

Just for Me

has something for everyone...

Classroom Component

- **Six 15-minute video programs** for students in grades 2, 3, and 4. Fully consistent with the cognitive and affective development of students in these early to middle elementary grades, the programs feature target-age children in appealing dramatic presentations based on contemporary theory and research-based learning strategies.
- **Comprehensive Teacher's Guide.** In addition to objectives and a summary of the related video program, each lesson contains suggestions for discussion and focusing activities before viewing, follow-up after viewing, and separate extension activities for grades 2, 3, and 4. In addition, the guide contains a variety of reproducible worksheets useful in all areas of the curriculum.

Teacher Component

- **One 20-minute utilization video program** for teachers of grades 2, 3, and 4. Featuring real classroom sequences, the video presents the rationale for the project, the use of the different components, including the peer helper component, and suggests strategies for implementing the home component.
- **A facilitator's manual** to assist teacher educators in providing inservice and preservice workshops in drug use prevention education. It contains suggestions for conducting workshops and for teacher preparation as well as procedures for implementing the school, peer helper, and home component.

Peer Component

- **A peer helper handbook** to guide the implementation of peer education strategies, which have proved highly successful in a number of drug education programs. The handbook has sections for both adult advisors and peer helpers and addresses such skills as listening and dilemma management.

Home Component

- **Three video programs** for parents of elementary school children designed to help them improve strategies that contribute to prevention in their children. Each presents segments from the student programs, and then shows ways the featured knowledge, attitudes, skills, and behaviors can be reinforced at home.
- **A parent guide** contains information about the entire *Just for Me* project and the significance of the home component and family reinforcement of prevention education. It will also contain summaries and background material for the three parent video programs.
- **A parent workshop leader's manual** assists family educators, social workers, and school counselors in conducting workshops in a variety of community settings, including schools. It contains suggestions for ways of using the parent programs, and a list of further resources about drugs and prevention education.

Research Reports

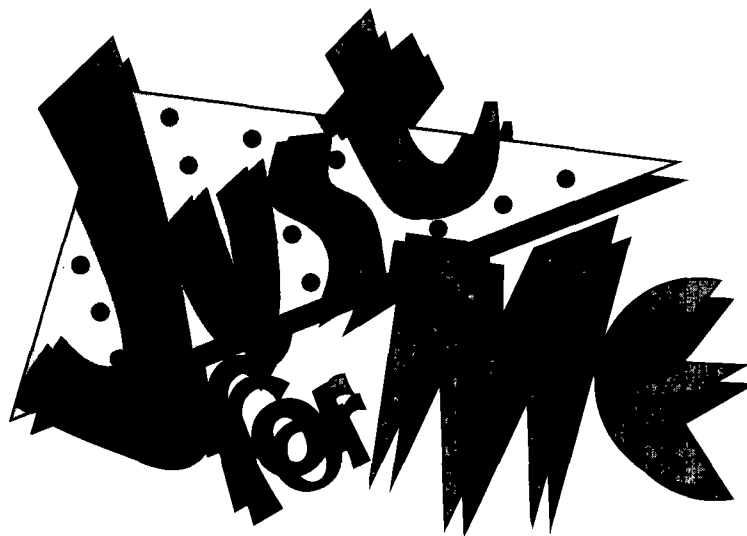
AIT has conducted an evaluative study of two *Just for Me* programs during development of the project. Copies are available from AIT.

To order, or for previews or information, contact

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A TEACHER'S GUIDE FOR



**Six video programs for tobacco, alcohol, and other drug use
prevention for grades two, three, and four**

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The Problem and the Project

Drug use among school-age children occurs in families, schools, and communities throughout the United States and Canada. It can affect anyone, regardless of gender, race, ethnicity, or environment. Children are using and experimenting with tobacco, alcohol, and inhalants at increasingly early ages. Children as young as seven or eight may not be using these substances currently, but they are at risk of doing so within a year or so.

Prevention specialists believe that it is easier to prevent risky health behaviors than it is to change them once established. It is imperative that education to prevent drug use reach children before they start. By the time they are in the fifth and sixth grades, they are already making choices about personal health behaviors with long-term implications. The longer negative choices can be delayed, the less likely it is that abuse will occur. For these reasons, it is imperative to reach younger children in grades 2, 3, and 4. The best means of reaching children is through the schools and cooperating parents.

While most states, provinces, and territories mandate drug prevention education and many excellent materials are available, few are targeted to younger elementary children. Fewer still include components for parents, peer helpers, teachers, and workshop leaders. *Just for Me* provides video and print materials for all of these groups. See the description of the various components inside the cover of this guide. You may be especially interested in the teacher utiliza-

To The Teacher

tion program, which introduces the other components and suggests ways to teach prevention materials effectively, draw in parents, and make use of peer helper programs.

Curriculum Connection

The six video programs and print lessons in this series for classroom use present themes common to many health education texts and widely used drug prevention curricula. These themes are handling relationships with family members, peer pressure and support, self-esteem, responsibility for self and others, making decisions, and the influence of the media. Learning to deal with these issues is recognized as central to the healthy growth of children. After they have viewed the dramatic video presentations of children about their own age in situations that involve these issues, and they have participated in the follow-up activities outlined in this guide, children will be able to develop the knowledge, attitudes, skills, and behaviors identified by preven-

tion experts as necessary to prevent drug use.

The themes and purposes of the six video programs are described below. These descriptions will help teachers decide where each program fits best in any prevention curriculum they are using.

In addition, the activities in the guide lessons can be used across the curriculum. Many involve language arts exercises—reading stories, enacting skits, and writing letters. Other activities ask children to conduct a survey, tabulate responses, and create bar graphs of the result. One lesson presents an activity designed to draw on the resources of a multicultural community.

The Programs

1. "Who Are You?" (Self-concept)

The purpose of this program is to show how thoughts and feelings contribute to self-concept. Self-concept refers to the combination of thoughts and feelings that people have about themselves. A child's self-concept can have positive and negative effects on behavior, including personal health and decisions about risky activities. People who are important to children, especially family members, friends, and teachers, have a profound influence on the way children think and feel about themselves. Children can learn to identify and express their thoughts and feelings, including their sense of worth, esteem, and identity. Their self-concepts can be enhanced and nurtured through successful experiences.

2. "My Choice" (Decision making)

This program demonstrates

bility)

This program dramatizes the importance of social responsibility, which involves adherence to rules (those of the family, classrooms, cafeteria, playground games, and the law). Its purpose is to show how caring and respect for the feelings, ideas, and environment of others contributes to harmonious social interactions. Following rules

be listened to with attention and respect.

6. "I Don't Buy It!" (Influence of the media)

The purpose of this program is to show how the media may influence a child's personal health behavior. Children are exposed to an intensive barrage of messages from the media—TV, magazines, radio—that are intended to influence behavior.

Parents and relatives of students should certainly be asked for any help they are capable of giving. You don't need to do it alone.

We hope that you and your students enjoy the *Just for Me* programs and the guide activities. More important, we hope that after you have used them in your classes, your students will have gained new strategies for maintaining healthy behavior.

Purpose:

To show how thoughts and feelings contribute to self-concept.

Program Objectives

Upon completion of this lesson, students will be able to

1. describe how self-concept affects behavior, including personal health behavior;
2. recognize that self-concept can be enhanced;
3. identify and express thoughts and feelings about themselves.

Program Summary

Deressa, 10, Andy, 9, and Maria, 8, are playing in a cluttered attic. As the theme song "Who Are You?" fades, the children dress up in old clothes they find to try out different identities, and children in grades 2-4 answer the question, "Who Are You?"

In a series of vignettes, the children demonstrate that others can make them feel very "big" or very "small" and influence their self-concepts. They introduce the "Wall of Pride," a bulletin board on which they hang items that make them feel proud to be themselves. Andy reads the story of Virgil, who felt terrible when he broke a vase, but then remembered all the things he was good at and regained his self-esteem.

A dramatic segment shows what happens when Deressa's friends try to pressure her to join them in shoplifting. She talks over her uncertainty with her older sister, who tells her that she doesn't need to do things she doesn't like to do

Who Are You?



to feel good about herself. Deressa is able to say no to her friends.

Back in the attic, Deressa hangs a memento of her good decision on the "Wall of Pride."

Materials

- ☐ a paper bag or box, decorated to look flashy and appealing to your students, with a mirror inside so that when people open the bag or box, they see themselves
- ☐ a bulletin board, large poster, or piece of chart paper with a brightly colored title across the top: "Our Very Important Guest!"
- ☐ colored paper cut into strips (several for each student)
- ☐ bulletin board space to become your classroom "Wall of Pride" (the title not added until after the lesson) with a small mirror in the middle.

Opening the Lesson

- ☐ Have the students join you in a circle. Show them the bag or box, telling them that it contains a picture of someone Very Important, who you will call the "Mystery Guest."
- ☐ Have the students brainstorm who they think the important person might be. Write each suggestion on the brainstorming chart and ask why they think the people they suggest are important. Accept all answers.
- ☐ Randomly select three children. Tell them they are "private eyes" whose job is to help you identify this Very Important Person. Tell them that what they learn is "top secret information." They are not to say or hint what they see.

- ❑ Have the “private eyes” look in the bag or box.
- ❑ After each has looked, turn to the class and ask, “How would you describe the look on _____’s face when he or she saw who the Mystery Guest is? Do you think the Mystery Guest is someone he or she knows well?” Permit the class to guess and discuss.
- ❑ Hold up the brainstorm chart, and ask the children to identify the names on it that are those of people they know well. Circle these names.
- ❑ Ask them to suggest other people (groups, not individual names) they know well and who might be added, such as “brothers,” “sisters,” “parents.” Add these categories to the chart.

View the Video Program “Who Are You?”

Explain to the children that you are going to show them a video program about some friends playing together in an attic. (Ask someone to explain the word *attic*.) Suggest that they think about how these three children are feeling in the program. Also suggest that the program might provide some clues about who the Mystery Guest is. You may also want to distribute copies of the song “Who Are You?” (page 23) so the children can sing along.

After the Program Discussion

- ❑ Ask whether anyone can guess the identity of the Mystery Guest. If anyone says “me,” write *me* on the brainstorming chart.
- ❑ Ask what feelings the children had in the video program. Specifically, ask who was happy, and why, and who was sad, and why.
- ❑ State that sometimes the decisions we make are affected by the way we feel about ourselves. Discuss Deressa’s feelings and thoughts before and after she

talked with her sister. Ask what made her feel better.

- ❑ Present the children with an imaginary situation. Say, “Suppose you’ve been invited to your best friend’s birthday party. How do you feel? Why?”

❑ Now say, “Suppose just before you went to the party, you had a terrible hair cut, and you just hated it! You saw several of your friends, and they laughed at your hair! How would you feel now? Would you still feel like going to the party?” (Fourth grade: Remind students of this discussion when you start them on fourth-grade group activity, page 6.)

- ❑ Explain that the way we feel about ourselves is very important, and there are ways we can make ourselves feel G-R-E-A-T!



- ❑ Ask your students, “How can we make our friends feel good?” (*Explore several answers.*) Explain that we are now going to do something that will make everyone feel G-R-E-A-T!

❑ Point to the bulletin board and tell the children that this space will be for the classroom “Wall of Pride.” Ask them to think about something really special that they would like to put there. (*Allow time for reflection.*)

Activity

- ❑ Have the children find a partner wearing a different color. Give them several colored strips of paper and markers or crayons.

❑ Ask them to identify special things about themselves and each other and record these ideas on the strips of paper. (Remind them to write the name of the person the strip refers to!)

- ❑ Have a Grand Opening of the “Wall of Pride.” Explain that when people have Grand Openings, they invite important guests, so you are now ready to reveal the Mystery Guest. Invite one of your original volunteer “private eyes” to walk around and let each child peer at the hidden mirror.

❑ After all the children have seen the “Mystery Person,” look in yourself and tell the children, “I’m a Very Important Person too!” Begin the ceremony by putting a strip about yourself on the “Wall of Pride.” Then have each student place a strip on the Wall until all have been placed.

- ❑ Ask, “How do you feel about your ‘Wall of Pride?’” Tell them that there are many other very special things about each of them that aren’t on the wall. Invite students to bring in one item from home that they would like to include on the wall.

❑ As a class, write a thank-you letter to the Very Important Mystery Guest for attending the opening ceremonies. State in the letter that you have put up a picture to

honor this person right in the middle of the new "Wall of Pride." Show the students the mirror, and have a few of them come up and see themselves.

Extension Activities

Grade Two

□ Play "Mystery Identity Game": Create a dress-up center with articles contributed from the students' homes. Have students choose one or two articles, dress up, and pretend they are someone else, real or imaginary. Tell them to think of a name, a place they are from, and the age of their new character.

As they appear in their new "disguise," tell them that they can join your very special class if they will state their identity and say something about the class that can be added to the "Wall of Pride."

As an example, you can put on something frilly and say, "I am Princess Marina from Special-land, I'm 150 years old, and I have noticed that this class listens very well!" Then write "class listens very well" on a strip of paper and post it on the Wall.

□ As a class project, have each student design a page in a "Big Book About Self." Once a week, add a new page, using ideas generated during the week.

Grade Three

□ Create a "We Are Special!" web. (See a model on page 24.) Create space on a bulletin board, title it "We Are Special!" and on it post each child's name, circled.

Replay the part of the video program showing the children in



the attic asking their friends, "Who are you?" and the candid statements of different children in response. Ask each of your students the same question. Under their circled names, write the one or two key words in their response.

Replay the part of the video program showing children asked what they are good at and their responses. Ask your students the same question. Add spikes pointing outward from the circle around each child's name and on them write the child's response.

□ Ask the students to fill out the "Special Me" sheet (page 25). The second half of the sheet is left for someone at home (family member, neighbor) to complete. Bring the sheets back and share them.

Grade Four

□ As an extension of class discussion, divide the class into groups

of five or six students. Replay for them the part of the video program beginning with Deressa's friends inviting her to join them in shoplifting at the mall and ending with Nancy feeling unhappy. Tell the students to think about why Deressa chose not to join her friends at the mall.

After they have viewed the segment, ask the students, "Why did Deressa make the decision she did? Who affected her choice? How do you think Nancy was feeling at the end? What do you think she is going to do?"

Pass each group a situation card (page 26) and give the students five minutes to answer the two questions posed. Have each group share its conclusions with the larger group.

□ Replay the segment of the video in which Andy reads the story about Virgil and the broken vase. Ask the children to form groups to write and illustrate a book like the story of Virgil. Ask them to follow these guidelines:

1. Begin the story by selecting a character who is not feeling very good about himself and give reasons for this sadness.
2. Introduce friends who help the character make good choices by talking about all the good things the character does.
3. End with a celebration—a happy time with friends.

Help the children bind (with string or staples), cover, and display these books in the school library, perhaps under a new category labeled "Me."

Purpose:

To show the process of decision-making for healthy behaviors.

Program Objectives

Upon completion of this lesson, students will be able to

1. describe how decisions, including those about personal health, are a critical part of daily life;
2. recognize that they can make well-reasoned decisions;
3. use a systematic process to make decisions about daily life.

Program Summary

Randy, 10, loves video games, at which he excels. He is drawn to 11-year-old Nick and some older friends who are experimenting with cigarettes. He lingers with them one afternoon when he is supposed to be escorting his sister home.

Randy's father, Garson, finds Randy with Nick's friends and on the verge of trying a cigarette. Randy complains that he always makes the wrong decisions. Garson points out that video games require constant decisions, and Randy makes very good ones. A fantasy sequence puts Randy in the game, and he and his father discuss the process, based on knowledge and experience, of making decisions. Garson proposes asking five questions: What is it (the decision) about? What is it *really* about? What are the choices? Who cares? Was it the right decision? They apply the questions to smoking, and Randy makes a decision not to smoke.

Randy attends a party where some

My Choice



kids have brought wine coolers. The program ends as Randy and Nick are trying to decide what to do about the wine coolers.

Materials

- ☐ bar graph
- ☐ a chart with the steps to decision making, covered with strips of construction paper

Opening the Lesson

☐ Ask the children to join you near a blackboard or posterboard with a simple bar graph (sample, page 27). Have children who had cereal for breakfast form one line. Have those who had pancakes or waffles form a second line. Have those who had something else (let them share what they had) form a third row.

☐ Have a volunteer count the number in each line. Fill in the bar graph with the proper numbers, asking, "How many are represented by each bar (on the graph)? Which bar represents the most? Which represents the least? Repeat the exercise, having the children form lines based on the the colors they are wearing or some other criteria. Count the numbers and fill in the bar graph.

☐ Explain that everyone makes decisions every day. Ask, "What other decisions have you already make today?" (*Combing hair, brushing teeth, packing bookbag, choosing seat on the bus, etc.*) Add that many decisions are easy. Some decisions are harder, and it is important to learn how to make good choices. Being grown-up means having to make very difficult decisions sometimes.

□ Ask the children to help you with the following decision: You wake up with a tickly throat and sneeze a couple of times. Your head feels heavy and aches a little. Ask, "What decision do I need to make? What are my choices?" (*To go to school or stay home.*) "Why might I choose to come to school?" (*I'm not really very sick. The class needs me. We are doing important work. I don't want to miss seeing any of you.*) "What might happen if I go to school?" (*I might get sicker; I might give something to my class.*) Ask for a show of hands. "How many think I should stay home?" Thank the children for helping you make a choice.



View the Video Program "My Choice"

Explain to the children that they are going to see a video program that shows how a boy named Randy learned to make decisions just like the one they helped you make. Ask them to watch for the steps to decision making that Randy and his Dad figured out.

After the Program Discussion

□ Display on the blackboard or on a piece of paper the following decision-making questions (steps), each covered temporarily by a piece of paper:

1. *What is it about?*
2. *What is it really about?*
3. *What are the choices?*
4. *Who cares?*
5. *Was it the right choice?*

As the children identify the steps, uncover them one-by-one.

□ Ask, "What is the first decision-making question? What was Randy's decision about, when he was with Nick's friends?" (*Whether or not to smoke.*)

□ Ask, "What is question two? Why was this a difficult decision for Randy, even though he knows the cigarettes would be bad for him?" (*He might lose Nick as a friend*



and not be part of his crowd any more. They might tease him and think he's babyish.)

□ Ask, "What is question three? What were the two choices that Randy could make when he was offered a cigarette?" (*To smoke or not to smoke.*)

□ Ask, "What was step four?" Who will Randy's decision help or hurt? (*Nick, his family, and Randy himself.*) "Why?" (*Because his mom, dad, and stepdad want Randy to be healthy; Nick wants Randy to get in with his friends; Randy wants to be Nick's friend, but he wants to be healthy by not smoking.*)

□ Ask, "What is the last step in decision making? When Randy decided not to smoke, did he make a smart choice? When he looks back a week later, will he think he's done the right thing?" (*Discuss.*)

Activity: "Making Decisions"

□ Ask the children to read together the decision-making questions on the board. Have different volunteers repeat them several times until all the children are quite familiar with them. Have the children stand up if they think these steps help make good decisions. Have them wave their arms if they would like to try them out.

□ Read each of following situations:

1. Your friend wants you to come over to play after school, but your mom has told you to come right home.
2. You have asked a friend over to play, but you get a call to go to the circus with another friend on the same day.
3. A stranger offers to drive you home on a stormy day.
4. Your friend wants you to walk home on the railroad tracks with him.

After each situation is read, apply the decision-making questions to it. After discussing the first four questions, have the class make a decision. Then ask ques-

tion five and discuss whether the decision the class chose was a good one.

□ Praise the class for learning so much about making choices, and for being such smart decision-makers.

Extension Activities

Grade Two

□ "It's A-maze-ing." Distribute copies of the maze (page 28) to each student. When they have completed it, ask, "How many of you could find your way through the maze? How did you do it? How many tried out different ways first, before finding the right one? What would happen if you took the wrong path?" Remind the children that making decisions is like finding your way through a maze. Review the steps to decision making from the lesson.

□ "Druxel's Decision." Have the children find partners and ask them to complete the poem "Druxel's Decision" on page 29. Then ask them to read it aloud together. Ask, "What is the poem about? Why is this important? What would have been a wise choice for Druxel to make? Why?" (*The "toy" Druxel found was a grenade or small bomb.*)

Grade Three

□ "Picture Perfect." Divide the class into five groups. Assign each group one of the decision-making questions. Ask the groups to design a poster that would include the question printed neatly on it. Hang the finished posters in the classroom or hall.

□ "Decisions, Decisions!" Divide the class into groups of four. Give each group a DECISIONS sheet (page 30) and a blank HOP-



SCOTCH sheet (page 31). Assign one decision from the DECISIONS sheet to each group. The members of the group should discuss how to answer each decision-making question about the situation assigned to them. As soon as they reach consensus, they should color the relevant hop-scotch square and move on to the next question. If there is time, they could repeat the activity with a second situation. With an outdoors hopscotch grid, one group member could be chosen to be "jumper" and move physically from square to square as the game progresses.

Grade Four

□ "Segmenting Activity." Replay the scene from the video in which Randy is being offered a wine cooler at Michael's party. Ask, "If Randy uses the decision-making

questions, what will he do?" Review each of the decision-making questions in connection with this scene.

1. What is it about? (*Whether or not to drink wine coolers.*)
2. What is it *really* about? (*Whether Nick and Randy will do what their friends are pressuring them to do and remain part of the group.*)
3. What are the choices? (*To drink the wine cooler or refuse to.*)
4. Who cares? (*Randy's dad, stepdad, sister, mom, himself, Nick. Discuss why each person is concerned.*)

Assume that Randy decided to drink the wine cooler. Ask the last question...

5. Was it the right choice? (*Why do you think so?*)

Ask the same question assuming that Randy decided *not* to take the wine cooler.

□ "Survey Says!" Divide the class into four groups. Give each group a copy of the Survey Sheet (page 32) and have them survey their own group on each of the questions below, one at a time:

1. If you could choose a new pet, what would it be?
2. What has been your favorite grade of school so far?
3. What is your favorite sport or game?

Have the students make a bar graph to show the results of the pet survey. Then have them make a similar bar graph to record responses to the other questions. Share the results. Ask, "Did everyone in the class make the same choices? What did we learn by this exercise?" (*People make their own choices.*) Remind the students that not all decisions will be this simple or fun. They must be able to make other decisions that can be really important. Review the five decision-making questions.

Purpose:

To show how to resist negative peer pressure and to demonstrate peer support to enhance positive behavior.

Program Objectives

Upon completion of this lesson, students will be able to

1. describe how behavior, including their personal health behavior, is influenced by peers;
2. recognize that peers can have positive and negative influences on behavior;
3. use strategies to resist negative peer influence.

Program Summary

Loni, 10, a member of a Native-American family, lives with her mother, a nurse; her father, a journalist; her younger brother; and her grandmother in a large city. Her grandmother is expert at working with beads and teaches classes in beadwork at a nearby native culture center. Loni is a good student, but she is attracted by Caitlin and her group of popular, "cool," friends. She skips her grandmother's bead class to accept an invitation to Caitlin's house, where the girls transform her with a new hairdo, loan her new clothes, and remove her handmade beads. Caitlin wants Loni to do her school work for her. At home, Loni's mother and grandmother are disturbed by Loni's changed appearance and the prospect of the new friends. They recall that Loni's 14-year-old cousin Sarah got involved with friends who were smoking and drinking and soon began to do the same.

The Real Me

Loni writes a school report for Caitlin and joins her group at a local restaurant hang-out after school. She calls home and says she's at the native center. Her cousin Sarah, who is there, overhears the lie. As Sarah leaves, Loni runs after her, first to plead with her not to report the lie to her mother, then to discuss the problems that Loni's new friends are causing her. Sarah describes her own experience with new friends who led her into such unhealthy behaviors as smoking, drinking, and being irresponsible about homework. Sarah shows Loni that it is possible to say no and walk away from situations that seem wrong. She has Loni practice different ways of refusing to cheat on homework, and advises her to feel proud of who she is.

At home, Loni confides to her grandmother that she has lied. Her grandmother has her braid sweetgrass in a ceremony for cleansing the past. The next day at school, Loni returns the sweater Caitlin has loaned her and says she won't be attending the next party. Caitlin says that her mother is going to reward her for good grades, and if Loni does the work for her, she will split the money. Loni tells Caitlin that they'll have to have a talk.

Materials

- ☐ box of Froot Loops® cereal (grade 2 extension activity)
- ☐ string
- ☐ paper for a mural
- ☐ paints

Opening the Lesson

- ☐ Distribute copies of "Murtle



Photo by Sharon Stephens

and Yurtle Turtle" (page 33) and have the children read it either individually or aloud together.

❑ Ask, "What problem did Murtle the turtle have?" (*Tiger, the Top Turtle wanted to trade shells with him.*) "What is Yurtle going to do to help teach Murtle the right thing to do?" (*Help him practice different ways to say no.*) "Do you think it will help?" (*Discuss.*)

❑ Distribute copies of the Turtle Shell Activity Sheet (page 34). Have the students complete it by unscrambling "ways to say no" to help teach Murtle Turtle the right thing to do. Have them color the borders of Murtle's shell.

❑ When they have finished, call on students to read the ways to say no. Then display the completed turtle shells.

View the Video Program "The Real Me"

Explain to the children that they are going to see a video program about a girl, Loni, who has a problem like Murtle's. Suggest that as they watch the video program, they try to figure out what Loni's problem is and who helped her learn the right thing to do.

After the Program Discussion

❑ Ask, "Who helped Loni learn the right thing to do?" (*Her cousin Sarah, her Nana, her mother.*) "What was her problem?" (*Hanging around with a group that cheated at school and lied to their parents.*) "What did Caitlin want Loni to do?" (*Her homework.*) "Why did Loni want to be friends with Caitlin?" (*She was popular.*) "What do you think will be the right thing for Loni to do at the end of the video? Why?" (*Permit free discussion.*)

❑ Ask, "How would you feel if someone asked you to do his or her work? Suppose they got a good grade for work you had done. How would you feel if you got a good



Photo by Sharon Stephens



Photo by Sharon Stephens



Photo by Sharon Stephens

grade for work someone else had done?" (*Permit free discussion.*)

❑ Replay the segment of the video in which Loni and Sarah discuss Loni's problem. Ask, "How did Sarah help Loni learn the right thing to do?" (*She helped her practice ways of saying no.*) "Why did Loni have to practice different things she could say?" (*Elicit that saying no to friends can be hard. Loni—and most people—need to plan and practice what they are going to say.*) "What were some of the things that Sarah suggested Loni say and do?" (*Say "no"; say you promised you wouldn't; walk away; make excuses; tell them you want to do something else instead.*)

Activity

❑ Divide the students into five groups by spelling V-I-D-E-O. Present each group with one of the "Right Thing To Do Situation Cards" (page 35). Ask the groups to discuss the situation and decide what they would say to their friend. Have a member of each group read the situation aloud and share the group's responses with the rest of the class.

Extension Activities For All Grades

❑ "Multi-Cultural Mural." Replay the video program "The Real Me" to the class. Ask the class to watch for the special customs of the Native People (making beaded necklaces, sweetgrass braiding). Discuss the importance of customs such as these as reminders of the right way to do things in certain cultures.

Give each student a blank sheet of newsprint and ask them to sketch a picture that tells about some custom their family practices in December. (You could choose another month, but nearly all cultures have important December holidays.) Suggest that students keep their sketch simple by drawing one or two symbols, such as a

Christmas tree, a menorah, or a piñata. When the sketches are complete, have the class agree on a design for a mural incorporating all the symbols. Assign each child a small portion of the mural and provide paints, brushes, and paper. When the mural is completed, ask the children to sign it and hang it in a prominent place.

Grade 2

□ “Necklace of Friendship” Set a glass jar of Froot Loops® in a prominent place. Provide each student with a long string. Discuss Loni’s grandmother’s skill at making beaded necklaces, and remind students that Loni’s grandmother was a teacher, too. She taught beadwork at the Native Center.

Have the students thread five Froot Loops® on the string to make friendship necklaces. Tell them that these are not the real necklaces that Loni’s Nana was making, but that they are special teaching necklaces. They will wear them to remind themselves and each other of the importance of doing the right thing. When a friend asks for advice about something, and they help their friend do the right thing, they and their friend can each help themselves to a Froot Loop® from the jar and add it to their necklaces.



Photo by Sharon Stephens

Example: (child one) asks (child two) what to do about the mean kid who pushes everyone around on the playground. (Child two) suggests the right thing to do, and both children help themselves to Froot Loops®.

Grade 3

□ “Ways to Say No!” Cut the Pressure Statements (page 37) into separate strips. Place them in a bag or box. Divide the class into pairs or groups of three. Have each group draw a statement and together write two or three re-

sponses that represent the right thing to do. Have them share the responses they have developed with the class.

Grade 4

□ “Snappy Answers” Have the students brainstorm a list of Snappy Answers to Pressure Statements (page 37). You might start them off by writing a few examples on the board such as “No thanks, I’m too busy taking care of my boa constrictor,” “I’d rather ruin my body with a milkshake!” “No thanks, I don’t like the taste,” or “Sorry, I’m in training.” Add their suggestions to the list.

Help the students develop and practice quick refusal responses. Divide the class in half and have them form two lines. Have the student at the head of line A deliver a pressure statement (either made up on the spot or one of those on page 37). The student at the head of line B should respond with a “snappy answer” of refusal, either one listed on the board, or one devised on the spot. After speaking, the students go to the end of the line and the next students have a similar exchange. After each student has performed, do it again, this time having line B deliver the pressure statements while line A responds.

Purpose:

To show how caring and respect for the feelings, ideas, and environment of others contributes to harmonious social interactions.

Program Objectives

Upon completion of this lesson, students will be able to

1. describe the importance of adherence to rules for harmonious social interactions;
2. recognize and accept the relationship between their behavior and resulting consequences;
3. use listening and caring strategies to identify, understand, and respect the thoughts, feelings, and environments of others.

Program Summary

Alfredo, 10, is an excellent baseball player, but he is repeatedly late for practice after he starts hanging around Edward, his sister Theresa's boyfriend, who has a shiny new car. Ernesto, Alfredo's coach, tells him, "If you choose not to get here on time, you choose not to play." His mother makes a rule that Theresa and Alfredo should not ride in Edward's car. Neither obeys this rule, and Alfredo is late to practice again.

On the day of Alfredo's big game, Theresa is late. Alfredo discovers that the coach has benched him for most of the game because of his repeated tardiness. Then a police car drives up with Theresa. Edward has been arrested for dealing drugs. Theresa is to be questioned. Alfredo remembers the words of his friend Sonny, his

I Do Care

coach, and his mother. They had all urged him to follow the rules, to take responsibility for his own behavior, and stay out of trouble. He realizes that when he "goofs off," everybody gets hurt. He and his sister agree that they should have listened to what the others had been saying.

Materials

- ☐ a red octagon with the word STOP on it, a yellow square with the word THINK on it, and a green circle with the words GO AWAY on it (several extra octagons, squares, and circles for grade 2 extension activity)
- ☐ several strips of paper for writing rules
- ☐ several familiar games (Snakes and Ladders®, checkers, Junior Scrabble®, etc.)
- ☐ toothpicks and mini-marshmallows (grade 4 extension activity only)

Opening the Lesson

Have the students join you near the blackboard where you have drawn a tic-tac-toe grid. Ask, "What game do we play with this pattern?" Have two volunteers come forward and play the game. Have them name the game and explain the rules.

- ☐ Draw a circle on the board with a large dot in the middle. Ask, "Does anyone know what this game is, or how to play it?" If any children answer "yes," invite them up to play it. Ask, "Why is it more difficult to play this game?" (*Elicit, "Because we don't know the rules."*)

- ☐ Discuss the importance of rules



in games so that everyone knows the right way to play. Ask, "What could happen if there were no rules in a swimming pool? What could happen if there were no rules at a street corner? What rules do you have at home to teach you the proper way to act?" Write the word **RULES** in a circle on the board. Add some of the rules the children suggest as a webbing exercise. Discuss why these rules are just as important as the rules we follow in a game, at the swimming pool, or at a street corner.

View the Video Program "I Do Care"

Suggest to the children that families have rules which help their homes run smoothly and safely. They are going to watch a video program about some children who are supposed to follow rules. Say, "I want you to be able to tell me what happened when someone didn't follow the rules in this story."

After the Program Discussion

- Ask, "What happened when Theresa didn't follow her mom's rules and Alfredo didn't follow the coach's rules? What is going to happen to Edward because he didn't follow the rules of the country?" (*Permit free discussion.*) Remind students of the importance of following rules. In the video, rules were broken and bad things happened. Ask, "Who were the people in the video who *did* follow the rules?" (*mother, coach, Sonny—Alfredo's friend*)
- Ask, "Is it always easy to follow rules? Why is it sometimes difficult? When?" (*Permit free discussion.*)
- Ask, "What can help people—children especially—follow the rules?" (*Elicit that people need to be reminded of the rules and why they exist. The coach and Sonny both reminded Alfredo to be on time for practice. The team depended on having everyone there.*)



- Introduce a story by saying, "Let's practice ways to remind ourselves and our friends about important rules. I'll tell you a couple of short stories, and you be thinking of a good way to remind people about a very important rule."

"One day you were coming home from school on your bicycle and you noticed your little sister was playing on the side of the road."

Ask, "What is a good way to remind her of her danger?" Discuss the question. Elicit such suggestions as sitting down beside her to talk, reminding her of the rule to stay away from the road and discussing why it is a rule. "If she still doesn't listen to you, who can you tell?"

"You were playing baseball with your friends at recess, and the bell was going to ring. You wanted another turn at bat, and you thought about butting in at the front of the line."

Ask, "What do you need to think of in order to remind yourself of the rules? Who else will your decision effect? What might happen?" Discuss.

Activity

- Ask, "What do the three colors on a stoplight mean? Could they remind us of the importance of our rules?" Hold up the red octagon saying **STOP!** Suggest

that when they think they might break a rule, they should **STOP** what they are doing. Hold up the yellow square that says **THINK**. Suggest they think about what might happen to them or to others if they break this rule. Hold up a green circle that says, **GO AWAY!** Suggest that these words mean that after they have stopped and thought, they can go forward in another direction that is safe and right. Then they can feel proud of their decision not to break the rule.

- Have the children pair up with a partner and give each pair three strips of paper. Tell them that classroom rules need to be written. Have each pair write three rules, thinking of others as they do so. (Allow them about 10 minutes.)
- Read and discuss the rules, eliminating duplicates. Decide on the four or five most important rules.
- To close, ask, "How do you feel about our new rules?" Review the stoplight signs: **STOP!** **THINK!** **GO AWAY!**

Extension Activities Grade 2

- "Personal Stoplights." Have children cut out a red octagon, yellow square, and a green circle, using cardboard shapes as tracers and printing **STOP!**, **THINK!**, and **GO AWAY!** on them. Suggest they hold up the appropriate stoplight and discuss what they should do as you ask, "What do you do when you think of running after your ball, which is in the street? When your friend wants you to do something you are not allowed to do? When you feel like cheating on a quiz?" Invite children to suggest other times the stoplights might be needed.

Restate the importance of following rules, and remind the children that only they can operate the stoplight!

❑ “Let’s Play Games!” (A good activity for a Peer Helper program.) Have the children play well-known, simple games such as Junior Scrabble®, Snakes and Ladders®, or checkers, following the rules as closely as possible. If there is a dispute, have the children refer to the rules and resume playing.

After about 20 minutes of playing, ask the children to put the games away and join you at the front of the classroom. Ask them, “Did you enjoy this lesson? Why or why not? If there had been no rules to follow, what would have happened? Why are rules important?”

Grade 3

❑ “Post-It Rules.” Watch the video again, asking the children to remember the coach’s and the mother’s rules. (*Mother: make dinner, no riding in cars until they are at least 16. Coach: Be on time for practice.*) “Do you think these were fair and good rules? Why?” Discuss why following rules at home is not always easy.

Give each child a large piece of lined paper, and ask them to list the rules they follow at home. Let them decorate the charts take them home to post.

❑ “Sad Sally.” Read the story “Sad Sally” (page 38) to the class and discuss it. As a class, draft a BIG STORY about the importance of rules: (a) name the main person; (b) state an important rule; (c) say what he/she is doing; (d) put in someone to remind him/her of a rule; (e) say what the person does after hearing the rule. If the story has a happy ending, suggest they have the person STOP,



THINK, and GO AWAY. If not, have them decide (f) what happened to the person and to others; and (g) what might have helped the person remember the rules.

Have students take turns reading parts of the completed story back to the class. Post it in a visible spot as a reminder of the importance of rules.

Grade 4

❑ “A Towering Experience!” Remind the children that they have seen a video about the importance of following rules. Ask, “What rules do you think would be important to remember when you are working or playing with other people?” Create a “Group Rules” web on the board (an example of a webbing exercise is on page 24), with the words GROUP RULES in a circle in the center, and the rules the children have suggested surrounding them.

Divide the students into

groups by spelling out the word G-R-O-U-P. Assign each group a work area and give them a handful of toothpicks and a quantity of marshmallows. Tell them they have 10 minutes to use the materials to build the tallest tower possible! Remind them to think of the rules they make as they go along. At the end of the allotted time, examine the towers.

Bring the students back to the GROUP RULES Web, and ask, “Why did you enjoy this activity or not enjoy it? What rules did you follow?” (Add any new rules to the web.) “What would happen if someone had broken your rules?” Close by stating that we also need to think about others and their feelings when we make rules for our work and play.

❑ “You Be the Teacher!” Replay the part of the video program from the point at which Alfredo arrives for the big game until the police car pulls up. Ask the students, “What was the coach’s rule? Was it a fair one?” (*Discuss.*) “What happened when Alfredo didn’t listen to the coach? Who was hurt by Alfredo’s poor choice?”

Suggest that students pretend that they are the teacher. Ask them, “What rules would you make about homework? Who would be hurt if the rule was broken?” (*Try to reach a class consensus, and repeat for other classroom rules if you wish.*) Ask, “How many of you found it fun being the teacher and making the rules? How many found it hard? Why?” Have students stand up if they understand why rules are so important.

Thank students for making your job easier!

Purpose:

To show the influence of relationships with family and friends on behavior and how positive relationships can be nurtured.

Program Objectives

Upon completion of this lesson, students will be able to

1. describe ways that relationships with family and friends influence children's behavior, including those involving personal health;
2. recognize that honesty, trust, respect, cooperation, and sharing enhance healthy relationships;
3. use strategies that nurture healthy family and friendship relationships.

Program Summary

Anton, 10, and his father have just moved into a new neighborhood. Anton meets neighbors Janelle, 9, and Valerie, 7, but really wants to be accepted by their older brother Jeff, 12. He meets their parents, Kathy Hester, a policewoman, and Bill Hester, a chef at a large hotel. He is impressed by the harmonious relationships of the family.

To impress Jeff by appearing grown-up, Anton takes some cigarettes from his father and offers two to Janelle and Valerie. They say that smoking is stupid and run to Jeff, begging him to persuade Anton not to try smoking. Jeff crushes Anton's cigarette, which he's never succeeded in lighting. The boys begin wrestling, feeling increasingly friendly. Jeff invites Anton to play computer games with him.

The girls invite Anton to join the Hester family meeting. They

My Family, My Self

show Anton the rules for the meeting and then take turns telling about the best thing that has happened all week. Anton says that he learned to wrestle instead of doing "something stupid." Then they discuss problems. Jeff would rather have more time on the computer than jog with his family. The family discusses a compromise. That evening Anton asks his dad if they can have a family meeting. His father agrees.

Materials

- ☐ chartpaper or blackboard
- ☐ a stuffed animal called "Fuzzy"
- ☐ good quality writing paper, and envelopes (grade four extension activity)

Opening the Lesson

- ☐ Ask the children how many of them have ever moved from one community to another. Ask, "How did you feel when you went outside and didn't know anybody? How many have gone to more than one school? How did it feel on the first day?" Accept all answers, and help them find the words naming their feelings. Write these words on the chart paper or blackboard.
- ☐ Agree that new situations are difficult. Tell them about becoming a teacher and walking into the school for the first time. Add your feelings to the list on the board.

View the Video Program "My Family, My Self"

Explain to the children that you are going to show them a video about a father and his son who



have just moved. Ask them to watch for other feeling words that might describe how they are feeling in their new situation.

After the Program

Discussion

- Ask, "What feeling words can we add to our chart to explain how Anton's dad was feeling? How do you think Anton was feeling?"
- State that sometimes people act in certain ways because of the way they are feeling. Create a "Feelings-Actions" chart (see an example on page 39) with columns labeled "Feelings," "Bad Choice Actions," and "Good Choice Actions." Ask, "How do you think Anton was feeling when Jeff didn't want to play basketball with him?" (*Lonely, left-out, put down as too young.*) "What did Anton do to try to get attention?" (*Smoking, fighting with Jeff.*) After each question, have the students direct you to write the name of Anton's feeling(s) in the column headed "Feelings" and his action in the "bad choice" column. Have the students suggest what he could have done instead, and list them in the "Good Choice Actions" column.
- State that sometimes other people can teach us new ways to deal with our feelings. When things don't go right, there are "Good Choice Actions" that make everyone happy. Discuss what the Hester family taught Anton about a way to deal with his feelings. (*They showed him how to discuss his feelings and problems with others and work out ways for dealing with them together.*)
- Hold up a stuffed toy, and tell the students that "Fuzzy" is feeling very sad, because his best friend is out of town. Ask, "How is Fuzzy feeling?" Tell them that Fuzzy has decided to stay in his room and pout all day. He doesn't even want to help his sister Furry with her paper route. Ask, "What good ideas do you have for Fuzzy that might cheer him up?"



- Repeat, by asking the children to suggest other feelings Fuzzy might have (*anger, excitement, fear, etc.*), the reason for the feeling, and things he might do because of the way he is feeling. Ask them to suggest good ideas to help Fuzzy feel better.

Activity

- Tell the children to listen as you read them a story about "Balloon Man Bob" (page 40), or have older children read it silently. After the story has been read, ask, "How did Balloon Man Bob get his name? What problem did he have? How was he feeling about his problem? How did he handle his problem? Do you think it was a good idea to have a store meeting? Why?"
- Remind the class that they have seen a video about a family meeting, and they have heard a story about a store meeting. Now they will be part of a very important meeting that will affect the way their classroom runs. Ask, "What kind of a meeting do you think we are going to have?" (*Classroom meeting.*)
- Remind the children that there were rules that helped make the family and store meetings run smoothly (see page 41). Post the rules, and discuss the importance of each one. Ask the children whether they are appropriate for a classroom meeting. Make necessary changes.
- After deciding on a set of rules, ask, "When do you think we should have a classroom meeting? What kinds of things do you think we should discuss? Who would like to run the first meeting?"
- Conduct your first classroom meeting and hold similar meetings on a regular basis.
- After the first meeting, ask, "How did you feel about our first classroom meeting? Do you think it is a good idea? Why? Who are you going to tell about this kind of meeting?"

Extension Activities

Grade 2

□ “Feelings and Actions Activity Sheet” (page 39). Remind the children of the chart they helped you complete after they saw the video. Distribute copies of the nearly completed chart on page 39 and have them fill in the right-hand column. Then ask them to find a partner to share the Good Choice Actions they have added. Then post the completed sheets.

□ Encourage children to bring in stuffed animals, or provide them with some. Divide them into groups of four, and have them role-play at least one of the feelings and actions on each child’s chart. Spread the plays out over the course of several days.

Grade 3

□ “Finger Puppet Play!” Distribute a copy of the Finger Puppet Patterns (page 42) and the “Feelings and Actions Activity Sheet” (page 39) to each child. Have them complete the chart, cut out, color, decorate the two puppets, and give a name to each. Suggest they decide which puppet will be the main character, and plan a puppet play using the Feelings and Actions Activity Sheet. The main character should state a feeling and the reason for it, and the other puppet should be a friend, who offers suggestions for healthy ways to act when you feel this way.

After each presentation ask, “How was the main character feeling? Why? What did the friend suggest? What other ideas do you have?”

□ “Who Is a Helper?” list. Remind the children that sometimes we act in certain ways because of the way we are feeling.



Ask, “In the video, who helped Anton when he acted in a bad way because he was feeling lonely?” (*Jeff, Janelle, Valerie, Mr. and Mrs. Hester.*)

Put up a chart with the title “Who Can Help” in the center. Create a flowchart or concept web, listing all the people who the class thinks could help them make healthy choices. Accept all answers. Add to the list some of your own.

Post the list in a visible spot, and refer to it when the children express a need for help of any kind (schoolwork, playmates, art, sports, etc.).

Grade 4

□ “Play it again, Sally!” Replay the segment of the video program in which Anton attends the Hester family meeting. Ask, “What were some *unwritten* rules that helped the meeting go smoothly?” (*They take turns running the meeting, they use a gavel to make it official, they have paper and pencils to make notes, they remind each other gently of the rules, they listen to each other and let each*

person finish what they have to say, they compromise on important things.)

Discuss the word *compromise*. Give the following example: Your job is to take out the garbage every Thursday. However, your friend has asked you over for three Thursdays in a row, and you don’t have time to take out the garbage. What compromise could you make to please your family and your friend? Ask for suggestions.

Ask the children to think of situations in which a compromise would have helped. Explore solutions as a group.

□ “Dear Family.” Explain that you would like to write a letter home to your own family to share the exciting idea about a family meeting, but you don’t know how to tell your family about it.

Brainstorm and copy down all the ideas that they feel should be included in the letter. Be sure to include the reason for the meeting, the list of simple rules, and a desire to try it out in your own home.

Draft a letter on the blackboard or a large piece of paper, beginning “Dear Family.” Ask, “How many of you think that *your* family might like to receive a letter like this, telling them how to set up a family meeting?” Give them writing paper and an envelope to make a good copy of the draft to take home. They may want to decorate it with little drawings in the corners or on the envelopes.

Caution!!

So that this exercise does not to appear as a threat to families, send home an accompanying letter about your program and the video, and arrange for them to view it if they wish. (See the Sample Letter to Families, page 43.)

Purpose:

To show how the media may influence a child's personal health behavior.

Program Objectives

Upon completion of this lesson, students will be able to

1. describe how ads are designed to influence their behavior, including their personal health behavior;
2. recognize that they can become critical viewers;
3. use a procedure to distinguish between safe and unsafe advertising messages in the media.

Program Summary

Zach, 10, and Amy, 11, sit under a large billboard advertising cigarettes. Amy is about to smoke a cigarette and explains to Zach that smoking is "fun." Zach wonders where she got that idea. Later they see beer ads on TV, and Amy says she'd like to be on a beach like the people in the commercial, drinking and having a great time.

Concerned about his friend, Zach tells his mother that Amy believes too much of what she sees in ads. His mother, who works for an ad agency, explains that ads are designed to make people want to buy something. They never show the complete truth. Viewers see a cigarette ad being shot. The handsome model coughs, sputters, and protests that he doesn't smoke and feels sick. Finally they give him an unlit cigarette, agreeing to paint in the smoke later. Viewers see the resulting picture being touched up to feature the model's smile, white

I Don't Buy It!

teeth, and appearance of having fun. Zack, Amy, and Teeter, another friend, discuss the ads they see all around them, suddenly aware of the reality behind the appealing pictures. They hear a commercial for a new junk food and Amy and Teeter rush into a store to buy it. They find it disgusting.

The children decide to create a video that will show their classmates and friends how ads don't tell the whole truth. While presenting a series of ads, their video suggests that people should use certain rules to look at ads: (1) Ask questions. (2) Get the facts. (3) Think about consequences. With these rules in mind, viewers of ads can "break through...to the whole truth!"

Materials

- ☐ a blackboard or chart paper
- ☐ chalk (colored), or markers
- ☐ several magazine ads
- ☐ puppets, scissors, construction paper, cellophane tape

Opening the Lesson

- ☐ Ask the children to join you at the front of the classroom to help you draw a clown on the board. Have the children suggest its characteristics. Coach, if necessary, by asking what the clown would wear, and what the face would look like. Focus on the smile!
- ☐ When the clown is completed, have the children name him or her and ask them to raise their hands if they think the drawing looks like a clown.
- ☐ Ask, "What do you think is the main job of a clown?" (*To make*



people happy.) "Most clowns have a painted-on smile. Do you think they are always as happy they look?" (*Encourage discussion.*)

☐ Read the following little story, inserting the name of your new clown:

_____ was a very good clown. (S)He always made everyone laugh so hard their sides hurt! _____ could do cartwheels, and funny falls, and make wonderful happy faces! (S)He could trip over things and even do a few magic tricks!

One day, _____ had a very important birthday party to go to, but the problem was that _____ was very very sad. It was his/her birthday too, and no one had even remembered.

_____ went to the party, and did his/her job, because (s)he had to, but underneath that big red and white smile, was a tiny little tear. No one noticed at all!

☐ Ask, "What kind of a look did _____ have on his/her face? How was _____ feeling inside? Why did _____ feel(s)he had to go to the party anyway? Did the children at the party know how _____ was feeling, or do you think they were fooled?"

☐ Look at the class picture, and remind the children that sometimes what you see, is not the whole truth. Ask them what the whole truth about their clown is.

View the Video Program "I Don't Buy It!"

Explain to the children that they are going to see a video that talks about not knowing the whole truth. Ask them to be detectives, and watch for clues to something they see every day that doesn't tell them the whole truth!



After the Program Discussion

☐ Connect the video program with your clown exercise by stating that as the clown had to be funny when he didn't feel happy, sometimes advertisers tell us only part of the real story too, so that they can sell their product! Encourage all of the children to be detectives and find the missing information when they see an ad.

☐ Give students a chance to react to the program. You might ask, "What did you like best about the video? What important things did you learn? Who will you tell this new information to? What will you look for now when you see an ad?"

☐ Replay the segment of the video from the point where the crew begins shooting the picture for the cigarette ad to the scene where the ad appears as a billboard on a wall.

☐ Divide the students into two groups. Have group A watch how the director tries to create a perfect picture. Have group B watch for the REAL story, and how the model reacts. After they have watched the segment, record the observations of each group on either side of a sheet of chart paper folded in half, or in two columns on the blackboard. Ask the students, "Which side of the paper shows what we see in an ad?" "Which side shows the information we don't see?" "Why do you think it would be important to see both sides before we make a decision?"

Activity

☐ Replay the segment of the video showing Zach's "TV special." Ask students to identify the three rules that the kids suggest for looking at ads:

Ask questions

Get the facts

Think about consequences

☐ Have students explore the meaning of these rules in their

own terms. Guide the children with such questions as "What kinds of questions would you ask about an ad? Where would you find information? What sources were mentioned in the program? What does *consequences* mean? When Amy pretended she was a gambler, what consequences of smoking did she mention?"

□ Tell the students that they will be using these rules in an activity at home.

Extension Activities

All Grades

□ "Viewer's Choice." Pass out the "Viewer's Choice Review Sheet" (page 44), three to each student. Have students watch at least three television commercials over the weekend with their families and fill out the sheet with family participation. Then have the children bring them back to the class and discuss them as a follow-up to the lesson.

Grade 2

□ "Media Mural." (Consider this a possible "Peer Helper" event and invite older children to work with the younger ones.) Design a mural, billboard style, for the hall that will advertise some make-believe product. Ask the students to think of catchy phrases that tell the truth about the product!! Color the mural brightly!

Grade 3

□ "Finding Clues." Divide the children into groups of four, by spelling the word C-L-U-E. Give each group a magazine or an ad that you have selected and the "FINDING CLUES" sheet (page 45). Ask them to examine an ad and complete the sheet.

Bring them back to the larger group, and have one member of each small group hold up the ad the group examined while the class discusses the following questions:

Do the people look happy?
What are they doing?

Is it really good for them?

As a detective, what do you know about this product?

After looking for clues to the real story, how do you feel about the ad?

Grade 4

□ "Two Sides to Every Ad." Replay the Blammo Candy segment of the video program. Divide the students into five groups by spelling out the word V-I-D-E-O. Have the groups apply the three viewing rules to the Blammo segment. Ask each group to work through the following steps:

1. Develop a series of questions about Blammo or a similar "junk food" product.
2. Get information to answer the questions that they posed about the product. Encourage them to use a variety of sources of information.
3. Think about consequences and create a short presentation on the consequences of eating junk food, which they perform for the class.



Photos by Sharon Stephens

Who Are You? ^{PROGRAM} **1** Worksheet

Who Are You?

Did you ever paint a rainbow?
Did you ever lose a friend?
Did you make it back together in the end?

Like to do stuff for your family?
Do you like walking all alone,
Show me something you created on your own.

Who are you?
What do you think and say and do?
What do you feel about—
Are you for real about—
Tell me, tell me
Tell me WHO ARE YOU?

Did you ever climb a mountain?
Did you ever tell a lie?
Do you believe you can make it if you try?

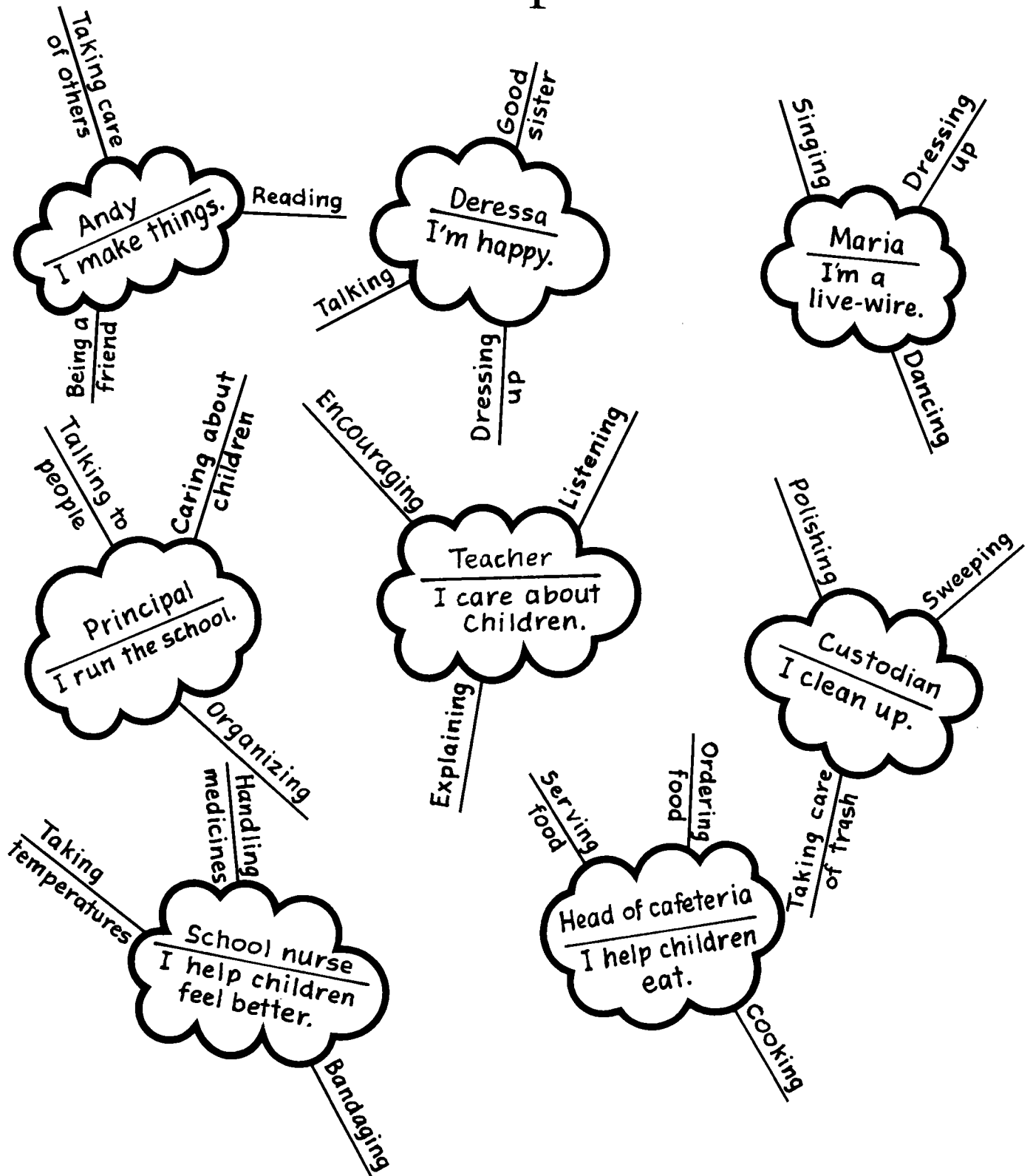
Do you like a happy ending?
Do you like a sad one too?
Tell me, tell me, what's inside of you?

Who are you?
What do you think and say and do?
What do you feel about—
Are you for real about—
Tell me, tell me
Tell me WHO ARE YOU?

Words and music by
Peter R. Melnick

Who Are You? ^{PROGRAM} 1 Worksheet

We Are Special!



Special Me Sheet

Dear _____

Please help me fill out this form.

The top half tells three things that I think I am pretty good at.

The bottom half is for you to add three more things that **you** think I am good at!

Part A

My name is _____.

I am good at _____,

_____ and

and I am proud of it!

Part B

My name is _____.

You are also good at _____

_____ and

And I am proud of you!

Thank you for helping me fill out this very important form.

Signed,

Situation Cards for Group Work

1. Your friend has offered to give you a vitamin because you are not feeling well.
What are the two choices you could make?
What should you tell your friend?

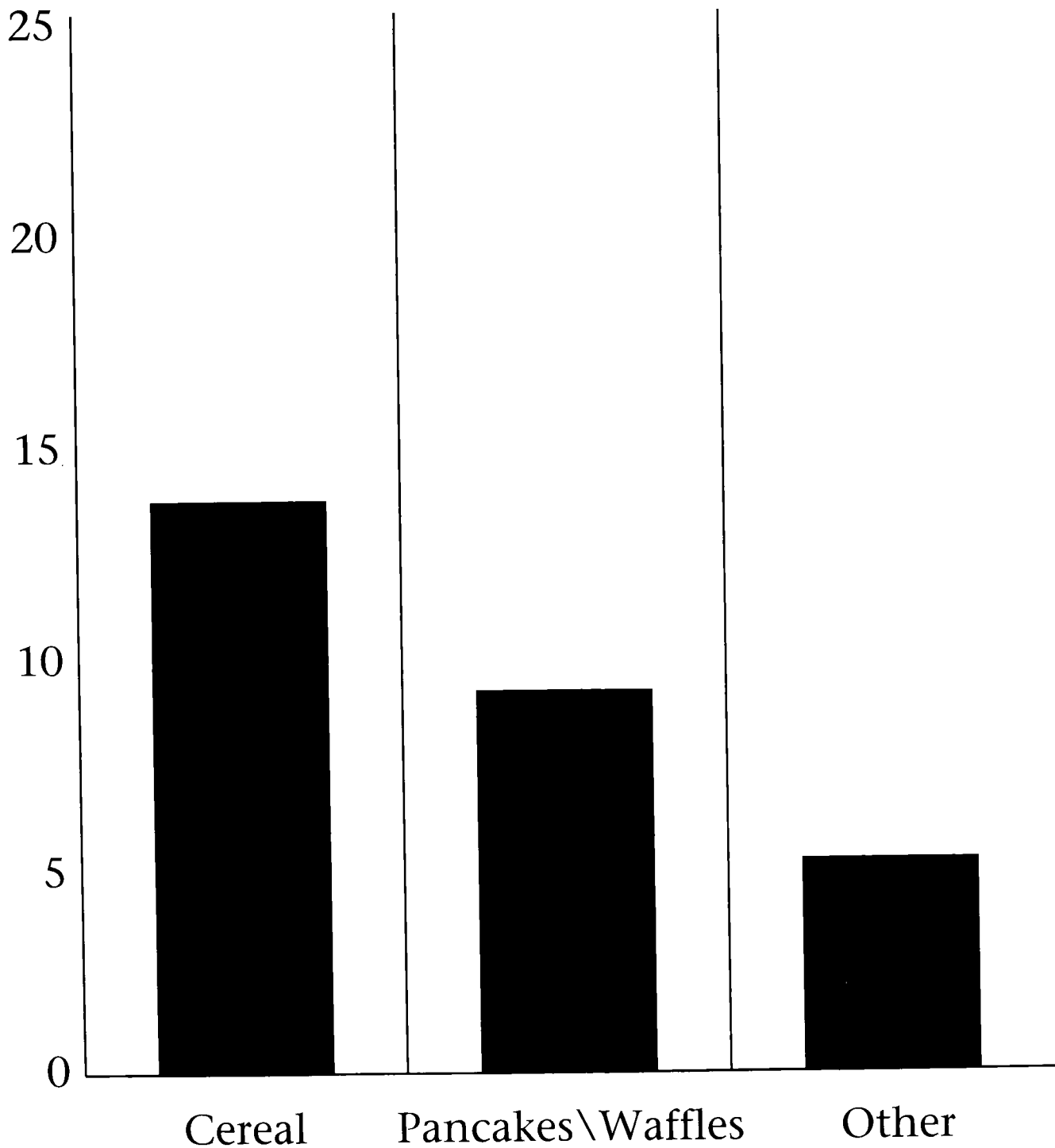
2. Your friend has been asked to read her story to the class. It is a good story, but your friend is nervous.
What could you say or do to make your friend feel better about reading the story?

3. Your friend doesn't want you to play with the new person in the class, but you can see that this person is feeling very lonely.
What would you do?
What should you say to your friend?

4. While walking home one day, you and your friend find a bottle of pills on the ground. Your friend wants you to try one.
Why do you think your friend would do this?
What will you do?

My Choice **PROGRAM** **2** Worksheet

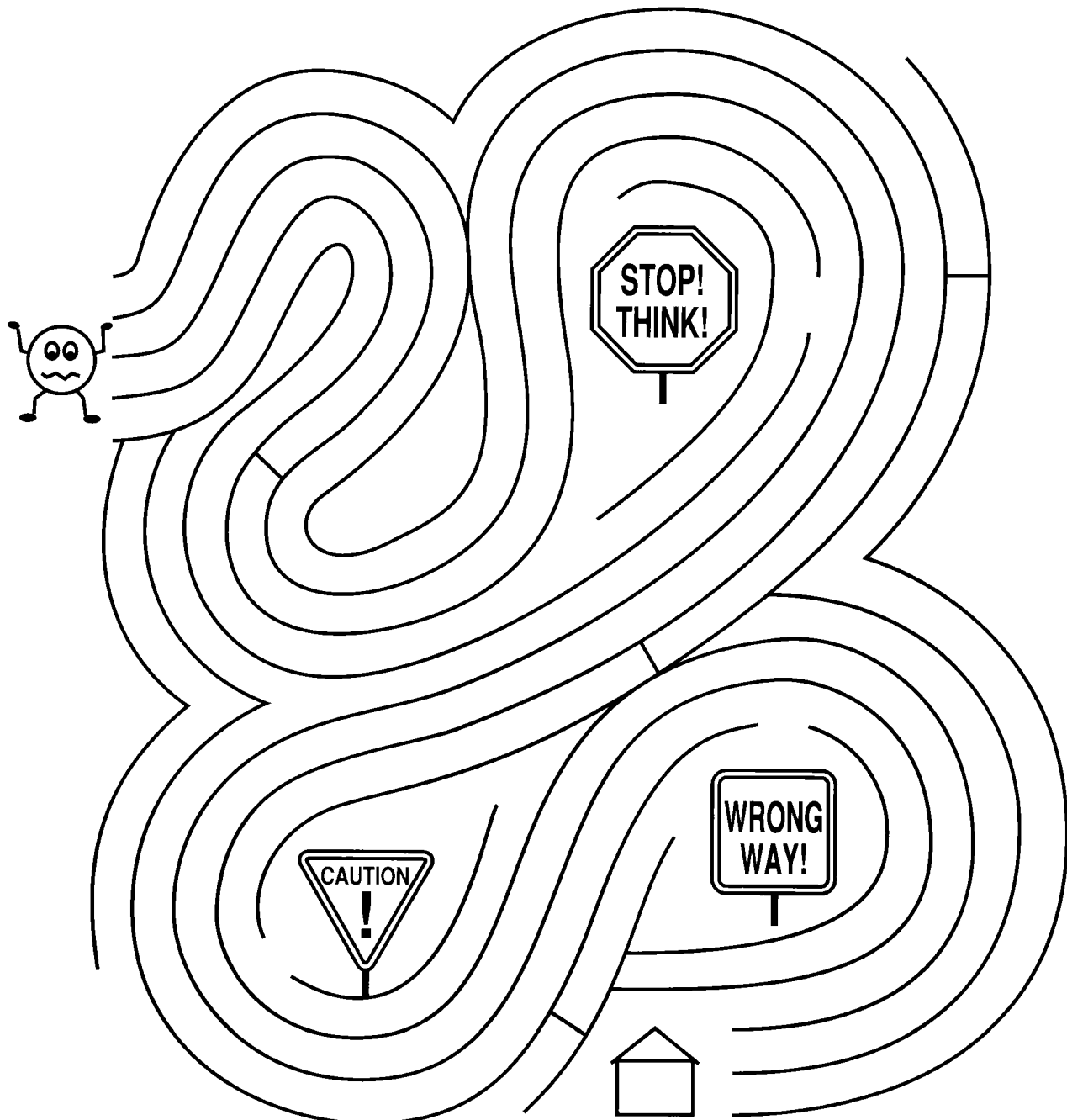
Sample Bar Graph
Breakfast Decisions



It's A-Maze-ing!!

Directions:

Try to get Harvey home safely, by looking ahead at the dangers to be avoided. **GOOD LUCK!!!**



My Choice PROGRAM **2** Worksheet

Druxel's Decision

Druxel was a very smart boy.
He could dance and sing and play.
One day he found a strange, strange toy,
And he didn't throw it away!

His friends said, "Druxel, think a bit
And you will know you are wrong,"
but Druxel ignored them and laughed at it,
While he hummed a little song.

The toy was green and round and bumpy
And it had a pin right on the top.
As he rubbed the side it felt all lumpy,
And a voice inside said, "Stop!"

Druxel needed to make a choice
And he needed some help from you!
If you could step inside and be Druxel's voice,
What would you tell him to do?

Please help Druxel make his choice
By using the steps you have learned.
Teach him to learn to listen to that voice
So that Druxel will not get burned!

The Five Questions that help make a good decision are...

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Decisions, Decisions!

Directions:

With your group, work through the following situations, agreeing on a healthy decision.

1. A friend wants you to do his work for him.
2. Your sister wants you to tell her what your parents bought her for her birthday.
3. Your friend wants you to trade shoes.
4. Your friend offers you some aspirin for your headache.
5. You find a needle on the playground.
6. Your friend asks you to share your allowance with her.
7. Your friend dares you to run across the street after the light turns red.
8. Your brother asks you not to tell when you find him smoking.

My Choice PROGRAM **2** Worksheet

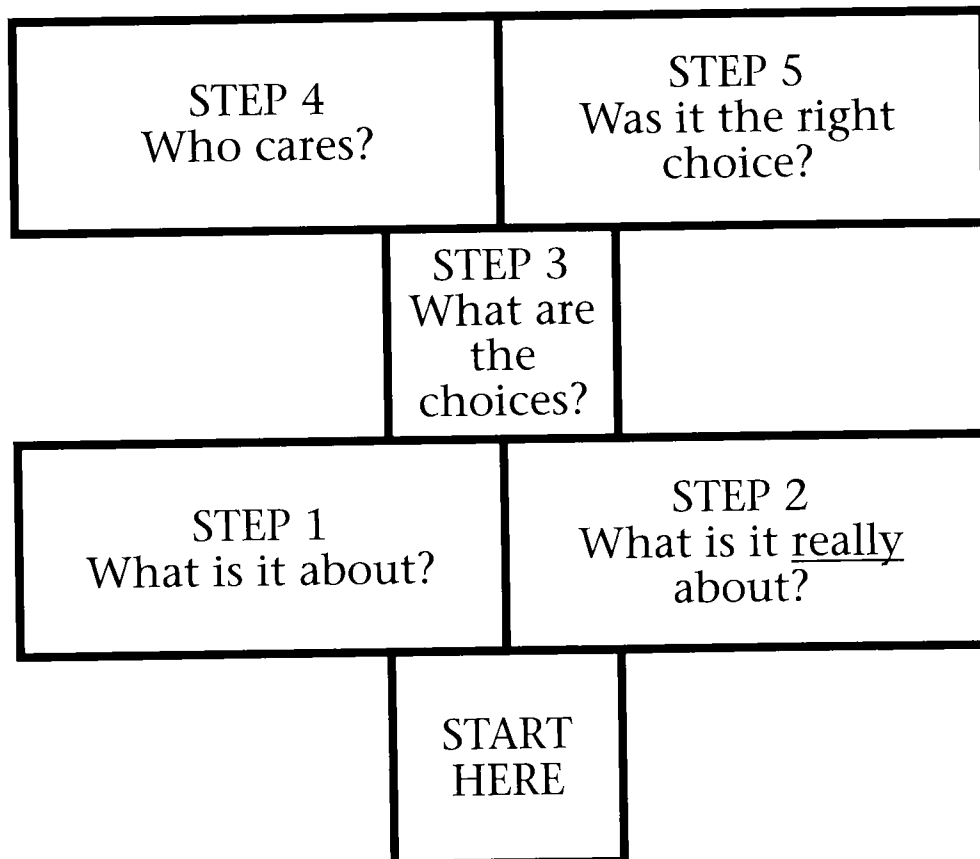
Hopscotch Pattern

Directions:

As you complete each phase of the decision-making steps with your group, color in the rectangle with that step written on it.

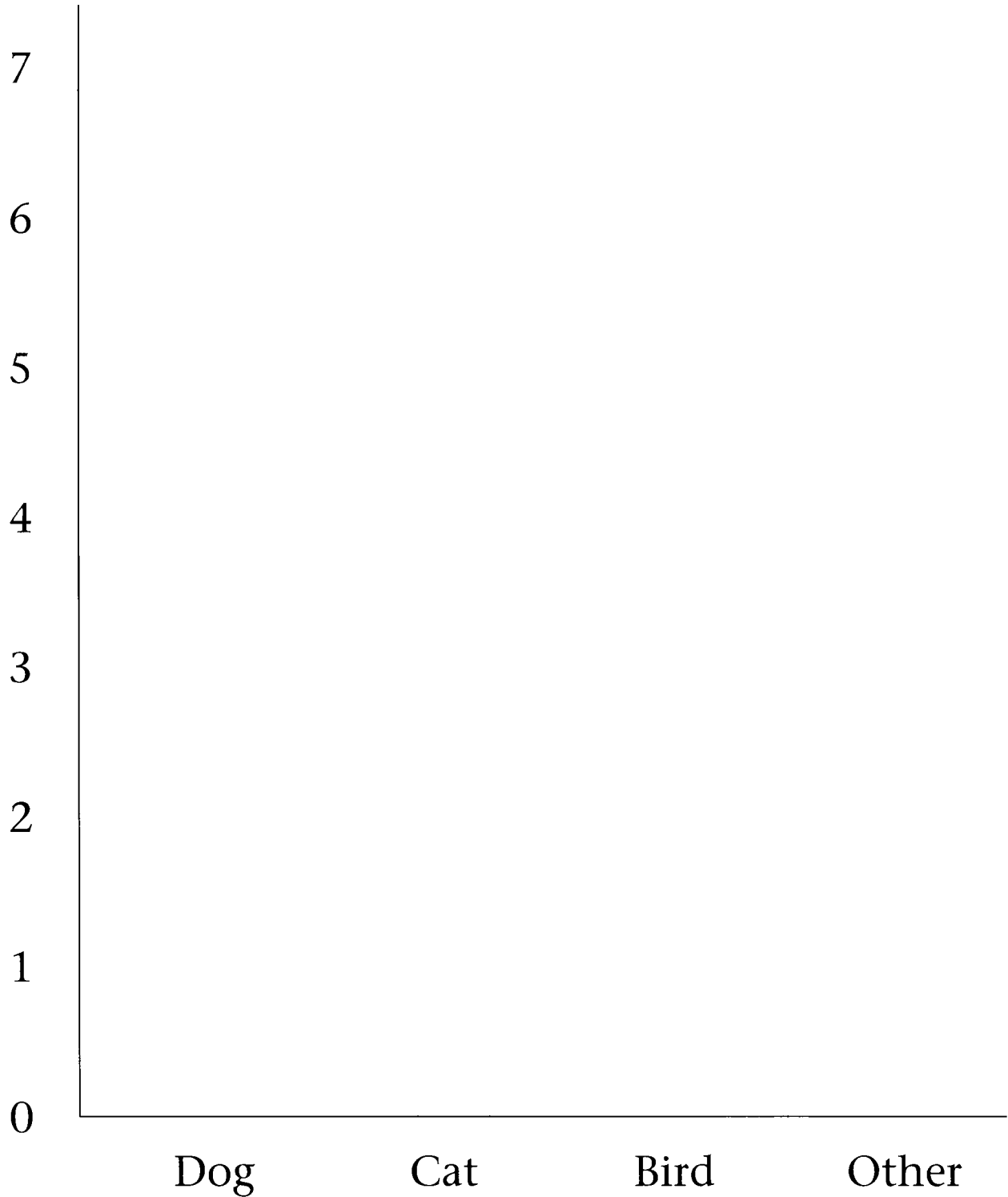
Our group members are

Our situation is



My Choice PROGRAM **2** Worksheet

Survey Says
Our Pet Choices



Murtle and Yurtle Turtle

Murtle was the most beautiful turtle in Puddle Pond.

His shell was green and pink and shiny blue and orange and yellow. It even had a touch of crimson, right on the very top, in the shape of a diamond.

Everybody wanted Murtle's shell, because it was so much prettier than any of the other ones in the pond.

One day, the Top Turtle in the pond, who was called "Tiger," came to Murtle to make a deal.

Murtle was playing with his good friend Yurtle, and he had just stopped to dry his beautiful shell in the midday sun.

"Hello, Murtle," said Tiger. "I came to see you because I want to make a deal with you."

Murtle was very surprised and very pleased that Tiger would even speak to him, let alone make a deal with him, so he perked right up to listen.

Tiger told Murtle that if he would trade shells with him, he could be the "Top Turtle" in Puddle Pond!

Murtle smiled an enormous smile and told Tiger that he would think about it and let him know in the morning.

Fortunately, Yurtle was listening, too. She waited until Tiger left and then she said, "Murtle, remember what your great-uncle Tortoise said."

Murtle thought for a minute and replied, "He told me not to forget—ever—who I really am."

"That's right!" said Yurtle.

Murtle thought for a minute and then said, "Yurtle, could you please help me think of ways to say no to Tiger? I don't want him to think I am afraid of becoming Top Turtle, and I don't want him to get angry!"

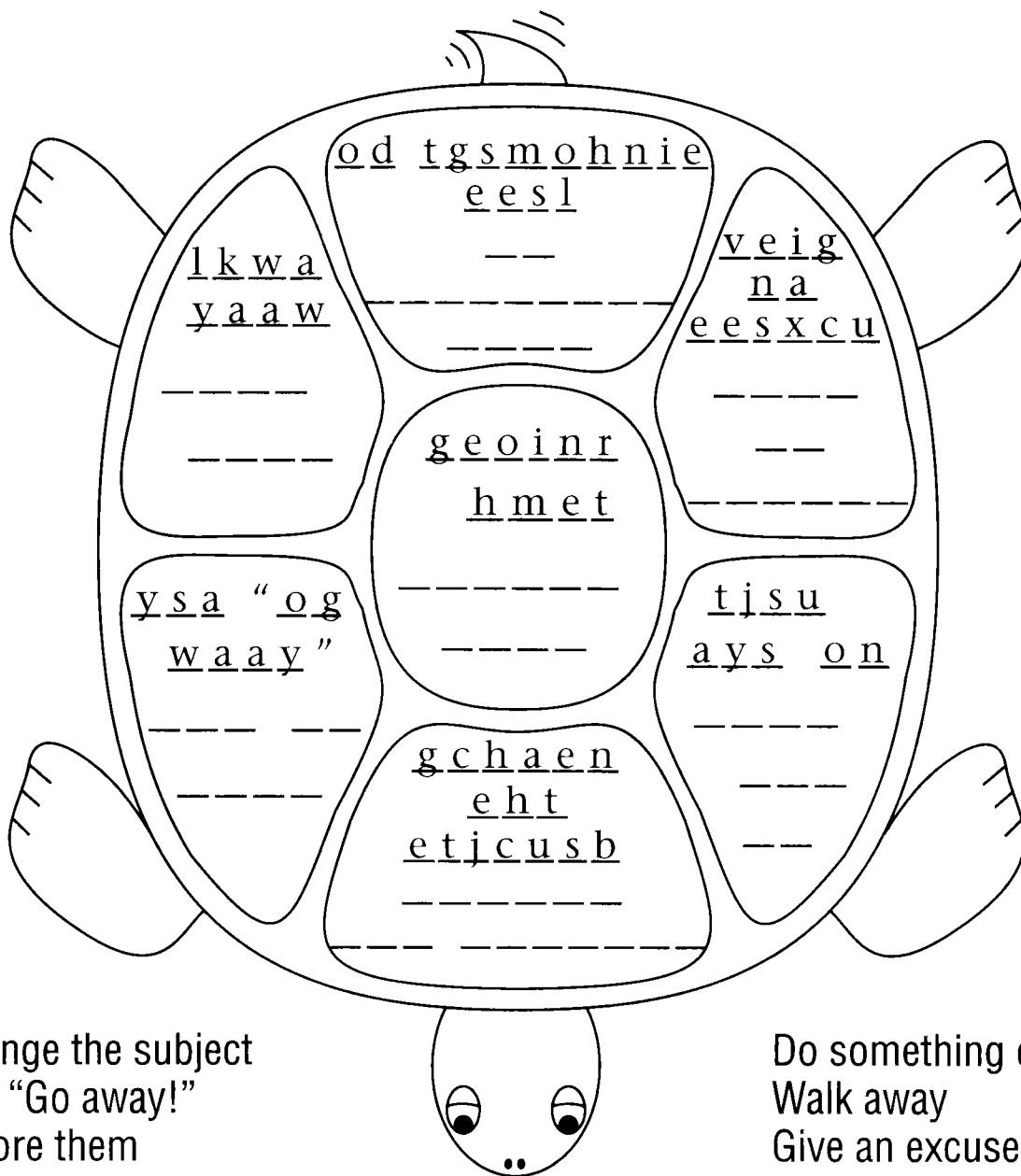
"I sure will," said Yurtle. "Let's practice."

The Real Me PROGRAM 3 Worksheet

Turtle Shell Activity Page Saying "No" the Turtle Way!

Unscramble the words in Murtle Turtle's shell to help him say "no" to Tiger.

Use the clues at the bottom to help you.



The Right Thing to Do

Situation Cards

1. You and your friends are in the corner store and your friend finds a wallet. He says, "Quick! Hide it in your backpack!" What would you say?

2. Your friend has a bad cough and wants to use your mother's cough medicine. What do you say?

The Right Thing to Do

Continued

3. Your friend calls you at home and tells you that she has forgotten to do the project for school. She wants you to add her name to your work and pass it in as a pairs project. What do you say?

4. You and your little brother are playing when a friend comes along and wants just you to go to his house and leave your brother behind. What do you say?

Pressure Statements

“Come on. Try it!”

“Just do it once. It won’t hurt!”

“Your mom will never find out.”

“Come on, don’t be a wimp!”

“If you do this for me, you can be my friend.”

“You can’t play unless you do the same as we do.”

“What’s the matter? Are you chicken?”

“If you were smart, you would try this just once.”

“You don’t know what you’re missing!”

“I thought you were cool. You’re just a big baby!”

“Try this, but don’t tell anybody. It will be our secret!”

Sad Sally

Sally was a very happy girl most of the time. One day, though, as Sally was going to the store to get some milk for her mother, she noticed a strange car on the corner of the street.

She knew the rule: Don't talk to strangers! But this woman looked so friendly!

The woman in the car called out to Sally, and even knew her name! She was holding up the cutest little black fluffy kitten.

"Sally, have you any idea who this kitten belongs to?" the strange lady said.

"Who are you?" asked Sally, and "Why do you know my name?"

The strange lady opened the door and asked Sally to come and help her find the owner. Sally started to walk slowly towards the car. When the lady grabbed her hand, she suddenly felt very frightened and tried to pull away.

Just then Martin, Sally's friend from skating class, came around the corner. He said, "Sally! What are you doing? What's the matter?"

The strange lady dropped Sally's hand, slammed the door, squealed her tires, and sped down the street.

Sally began to cry. "I guess I don't know what I am doing," she said to Martin. "I almost made a BIG mistake."

Martin walked home with Sally to tell her family what had happened.

"I sure wish I had remembered that rule," Sally said. "I was very, very, frightened!"

Feelings and Actions

Activity Sheet

Instructions:

Look at the FEELINGS in column 1. Then look at the BAD CHOICE ACTIONS in column 2. Add GOOD CHOICE ACTIONS of your own in column 3.

column 1
FEELINGS

column 2
BAD CHOICE ACTIONS

column 3
GOOD CHOICE ACTIONS

ANGRY

- slam the door

- scream at someone

HAPPY

- brag to a friend

- act very silly

LONELY

- cry

- hide in your room

EXCITED

- interrupt

- not share your news

FRIGHTENED

- keep it a secret

- cry

Balloon Man Bob

Balloon Man Bob lived in a big town called Buttonville. Everybody loved him, as he had the biggest and best balloon store in town. He sold so many balloons that the children started to call him Balloon Man Bob.

One day, Balloon Man Bob realized that he was selling so many balloons that he couldn't get them blown up fast enough. He decided to ask his two young friends, Bart and Betty, to help him. It worked well for a few days, but one Friday morning, Balloon Man Bob came into the store to find balloons flying around everywhere! There were red balloons on the floor, green balloons on the ceiling, yellow balloons on the cash register, and there were even balloons floating out the windows!

Balloon Man Bob was very upset, and he thought for a long time about what he could do. He could tell Bart and Betty that he didn't want their help anymore, or he could yell and scream and throw things. He could clean up the store himself, but it would just get messy again when Bart and Betty came in. None of these choices would help much.

Then, Balloon Man Bob remembered a video he saw about setting up a meeting to talk about things. He remembered the simple rules. He called Bart and Betty, and asked them to come in and talk to him and they agreed.

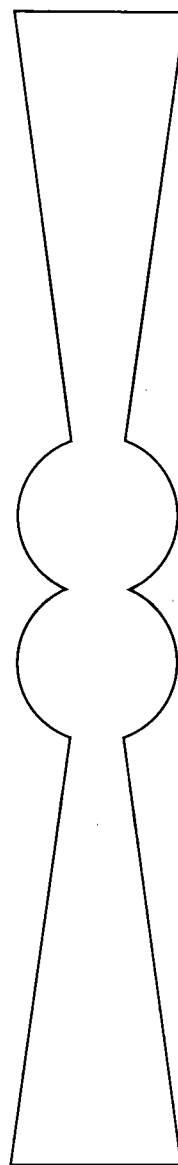
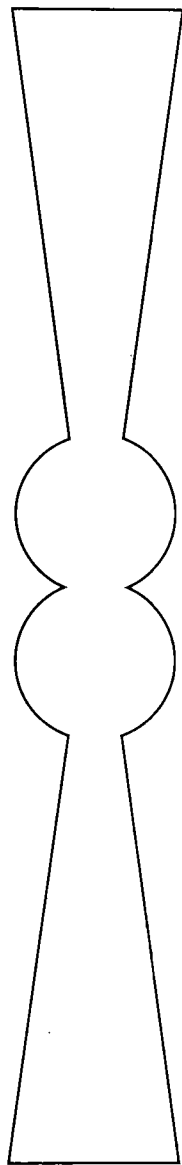
They followed the rules of the meeting. Everyone listened to everyone else and tried to think of ways to solve the problem.

When it was over, they had a plan. Betty and Bart now realized that it was important to keep the shop clean, and Balloon Man Bob offered to give Betty and Bart all the balloons they wanted if they did a good job. Everyone was happy, and Balloon Man Bob had record balloon sales that week. Betty and Bart took quite a few home!

Four Simple Meeting Rules

- 1) Be nice
- 2) Everyone gets a chance to talk
- 3) We all take turns
- 4) Be a good listener

Finger Puppet Patterns



Sample Letter to Families

[Date]

Dear Families,

As part of our positive primary prevention program, we have been looking at a series of videos, entitled, *Just for Me*. One of these video programs deals with getting along well with family and friends. It shows how to have a “family meeting” to talk about things that are important to each member of the family.

The children have planned “family meetings” like the one in the video program for our class. Now we have meetings every week. We talk about problems the children may be having and ways to make the class day run more smoothly.

The children will be writing a letter to their families. They will suggest having a family meeting at home. Writing the letter and planning a meeting are important for their learning. You may find the idea of a family meeting interesting and helpful.

Please call me or come to see me if you want to discuss this project. I can also arrange for you to see the video program if you wish.

The meetings have been valuable in our classroom. We hope you will find them worth trying at home. Thank you for your interest in our program.

Sincerely,

Viewer's Choice Review Sheet

Watch at least three commercials on television this week with your family. (Or choose ads from magazines if you prefer.) Complete this sheet for each ad.

My name is _____

My family viewers are _____

Ad # _____

What is the product? _____

What does the ad say about the product? _____

What questions can I ask about this product? _____

What are the facts? (What do I and my family know about this product?)

What are some consequences of using this product? _____

Thanks for being critical viewers!

Finding Clues:

How many people?

What are they doing?

How do they look?

What do you know about the product?

What is the product?

Is the product really GOOD for them?

Group
Names

**For further information about
drug abuse prevention education and programs,
contact**

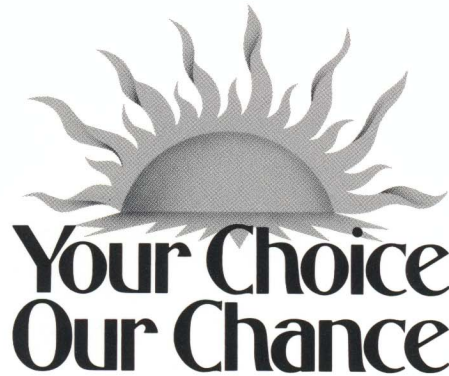
in Canada

Alcohol and Other Drugs Unit
Health Promotion Directorate
Department of National Health and Welfare
Room 448, Jeanne Mance Building
Tunney's Pasture
Ottawa, ON K1A 1B4
(613) 957-8337

In the United States

National Clearinghouse for Alcohol and Drug Information
Box 2345
Rockville, MD 20852
(301) 468-2600
NASADAD (National Association of State Alcohol and
Drug Abuse Directors)
National Prevention Network
444 N. Capitol St., N. W.
Suite 520
Washington, DC 20001
(202) 783-6868

Drug Prevention Education for Grades 5 and 6



*Bringing together schools, families, and communities
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Your Choice...Ten 15-minute video programs present dramatic portrayals of young people in realistic school, family, and peer group situations to focus on behavior development and skill building. A comprehensive 64-page teacher's guide with student activities and handouts.

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For more information or for a preview, contact



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