move

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

(Verse 2)
When the red is rushing through the veins
Oxygen goes to the brain
Scoot scat groove
You gotta move
Cleaning out those arteries
Burning off those calories
Scoot scat groove
You gotta move

(Chorus)

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

(Repeat Verse 1 and Chorus)
Step by Step

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

(Part 1)
No need to worry
You’re doing fine
Life is just learning
One step at a time
No need to hurry
You’ll be okay
Growing up every day

(Part 2)
Step by step
I am learning
Step by step
I will try
Growing as each
Day goes by

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

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

(Verse 1)
Well, you can call me names
You can play your games
You can do whatever you want to
But it’s not gonna hurt me
So leave me alone
You’re gonna find inside
I’m stronger than sticks and stones

(Verse 2)
Well, if you stare me down
I’ll just turn around
You can do whatever you want to
But it won’t affect me
That’s my comfort zone
You’re gonna find inside
I’m stronger than sticks and stones

(Chorus)
Sticks and stones
Stronger than sticks and stones
Sticks and stones
Stronger than sticks and stones
You’re gonna find inside
I’m stronger than sticks and stones

(Verse 3)
I’m not gonna break
I’m not gonna take
Anything at all inside me
That is going to hurt me
Now or when I’m grown
You’re gonna find inside
I’m stronger than sticks and stones

(Chorus)
You’re gonna find inside
I’m stronger than sticks and stones
Take a Stand

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

(Verse 1)
When you’re home or when you’re at school
You want your friends to think you’re cool
There’s a way to get respect
You gotta choose
You gotta elect to take a stand

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

(Verse 2)
There are some who might make fun
Causin’ trouble for everyone
Stand for something, don’t give in
You can do it, you’ll be a winner, take a stand

(Chorus)

(Bridge)
I’m gonna take a stand
I’m gonna take a stand

(Repeat Chorus)
Take Care of Your Body

From the CD *Something Good*
Music and Lyrics by Steve James
© 1998, BMI
Performed by Aaron Watene and Moana Wolfgramm Feinga

(Verse 1)
Take care of your body everybody
It’s the thing to do
Take care of your body
And your body will take care of you

(Chorus)
Day-o, Day-o
Day-o, Day-o
Day-o, Day-o
I’m gonna feel okay

(Verse 2)
Take care of my body
It’s my body, healthy I want to be
Take care of my body
And my body will take care of me

(Repeat Chorus)

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

(Repeat Bridge)

(Repeat Verses 1 and 2)

(Repeat Chorus)
The Heat Is On

From the CD Be a Builder
Music and lyrics by Steve James
© 1993 BMI
Performed by Dan Cahoon, Ashley Scott, and Nolanda Smauldon

(Verse 1)
Someone walkin’ up to my face
Wants to talk to me
Passin’ me the stuff
They want to smoke
What will it be?
Gotta take some action
Won’t give them satisfaction
What am I gonna say
When the heat is on

(Chorus)
The heat is on
Oh, I stay away
The heat is on
Oh, I stay away

(Verse 2)
Walkin’ through the door
Party’s on, someone calls my name
Passin’ me the glass
Just a drink
But it’s not the same
Gotta have some vision
Makin’ the decision
What am I gonna say
When the heat is on

(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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