

CHAMPS Tobacco Use Prevention Program

Focus Age Group: 5th through 8th Grades

Number of Lessons:

The Peer Leadership Training Program and CHAMPS Day is not set up as lessons, but does come with a training manual. The program comes with a packet of Peer Led Lessons for students to do same age or cross age teaching in the 5th through 8th grades in many subject areas such as math, social studies and science.

Cost:

Free to schools in Arizona, but the adult facilitator must attend a training to receive the materials.

Meets the Following State Standards:

See attached sheet.

Objectives of Curriculum:

- Increased awareness of the social consequences of tobacco use, including health costs, diseases and tobacco restrictions.
- Understanding the impact of social influence on tobacco use including peer pressure, advertising techniques and tobacco laws.
- Demonstration of a peer empowerment approach to delay and prevent the onset of tobacco use among adolescents and pre-adolescents.
- Awareness of the basic physiological effects of tobacco use.

Curriculum Contents:

The program consists of three components. The first is a 2-day training of trainers of adults who will work with the youth to become peer leaders. This is a free, interactive training that prepares project staff with all they may need to run the CHAMPS program. The second stage is a CHAMPS Day run by adults to train youth to become prevention peer leaders. Students learn peer leadership skills as well as tobacco use prevention information on youth use norms, media literacy, and secondhand smoke. Then students form Action Teams and to take on tobacco, do cross age teaching or raise awareness with puppet shows and other events

Contact Information:

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Maricopa County Tobacco Use Prevention Program

State of Arizona Content Standards

CHAMPS (5th-8th)

Language Arts Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
CHAMPS are Media Wise	Language Arts	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.	Identify the main ideas, critical and supporting details and author's purpose, feelings and point of view of the text. Distinguish fact from opinion. Identify the author's purpose and use of details to support the purpose. Describe the author's use of strategies to convince or persuade (i.e. bandwagon, peer pressure, loaded words) Identify the author's bias.
CHAMPS Action Teams	Language Arts	Standard #2: Writing. Students effectively use written language for a variety of purposes and with a variety of audiences.	Write a report that conveys a point of view and develops a topic with appropriate facts, details, examples, and descriptions from a variety of cited sources. Write formal communications, e.g., personal or business letters, messages, directions, and applications, in an appropriate format and for a specific audience and purpose.

Language Arts Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
CHAMPlanning	Language Arts	Standard #3: Listening and Speaking. Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.	Prepare and deliver an oral report in a content area and effectively convey the message through verbal and nonverbal communications with a specific audience.
CHAMPS in the Ring	Language Arts	Standard #3: see above	Interpret and respond to questions and evaluate responses both as interviewer and interviewee.
CHAMPS Action Teams	Language Arts	Standard #3: see above	Predict, clarify, analyze and critique a speaker's information and point of view.
CHAMPS are Media Wise	Language Arts	Standard #4: Viewing and Presenting. Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.	Analyze visual media for language, subject matter and visual techniques used to influence opinions, decision making and cultural perceptions. Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.
CHAMProductions	Language Arts	Standard #4: see above	Plan, develop and produce a visual presentation using a variety of media.

Math Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
CHAMPS Say No	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.	<p>Construct histograms, stem-and-leaf plots; scatter plots, circle graphs, and flow charts.</p> <p>Interpret and analyze data from graphical representations and draw simple conclusions from histograms, stem-and-leaf plots, scatter plots, circle graphs and flow charts.</p> <p>Formulate predictions from a given set of data and justify predictions.</p> <p>Compare a given prediction with the results of an investigation.</p> <p>Critique the conclusions and recommendations of others' statistics.</p> <p>Consider the effects of missing or incorrect information.</p>

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
The Smoke's on You	Comprehensive Health	Standard #1: Students comprehend concepts related to health promotion and disease prevention.	<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>Explain how health, growth and development are influenced by the interaction of body systems, genetics, environment and lifestyle.</p> <p>Describe how family and peers influence the health of adolescents.</p> <p>Explain how environmental health and personal health are interrelated.</p> <p>Describe how lifestyle and family history are related to the cause and prevention of disease and other health problems.</p>
CHAMPS are Media Wise	Comprehensive Health	Standard #1: see above	Describe the interrelationship of mental, emotional, social and physical health during adolescence.
CHAMPS Say No	Comprehensive Health	Standard #1: see above	<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 ways to reduce risks related to adolescent health problems.</p>
CHAMPS Action Teams	Comprehensive Health	Standard #2: Students demonstrate the ability to access accurate health information.	<p>Obtain and utilize accurate health resources from home, school and community.</p> <p>Compare the costs and effectiveness of health products.</p>
CHAMPS Say No	Comprehensive Health	Standard #2: see above	Compare the costs and effectiveness of health products.

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
CHAMPS are Media Wise	Comprehensive Health	Standard #2: see above	Describe how media influences the selections of health information and products.
Victory Celebration	Comprehensive Health	Standard #3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	Explain the importance of assuming responsibility for personal health behaviors.
The Smoke's on You	Comprehensive Health	Standard #3: see above	Identify strengths of, and risks to, one's personal and family health and implement strategies to improve or maintain growth. 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.
CHAMPS are Media Wise	Comprehensive Health	Standard #3: see above	Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).
CHAMPS Say No	Comprehensive Health	Standard #3: see above	Distinguish between responsible and risky/harmful behaviors (e.g., responsible: exercise, sleep, nutrition; risky: the use of tobacco, alcohol and other drugs).

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
CHAMPS are Media Wise	Comprehensive Health	Standard #4: Students analyze the influence of culture, media, technology and other factors on health.	Explain how messages from media and other sources influence health behaviors.
CHAMPS in the Ring	Comprehensive Health	Standard #5: Students demonstrate the ability to use interpersonal skills to enhance health.	Demonstrate ways to communicate care, consideration, and respect of self and others.
CHAMPS Say No	Comprehensive Health	Standard #5: see above	Identify the causes of conflict among youth and schools and communities and demonstrate refusal and negotiation skills to enhance health. Demonstrate strategies to manage conflict in healthy ways.
CHAMPS Say No	Comprehensive Health	Standard #6: Students demonstrate the ability to use goal setting and decision-making skills to enhance health.	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.
Victory Celebration	Comprehensive Health	Standard #6: see above	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. Develop a plan to address strengths, needs and health risks, and apply strategies and skills needed to attain personal health goals.
The Smoke's on You	Comprehensive Health	Standard #6: see above	Explain how decisions regarding health behaviors have consequences for self & others.
CHAMPS are Media Wise	Comprehensive Health	Standard #6: see above	Describe how personal health goals are influenced by information, abilities, priorities and responsibilities.

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Developed by Maricopa County Tobacco Use Prevention Program (MACTUPP)

Comprehensive Health Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
The Smoke's on You	Comprehensive Health	Standard #7: Students demonstrate the ability to advocate for personal, family and community health.	Present information about health issues. Identify barriers to effective communication of information about health issues. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
CHAMPS are Media Wise	Comprehensive Health	Standard #7: see above	Research various media for language, subject matter and visual techniques used to influence health-related information and decision making. Present information about health issues.
CHAMPS Say No	Comprehensive Health	Standard #7: see above	Demonstrate the ability to support others in making positive health choices. Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.
CHAMPS are Media Wise	Comprehensive Health	Standard #7: see above	Demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools.

Science Content Area

Curriculum Lesson	Standard Content Area	Standard Description & Number	Objective of Lesson/Performance Objective
CHAMPlanning	Science	Standard #1: Science as Inquiry. Students understand and use the processes of scientific investigation and scientific ways of knowing. They are able to design, conduct, describe and evaluate these investigations. They are able to understand and apply concepts that unify scientific disciplines.	Identify a question, formulate a hypothesis, control and manipulate variables, devise experiments, predict outcomes, compare and analyze results, and defend conclusions.
CHAMPS Action Teams	Science	Standard #1: see above	Identify a question, formulate a hypothesis, control and manipulate variables, devise experiments, predict outcomes, compare and analyze results, and defend conclusions. Identify and refine questions from previous investigations. Analyze scientific reports from magazines, TV or other media. Evaluate information for accuracy, logic, bias, and impact.
CHAMPS Action Teams	Science	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.	Develop and use a systematic approach to analyze the risks associated with natural and biological hazards.