

# Building Skills for Health Literacy— Tobacco



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# Resource Overview

This resource was designed to assist health education professionals in creating units of instruction on tobacco education. The goal is to teach the skills of the 2008 health education standards as they relate to tobacco use outcomes. The National Health Education Standards can be purchased online at [www.cancer.org/NHES](http://www.cancer.org/NHES).

The Joint Committee on Health Education Standards defines health literacy as the capacity of an individual to obtain, interpret, and understand basic health information and services, along with the competence to use such information and services in ways that enhance health. Health-literate citizens are critical thinkers, problem solvers, and self-directed learners. They communicate effectively, and they are responsible and productive citizens. The need for young people to develop literacy with respect to a tobacco-free lifestyle is crucial to improving the health of the population and is supported in each of the skills addressed in the health education standards.

A step-by-step approach to building a health education unit of instruction follows. The intent is to help educators properly assess the needs of their target group, choose critical health content and skills, and measure skill attainment. The same design format can be used with any health education content area you wish to address.

## **Step 1: Perform Needs and Assets Assessment**

Before creating any unit, it is critical that you assess the current knowledge, skills, and behaviors of the youth within your community and how to assess these effectively. Knowledge and skills could be assessed by administering a pretest. Behaviors can be assessed in a number of ways, such as collecting and analyzing data from the most recent Wisconsin Youth Risk Behavior Survey (YRBS) or the Wisconsin Youth Tobacco Survey (YTS). You can find the survey data at <http://dpi.wi.gov/sspw/yrbsindx.html> for the YRBS or <http://dhfs.wisconsin.gov/tobacco> for the YTS. Your district may participate in its own YRBS, <http://dpi.wi.gov/sspw/oyrbsindex.html>, or it may conduct some other survey that includes tobacco-related behaviors. This information can help you determine important issues such as critical health content, skill emphasis, final performance task, and learning outcomes of your unit.

## **Step 2: Choose Health Outcome(s) and Final Performance Task**

After conducting your needs and assets assessment, it is important to use the results to help determine what health outcome(s) you have in mind for your students. The final outcomes may be to:

- Increase the number of students leading a tobacco-free life
- Increase the number of tobacco users participating in a cessation program who are successful in their quit attempt
- Increase the number of tobacco-free environments
- Decrease exposure to secondhand smoke

We have provided three sample final performance assessments from the Council of Chief State School Officers (CCSSO) and the Health Education Assessment Project (HEAP) to help assess learning outcomes. The elementary school assessment focuses on tobacco related influences. The middle school assessment addresses decision-making skills related to tobacco. The high school assessment focuses on being an effective advocate against tobacco use. It is important to come as close as possible to aligning the above health outcome with one of the final performance tasks.

## **Step 3: Determine Critical Content**

Depending on the assessment and outcomes chosen, decide what critical health content and skill practice are necessary during the unit in order for youth to articulate an effective response to the final performance task. This strategy is also referred to as “teaching with the end in mind.”

Using a pretest as part of your needs and assets assessment (step 1) will help you determine what content and skills are critical to the unit you are going to implement. The following is an example of what you may find:

1. A parent survey found a high level of support for tobacco-free signage throughout the school.
2. An online YRBS found that high school students in the district had a higher rate of tobacco use compared with high school students in the rest of the state.
3. The YTS also found that only 13 percent of students bought or received anything with the tobacco company name or picture on it in the last year.

On the basis of these survey results, the school’s Health and Safety Council might decide to include lessons on decision making related to tobacco products and understanding media influences in tobacco use, and provide after school leadership opportunities to be advocates against the tobacco

industry. The council might also decide to address communicating with others about the health problems caused by secondhand smoke, provide goal setting to build a tobacco-free life, and explore the latest information on tobacco products such as Snus and Taboka.

Also, while the focus of this resource is on curriculum development, the district may discover that achieving the desired health outcomes requires changes that can affect the school environment, such as policy changes, co-curricular programs for students, staff development opportunities, or other strategies that support parents as critical partners in their children's education.

## **Step 4: Determine Which Skills You Will Emphasize in Your Unit**

Once you have decided on the health outcomes of your unit (increasing numbers of tobacco-free youth, increasing numbers of students in cessation programs, and increasing numbers of skilled advocates against tobacco), decide which skills you will emphasize and in what order. Keep in mind that it is better to spend more time teaching fewer skills and that certain skills are more complex than others.<sup>1</sup> The National Health Education Standards poster developed by the CCSSO Health Education Assessment Project depicts the hierarchy of health skills on the path to health literacy. Skills appearing higher on the pyramid tend to be more complex and require knowledge of the skills below them in order to achieve a better understanding.

From your needs and assets assessment, it may be clear which skills you will focus on, even though all skills should be addressed and reinforced at some point in a youth's education. It is important for a school district to map out how instruction of these skills is coordinated and reinforced from year to year, even beyond the health education classroom.

This publication provides lesson templates that address the following skills as they relate to tobacco prevention:

1. Accessing accurate information
2. Analyzing influences
3. Decision making
4. Goal setting
5. Interpersonal communication
6. Self-management
7. Advocacy

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<sup>1</sup> *The Power of Teaching*. (2004). Madison, WI: Wisconsin Department of Public Instruction.

As an example, if your unit is focusing on increasing the number of students leading a tobacco-free life you might include the following skills:

- Communication skills
- Analyzing influences with ample time to explore how peers, the media, parents, and other influences affect how youth view themselves and the behaviors they choose
- Goal setting and how tobacco use can interrupt life goals
- Decision-making skills and how decisions made can affect health outcomes
- Advocating for tobacco-free places of employment

## Step 5: Lesson Development

You've determined need, chosen a final performance task, decided on skills, and determined critical health content. Now it's time to create your lessons. Each skill template in this resource is set up in the following order:

1. *Teach the skill:* This is your opportunity to teach the skill in a basic way, discussing what the students already know, establishing relevance of the topic, and linking new information with their previous knowledge of the skill. If you use the skill template with other core content areas in the future, such as alcohol and other drug abuse (AODA) or injury prevention, you may not have to spend as much time teaching the basic skill, because the students will already be familiar with this format.
2. *Review your chosen assessment:* Teaching with the end in mind requires you to have the final performance task you chose accessible at all times, which will allow you to stay on track with teaching your chosen skills. Before you teach any lesson, review the assessment to make sure you include critical health content and skill practice in the appropriate places to allow students to articulate an effective response to the assessment. If you have also chosen a take-home assessment (one short-answer or extended-response assessment item is included for each skill), include any critical health content and skill practice required for this assessment as well.
3. *Apply content and relate skill to health outcomes:* Discuss the skill as it relates to tobacco prevention and how having the skill relates to the health outcome(s) chosen for the unit. Ideas for discussions are included in each template. Each skill template is accompanied by a skill-cue poster and a rubric that should be given to the students. These materials will let them know exactly what is required of them for each skill and how they will be assessed for skill attainment.

4. *Skill practice:* Students should be afforded ample time to practice the skills chosen for the unit. It is important to always relate the acquisition of the skill being practiced to achieving the desired health outcome. If the health outcomes chosen for the unit are to address both leading a tobacco-free life and increasing cessation participation, both health outcomes should be addressed. Scenarios can easily be adapted to reflect the needs and culture of the youth and the health outcome chosen for the unit. Please keep in mind that there is fluidity to many skills as they relate to real-life tobacco situations. For example, once a decision is made, it may need to be communicated. Also, if there is danger involved in a situation, students may need to move quickly to self-management. These changes in the skills addressed should be identified within the activities in which they occur.
5. *Parental involvement:* It is critical that schools actively engage parents/trusted adults in the education of youth. Each skill template offers suggestions on how parents/trusted adults and youth can engage in a conversation about tobacco issues. For parents who are experienced, the activities will serve as a starting point, and it is hoped that they will lead to a broader discussion. You might consider sending a letter to parents informing them of this component within your unit.
6. *Skill reinforcement:* Each skill template offers suggestions for other health education core content areas that can be used to effectively teach the skill. It is recommended that you follow the templates with other core content areas to reinforce the skills. Consider restructuring your health education class around the skills within the core content areas.





# Needs and Assets Assessment

The needs and assets assessment section contains resources to assist your district in conducting an assessment of your community/youth. Conducting an assessment is important for deciding the priority health outcome of the unit of instruction or broader health education program and can also help in deciding what critical health content and skills should be covered. The following is a summary of the resources included in this section and their intent.

*Data Sources:* Provides an overview of needs and assets assessment and lists reliable data sources that a district can use to describe the need within the community.

*What Should I Collect Information About?* This resource can assist in data collection specific to tobacco use outcomes among youth. It will guide in the creation of a youth profile, help identify assets already available to avoid duplication, and explore environmental factors and community norms.

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# What Is Needs and Assets Assessment and What Are the Key Data Sources?<sup>2</sup>

## Introduction

*Needs and assets assessment* can be defined as the process of collecting and assessing data that describe the nature and magnitude of both a community's needs, as well as its resources or assets (e.g., financial, organizational, intellectual, institutional, and human), in order to facilitate program planning.

The information collected through needs and assets assessment should describe:

1. The extent, magnitude, and scope of the problem in the community
2. Current efforts to address the problem
3. Gaps in existing services
4. Local residents' perceptions of the problem, what causes it, and how it might be prevented
5. Current (science-based) knowledge about "what works" to prevent youth tobacco use

Needs and assets assessment is an important first step in your program planning process, because it will point toward appropriate (that is, relevant and realistic) goals and objectives for your programming efforts. In addition, depending on the methods used, it can help to inform and interest community members in your prevention or intervention program. It can also provide baseline (pre-program) data that can be used to evaluate your program's progress later on. Finally, needs and assets data are extremely useful as you develop funding proposals and seek to justify to funders why you need the resources that you are requesting.

## Sources of Data

- I. Data that are already available
  - Census data
  - City, county, and state vital statistics
  - Survey data on community-wide youth behaviors and experiences (e.g., Youth Risk Behavior Survey)
  - Research studies (reports or journal articles) on the prevalence, antecedents, and consequences of youth tobacco use
  - Research articles describing science-based best practices in preventing youth tobacco use

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<sup>2</sup> The information in this sheet is adapted from: Card, J.J., Brindis, C., Peterson, J.L., & Niego, S. (2001). *Guidebook: Evaluating Teen Pregnancy Prevention Programs, 2nd ed.*, Chapter 4. Los Altos, CA: Sociometrics Corporation.

- II. Additional data and information that may already be available
  - Local needs assessment reports produced by other organizations in your community (e.g., non-profits, government agencies, universities, foundations, private research organizations, or practitioner networks).
  - Research studies (reports or journal articles) on the prevalence, antecedents, and consequences of youth tobacco use *in your local community*
  - Evaluation reports on youth-focused interventions that have been conducted *locally*
- III. New data sources that you may wish to tap (with suggested methods for data collection)
  - Opinions of key informants or experts from local public and private youth-serving organizations (key informant interviews, focus groups, surveys, community forum events)
  - Opinions of parents or families of adolescents (focus groups, surveys, community forum events)
  - Opinions of youth (focus groups, surveys, community forum events)

## What Should I Collect Information About?<sup>3</sup>

The following information categories should guide your needs and assets assessment data collection efforts. The specific information that you collect should reflect the particular youth tobacco use issue(s) you would like to address, the population(s) you seek to work with, the values of your organization, and the broad prevention approach(es) that you will take (or are considering taking).

### I. Youth Profile

- A. General demographic and socioeconomic profile of youth and families in your target community (e.g., gender, ethnicity, age, income, percent of households below poverty line, educational attainment, etc.).

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- B. Statistics on tobacco use among youth in your community.

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- C. Statistics on related youth and community issues (e.g., school drop-out rates, alcohol/drug use).

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- D. Youth assets (e.g., positive youth values, interests, and talents).

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<sup>3</sup> The information in this sheet is adapted from: Card, J.J., Brindis, C., Peterson, J.L., & Niego, S. (2001). *Guidebook: Evaluating Teen Pregnancy Prevention Programs, 2nd ed.*, Chapter 4. Los Altos, CA: Sociometrics Corporation.

- E. Knowledge and skills of the student population based on a predetermined pretest focusing on tobacco knowledge and skills.

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**II. Available Community Resources Serving Youth**

- A. Comprehensive health and social services resources (public and private).

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- B. School systems resources (e.g., funds to support school-based programs, district coordinator).

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- C. Youth development efforts (e.g., opportunities for youth to participate in sports, arts, career development activities, tutoring, mentoring, community service, youth groups, etc.).

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**III. Community Environment and Norms**

- A. Community attitudes and perceptions regarding youth tobacco use.

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- B. Formal and informal policies (in schools, other organizations, and the media) that create a positive (supportive) or negative (damaging) environment for youth.

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- C. Funding options and possibilities (including potential sources of money, in-kind contributions, donations of equipment or materials, and volunteers) for your programming efforts.

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## Final Performance Tasks

This section contains three final performance tasks (elementary, middle, and high school) that can be used to assess students on skill and knowledge attainment for your unit. Teaching with the end in mind requires that the performance task and other assessment items to be chosen prior to developing the lessons. This technique allows you to craft the content of your lessons to include the critical health content and skill practice necessary for the students to articulate an effective response to the final assessment task. Using the results of the needs and assets assessment, choose a performance task that aligns with the health outcome chosen for the unit. You may decide to use one of the performance assessments developed by the Department of Public Instruction instead of the three examples provided in this text.

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# Why People Choose Not to Smoke Elementary<sup>4</sup>

## *Teacher Information*

### Overview

In this task, students will investigate the factors that influence people not to smoke. They will do this by interviewing former smokers or people who have never smoked and asking them why they choose not to smoke.

The information that follows offers suggestions to the teacher on how to facilitate student work on the task. How this information is used is up to the teacher. In addition, the amount of instruction given to students prior to their working on the task is up to the teacher.

### Requirements

Students will work in groups on this task. Each group member will interview three people who do not smoke. They may be former smokers or people who have never smoked. Each student will record the interviewees' answers to these questions:

- What things in your life have influenced you not to smoke? How have these factors influenced your decision?
- Have you ever smoked? If a person says “yes,” the student should ask the person why he/she chose to quit.
- What are the benefits of being tobacco free?

When the interviews are completed, each group will compile and organize their information on three sheets of paper. On the top of each sheet, students will write one of the questions (the two questions for the first bullet should go on the same poster), then write all of the answers the group recorded for that question. Students should NOT include the names of the people they interviewed. *Any response that is mentioned in three of the interviews will be made into a social norm poster.*

The groups will then title their posters. Groups may also decorate their posters.

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<sup>4</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Performance task #421.

### **Time**

The performance tasks are designed to be completed over multiple class periods. Although some class time is required, it is hoped that students will spend time outside of class working on the tasks. How much class time is spent on the task is up to the individual teacher.

### **Materials**

Students will need paper for collecting and organizing their interview data, and poster paper for creating their posters. Students may also wish to use crayons, markers, colored pencils, etc., to decorate their posters.

### **Instruction**

This task should be introduced after students have been exposed to the role of internal and external influences on health and the benefits of being tobacco free.

### **Assessment Criteria**

Answers will be scored on the following:

1. How completely and correctly the answer demonstrates an understanding of health ideas related to tobacco.
2. How well the answer analyzes how culture, media, technology, and other factors influence health.

## Scoring Criteria

**Core Concepts (CC)** The content score is based on the student's ability to:

- Describe the benefits of being tobacco free, such as the reduced risk of respiratory disease, cancers, and dental problems
- Describe the factors, such as health, social, and environmental, that could influence a person to choose not to smoke

**Analyzing Influences (INF)** The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors, including media, parents, ethnic, legal, peers, geographic, societal, and technology
- Identifies and analyzes internal factors, including curiosity, interests, desires, fears, and likes/dislikes
- Addresses interrelationships and complexity of influences
- Presents a variety of influences as appropriate

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# Why People Choose Not to Smoke

## ***Student Information***

Most people do not smoke. Do you know why people, young and old, choose not to smoke? Your task is to interview people and learn the reasons why they choose not to smoke. Working with other students, you will each interview three people who do not smoke. They may be people who used to smoke but quit or people who have never smoked. You will ask each person some questions about why they choose not to smoke and why they think that not smoking is healthy. When you are done, you and your partners will create a poster that summarizes the information you collected from your interviews.

## **Data Collection**

Ask every nonsmoker you interview these questions and record their answers:

- What things in your life have influenced you not to smoke? How have these factors influenced your decision?
- Have you ever smoked? (If the person says “yes,” ask why the person chose to quit.)
- What are the benefits of being tobacco free?

## **Poster**

After you have each interviewed three people, you and your partners will need to organize your information on three sheets of paper. On the top of each sheet of paper, write one of the questions (the two questions on influences should go on the same poster). Do NOT include the names of the people you interviewed. *Any response that is mentioned in all three of the interviews will be made into a social norm poster.*

When you are done, give your poster a title. You may also decorate your poster.

## **Answers will be scored on the following:**

1. How well you show that you understand health ideas related to tobacco.
2. How well you explain the ways in which our backgrounds, everyday lives, and other factors affect health.

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# Short-Term and Long-Term Risks of Tobacco Use Middle School<sup>5</sup>

## *Teacher Information*

### Overview

This task asks students to demonstrate their understanding of the short- and long-term effects of tobacco use on health and the community. Students will do this by assuming the roles of various tobacco special interest groups and presenting testimony at a mock Senate panel hearing on the banning of tobacco products.

The information that follows offers suggestions to the teacher on how to facilitate student work on the task. How this information is used is up to the teacher. In addition, the amount of instruction given to students prior to their working on the task is up to the teacher.

### Requirements

Students will be taking part in a mock Senate hearing to decide whether tobacco products should be banned completely in the United States. Each student will assume the role of an individual for whom the Senate panel's decision will have an impact, either positive or negative. All students, except for those serving on the Senate panel, will present testimony and respond to questions at the mock hearing. One small group of students, in the role of the Senate panel, will hear the testimony of the other students, ask questions, and at the end of the hearing make a decision on whether tobacco products should be banned.

Each student should choose a role to play, or the teacher may assign a role to each student, from the *Roles and Research Responsibilities Sheet* in the student task booklet. If possible, each student should assume a different role. Depending upon the size the class, some roles may not be filled. The teacher should make sure that the class as a whole assumes a variety of pro- and anti-tobacco roles. One small group of students *must* assume the role of the Senate panel.

Each student should then research the issues described on the *Roles and Research Responsibilities Sheet* for the role he/she chose or was assigned. *Note that the issues are tailored to the role.* For example, the Tobacco Products Group should research how tobacco products benefit communities through the creation of jobs, the generation of tax revenue, etc. Students should be reminded that, although they may not personally agree with the viewpoint of the role they are playing, their research should be geared toward supporting that viewpoint. Stu-

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<sup>5</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Performance task #514.

dents can get information from a variety of sources, including the library, the Internet, and health care providers.

When the research is completed, each student should compile his/her information and write his/her testimony for the Senate panel. The Senate panel will decide whether or not to ban all tobacco products. Therefore, each student's testimony should include a position or stance on this issue *based on the role the individual is playing*, and a rationale for that position based on the individual's research. Each student should review the questions on the *Decision Making Summary Sheet* when preparing his/her testimony. Each student's testimony should take approximately three to five minutes, and may include charts, graphs, handouts, overheads, etc. In lieu of testimony, the Senate panel should write what its responsibilities are in this situation and should prepare questions to ask each of the students.

The mock hearing should take one or two class periods to conduct. The teacher should give every student time for an introductory statement and to present his/her testimony. Students should play their roles realistically, and may dress in character and/or use props, as they wish. After an individual testifies, the Senate panel should ask the person questions based on what the panel saw and heard (the Senate panel should keep in mind its role in this scenario; it must make a decision on whether to ban tobacco products). When all testimony has been presented, the Senate panel should deliberate, present its decision, and give the rationale for that decision.

After the hearing is completed, each student should answer the questions on the *Decision Making Summary Sheet* (both on the basis of his/her assumed role *and* on the basis of the information presented in the Senate hearing) and turn it in, along with a copy of the individual's testimony (the Senate panel should turn in its questions, final decision, and rationale) and any accompanying materials (handouts, charts, overheads, etc.).

## Time

The performance tasks are designed to be completed over multiple class periods. Although some class time is required, it is hoped that students will spend time outside of class working on the tasks. How much class time is spent on the task is up to the individual teacher. One class period should be allocated for introducing the task, assigning roles to students (or having students select roles), and allowing students to plan their research. The teacher may wish to allocate additional class time for the research, the compiling of information, and/or the writing of testimonies. The total amount of time students have to complete the task is up to the teacher, but the task was designed to be completed in approximately two

weeks. During this time, the teacher should periodically check on students' progress. Depending on the number of students, one or two class periods should be allocated for the mock hearing. Each student should take three to five minutes to present his/her testimony, and the Senate panel should be prepared to ask questions of each student. The Senate panel will also need time to deliberate and present its decision.

When the hearing is over, students will also need time to complete the *Decision Making Summary Sheet*.

### **Material**

Each student will need access to sources, such as the library or the Internet, for the information described in the *Role and Research Responsibilities Sheet*. Students may also wish to ask health care providers such as a physician, a school nurse, etc., for this information. The teacher may wish to help students contact these people. Students will also need paper and pencils, pens, or access to a word processor for writing their research notes and testimony. Students may also need materials for any handouts, charts, overheads, etc., that will accompany their written testimony.

### **Instruction**

This task should be introduced after students have been exposed to the short- and long-term effects of tobacco use on health. Students should also have discussed some of the arguments for and against the use of tobacco products used by various segments of society (for example, the pro-tobacco stance taken by the tobacco grower versus the anti-tobacco position of the Surgeon General).

When the task is finished, the teacher may wish to use the hearing as a basis for further discussion or instruction.

### **Assessment Criteria**

Answers will be scored on the following:

1. How completely and correctly the answer demonstrates an understanding of health ideas related to tobacco.
2. How well the answer demonstrates the use of decision-making skills to enhance health.

## Scoring Criteria

**CC** The content score is based on the student's ability to:

- Discuss the health risks or effects of tobacco use, such as increased risk for ulcers, lung and other cancers, heart attacks, and strokes
- Discuss the advantages or benefits of tobacco or its use
- Discuss the disadvantages or consequences of tobacco or its use, such as shortness of breath, staining of teeth and fingers, and expenditure of money

Note: The student should address these points on the *Decision Making Summary Sheet* and in his/her testimony at the mock panel hearing. How a student addresses these points will depend upon the role the student is playing, and should be consistent with that role.

**Decision Making (DM)** The skill score is based on the student's ability to use decision-making skills to enhance health. Comprehensive student work:

- Is personalized
- Shows progress through a decision-making process:
  - Identifies the decision to be made
  - Considers options and consequences
  - Takes action or makes decisions
  - Evaluates or reflects on action

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## Short-Term and Long-Term Risks of Tobacco Use

### *Student Information*

In our society we face many situations affecting our citizens' health. For example, using tobacco products contributes to thousands of premature deaths each year. Your task will be to represent a tobacco special interest group or serve as a member of a Senate panel at a hearing to decide whether or not smoking and tobacco products should be banned completely.

Refer to the *Roles and Research Responsibilities Sheet*. You will either select a role to fill or your teacher may assign a role to you. If you are representing a tobacco special interest group, you will need to research the issues indicated on the sheet and be prepared to present information on smoking/tobacco use *based on the role you have chosen or been assigned*. Be prepared at the hearing to give an opening statement and respond to questions posed to you by the senators. Review the questions on the *Decision Making Summary Sheet* as you prepare your testimony. The ideas on this sheet will serve as the basis for the hearing.

If you are a member of the Senate panel, you will need to write out what your responsibilities are in this situation and develop questions to ask each of the tobacco special interest groups. Refer to the *Roles and Research Responsibilities Sheet* for information on each group. During the hearing, you will hear the testimony of each group and ask each group the questions you have prepared. After the hearing, your group will decide whether or not smoking and tobacco products should be banned completely. You will present your decision to the rest of the class, along with the reasons for your decision.

Upon completion of the hearing, you will need to complete the *Decision Making Summary Sheet*. Be prepared to turn in a copy of your testimony/questions with your *Decision Making Summary Sheet*.

### **Answers will be scored on the following:**

1. How completely and correctly you demonstrate an understanding of health ideas related to tobacco.
2. How well you demonstrate the use of decision-making skills to enhance health.

**Roles and Research Responsibilities Sheet**

- Tobacco Products Group (Products—Cigarette, Cigar, Pipe, Chew, Snuff). Consider how tobacco products affect communities, such as jobs, tax revenues, etc.
- Body Group (Heart, Lungs, Brain, Stomach, Mouth). Consider how tobacco/smoking affects you.
- Smoking/Tobacco Using Group (Pregnant Mother, Baseball Player [chews], Athlete [smokes], 18-year Smoker). Discuss any benefits, reasons why you started, why you continue, and whether you are addicted.
- Nonsmoking/Non-Tobacco Using Group (Athlete, Pregnant Mother, Lung Cancer Patient, Emphysema Patient). Discuss the harmful effects/consequences of tobacco use, reasons for not using, and the benefits of not using.
- Pro-Tobacco Interest Group (Tobacco Grower, Owner of a Tobacco Company, Advertising Executive). Discuss the economic benefits of the tobacco industry, individual right to smoke, and health risks.
- Anti-Tobacco Interest Group (Surgeon General, American Cancer Society Spokesperson, American Lung Association Spokesperson, Physicians). Discuss disadvantages/consequences, dangers, and harmful effects of tobacco use.
- Senate Panel (remaining class members). Include responsibilities of being a member of a Senate panel. Will rule on whether smoking/tobacco products should be banned completely and provide rationale for your position.

**Decision Making Summary Sheet (After the Hearing)**

Answer the following questions based on your research/position for your role and as a result of the Senate hearing.

1. Identify your position/stance based on your role.
2. Discuss any health risks/effects of tobacco use.
3. Discuss any advantages/benefits of tobacco or its use.
4. Discuss any disadvantages/consequences of tobacco or its use.
5. Actions taken or decisions made regarding tobacco and its use. (Answer for both yourself and your role.)
6. Evaluate/reflect on the actions taken or decisions made. (Answer for both yourself and your role, i.e., “As a result of . . .”).
7. Should the United States ban the sale, manufacture, and use of tobacco products? Explain and summarize your answer.

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# Media Campaign for Tobacco-Free Environments High School<sup>6</sup>

## Teacher Information

### Overview

This task asks students to demonstrate their understanding of the health dangers of environmental tobacco smoke, the health benefits of having tobacco-free places in the community, and the skill of health advocacy. Students will do this by creating a media campaign to promote tobacco-free environments for young people.

The information that follows offers suggestions to the teacher on how to facilitate student work on the task. How this information is used is up to the teacher. In addition, the amount of instruction given to students prior to their working on the task is up to the teacher.

*Please note that some communities have already passed legislation supporting tobacco-free environments for bars, restaurants, and other public places. Other smoke-free environments you may consider addressing are the homes of family and friends or cars.*

### Requirements

Students may work on this task alone or in small groups. Students are asked to pretend that the Youth Coalition Against Tobacco Use has asked them to produce a media campaign to promote tobacco-free environments for young people. The campaign will be directed toward public officials and the community, and should include:

1. A fact sheet about the health dangers of environmental tobacco smoke (ETS)
2. A script for a television or radio public service announcement (PSA) about the need for more tobacco-free places in the community

Students will need to research ETS to develop their fact sheets. The fact sheet should be no more than two pages and should include:

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- A description of ETS
- A description of the health risks (both short- and long-term) of ETS
- A description of the health benefits of having tobacco-free places in the community

The public service announcement should be no more than one minute long and should include the same information as the fact sheet, but *presented as a personal story* that will persuade the audience to adopt the student's position on tobacco-free environments. In addition to the points listed above, the PSA should include:

- A clear statement of the student's position
- Clear, persuasive communication of the message that shows that the student(s) is (are) aware of the audience and dedicated to the message

When the task is finished, students will turn in their fact sheets and public service announcements.

### **Time**

The performance tasks are designed to be completed over multiple class periods. Although some class time is required, it is hoped that students will spend time outside of class working on the tasks. How much class time is spent on the task is up to the individual teacher.

### **Materials**

Students will need access to sources, such as the library or the Internet, for information on the risks of ETS and the benefits of tobacco-free environments. Students may also wish to interview health care professionals for this information. If students plan to talk to various people or agencies, the teacher may want to contact these people or agencies ahead of time to let them know students may be talking to them. Students may also need access to examples of public service announcements. Students will also need paper and pencils, pens, or access to a word processor for writing their fact sheets and PSAs.

### **Instruction**

This task should be introduced after students have been introduced to the concept of ETS or secondhand smoke and the health risks associated with it. Students should also have been introduced to the skill of advocacy.

## **Assessment Criteria**

Answers will be scored on the following:

1. How completely and correctly the answer demonstrates an understanding of health concepts.
2. How well the answer advocates for personal, family, community, or environmental health.

## Scoring Criteria

**CC** The content score is based on the student's ability to:

- Discuss what is meant by environmental tobacco smoke (ETS)
- Describe the health risks (both short- and long-term) associated with ETS, such as:
  - ETS can cause a nonsmoker to cough
  - ETS can increase a nonsmoker's risk of lung cancer and bronchitis
- Describe the health benefits of having tobacco-free places in the community

**Advocacy (AV)** The skill score is based on the student's ability to advocate for personal, family, and/or community health. Comprehensive student work:

- Takes a clear, health-enhancing stand/position
- Supports the position with relevant information
- Shows awareness of audience
- Encourages others to make healthful choices
- Demonstrates passion/conviction

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# Media Campaign for Tobacco-Free Environments

## *Student Information*

You have been asked to join the Youth Coalition Against Tobacco Use in your community. The group advocates for making places where young people gather tobacco free. These include fast-food restaurants, parks, bowling alleys, and all other work sites. You have been asked to produce a media campaign to promote tobacco-free environments for young people. Your campaign will be directed toward public officials and the community and should include the following:

- A fact sheet about the health dangers of environmental tobacco smoke (ETS), also called secondhand smoke
- A script for a television or radio public service announcement (PSA) about the need for more tobacco-free places in the community (you may want to perform the script for your classmates)

The fact sheet should be no more than two pages and should include the following:

- A description of ETS
- A description of the health risks (both short- and long-term) associated with ETS
- A description of the health benefits of having tobacco-free places in the community

The public service announcement should include the same information as the fact sheet, but be presented in a way that will persuade your audience to adopt your position on tobacco-free environments. As such, your PSA should include, in addition to the points listed above:

- A clear statement of your position
- Clear, persuasive communication of the message that shows an awareness of your audience and a dedication to your message

### **Answers will be scored on the following:**

1. How completely and correctly you demonstrate an understanding of health concepts.
2. How well you advocate for personal, family, community, or environmental health.



# Critical Health (CC)

## Learner Outcome

Students will demonstrate an understanding of concepts related to personal health promotion and disease prevention.

## Teach the Skill

From the results of the needs and assets assessment, decide what critical content needs to be covered during your tobacco unit of instruction. The goal of this lesson(s) is to explore key content related to the health effects of tobacco that is relevant and immediately applicable to skills you will teach such as understanding the influences surrounding tobacco use, effective communication, decision making, and advocacy.

This is a sample list of topics for high school tobacco content. You will need to decide on developmentally appropriate topics for elementary or middle school students.

Consider the following for addressing critical content:

- Definition of secondhand smoke
- Definition of sidestream smoke
- Health impacts of secondhand and sidestream smoke
- Benefits to remaining smoke free (health, financial, social)
- Types of tobacco products
- Short-term and long-term health effects of tobacco
- Community norms around tobacco use
- Laws, statutes, and policies regulate the sale and use of tobacco
- Percentages of young people who do not smoke
- Tobacco use and its effect on a fetus
- Tobacco use and stress on weight management
- Harmful substances in tobacco products

Anytime youth discuss health content, they must:

- Use complete, factual information
- Be sure the facts are accurate
- Show relationships among ideas
- Make factual conclusions about health

## **Review Your Chosen Assessment**

Review the final performance task you've chosen for the unit. What instructional activities and critical health content need to be addressed during this lesson to help students articulate an effective response? Think ahead to other lessons you are creating—where does other critical health content and skill practice need to be included or reinforced? You can add short-answer or extended-response items to help measure the success of these intermediary lessons. Although it is not necessary to do a daily assessment, especially for an introductory lesson, the core content rubric and a copy of the skill-cue poster have been included for reference. It may also be beneficial to have a bulletin board showing all the skills. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## **Correcting Misconceptions**

There are a lot of misconceptions about tobacco, and youth are more likely to harbor these misconceptions. Have students write down something they have heard and would like more information about. Have them crumple the paper into a snowball and then throw it into a pile or basket. Tell them you will address each question over the course of the unit. Answer as many as you feel comfortable with during this lesson, and save those that require more thought or research for later in the unit. If you have chosen to cover accessing accurate information during the unit, you may consider having the students search reliable sources for answers to some of the more extensive questions. You may also choose to have an anonymous question box to give students an opportunity to submit other questions they are uncomfortable asking in class.

## **Creating Classroom Norms**

Some students like knowing that they are in the majority when it comes to opinions about tobacco issues. Consider a 5-point Likert Scale (strongly agree, agree, neutral, disagree, strongly disagree) pre-unit survey.

1. I believe that nonsmokers can become addicted to cigarettes by growing up in families where parents smoke.
2. Tobacco ads do a good job of convincing young people to use their products.
3. Spit tobacco is more accepted by Americans than cigarette smoking because other people aren't affected by the user.
4. I would prefer a smoking area in schools as opposed to smokers sneaking into bathrooms to smoke.
5. I wish tobacco products cost a lot more to get others to stop.
6. Schools can help smokers quit smoking.

## Using Statistics to Educate on Social Norms

Choose five statistics for a survey and discuss the answers. Statistics are available from a variety of sources, such as the Wisconsin Youth Tobacco Survey (YTS). Results are available at <http://dhfs.wisconsin.gov/tobacco/YTS.htm>. Consider tailoring the questions with data relevant to the age of the students. An example for a middle school would be to address the ninth-grade statistics and discuss how the statistics change as students get older. In 2006, 20 percent of high school students reported being smokers at the time of the survey. This is an increase from the 6 percent of middle school students who reported being smokers at the time of the survey in 2006. It is important for them to be prepared with the information and skills to make healthful choices.

The following are provided as examples and are 2006 YTS findings for Wisconsin:

- The percentage of high school students who lived in a smoke-free home was 60 percent.
- The percentage of males who used smokeless tobacco was 13 percent. This is compared to 1.5 percent of females.
- The smoking rate among high school students decreased from 33 percent in 2000 to 20 percent in 2006.
- Over half of smokers wanted to stop smoking in 2006.
- The proportion of high school students who used any type of tobacco product decreased from 39 percent in 2000 to 27 percent in 2006.
- Thirteen percent of secondary school students participated in a community event to discourage tobacco use in 2006.
- More than 8 out of 10 secondary school students saw or heard anti-smoking media messages in the month preceding the survey in 2006.

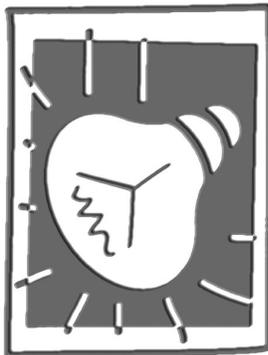
## **Parental Involvement**

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find engaging ways for both students and parents/trusted adults to talk together about what was covered in this lesson. An example would be to require youth to share with a parent/trusted adult a statistic they learned. For example, the 2006 Wisconsin YTS shows that 40 percent of respondents lived in homes where others smoked. Students could discuss ways that nonsmokers in the family could lower their risk from smokers in the family.

## **Skill Reinforcement**

The skills addressed in this resource, such as communication and decision making, cut across many health education content areas. You may consider replicating the format of this resource with other content areas, such as:

- AODA
- Injury prevention
- Physical activity
- Family life and sexuality
- Mental health
- Nutrition
- Personal and consumer health
- Community and environmental health



# TIPS

- Use complete, factual information.**
- Be sure the facts are accurate.**
- Show relationships among ideas.**
- Make factual conclusions about health.**

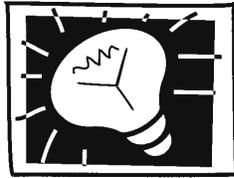
# Core Concepts

**2008 Health Education Standard 1**

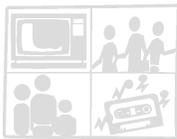
*Students will comprehend concepts related to health promotion and disease prevention to enhance health.*







**CC**



The Rubrics

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# Core Concepts

## 2008 Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

### Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

### Concepts Rubric

- 4** The response is complex, accurate and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
- 3** The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
- 2** The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1** The response addresses the assigned task but provides little or no accurate information about the relationships between health concepts.



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## National Health Education Standard 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

### Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

### Health Education Standard 1 Performance Indicators

#### Pre-K–Grade 2

- 1.2.1 Identify that healthy behaviors affect personal health.
- 1.2.2 Recognize that there are multiple dimensions of health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why it is important to seek health care.

#### Grades 3–5

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, intellectual, physical, and social health.
- 1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 1.5.5 Describe when it is important to seek health care.

#### Grades 6–8

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

**Grades 9–12**

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.
- 1.12.3 Analyze how environment and personal health are interrelated.
- 1.12.4 Analyze how genetics and family history can affect personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems.
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.



# Analyzing Influences (INF)

## Learner Outcome

Students will be able to analyze the influence of family, peers, culture, the media, technology, and other factors on health behaviors.

## Teach the Skill

Youth need skills to analyze the influence of internal and external elements on health behavior. The following are things to consider:

- What is influence?
- How can it affect how a person thinks?
- Are some influences stronger than others?
- How can self-esteem and other personal factors influence health decisions?
- How do messages from the media influence health decisions?
- What does it mean to be media literate?
- Are messages we receive from media sources always accurate?
- How can friends influence behavior?
- Can influences be both good and bad?
- How are influences interrelated?
- Other thoughts:

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Discuss the skill cues for analyzing influences. It may be helpful to provide an example and model the skill cues in your discussion (e.g., media messages and how they affect self-image).

Students should be able to:

1. Show a variety of influences
2. Show both internal and external influences
3. Explain the complexity of the influences
4. Show how the influences affect health choices

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPsters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other content needs to be included?

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health outcome to focus on during the unit. For example, you may have selected:

- Increase the number of students leading a tobacco-free life.
- Increase the number of tobacco users going through cessation.
- Increase the number of advocacy efforts by youth to increase tobacco-free environments and increase awareness about corporate tobacco.

Facilitate a discussion on internal and external influences and their relationship to the tobacco prevention or intervention outcome(s) chosen. It is important for youth to understand that their ability to analyze and change/remove influences for themselves and others will help maintain or improve health.

The following are questions to pose in the discussion with students:

- What are some examples of influences on tobacco use, both internal and external?
- How can the media influence how people view tobacco?

- How do friends influence decisions made about tobacco use?
- Who in youth's lives could be a good influence on tobacco decisions?
- What does the media do to correct or foster misconceptions about tobacco use?
- How can internal influences sway a person toward unhealthy tobacco decisions?
- How can external influences impact tobacco use decisions?
- How can influences affect the decision to go through cessation?
- What is the relationship between the media and critical health knowledge?
- Other thoughts:

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## Skill Practice

Because the unit should focus on a limited number of skills, you may choose to cover influences over more than one class period, thus allowing more time for practice. The goal is to provide enough practice to help students feel comfortable and competent in using these skills in real-world situations. Choosing different types of activities will allow students to look at influences from different perspectives.

The following activities are provided as examples; they should be adapted to reflect the needs and culture of the youth and the no-tobacco-use health outcome chosen for the unit.

### Elementary School: Dear Confused

Pretend you are a health expert who writes a column for a local newspaper or teen magazine. People write to you for advice on many different kinds of health-related issues. The letter you will answer today is from a person in fourth grade who is thinking about starting to smoke. Recognize that you can be an external influence to others in their life. What can you say that might influence this person not to start smoking? In your answer to the person do the following:

1. Discuss how students can be influenced, both internally and externally, into smoking.
2. Discuss how influences can affect decisions.
3. Explain some short- and long-term effects of smoking.

Dear Health Expert,

I am in fourth grade, but I hang out with a lot of older friends. They all smoke and want me to try it. They tell me it will make me feel and look older. They all look cool when they smoke and I don't want them to make fun of me. What should I do?

Signed,

Confused

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### **Middle School: Tobacco in the Media**

Tobacco companies advertise their products in a way that appeals to large numbers of people. One of the things that make people want to use tobacco products is advertising. In this task, you will discuss some of the ways tobacco companies try to get people to use their products. After you have talked about some of these ways, you will need to find some advertisements for tobacco products in magazines. You will choose one tobacco product and complete the worksheet provided. Be sure to attach the advertisement you chose to your booklet. *Even with the tobacco settlement and its restrictions on advertising there are plenty of magazines continuing to advertise for spit tobacco and cigarettes. Be sensitive to the type of magazine where these ads continue.*

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## **Advertisement Assessment Worksheet**

Use the information you learned in class to analyze the tobacco advertisement you chose. Think carefully about the advertisement's message and answer the following questions.

1. Write the name of the tobacco product in your advertisement and describe what the advertisement is about?
2. What theme is the advertiser using to get people to think about buying the product?
3. Discuss how the theme might work to influence a person to participate in smoking.
4. Do you think people who use that type of tobacco product will get what the advertisement says they will? Explain your answer.

### High School: The Strongest Link

Keyshawn, who is in the tenth grade, is beginning to experiment with cigarettes. He's gone through his middle school's drug education program and has heard his parent's views on smoking, but he sees a lot of older teens and adults smoking and figures it's not that bad. In fact, he thinks it's pretty cool. His parents have asked you to inform Keyshawn about the ways in which young people may be influenced to begin smoking and the many benefits of stopping this behavior as he is the only family member presently smoking.

Specifically, here is what you will do:

- Analyze for Keyshawn internal and external factors that may influence him to begin smoking.
- Describe some positive influences you see in Keyshawn's life.
- Describe the benefits to a young person for choosing not to smoke.

Present your information in a way that will be appealing to a person Keyshawn's age. You might want to create a poster, a public service announcement like the ones shown on television, or a skit that your group can perform. *If you present your information in any sort of performance, please include a written script of the performance.* Remember, the objective is to help Keyshawn stay tobacco free. Be sure your presentation:

- Identifies and analyzes internal factors
- Identifies and analyzes external factors
- Addresses interrelationships and complexity of influences
- Presents a variety of influences as appropriate

### Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered in this lesson.

Parents/trusted adults are in a position to address the various media messages that youth are exposed to. Whether seeing billboards while riding in the car, viewing smoking in movies, or reading tobacco messages in youth-oriented magazines, youth are exposed to many tobacco messages. Parents/trusted adults can take advantage of these teachable moments to discuss their family values and expectations for their youth.

Possible discussion topics include the following: (1) how media messages can influence decisions, (2) how decisions can ultimately affect the student's life goals, and (3) whether the media has a greater influence on youth today than it did in previous generations?

## **Skill Reinforcement**

The skills addressed in this resource cut across many health education content areas. You may consider replicating the analyzing influences template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Mental health
- Nutrition
- Personal and consumer health
- Community and environmental health

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## Skill Assessment

### Elementary School<sup>7</sup>

As kids your age get older, they may be tempted to try smoking cigarettes. Make a list of things that may influence young people to start smoking. Explain how each thing may influence young people to start smoking. Make another list of things that may influence young people not to smoke. Explain how each thing may influence young people not to smoke.

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## Scoring Criteria

**CC** The content score is based on the student's ability to:

- Describe things that may influence young people to start smoking, such as:
  - Peers who smoke
  - Older friends who smoke
  - Family members who smoke
  - Television shows and movies that show people smoking
  - Athletes who smoke
  - Advertisements in magazines that show people smoking
- Describe things that may influence young people not to smoke, such as:
  - Peers who don't smoke
  - Older friends who don't smoke
  - Family members who don't smoke
  - Athletes and other role models who don't smoke
  - Warnings from one's doctor or health teacher about smoking
  - Advertisements on television about the dangers of smoking

**INF** The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors:
  - Media
  - Parents
  - Ethnic
  - Legal
  - Peers
  - Geographic
  - Societal
  - Technology
- Identifies and analyzes internal factors:
  - Curiosity
  - Interests
  - Desires
  - Fears
  - Likes/dislikes
- Addresses interrelationships and complexity of influences
- Presents variety of influences as appropriate

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## Skill Assessment

### Middle School<sup>8</sup>

To get people to start smoking, advertisers often give an unrealistic picture of people who smoke. Describe examples of how smokers are portrayed unrealistically in advertising. For each example, give a health-related reason why the portrayal is unrealistic.

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<sup>8</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25011.

## Scoring Criteria

**CC** The content score is based on the student's ability to give health-related reasons why each of the three portrayals of smokers the student identifies is unrealistic, such as:

- Showing smokers with glistening white teeth is unrealistic because smoking can leave stains on one's teeth.
- Showing smokers involved in strenuous physical activity is unrealistic because smoking can leave one out of breath after just a little exertion and makes it hard to play active sports.
- Showing smokers with clear, healthy complexions is unrealistic because smoking can cause wrinkling and dullness of the skin.
- Showing smokers in clean-air surroundings is unrealistic because smoke from cigarettes pollutes the air with harmful substances.

**INF** The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors:
  - Media
  - Parents
  - Ethnic
  - Legal
  - Peers
  - Geographic
  - Societal
  - Technology
- Identifies and analyzes internal factors:
  - Curiosity
  - Interests
  - Desires
  - Fears
  - Likes/dislikes
- Addresses interrelationships and complexity of influences
- Presents variety of influences as appropriate

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## Skill Assessment

### High School<sup>9</sup>

Sara invites Lydia to go to a party with some older students at a nearby community college. While at the party, Sara, a star athlete on the volleyball team, shocks Lydia by lighting up a cigarette. Sara explains “I’m just trying to look a little older so I blend in with this crowd. Anyway, these cigarettes are perfectly safe—they’re low-tar cigarettes. Even my teammates and coach smoke them once in a while.”

Identify elements in this scenario that could be influencing Sara to smoke low-tar cigarettes. Also, describe why or how the elements would be influential to a person like Sara. In addition, describe some health problems related to smoking low-tar cigarettes.

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<sup>9</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #35310.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe health problems related to smoking low-tar cigarettes, such as:

- Tobacco tar, even in low-tar cigarettes, still poses the same cancer-causing dangers as the tar in regular cigarettes.
- The nicotine in low-tar cigarettes has the same negative effects on the circulatory system as the nicotine in regular cigarettes.
- Nicotine is addictive even in small amounts.
- The possible harmful effects of smoking low-tar cigarettes are the same as for regular cigarettes (e.g., increased resting heart rate and blood pressure, smelly breath and clothes, premature aging and wrinkling of skin, heart disease, stroke, lung cancer, emphysema, and bronchitis).

**INF** The skill score is based on the student's ability to analyze the influence of culture, media, technology, and other factors on health. Comprehensive student work:

- Identifies and analyzes external factors:
  - Media
  - Parents
  - Ethnic
  - Legal
  - Peers
  - Geographic
  - Societal
  - Technology
- Identifies and analyzes internal factors:
  - Curiosity
  - Interests
  - Desires
  - Fears
  - Likes/dislikes
- Addresses interrelationships and complexity of influences.
- Presents variety of influences as appropriate.



# Analyzing Influences

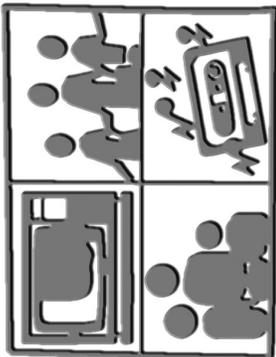
**2008 Health Education Standard 2** *Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.*

**Show a variety of influences.**

**Show both internal and external influences.**

**Explain the complexity of the influences.**

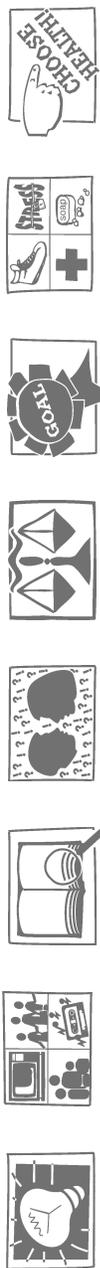
**Show how the influences affect health choices.**



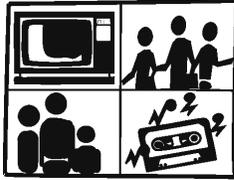
**TIPS**



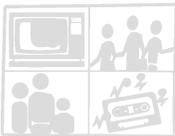
**INF**







# INF



The Rubrics

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# Analyzing Influences

## 2008 Health Education Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

### Characteristics of Student Work

This skill category evaluates students' ability to analyze the influence of internal and external elements on health behavior. The quality of student responses may vary from low, with little or no evidence that the student recognizes that internal and external factors influence personal, family, and community health, to high, with responses that show evidence of an appreciation of the complexity of the influences and provide analysis of the factors affecting personal, family, and community health.

### Skill Cues

- identifies and analyzes external factors
  - media
  - parents
  - ethnic
  - legal
  - peers
  - geographic
  - societal
  - technology
- identifies and analyzes internal factors
  - curiosity
  - interests
  - desires
  - fears
  - likes/dislikes
- addresses interrelationships and complexity of influences
- presents variety of influences as appropriate

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

### Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

### Health Education Standard 2 Performance Indicators

#### Pre-K–Grade 2

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

#### Grades 3–5

- 2.5.1 Describe how the family influences personal health practices and behaviors.
- 2.5.2 Identify the influence of culture on health practices and behaviors.
- 2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
- 2.5.4 Describe how the school and community can support personal health practices and behaviors.
- 2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
- 2.5.6 Describe ways that technology can influence personal health.

#### Grades 6–8

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

- 2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.

**Grades 9–12**

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
- 2.12.5 Evaluate the effect of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.
- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.



# Decision Making (DM)

## Learner Outcome

Students will demonstrate skills for making safe and healthful choices that positively impact their health.

## Teach the Skill

Students of all ages are able to make decisions, but some decisions have more serious outcomes than others. This is can be true of decision making related to tobacco use. Facilitate a discussion on past decisions students have made.

The following are things to consider:

- What kinds of decisions do you make automatically and often (what to wear each day, what to eat, etc.)?
- What kinds of decisions do you make that are not automatic and take some thought (choice of friends, choice of subjects to take in school, choice to go to college, etc.)?
- What makes a decision “good”?
- Why is it important to develop good decision-making skills?
- Are some decisions more difficult than others?
- What makes them more difficult?
- What are some things that can influence decisions?
- What trusted adults are available to help with a decision?
- How can decisions affect other people?
- Are there legal implications to some decisions?
- Other thoughts:

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Discuss the steps in the decision-making process, provide an example and model the skill cues (e.g., “Should I do my homework?”).

Students should be able to:

1. Identify the decision to be made
2. Identify options and possible consequences
3. State the decision clearly
4. Evaluate and reflect on the decision

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be facilitated during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other content needs to be included?

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health outcome to focus on during the unit such as: Increase the number of students who lead a tobacco-free life.

The following are things to consider:

- What makes a decision healthful?
- What things should be considered before deciding not to use a tobacco product?
- What factors influence the decisions made about tobacco use?
- How can the decision to use a tobacco product affect one’s health?
- How can the decision to use a tobacco product affect others’ health?
- If someone decides to use a tobacco product, what additional decisions concerning such issues as stopping need to be made?
- Who are the trusted adults in my life that I’m comfortable discussing this decision with?
- How can decisions change over time?

➤ Other thoughts:

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## Skill Practice

Because the unit should focus on a limited number of skills, you may choose to cover decision making over more than one class period, thus allowing more time for practice. The goal is to provide enough practice to help students feel comfortable and competent in using these skills in real-world situations. Choosing different types of activities will allow students to look at decision making from different perspectives.

The following activities are provided as examples; they should be adapted to reflect the needs and culture of the youth and the health outcome chosen for the unit.

The following is an adaptation from Assessment Items 15211 and 15410 in the CCSSO HEAP project.

### Elementary School: Tobacco Decision Chart

We are presented with decisions every day of our life. We need to spell out the decision to be made, the various options that we have related to that decision (to do or not to do), and the consequences of each of those choices (health, friendship, fear, etc.), and to decide whether the choice we made was the best one through evaluation and reflection. In this activity, you will pick two of the three situations related to tobacco where a decision to use or not to use has to be made and fill out the chart that practices the decision-making process.

1. Tom is a high school baseball player who is trying to decide whether or not to use spit tobacco because his best friend is using it.
2. Salima is the only nonsmoker in a family of smokers. She is trying to decide whether or not she will smoke.
3. Wally wants to be accepted by some of the kids in his eighth grade class. They say he could become a friend if he smokes. He is trying to decide whether or not to smoke.

The Decision Chart				
	Outcomes of not using	Outcomes of using	What is the healthiest choice	Why
Situation #1: Tom				
Chooses to use a tobacco product				
Chooses not to use a tobacco product				
Situation #2: Salima				
Chooses to use a tobacco product				
Chooses not to use a tobacco product				
Situation #3: Wally				
Chooses to use a tobacco product				
Chooses not to use a tobacco product				

### Middle School: Tobacco and Asthma: May the Decision Be with YOU<sup>10</sup>

We have been looking at the skill of decision making as it relates to the health behavior of choosing not to use tobacco products. As we have discussed it, we need to identify the decision to be made, identify the various options that we have related to that decision (to do or not to do) and the outcomes of each of those options (health, friendship, fear, etc.), state the decision clearly, and decide whether the choice we made was the best one through evaluation and reflection.

In this activity, we are going to explore the decision that Emily, who has asthma, must make with respect to staying at a party where some of her high school friends are smoking, leaving the party, or some other alternative. Your task is to explore the possible outcomes of the various options, decide which one is the best decision for this 18 year old senior and explain why.

<sup>10</sup> Adapted from Assessment Item #25111 from CCSSO HEAP project.

May the Decision Be with You						
<b>Possible option</b>	Stay at the party and use her inhaler more than usual	Stay at the party because her friends will be mad at her if she did not stay	ENTER YOUR OWN OPTION	Sneak out of the party and not tell anyone, hoping no one will notice	Encourage the smokers at the party to smoke outside and open the windows to let smoke out	ENTER YOUR OWN OPTION
<b>A possible positive outcome</b>	Example: Her friends see her using the inhaler and encourage the smokers to smoke outside					
<b>A possible negative outcome</b>	People at the party could care less about Emily's asthma and continue to smoke					

Which decision will have the most positive outcome? Why?

### High School: The Policy Decision<sup>11</sup>

You are the owner of a company trying to decide whether it should go tobacco free or remain as it is presently, where there is a designated smoking area or some other choice. There have been some complaints from the following employees, some in favor, some opposed. Here is the background of each of the employees who have filled a formal complaint and what they said.

<sup>11</sup> Adapted from NASCO. (2003). *Tobacco: A Smashing, Integrated Curriculum*.

**Fred Freedom** has been with the company for the last 25 years. He has been a smoker and does not want to quit. He believes tobacco use is an individual choice and should be allowed in any workplace.

**Priscilla Prevention** has been a union leader for a long time and has stated, “not only do we get smoke from our factory but we are getting it from the 20 smokers in our building as well.” It is time for a change.

**Bill Ban** recently quit smoking and wants to remain tobacco free.

**Paula Pregnancy** is six months pregnant and is concerned about what she has heard about secondhand smoke and its impact on the unborn.

**Carl Compromise** is the shop steward and thinks that smokers have rights, as do nonsmokers, and is pushing for a smoking lounge.

Based on the information and concerns of the staff, please complete the following:

1. Name at least three options you have as the owner.
2. What are the positive and negative outcomes associated with each option?  
**Positive outcomes:**  
  
**Negative outcomes:**
3. What is the healthiest choice?
4. How would you document the impact of your decision for the first year, after the decision was made? Clearly spell out the strategies chosen.

## **Parental Involvement**

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered during this lesson.

Youth make many important life decisions outside the classroom. Parents/trusted adults can play an important role in helping youth work through the decision-making process. Have parents and youth brainstorm some decisions that are coming up in the youth's life. They could discuss options and potential outcomes for each option and how the parent/trusted adult can be involved in helping the youth make informed decisions.

Have parents/trusted adults and youth discuss a scenario related to tobacco use that the parents/trusted adults had to make and the steps in making a well-informed decision. Have them work together to create a plan for dealing with the situation or others that may arise.

## **Skill Reinforcement**

The skills addressed in this resource cut across many health education content areas. You may consider replicating the decision-making template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Nutrition

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## Skill Assessment

### Elementary School<sup>12</sup>

Celia has been offered a cigarette by one of her friends. Celia needs to make a decision about whether or not to smoke the cigarette. Describe:

1. The possible result of each option
2. The most healthful decision based on the consequences
3. Why it is the most healthful decision

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<sup>12</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #15111.

## Scoring Criteria

**CC** The content score is based on the student's ability to:

- Discuss the possible consequences to Celia for taking or not taking a cigarette offered by a friend. Possible consequences of taking the cigarette could be:
  - Celia may continue to smoke until it becomes addicting.
  - Celia will be performing an illegal activity.
  - Celia may be exposing herself to the side effects and risks of smoking, such as:
    - increased risk of lung diseases, cancers, heart disease, stroke, ulcers, respiratory illness
    - impaired sense of smell and taste
    - bad-smelling clothing and breath
    - stained teeth
    - poor performance in sports
    - cough and mucus
    - dirty air for others
- Possible consequences of not taking a cigarette could be:
  - Celia may lose a friend.
  - Celia may gain the respect of others and gain new friends.
  - Celia will be avoiding exposure to the side effects and risks of smoking.
  - Celia may have to face peer pressure to smoke.

**Decision Making (DM)** The skill score is based on the student's ability to use decision-making skills to enhance health. Comprehensive student work:

- Is personalized
- Shows progression through a decision-making process
  - Identifies the decision to be made
  - Considers options and consequences
  - Takes action or makes decisions
  - Evaluates or reflects on action

---

## Skill Assessment

### Middle School<sup>13</sup>

Bob suffers from asthma. He is thinking about trying cigarettes because several of the people he wants for friends smoke. He thinks smoking will make him popular and accepted into the group. Describe THREE possible consequences (positive or negative, short- or long-term) of a decision to smoke or not to smoke. Then explain which of Bob's options is the most healthful.

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<sup>13</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25210.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe three possible consequences for Bob (who has asthma) of the decision to smoke or not to smoke.

- Consequences of choosing to smoke include such things as:
  - Smoking has been linked to worsening asthma.
  - If Bob's asthma worsens he may need more asthma medication, he will be at greater risk for asthma attacks, and he may need to see the doctor more often.
  - The short-term health effects of smoking on the lungs include: increased breathing rate, shortness of breath, smoker's cough, destruction of the cilia that remove bacteria and other particles from the lungs, increased mucus production in the lungs, and increased susceptibility to bronchial infections and colds.
  - The long-term health effects of smoking on the lungs include increased risks for emphysema, chronic bronchitis, and lung cancer.
  - Nicotine is an addictive drug.
  - In the short-term, Bob may be more accepted by his friends who smoke.
  - Bob may be less accepted by his friends who do not smoke.
- Consequences of choosing not to smoke include such things as:
  - There is less chance of Bob's asthma worsening than there would be if he smoked.
  - There is less risk of developing long-term lung diseases, such as chronic lung disease, emphysema, chronic bronchitis, and lung cancer, than there would be if he smoked.

**DM** The skill score is based on the student's ability to use decision-making skills to enhance health. Comprehensive student work:

- Is personalized
- Shows progression through a decision-making process:
  - Identifies the decision to be made
  - Considers options and consequences
  - Takes action or makes decisions
  - Evaluates or reflects on action

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## Skill Assessment

### High School<sup>14</sup>

Angie is in a restaurant enjoying dinner with her parents when a person at the next table lights a cigarette. She cannot stand the smell of smoke, especially while she is eating. What are THREE options Angie has? For each option, describe the possible consequences. Then choose the most healthful option and explain why it is the most healthful of the three options you listed. Finally, give health-related reasons why some action on her part is important.

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<sup>14</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25211.

## Scoring Criteria

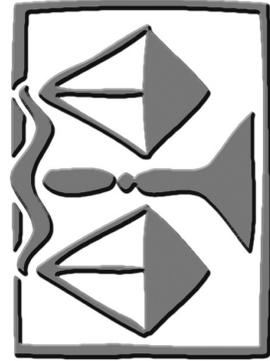
**CC** The content score is based on the student's ability to advocate for Angie to take action when someone in a restaurant starts smoking close by, such as:

- Frequent exposure to secondhand smoke may be linked to worsened asthma in children, bronchitis in children, and lung cancer deaths in nonsmokers.
- Secondhand smoke may lead to or worsen many health problems, such as ear infections, allergies, breathing problems, and heart disease.
- A smoke-filled room contains high levels of nicotine, carbon monoxide, and other pollutants.
- Nonsmokers who breathe secondhand smoke may become passive smokers.
- Sidestream smoke contains twice as much tar and nicotine as mainstream smoke.

**DM** The skill score is based on the student's ability to use decision-making or goal-setting skills to enhance health. Comprehensive student work:

- Is personalized
- Shows progression through a decision-making process
  - Identifies the decision to be made
  - Considers options and consequences
  - Takes action or makes decisions
  - Evaluates or reflects on action





TIPS

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# Decision Making

2008 Health Education Standard 3

*Students will demonstrate the ability to use decision-making skills to enhance health.*

**Show all the steps of the decision-making process.**

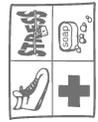
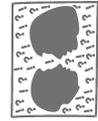
**Identify the decision to be made.**

**Identify options and possible consequences.**

**State the decision clearly.**

**Evaluate and reflect on the decision.**

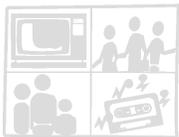
DM







**DM**



The Rubrics

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# Decision Making

## 2008 Health Education Standard 3

Students will demonstrate the ability to use decision-making skills to enhance health.

### Characteristics of Student Work

This category evaluates the ability to use decision making to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to make a decision, to high, showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision.

### Skill Cues

- is personalized
- shows progression through a decision-making process
  - identifies the decision to be made
  - considers options and consequences
  - takes action or makes decisions
  - evaluates or reflects on action

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

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- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.

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- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

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- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 3

Students will demonstrate the ability to use decision-making skills to enhance health.

### Rationale

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

### Health Education Standard 3 Performance Indicators

#### Pre-K–Grade 2

- 3.2.1 Identify situations when a health-related decision is needed.
- 3.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

#### Grades 3–5

- 3.5.1 Identify health-related situations that might require a thoughtful decision.
- 3.5.2 Analyze when assistance is needed in making a health-related decision.
- 3.5.3 List healthy options to health-related issues or problems.
- 3.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 3.5.5 Choose a healthy option when making a decision.
- 3.5.6 Describe the outcomes of a health-related decision.

#### Grades 6–8

- 3.8.1 Identify circumstances that can help or hinder healthy decision making.
- 3.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 3.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 3.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 3.8.5 Predict the potential short-term impact of each alternative on self and others.
- 3.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 3.8.7 Analyze the outcomes of a health-related decision.

**Grades 9–12**

- 3.12.1 Examine barriers that can hinder healthy decision making.
- 3.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 3.12.3 Justify when individual or collaborative decision making is appropriate.
- 3.12.4 Generate alternatives to health-related issues or problems.
- 3.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 3.12.6 Defend the healthy choice when making decisions.
- 3.12.7 Evaluate the effectiveness of health-related decisions.



# Interpersonal Communication (IC)

## Learner Outcome

Students will demonstrate interpersonal communication skills to negotiate situations related to tobacco use through verbal and non-verbal communication.

## Teach the Skill

Students of all ages need skills to communicate effectively. The following are things to consider:

- What makes communication effective?
- What makes communication ineffective?
- What does it mean to negotiate?
- What does it mean to justify your position?
- What does it mean to be assertive?
- Why is it important to verbalize what you want?
- What factors can make it difficult to communicate effectively?
- What does it mean to respect someone's views?
- How are verbal and nonverbal communication different?
- Why is it important to develop listening skills?
- What are strategies for resolving conflicts?
- Why is it important to communicate with trusted adults?
- Why is it important to communicate effectively?
- Other thoughts:

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Discuss what it means to demonstrate good interpersonal communication and provide an example and model the skill (e.g., “Why I don’t want you to do my assignment for me”).

Students should be able to:

1. Demonstrate interactions among individuals
2. Use message tactics and strategies
  - Clear, organized ideas or beliefs
  - “I” messages
  - Tone—respectful versus aggressive and confrontational
  - Body language
  - Reflective listening
3. Demonstrate refusals
  - Give a clear “no” statement
  - Provide a reason
  - Walk away
  - Delay, change the subject
  - Repeat refusal
  - Provide an excuse
  - Put it off

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be facilitated during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other critical health content needs to be included?

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health outcome to focus on during the unit. The outcome you have chosen is: Increase the number of students leading a tobacco-free life.

Facilitate a discussion on interpersonal communication (negotiation skills, refusal skills, presenting justification) and its relationship to general communication. It is important for youth to understand that their ability to communicate effectively will help maintain or improve their personal health.

The following are things to consider:

- How does self-esteem affect the ability to communicate?
- What makes being pressured by someone you like so difficult?
- How do you communicate to someone that you do not want to use a tobacco product?
- How do you communicate to someone that you do not want to stay in a place tobacco is being used?
- What is the link between thoughtful decision making and effective communication skills?
- Other thoughts:

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## Skill Practice

Because the unit should focus on a limited number of skills, you may choose to cover interpersonal communication over more than one class period, thus allowing more time for practice. Interpersonal communication is considered a skill that is critical when addressing tobacco-related risk behaviors. The goal is to provide enough practice to help students feel comfortable and competent in using this skill in real-life situations. Choosing age appropriate and multiple types of activities will allow students to look at interpersonal communication from different perspectives. There are also different aspects of interpersonal communication you may want to address, such as justification skills and refusal skills.

### Elementary School: Saying No and Meaning It

Sometimes you have to make hard choices about doing the right thing. Read the story about Terry and Chris below. Your task is for your group to demonstrate all the possible decisions presented in this situation. Your group is to write a script and then act it out.

### Terry and Chris

Chris chases the basketball across the playground during an after-school game of three on three. Behind the school he sees his friend Terry and another boy, Joe. When Terry sees Chris, he suddenly turns away. Chris goes over to Terry to find out what is going on, and sees that Terry and Joe are smoking cigarettes. Terry offers Chris a cigarette. Chris knows how bad smoking can be for his health, how can Chris refuse the cigarette?

Develop a script about how Terry and Chris might communicate with each other during this meeting behind the school. Make sure your script:

1. Demonstrates interactions among individuals
2. Uses effective message tactics and strategies such as:
  - Clear, organized ideas or beliefs
  - “I” messages
  - Tone—respectful versus aggressive and confrontational
  - Body language
3. Demonstrates effective refusals such as:
  - Give a clear “no” statement
  - Provide a reason
  - Walk away
  - Delay, change the subject
  - Repeat refusal
  - Provide an excuse
  - Put it off

Practice refusal skills by acting out the scripts.

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### Middle School: Making a Difference<sup>15</sup>

We have been studying the various components of effective interpersonal communication. They include such practices as using:

- Clear, organized ideas or beliefs
- “I” messages
- Tone—respectful versus aggressive and confrontational
- Body language

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<sup>15</sup> Adapted from the CCSSO HEAP prompt 25411.

In this activity you are going to write a script between two friends, one of which has recently stopped smoking. In your script you have to present reasons why that person should remain tobacco free that includes both short- and long-term impact. In addition your script must have some dialogue that shows that the friend who does not smoke truly cares about the friend by what he/she says and the body language that is demonstrated.

Practice “I” messages by acting out the scripts.

### **High School: That Important Tobacco Talk<sup>16</sup>**

There are many refusal skills that you have practiced in the years leading to high school. These include the following:

- Give a clear “no” statement
- Provide a reason
- Walk away
- Delay, change the subject
- Repeat refusal
- Provide an excuse
- Put it off

You have just been offered a cigarette by a good friend of yours. This surprises you because you did not know that he was a smoker. You think the world of him and do not want him to feel bad about your refusal. Put together a conversation in which at least three of the above strategies are used. Include at least one health reason why you don’t want to smoke.

Practice refusal skills by acting out the scripts.

## **Parental Involvement**

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered during this lesson.

Self-esteem is a key component of being able to refuse pressure to use tobacco products. With another person involved in the situation, refusal must go beyond “just say no.” Parents/trusted adults should assess whether the youth has the social skills and self-esteem to refuse pressure to use tobacco products. Have a parent/trusted adult talk with the youth about one of the role-plays and what the youth would do if the situation arose. This presents parents with a teachable moment to share their values with their youth about the importance of learning to refuse pressure in a given health behavior.

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<sup>16</sup> Adapted from the CCSSO HEAP prompt 35409.

## **Skill Reinforcement**

The skills addressed in this resource cut across many health education content areas. You may consider replicating the interpersonal communication template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Nutrition

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## Skill Assessment

### Elementary School<sup>17</sup>

At the bus stop, some kids from Sam’s neighborhood light up cigarettes. They offer Sam a cigarette and say that if he doesn’t smoke, he’s a big baby. Write a dialogue between Sam and the other kids that shows TWO ways Sam can refuse the cigarette. Include in the dialogue TWO harmful effects of smoking.

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<sup>17</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #15010.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe two harmful health effects or emotional changes caused by smoking, such as:

- Smoking increases the risk of lung diseases, cancers, heart disease, stroke, and ulcers.
- Smoking can cause a person to cough a lot.
- Smoking can lead to more frequent colds and breathing problems.
- Smoking makes the air around the smoker bad for others to breathe.
- Smoking leads to nicotine addiction.
- A person might get in trouble with his/her parents.
- It is not legal in most states for people younger than 18 to smoke.
- A person might lose friends who don't smoke.

**Interpersonal Communication (IC)** The skill score is based on the student's ability to use interpersonal communication skills to enhance health. Comprehensive student work:

- Demonstrates interactions among individuals
- Uses effective message tactics and strategies
  - Clear, organized ideas or beliefs
  - "I" messages
  - Tone—respectful versus aggressive and confrontational
  - Body language
- Demonstrates refusals
  - Clear "no" statement
  - Walk away
  - Provide a reason
  - Delay, change the subject
  - Repeat refusal
  - Provide an excuse
  - Put it off

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## Skill Assessment

### Middle School<sup>18</sup>

Maria and Cynda are preparing to present a role-play on smoking to their health class. They must act out a situation in which they use effective refusal techniques to resist peer pressure to smoke.

Describe TWO refusal techniques they could use when offered tobacco and give an example of what they might say or do for each. For each technique, include a reason why smoking is not a healthful choice.

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<sup>18</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25309.

## Scoring Criteria

**CC** The content score is based on the student's ability to give two reasons why smoking is not a healthful choice, such as:

- Smoking increases one's risk of lung diseases, cancers, heart disease, stroke, ulcers, and respiratory illness.
- Smoking can impair one's senses of smell and taste.
- One's clothing and breath will smell bad.
- Smoking can stain one's teeth.
- Smoking can make one feel bad physically and emotionally.
- Smoking can lead to nicotine addiction.
- Smoking can negatively affect one's performance in sports.
- Smoking can cause increased coughing and mucus formation.
- Smoking makes the air around you dirty for others to breathe.
- One may lose friends who don't smoke.
- It is not legal in most states for people younger than 18 to smoke.
- Smoking is expensive.

**IC** The skill score is based on the student's ability to use interpersonal communication skills to enhance health. Comprehensive student work:

- Demonstrates interactions among individuals
- Uses effective message tactics and strategies
  - Clear, organized ideas or beliefs
  - "I" messages
  - Tone—respectful versus aggressive and confrontational
  - Body language
- Demonstrates refusals
  - Clear "no" statement
  - Walk away
  - Provide a reason
  - Delay, change the subject
  - Repeat refusal
  - Provide an excuse
  - Put it off

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## Skill Assessment

### High School<sup>19</sup>

Jay's friend Sam has come home after being stationed on an army base in Europe for three years. Jay and Sam are in Jay's house, talking for the first time in three years, when Sam pulls out a pack of cigarettes, takes one for himself, and offers the pack to Jay. Jay, a nonsmoker, refuses, but Sam keeps offering, telling Jay things like, "Just one won't hurt you."

Jay doesn't want the cigarette, but he doesn't want to anger his friend. Write a dialogue between Jay and Sam in which Jay uses clear, appropriate strategies for refusing the cigarette and in which Jay suggests healthful alternatives to either of them smoking. Your dialogue should include health-related reasons Jay can give Sam for not wanting to smoke.

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<sup>19</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #35011.

## Scoring Criteria

**CC** The content score is based on the student’s ability to:

- Identify healthful alternatives to smoking, such as:
  - Playing sports
  - Going to a movie
  - Jogging
  - Eating a healthy snack
- Discuss health-related reasons Jay can give Sam for not wanting to smoke, such as:
  - Smoking increases one’s risk of respiratory diseases, such as emphysema, chronic bronchitis, and asthma.
  - Smoking increases one’s risk of some kinds of cancers, such as mouth and lung.
  - Smoking increases one’s risk of ulcers.
  - Smoking increases one’s risk of dental problems, such as receding gums and loss of tooth enamel.
  - Smoking increases one’s risk of bad breath and stained teeth and fingers.
  - Smoking increases one’s risk of heart disease, stroke, and heart attacks.
  - Smoking decreases one’s ability to be physically active without being short of breath.
  - Smoking is expensive.
  - It is not legal in most states for people younger than 18 to smoke.

**IC** The skill score is based on the student’s ability to use interpersonal communication skills to enhance health. Comprehensive student work:

- Demonstrates interactions among individuals
- Uses effective message tactics and strategies
  - Clear, organized ideas or beliefs
  - “I” messages
  - Tone—respectful versus aggressive and confrontational
  - Body language
- Demonstrates refusals
  - Clear “no” statement
  - Walk away
  - Provide a reason
  - Delay, change the subject
  - Repeat refusal
  - Provide an excuse
  - Put it off

# Interpersonal Communication

**2008 Health Education Standard 4** *Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.*

**Show dialogues that express needs, ideas, and opinions.**

**Be clear and organized.**

**Show effective ways to say “no.”**

**Use appropriate and effective verbal and nonverbal strategies.**

- “I” messages
- body language
- appropriate tone
- attentive listening



**TIPS**



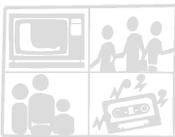
**IC**







**IC**



The Rubrics

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# Interpersonal Communication

## 2008 Health Education Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### Characteristics of Student Work

This skill category evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low, providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health, to high, demonstrating the use of appropriate communication techniques to exchange information effectively.

### Skill Cues

- demonstrates interactions among individuals
- message tactics and strategies
  - clear, organized ideas or beliefs
  - use of "I" message
  - tone—respectful vs. aggressive and confrontational
  - body language
- demonstrates refusals
  - clear "no" statement
  - walk away
  - provide a reason
  - delay, change the subject
  - repeat refusal
  - provide an excuse
  - put it off

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

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- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.

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- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

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- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

### Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

### Health Education Standard 4 Performance Indicators

#### Pre-K–Grade 2

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 Demonstrate listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

#### Grades 3–5

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 4.5.4 Demonstrate how to ask for assistance to enhance personal health.

#### Grades 6–8

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.

**Grades 9–12**

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.



# Goal Setting (GS)

## Learner Outcomes

1. Students will be able to describe the key components of the goal-setting process.
2. Students will correlate maintaining desired health outcomes with an increased likelihood of achieving life goals.

## Teach the Skill

Students of all ages need skills to use goal setting to enhance health. Students need to understand and apply all the components of a goal-setting process.

The following are things to consider:

- What makes a goal realistic?
- How does one establish plans for reaching a goal?
- What barriers have you encountered to meeting a goal?
- How do you anticipate barriers to meeting a goal?
- How does one evaluate or reflect on an action?
- Other thoughts:

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Discuss what it means to develop a logical progression for goal setting. It may be helpful to provide an example and model the skill (e.g., getting an A on next Friday's test).

Students should be able to:

1. Write a clear goal statement.
2. Be sure the goal is realistic.
3. Make a plan for meeting the goal.
4. Show how to evaluate and adjust the plan if needed.

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, decide if there is other critical health content that needs to be included.

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health outcome to focus on during the unit: Increase the number of students who will lead a tobacco-free life.

Facilitate a discussion on the goal-setting process. The following are things to consider:

- How can health outcomes affect goals?
- How can planning and achieving goals decrease undesired health outcomes?
- What are examples of clear goal statements related to being tobacco free?
- Why is it important to communicate with parents/trusted adults about goals?
- Other thoughts:

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## Skill Practice

You may choose to cover goal setting in one class period. Choosing a variety of age-appropriate activities will allow students to look at goal setting from many different perspectives.

The following activities are provided as examples; they should be adapted to reflect the needs and culture of the youth and no-tobacco-use outcome chosen for the unit.

Students should be able to

1. Write a clear goal statement.
2. Be sure the goal is realistic.
3. Make a plan for meeting the goal.
4. Show how to evaluate and adjust the plan if needed.

### Elementary School: Samantha's Dream

Leticia is a 14-year-old who has dreams of performing on Broadway some day. She has a great voice and is taking dance lessons to improve her modern dance techniques. Leticia is the only nonsmoker in a family with five smokers: her parents, Leticia's brother, and her two older sisters. She finds it hard not to smoke because everywhere she turns, people in her family are smoking. In addition, two of her close friends have started to smoke and are trying to convince Leticia to start.

Tryouts for the civic theatre musical are next week and Leticia wants very much to be a part of the chorus. She practices every night at home but seems to get tired more easily than she used to after only one half-hour of practice.

The day of the tryouts has arrived and Leticia is ready to perform. Her singing goes okay but she can't belt out the song like she could two weeks earlier. Her dance routine lacks energy. She can't figure out what is wrong. Leticia goes home very down in the dumps and looks at the pack of cigarettes on the kitchen table. "Those cigarettes are causing me nothing but problems," Leticia says.

Your task is to answer the questions that address the issues related to Leticia and achieving her goals.

1. How has tobacco smoke already affected Leticia's health even though she is not a smoker?
2. Write a goal statement for Leticia to remain smoke free the rest of her life.

3. Write a plan with at least three strategies for meeting that goal.
4. How will meeting this goal effect her health outcomes?
5. How should Leticia measure her success in reaching her goal?

### **Middle School: How to Make a Dream Come True**

Tom has noticed that two of his friends have started to smoke and use spit tobacco. Tom has established as a goal to not join his friends and to remain tobacco free.

1. Is the goal Tom selected realistic?
2. Help Tom write a clear goal statement.
3. Tom has already identified two strategies to help him reach his goal. Offer Tom three additional strategies. Describe how each of the strategies will help him succeed in remaining tobacco free.
  - Convince his friends to join a smoking cessation program.
  - Tom will talk to his friends who smoke and ask them not to smoke around him.

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4. How will succeeding with the strategies benefit his health outcomes?
5. How might Tom evaluate whether his strategies are working?

### **High School: Tobacco-Free Survivor for Life**

In this multi-scene scenario your task will be to identify and overcome barriers to Jorge in his attempt to reach his goal of a smoke-free life. In the end you are to write a way to evaluate the success of his plan. Jorge decides to have a smoke-free life at age 11 because his favorite uncle Juan died at a very early age due to his cigarette smoking.

**Scene one:** In middle school Jorge's best friend Marcus experiments with cigarettes and tries to convince Jorge to try using cigarettes himself. What should be included in Jorge's plan to remain tobacco free?

- 1.
- 2.

**Scene two:** In high school, two members of Jorge’s baseball team begin using spit tobacco when they are away from the coach, who strongly opposes the use of spit tobacco. What should be included in Jorge’s plan to never use spit tobacco?

- 1.
- 2.

**Scene three:** In college Jorge’s girlfriend starts to smoke to maintain her weight. She read that tobacco lessens your desire to eat. She thinks this is something Jorge should consider because he always talks about not gaining the freshman 15 that he heard about. What should be included in Jorge’s plan to maintain weight while not using tobacco?

- 1.
- 2.

How could Jorge measure his success in remaining tobacco free during this period of time in his life?

## Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered during this lesson.

Parents/trusted adults play a critical role in helping youth set and achieve life goals. Have parents/trusted adults brainstorm with their youth some ways that they can help them achieve their goals and how tobacco use can get in the way of their goals. Parents/trusted adults may also discuss how goal setting is already modeled within the family.

## Skill Reinforcement

The skills addressed in this resource cut across many health education content areas. You may consider replicating the goal-setting template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Nutrition
- Physical activity

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## Skill Assessment

### Elementary School<sup>20</sup>

Kim has decided to be tobacco-free throughout her life. Write a plan to help Kim reach her goal. The plan should include:

- *Three* benefits of being tobacco free.
- *Three* ways to resist peer pressure to use tobacco.

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<sup>20</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #15110.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe three benefits of being tobacco free, such as:

- It reduces one's risk of lung diseases, cancers, heart disease, stroke, ulcers, and respiratory illness.
- It maintains one's senses of smell and taste.
- It saves money.
- It means one's clothing and breath will smell better.
- It means that one's teeth will not be tobacco-stained.
- It means one will be able to maintain feelings of physical and emotional fitness.
- It means one will be free from nicotine addiction.
- It keeps the air clean for others.
- It means one will not have to miss school or work because of smoking-related illnesses.
- It means a person under 18 won't be breaking the law.
- It means a person may not lose friends who don't use tobacco.

**Goal Setting (GS)** The skill score is based on the student's ability to use goal-setting skills to enhance health. Comprehensive student work:

- Shows clear progression through a goal-setting process
  - Clear goal statement
  - Identifies realistic goal
  - Plans for reaching goal
  - Evaluates or reflects on action

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## Skill Assessment

### Middle School<sup>21</sup>

Jennie has chosen to be tobacco free for life. Describe *three* steps she can take to reach this goal. Include in the response *three* positive health benefits of this decision.

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<sup>21</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25409.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe three positive health benefits of being tobacco free, such as:

- One's risk of respiratory diseases, such as emphysema, chronic bronchitis, and asthma does not increase.
- One's risk of cancer, such as mouth and lung, does not increase.
- One's risk of ulcers does not increase.
- One's risk of dental problems, such as receding gums and wearing off of tooth enamel, does not increase.
- One's risk of bad breath and stained teeth and fingers does not increase.
- One's risk of heart disease, stroke, and heart attacks does not increase.
- One does not have to spend money on one's tobacco habit.
- One can be physically active without being short of breath.
- One will not be at risk of losing friends who do not smoke.
- One will not be manipulated by the tobacco industry.

**GS** The skill score is based on the student's ability to use goal-setting skills to enhance health. Comprehensive student work:

- Shows clear progression through a goal-setting process
  - Clear goal statement
  - Identifies realistic goal
  - Plans for reaching goal
  - Evaluates or reflects on action

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## Skill Assessment

### High School<sup>22</sup>

Ellen has friends who smoke. Her friends claim that smoking helps curb their hunger and helps them manage their weight.

Write a plan to help Ellen manage her weight without smoking. Include in the plan healthful ways Ellen can manage her weight and an explanation of why this is better for Ellen's health than smoking.

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<sup>22</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #35309.

## Scoring Criteria

**CC** The content score is based on the student's ability to explain why it is better for health to manage weight by healthful means rather than by smoking, such as:

- Smoking increases one's risk of heart disease, stroke, and other cardiovascular diseases such as cardiomyopathy, aortic aneurysm, and pulmonary heart disease.
- Smoking increases one's risk of lung and other types of cancers.
- Smoking increases one's risk for respiratory diseases, such as emphysema and chronic bronchitis.
- One's resting heart rate and blood pressure may increase due to smoking.
- Smoking can lead to premature aging and wrinkling of the skin.
- Nicotine causes the pancreas to secrete large amounts of insulin, causing the smoker's blood sugar level to drop and making him/her feel hungry or tired.
- Nicotine is addictive, making quitting (as Ellen plans to do) very difficult.
- Smoking just one pack of cigarettes a day can put as much stress on the heart as being several pounds overweight.

**GS** The skill score is based on the student's ability to use goal-setting skills to enhance health. Comprehensive student work:

- Shows clear progression through a goal-setting process
  - Clear goal statement
  - Identifies realistic goal
  - Plans for reaching goal
  - Evaluates or reflects on action



# Goal Setting

**2008 Health Education Standard 5** *Students will demonstrate the ability to use goal-setting skills to enhance health.*

**Show all the steps in a goal-setting process.**

**Write a clear goal statement.**

**Be sure the goal is realistic.**

**Make a plan for meeting the goal.**

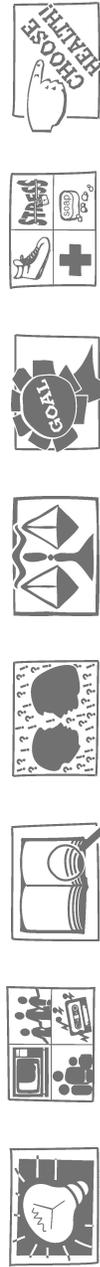
**Show how to evaluate and adjust the plan if needed.**



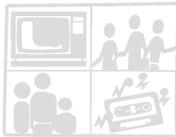
**TIPS**



**GS**







The Rubrics

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# Goal Setting

## 2008 Health Education Standard 5

Students will demonstrate the ability to use goal-setting skills to enhance health.

### Characteristics of Student Work

This category evaluates the ability to use goal setting to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to set a goal, to high, showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan.

### Skill Cues

- shows clear progression through a goal-setting process
  - clear goal statement
  - identifies realistic goal
  - plans for reaching goal
  - evaluates or reflects on action

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.

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- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.

---

- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.

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- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 5

Students will demonstrate the ability to use goal-setting skills to enhance health.

### Rationale

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

### Health Education Standard 5 Performance Indicators

#### Pre-K–Grade 2

- 5.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 5.2.2 Identify who can help when assistance is needed to achieve a personal health goal.

#### Grades 3–5

- 5.5.1 Set a personal health goal and track progress toward its achievement.
- 5.5.2 Identify resources to assist in achieving a personal health goal.

#### Grades 6–8

- 5.8.1 Assess personal health practices.
- 5.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 5.8.3 Apply strategies and skills needed to attain a personal health goal.
- 5.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

#### Grades 9–12

- 5.12.1 Assess personal health practices and overall health status.
- 5.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 5.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 5.12.4 Formulate an effective long-term personal health plan.





# Accessing Accurate Information (AI)

## Learner Outcomes

1. Students will know the key components of accurate media materials.
2. Students will evaluate the reliability and validity of a media or informational resource.
3. Students will identify the types of services available from a facility.

## Teach the Skill

Students of all ages need skills to access accurate information, to demonstrate the ability to access appropriate community resources to meet specific needs, and to determine sources of accurate information.

The following are things to consider:

- What makes a media or informational resource worthy of use (reliability)?
- What makes a resource valid?
- What does it mean to have strong qualifications?
- What does it mean to be a strong community resource?
- Why is it important to get accurate information on tobacco?
- What factors can make it difficult to get accurate tobacco information?
- What does it mean to evaluate a source's strengths?
- Other thoughts:

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Discuss what it means to access accurate information by addressing the skill cues on the accessing accurate information rubric.

Comprehensive student work will:

1. Identify or cite specific sources of information
  - a. Written by individuals with research or medical degrees
  - b. Up-to-date information
  - c. Uses data to support position
  - d. Visual data to support position
  - e. Balanced presentation of the issue
  - f. Identifies original source of data/information
2. Explain how to find the needed help
3. Explain what type of help this source offers
4. Explain why the source is reliable/unreliable
5. Demonstrate knowledge of questionable information or products
  - a. Use of words with multiple meanings
  - b. Product can be purchased in only one place
  - c. Questionable degrees of the individual presenting the information
  - d. The individual presenting the information has a defensive position versus the rest of the medical profession
6. Demonstrate use of the analyzing Internet/lay source rubric (if applicable)

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other critical health content needs to be included?

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health behavior to focus on during the unit: Increase the number of students leading a tobacco-free life.

Facilitate a discussion on accessing accurate health information by using the rubric as a guide. The following are things to consider:

- Why is accessing accurate health information important?
- Where do you obtain information on products related to tobacco?
- Where do you obtain information on services related to tobacco?
- What can make obtaining tobacco use information difficult?
- How can the Internet affect how we receive health information?
- Is it safe to diagnose yourself over the Internet?
- What are some key things I should look for in a site that tell me it's reliable?
- What other media sources attempt to give us health information (commercials, TV shows)?
- How do we assess the reliability of these sources?
- Other thoughts:

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## Skill Practice

Because the unit should focus on a limited number of skills, you may choose to cover accessing information in one class period. The goal is to provide enough practice to help students feel comfortable and competent in using these skills in real-life situations. Choosing different types of activities that are age-appropriate will allow students to look at analyzing information from different perspectives.

The following activities are provided as examples; they should be adapted to reflect the needs and culture of the youth and the no-tobacco-use outcome chosen for the unit.

### Elementary School: What Source Is Best

Each student will be shown the following: a video about tobacco with a copyright of at least six years ago, an article that appears in the newspaper, an article taken from a tobacco company Web site, and an article taken from Current Health I magazine. Each student will give a score for each based on what they think is accurate and a believable source when it comes to providing accurate information. A top score (10) means that the student thinks the

article or video is presenting accurate information based on what the student knows about tobacco. This activity must help students to:

- Identify different sources of information
- Explain how to find the needed help (how might a student begin to find answers to questions, information on services in their community)
- Explain what type of help this source offers
- Explain why it's a good source of information

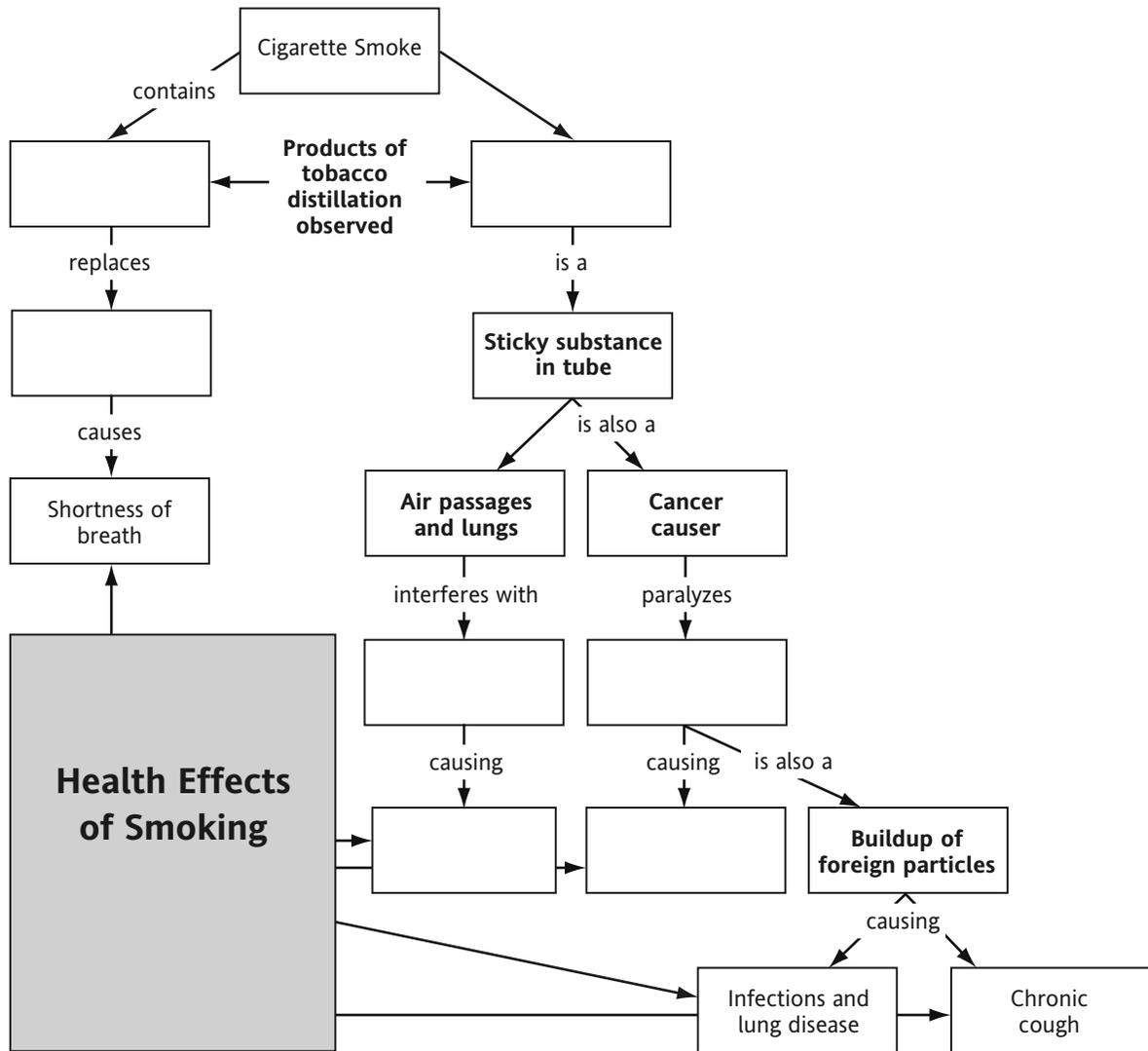
You as the teacher will lead a discussion on the following:

- Is a believable source of material always accurate (sometimes important information is left out)?
- Can accurate information be challenged because of how people look or what they wear?
- Can people who support tobacco present accurate information while still trying to get you to use tobacco?

### **Middle School: The Effects of Smoking on the Body**

Each student will be given the following graphic organizers that has some gaps. The student task is to seek reliable sources of information to fill in the empty boxes with accurate tobacco information. Students must use at least two sources of information and complete a rubric for each source. After completion of the graphic organizer, they can check their answers with the correct ones on the next page. Finally, write a brief summary of how this activity challenged you to:

- Identify sources of information
- Explain how to find the needed help
- Explain what type of help a source offers
- Explain why it's a good source of information



Graphic Organizer: The Effects of Smoking on the Body

**High School: Decision 2008: A Tobacco-Free Media Campaign**

You have been asked to join a coalition called the Youth Against Tobacco Activity (YATA) in your community. The group advocates for making all work places tobacco free. These include fast-food restaurants, parks, bowling alleys, and any other public places. You have been asked to produce informational materials to support a media campaign being created to promote tobacco-free environments for young people. The target audience for

the campaign will be public officials and the general community. This activity will challenge you to:

- Identify sources of information
- Explain how to find the needed help
- Explain what type of help this source offers
- Explain why it's a good source

Your task is to create a *fact sheet* about the health dangers of environmental tobacco smoke (ETS, also called secondhand smoke). The fact sheet should be no more than two pages and should include at minimum:

- A description of ETS.
- A description of the health risks (both short and long term) associated with ETS.
- A description of the health benefits of having tobacco-free places in the community.

Complete a rubric for each source you investigate as you complete the fact sheet. At least one reference from print and one from the Internet should be used in the final document.

The following Web site provides a variety of resources to get you started: [http://www.cdc.gov/tobacco/data\\_statistics/sgr/sgr\\_2006/index.htm](http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2006/index.htm).

Note: If your unit also addresses Advocacy, please see part 2 of this activity in the Advocacy section of this document.

## Parental Involvement

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered during this lesson.

It is important for both parents/trusted adults and youth to be able to assess sources of information for reliability. Have a parent/trusted adult brainstorm some sources used for obtaining health information. Have the parent/trusted adult and youth work together to put one of those sources to the test with the rubric you have given them (rubrics for a media resource and Internet/lay source have been included; these chart-type rubrics may be more useful and easier to follow at home). Have a parent/trusted adult discuss ways to be involved in helping the youth find accurate sources of information.

## **Skill Reinforcement**

The skills addressed in this resource cut across many health education content areas. You may consider replicating the accessing accurate information template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Nutrition
- Consumer health

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## Skill Assessment

### Elementary School<sup>23</sup>

Mary's friends are pressuring her to smoke cigarettes. They say, "Come on! You're young! Just a few cigarettes won't hurt you." Write a letter to Mary's friends explaining why Mary chooses not to smoke. Include in the letter:

- Things that enter a person's body when a person smokes and how these things harm a person
- Some sources where Mary's friends could find out more about the harmful effects of smoking and why these sources are helpful
- Describe the sources you used for the facts in the letter and describe why they are good sources

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<sup>23</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #15311.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe the things that enter a person's body when he/she smokes and how they are harmful, such as:

- Nicotine is an addictive drug. It can cause the brain to release chemicals that make a person want to smoke more. It can also make the heart beat faster, increase blood pressure, and narrow blood vessels in the skin.
- Tar can build up as a gummy residue on lung tissue and in the passageways that lead to the lungs. This can make it hard to breathe, and can cause smoker's cough and more serious diseases.
- Carbon monoxide can reduce the amount of oxygen that the blood cells can carry, reducing the amount of oxygen the heart can get. This can cause heart disease and circulation disorders.

**Accessing Accurate Information (AI)** The skill score is based on the student's ability to access valid health information and/or health-promoting products and services. Comprehensive student work:

- Identifies or cites specific sources
- Evaluates the validity of the source
- Provides a rationale for the appropriateness of source
- Demonstrates an ability to access appropriate community resources to meet specific needs
- Identifies the type of help available from the source

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## Skill Assessment

### Middle School<sup>24</sup>

Amanda's study group needs to find a community resource (other than her school) that is involved in tobacco control education, prevention, or cessation. Describe a community organization her group might choose. Describe how this organization is involved in education, prevention, or cessation.

- Describe the sources you used for the facts in the letter and describe why they are good sources

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<sup>24</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25310.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe how the community organization the student identifies (in italics) is involved in tobacco control education, prevention, or cessation, such as:

- Doctors, hospitals, and clinics treat victims of smoking related diseases, offer cessation classes, offer nicotine patches, sponsor health fairs, and offer public education.
- National associations support medical research, run cessation programs, distribute informational pamphlets, have speakers, support anti-tobacco advertising, sponsor major health events and health fairs, and support fundraising events.
- Anti-tobacco groups work on legislation, advertising, researching the tobacco industry, bringing lawsuits, and monitoring tobacco sales to minors.
- Public health departments run cessation programs, check people for smoking-related diseases, and monitor tobacco sales to minors.

**AI** The skill score is based on the student's ability to access valid health information and/or health-promoting products and services. Comprehensive student work:

- Identifies or cites specific sources
- Evaluates the validity of the source
- Provides a rationale for the appropriateness of the source
- Demonstrates an ability to access appropriate community resources to meet specific needs
- Identifies the type of help available from the source

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## Skill Assessment

### High School<sup>25</sup>

The *tobacco-free coalition* has decided to start a public awareness campaign about the barriers smokers face when trying to quit. The coalition has asked for public assistance in gathering this information as well as information about the people and organizations that can help others quit smoking. Write a letter to the coalition in which you describe different barriers people face when they first try to quit smoking. Also, describe people or places that someone could turn to for help in overcoming these barriers and the type of help each person or place could provide.

- Describe the sources you used for the facts in the letter and describe why they are good sources

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<sup>25</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #35111.

## Scoring Criteria

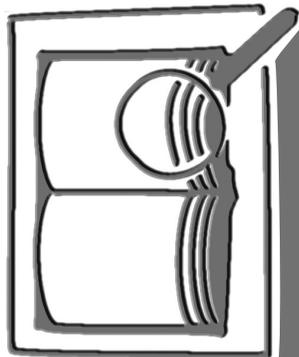
**CC** The content score is based on the student’s ability to describe the barriers people face when they first try to quit smoking, such as:

- The withdrawal symptoms of nicotine addiction, such as irritability, nervousness, headaches, dry mouth, and fatigue
- The oral sensation related to smoking, which may cause one to eat more
- The pressure one may feel from being around others who smoke
- Marketing and media influences

**AI** The skill score is based on the student’s ability to access valid health information and/or health-promoting products and services. Comprehensive student work:

- Identifies or cites specific sources
- Evaluates the validity of the source
- Provides a rationale for the appropriateness of the source
- Demonstrates an ability to access appropriate community resources to meet specific needs
- Identifies the type of help available from the source





TIPS

# Accessing Information

**2008 Health Education Standard 6**

*Students will demonstrate the ability to access valid health information and products and services to enhance health.*

**Identify sources of information.**

**Explain how to find the needed help.**

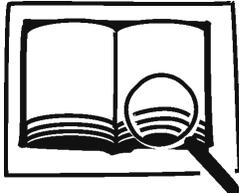
**Explain what type of help this source offers.**

**Explain why it's a good source.**

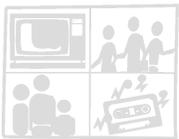


AI





**AI**



The Rubrics

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# Accessing Information

## 2008 Health Education Standard 6

Students will demonstrate the ability to access valid health information and products and services to enhance health.

### Characteristics of Student Work

This skill category evaluates the students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where the student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service.

### Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 6

Students will demonstrate the ability to access valid information and products and services to enhance health.

### Rationale

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

### Health Education Standard 6 Performance Indicators

#### Pre-K–Grade 2

- 6.2.1 Identify trusted adults and professionals who can help promote health.
- 6.2.2 Identify ways to locate school and community health helpers.

#### Grades 3–5

- 6.5.1 Identify characteristics of valid health information, products, and services.
- 6.5.2 Locate resources from home, school, and community that provide valid health information.

#### Grades 6–8

- 6.8.1 Analyze the validity of health information, products, and services.
- 6.8.2 Access valid health information from home, school, and community.
- 6.8.3 Determine the accessibility of products that enhance health.
- 6.8.4 Describe situations that may require professional health services.
- 6.8.5 Locate valid and reliable health products and services.

#### Grades 9–12

- 6.12.1 Evaluate the validity of health information, products, and services.
- 6.12.2 Use resources from home, school, and community that provide valid health information.
- 6.12.3 Determine the accessibility of products and services that enhance health.
- 6.12.4 Determine when professional health services may be required.
- 6.12.5 Access valid and reliable health products and services.





# Self-Management (SM)

## Learner Outcome

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Teach the Skill

In the hierarchy of health literacy skills, self-management is where we strive for every healthy adult to be. Facilitate a discussion about the importance of being able to manage one's health.

The following are things to consider:

- What is the link between behaviors and health outcomes (e.g., exercise and cardiovascular disease risk)?
- How does one identify situations that are unhealthy?
- How might one avoid unhealthy situations?
- How might youth remove themselves from an unhealthy situation?
- What delay tactics could be used to manage an unhealthy situation?
- What risk reduction strategies can be used if a youth ends up in an unhealthy situation?
- What strategies can one use to improve personal health (taking a stress management class, joining the gym, always wearing a bike helmet and seat belts)?
- What skills can one obtain for protective behavior (learning CPR, bike safety, and hunter safety)?
- Other thoughts:

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Discuss the skill cues for self-management and provide an example and model the skill cues (e.g., “I don’t like the way my friend drives”).

Students should be able to:

1. Demonstrate healthful behaviors, habits, and/or techniques
  - Doesn’t smoke
  - Gets teeth cleaned every six months
2. Identify or demonstrate protective behaviors
  - Do not hang with smokers
  - Encourage smoking family members to smoke outside
3. Identify strategies to avoid/manage unhealthy or dangerous situations

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other critical health content needs to be included?

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health behavior to focus on during the unit: Increase the number of students who never will use tobacco products.

Facilitate a discussion on self-management and its relationship to the tobacco health behavior chosen. It is important for youth to understand that their ability to manage their health will benefit them for a lifetime. The following are things to consider:

- What are some examples of protective behaviors related to tobacco use (not hanging out with peers that use tobacco products)?
- What makes a situation risky (alcohol, lack of parental supervision)?
- How does one identify and avoid situations that may lead to the use of a tobacco product?

- How might one manage a situation that has already presented itself (communicating effectively when pressured to use a tobacco product)?
- Other thoughts:

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## Skill Practice

Because of the hierarchy of health literacy skills, you may choose to cover self-management at the middle and high school level only. In addition you may choose to cover self-management in one class period. Choosing different types and age appropriate activities will allow students to look at self-management from different perspectives.

The following activities are provided as examples and include one middle and one high school strategy. These lessons should be adapted to reflect the needs and culture of the youth and the no-tobacco-use health outcome chosen for the unit.

### **Middle School: May the Tobacco-Free Force Be with YOU**

In this activity, your task is to create a list of behaviors that will help you remain smoke free and explain how each behavior will benefit health. Your next task is to implement and openly discuss at least one of the behaviors on the list. Create a one-page summary discussing how the other persons involved responded. Your teacher will create a class list of all the behaviors that will help you remain smoke free and it will be distributed to the class.

Example behaviors might include:

- Tell others how tobacco impacts your health.
- Stay away from situations you know where tobacco is being used by other students you know.
- Provide support for friends who also do not want to smoke.
- Hang out with other students who also believe that tobacco use is not good.

### **High School: Steps to a Successful Quit Attempt**

Shaniqua is a high school student who began smoking at age 14 and is now 16. She has just completed a smoking cessation program and wants to remain tobacco free. Create a list of actions she can take and explain why

each action can help keep Shaniqua tobacco free. Shaniqua's actions should help her to:

- Demonstrate habits that contribute to health
- Identify strategies to avoid or manage unhealthy situations

Create a class list to give to anyone going through a school-based smoking cessation program or anyone in the community who wants to quit smoking.

## **Parental Involvement**

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered during this lesson.

Youth need to be able to identify situations that may lead to undesired health behaviors. Parents/trusted adults and youth should discuss how decisions about attendance at social outings or hanging out with friends have been made in the family in the past. Are questions such as “who will be there?” or “is there supervision?” discussed, or are health and safety issues evaluated? Youth need to understand why these questions are asked, as they will eventually be tasked with weighing this information on their own as they approach adulthood. Parents/trusted adults could also discuss with youth how they could manage an unhealthy situation that they might end up in unexpectedly.

## **Skill Reinforcement**

The skills addressed in this resource cut across many health education content areas. You may consider replicating the self-management template with other content areas, such as the following:

- AODA
- Injury prevention
- Physical activity
- Family life and sexuality
- Nutrition
- Mental health
- Personal and consumer health

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## **Skill Assessment**

### **Middle School**

Latisha has recently learned about the dangerous effects of secondhand smoke. Fully describe strategies she can use to avoid/manage contact with secondhand smoke at home and in public places. For each strategy, explain how it decreases the effects secondhand smoke can have on the body.

## Scoring Criteria

**CC** The content score is based on the student's ability to describe three strategies for avoiding/managing secondhand smoke and how these strategies can decrease the effects of secondhand smoke on the body, such as:

- By avoiding secondhand smoke, one can decrease the likelihood of suffering the same smoking-related illnesses as do smokers, such as lung cancer, asthma, emphysema, bronchitis, pneumonia, coughing, and colds.
- Avoiding secondhand smoke will decrease the risk for asthma attacks, bronchitis, wheezing, coughing, colds, and sinus and ear infections.
- Secondhand smoke causes itching, reddening, and watering of the eyes. Avoiding secondhand smoke will help you be more comfortable.
- Since carbon monoxide in secondhand smoke can make you tired and give you headaches, when you avoid secondhand smoke you will feel more alert.

**Self Management (SM)** The skill score is based on the student's ability to demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Comprehensive student work:

- Identifies healthful behaviors
  - Stress management and coping strategies
- Demonstrates healthful behaviors, habits, and/or techniques
- Identifies protective behaviors
  - First aid techniques
  - Safety steps
  - Strategies to avoid/manage unhealthy or dangerous situations
- Lists steps in correct order if appropriate

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## Skill Assessment

### High School<sup>26</sup>

Eric wants to help his friend Jake quit chewing tobacco. Describe THREE healthful alternatives to chewing for Jake. For each alternative, describe how it could help curb Jake's craving for chewing tobacco. Describe the steps to take to use each alternative.

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## Scoring Criteria

**CC** The content score is based on the student's ability to describe how each of the three healthful alternatives the student identifies can help curb Jake's craving for chewing tobacco, such as:

- Chewing gum or eating healthy snacks can substitute for the oral sensation one gets from chewing tobacco.
- Taking deep breaths can help reduce tension.
- Being around others who have quit can help one resist by providing support.
- Avoiding others who use tobacco can help keep one's mind off its use.
- Being physically active, such as swimming and going for a bike ride, can help take Jake's mind off his cravings.

**SM** The skill score is based on the student's ability to demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Comprehensive student work:

- Identifies healthful behaviors
  - Stress management and coping strategies
- Demonstrates healthful behaviors, habits, and/or techniques
- Identifies protective behaviors
  - First aid techniques
  - Safety steps
  - Strategies to avoid/manage unhealthy or dangerous situations
- Lists steps in correct order if appropriate

# Self Management

**2008 Health Education Standard 7**

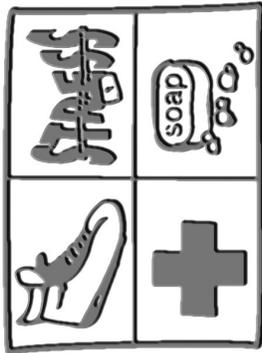
*Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.*

**Demonstrate habits that contribute to health.**

**Describe or demonstrate specific first aid and safety techniques.**

**Identify strategies to avoid or manage unhealthy or dangerous situations.**

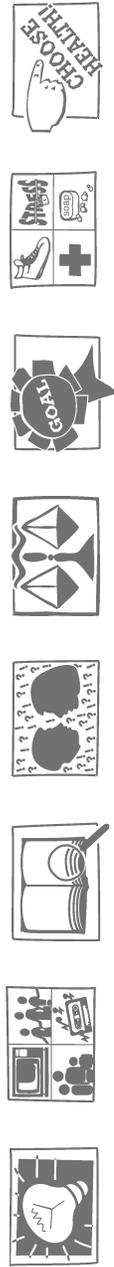
**List the steps in the correct order if there is one.**



**TIPS**



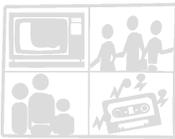
**SM**







**SM**



The Rubrics

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# Self Management

## 2008 Health Education Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### Characteristics of Student Work

This category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

### Skill Cues

- identifies healthful behaviors
  - stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
  - first aid techniques
  - safety steps
  - strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order if appropriate

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### Rationale

Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

### Health Education Standard 7 Performance Indicators

#### Pre-K–Grade 2

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

#### Grades 3–5

- 7.5.1 Identify responsible personal health behaviors.
- 7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

#### Grades 6–8

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

#### Grades 9–12

- 7.12.1 Analyze the role of individual responsibility in enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.





# Advocacy (AV)

## Learner Outcome

Students will be able to advocate for a tobacco-free lifestyle for themselves and for others.

## Teach the Skill

Youth need skills to advocate for their own health and for the health of others. Facilitate a discussion on how their responsibility to advocate for their health increases as they get older.

The following are things to consider:

- What does it mean to advocate?
- What are effective methods for communicating information to others about tobacco and the tobacco industry?
- Why is it important to be prepared when communicating with public health professionals about tobacco issues?
- What does it mean to be persuasive?
- What are some recognizable advocacy efforts of prominent people (celebrities, entrepreneurs)?
- Other thoughts:

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Discuss what it means to advocate and provide an example and model the skill cues (e.g., why your friend should stop using spit tobacco).

Students should be able to:

1. Take a clear stand for a healthful choice
2. Explain why the stand taken is good for health
3. Use information to support the choice
4. Show awareness of the audience for the message
5. Be persuasive
6. Show conviction about the message

*Students should receive a copy of the skill-cue poster and rubric.* It may also be beneficial to have a bulletin board showing all the skills. Copies of the skill-cue posters are included. Full-size color copies can be ordered through the CCSSO Health Education Assessment Project at <http://www.ccsso.org/content/pdfs/HEAPPosters.pdf>.

## Review Your Chosen Assessment

Review the final performance task you chose for your unit (see “Final Performance Tasks” section). What instructional activities and critical health content need to be addressed during this lesson to help students articulate an effective response? If you have also chosen an extended-response or short-answer assessment item for this lesson, what other critical health content needs to be included?

## Apply Content and Relate Skill to Health Outcomes

From your needs and assets assessment data, you have chosen a health behavior to focus on during the unit: Advocate against tobacco use and against the tobacco industry (Big Tobacco).

Facilitate a discussion on advocacy and its relationship to the actions of the tobacco industry. It is important for youth to understand that their ability to advocate for themselves and others will help maintain or improve their health as well as the health of others. The following are things to consider:

- What are strategies for advocating for friends to make good tobacco decisions?
- What are effective strategies for communicating critical health knowledge to others?
- For youth advocates, what are other preventive strategies they could use to battle with the tobacco industry?
- How does youth tobacco advocacy affect your community?
- How does youth tobacco advocacy affect others around the world?
- What are some legal implications that could be connected to youth advocacy?

- Other thoughts:

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## Skill Practice

Because of the hierarchy of health literacy skills, you may choose to cover advocacy at the middle and high school level only. *Based on the importance of this skill as it relates to tobacco-free environments, it may be an issue that you wish to cover extensively.* Choosing different types of activities will allow students to look at advocacy from different perspectives.

The following activities are provided as examples and include one middle and two high school strategies, with one being a continuation of an activity from accessing accurate information. These lessons should be adapted to reflect the needs and culture of the youth and the health outcome chosen for the unit.

### **Middle School: Develop an Anti-Tobacco Ad Story**

The advertisements you see in the media (television, movies, magazines, etc.) influence young people to do many things. Your task is to develop a storyboard for your own anti-tobacco ad to advocate for an environmental change in your community.

1. Your teacher will introduce what a storyboard looks like and the various components that could be addressed (i.e., the message or theme of the ad, the age of the viewer being targeted, the visual that is being incorporated).
2. You will take one of the following issues and develop a storyboard for a targeted group of people or a tobacco environmental change agent (e.g., local school board or city or country board):
  - Clean indoor air
  - Anti-tobacco signage near school grounds
  - Youth access to tobacco products
  - Tobacco industry targeting of young people
  - Youth cessation
  - The costs of tobacco on your personal, city, or state budget

Your storyboard must:

- Take a clear, health-enhancing stand
- Support the position with relevant information
- Show awareness of the audience

- Encourage others to make healthful choices
  - Demonstrate passion/conviction
3. After the storyboard has been developed and turned in, a planning session for videotaping of the various ads will take place. Once the video has been completed, copies will be given to various schools and community groups to advocate the issues chosen. *Make sure the actors/actresses are persuasive and show conviction in their presentation of the message.*
  4. Once this process has been completed the various videotapes will be shown to various school and community audiences to help move for successful ordinance, programmatic or systems change in their community.

### High School: Rights of Smokers versus Nonsmokers

In this activity, you will read the scenario and develop a skit that addresses how you, as a high school student, can be an advocate to support this issue.

Your friend Jesse is 16 years old and has been smoking since the age of 14. Jesse works part-time after school and on weekends in a department store. Last week, the department store was declared a smoke-free environment. Before the new policy, smokers were allowed to smoke in designated areas in the building, but now smoking is not permitted anywhere in the building. People now have to smoke outside the back doors of the store, which isn't very pleasant especially when the weather is bad. Some nonsmokers who work at the department store are upset that the smokers are even allowed to smoke outside near the back doors. They dislike having to walk through the smoke when they enter or leave the store.

Jesse is upset by the new policy. He has come to you because he can always count on your support. Jesse says, "Smokers have rights, too. This isn't fair. What about my rights? I'm under a lot of stress with school and work. I don't need any more stress with this new policy. What do you think I should do?" You care about Jesse, but you think that the new policy is fair and that smoking and sidestream smoke are dangerous. As his friend, you would like to convince Jesse that he should stop smoking.

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Write a skit about how to handle this situation and be an advocate for the following issues: justification for not smoking, cessation programs, and policies that impact nonsmokers. Your skit should do the following:

- Think about Jesse’s feelings and opinions about smoking and the smoke-free policy. Acknowledge the reasons Jesse might be upset about the new rules at work.
- Include active listening techniques. Jesse’s friend should show that he/she cares about Jesse and is really listening to what Jesse is saying.
- *Show and demonstrate conviction on the issue.*
- *Take a clear stand about the issue and explain in the skit why it is good for health.*
- Connect the skit to the audience you are trying to reach *and persuade the audience to agree with you.*
- *Use information on sidestream, secondhand, and environmental smoke as well as the dangers of mainstream smoking to support the choice.*
- Address reasons why Jesse should quit smoking. What are the reasons Jesse smokes, and why might it be difficult for him to quit? What strategies might help Jesse succeed in quitting?
- Note sources of support for Jesse. How can his friends be supportive while Jesse is trying to quit smoking?

These could be presented to community or school groups with a follow-up discussion to take place immediately after the performance.

### **Part 2: Using Accurate Information to Advocate**

*This activity is a continuation of the High School Decision 2008: A Tobacco Free Media Campaign activity for accessing accurate information.*

Your task is to create a script for a television or radio public service announcement (PSA) about the need for more tobacco-free places in the community (you may want to perform the script for your classmates). The script may include much of the same information as the fact sheet, but presented in a way that will persuade your audience to adopt your position on tobacco-free environments. As such, your PSA should:

- Take a clear, health-enhancing stand
- Support the position with relevant information
- Show awareness of the audience
- Encourage others to make healthful choices
- Demonstrate passion/conviction

## **Parental Involvement**

Schools play a critical role in helping to foster communication between youth and parents/trusted adults. Find nonthreatening ways for both students and parents to talk together about what was covered during this lesson.

As youth get older, they will be tasked with advocating for their own health and against Big Tobacco in its prevention of good health. Youth led organizations like FACT should be explained to parents and the actions that they have done to improve health.

## **Skill Reinforcement**

The skills addressed in this resource cut across many health education content areas. You may consider replicating the advocacy template with other content areas, such as the following:

- AODA
- Injury prevention
- Family life and sexuality
- Mental health
- Nutrition
- Personal and consumer health
- Community and environmental health

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## Skill Assessment

### Middle School<sup>27</sup>

Sam has recently been to a restaurant where smokers can smoke anywhere in the restaurant. Write a letter to the owners of the restaurant trying to persuade them to make their restaurant smoke free. Include in the letter a discussion of the harmful effects of secondhand smoke on a person's health.

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<sup>27</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #25311.

## Scoring Criteria

**CC** The content score is based on the student's ability to discuss the harmful effects of secondhand smoke on a person's health, such as:

- Sidestream smoke does not pass through the filter of the cigarette. Thus, it contains much more carbon monoxide, tars, and nicotine than mainstream smoke, which does pass through the cigarette filter. (Sidestream smoke is what nonsmokers breathe in when they are in a room with smokers.)
- People who breathe in secondhand smoke can suffer the same smoking-related illnesses as do smokers, such as lung cancer, asthma, emphysema, bronchitis, pneumonia, coughing, and colds.
- Secondhand smoke causes itching, reddening, and watering of the eyes.
- Secondhand smoke makes clothes and hair smell bad.
- People die from secondhand smoke.

**Advocacy (AV)** The skill score is based on the student's ability to advocate for personal, family, and/or community health. Comprehensive student work:

- Takes a clear, health-enhancing stand/position
- Supports the position with relevant information
- Shows awareness of the audience
- Encourages others to make healthful choices
- Demonstrates passion/conviction

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## Skill Assessment

### High School<sup>28</sup>

Jennie has been asked to speak to an eighth grade class about secondhand smoke. Write what Jennie could say to persuade them to avoid secondhand smoke. Include in the statement a definition of secondhand smoke and describe THREE risks associated with secondhand smoke. Be sure the statement is written in a way that will convince the eighth-graders to avoid secondhand smoke.

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<sup>28</sup> © 2000 CCSSO-SCASS Health Education Assessment Project. Authorized for use by member states only. Assessment Item #35010.

## Scoring Criteria

**CC** The content score is based on the student's ability to define secondhand smoke and describe three risks associated with it, such as:

- Secondhand smoke is the residual smoke that comes off the burning end of the tobacco product. It does not pass through a filter and contains a lot more carbon monoxide, tars, and nicotine than the smoke inhaled by the smoker through the cigarette.
- Children exposed to secondhand smoke are more at risk for asthma attacks, bronchitis, wheezing, coughing, colds, and sinus and ear infections.
- The carbon monoxide in secondhand smoke can make one tired and give one headaches.
- Secondhand smoke can make one's hair and clothes smell bad.
- Secondhand smoke can make one's eyes red, itchy, and watery.
- Secondhand smoke increases one's risk of lung cancer.
- Secondhand smoke can cause severe respiratory diseases such as pneumonia and bronchitis, and can hinder the growth of children's lungs.
- Secondhand smoke kills.

**AV** The skill score is based on the student's ability to advocate for personal, family, and/or community health. Comprehensive student work:

- Takes a clear, health-enhancing stand/position
- Supports the position with relevant information
- Shows awareness of the audience
- Encourages others to make healthful choices
- Demonstrates passion/conviction

# Advocacy

**2008 Health Education Standard 8**

*Students will demonstrate the ability to advocate for personal, family, and community health.*

**Take a clear stand for a healthy choice.**

**Explain why the stand taken is good for health.**

**Use information to support the choice.**

**Show awareness of the audience for the message.**

**Be persuasive.**

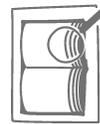
**Show conviction about the message.**



## TIPS



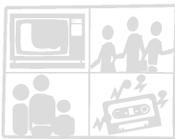
## AV







**AV**



The Rubrics

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# Advocacy

## 2008 Health Education Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

### Characteristics of Student Work

This skill category evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low, where the student shows little evidence of attempting to argue for a health-related position, to high, where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

### Skill Cues

- takes a clear, health-enhancing stand/position
- supports the position with relevant information
- shows awareness of audience
- encourages others to make healthful choices
- demonstrates passion/conviction

### Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



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## National Health Education Standard 8

Students will demonstrate the ability to advocate for personal, family, and community health.

### Rationale

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

### Health Education Standard 8 Performance Indicators

#### Pre-K–Grade 2

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage peers to make positive health choices.

#### Grades 3–5

- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Encourage others to make positive health choices.

#### Grades 6–8

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

#### Grades 9–12

- 8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 8.12.2 Demonstrate how to influence and support others to make positive health choices.
- 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 8.12.4 Adapt health messages and communication techniques to a specific target audience.





## Parent Resources

The following are Web articles, pamphlets, and books that parents can use to help them address working with youth on tobacco prevention:

- American Cancer Society. (2001). How to Get Kids to Say No to Smoking: Parents Matter. ACS News Center. [http://www.cancer.org/docroot/NWS/content/NWS\\_1\\_1x\\_How\\_to\\_Get\\_Kids\\_to\\_Say\\_No\\_to\\_Smoking.asp](http://www.cancer.org/docroot/NWS/content/NWS_1_1x_How_to_Get_Kids_to_Say_No_to_Smoking.asp).
- American Cancer Society. (2006). Child and Teen Tobacco Use. Prevention and Early Detection. [http://www.cancer.org/docroot/PED/content/PED\\_10\\_2X\\_Child\\_and\\_Teen\\_Tobacco\\_Use.asp](http://www.cancer.org/docroot/PED/content/PED_10_2X_Child_and_Teen_Tobacco_Use.asp).
- American Lung Association. (2007). Secondhand Smoke and Children Fact Sheet. <http://www.lungusa.org/site/pp.asp?c=dvLUK9O0E&b=39857>
- Barry, M. (2006). Smoke-Free Laws Encourage Smokers to Quit and Discourage Youth from Starting. Campaign for Tobacco-Free Kids. [http://www.smokefreewi.org/priorities/SFenvironments/documents/SFLaws-SmokersQuit\\_KeepYouthfromStarting.pdf](http://www.smokefreewi.org/priorities/SFenvironments/documents/SFLaws-SmokersQuit_KeepYouthfromStarting.pdf).
- Center for Health and Health Care in Schools. (2006). Emotions & Behaviors: Tobacco. Parents' Resource Center. <http://www.healthinschools.org/parents/tobacco.htm>.
- LeFebvre, J. (2004). Parenting the Preschooler: Secondhand Smoke. University of Wisconsin Extension. <http://www.uwex.edu/ces/flp/pp/pdf/Secondhand%20Smoke.pdf>.
- National Center for Tobacco-Free Kids. (2000). Harm to Kids from Secondhand Smoke. <http://tobaccofreekids.org/research/factsheets/pdf/0104.pdf>.
- Powell, L.M. & Chaloupka, F.J. (2005). Parents, Public Policy, and Youth Smoking. *Journal of Policy Analysis and Management*, 24(1), 93–112.
- Richmond, M. (2004). *4 Great Ways to Help Your Child Stay Smoke Free*. Santa Cruz, CA: Journeyworks Publishing.
- ScienceDaily. (2007). Cigarette Use May Explain Asthma Epidemic in Children, Study Suggests. <http://www.sciencedaily.com/releases/2007/05/070521161944.htm>.

- Smoke-Free Movies Action Network. Screen Out!: A Parent's Guide to Smoking, Movies and Children's Health. <http://www.smokefreemovies.ucsf.edu/parents> or <http://smokefreemovies.ucsf.edu/actnow/parents.html> (entire program).
- Umland, M.A., Palmersheim, K.A., Ullsvik, J.C., & Wegner, M.V. (2006). *Burden of Tobacco in Wisconsin*. Madison, WI: University of Wisconsin Comprehensive Cancer Center.
- U.S. Department of Health and Human Services. (2006). The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. Secondhand Smoke: What It Means to You. <http://www.surgeongeneral.gov/library/secondhandsmoke/secondhandsmoke.pdf>.
- U.S. Department of Health and Human Services. (2007). The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. How to Protect Yourself and Your Loved Ones from Secondhand Smoke. <http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet3.html>.
- U.S. Department of Health and Human Services. (2006). The Health Consequences of Involuntary Exposure to Tobacco Smoke: A Report of the Surgeon General. Children are Hurt by Secondhand Smoke. <http://www.surgeongeneral.gov/library/secondhandsmoke/factsheets/factsheet2.html>.
- Wyman, J., Price, J.H., Jordan, T.R., Dake, J.A., & Telljohann, S.K. (2006). Parents' Perceptions of the Role of Schools in Tobacco Use Prevention and Cessation for Youth. *Journal of American Health* 31(3): 56–58. [http://www.medscape.com/viewarticle/540935\\_1](http://www.medscape.com/viewarticle/540935_1) (29 August 2007).

**The American Lung Association Lung HelpLine** is staffed by nurses and respiratory therapists and can respond to a broad range of tobacco and lung health questions. 800-LUNG-USA.

**The Wisconsin Tobacco Quit Line** offers free, confidential coaching on how to quit smoking or chewing tobacco. The Quit Line has already helped more than 50,000 callers. (800) 784-8669 / (877) 266-3863 / <http://www.ctri.wisc.edu/quitline.html>.

*The following is an educational letter for parents and the importance of addressing tobacco issues with youth.*

## Parents Do Make A Difference

As children move toward their teen years, they want to become more independent, make more decisions and try to act more “grown-up.” The problem is that not all of their decisions are good ones.

Take using tobacco, for example. About 90 percent of adults who currently smoke began smoking as a child. Now addicted to the product, many want to quit but find it very hard to stop.

- Tobacco products contain NICOTINE, which causes addiction.
- Without regular nicotine (smoking or chewing), the body goes through withdrawal.
- Tobacco also contains 4,000 chemicals, over 50 of which are known to cause cancer, but it is the nicotine that keeps people smoking . . . for a lifetime.

There is nothing independent or “grown-up” about smoking or chewing tobacco.

The most “dependent” choice a child can make is to use a tobacco product.

Children who become regular smokers spend a lifetime paying for the consequences of smoking.

- They spend about \$1,500 a year to support a pack-a-day habit.
- They give up their endurance, their ability to concentrate, and their health.
- They greatly increase their risk (and the risk to their future family and friends) for cancer, heart disease, and lung diseases like emphysema.
- Children who smoke pay with their money, pay with their health, pay with their life!

Parents, you can help keep your children from becoming smokers.

- Talk with them about the dangers of tobacco use.
  - Offer real stories of real people.
- Ask them if their friends smoke.
  - Children who smoke usually have friends who smoke.

- Stay alert for the warning signs.
  - Clothing or hair smells like cigarette smoke
  - Matches or lighters in pocket or backpack
  - Leaving the window in bedroom open ‘all the time’
  - Burn holes in clothes
- If you smoke, realize that children of parents who smoke are more likely to also smoke.
  - Consider making a quit attempt.
  - Do not smoke in front of them.
  - Realize that open packs of cigarettes, matches, and lighters create a temptation for the child and their friends.
- If the child is smoking on a regular basis, get help.

Make a difference in your child’s life. Get involved and stay involved!



## Additional Resources

To build a quality unit of instruction utilizing the components found in this document, the following issues need to be considered:

- A *logical sequence of lessons* that move from engagement lessons to content-based and/or skill-based lessons to support the *assessment you chose*.
- Making students aware that most people do not use tobacco products and do not think tobacco use is cool through *normative education* lessons.
- Lessons that cover the consequences and safety risks of tobacco abuse.
- Lessons on intervention and referral services including community and school tobacco cessation programs.
- *Skills to resist pressure* by others to use tobacco such as learning ways to say no to peers effectively and assertively.
- A sensitivity to the specific needs of the local school and community in terms of cultural appropriateness and local tobacco problems.
- *Lessons that coordinate with and involve other disciplines* at each grade level (e.g. health, literature, science, social studies).

