

# GET REAL ABOUT TOBACCO

**Focus Age Group:** 6<sup>th</sup> – 8<sup>th</sup> Grades

**Number of Lessons:**

10 lessons/ 30 min. per lesson

**Cost:**

\$525

**Meets the Following State Standards:**

See Attached Sheet

**Objectives of Curriculum:**

This program is designed to teach youth empowering skills to resist their own impulses and peer pressure to use tobacco. Teachers will be able to integrate tobacco awareness into core curriculum while maintaining focus on core subjects i.e. Language art, Math, Health, and Science.

**Curriculum Contents:**

- Teacher's Guide with 10 lessons
- Two videos: Our Smoking Video 20 min. and Chains of Smoke 10 min.
- Two Skill Posters: The Refusal Skill and The Refusal Skills for Self Control
- One Audio Tape: "Mrs. O'Keefe's Trial"

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Developed by Maricopa County Tobacco Use Prevention Program (MACTUPP)



# Maricopa County Tobacco Use Prevention Program

State of Arizona Content Standards

## Get Real About Tobacco (6<sup>th</sup>-9<sup>th</sup>)

### Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
1: The Norms Around Using Tobacco	Comprehensive Health	<p>Standard #1: Students comprehend concepts related to health promotion and disease prevention.</p> <p>Standard #3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard #4: Students analyze the influence of culture, media, technology and other factors on health.</p> <p>Standard #6: Students demonstrate the ability to use goal setting and decision-making skills to enhance health.</p>	<p>Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, and disability and premature death.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze how messages from media and other sources influence health behaviors.</p> <p>Analyze how information from peers influences health.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p>

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## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
1: The Norms Around Using Tobacco <i>Continued</i>		Standard #7: Students demonstrate the ability to advocate for personal, family, and community health.	Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities. Identify barriers to effective communication of information about health issues.
2: The Effects of Using Tobacco	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #6: see above	Describe ways to reduce risks related to adolescent health problems. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems. Explain the importance of assuming responsibility for personal health behaviors. Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i> : exercise, sleep, nutrition; <i>risky</i> : the use of tobacco, alcohol, and other drugs). Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations. Predict how decisions regarding health behaviors have consequences for self and others. Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
3: Sidestream Smoke	Comprehensive Health	<p>Standard #1: see above                      Standard #3: see above                      Standard #5: Students demonstrate the ability to use interpersonal skills to enhance health.                      Standard #6: see above                      Standard #7: see above</p>	<p>Describe how family and peers influence the health of adolescents.                      Describe ways to reduce risks related to adolescent health problems.                      Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.                      Explain the importance of assuming responsibility for personal health behaviors.                      Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).                      Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.                      Demonstrate ways to communicate care, consideration, and respect of self and others.                      Predict how decisions regarding health behaviors have consequences for self and others.                      Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.                      Demonstrate the ability to support others in making positive health choices.</p>

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
4: Influences, Day 1	Comprehensive Health	Standard #1: see above Standard #2: Students demonstrate the ability to access accurate health information. Standard #3: see above Standard #4: see above Standard #6: see above Standard #7: see above	Describe how family and peers influence the health of adolescents. Describe ways to reduce risks related to adolescent health problems. Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems. Describe how media influences ( <i>sic</i> ) the selection of health information and products (e.g., exercise equipment, cosmetics). Explain the importance of assuming responsibility for personal health behaviors. Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i> : exercise, sleep, nutrition; <i>risky</i> : the use of tobacco, alcohol, and other drugs). Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations. Analyze how messages from media and other sources influence health behaviors. Analyze how information from peers influences health. Predict how decisions regarding health behaviors have consequences for self and others. Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities. Analyze various media for language, subject matter, and visual techniques used to influence health-related information and decision-making. Identify barriers to effective communication of information about health issues.

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
5: Influences, Day 2	Comprehensive Health	Standard #1: see above Standard #2: see above Standard #3: see above Standard #4: see above Standard #6: see above Standard #7: see above	<p>Describe how family and peers influence the health of adolescents.</p> <p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Describe how media influences (<i>sic</i>) the selection of health information and products (e.g., exercise equipment, cosmetics).</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze how messages from media and other sources influence health behaviors.</p> <p>Analyze how information from peers influences health.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.</p> <p>Analyze various media for language, subject matter, and visual techniques used to influence health-related information and decision-making.</p> <p>Identify barriers to effective communication of information about health issues.</p>

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
6: Resisting the Influences	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #4: see above Standard #6: see above Standard #7: see above	<p>Describe how family and peers influence the health of adolescents.</p> <p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze how messages from media and other sources influence health behaviors.</p> <p>Analyze how information from peers influences health.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.</p> <p>Analyze various media for language, subject matter, and visual techniques used to influence health-related information and decision-making.</p> <p>Identify barriers to effective communication of information about health issues.</p>

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
7: The Refusal Skill for Self-Control	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #5: see above Standard #6: see above	<p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p> <p>Demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively. Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.</p>

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
8: The Refusal Skill, Day 1	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #5: see above Standard #6: see above	<p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p> <p>Demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.</p>

## Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
9: The Refusal Skill, Day 2	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #5: see above Standard #6: see above	<p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p> <p>Demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.</p>

## Comprehensive Health Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
10: Transfer	Comprehensive Health	Standard #1: see above Standard #3: see above Standard #5: see above Standard #6: see above	<p>Describe ways to reduce risks related to adolescent health problems.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., <i>responsible</i>: exercise, sleep, nutrition; <i>risky</i>: the use of tobacco, alcohol, and other drugs).</p> <p>Develop injury prevention and management strategies for personal and family health, including ways to avoid and reduce threatening situations.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p> <p>Demonstrate ways to communicate care, consideration, and respect of self and others.</p> <p>Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively.</p> <p>Predict how decisions regarding health behaviors have consequences for self and others.</p> <p>Describe how personal health goals are influenced by information, abilities, priorities, and responsibilities.</p>