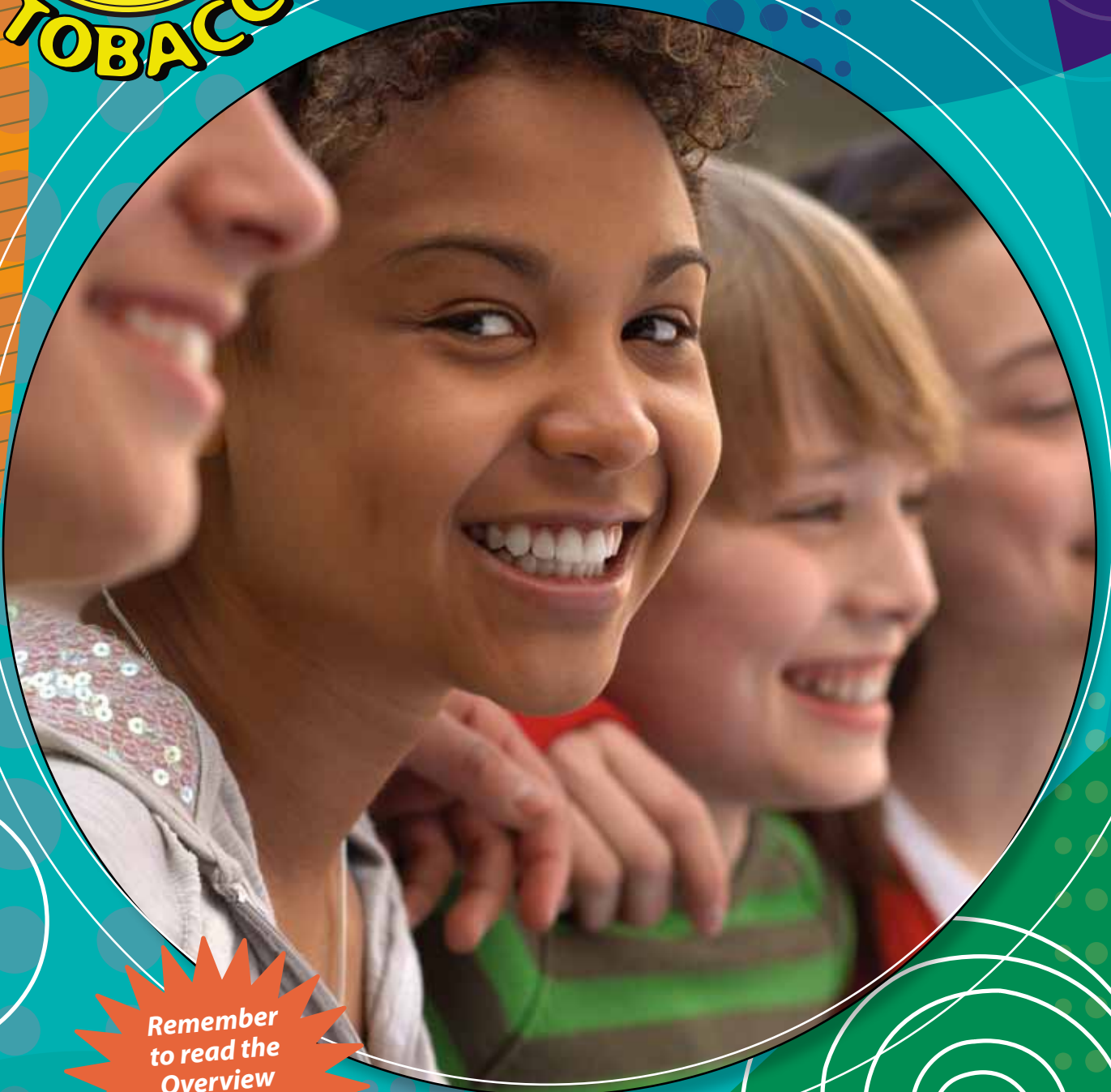


**GRADES 5&6**

**RIGHT  
DECISIONS  
RIGHT  
NOW**  
**TOBACCO FREE**



**Remember  
to read the  
Overview  
Booklet before  
starting the  
unit.**

# Message to Educators

It is a fact that most young people do *not* use tobacco.<sup>1</sup> But, research also shows that young people are most likely to try smoking for the first time between the ages of 11 and 15, or grades 6 through 10.<sup>2</sup> Your students are at an age when they might be considering experimenting with tobacco—some may have already. With your guidance and the activities in this booklet, your students can learn the facts and skills to help keep them tobacco free.

This booklet is part of the **Right Decisions, Right Now: Be Tobacco Free** educational program designed to help prevent young people from using tobacco (cigarettes and smokeless tobacco). It was created by Lifetime Learning Systems, Inc., and funded by R.J. Reynolds Tobacco Company.

This booklet includes reproducible activities and a unit quiz for grades 5 and 6 found on pages 14 through 25, and instructions for implementing them. Before starting the unit, read the Overview Booklet for background information about the program, its components, and how it works. The Overview Booklet also contains facts about tobacco use among young people, a developmental chart (with tips for teachers), resources and references, and information you can share with your students about peer pressure and peer influence.

To use this program most effectively with your 5th and 6th grade students, complete all of the activities in this booklet in the order in which they are presented.

The activities are divided into three categories:

■ **Keeping Healthy**—*This section includes a survey to determine students' perceptions about tobacco, their understanding of its effects, and their experience with it. In addition, it includes activities to educate students about the health consequences of tobacco use. Research shows that the students in these grades don't embrace health consequences as older students do. Therefore, there are additional support lessons to supplement the activities and reinforce the health messages.*

■ **How Friends Fit In (Interpersonal Skills)**—*In this section, students explore their relationships with others. The activities focus on peer relationships and how peer pressure, influence, and acceptance affect their lives. There are also activities on refusal skills to help equip students with strategies for saying "no."*

■ **How I Am (Intrapersonal Skills)**—*This section has students look at how they act, feel, and think. Topics covered include self-esteem, social image, decision-making skills, and personal values (what is important to each student). The activities are designed to provide students with a chance to practice decision making and to empower them to make healthy choices.*

The reproducible quiz should be used after students complete the activities and lessons. It is designed to help you assess their understanding of the content. It includes multiple choice questions and short answer responses.

This booklet also contains tobacco-free pledges for students and parents that you can copy and distribute.

Posters and extension lesson ideas are included in the program to complement this unit. Information about how and when to use these components to supplement these lessons can be found in the Overview Booklet.

**Also Available:** A supplemental video and accompanying teacher's guide are available at **[www.rightdecisionsrightnow.com](http://www.rightdecisionsrightnow.com)**. Look for the video icon for suggestions on when to incorporate the three video segments into your lessons.

**Remember to read the Overview Booklet before starting the unit.**

<sup>1</sup>CDC. Smoking & Tobacco Use. Fact Sheet—Youth and Tobacco Use: Current Estimates (updated May 2009). Available online at [www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm)

<sup>2</sup>CDC. Smoking & Tobacco Use. 2000 Surgeon General's Report—Reducing Tobacco Use. Highlights: The Impact of Educational Programs. Available online at [www.cdc.gov/tobacco/data\\_statistics/sgr/2000/highlights/education/index.htm](http://www.cdc.gov/tobacco/data_statistics/sgr/2000/highlights/education/index.htm)

# Keeping Healthy



## Take a Tobacco Survey

**Skills:** Assessing risks and consequences

**Suggested Time Consideration:** 25 minutes

This student survey is designed to help you launch your tobacco prevention unit and generate class discussion about tobacco.

Part One of the activity asks students about their experiences with tobacco. It consists of questions taken from the CDC's *National Youth Tobacco Survey (NYTS) 2004 Questionnaire*—a survey that can be used to estimate current use of tobacco products and selected indicators related to tobacco use among U.S. middle school and high school students. These surveys are periodically done by the government to assess tobacco use. The complete survey and report are available online at [www.cdc.gov/tobacco/data\\_statistics/surveys/nyts/index.htm](http://www.cdc.gov/tobacco/data_statistics/surveys/nyts/index.htm).

Part Two of the survey includes open-ended questions that ask students what they think or know about the prevalence and health consequences of tobacco use, quitting, and why young people use tobacco.

Collectively, the two-part survey will give you insight into your students' perceptions about tobacco use and their prior knowledge of the facts, which can help you more effectively implement the unit and address their questions and concerns. Once students complete the survey, use the facts listed in the answer key to help dispel misperceptions students may have about tobacco use, and to reinforce the message that most young people are tobacco free.

Since the survey asks students about their personal experience with tobacco, it should be done independently and anonymously.

The topics presented in the survey will be addressed throughout the program materials. For example, students will be provided with facts related to the health consequences of tobacco use. In addition, they will be given information about why some adolescents use tobacco, and why most choose to remain tobacco free. They will also be provided with refusal skill techniques that they can use if they are ever pressured to use tobacco.

Before starting the activity, explain to your class that they are going to take a survey that asks them questions about tobacco to help you understand what they know or think about it. To begin, ask students:

- *Do you think it is legal for young people to purchase tobacco products?* (Explain that it is illegal to sell tobacco products to minors in every state.)
- *Do you think there are health consequences related to using tobacco?* (Explain that students will learn more about health issues in this unit.)

Copy and distribute the activity. Tell students not to put their names on the pages because you want to collect them afterward and you want the sheets to be anonymous. Encourage students to answer the questions as honestly as they can. Once they are done, let them know that you are going to share some information with them. They can listen and should feel free to volunteer answers if they feel comfortable. Once you have completed all activities, please dispose of all student tobacco surveys.

### ANSWERS:

#### PART ONE

Answers will vary.

- 1.-4. Review the answers students provided for these questions. This will give you a sense of your students' experience with tobacco, but should not be shared with the students.
5. Explain to students that some young people try tobacco because of a "lack of self-efficacy in the ability to refuse offers to use tobacco,"<sup>3</sup> or they don't know how to tell their friends they don't want to try it. Explain to students that people their age are sometimes pressured to use tobacco, and that pressure can be difficult to handle. Let them know that in this unit, they are going to learn some ways to say "no" and cope with peer pressure.
6. Explain to students that according to the Surgeon General, symptoms such as coughing, shortness of breath, nausea, and phlegm production can start to develop in young people who smoke.<sup>3</sup> Moreover, students may have heard that quitting tobacco is difficult, but they may not know why. Read to your students the following passage from the Surgeon General's Report *"Preventing Tobacco Use Among Young People"*:

*Most young people who smoke regularly are already addicted to nicotine, and they experience this addiction in a manner and severity similar to what adult smokers experience. Most adolescent smokers report that they would like to quit smoking and that they have made numerous, usually unsuccessful attempts to quit. Many adolescents say that they intend to quit in the future and yet prove unable to do so. Those who try to quit smoking report withdrawal symptoms similar to those reported by adults.<sup>3</sup>*

<sup>3</sup>U.S. Department of Health and Human Services. *Preventing Tobacco Use Among Young People: A Report of the Surgeon General*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 1994. Available online at [http://profiles.nlm.nih.gov/NN/B/C/F/T/\\_/nnbctf.pdf](http://profiles.nlm.nih.gov/NN/B/C/F/T/_/nnbctf.pdf)

## PART TWO

Answers will vary, but share the following with your students.

1. Most middle schoolers do not smoke: 6% are current cigarette smokers, which means 94% are not.<sup>1</sup> (Current is defined as having used tobacco on at least one day in the 30 days preceding the survey.)
2. Ask students to volunteer answers about why they think young people use tobacco.

Explain to your students that some of the reasons young people try tobacco are:<sup>3,4</sup>

- They don't feel good about themselves (low self-esteem and self-image).
- They aren't doing well in school (low achievement in school).
- They don't know about the health consequences of smokeless tobacco.
- They think lots of people smoke (overestimating the number of people who smoke).
- They don't realize that they can become addicted (underestimating addictive potential of nicotine).

Ask students: *Why do you think most young people do **not** use tobacco?*

Explain that most people choose to be tobacco free.

Some reasons include:<sup>3,4,5</sup>

- Their friends don't use tobacco.
  - They know about the health consequences.
  - They want to be tobacco free.
3. If students volunteer stories, remind them not to use names. Listen to their concerns and explain to students that feeling pressure from friends happens, but that they will learn some ways to deal with the pressure.
  4. Again, answers will vary. Write students' answers on the board, and explain to them that they are going to learn more about health consequences in Activity Two.
  5. See answer 6 in Part One. Additional information on addiction is included in the Support Lessons. You can also see the booklet for grade 7, or read the articles on nicotine online at the National Institute on Drug Abuse site for teens: [http://teens.drugabuse.gov/facts/facts\\_nicotine1.asp](http://teens.drugabuse.gov/facts/facts_nicotine1.asp).
  6. Answers will vary. However, explain to your students that according to a poll, most kids strongly dislike being around smokers.<sup>6</sup>

For additional information on factors that influence young people to either abstain from or experiment with tobacco, review the Overview Booklet.

To end the lesson, display the "Tobacco: Myth or Reality?" poster and review the content with your students. The poster will reinforce the message that most young people are tobacco free.



## Tobacco Use—The Health Consequences

**Skills:** Assessing risks and consequences

**Suggested Time Consideration:** 25 minutes

This activity outlines many of the health consequences of smoking cigarettes and using smokeless tobacco. It is designed to teach students the facts because most young people who start smoking underestimate the health consequences.<sup>7</sup> As a result, the CDC recommends that schools provide instruction to students about the short- and long-term negative physiologic and social consequences of tobacco use.<sup>7</sup> However, the CDC also notes that "programs that only discuss tobacco's harmful effects or attempt to instill fear do not prevent tobacco use."<sup>7</sup> Therefore, a comprehensive approach to tobacco prevention is important to help keep students tobacco free.

Distribute the page and review the information with your class. Ask your health teacher or school nurse to join you for the activity. Have a dictionary or a health textbook on hand so students can look up unfamiliar terms and share them with the class. After reading the page, take a class poll to see which of the health consequences students knew, and which facts were unfamiliar to them.

During the discussion in Activity One about reasons young people use tobacco, students might have said that young people think smoking makes them look "cool." Explain to students that there is nothing "cool" about the health consequences of tobacco use. They are real and serious—making the decision to be tobacco free a smart one.

End the lesson with a class discussion about decisions students make to be healthy and positive. Ask them what it means and why they think it is important to have a healthy, active lifestyle and good eating habits. Ask them how using tobacco would negatively affect a healthy lifestyle.

For a complete list of health consequences related to tobacco use, visit [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco).

### FOLLOW-UP ACTIVITY:

Ask students to create posters presenting the facts about tobacco. Students can use the facts and statistics from this activity and research additional health consequences on the Internet or in the school library. Ask each student to explain the words and images in his/her poster to classmates. Hang the posters around the classroom and invite other classes to stop by and view the posters at your "Be Tobacco Free" art gallery.

<sup>1</sup>CDC. *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction – United States, February 25, 1994*. MMWR 1994; Vol. 43, No. RR-2; 1-18. Available online at [www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm](http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm)

<sup>3</sup>Milton, M.H., Maule, C.O., Yee, S.L., Backinger, C., Malarcher, A.M., & Husten, C.G. *Youth Tobacco Cessation: A Guide for Making Informed Decisions*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2004. Available to order at [www.cdc.gov/tobacco/quit\\_smoking/cessation/youth\\_tobacco\\_cessation/index.htm](http://www.cdc.gov/tobacco/quit_smoking/cessation/youth_tobacco_cessation/index.htm)

<sup>6</sup>The American Council on Science and Health (ACSH). *The Scoop on Smoking from ACSH: What every teen should know about tobacco*. Available online at <http://thescoopsonsmoking.org/xhtml/faq.php>

<sup>7</sup>CDC. *Healthy Youth! Health Topics. Tobacco Use: School Health Guidelines, Summary*. Available online at [www.cdc.gov/HealthyYouth/tobacco/guidelines/summary.htm](http://www.cdc.gov/HealthyYouth/tobacco/guidelines/summary.htm)

# ACTIVITY 3

## Tobacco—Using It Is Unhealthy!

**Skills:** Assessing risks and consequences  
**Suggested Time Consideration:** 25 minutes

In this activity, students will review the health information that they learned in Activity Two and reinforce their understanding of the facts. Before distributing the activity, read the following scenario to your students:

*Janelle's parents are not home. Her friends call and ask her to go to the movies with them. Janelle knows her parents would not let her go, but her friends beg her to go with them. They tell her she could be back before her parents get home and they would never know.*

Ask your students:

- What choices does Janelle have? (Write their answers on the board.)
- What are the possible risks and consequences for each of these choices?
- Are there any negative consequences associated with Janelle's options?
- Are there any health risks involved?
- What do you think is the right decision?
- Can you think of any situations in which there are possible health consequences to consider when making a decision? (e.g., use of drugs or alcohol)

Next, explain to your students that this example was used to get them to think about evaluating choices and consequences before making decisions. There are health risks to consider with some decisions (e.g., using tobacco), which you will discuss in this activity.

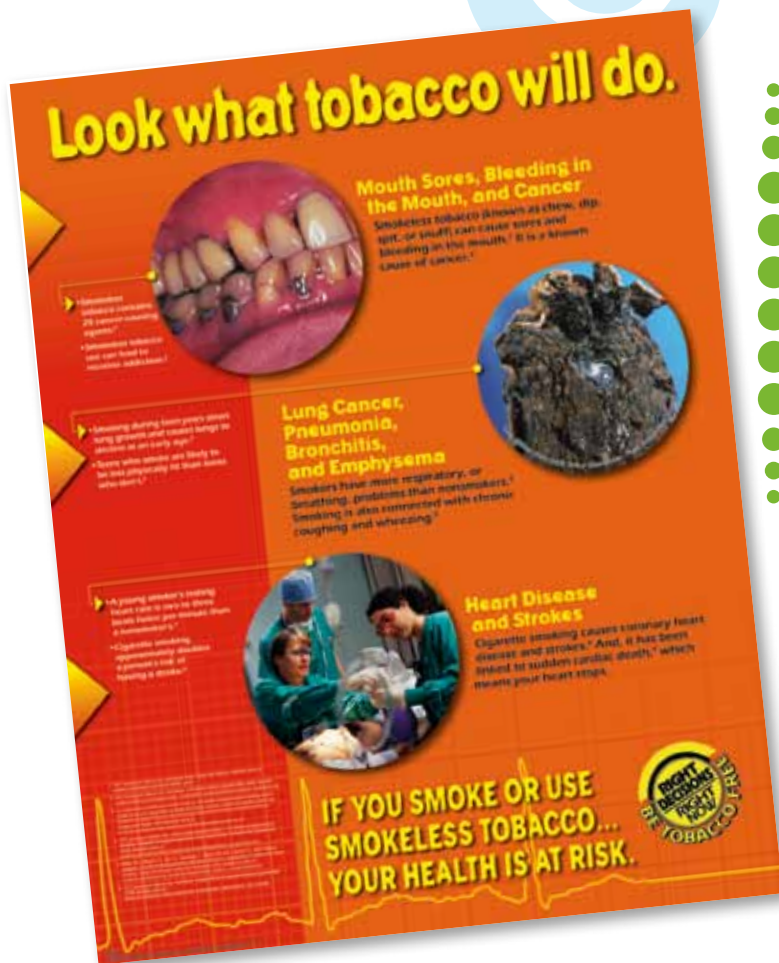
Distribute the activity sheet to your students. Have them work in groups to assess the risks and health consequences for the smoking scenario at the top of the page and then complete the question in the **"You Decide!"** section. Have a class discussion to review students' answers.

Facts about the health consequences associated with using tobacco are important for students to understand. Before moving on to the **"Take a Look"** section, use the "Look what tobacco will do" poster with the images displaying health consequences associated with tobacco use (e.g., diseased gums and lung) and read it with your group.

The diseased images are included to bring the message home—using tobacco products can seriously impair a person's health. Students will need to refer to the poster images to complete this part of the activity.

### ANSWERS:

Answers may vary. Explain to students that it is harder to breathe with diseased lungs, making it tough to walk, climb, exercise, and get around. It is important to have a healthy heart because it pumps blood throughout the body that carries oxygen we need to live.



Your students need the facts about the health consequences of using tobacco to make smart decisions on saying "no" to tobacco. Seeing a picture of a diseased lung or gums might make them think twice before using tobacco. Other students might say "no" to tobacco because of the cosmetic or social reasons, which the CDC indicates successful prevention programs address in addition to the physiological consequences.<sup>4</sup> Explain to your students that in addition to the health issues presented, using tobacco can also result in stained teeth, foul-smelling hair and clothes, and ostracism from non-smoking peers.<sup>4</sup>

### FOLLOW-UP ACTIVITY:

As a follow-up exercise, ask students to brainstorm a list of other risk behaviors they might encounter with friends or at school (e.g., drinking, stealing, lying, making fun of others, experimenting with drugs, etc.). Direct students to record two possible consequences that could result from deciding to engage in these behaviors.

Next, use role-playing methods in class to help students think of healthy ways to respond when faced with making decisions about these behaviors. Remind students that the way a person reacts to a given situation will vary based on the individual.



Use the supplemental "Summer Boredom" video to complement this section.

## SUPPORT LESSONS

# Keeping Healthy

Some students may have a hard time embracing the health risks covered in Activities One through Three, or they might think that they only affect older people who have smoked for a long time. Remind students that there can be immediate health consequences for young people who smoke, such as shortness of breath, phlegm production, coughing, and wheezing.<sup>3</sup> Also, young people who smoke are likely to be less physically fit than those who don't.<sup>3</sup>

## Understanding the Health Consequences of Tobacco Use and Addiction

To reinforce students' understanding of these topics:

- Ask students to recap for you the health consequences of tobacco use, and write their answers on the board or chart paper. (Stroke, cataracts, gum disease, shortness of breath, coughing, wheezing, heart disease, bronchitis, cancer,<sup>8</sup> etc.)
- Assign groups of students to research one or more of these health issues and write a few facts about what each one does to a person's body. (See [www.cdc.gov/tobacco/data\\_statistics/sgr/2004/index.htm](http://www.cdc.gov/tobacco/data_statistics/sgr/2004/index.htm))
- Next, have each student create a list of at least 10 things he or she likes to do, such as playing specific sports, going to the park, cooking, hanging out with friends, etc. Encourage them to include at least five physical activities.
- Go through the health consequences students researched and describe each one. As you do, have students put an "X" next to each activity on their sheets that would be difficult or impossible for someone with the health issue to do. For example, start with the immediate health consequences, and then address other risks. Say:
  - *Smoking is related to chronic coughing and wheezing.<sup>8</sup> If someone has shortness of breath, or coughs or wheezes a lot, put an "X" next to the things on your list that would be hard for the person to do.*
  - *Smokers have an increased risk for cataracts<sup>8</sup>, a disease that can cause blindness. Which activities on your list would be difficult for someone who can't see?*
  - *Smoking causes cancer of the larynx<sup>8</sup>, which is your voice box. Which activities would be difficult for someone who isn't able to talk?*
  - *Smoking causes coronary heart disease<sup>8</sup>, which includes heart attacks. Which activities would be difficult for someone with heart problems?*

- Next, explain that people who use tobacco can become addicted because tobacco contains a drug called nicotine, and when nicotine gets into the body, it changes the way the brain works.<sup>9</sup> And "after repeated doses of nicotine, the brain changes... Without nicotine, the smoker feels irritable and depressed. The smoker has trained the limbic system to crave tobacco. Think about how you long for a cold drink on a hot day. Or, how you want a sandwich when you are hungry. Craving tobacco is much stronger. These changes in the brain and body make nicotine highly addictive."<sup>9</sup> And "once a person becomes addicted, it is extremely difficult to quit."<sup>10</sup> When people who are addicted to nicotine don't have any, they can get irritable, have frequent headaches, and have trouble sleeping.<sup>10,11</sup> Then, ask them:

- *What activities on your list would be difficult for someone to do if he or she had frequent headaches or didn't sleep well?*
- Also let your students know that "teen smokers are more likely to have panic attacks, anxiety disorders, and depression."<sup>9</sup>
- Once you're done, ask students to look at their lists. Ask them:
  - *Are there any items that don't have an "X" in front of them?*
  - *Why do you think we did this exercise?* (Encourage students to understand the array of health consequences that could result from tobacco use, and how hard it might be for someone with these health issues to do the activities they enjoy.)
  - *How would you feel if you couldn't do the activities on your list?*
  - *What can you do to help make sure you can keep doing these activities?* (Be tobacco free.)

To conclude the lesson, have your students role-play how they would respond if someone offered them a cigarette or smokeless tobacco. For example, have them act out the following scenario:

- *You and your friends are skateboarding, riding bikes, shooting hoops, or doing some other activity you like. One of your friends lights up a cigarette and offers you one. What would you say? Use what you know about the health consequences of tobacco use to help you respond.*

<sup>8</sup>U.S. Department of Health and Human Services. *The Health Consequences of Smoking: what it means to you*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2004. Available online at [www.cdc.gov/tobacco/data\\_statistics/sgr/2004/pdfs/whatitmeanstoyou.pdf](http://www.cdc.gov/tobacco/data_statistics/sgr/2004/pdfs/whatitmeanstoyou.pdf)

<sup>9</sup>NIDA for Teens. *The Science Behind Drug Abuse. Nicotine*. Available online at [http://teens.drugabuse.gov/facts/facts\\_nicotine1.asp](http://teens.drugabuse.gov/facts/facts_nicotine1.asp) and [http://teens.drugabuse.gov/facts/facts\\_nicotine2.asp](http://teens.drugabuse.gov/facts/facts_nicotine2.asp)

<sup>10</sup>NIDA for Teens. *The Science Behind Drug Abuse. Mind Over Matter: Nicotine; Easy to Start, Hard to Quit*. Available online at [http://teens.drugabuse.gov/mom/mom\\_nic3.asp](http://teens.drugabuse.gov/mom/mom_nic3.asp)

<sup>11</sup>National Institute on Drug Abuse (NIDA). *Research Report Series—Tobacco Addiction*. NIH Publication Number 09-4342, Revised June 2009. Available online at [www.nida.nih.gov/PDF/TobaccoRRS\\_v16.pdf](http://www.nida.nih.gov/PDF/TobaccoRRS_v16.pdf)

## What 5th-9th Graders Are Saying about Tobacco Use

A survey of 1,540 5th-9th graders across the country by Lifetime Learning Systems Research, Inc. in December 2007 yielded the following results.<sup>12</sup> Share these facts with your students to help them understand what young people like them really think about tobacco use, and to help dispel any notions they may have that smoking looks cool:

- *Do you think smoking cigarettes makes young people look cool or fit in?* 88% said NO
- *Have you ever felt pressure from your friends to try smoking?* 79% said NO
- *If one of your best friends offered you a cigarette, would you smoke it?* 89% said NO
- *Do you think smoking cigarettes is cool?* 91% said NO
- *Do you think smoking cigarettes makes people look grown up?* 82% said NO
- *Do you think smoking cigarettes looks fun?* 90% said NO; furthermore, 87% of kids who consider themselves cool, and 93% of kids who consider themselves kind of cool said NO
- *Do you think smoking cigarettes is bad for you?* 87% said YES
- *Do you think watching actors in movies who smoke cigarettes influences whether or not you will take up cigarette smoking?* 71% said NO
- *Do you think characters portrayed in the movies look cooler when they smoke cigarettes or when they don't smoke?* 44% think smoking makes movie actors look LESS cool; 45% think it doesn't make a difference

After reading these statistics, ask your students:

- *What do you think about this information? What do most of the kids your age and older think about tobacco use?* (It's not cool or fun looking, and does not make people look grown-up.)
- *Why do you think I read this information to you?* (Some kids say they smoke to look grown-up or cool. But, most kids don't think this is true.)
- *Lots of kids think actors look less cool if they smoke, and nearly the same amount say smoking doesn't make the actor more or less cool. This could mean the actor is cool anyway. What makes an actor in a movie seem cool to you?*

## How Friends Fit In (Interpersonal Skills)

### Activity 4 Thinking About Your Friends (two pages)

**Skills:** Understanding peer relationships/Dealing with peer pressure

**Suggested Time Consideration:** 30 minutes

Before starting this activity, discuss the concepts of peer pressure and peer influence with your students. (See the Overview Booklet for information you can share with your students.) Emphasize how we often want to "fit in" and "be liked" by others, and how sometimes the easiest way to accomplish this is by behaving like everyone else. At times, that might mean behaving in a way we would rather not behave. To reinforce the concept, read this example to your students:

*A new student comes into the class midway through the year. She notices that she is the only girl wearing a dress in the whole class. Although she likes to wear dresses, she shows up the next day, and all subsequent days, wearing pants.*

Ask your students:

- *Was the girl pressured?* (No—there wasn't any overt pressure. This is an example of peer influence.)
- *Why did she choose to wear pants?* (She wanted to be accepted. She put pressure on herself to fit in—she was influenced by her peers.)
- *Do you think her decision bothered her?* (Answers will vary, but encourage students to see that the girl is probably disappointed because she may have enjoyed wearing dresses.)
- *Do you think the other students care about what she wears? Do you think it is important to them that she dresses the same way they do?* (Probably not.)

Copy and distribute the activity and explain to students that they are going to fill out a checklist they will use to measure how peer pressure and influence might affect them. Have them complete Part One independently and then stop.



<sup>12</sup> A study of 1,540 5th to 9th grade students conducted by Lifetime Learning Systems Research, Inc. in December 2007. The margin of error for this particular set of data is  $\pm 2.5$  percentage points. Available online at [www.rightdecisionsrightnow.com](http://www.rightdecisionsrightnow.com)

When the students have finished Part One, gather as a class or in small groups, and encourage discussion. Ask students to think about these questions:

- *Did you find any surprises in your answers?*
- *Did the students in your group answer any of the questions the same way?*
- *Which issues did you find the most important?*

See if patterns emerge that indicate students' sensitivity to peer pressure and peer influence. In particular, do the students see a strong tendency to want to be with other students who hold similar interests, values, etc., as themselves? Open the discussion and ask each group to report on some of the things they learned.

In a wrap-up, acknowledge that the desire to be with those who are most like us is quite common. But also mention that there will always be some ideas and behaviors that students don't hold in common, even with their best friends, and that this is what makes us individuals.

Before students move on to Part Two, explain to them that our friends play certain roles in our lives. They can be people we do things with, people we enjoy talking to, people we confide secrets in, people we like to joke with, etc. Explain to the students that this part of the exercise will help them examine the role friends play in their lives.

When the students have finished Part Two, ask them to talk generally about how important friends are to them. Ask your students:

- *Are there times when you prefer to spend your free time by yourself, or with family members, rather than with friends? Why or why not?*
- *Do you have certain friends with whom you are close enough to keep secrets? (For those who answer "yes," ask them to speak more generally about the role those friends play in their lives.)*

- *One of the questions asked if you would lie to protect a friend. Can you offer a possible example in which you would lie to protect a friend?*

(For example: "My friend slept over at my house the other night. She took one of my sister's CDs and told me not to tell. When my sister asked me about it, I said...")

- *Can you think of a scenario in which you might consider breaking a promise to a friend? (For example: "I told my friend I would come over on Saturday to help him study for the history exam, but then my dad came home with tickets to the ball game. So I decided...")*



- *Think about this situation: There's a really cool group of students at school. You and your best friend have always wanted to hang out with them. Some of the cool people ask you if you want to go to the mall with them, but they don't invite your friend. How do you handle this?*

- *Would you compromise your values and choice to be tobacco free if a friend asked you to use a tobacco product?*

To finish this section, acknowledge how important our friends can be to us, and how difficult it can be when we feel that we have to choose between doing something we don't necessarily want to do in order to solidify a friendship, and not doing it. Talk about how truly strong friendships can handle differences of interests, values, etc.

Explain to students that while our interests and behaviors influence us in our choice of friends, sometimes our friends influence us in our choice of behavior. Ask students to complete Part Three. Then, assemble them in small groups and ask them to discuss their answers and address these questions:

- *Why would someone go to a movie she did not want to see?*
- *Why would someone try a cigarette if he or she didn't want to?*
- *If you answered "no" to a particular question, why do you think someone might say "yes" to the same question? What might cause someone to say "yes"?*

Then have students work in their groups to complete the **"You Decide!"** section of the activity. After about ten minutes, reconvene and ask your students:

- *Was there a consensus in your group on how the situation should be managed?*
- *What sort of conflicting feelings might a person experiencing this situation be feeling?*
- *Were there any easy solutions? Do any solutions have a negative consequence attached to them?*

This exercise can offer you an opportunity to talk to your students about how unhappy people can feel when they give up their own desires and values to go along with those of a group. Talk about how difficult it can be to take a position that is unpopular with one's peers, but how good it can come to feel when the student exercises his or her independence. Most times, young people are actually quite tolerant of differences among friends as long as the differences don't outweigh the similarities.

#### **FOLLOW-UP ACTIVITY:**

Present your students with the following two scenarios and repeat the process followed for the **"You Decide!"** activity.

- *Your friends are going to color their hair, but you've been forbidden by your parents, and your friends tease you about it.*
- *You're thinking about joining the school chorus, but other students think it's uncool.*

## ACTIVITY 5

### What Would You Do?

**Skills:** Understanding/Dealing with peer pressure and peer influence

**Suggested Time Consideration:** 30 minutes

This exercise and the scenarios that follow are designed to get students to reflect on the effects of peer influence. Explain that peer influence means being influenced by what we observe in other people, rather than by any overt pressure we are made to feel. We are merely reacting to our own thoughts rather than anything someone says or does to us.

Then, read the first situation on the activity page and ask your students:

- *What is the dilemma?*
- *What sorts of things may go through your mind in this situation?*
- *Has anyone ever been in a similar situation?*
- *What are the options?* (Write the options on the board.)
- *What consequences might ensue from each option?* (Write the consequences on the board.)
- *What do you think you would do in this situation and why?*

Repeat this process with each vignette. In discussing these scenarios:

- Acknowledge the difficulty students face with decisions that may be hard for them.
- Reinforce the notion that a student who disagrees with one or two aspects of group behavior can still find a place in the group. Remind students that they chose to be friends before the issue came up, so there are other qualities that they like about each other.
- Explain that if they disagree with friends on important issues like using tobacco, they can refocus their friendship on the issues they do agree on.
- Uphold the idea that the ability to think and act independently is by no means easy, but it is to be admired.



Use the supplemental "Skater Boy" video to complement this section.

## ACTIVITY 6

### Saying "No"

**Skills:** Refusal skills

**Suggested Time Consideration:** 20 minutes

In this activity, students will examine two illustrations demonstrating peer pressure and peer influence to use tobacco. They will answer questions about what the character might be thinking and ultimately will do in each situation. Students can complete this page independently or in groups.

Once everyone has finished, meet as a class to discuss the pictures and students' answers.

Encourage students to talk about the differences between the two illustrations so they are able to ascertain that some pressures are self-generated. They would also do well to explore why they feel these pressures. Point out the good feelings that might be had by the student who refused the temptation/pressure to participate, and just walked away instead. Reinforce the feeling of inner strength and self-control this student would have for refusing. Ask students to think about how they would handle themselves in each case.

Ask students to share the advice they would give to the boy about not smoking. Write these answers on chart paper so that you can keep it on display as a reminder to your students about why they should stay tobacco free.

## ACTIVITY 7

### Saying "No" to Tobacco

**Skills:** Refusal skills

**Suggested Time Consideration:** 20 minutes

To provide students with tips for resisting peer pressure, this activity includes suggestions on how to say "no" to friends. It complements the poster and demonstrates concrete examples of what adolescents might say if pressured to use tobacco.

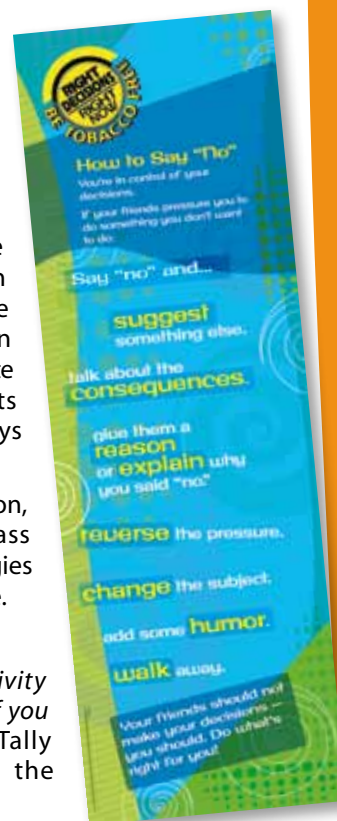
Display the refusal skills poster that came with the program, and review the tips with your students. Then, copy and distribute the activity sheet. Read the introduction and chart together. Have students complete the chart independently. While students are writing their responses, list the "Ways to Say 'No'" on the board or chart paper.

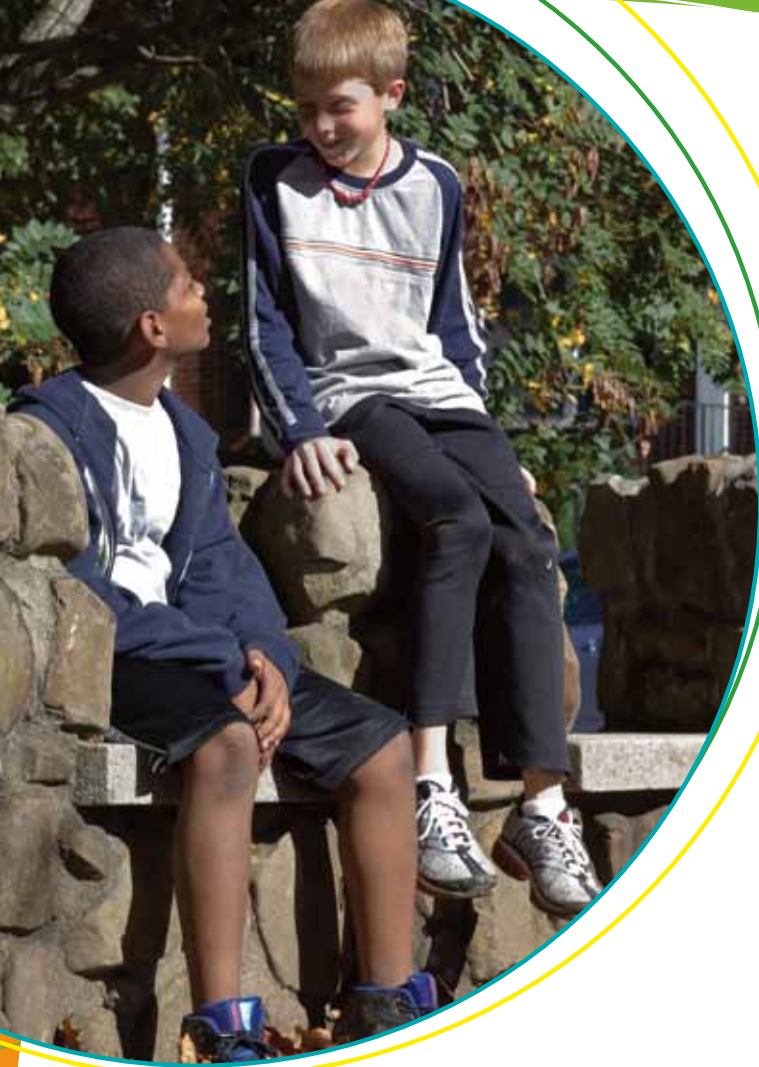
Once everyone has completed this section, bring the students together for a class discussion to review the different strategies for saying "no" to negative peer pressure.

Ask students:

- *Which strategies listed on the activity do you think would be easy to use if you were pressured to use tobacco?* (Tally the students' responses next to the examples.)
- *Are there ideas that you would be more comfortable using than others?* (Again, mark the answers next to your list on the board or chart paper.)
- *How else could you say "no" to friends who might pressure you to smoke or use tobacco? What would you actually say in this situation?*
- *Are some ways to say "no" better for certain situations than others? For example, if a friend asked you to lie on his behalf, would you use the same method of saying "no" as you would if a friend asked you to use tobacco?*

Encourage students to keep this list someplace where they can refer to it periodically if they need tips for saying "no."





Ask for volunteers to share their decisions with the class.

Then, using a separate sheet of paper or a second copy of the activity, students should go through the decision-making steps for the hypothetical situation provided in the “**You Decide!**” section. Ask them to go through the same process they went through the first time, and then discuss their answers as a class.

There are three things you want to emphasize here:

- One, there are health consequences for young people who use tobacco. According to the Surgeon General, symptoms like phlegm production, coughing, and wheezing have been found in young people who smoke.<sup>3</sup>
- Two, choices are freely made, even if we feel pressure. Only we can be held responsible for our choices and their consequences.
- And three, there is a rational and systematic way of looking at the decisions we make. We should not make them impulsively. The more thought we give to them, the more empowered we will feel when we make them, and the more confident we will feel about our ability to live with their consequences.



Use the supplemental “Pop Quiz” video to complement this section.



## What I See in Me

**Skills:** Building self-esteem/Understanding personal values

**Suggested Time Consideration:** 25 minutes

As noted in Activity One, researchers have found that low self-esteem is a strong influential factor in the decision to experiment with tobacco. This activity includes a chart with which students can think about their own self-esteem.

Distribute the activity and explain to students that self-esteem is a term that describes how we see ourselves, and how much we either do or don’t accept ourselves as we are.

The statements in the chart come in three clusters: 1 through 4 are related to self-image; 5 through 10 are related to how the student wants to be perceived by others and what role peer pressure might play in his or her life; 11 through 14 target broad issues of self-acceptance.

Ask students to give careful thought to each statement, and then check the column that best applies. Explain to students that the responses they give might be different today than they were six months ago, or might be different six months from now. You might help them out by offering some concrete examples. For instance, for number 7, set up a scenario in which a young person has moved to a new town in the middle of the school year. How hard will it be for that person to make new friends? Ask students why some students will find it difficult and others will not.

## How I Am (Intrapersonal Skills)



## Decision Making

**Skills:** Decision making

**Suggested Time Consideration:** 30 minutes

In this activity, students will be introduced to the decision-making process. While the process is described on the student activity page, you can also refer to the Overview Booklet for additional information to share with your students.

Distribute the page and read the introduction with your students. Then, ask them to think of a decision they made recently. Encourage them to choose one of some magnitude greater than, say, what color socks to wear to school that day. Using the chart on the activity, students will evaluate how they applied the decision-making process, and how they felt about the decision they finally made.

After the students have completed the survey, give them time to reflect on their responses and then open up the class for discussion. Acknowledge how difficult it can be to discuss these sorts of issues openly, and reinforce honesty and forthrightness as they open up about these sensitive issues. Ask your students to consider the following:

- *Did you have trouble deciding on any of the statements?*
- *Can you come up with specific examples from your own life that relate to some of the statements?*
- *Can you share examples of how you have changed certain behaviors or self-perceptions to feel good about yourself?*



Next, have students look at their sheets to see if they checked “disagree” for any statement in 1 through 4, or 10 through 14. Likewise, did they “agree” with any statement in 5 through 9? If so, open the discussion to talk about things they might be able to do to “switch columns.” For example, if it’s hard for them to meet new people, what could they do to become more comfortable with it? They could hang around with a friend who is more outgoing than they are so that they meet new people with the friend.

Emphasize to students that lots of people have something about themselves that they would like to change. Maybe they wish they were less shy, better at sports, better singers, etc.

Ask your students if they think some people believe using tobacco will make them feel better about themselves. Explain that some young people who experiment with tobacco do so because they have a low self-image, or they don’t feel good about themselves.<sup>1</sup> Explain that this is not a healthy choice to make to feel better about yourself. Discuss alternative, positive choices people their age could make to feel good about themselves.

When you want to bring the conversation to a close, emphasize how all people have things about themselves they feel good about and things they want to change. Stress the fact that the students may have more power to make positive changes than they realize.

## ACTIVITY 10 That’s Me!

**Skills:** Building self-esteem/Understanding personal values

**Suggested Time Consideration:** 30 minutes

As children mature, their image becomes more important to them. They become more concerned with how they appear to others, and what they like in others. When you introduce this exercise, you may want to choose a well-known celebrity and ask students to come up with adjectives to describe that celebrity. Remind students that although all adjectives are descriptive, they don’t all carry judgments. For instance, a celebrity could be labeled “cool” or “handsome,” but could also be described as “blue-eyed,” “brown-haired,” or “left-handed.”

This is an exercise in helping students assess their own views about themselves. The activity sheet contains 30 adjectives. Some are fairly neutral (short-haired, right-handed) and others are value-laden (athletic, stubborn). Ask students to circle the adjectives that, in their estimation, best describe them. You can also let them add other adjectives to the page.

Students should then list 10 adjectives that their friends would use to describe them. Explain to the students that these may or may not already be on the list of 30, and they may or may not be adjectives that they have used to describe themselves. What you want them to do is come up with the 10 most important characteristics their friends would choose to describe them.

Finally, in the “**Write About It!**” section, students should write a few sentences about a decision that made them feel good about themselves and why. For example, maybe they chose to join a team, help a friend with homework, or study for a big test.

Students may be sensitive to sharing the adjectives that they used to describe themselves. However, ask for volunteers to share some of the words on their lists and highlight the positive words. Next, to conclude the lesson, have volunteers discuss the decisions that made them feel good about themselves. Encourage students to see how everyone is different and that we can be proud of different things. Ask students what types of decisions they think they’ll be making in the next few months that will make them proud. End by telling them that you will be proud to see them make the decision to be tobacco free.



## Unit Quiz

# Student Assessment

**Skills:** Comprehension/Analyzing data

**Suggested Time Consideration:** 25 minutes

When you are done with the lessons and your students have completed the activities, copy and distribute the unit quiz to help you assess your students' understanding of the content. The quiz includes two parts: Part One has 10 multiple choice questions, while Part Two consists of five short answer responses. In Part Two, students are asked to provide three items for each response. This format allows you to base your students' scores on a 25 point scale—10 points for Part One, and 15 points for Part Two.

### ANSWERS:

#### PART ONE

1. **B.** Most middle schoolers are not current cigarette smokers.
2. **D.** Both A and B
3. **D.** nicotine
4. **B.** False
5. **A.** True
6. **A.** True
7. **D.** nearly every organ in your body
8. **C.** your goals, choices, and consequences
9. **A.** True
10. **A.** My friends who smoke teased me about trying it. So, after school I smoked a cigarette with them even though I didn't want to.

#### PART TWO

Answers for Part Two will vary. Students should include at least three of the items listed below in their responses.

##### 1. List three reasons why most middle schoolers do not use tobacco.

- They want to be tobacco free.
- They know about the health consequences.
- They are concerned about the non-health consequences (e.g., getting in trouble).
- Their friends don't use tobacco.

##### 2. List three reasons why some young people try tobacco.

- They don't know how to say "no" to their friends.
- They don't feel good about themselves (low self-esteem).
- They aren't doing well in school.
- They don't understand the health consequences.
- They think everyone is doing it (overestimating the number of people who smoke).
- They don't realize they can become addicted (underestimating the addictive nature of nicotine).
- They think it will make them look cool or grown-up.
- They think it will help them fit in.

##### 3. List three health consequences of tobacco use.

- |                             |                               |
|-----------------------------|-------------------------------|
| • strokes                   | • bleeding gums               |
| • cataracts                 | • mouth sores                 |
| (which can cause blindness) | • shortness of breath         |
| • emphysema                 | • hardening of the arteries   |
| • gum disease               | • increased risk of infection |
| • pneumonia                 | • damaged immune system       |
| • bronchitis                | • cancer                      |
| • chronic coughing          | • being less physically fit   |
| • wheezing                  | • impaired lung growth        |
| • heart disease             |                               |
| • phlegm production         |                               |

##### 4. List three consequences of tobacco use that are not related to health.

- stained teeth
- wrinkles
- smelly clothes and hair
- punishment from parents or school
- legal consequences
- avoidance/ostracism from non-smokers

##### 5. You want to be tobacco free. List three ways you could say "no" to a friend who offers you a cigarette or smokeless tobacco.

- Say "no" and suggest something else.
- Say "no" and talk about the consequences.
- Say "no" and give a reason or explain why you said "no."
- Say "no" and reverse the pressure.
- Say "no" and change the subject.
- Say "no" and add some humor.
- Say "no" and walk away.

## Tobacco-Free Pledge

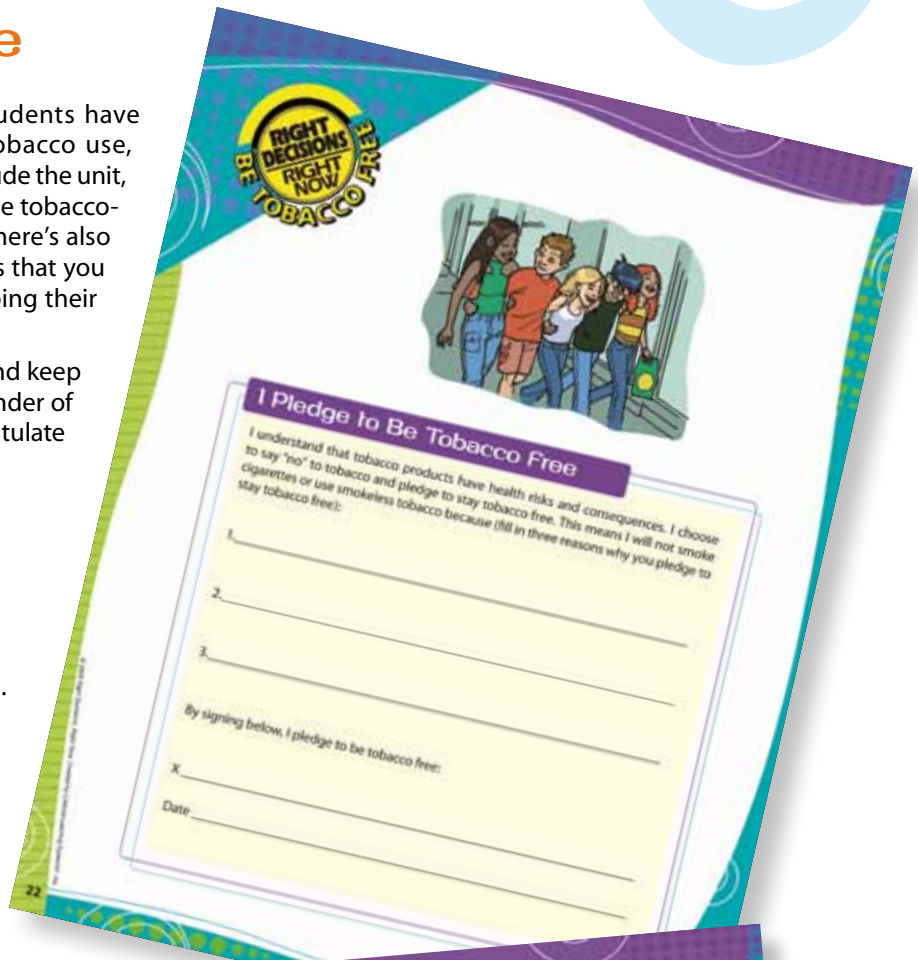
You've now completed the program. Your students have learned about the health consequences of tobacco use, refusal skills, and decision-making skills. To conclude the unit, encourage your students to sign the reproducible tobacco-free pledge found in the back of this booklet. There's also a reproducible pledge for parents and guardians that you can send home so that they can commit to helping their children be tobacco free.

Encourage your students to fill out the pledge and keep it someplace where they can refer to it as a reminder of their commitment to remain tobacco free. Congratulate students for their effort to stay tobacco free!

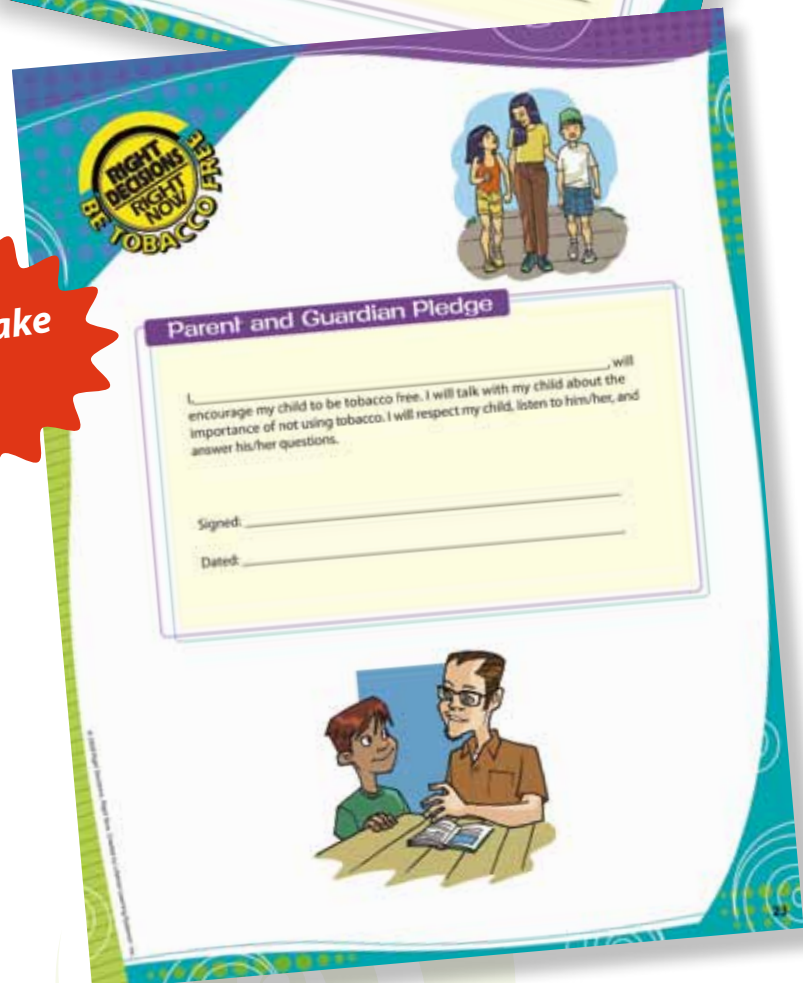
## Program Evaluation Form

We'd like to hear your thoughts about the program. Please complete the program evaluation form online once you've used the materials with your students to tell us your opinion. The evaluation includes general questions about the program components, as well as specific questions about the lessons and activities for grades 5 and 6. To complete the program evaluation, go to [www.rightdecisionsrightnow.com/educators](http://www.rightdecisionsrightnow.com/educators), click on **materials**, and then click on **evaluation form**.

**Congratulate  
your students who make  
the decision to be  
tobacco free.**



The form is titled "I Pledge to Be Tobacco Free" and features a circular logo at the top left that reads "RIGHT DECISIONS RIGHT NOW TOBACCO FREE". An illustration of four diverse students walking together is at the top right. The text states: "I understand that tobacco products have health risks and consequences. I choose to say 'no' to tobacco and pledge to stay tobacco free. This means I will not smoke cigarettes or use smokeless tobacco because (fill in three reasons why you pledge to stay tobacco free):". Below this are three numbered lines for reasons. At the bottom, it says "By signing below, I pledge to be tobacco free:" followed by a line for a signature and a line for the date.



The form is titled "Parent and Guardian Pledge" and features the same circular logo at the top left. An illustration of a parent and a child walking is at the top right. The text states: "I, \_\_\_\_\_, will encourage my child to be tobacco free. I will talk with my child about the importance of not using tobacco. I will respect my child, listen to him/her, and answer his/her questions." Below this are lines for "Signed:" and "Dated:". At the bottom, there is an illustration of a man and a boy sitting at a table, looking at a book together.



# Take a Tobacco Survey

This survey asks you questions about tobacco (cigarettes and smokeless tobacco). Maybe you don't know much about tobacco. Maybe you know someone who uses it. Just write what you think. Don't put your name on the survey, but answer as honestly as you can. If you do not want to answer a question, leave it blank.

## PART ONE<sup>13</sup>

1. Have you ever tried cigarette smoking, even one or two puffs? ☐ Yes ☐ No
2. Have you ever used chewing tobacco, snuff, or dip? ☐ Yes ☐ No
3. How many of your four closest friends smoke cigarettes?  
☐ None ☐ One ☐ Two ☐ Three ☐ Four ☐ Not sure
4. How many of your four closest friends use chewing tobacco, snuff, or dip?  
☐ None ☐ One ☐ Two ☐ Three ☐ Four ☐ Not sure
5. If one of your best friends offered you a cigarette, would you smoke it?  
☐ Definitely yes ☐ Probably yes ☐ Probably not ☐ Definitely not
6. Do you think it is safe to smoke for only a year or two, as long as you quit after that?  
☐ Definitely yes ☐ Probably yes ☐ Probably not ☐ Definitely not



## PART TWO

1. Do you think most middle school students smoke? ☐ Yes ☐ No
2. Why do you think young people smoke cigarettes or use smokeless tobacco?  
\_\_\_\_\_
3. Have you ever felt pressured to use tobacco? If so, what did you do?  
\_\_\_\_\_  
\_\_\_\_\_
4. Do you think there are health consequences with using tobacco? If so, what do you think they are?  
\_\_\_\_\_  
\_\_\_\_\_
5. Do you think it's easy or difficult for people to quit using tobacco? Explain your answer. ☐ Easy ☐ Difficult  
\_\_\_\_\_  
\_\_\_\_\_
6. How do you feel about hanging out with young people who use tobacco? Check one and then explain why.  
☐ I'd rather have friends who don't use tobacco. ☐ I'm OK with it.  
\_\_\_\_\_  
\_\_\_\_\_

## Did you know?

Only 6 out of 100 middle schoolers are current cigarette smokers. That's not even close to a majority!<sup>14</sup>

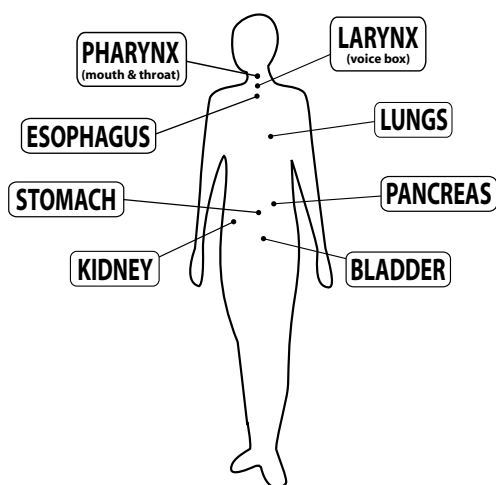
<sup>13</sup> Source: National Youth Tobacco Survey (NYTS) 2004 Questionnaire. Available online at [www.cdc.gov/tobacco/data\\_statistics/surveys/NYTS/#NYTS2004](http://www.cdc.gov/tobacco/data_statistics/surveys/NYTS/#NYTS2004)

<sup>14</sup> CDC. Smoking & Tobacco. Fact Sheet—Youth and Tobacco Use: Current Estimates (updated May 2009). Available online at [www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/youth\\_data/tobacco\\_use/index.htm](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/youth_data/tobacco_use/index.htm)

# Tobacco Use—The Health Consequences

You've probably heard that using tobacco is unhealthy. But, do you know that smoking cigarettes can damage almost every organ in your body?<sup>15</sup> Take a look at some of the diseases and health problems smoking causes:<sup>15</sup>

## Cancer of the:



## More Health Problems:

stroke	emphysema
cataracts (which can cause blindness)	chronic coughing
gum disease	wheezing
pneumonia	heart disease
bronchitis	hardening of the arteries (which affects blood flow)

Smoking also damages the immune system, which increases a person's risk of getting infections. And, once they get sick, smokers often take longer to recover than people who don't smoke.<sup>15</sup>

## What About Smokeless Tobacco?

Chew, dip, snuff, or spit tobacco—it's all smokeless tobacco. But, it's not a safe alternative to smoking cigarettes.<sup>16</sup> There are health risks with using smokeless tobacco:

- It is a known cause of cancer—increasing a user's risk of oral cancer.<sup>16</sup>
- It can cause bleeding gums and mouth sores.<sup>17</sup>
- It can lead to nicotine addiction.<sup>16</sup>

Still not convinced it's harmful? Read this: According to the CDC, a high school athlete who used spit tobacco died of oral cancer when he was 19!<sup>17</sup>

## Chemical Reaction: Count to 10

After smoke is inhaled, it only takes 10 seconds for nicotine, an addictive chemical found in tobacco, to reach the brain.<sup>15</sup> Cigarettes and smokeless tobacco both contain nicotine. Nicotine is absorbed through the lungs with cigarette smoke, and through the mouth with smokeless tobacco.<sup>18</sup> Nicotine affects the brain's reactions<sup>18</sup> and narrows a person's blood vessels, making it tougher for the heart to work.<sup>17</sup>

## Think Young People Can't Be Affected? Guess Again!

Young people who smoke cigarettes are likely to be less physically fit and have more respiratory (breathing) problems than people their age who don't smoke.<sup>19</sup> Coughing, wheezing, shortness of breath, and phlegm production are symptoms that young people who use tobacco report they are more likely to experience than non-smoking peers.<sup>19</sup>

And then there's the issue of addiction, making it difficult to stop doing something. The younger a person is when he or she starts smoking cigarettes, the more likely he or she is to become addicted to nicotine.<sup>19</sup> Most young people who smoke regularly are addicted to nicotine, making it hard for them to quit.<sup>19</sup>

## What Else Is There?

Tobacco causes bad breath and stains your teeth.<sup>17</sup> Smoke can make your clothes and hair stink.<sup>17</sup>

## What is Secondhand Smoke?

Secondhand smoke is made up of smoke that comes off the burning cigarette and the smoke that the smoker exhales.<sup>20</sup> According to the Surgeon General, "there is no risk-free level of exposure to secondhand smoke: even small amounts of secondhand smoke can be harmful to people's health."<sup>20</sup>

Visit [www.cdc.gov/tobacco](http://www.cdc.gov/tobacco) for additional information about diseases and health consequences related to tobacco use.

<sup>15</sup> U.S. Department of Health and Human Services. *The Health Consequences of Smoking: what it means to you*. U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 2004. Available online at [www.cdc.gov/tobacco/data\\_statistics/sgr/2004/pdfs/whatitmeanstoyou.pdf](http://www.cdc.gov/tobacco/data_statistics/sgr/2004/pdfs/whatitmeanstoyou.pdf)

<sup>16</sup> CDC. Smoking & Tobacco Use. *Fact Sheet—Smokeless Tobacco (updated May 2009)*. Available online at [www.cdc.gov/tobacco/data\\_statistics/fact\\_sheets/smokeless/smokeless\\_facts/index.htm](http://www.cdc.gov/tobacco/data_statistics/fact_sheets/smokeless/smokeless_facts/index.htm)

<sup>17</sup> CDC. Smoking & Tobacco Use. *Information Sheets. You(th) and Tobacco—What Youth Should Know About Tobacco*. Available online at [www.cdc.gov/tobacco/youth/information\\_sheet](http://www.cdc.gov/tobacco/youth/information_sheet)

<sup>18</sup> NIDA for Teens. The Science Behind Drug Abuse. *Mind Over Matter: Nicotine; The Brain's Response to Nicotine*. Available online at [http://teens.drugabuse.gov/mom/mom\\_nic1.asp](http://teens.drugabuse.gov/mom/mom_nic1.asp)

<sup>19</sup> U.S. Department of Health and Human Services. *Preventing Tobacco Use Among Young People: A Report of the Surgeon General*. Atlanta, Georgia: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health, 1994. Available online at [http://profiles.nlm.nih.gov/NN/B/C/F/T/\\_/nnbctf.pdf](http://profiles.nlm.nih.gov/NN/B/C/F/T/_/nnbctf.pdf)

<sup>20</sup> U.S. Department of Health and Human Services. *The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General—What Is Secondhand Smoke?* Available online at [www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet1.html](http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet1.html)



# Tobacco—Using It Is Unhealthy!

When making a decision, you have to think about the risks and consequences before you act. For example, if you think about cheating on a test because you didn't study, what are some of the possible consequences or risks involved? *You could get caught. You could fail or get detention. Your parents might even ground you.*

## Now, think about this situation:

*You're hanging out with one of your friends after soccer practice waiting for your parents to pick you up. Your friend's older brother comes to meet you. He offers each of you a cigarette.*

Using what you've learned about tobacco, what are some of the risks or consequences with taking the cigarette and smoking it? Write your answers on the lines below.

Why aren't the risks worth it? \_\_\_\_\_

## Take a Look

Take a look at the "Look what tobacco will do" poster. Then answer the following questions.

What did you think of the images of the diseased lung and gums? \_\_\_\_\_

Why do you think it is important to take care of your heart? \_\_\_\_\_

If you have never tried tobacco products, would these images keep you from using tobacco in the future?

☐ Yes ☐ No

If you do use tobacco products, would these images make you want to quit? ☐ Yes ☐ No



## You Decide!

What have you learned that would affect your decision not to use tobacco? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Remember, you need to be in the know about risks and consequences to make the right decisions.



# Thinking About Your Friends

## PART 1: CHOOSING FRIENDS

Have you ever thought about why your friends are your friends? Many times our friends can be quite similar to ourselves. But sometimes the saying, "opposites attract," applies as well. This is a checklist that will help you think about who you choose as friends and why. Think about each statement carefully. Then, decide how important the statement is to you and put an X in the column that matches your choice.

I want my friends to:	Very Important	Important	Somewhat Important	Not Very Important	Not Important at All
Be considered "cool"					
Be the same age as me					
Be older than me					
Like the same activities I like					
Be from the most popular group at school					
Listen to the same music I listen to					
Watch the same TV shows I watch					
Be as smart as I am					
Be the same religion as me					
Have the same heritage as me					
Be able to agree about what is important and what isn't					

# Thinking About Your Friends

## PART 2: THE ROLE OF FRIENDS IN YOUR LIFE

Check a box for each statement, or answer the questions to describe how you think or feel.

1. When I have free time, I like to spend it (rank in order, with 1 being most often and 4 being least often):

\_\_\_\_ by myself \_\_\_\_ with a member or members of my family  
 \_\_\_\_ with one or two close friends \_\_\_\_ with a large group of friends

2. When you go on a family outing (picnic, ball game, movie, etc.) would you prefer to:

☐ just go with my family ☐ bring a friend along

3. Do you have (or would you like to have) a friend to whom you could confide secrets?

☐ Yes ☐ No ☐ Yes, but only certain secrets

If you answered "yes," what kinds of secrets would you confide and what kind would you keep to yourself?

\_\_\_\_\_

\_\_\_\_\_

4. Would you ever lie to protect a friend? ☐ Yes ☐ No ☐ Only if no one will be hurt by it

5. Would you ever tell someone else a secret that a friend has confided in you? ☐ Yes ☐ No

6. Would you ever break a promise you made to a friend? ☐ Yes ☐ No



## PART 3: FRIENDS AND THEIR INFLUENCE ON YOUR DECISIONS

You may have friends (or people you want to be your friends) who want to do something you don't want to do, but you think they might like you better if you go along with it. What sort of things might you do just because your friends want to? Decide if you agree or disagree with each statement, and then check "yes" or "no."

I would go to a movie I don't particularly want to see. ☐ Yes ☐ No

I would go over to another student's house for the afternoon. ☐ Yes ☐ No

I would try smoking just one or two puffs of a cigarette.

☐ Yes ☐ No

I would take a sip of beer. ☐ Yes ☐ No

I would refuse to go to a friend's party if my other friends didn't want to go.

☐ Yes ☐ No

I would cut my hair in a certain style if my friends did the same. ☐ Yes ☐ No

I would join in making fun of a shy student.

☐ Yes ☐ No

## You Decide!

A group of your friends is smoking or using smokeless tobacco and they want you to try it with them. What would you do? Why?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# What Would You Do?

What influences your decisions? Maybe it's what's important to you. Maybe it's your family, the law, or knowing what's right and what's wrong. Then there are your friends. Peer pressure can have a big influence on decisions made by people of all ages. Friends can pressure you to do something positive, like volunteer work. Or, they can pressure you to do something negative, like smoke. When your friends push you to do something by challenging, encouraging, teasing, or nagging you, that's peer pressure.



Even if your friends don't use actions or words to pressure you to do something, they can still influence your decisions. When you do something because you think your friends want you to, or you think it will make you look good in front of them, this is peer influence. It's not as obvious as peer pressure, but it can still be as strong. The bottom line is that you need to do what's right for you.

Read each situation below. Think about what you would do in each one and write down your thoughts. Then answer this question: *What do you think will really happen if you don't go along with your friends?*

## The Sneaker Dilemma

You hang around with a particular group of friends. When a new style of sneaker hits the market, a lot of your friends go out and buy them. But, you don't have the money for them, and besides, you don't particularly like the way they look. *How do you feel when you realize you are the only one in the group who has not purchased the sneakers? What are the different ways you can manage this situation?*

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## The New Friend

You meet a new kid in your neighborhood and you hit it off well, but when he shows up at school, none of your friends like him. Some make fun of him behind his back, others just refuse to warm up to him. *You want to remain friends with the new kid, but how do you feel about hanging out with someone your other friends don't like? What do you think your friends expect you to do in this situation?*

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## After School

You go with a group after school to a friend's house. There is no adult supervision, and some of your friends are there smoking cigarettes. They want you to join them, but you are really opposed to smoking. *What sort of position does this put you in with your friends? Can it jeopardize your friendships? What sort of feelings and thoughts would go through your head? What should you do?*

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## Old Friends, New Changes

You have had the same set of friends for several years now, and you are all very close, which you like. Lately, however, you notice that some of your friends are changing. Some of them have started stealing, and the others seem to approve. They've lost interest in the things you used to do together, like school sports, and you still want to be on some of the teams. *What sort of changes are going on here, and what effects could they have on you? Can friendships change and still be friendships? What roles might these friends have played in your life in the past, and what roles might they play in the future?*

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# Saying "No"

You've been reading about how friends can influence our decisions and the way we think. Sometimes this can be a good thing, but sometimes it causes us to make the wrong choices.

Look at each picture and then answer the questions.



What do you think Jody should do? Why? \_\_\_\_\_

How can she tell her friends that she does not want to smoke? \_\_\_\_\_

Do you think her friends will really tell her that she can't hang out with them if she does not smoke? \_\_\_\_\_

If they do tell her that they don't want her around, what does that say about their friendship? \_\_\_\_\_

Do you think Tom will like the boy if he smokes? Why or why not?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What advice would you give the boy about not smoking and about saying "no" to peer influence?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# Saying “No” to Tobacco

Saying “no” to friends who are pressuring you can be hard to do. How you respond to them depends on the situation and what feels right—or *wrong*—to you. Deciding what to say can be even more difficult if you feel you are on the spot or if everyone is watching. Practicing what to say can help you think about how you might say “no” in different situations.

Take a look at this chart. It lists some ways to say “no,” or refusal strategies, and gives examples of what you might say if you felt pressured to use tobacco. Read the suggestions and think about whether these ideas might work for you.

In the last column write something you could say for each strategy if you were pressured to use tobacco.

Ways to Say “No”	If pressured to use tobacco, you might say...	If pressured to use tobacco, I might say...
Say “no” and suggest something else.	Not interested. Let’s go shoot hoops instead.	
Say “no” and talk about the consequences.	No thanks. Smoking can yellow your teeth.	
Say “no” and give them a reason or explain why you said “no.”	No thanks. I don’t want to smell like smoke. I also want to be able to run in tomorrow’s soccer game.	
Say “no” and reverse the pressure.	No thanks. Why don’t you toss the cigarettes? Most teens dislike being around smokers.	
Say “no” and change the subject.	No thanks. Did you see the game last night?	
Say “no” and add some humor.	No thanks. I’d like to keep my pearly whites.	
Say “no” and walk away.	No thanks.	



# Decision Making

The one thing that you do every day from the time you get up until the time you go to bed is make decisions. Some are pretty simple (*Who will I sit with at lunch today?*), and some are more complex (*Should I try out for the school play?*). When it comes to making a decision, you always have choices or options. You need to think about what you want to happen (your goals), and what will (or could) happen for each choice or option—these are the consequences of your decision.

While you may not think about it, your mind goes through a series of six steps, or questions, when you make a decision. These include:

- 1 Situation:** Why do you need to make a decision?
- 2 Goals:** What do you want to happen?
- 3 Choices:** What are your options or the alternatives?
- 4 Consequences:** What could happen?
- 5 Decision:** What will you do?
- 6 Think About It:** Did you make the right decision?

Think about a decision you recently made. Use this chart to examine your decision. You may want to begin by writing what the decision was, and then go back to look at the situation, goals, choices, and consequences. Keep in mind that not everyone will make the same decisions. What you want to do in every situation is make the right decision for you.

Situation	
Goals	
Choices	
Consequences	
Decision	
How I feel about the decision I made	



## You Decide!

Use the decision-making steps to figure out what decision you would make in the following situation:

Your best friend invites you and some other classmates over to his or her house for the afternoon. While you're there, your friend tells you that he or she has started smoking cigarettes. "Just one or two a day," your friend says. Each person lights one up. Your friend then offers you a puff. What do you do?



# What I See in Me

What you think about yourself is really important. It can affect how you act and how others see you. Take this survey to think about what *you* think of *you*.

Read each statement in the first column and decide if you agree or disagree with it. Put an X in the column that matches your choice. Then, complete the statements below.

Statement	Agree	Disagree
1. I usually like who I see in the mirror each morning.		
2. I notice a difference in myself when I have been getting a lot of exercise.		
3. I feel good when I stand up for myself.		
4. There is nothing about me that I would want to change.		
5. I would try tobacco if my friends wanted me to.		
6. I worry a lot.		
7. It's hard for me to meet new people.		
8. Sometimes I say "yes" when I want to say "no."		
9. When I make a mistake, I feel ashamed.		
10. I'm not embarrassed to ask for help.		
11. I'm good at solving problems.		
12. I feel that I am in control of my life.		
13. I'm usually happy.		
14. Being popular is not important to me.		

One thing I am proud of and wish everyone knew about me is \_\_\_\_\_ .

The thing people like most about me is \_\_\_\_\_ .

I feel good about myself when I \_\_\_\_\_ .

## Did You Know?

Feeling good about yourself and believing positive things about yourself can help you make the right decisions. *How?* It can help you stand up for yourself in tough situations.



# That's Me!

There are 30 adjectives listed below. Circle the words that best describe you. If you can think of adjectives that describe you that are not on this page, add them in the blank spaces below. After you have done this, write down 10 adjectives you think your friends might use to describe you.

Circle the adjectives that you think best describe you.				
neat	dependable	independent	stubborn	short-haired
tobacco free	faithful	happy	kind	patient
mean	tall	attractive	unpopular	right-handed
funny	shy	smart	respectful	talkative
lonely	well-liked	loner	well-dressed	responsible
athletic	silly	religious	healthy	phony
In the spaces below, feel free to write in any adjectives that describe you that are not listed above.				
In the spaces below, write 10 adjectives you think your friends would use to describe you. They may or may not be the same as the words listed above.				



## Write About It!

On the lines below, write about a decision of yours that made you feel good about yourself. Describe the situation and explain why it made you feel good. Then, look at the list of words you circled and wrote above.

Which words or descriptions are reflected in your decision?

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# Unit Quiz

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## PART ONE

Read each statement or question. Then circle the correct answer.

### 1. Which statement is true?

- A. Most middle schoolers are current cigarette smokers.
- B. Most middle schoolers are not current cigarette smokers.
- C. Most middle schoolers use smokeless tobacco.
- D. Most middle schoolers like to hang around with people who smoke.

### 2. Young people who smoke cigarettes \_\_\_\_\_.

- A. are likely to be less physically fit and to have more breathing problems than kids who don't smoke
- B. report that they cough and wheeze more than their peers who don't smoke
- C. Neither A nor B
- D. Both A and B

### 3. Which chemical in tobacco affects the brain?

- A. tar
- B. snuff
- C. larynx
- D. nicotine

### 4. True or False? Young people who smoke cannot become addicted to nicotine.

- A. True
- B. False

### 5. True or False? Many young people say they're going to quit smoking in the future, and then can't.

- A. True
- B. False

### 6. True or False? Smokeless tobacco is harmful to your health.

- A. True
- B. False

### 7. Smoking cigarettes can damage \_\_\_\_\_.

- A. only your mouth and gums
- B. only your lungs and heart
- C. only your lungs
- D. nearly every organ in your body

### 8. What best describes what you should think about when making a decision?

- A. your friends
- B. what other people will think
- C. your goals, choices, and consequences
- D. your friends, choices, and consequences

### 9. True or False? Smoking can cause heart disease.

- A. True
- B. False

### 10. Which description is an example of peer pressure?

- A. My friends who smoke teased me about trying it. So, after school I smoked a cigarette with them even though I didn't want to.
- B. I asked my friends for a cigarette one day when they were smoking. My friends never pushed me to try it. I didn't want to smoke, but I thought it would help me fit in.
- C. My friends and I never talk about using tobacco.
- D. I want to be tobacco free. My friends won't influence this decision.

## PART TWO

### 1. List three reasons why most middle schoolers do not use tobacco.

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### 2. List three reasons why some young people try tobacco.

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### 3. List three health consequences of tobacco use.

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### 4. List three consequences of tobacco use that are not related to health.

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### 5. You want to be tobacco free. List three ways you could say "no" to a friend who offers you a cigarette or smokeless tobacco.

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## I Pledge to Be Tobacco Free

I understand that tobacco products have health risks and consequences. I choose to say "no" to tobacco and pledge to stay tobacco free. This means I will not smoke cigarettes or use smokeless tobacco because (fill in three reasons why you pledge to stay tobacco free):

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

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

3. \_\_\_\_\_

By signing below, I pledge to be tobacco free:

X \_\_\_\_\_

Date \_\_\_\_\_



## Parent and Guardian Pledge

I, \_\_\_\_\_, will encourage my child to be tobacco free. I will talk with my child about the importance of not using tobacco. I will respect my child, listen to him/her, and answer his/her questions.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_



