



## MODULE 1 - INTRODUCTION

By the end of this module, the participants will:

1. **Assess knowledge of tobacco**
2. **Define tobacco**
3. **Identify tobacco products**
4. **Distinguish harmful effects of the different tobacco products**
5. **Identify tobacco ingredients that are bad for them**

| ACTIVITY   | SKILLS-KNOWLEDGE-ATTITUDES                          | OBJECTIVES   |
|--|---|--|
| <b>TOBACCO KNOWLEDGE PRE-TEST</b>  |   |  |
| <b>Time:</b> 5 minutes   | Recognize what they may learn or will be learning   | Complete test  |
| <b>CATEGORIES ICEBREAKER</b>   |   |  |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Group will split in groups by categories, Each round they will discuss one question, Introduce themselves to each other, Answer a question | Learn each other's names and introduction to series | Recall names of group members<br><br>Indicate what they will learn over the series.        |
| <b>STATION - MATCHING GAME</b> <span style="float: right;"><i>(If short on time, do not do this activity with the 10-14 y/o age group)</i></span>  |   |  |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Match tobacco product with its corresponding health effect card  | All forms of tobacco are harmful                    | Identify tobacco products.<br><br>Match harmful effects to the different tobacco products. |
| <b>STATION - PUZZLE RACE</b>   |   |  |
| <b>Time:</b> 10 Minutes<br><br><b>Activity:</b> 2 groups construct puzzle as quickly as possible, which will reveal ingredients in cigarettes  | Contents of tobacco are harmful to your health      | List key ingredients found in tobacco products that are harmful to one's health.           |
| <b>STATION - SHOW &amp; TELL</b> <span style="float: right;"><i>(If short on time, do not do this activity with the 5-9 y/o age group)</i></span>  |   |  |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Group inspects burned and unburned cigarettes and compares findings  | What is tobacco?                                    | Inspect ½ burned & unburned cigarettes.<br><br>Compare what they see, smell, and feel.     |
| <b>LARGE GROUP REPORTS</b>   |   |  |
| <b>Time:</b> 5 minutes<br><br><b>Activity:</b> Groups will share key pieces of information learned at each station   | Key Learning  | Summarize key learnings from each station.   |



## **CATEGORIES ICEBREAKER**

**Ages:** 10-14 years old (*Ages 5-9 on next page*)

**Materials:** None

**Prep:** Need room to walk around and gather in small groups

**Time:** 10 minutes

### **PROCEDURE:**

1. Assess time frame to decide on the number of categories you will use. Allow 2 to 3 minutes per category.
2. Ask everyone to stand in a circle to begin.
3. Explain that you will announce a category and that participants should then quickly organize themselves into smaller groups, based on the category to which they belong.
4. Once everyone is organized into their groups, ask each group to call out what category they are in. Everyone else cheers for them. (Once the categories are recognized, if there are participants who stand alone, have them join another group.)
5. Tell participants to introduce themselves to each other each time.
6. Ask each group to discuss the question you present.
7. After questions are discussed, call out another category and repeat Steps 4 and 5.
8. At the end of the activity, keep the last category groups together, and then evenly distribute participants to create 3 groups. Give them assigned group names of your choice (e.g. Lions, Tigers, Bears).
  - ***These are the groups that participants will work in for the station activities.***

### **SUGGESTED CATEGORIES**

Organize yourself into groups as quickly as possible by:

- The brand of toothpaste you used this morning
- Favorite ice cream flavor
- Your birthday month
- Favorite holiday
- Favorite color
- Favorite animal
- Favorite cartoon character

### **SUGGESTED QUESTIONS**

After each round and the groups identify their categories, have them introduce themselves and discuss one of the following questions.

- What makes you smile?
- What are physical effects of using tobacco?
- What are positive ways to deal with stress?
- What is a favorite possession?
- What do you think about tobacco?



## **CATEGORIES ICEBREAKER**

**Ages:** 5-9 years old

**Materials:** None

**Prep:** Need room to walk around and gather in small groups

**Time:** 10 minutes

### **PROCEDURE:**

1. Assess time frame to decide on the number of categories you will use. Allow 2 to 3 minutes per category.
2. Ask everyone to stand in a circle to begin.
3. Explain that you will announce a category and that participants should then quickly organize themselves into smaller groups, based on the category to which they belong.
4. Once everyone is organized into their groups, ask each group to call out what category they are in. Everyone else cheers for them. (Once the categories are recognized, if there are participants who stand alone, have them join another group.)
5. Tell participants to introduce themselves to each other each time.
6. Ask each group to discuss the question you present.
7. After questions are discussed call out another category and repeat # 4 & #5)
8. At the end of the activity keep last category groups together and then evenly distribute participants to create 3 even groups. Give them assigned group names of your choice (e.g. Lions, Tigers, Bears)
  - ***These are the groups that participants will work in for the station activities***

### **SUGGESTED CATEGORIES**

Organize yourself into groups as quickly as possible by:

- The brand of tooth paste you used this morning
- Favorite ice cream flavor
- Your birthday month
- Favorite holiday
- Favorite color
- Favorite animal
- Favorite cartoon character

### **SUGGESTED QUESTIONS**

After each round and the groups identify their categories, have them introduce themselves and discuss one of the following questions.

- What makes you smile?
- What is your favorite thing to do?
- Who is someone that you can go to for help?
- What do you do that is healthy for you?



## **STATION 1 - MATCHING GAME**

★ Facilitators, please keep track of time. Each station activity lasts for 10 minutes, then groups will rotate. ★

**Ages:** 10-14 years old

**Materials:**

- Product picture cards
- Harmful effects cards
- Markers
- Post-it notes

**Prep:** Cards should be grouped together on a table or floor in an area where the participants can gather around them.

**Time:** 10 minutes

**PROCEDURE:**

1. Ask participants to gather around cards.
2. Facilitator will explain each of the tobacco products and explain the harmful effects cards.
3. Participants are instructed to quickly match up which harmful effects go with each tobacco product card.
4. Once the group has matched up the cards, follow with the following discussion questions.
  - a. What do you notice about the matches that were made?
  - b. What are some effects that are not addressed?
  - c. Are there any questions?
5. Hand out one post-it and marker. Ask: What is one thing you learned from this station that you would like to share with the rest of the group?
  - *Make sure the group puts its team name on the post-it.*



## **STATION 1 - MATCHING GAME**

★ Facilitators, please keep track of time. Each station activity lasts for 10 minutes, then groups will rotate. ★

**Ages:** ALL

**Materials:**

- Picture of cigarette
- Harmful effects cards
- Markers
- Post-it notes

**Prep:** Place the picture of the cigarette on the floor or table. Keep the harmful effects cards with you.

**Time:** 10 minutes

**PROCEDURE:**

1. Gather participants around the cards.
2. Ask participants:
  - a. What do you know about cigarettes?
  - b. What is unhealthy or gross about smoking?
3. As the participants call out answers, place matching pictures next to the cigarette.
4. If there are any effect cards left, show them to the group, have them guess what they mean and then place them with the others.
5. Ask: What is one thing they can say about smoking? The facilitator writes down a response on the post-it and puts the team name on it. Put the post-it aside until the end of the class session.
6. Remember, there are NO wrong answers. All harmful effects correlate to each tobacco product.



## **STATION 2 – PUZZLE RACE**

★ Facilitators, please keep track of time. Each station activity lasts for 10 minutes, then groups will rotate. ★

**Ages:** ALL (*Except for noted alternative for ages 5-9 in Step 5*)

**Materials:**

- 2 Ingredients puzzles
- Markers
- Post-it notes

**Prep:** Set puzzles upside down on table or floor in two different work areas.

**Time:** 10 minutes

**PROCEDURE:**

1. Split team into 2 smaller groups and have them gather around each set of puzzles.
2. Tell each group come up with a quick cheer. They will use this to signal that they are done with the puzzle.
3. Explain that this is a friendly race, and the activity is to put the puzzles together as quickly as possible.
4. The first group done needs to yell out its cheer. The other group continues to put their puzzle together and once they are done they yell out their cheer.
5. Have the groups sit down with their completed puzzles and conduct the following discussion:
  - a. What do you think when you see the ingredients of the cigarettes?
  - b. Which is the most surprising ingredient and why? (*Ages 5-9: the facilitator should write down a good response on the post-it with team's name on it from the questions above. Skip steps 6 & 7*)
6. Hand out one post-it and marker. Ask: What is one thing you learned from this station that you would like to share with the rest of the group?
7. Make sure the group puts its team name on the post-it.

**STATION 3 – SHOW & TELL**

★ Facilitators, please keep track of time. Each station activity lasts for 10 minutes, then groups will rotate. ★

**Ages:** 10-14 years old (*Ages 5-9 on next page*)

**Materials:**

- Pre-sliced half-burned & unburned cigarettes (in plastic bags)
- Glass jar filled with water
- Notepads/Paper
- Pencils
- Markers
- Post-It Notes

**Prep:** Have enough space available for participants to sit down and work in pairs.

**Time:** 10 minutes

**PROCEDURE:**

1. Pair up participants and then ask each pair to move to a work area.
2. Explain to the pairs that they will inspect the plastic bags with burned and unburned cigarettes inside. Each pair will get a turn inspecting cigarettes and then pass to another pair.
3. The pairs discuss and note what they see, smell, and feel.
4. Once all pairs have inspected the cigarettes, ask pairs to report out their observations.
5. Hand out one post-it and marker. Ask: What is one thing you learned from this station that you would like to share with the rest of the group?
6. Make sure the group puts their team name on the post-it.

**NOTE TO FACILITATORS**

*At the end of this session, place burned cigarettes into the jar of water and cover. This jar will be used in Module 2 to show how burned cigarette butts contaminate our water supply.*

**STATION 3 – SHOW & TELL**

★ Facilitators, please keep track of time. Each station activity lasts for 10 minutes, then groups will rotate. ★

**Ages:** 5-9 years old

**Materials:**

- Pre-sliced half-burned & unburned cigarettes (in plastic bags)
- Glass jar filled with water
- Notepads/Paper
- Pencils
- Markers
- Post-It Notes

**Prep:** Have enough space available for participants to sit down and work in pairs.

**Time:** 10 minutes

**PROCEDURE:**

1. Pair up participants and then move each pair to a work area.
2. Explain to the pairs that they will inspect the plastic bags with burned and unburned cigarettes inside. Each pair will get a turn inspecting cigarettes and then pass to another pair.
3. Ask and facilitator records on a flip chart: What do you see, smell, and feel?
4. Ask: What are some discoveries that you made about tobacco? Facilitator records a couple of responses on the post-it with the team name.

**NOTE TO FACILITATORS**

*At the end of this session, place burned cigarettes into the jar of water and cover. This jar will be used in Module 2 to show how burned cigarette butts contaminate our water supply.*



## **LARGE GROUP REPORTS**

**Ages:** All (except for noted alternative for ages 5-9 in Step 2)

**Materials:**

- Groups' Post-its
- Flip chart
- Markers

**Prep:**

On flip chart paper set up with 3 columns labeled:

- "Matching Game-Health Effects"
- "Puzzle Race-Ingredients"
- "Dissection & Observations-See, Smell, Feel"

**Time:** 5 minutes

**PROCEDURE:**

1. Instruct the participants to gather together, but stay in their groups.
2. Tell each group to send one person to place their corresponding post-its on the flip chart. (*Ages 5-9 alternative: Facilitator will bring the post its from the stations and post on the chart*)
3. Facilitators paraphrase what each group wrote down and summarize the day.

## MODULE 2 - ENVIRONMENT & THE MEDIA

By the end of this module the participants will:

- 1. Demonstrate how second hand smoke affects others**
- 2. Brainstorm and discuss the natural environmental effects of tobacco**
- 3. Compare and evaluate tobacco marketers' strategies**

| <b>ACTIVITY</b>  | <b>SKILLS-KNOWLEDGE-ATTITUDES</b>   | <b>OBJECTIVES</b>   |
|--|---|---|
| <b>WARMUP – REVIEW – INTRO</b>   |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Hospital Tag, Review, Introduction   | Warm up & Reconnect<br><br>Review previous session<br><br>Introduction                  | Participate in ice breaker activity<br><br>Review previous module   |
| <b>SCENT DEMONSTRATION</b>   |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Relay Race   | Secondhand smoke – if you can smell it, it is going into your body                      | Demonstrate how secondhand smoke affects others   |
| <b>BRAINSTORMING SESSION</b>   |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Review fact sheets on tobacco's impact on the environment, brainstorm better uses for land, plant a seed                   | Brainstorm better uses for tobacco land & recognition of impact of cigarette production | Tobacco production is harmful to the natural environment<br><br>The media portrays unhealthy and healthy messages |
| <b>SCAVENGER HUNT</b>  |   |   |
| <b>Time:</b> 25 minutes<br><br><b>Activity:</b> Small groups will look through magazines/newspapers to find specified advertisements or images and glue onto poster boards | Tobacco marketers want youth to be tobacco consumers                                    | Review advertisements and analyze how they could impact youth   |
| <b>TOP 5 SUMMARY</b>   |   |   |
| <b>Time:</b> 5 minutes<br><br><b>Activity:</b> What did you get out of the day?  | Key Learning  | Summarize 5 key learnings from each activity.   |

## **HOSPITAL TAG ICEBREAKER**

**Ages:** All

**Materials:** None

**Prep:** Need room large enough to run around. (If you have limited space, use the alternative icebreaker option below.)

**Time:** 5 minutes

### **PROCEDURE:**

1. Explain that everyone is 'it'.
2. When you are tagged you put a hand on that spot and keep trying to tag other people without moving that hand.
3. If you are tagged a second time, then you must put your other hand on that spot.
4. You are not 'out' yet though. You continue to tag other people (with your elbows) until you are tagged a third time. Then you sit down.

### **★ ALTERNATIVE ICEBREAKER ★**

*Facilitator Note: You can use this activity in place of Hospital Tag if you don't have enough space to run around.*

#### **COUNTDOWN WARM UP**

**Ages:** ALL

**Materials:** None

**Prep:** Need room to have the group stand in a circle

**Time:** 5 minutes

### **PROCEDURE:**

1. Ask participants to stand shoulder to shoulder then take one step back.
2. Demonstrate four simple moves. Shake right fist in the air, left fist in the air, kick out right leg, kick out left leg.
3. Explain to the group that you will start with a five count doing each move 5 times and then you will count down each round (4 times each, 3 times each, 2 times each, 1 time each). Each time is a little faster than the last.



## **REVIEW & INTRODUCTION**

**Ages:** ALL (except for exception in Step 4b)

**Materials:** Module 1's flip chart

**Prep:** Post Module 1's flip chart in an area for all to see

**Time:** 5 minutes

### **PROCEDURE:**

1. Have participants sit down.
2. Ask participants:
  - a. What do you remember from the Introduction?
3. Facilitator summarizes any missed information for participants that may have been absent.
4. Ask participants:
  - a. How do you think tobacco affects the natural environment?
  - b. (Ages- 10 –14 only) How do marketers get kids to want to try tobacco products?
5. Facilitator summarizes that the day will be about how tobacco affects the natural environment and how the media portrays different messages to get people to want to try products, including tobacco.

## **SCENT DEMONSTRATION**

**Ages:** ALL

**Materials:**

- Oranges/Clementines\*
- Blindfolds
- Masking Tape
- Hand Sanitizer (Optional for cleanup)

**Prep:** Set up a race area with a marked start and finish lines

**Time:** 10 minutes

**PROCEDURE:**

1. Participants split into two smaller groups and then have them get into pairs within their groups
2. Have each team decide on an order in which each pair will participate, who will be blindfolded and who will peel an orange.
3. In each pair, one person will be blindfolded and stationary. The other will have an orange that they will peel.
4. As the partner who is peeling slowly approaches the blindfolded partner, instruct the blindfolded partner to clap as soon as they smell the orange.
5. Mark the spot where the peeling partner stops.
6. Once all the pairs have gone, gather the group around the masking taped area and conduct the following discussion:
  - a. Why do you think some are closer and some are farther away?
  - b. What is it like to smell someone smoking?
  - c. What gets in the way of people smelling really well?
  - d. How could secondhand smoke affect someone's health?



**NOTE TO FACILITATORS**

*It is your responsibility to provide the oranges or clementines for this activity. Please use your RAC's Admin funds for the implementation of the STEP Program to cover this cost.*

## **TOBACCO LAND USE BRAINSTORM**

**Ages:** ALL

**Materials:**

- Flip chart
- Markers
- Fact sheet on the environmental impact of tobacco (30 copies included in Appendix)
- Styrofoam cups
- Seeds
- Potting soil\*
- Newspaper\*
- Water

**Prep:** Create and post a flip chart entitled 'Better Use for Tobacco Land'. Have enough fact sheets available for all of the participants. Have a seed planting area set up with newspaper, potting soil and seeds.

**Time:** 10 minutes

**PROCEDURE:**

1. Ask group to sit so they can see the flip chart.
2. Review the fact sheet.
3. Ask the participants to brainstorm better uses for land.
4. Hand each participant a styrofoam cup and marker.
5. Tell them to write or draw an idea that was discussed on the Dixie cup.
6. Have them move to the potting station where they will fill their cups with potting soil and a seed, and water it.
7. Summarize activity.



**NOTE TO FACILITATORS**

*Styrofoam cups and seeds have been supplied in your toolkits using the estimated number of 'Persons Served' by your RAC director. Before implementing this activity, PLEASE ensure that you arrive with enough supplies for all participants. RAC Admin funding should be used to cover the cost of additional materials if necessary.*

*It is each individual RAC's responsibility to supply the newspaper and potting soil for this activity.*

## **MEDIA SCAVENGER HUNT**

**Ages:** 10-14 years old (*Ages 5-9 on next page*)

**Materials:**

- Magazines\*
- Newspapers\*
- Poster board/Card Stock
- Scissors
- Glue sticks
- Scavenger Hunt Clues (Found in Facilitator's Toolkit, extra sheet of clues included in Appendix if additional copies are needed)

**Prep:** Have enough materials and work areas for groups of three. Cut scavenger hunt clues into individual strips.

**Time:** 25 minutes

**PROCEDURE:**

1. Hand out question strips, one per person.
2. Have participants get into groups of three
3. Instruct them to search for a picture that represents their clue.
4. They will cut the image out and glue to their poster board along with their clue.
5. Have each trio decide on one image they will present to the rest of the groups.
6. Once all the groups are done (or after 15 minutes have passed) have them tape their posters up in the same general area.
7. Each group reports out on the picture they chose to share with the class.
  - a. Why does it represent the clue they were given?



**NOTE TO FACILITATORS**

*It is each individual RAC's responsibility to supply the newspaper and magazines for this activity.*



## **MEDIA SCAVENGER HUNT**

**Ages:** 5-9 years old

**Materials:**

- Scavenger Hunt Poster Board (Made during Facilitator Training Seminar)
- Marker
- Scavenger Hunt Clues (Found in Facilitator's Toolkit)

**Prep:** Post Scavenger Hunt Poster Board

**Time:** 15 minutes

**PROCEDURE:**

1. Have group gather around poster board.
2. Call out each clue and have participants decide which picture represents the clue.
3. The facilitator will write clue under the identified picture.
4. Ask participants:
  - a. What are some things they notice from TV that they know are not good choices?
  - b. What are some things they see on TV that makes them happy?
  - c. What are some things they see on TV that are good choices?



## **WHAT DID YOU GET OUT OF THE DAY?**

**Ages:** ALL

**Materials:**

- Flip chart paper
- Markers

**Prep:** Post flip chart, Foam cube (included in toolkit)

**Time:** 5 minutes

**PROCEDURE:**

1. Ask all the participants to gather around in a circle.
2. Explain to the participants that they will share what they learned today.
3. Using the cube as a talking piece. The only person who is speaking is the person with the cube.
4. Once they are done speaking they will toss the talking piece to someone else.
5. As the participants share their information, the facilitator writes down their key points.
6. Facilitators paraphrase what each group wrote down and summarize the day.

## MODULE 3 - HEALTHY VS. UNHEALTHY

By the end of this module the participants will:

- 1. Discuss how using tobacco affects personal appearance**
- 2. Demonstrate how tobacco use affects bodies performance**
- 3. Explain how the brain is affected by tobacco**

| ACTIVITY  | SKILLS-KNOWLEDGE-ATTITUDES  | OBJECTIVES  |
|---|---|---|
| <b>REFLEX CHECK</b>   |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Review last module's flip chart, Reflex Check, Introduction   | Review<br><br>Fun and how they are in charge of their own choices<br><br>Introduction | Recall previous learning from Module 2<br><br>Discuss how they can either 'win' or 'lose' |
| <b>ART WALK</b>   |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Participants will evaluate and compare the physical difference between a smoker and non-smoker.   | Physical appearances are effected by tobacco use                                      | Compare change in appearance of a smoker vs. non smoker                                   |
| <b>RELAY RACE</b>   |   |   |
| <b>Time:</b> 20 Minutes<br><br><b>Activity:</b> 4 Relay Races <ul style="list-style-type: none"> <li>• Using nothing</li> <li>• Breathing through a straw</li> <li>• Using resistance bands</li> <li>• Using nothing</li> </ul> | Smoking/tobacco affects how the body performs   | Simulate how the body is affected by tobacco use  |
| <b>BODY &amp; TOBACCO</b>   |   |   |
| <b>Time:</b> 5 minutes<br><br><b>Activity:</b> Facilitator reviews tobacco's effect on the body (Alternative: Why Animals Don't Smoke pamphlet)   | Nicotine causes addiction   | Review provided materials   |
| <b>ONE THING I'LL SHARE</b>   |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Each person writes down one thing they will share with someone about their experience and sign their name. Post it on flip chart and shout it out!                              | Key Learning  | Summarize key learnings   |



## **REFLEX CHECK**

**Ages:** ALL

**Materials:** None

**Prep:** Need room have group stand in circle

**Time:** 5 minutes

### **PROCEDURE:**

1. Instruct group to stand shoulder to shoulder in a circle and take one step back.
2. Explain that it is important to check on everyone's reflexes before we start this Module, as we will be discussing the health effects of tobacco.
3. Tell everyone to raise their right hand and repeat "I will promise to have fun and participate."
4. Instruct participants place their right hand in front of the person to their right, palm up and hand flat.
5. Tell participants raise their left finger and point it to the sky and say "I am up for a great day".
6. Participants will then place their left finger in the palm that is in front of them.
7. Say: "The purpose of the activity is to pull your finger out of the palm as you try to catch the finger that is in your palm. Make sure if someone really wants to get away do not hold onto their finger. Make sure you are aware as you pull your finger away that you do not hit yourself or your neighbor."
8. "You will only play when you hear the magic word "Gotcha!"
9. Start the activity and continue for a few tries.
10. Have the participants switch hands.
11. Left palm up and flat in front of the person to the left, and right pointer finger placed in the palm presented to them. Remember to only go on the word "Gotcha!".
12. Play for a few times.
13. Final round is to place whichever hand the participants want flat and palm up in front of themselves and their own finger in their palm. Play only one time.
14. When the rounds are completed open up for discussion:
  - a. Who won or who lost?
  - b. How did you decide?
  - c. What are consequences of making poor choices such as tobacco use?



## **REVIEW & INTRODUCTION**

**Ages:** ALL

**Materials:** Module 2's 'What Did You Get Out of the Day' flip chart

**Prep:** Post flip chart

**Time:** 5 minutes

### **PROCEDURE:**

1. Have participants sit down.
2. Ask: What do you remember from the Environment and the Media session?
3. Facilitator summarizes any missed information.
4. Ask: What are consequences of making poor choices around tobacco?
5. Facilitator summarizes that today we will look at how smoking affects our appearance, performance, and our bodies.



## **ART WALK**

**Ages:** ALL

**Materials:** Pictures of people who smoke & don't smoke (Included in toolkit)

**Prep:** Post pictures around the room

**Time:** 10 minutes

### **PROCEDURE:**

1. Tell the group that they will go around the room and study the pictures that are posted. .
2. Gather all the participants together and ask:
  - a. What is the first word you think of when you observed the pictures?
  - b. What differences did you see?
  - c. What are some physical effects that you may not see?
  - d. What are things you like to do?
  - e. How would tobacco use get in the way of doing your favorite things?



## **RELAY RACE**

**Ages:** ALL

**Materials:**

- Straws
- Resistance Bands
- Masking tape

**Prep:** Set up a race area with a marked start and finish line. Have enough straws available for all participants.

**Time:** 20 minutes

**PROCEDURE:**

1. Have the three teams approach the finish line.
2. Explain there will be 4 friendly races.
  - a. Race 1: Walking briskly to the finish line
  - b. Race 2: Walking as fast as you can, but only breathing through a straw. Each participant will receive a straw and will be instructed that they must try to only breath through the straw while racing.
  - c. Race 3: Walking using resistance bands. Using resistance bands, a facilitator will pull back on the band as a participant is trying to make it across the room. *(Alternative if resistance bands are not available: 3 legged race. Participants pair up and tie their ankles together with masking tape. Instruct them that to decide who is the runner and who is the walker. The runner tries to run as the walker resists the runner by walking.)*
  - d. Race 4: Walking using nothing
3. Tell them it will be like a relay race so as soon as they cross the finish line they need to return to the back of the line to prepare for the next round. The next person at the starting line starts as soon as the person crosses the finish line.
4. Do not take a break in between rounds.
5. Tell the groups to line up.
6. Start the race.
7. Once all the rounds are done, gather the group together and ask:
  - a. What did each round feel like?
  - b. How do you think this is similar to smoking, not smoking and quitting?
  - c. How do you think being a smoker can slow you down?
8. Facilitators summarize activity.



**NOTE TO FACILITATORS**

*Try to do this activity outdoors, space and/or weather permitting.*



## **THE BODY & TOBACCO**

**Ages:** ALL (*Option for 5-9 year olds on next page*)

**Materials:** The Body & Tobacco Poster

**Prep:** Hang poster for entire group to see

**Time:** 10 minutes

### **PROCEDURE:**

1. Facilitator explains how tobacco affects the body.
2. Ask participants:
  - a. What is surprising to you?
  - b. Why would you choose not to smoke?
  - c. How can people who smoke benefit from quitting?

## **WHY ANIMALS DON'T SMOKE**

**Ages:** 5-9 years old

**Materials:** 'Why Animals Don't Smoke' Pamphlet

**Prep:** Have enough pamphlets for all participants

**Time:** 10 minutes

### **PROCEDURE:**

1. Facilitator explains what is in the pamphlet while participants read along.
2. Ask participants:
  - a. What are some of the main reasons you think people should not smoke?
  - b. How can people who smoke benefit from quitting?



### **NOTE TO FACILITATORS**

*If you would like to do this activity with participants and funding permits, these pamphlets can be purchased online at [Journeyworks.com](http://Journeyworks.com). Prices range from \$0.36-\$0.24 per copy, depending on how many are purchased. A sample copy has been included in the Appendix.*



## **ONE THING YOU WILL SHARE**

**Ages:** ALL

**Materials:**

- Flip chart paper
- Markers
- Post-its

**Prep:** Post two flip charts, Hand out one post it per participant

**Time:** 5 minutes

**PROCEDURE:**

1. Gather the participants together.
2. Instruct them to write down one thing they will share about their day with someone outside of class.
3. Have them approach the flip charts and post their notes and shout what they wrote down out! **Do this quickly.**
4. Facilitators paraphrase what everyone wrote down and summarize the day.

# MODULE 4 – COST & CHOICES

By the end of this module the participants will:

1. **Identify healthy choices they make in their lives**
2. **Calculate the cost of cigarettes for specified periods of time (day, week, month, year)**
3. **Compare what they could buy if they do not buy cigarettes and if they do**
4. **Create personal coping tile**

| <b>ACTIVITY</b>  | <b>SKILLS-KNOWLEDGE-ATTITUDES</b>   | <b>OBJECTIVES</b>   |
|--|---|---|
| <b>JOIN ME ON COMMON GROUND</b>  |   |   |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Join Me on Common Ground, Review 'One Thing I Will Share' Chart  | Review<br><br>Participants are already making healthy choices & others are doing the same<br><br>Introduction | Recall previous learning from Module 3<br><br>Identify healthy choices participants already make in their lives             |
| <b>WISH LIST</b>   |   |   |
| <b>Time:</b> 20 minutes<br><br><b>Activity:</b> Small groups will create wish list using all the play money they are given, and then calculate how much money it would cost to support two smokers in the group. Group then has to decide what to give up. | The cost of cigarettes interfere with what they like to do or have  | Calculate the cost of cigarettes over time<br><br>Compare what they could buy vs. what they could not                       |
| <b>GROUP JUGGLE</b>  |   |   |
| <b>Time:</b> 20 minutes<br><br><b>Activity:</b> Group will identify important things in their lives and poor choices using the activity. Dropping objects will represent consequences of making poor choices.  | It is important to make good decisions to avoid bad consequences.   | Identify things that are important in their lives<br><br>Identify poor choices<br><br>Identify consequences of poor choices |
| <b>GROUP MOSAIC</b>  |   |   |
| <b>Time:</b> 25 minutes<br><br><b>Activity:</b> Individuals will each create a tile which represents making healthy choices.   | There are many positive things they could do instead of tobacco use   | Create personal coping/healthy choice tile<br><br>Create a group collage  |
| <b>ONE TAKE AWAY</b>   |   |   |
| <b>Time:</b> 5 minutes<br><br><b>Activity:</b> Participants write one thing they learned today on the flip chart   | Key Learning  | Summarize key learnings   |



## **JOIN ME ON COMMON GROUND**

**Ages:** ALL

**Materials:** None

**Prep:** Need room to have the group stand in a circle

**Time:** 5 minutes

### **PROCEDURE:**

1. Instruct group to stand shoulder to shoulder in a circle. Have them take two steps back.
2. The instructor explains that each participant will have an opportunity to come to the middle.
3. The person in the middle says "join me on common ground if you ever" and then make a statement that is true to them.
4. Facilitators should demonstrate e.g. "Join me on common ground if you ever made a great choice." Alternative: the participant asks "have you ever" and state something that is true for him/her self e.g., "Have you ever won a race."
5. Encourage participants to state things that they enjoy to do that are healthy and good choices.
6. Participants who can relate to the statements run in the middle and high five others who have run in.
7. Everyone on the outside who did not run in cheer for everyone who did.



## **REVIEW & INTRODUCTION**

**Ages:** ALL

**MATERIALS:** Module 3's 'One Thing I Will Share' flip chart

**PREP:** Post Module 3's flip chart

**TIME:** 5 minutes

### **PROCEDURE:**

1. Have participants sit down.
2. Ask: What did you share with others from the last session, Healthy vs. Unhealthy?
3. Facilitator summarizes any missed information.
4. Ask participants:
  - a. What are healthy choices that you are not making that you would like to?
  - b. What are consequences of making poor choices such as using tobacco?
5. Facilitator summarizes that the goal for the day is to understand the cost and consequences for supporting a bad habit, and to recognize the good choices that you make.



## **WISH LIST**

**Ages:** 10-14 years old

**Materials:**

- Play money
- Price & picture list
- Tobacco cost facts
- Calculators
- Paper
- Pencils

**Prep:** Have enough materials for 4 smaller groups. Set up 4 areas for groups to work. Post the tobacco cost facts.

**Time:** 20 minutes

**PROCEDURE:**

1. Each group has \$100.00 in play money to spend.
2. Instruct the groups to create a wish list of what they want to spend their money on. They cannot go over the amount of money they have.
3. Have them star their top 5 choices.
4. Have the groups share with everyone their number one wish.
5. The facilitator reviews the tobacco cost facts.
6. They are then told that there are two smokers in their group.
7. The groups calculate how much money it is to support the smokers' habits.
8. As a group they have to decide what they have to give back because of the smokers.
9. Gather all the participants together and ask:
  - a. What are things that you value in your life?
  - b. How did it feel to have to give up items on their wish list?
  - c. What would they like to say to the smokers?



## **GROUP JUGGLE**

**Ages:** 5-9 years old

**Materials:** 8 tossable objects

**Prep:** Clear an area for group to stand in a circle

**Time:** 20 minutes

### **PROCEDURE:**

1. Have group get into a circle formation.
2. Starting with the facilitator, pass one object to a participant, saying their name.
3. Have participants continue passing the object calling out the name of who they are passing the object to.
4. Each participant only gets the object once and should not pass the object to the person to their right or left.
5. The last participant to receive the object passes it back to the facilitator.
6. Have group brainstorm 5 things that are important in their lives i.e., Family, Health, Friends, Making a Difference, Fun. Choose a tossable object that represents each suggestion.
7. In the same pattern as the first round, pass the 5 objects.
8. Check in to see how everything went. What happened when you dropped the object? (Ex: They picked it up and kept going, Were they extra careful the next time an object was thrown, People were supportive by waiting for each other).
9. Have group brainstorm poor choices e.g. drugs, alcohol, smoking, fighting.
10. Add a tossable to represent each suggestion and add to the pile that represents what is important in your life,
11. Group juggle all objects, if object drops, tell participants to leave it on the ground.
12. Do a couple of rounds with all the objects, leaving the dropped objects on the ground.
13. Have the participants sit down to discuss the activity.
14. Ask participants:
  - a. What happened?
  - b. Why is it more difficult once you added more and more objects?
  - c. Analyze the objects that were returned and the ones that were dropped.
  - d. Connect to real life and discuss consequences of the poor choices (loss of freedom, chaos, people angry, family upset, hard to concentrate).
15. Are the poor choices worth the consequences?
16. Why is it important to make good decisions?



## **MOSIAC**

**Ages:** ALL (Except for an alternative for ages 5-9 in Step 1)

**Materials:**

- Mailing labels
- Markers
- Crayons
- Large poster board

**Prep:** Label poster board "The Great Choices We Make", Separate each individual mailing label enough for one per participant

**Time:** 25 minutes

**PROCEDURE:**

1. Explain that everyone creates a personal tile that represents healthy choices they make in their life (*Alternative for ages 5-9: They will create a tile that shows something fun they like to do.*)
2. Tell them they should do this quietly.
3. Once they are done each participant will remove the label backing and post his/her tile on the poster board. As each participant posts his/her tile, encourage them to explain to the class what their tile represents.



## **ONE TAKE AWAY**

**Ages:** ALL

**Materials:**

- Flip chart paper
- Markers

**Prep:** Post flip chart

**Time:** 5 minutes

**PROCEDURE:**

1. The participants to gather together.
2. Ask them to take a minute to think of one thing that they learned today.
3. Have them approach the flip charts and write down their idea. Do this quickly.
4. Facilitators paraphrase what each group wrote down and summarize the day

## MODULE 5 - DEALING WITH PEER PRESSURE

By the end of this module the participants will:

**1. Dramatize handling peer pressure techniques**

| <b>ACTIVITY</b>  | <b>SKILLS-KNOWLEDGE-ATTITUDES</b>                               | <b>OBJECTIVES</b>  |
|--|---|--|
| <b>SAVE ME TAG – REVIEW – INTRODUCTION</b>   |   |  |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Ask participants to share what they shared with someone after the last session<br>Save Me Tag (Alternative: Look Up - Look Down) | Review<br><br>Important to help one another<br><br>Introduction | Recall previous learning from Module 4<br><br>Demonstrate how to help or hinder participants |
| <b>DEALING WITH PEER PRESSURE</b>  |   |  |
| <b>Time:</b> 30 minutes<br><br><b>Activity:</b> Strengthening Families Peer Pressure Activity  | Peer pressure can be resisted                                   | Demonstrate peer pressure techniques<br><br>Practice scenarios using techniques              |
| <b>GRAND FINALE</b>  |   |  |
| <b>Time:</b> 10 minutes<br><br><b>Activity:</b> Review flip charts   | What have they learned  | Reflect on skills and information gained during program                                      |
| <b>POST-TEST</b>   |   |  |
| <b>Time:</b> 15 minutes<br><br><b>Activity:</b> Complete Post-Test found in Appendix   | What they have learned  | Reflect on skills and information gained during program                                      |



## **SAVE ME TAG**

**Ages:** ALL

**Materials:** None

**Prep:** Need room large enough to run around

**Time:** 5 minutes

### **PROCEDURE:**

1. Explain to the participants that everyone is 'it'.
2. If you get tagged on the knee, you freeze where you are tagged and put both hands in the air
3. If you see someone's hand in the air and you are not frozen, go and "save them" by tagging a hand. The frozen participant can play again as soon as both hands have been tagged.
4. You can call for help if you are frozen.
5. You are immune from getting tagged whenever you are standing still with your hands covering your knees. You may not move or run with hands on your knees.

### **★ ALTERNATIVE ICEBREAKER ★**

*Facilitator Note: You can use this activity in place of Save Me Tag if you don't have enough space to run around.*

#### **LOOK UP – LOOK DOWN**

**Ages:** ALL

**Materials:** None

**Prep:** Need room to have the group stand in a circle

**Time:** 5 minutes

#### **PROCEDURE:**

1. Have participants stand in a tight circle, shoulder to shoulder.
2. Explain that when the facilitator says, "look down" everyone must look at the ground. When you say, "Look up" everyone must look up and stare directly at the face of another person.
3. If two people look up and are looking at each other, they must scream and then step out of the circle.
4. The rest of the participants who didn't make eye contact with another person will continue the game until there are two players left.



## **REVIEW & INTRODUCTION**

**Ages:** ALL (*Except for alternative questions in Step 5*)

**Materials:** One Thing I Learned flip chart from Module 4

**Prep:** Post the flip chart in an area that everyone can see

**Time:** 5 minutes

### **PROCEDURE:**

1. Have participants sit down.
2. Ask participants:
  - a. What do you remember from Cost & Choices Module?
  - b. What did you share with someone outside of our group about what you learned?
3. Facilitator summarizes any missed information.
4. For Save Me tag debrief ask:
  - a. During the game, who helped others more?
  - b. Who tagged more?
  - c. Who played it safe and stayed on their knees?
  - d. What is peer pressure?
  - e. How was the game like peer pressure?
  - f. How does peer pressure relate to tobacco use?
5. If you did NOT play Save Me Tag, ask:
  - a. What is peer pressure?
  - b. Why is it hard to deal with peer pressure?
  - c. How does peer pressure relate to tobacco use?
  - d. Who influences in making good decisions and why?

*Alternative questions for ages 5-9:*

- e. *What have you done just because the other kids did?*
  - f. *How does it feel to do something you really know you shouldn't?*
6. Facilitators explain the goal for the day is to practice a technique for dealing with peer pressure.



## **DEALING WITH PEER PRESSURE**

**Ages:** 10-14 years old (*Ages 5-9 on next page*)

**Materials:**

- Road signs
- Situation cards

**Prep:** Set up an audience and a stage area, Spread out situation cards

**Time:** 35 minutes

**PROCEDURE:**

1. Tell the group the following:
  - a. "It can help you stay out of trouble if you ask questions ahead of time. Sometimes you can avoid a difficult situation if you know there will be trouble."
2. Participants choose a partner and have them decide who is going to act out the role of the "resister", and who the person doing the pressuring will be.
3. Ask for a volunteer to hold up the "Ask Questions" Road Sign.
4. Facilitators will demonstrate the first role-play.
5. Have the facilitator doing the pressuring read the situation card.
6. The facilitator resisting practices asking questions.
7. Have the participants practice this step with their partners.
8. Ask for two more volunteers to hold up "Name the Problem" and "Tell What Could Happen" Road Signs.
9. The facilitators give two more demonstrations adding new steps "Name the Problem" and "Tell What Could Happen".
10. Participants practice these steps with their partners.
11. Ask for another volunteer to hold up "Suggest Another Route" Road Sign.
12. Explain that the alternative needs to be positive and doable that can include or not include the person doing the pressuring.
13. Ask participants: What are some positive alternatives?
14. The facilitators demonstrate the last step.
15. Participants practice the last step with their partners.
16. Have all the sign holders lined up in order and the facilitators will demonstrate all four steps together.
17. Have as many groups that you have time for practice going through all four steps at once.



## **DEALING WITH PEER PRESSURE**

**Ages:** 5-9 years old

**Materials:**

- Road signs
- Situation cards

**Prep:** Set up an audience and a stage area

**Time:** 35 minutes

**PROCEDURE:**

1. Tell the group the following:
  - a. "It can help you stay out of trouble if you ask questions ahead of time. Sometimes you can avoid a difficult situation if you know there will be trouble."
2. Read a situation card.
3. Ask: What would be some good questions to ask about what your friend wants to do?
4. Ask for a volunteer to hold up the "Ask Questions" Road Sign.
5. Facilitators will demonstrate the first role-play.
  - a. Have the person doing the pressuring read the situation card.
  - b. The resister practices asking questions that the group generated.
6. Ask for another volunteer to hold up "Tell What Could Happen" Road Sign.
7. Ask: What could happen if the friends decide to do the action on the situation card?
8. The facilitators demonstrate "Tell What Could Happen".
9. The facilitator explains the next step is "Suggest Another Route".
10. Explain the new plan needs to be positive and doable that can include or not include the person doing the pressuring. Ask: What are ideas for a new plan?
11. Ask for another volunteer to hold up "Suggest Another Route" Road Sign.
12. The facilitators demonstrate the "Suggest Another Route" step.
13. Ask for another volunteer to hold up "Go for Help-Tell an Adult" sign.
14. Explain that it is okay if you do not feel like you can handle the situation by yourself.
15. Ask participants:
  - a. What should you do if you feel you cannot handle a situation?
  - b. Who can they talk to?
16. The facilitators demonstrate the "Go for Help-Tell an Adult" step.
17. Have all the sign holders lined up in order and the facilitators will demonstrate all four steps together. If you feel the group is capable, have them practice the steps with the facilitators being the person pressuring them.



## **GRAND FINALE**

**Ages:** ALL

**Materials:** Module 1- 4 Flip charts and Mosaic

**Prep:** Post flip charts and Mosaic

**Time:** 10 Minutes

### **PROCEDURE:**

1. Have the participants gather together.
2. Tell them to take a minute to review the flip charts from each session.
3. Explain to them to stand in front of the flip chart from a day or activity that they enjoyed and learned something.
4. Ask participants: Why they made their choice and what did they learn from that day?