

# **Project TNT**

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

**Number of Lessons:**

10 core and two booster lessons. 40 to 50 minutes

**Cost:**

Teacher's Manual- \$45.00

Lessons come in sets of 5- \$18.95 for a set

**Meets the Following State Standards:**

See Attached Sheet

**Objectives of Curriculum:**

Project TNT is designed to counteract different causes of tobacco use simultaneously because behavior is determined by multiple causes. It focuses on tobacco addiction and disease, the consequence of using tobacco, and the prevalence of tobacco use among peers.

**Curriculum Contents:**

- Implementation Manual
- Two videos: Assertive Refusal and Combating Tobacco Use-Social Images
- Student Handbook
- Optional kit: Posters and Instructional Materials
- Student Workbooks Available in Spanish

**Contact Information:**

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# Maricopa County Tobacco Use Prevention Program

## State of Arizona Content Standards

### Project TNT: Towards No Tobacco Use (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: Effective Listening and Tobacco Information	Comprehensive Health	Standard #4: Students analyze the influence of culture, media, technology and other factors on health. Standard #5: Students demonstrate the ability to use interpersonal skills to enhance health.	Analyze how information from peers influences health. Demonstrate ways to communicate care, consideration and respect of self and others.

## 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>
2: Course and Consequence of Tobacco Use	Comprehensive Health	<p>Standard #1: Students comprehend concepts related to health promotion and disease prevention.</p> <p>Standard #2: Students demonstrate the ability to access accurate health information.</p> <p>Standard #3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Standard #5: see above</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>Compare the costs and effectiveness of health products.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</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>

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## 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>
3: Self-Esteem	Comprehensive Health	Standard #1: see above, Standard #4: see above, Standard #5: see above	Describe the interrelationship of mental, emotional, social and physical health during adolescence. Describe how family and peers influence the health of adolescents. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs). Analyze how information from peers influences health. Demonstrate ways to communicate care, consideration and respect of self and others.
4: Being True to Yourself	Comprehensive Health	Standard #1: see above, Standard #3: see above, Standard #4: see above, Standard #5: see above	Explain the relationship between positive health behaviors and health care, and the prevention of injury, illness, disease, and disability and premature death. Describe the interrelationship of mental, emotional, social and physical health during adolescence. Describe how family and peers influence the health of adolescents. Explain the importance of assuming responsibility for personal health behaviors. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: 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.

## 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>
4: Being True to Yourself <i>Continued</i>			<p>Analyze how information from peers influences health.            Demonstrate ways to communicate care, consideration and respect of self and others.            Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p>
5: Effective Communication	Comprehensive Health	Standard #1: see above, Standard #5: see above	<p>Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle.            Demonstrate ways to communicate care, consideration and respect of self and others.            Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.            Demonstrate strategies to manage conflict in healthy ways.</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>
6: Assertiveness Training	Comprehensive Health	Standard #1: see above, Standard #3: see above, Standard #4: see above, Standard #5: see above, Standard #6: see above, Standard #7: Students demonstrate the ability to advocate for personal, family and community health.	Describe how family and peers influence the health of adolescents. Describe ways to reduce risks related to adolescent health problems. Explain the importance of assuming responsibility for personal health behaviors. Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: 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 strategies to manage stress. Analyze how information from peers influences health. Demonstrate ways to communicate care, consideration and respect of self and others. Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health. Demonstrate strategies to manage conflict in healthy ways. 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.

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## 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>
6: Assertiveness Training <i>Continued</i>			<p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.</p>
7: Assertiveness Training Practice	Comprehensive Health	<p>Standard #1: see above, Standard #3: see above, Standard #4: see above, Standard #5: see above, Standard #6: see above, Standard #7: see above</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>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: 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>Demonstrate ways to communicate care, consideration and respect of self and others.</p> <p>Analyze the causes of conflict among youth in schools and communities and demonstrate refusal and negotiation skills to enhance health.</p>

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<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
7: Assertiveness Training Practice <i>Continued</i>			<p>Demonstrate strategies to manage conflict in healthy ways.</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 influence by information, abilities, priorities and responsibilities.</p> <p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p> <p>Present information about health issues.</p> <p>Identify barriers to effective communication of information about health issues.</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.</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>
8: Advertising Images	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 the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Obtain and utilize accurate health resources from home, school and community.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).</p> <p>Analyze how messages from media and other sources influence health behaviors.</p> <p>Analyze the influence of technology on personal and family health.</p> <p>Demonstrate ways to communicate care, consideration and respect of 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>Present information about health issues.</p> <p>Identify barriers to effective communication of information about health issues.</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>
9: Social Activism	Comprehensive Health	Standard #1: see above, Standard #2: see above, Standard #3: see above, Standard #4: see above, Standard #5: see above, Standard #6: see above, Standard #7: see above	<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 the interrelationship of mental, emotional, social and physical health during adolescence.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p> <p>Obtain and utilize accurate health resources from home, school and community.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</p> <p>Assess one's personal and family health to determine strength and risks (e.g., heart disease, diabetes, high blood pressure) and to implement strategies to improve or maintain both.</p> <p>Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: 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 information from peers influences health.</p>

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## 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>
9: Social Activism <i>Continued</i>			<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 influence 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>Present information about health issues.</p> <p>Demonstrate the ability to support others in making positive health choices.</p> <p>Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.</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: Public Commitment	Comprehensive Health	Standard #1: see above, Standard #2: see above, Standard #3: see above, Standard #4: see above, Standard #5: see above, Standard #6: see above, Standard #7: see above	<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>Obtain and utilize accurate health resources from home, school and community.</p> <p>Explain the importance of assuming responsibility for personal health behaviors.</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>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>

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## 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: Public Commitment <i>Continued</i>			<p>Describe how personal health goals are influence by information, abilities, priorities and responsibilities.</p> <p>Develop a plan that addresses personal strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.</p> <p>Analyze various media for language, subject matter and visual techniques used to influence health-related information and decision-making.</p> <p>Present information about health issues.</p> <p>Demonstrate the ability to support others in making positive health choices.</p>

## Science Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
2: Course and Consequence of Tobacco Use	Science	<p>Standard #3: Personal and Social Perspectives in Science and Technology. Students understand the impact of science on human activity and the environment and are proficient in the uses of technology as they relate to science.</p> <p>Standard #4: Life Science. Students understand the characteristics of living things, the diversity of life and how organisms change over time in terms of biological adaptation and genetics. Students understand the interrelationships of matter and energy in living organisms and the interactions of living organisms with their environment.</p>	<p>Analyze the risk factors associated with natural and biological hazards.</p> <p>Describe how various systems work together to perform a vital function.</p>

## Science Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
6: Assertiveness Training	Science	Standard #3: see above	Design a solution or product that addresses a need and considers the factors of an environmental or human problem.
7: Assertiveness Training Practice	Science	Standard #3: see above	Design a solution or product that addresses a need and considers the factors of an environmental or human problem.

## Language Arts Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
1: Effective Listening and Tobacco Information	Language Arts	<p>Standard #1: Reading. Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.</p> <p>Standard #3: Listening and Speaking. Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.</p>	<p>Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text.</p> <p>Prepare and deliver an organized speech and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>Prepare and deliver an oral report in a content area and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>Interpret and respond to questions and evaluate responses both as interviewer and interviewee.</p>
2: Course and Consequence of Tobacco Use	Language Arts	Standard #1: see above	<p>Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text.</p> <p>Determine cause-and-effect relationships.</p> <p>Predict outcome of text.</p>

## Language Arts Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
3: Self-Esteem	Language Arts	Standard #2: Writing. Students effectively use written language for a variety of purposes and with a variety of audiences. Standard #3: see above	Spell correctly. Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes). Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations). Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions). Predict, clarify, analyze and critique a speaker's information and point of view.
5: Effective Communication	Language Arts	Standard #1: see above Standard #3: see above	Interpret and respond to questions and evaluate responses both as interviewer and interviewee. Predict, clarify, analyze and critique a speaker's information and point of view.
7: Assertiveness Training Practice	Language Arts	Standard #1: see above Standard #3: see above Standard #4: Viewing and Presenting. Students use a variety of media and resources to gather, evaluate and synthesize information and to communicate with others.	Predict, clarify, analyze and critique a speaker's information and point of view. Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.

## Language Arts Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
8: Advertising Images	Language Arts	Standard #1: see above, Standard #4: see above	<p>Identify the main ideas; critical and supporting details; and the author's purpose, feelings and point of view of the text.</p> <p>Distinguish fact from opinion.</p> <p>Summarize the text in own words.</p> <p>Identify the author's purpose and use of details to support the purpose.</p> <p>Describe the author's use of strategies to convince or persuade (i.e. bandwagon, peer pressure, loaded words).</p> <p>Identify the author's bias.</p> <p>Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions.</p> <p>Plan, develop and produce a visual presentation using as variety of media such as videos, films, newspapers, magazines and computer images.</p>

## Language Arts Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
9: Social Activism	Language Arts	Standard #2: see above	<p>Spell Correctly.</p> <p>Punctuate correctly (e.g., sentence endings, commas in a series, commas in compound sentences, abbreviations, quotation marks, colon in a business letter greeting, apostrophes).</p> <p>Apply rules of capitalization (e.g., sentence beginnings, titles, abbreviations, proper nouns, direct quotations).</p> <p>Apply standard grammar and usage (e.g., subject-verb agreement; simple, compound and complex sentences; appropriate verb tense; plurals; prepositions).</p> <p>Organize paragraphs with a variety of sentence structures (e.g., simple, compound, complex), identify the main ideas; critical and supporting details; and the author’s purpose, feelings and point of view of the text.</p> <p>Write a formal communication in an appropriate format for a specific audience and purpose.</p> <p>Organize ideas in a meaningful sequence using smooth transitions.</p> <p>Express ideas that are clear and directly related to the topic.</p>
10: Public Commitment	Language Arts	<p>Standard #3: see above</p> <p>Standard #4: see above</p>	<p>Prepare and deliver an oral report in a content area and effectively convey the message through verbal and nonverbal communications with a specific audience.</p> <p>Plan, develop and produce a visual presentation using as variety of media such as videos, films, newspapers, magazines and computer images.</p>

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## Math Content Area

<b>Curriculum Lesson</b>	<b>Standard Content Area</b>	<b>Standard Description &amp; Number</b>	<b>Objective of Lesson/Performance Objective</b>
1: Effective Listening and Tobacco Information	Math	Standard #2: Data Analysis and Probability. Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.	Formulate predictions from a given set of data and justify predictions. Compare a given prediction with the results of an investigation. Consider the effects of missing or incorrect information.
2: Course and Consequence of Tobacco Use	Math	Standard #2: see above	Interpret and analyze data from graphical representations and draw simple conclusions from histograms, stem-and-leaf plots, scatter plots, circle graphs, and flow charts.
6: Assertiveness Training	Math	Standard #2: see above	Interpret and analyze data from graphical representations and draw simple conclusions from histograms, stem-and-leaf plots, scatter plots, circle graphs, and flow charts