

**Project**

**TNT**

**Towards No  
Tobacco Use**

**Teacher Guide**  
**Revised Edition**

Institute for Health Promotion and Disease Prevention Research  
University of Southern California

**ETR**  
Associates

Evidence  
Program

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# Introduction

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## Welcome to Project TNT

Tobacco use is the primary cause of preventable death in the United States. It accounts for more than 440,000 deaths per year—more than alcohol, cocaine, crack, heroin, homicide, suicide, car crashes, fire and HIV/AIDS combined. At least 2,000 U.S. children and adolescents begin tobacco use each day. Of these, nearly 500 will die in adulthood from tobacco-related diseases, primarily heart disease and atherosclerosis, cancers and chronic obstructive lung diseases.

Prevention of tobacco use among teens is not a casual business or fruitless endeavor—we **can** prevent deaths from occurring. *Project Towards No Tobacco Use* (Project TNT) is a prevention program that works.

Risk behaviors increase dramatically when children are 11 to 13 years old. This age range is a “critical period” in which to achieve successful preventive effects. Project TNT was specifically developed for middle/junior high school youth (grades 5-8).

## What's New to the Revised Edition

A solid foundation of original research established the effectiveness of Project TNT in preventing and reducing tobacco use among adolescents. Since the first edition, a growing body of research has continued to evaluate Project TNT.

- Recent studies from Houston, Texas, 14 counties in east Texas, and the University of Hawaii have provided additional evidence of the effectiveness of the program.
- Smoking was reduced by an average of 51% among the middle school students in east Texas who received a community/school tobacco prevention program that included Project TNT.
- A 2003 analysis of evidence-based programs sponsored by the Centers for Disease Control and Prevention (CDC) found that Project TNT addresses all of the National Health Education Standards.
- Project TNT was one of only two tobacco prevention programs to meet the rigorous “Program That Works” criteria established by the CDC from 1997 to 2002.
- It is recognized as an Exemplary Program by the U.S. Department of Education, and as a Model Program by the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) and Center for Substance Abuse Prevention (CSAP).

## Introduction

- It is considered a Model Program by the National Institute on Drug Abuse, National Cancer Institute and California Department of Education.
- Two studies have reported that Project TNT is highly cost effective as a primary prevention program in reducing the adverse health outcomes of smoking.

This revised edition of Project TNT includes the latest updates on the epidemiology of tobacco-related diseases, the prevalence of tobacco use among youth, and risk factors related to tobacco use. It incorporates current findings of continually emerging prevention science and teaching techniques to remain relevant to the needs of youth and to strengthen its potential effectiveness for reducing tobacco use among adolescents. These updates to the revised edition help ensure Project TNT's position as the leading evidence-based tobacco prevention program in the United States.

## What Students Learn

The curriculum provides information about the consequences of tobacco use, without emphasizing long-term effects. Research shows that by the time they reach junior high school, youth understand the long-term physical dangers. The program's main emphasis, therefore, is on changing perceptions of immediate physical consequences of use, changing normative beliefs and perceptions of prevalence of use, and teaching decision-making, effective communication and assertive refusal skills to increase self-efficacy to not begin use.

Ten core sessions lasting 45 to 50 minutes each are provided. These core sessions were written to be delivered over 10 consecutive school days, although they could be spread over as many as 4 weeks. (*Note: All 10 lessons must be taught, and spacing the lessons out too much could compromise the program's effectiveness.*)

A 2-session booster program is implemented the next year to summarize previously learned material and discuss how this material has been or might be utilized in students' daily lives. The booster sessions could be taught on consecutive days or 1 day per week over 2 weeks.

This Teacher Guide provides step-by-step instructions for completing each of the 10 core sessions and the 2 booster sessions.

### **In Project TNT, students learn:**

- active listening skills
- the course of tobacco-related addiction and disease
- correct estimates of tobacco use prevalence
- ways to build self-esteem
- cognitive coping skills specific to tobacco use
- effective communication skills

- general assertiveness
- how to practice assertive refusals
- ways to counteract media portrayals of tobacco use
- social activism through letter writing
- the power of making a public commitment to not use tobacco products

Student involvement is maintained through use of 5 homework assignments, a TNT game to review information and skills, roleplays, large and small group discussion, student worksheets, activist letter writing, a videotaping project, and the booster program.

**By the conclusion of the program, students should be able to:**

- State accurate information about the course of tobacco-related addiction and disease, the consequences of using or not using tobacco, and the actual prevalence of tobacco use among peers.
- Demonstrate active listening, assertive refusal skills, effective communication, general assertiveness skills, self-esteem-building techniques, and tobacco-use-specific cognitive coping skills.
- Explain ways the media portrays “social images” that influence tobacco use, what it means to be a social activist, and how to advocate for no tobacco use.
- Make a public commitment about what they are willing to do regarding future tobacco use.
- Reduce initiation and regular use of tobacco products.

## What's Unique About Project TNT?

Project TNT was created through an extensive and rigorous empirical curriculum development process involving over 5,000 youth of heterogeneous backgrounds before the program was actually implemented. Project TNT moves away from traditional didactic information approaches. It introduces and counteracts physical and social consequences of tobacco use using a highly interactive classroom instructional process.

**In particular, Project TNT:**

- Is research-based.
- Focuses on all tobacco products, the main gateway drugs.
- Combines all known effective approaches.
- Teaches replacement of negative thoughts about peer pressure resistance with positive thoughts.

## Introduction

- Provides an interactive approach to instruct students about physical consequences of tobacco use.
- Uses novel games to reinforce learning.
- Applies to students from a wide variety of ethnic and socioeconomic groups.
- Shows effects that are maintained from junior high school to senior high school.
- Has been used throughout the United States since October 1997.

The Centers for Disease Control and Prevention *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction* make implementation recommendations for school health programs to prevent tobacco use.

**Project TNT addresses 3 of these recommendations:**

- It provides instruction about the short- and long-term negative physiologic and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills.
- It provides intensive tobacco use prevention education in junior high or middle school.
- It makes teacher training available.

## The Original Research Study

**The 3 theories that contributed to the development of this program state that youth are best able to resist using tobacco products if:**

- They have developed an awareness of misleading social information that may facilitate tobacco use (e.g., advertisements, inflated prevalence estimates).
- They have developed skills to counteract social pressures to achieve perceived approval by using tobacco (e.g., refusal assertion training), and have come to understand that they may also achieve perceived peer approval by not using tobacco.
- They are able to appreciate the relevance of the physical consequences of tobacco use to their own lives (e.g., the beginnings of addiction).

The implementation study included 6,716 seventh-grade students from 48 junior high schools, 50% male and 50% female; 60% were White, 27% were Latino, 7% were African American, and 6% were Asian or "Other." Four curricula were developed: 3 designed to counteract the effects of separate (single) program components (normative social influence, informational social influence, physical consequences), and a fourth, comprehensive curriculum designed to counteract the effects of all 3 influences combined. These 4 programs, and a "standard care" control ("usual school health education"), were contrasted using a randomized experiment.



A conservative approach to analysis was taken. After the core seventh-grade intervention was delivered, 1- and 2-year follow-ups were conducted to determine outcomes. The 2-year follow-up data were collected from ninth graders in high schools fed by project junior high schools. Data were aggregated to the junior high school as the unit of analysis at each time point.

The comprehensive curriculum showed the largest effects on behavior. This is the curriculum now known as Project TNT. Compared to the standard care control, this program obtained significant effects on initiation and weekly use of smokeless tobacco and cigarettes.

**The Project TNT curriculum:**

- Reduced initiation of cigarette smoking by approximately 26% over the control group, when 1-year and 2-year follow-up outcomes were averaged together.
- Reduced initiation of smokeless tobacco use by approximately 30%.
- Reduced weekly or more frequent cigarette smoking by approximately 60%.
- Eliminated weekly or more frequent smokeless tobacco use.

These data indicated that the same tobacco use prevention program can successfully target both use of cigarettes and smokeless tobacco, can be delivered to males and females of different ethnicities and socioeconomic backgrounds, and can be effective over the transition period from junior to senior high school. The overall superiority of the comprehensive program implies that different causes of tobacco use need to be counteracted simultaneously because the behavior is determined by multiple causes. The results of Project TNT were published in major journals and in a book that summarizes all aspects of the project.

# The TNT Game

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The TNT game was developed to help with classroom management and to reinforce learning. It is used as a fun review of the previous session and, when time permits, as a session summary. It can also serve as a tool for classroom control (moving teams into the pits for disruptive behavior, etc.).

The TNT Game Board consists of spaces and 4 pits. (See diagram on p. 10.) The object of the game is to advance around the board as many times as possible.

Each team should have the same number of students. The team that goes around the board the most times wins the game at the end of Project TNT. A running tally is kept on the **TNT Teams Scoresheet** and should be recorded by the teacher at the end of each period to eliminate confusion or debate as to where each team is on the game board on any given day.

## How Teams Advance

**A team can advance a specific number of spaces for the following:**

■ **1 space**

- If all team members are quiet and in their seats when the bell rings.
- Each time team members correctly answer a question.
- For each team member's homework returned when due.

■ **3 spaces**

- If all team members participate in an activity and nobody is left out.

■ **10 spaces**

- If all team members return the homework when it is due. (These points are in addition to the points individual team members scored for returning their homework—a total of 15 spaces if the entire team of 5 returns homework on time.)

Teachers can use their own discretion and allot spaces any time and for any reason during the session (e.g., no team fell into the pits, everyone was exceptionally good that day, etc.). However, be consistent when allotting extra spaces.

## Using the Pits

A team can fall into a pit when:

- A team member talks out of turn.
- A team member is disruptive.
- A team member puts down or makes fun of any classmate.

If a team falls into a pit, their marker is placed in the closest pit *behind* their current space (i.e., they fall back into the previous pit).

The team can get out of a pit by answering a question correctly at their next turn. Move the team marker to the space above the pit (this equals one space for a correctly answered question). A question can be asked at any time (using teacher discretion), at the beginning or end of a session.

*Note: The most important part of the game is consistency maintained by the teacher while the game is played. Every team should have an opportunity to score an equal number of spaces.*

## Awarding Prizes

For the game to be effective, a reward system should be part of the structure. No part of the game should be used as a means of punishing individuals or groups, or the class will gain little from the experience and the game will be unsuccessful. When the game is **fun** to play for students and teacher, classroom learning can be strengthened while order is maintained.

Prizes should be awarded on the last day of Project TNT to the winning team members. The winning team will be the team that has gone around the board the most times, never falling into the pits or falling the fewest times, and that had the most homework returned.

Prizes can be anything the teacher feels is appropriate. Use imagination and be creative. The winning prizes should be something the students would like (e.g., special pens or pencils; folders; coupons for movies, etc.; extra free time in class; an extra day for a non-TNT homework assignment; a class party; free time on the computers, etc.).

## TNT Game Board Instructions

1. Choose the materials to use for the game board and the team markers.

**Possible game board materials:**

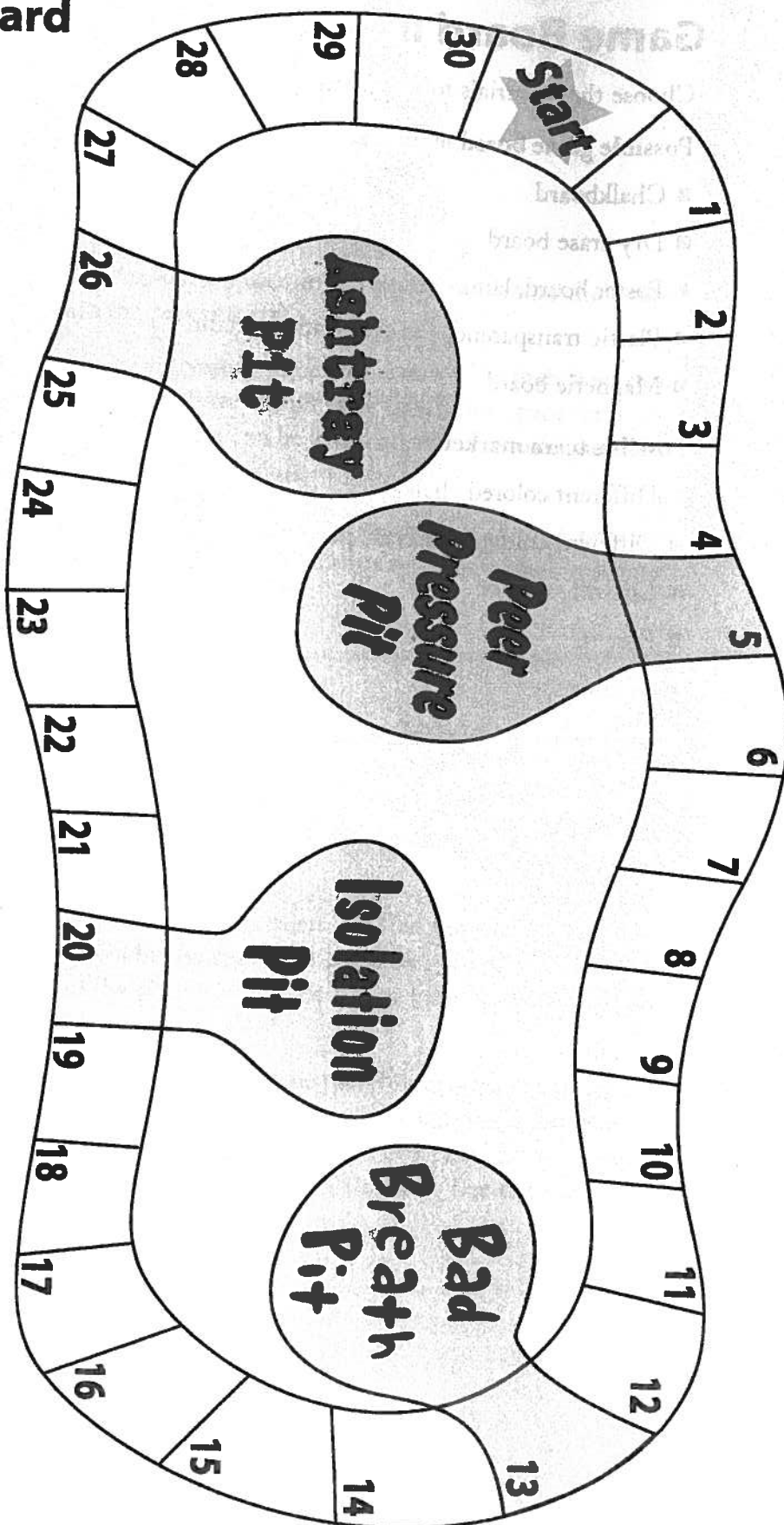
- Chalkboard
- Dry erase board
- Poster board, laminated or not
- Plastic transparency for overhead projector
- Magnetic board

**Possible team markers:**

- Different colored chalk
- Different colored dry erase pens
- Lift-off stickers
- Post-its
- Magnets

2. Draw the game board following the general diagram on the next page.

# TNT Game Board



- Draw a large rectangular or oval shaped path with spaces.
- Write "START" in one of the spaces on the left side.
- Draw 4 "pits" extending from different spaces.
- Label the pits: Peer Pressure Pit, Bad Breath Pit, Isolation Pit and Ashtray Pit.



# TNT Game Rules

## Scoring

### **Quiet and in seat = 1 space**

- If all of the members of your team are quiet and in their seats when the bell rings, your team will advance 1 space.

### **Correctly answered game questions = 1 space**

- At the beginning and end of each session, the teacher will ask each team questions about what you are learning in class. Correct answers will advance the team marker 1 space.

### **Completed and returned homework = 1 space for each team member (+ 10 extra spaces for entire team)**

- Each person who returns homework on the day it is due will advance the team marker 1 space. If everyone on your team returns the homework the day it is due, your team will move 10 extra spaces.

### **All teammates participate in activity = 3 spaces**

- If all the members of your team participate in an activity and nobody is left out, the team will advance 3 spaces.

## Pits

### **Talking out of turn**

- If someone on your team talks out of turn, your team's marker will fall into the previous pit.

### **Disruptive behavior**

- If the teacher has to ask anyone on your team to stop doing anything disruptive, your team's marker will fall into the previous pit.

### **Put-downs**

- If a team member puts down or makes fun of any classmate, your team's marker will fall into the previous pit.

## Getting Out of the Pits

Your team can get out of a pit by answering a question correctly when it is your team's turn.

# TNT Teams Scoresheet

## Team "A" Students

1.
2.
3.
4.
5.
6.

## Team "B" Students

1.
2.
3.
4.
5.
6.

**\*Put the space that each team is on at the end of each day's session.**

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

## Team "C" Students

1.
2.
3.
4.
5.
6.

## Team "D" Students

1.
2.
3.
4.
5.
6.

**\*Put the space that each team is on at the end of each day's session.**

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

## Team "E" Students

1.
2.
3.
4.
5.
6.

## Team "F" Students

1.
2.
3.
4.
5.
6.

**\*Put the space that each team is on at the end of each day's session.**

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

# Session Preview

Session	Title	Description	Page
1	Effective Listening & Tobacco Information	Students are introduced to Project TNT and discuss the importance of being active listeners.	15
2	The Course & Consequences of Tobacco Use	Students learn about the course of tobacco addiction and disease and identify the consequences associated with tobacco use.	31
3	Self-Esteem	Students practice techniques to improve self-esteem by learning to acknowledge their own positive characteristics.	53
4	Being True to Yourself & Changing Negative Thoughts	Students discuss how they can deal with peer pressure and still be liked and accepted. They also learn about thought-changing processes in order to realize that situations are not always as threatening as they initially appear.	65
5	Effective Communication	Students are introduced to the importance of effective communication. They practice good communication skills, initiating conversations, and effectively using open-ended questions.	77
6	Assertiveness Training & Refusal Skills	Students learn the importance of being assertive and are introduced to various ways of saying no.	89
7	Assertive Refusal Skills Practice	Students review the different ways to say no and then practice various techniques to refuse tobacco offers.	103
8	Advertising Images	Students discuss ways the media portrays "social images" that influence individuals to use tobacco, and analyze tobacco advertisements.	115
9	Social Activism: Advocating for No Tobacco Use	Students discuss what it means to be a social activist and practice by writing letters advocating no tobacco use.	127
10	Public Commitment & Videotaping	Each class makes a video, using a news program format, to summarize what students have learned in Project TNT. Students answer questions and share the commitment they have made regarding tobacco use.	141

# Effective Listening & Tobacco Information

## Purpose

To introduce *Project TNT: Towards No Tobacco Use*, practice effective listening skills, and provide basic information on tobacco use.

## Overview

Students are introduced to the TNT program—what it's about and why their class/school is doing it. Through discussion, games and worksheets they are given opportunities to improve their listening skills and to learn about the prevalence of tobacco use among peers.

## Getting Started

In preparation for teaching the lesson, have the following materials available:

- ☐ Student Workbooks (1 per student)
- ☐ **Memory Quiz** (3 copies per class)
- ☐ **TNT Teams Scoresheet** (1 copy per class)
- ☐ TNT Game Board and Markers (See pp. 7-10.)
- ☐ TNT Game Rules, written on the board or posted on newsprint (See p. 11.)

## Activity

# 1

## Introduction

### Objective

To introduce and explain the purpose of Project TNT.



### Time

5 Minutes

### Method

Short Lecture



### Teacher Note

Keeping the workbooks in the classroom during the program ensures that each student has one to use during each session.

### Procedure

- 1** Explain that students will be studying *Project TNT: Towards No Tobacco Use*. Mention the following points:
  - The purpose of Project TNT is to prevent and reduce the use of tobacco products.
  - Project TNT includes a lot of fun activities, including 5 interesting homework assignments.
  - Project TNT is a 10-session program that will focus on many aspects of tobacco use.

Tell students when the program will be taught (daily, once a week, twice a week, etc.).

- 2** Explain that Project TNT focuses on tobacco in the form of cigarettes, cigars and pipes, and smokeless tobacco. Smokeless tobacco is tobacco that isn't smoked but is usually placed in the mouth between the cheek and gum.
- 3** Ask students to list some brand names for cigarettes (e.g., Winston, Kool) and for smokeless tobacco (e.g., Skoal, Copenhagen). Mention these if students don't know any.
- 4** Give each student a workbook. Ask students to write their names and period number on the front cover. Tell them that the workbooks will stay in the classroom, but they can take them home after Project TNT is over.
- 5 Summarize:**

"Everything you will be learning in Project TNT will be useful in many situations throughout your life. For example, you will learn to use refusal and communication skills that can help you say no effectively to anything you don't want to do. These skills will give you more options for getting your needs met."



# Effective Listening

## Activity 2

### Procedure

- 1 Ask for 3 volunteers. Explain that you will be testing their memories. Have each volunteer bring a pencil or pen up to the front of the class and give each a **Memory Quiz**. Ask the volunteers to sit quietly outside the room and complete their worksheets *individually* until they are called back in one at a time. Select a student sitting near the door to tell the volunteers to come in, one at a time, when instructed.
- 2 Have the remaining students turn to the **Tips for Effective Listening** on page 1 in their workbooks. Have a volunteer read each tip out loud.
- 3 Explain that you are going to do a demonstration to show the importance of effective listening. Write the following guidelines on the board and go over each one:
  - Remain quiet during the demonstration.
  - Do not talk to or coach the volunteers.
  - Pay attention to everything during the demonstration.
  - Notice what is helping and what is preventing effective listening in this demonstration.

Have the class turn to the **Listening Paragraph** on page 2 in their workbooks. Tell them you will be reading the paragraph to the first volunteer. Ask them to watch the demonstration carefully and to list under the headings anything they notice that either helps or prevents effective listening.

### Objective

To motivate students to listen during the program by teaching effective listening skills.



### Time

15 minutes

### Method

Demonstration,  
Discussion

## Activity

# 2

(continued)



### Teacher Note

This is a form of the "telephone game" where a message is passed along.

By the end, the message will probably have changed a lot, and it will be obvious to everyone. Keep the focus on the reasons for its change, to help students observe the obstacles to effective listening.

- 4 Have the "door person" call in one of the volunteers. Thank the volunteer for completing the **Memory Quiz** and collect it. Ask the volunteer to stand in front of the room and listen carefully to the following message. Explain that he/she will repeat the message to the next volunteer.

Read the message:

"Most people know that using tobacco products is bad for them. But people still have different reasons they start using tobacco. Frankie started smoking because he felt he had to smoke in order to be liked by his friends. He allowed peer pressure to influence him. Lucy started smoking because of the social image, the mature look she felt cigarettes would give her. Dave started chewing tobacco because his friends told him it was a safe alternative to smoking. He didn't know about the dangerous physical consequences of using smokeless tobacco."

- 5 Have the "door person" call the next volunteer into the room. Have the first volunteer repeat the message to the second volunteer.

Encourage the volunteers to do their best without giving them any hints. If students hesitate or are unsure when repeating the message, prompt them with statements such as:

"It's OK. Do your best."

"I can't help you, but keep trying."

"You're doing great."

"Is there anything else you remember?"

- 6 After volunteer 2 has passed the message to volunteer 3, have 1 and 2 return to their seats. Ask volunteer 3 to repeat the message to the class while you write the key points on the board.
- 7 Have the last volunteer sit down. Applaud and thank the volunteers for participating and for being such good sports.
- 8 Ask the volunteers to turn to the **Listening Paragraph** on page 2 in their workbooks. Ask someone in the class to tell the volunteers what happened while they were out of the room and to read the message aloud.

**9** Ask the class the following questions, being sure students bring up the points listed for each question. Write their answers on the board or newsprint.

- What things prevent effective listening?
  - Being nervous in front of the class.
  - Noises, talking in the background.
  - Not paying close attention.
  - Being distracted by other things or people.
- What helps effective listening?
  - Looking at the person who's speaking.
  - Paying attention to the person who's speaking.
  - Asking questions to clarify the message.
- What are some reasons a message can change?
  - The message may be very long and difficult to hear or remember.
  - Sometimes people hear what they want to hear.
  - Sometimes people don't pay attention.
  - Sometimes people want the message to be more interesting than it is.
  - Sometimes people are too nervous to listen carefully.
- Why do people sometimes have trouble listening to each other?
  - The reasons listed above.
  - They may be thinking of what they want to say.
  - Sometimes other things are going on that distract them.
- How can you tell if people are listening to you?
  - They look at your face and make eye contact.
  - They show interest in what you are saying.
  - They ask you questions.

Explain that no one would have been able to repeat the paragraph perfectly. Ask the volunteers to talk about any difficulty they noticed in giving or receiving the message.

## Activity

# 2

(continued)

**Activity****2**

(continued)

**Teacher Note**

Be sensitive to your students' cultural norms around eye contact and adapt as appropriate (e.g., emphasize showing respect for the speaker in other ways).

- 10** Mention that the **Memory Quiz** that the volunteers took was just a way of testing listening skills. Often you don't realize how little attention you are paying until someone asks you a question about it.

Point out that, with practice, listening skills can improve a great deal. Observing, looking at the speaker and paying attention help people be better listeners. Have students turn to **Tips for Effective Listening** on page 1 of the their workbooks. Go over the 6 tips again:

- Pay attention to the speaker.
- Be responsive (nod your head, etc.).
- Make eye contact with the speaker.
- Let others listen.
- Ask questions if you don't understand.
- Listen to the whole message.

- 11** Explain that you have some very important things to share with students throughout this program. This demonstration shows that if they listen carefully and pay attention they will get as much as possible out of Project TNT.

**Summarize:**

"The more you listen, the more you learn. The more you learn, the more choices you have, and the better your decisions will be."

# Tobacco Product Information and Prevalence

## Activity

# 3

## Procedure

- 1 Have students turn to the **Tobacco Products Information** sheet on page 3 in their workbooks. Read the information aloud while students read along silently.
- 2 Ask students: How many students in your class do you think have smoked cigarettes in the last 7 days? Repeat the question for smokeless tobacco.

- 3 Write on the board:

- 6 out of 100 7th graders smoked cigarettes
- 3 out of 100 7th graders used smokeless tobacco

Explain that, over the years, thousands of students have been surveyed about their tobacco use. Research has shown that approximately 6 out of 100 seventh-grade students had a cigarette in the last week and around 3 out of 100 used smokeless tobacco. In other words, approximately 2 people per classroom of 30 students smoked and 1 may have used smokeless tobacco.

Tell students that the students who participated in these surveys were also given tests to determine whether they were honest about what they reported. These tests checked their saliva and breath for nicotine use and showed that they were telling the truth about their tobacco use.

- 4 Remind students of their guesses about peer's tobacco use. (In most cases, students will overestimate the number of peers using tobacco.) Tell students that most people overestimate if they don't have the facts because:
  - When we do something, we tend to think that a lot of other people must be doing it also.

## Objective

To provide information about various types of tobacco and its uses. To discuss the actual prevalence of tobacco use among seventh graders in order to change students' perceptions of the norm.



## Time

10 Minutes

## Method

Short Lecture



**Activity****3***(continued)*

- When our friends do something we tend to think that everyone does it.
- When someone does something “different,” such as a seventh-grader using tobacco, that image stays in your mind. When you notice something different you tend to think it happens more often.
- The media, including television, movies, videos and news reports, tend to make us think that using tobacco is more prevalent (widely accepted and done) than it actually is.

**5 Summarize:**

“Some seventh graders use tobacco because they think that most people use it and they don’t want to feel left out. So if you know that the majority of people your age don’t smoke or use smokeless tobacco, you may be less likely to start.”

# The TNT Game

## Activity 4

### Procedure

- 1 Tell students they will be playing the **TNT Game** every day in Project TNT to review the material they learned. Explain that each day teams will have opportunities to score points and move around the game board.

Go over the **TNT Game Rules** on page 4 in the workbook. Have students take turns reading the rules aloud. (Be sure that the rules are posted in the front of the room and remain there throughout the 10 sessions.)

- 2 Divide the class into teams. (This will be easiest to keep track of if you put students into teams according to rows or tables. Try to have 4 to 6 teams with the same number of students on each team.)

Pass around the **TNT Teams Scoresheet** and have students put their names under the appropriate team. Collect the scoresheet and use it to record the daily score/space each team is on at the end of each day.

- 3 While the students are filling out the **TNT Teams Scoresheet**, have a volunteer collect the workbooks.

- 4 Give each team an opportunity to score on the TNT game. Ask each team one of the following questions:

- What substance does Project TNT focus on? (*tobacco*)
- What other forms of tobacco will we be talking about besides cigarettes? (*smokeless tobacco, cigars, pipe tobacco*)
- Give an example of why people have trouble listening to each other. (*distractions, not paying attention, etc.*)

### Objective

To introduce the TNT game, which will be used as a classroom management tool and to reinforce material covered in the day's activities.



### Time

10 Minutes

### Method

Game



### Teacher Note

The **TNT Teams Scoresheet** will help you remember which team each student is on. Refer to it if a student wants to move to another team, or if a new student needs to be added, to keep the number of students on each team the same.

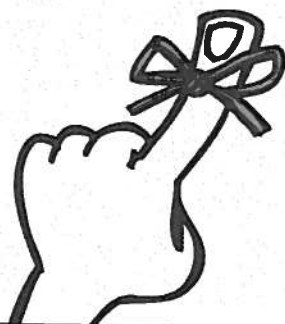
## Activity

# 4

(continued)

- Give a tip for effective listening. (*Ask questions if you don't understand, etc.*)
  - Give another tip for effective listening. (*Make eye contact, etc.*)
  - What does Project TNT stand for? (*Towards No Tobacco Use*)
- 5** Record each team's position on the **TNT Teams Scoresheet**.

# Memory Quiz



**Teacher**

**Directions:** Think about what your teacher just told you about Project TNT. Then answer these questions.

- 1 What does Project TNT stand for?
- 2 Why is your class/school doing Project TNT?
- 3 How many sessions does Project TNT have?
- 4 What substances does Project TNT cover?
- 5 What was the last thing the teacher said before you left the room?

**Student  
Workbook**

# Tips for Effective Listening

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**Pay attention.**

Concentrate on what the speaker is saying.

**Be responsive.**

Let the speaker know you are listening (nod your head, etc.).

**Make eye contact.**

Look at the person who is speaking.

**Let others listen.**

Don't distract others from listening.

**Ask questions.**

Ask the speaker to explain if you don't understand.

**Listen to the whole message.**

Don't interrupt before the speaker is finished.

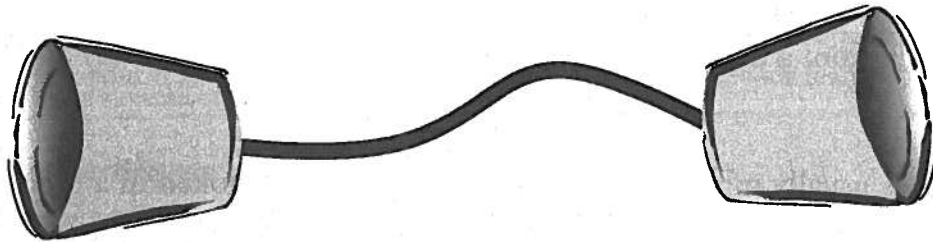


# Listening Paragraph (Demonstration)

## Student Workbook

### Message

Most people know that using tobacco products is bad for them. But people still have reasons they start using tobacco. Frankie started smoking because he felt he had to smoke in order to be liked by his friends. He allowed peer pressure to influence him. Lucy started smoking because of the social image, the mature look she felt cigarettes would give her. Dave started chewing tobacco because his friends told him it was a safe alternative to smoking. He didn't know about the dangerous physical consequences of using smokeless tobacco.



### Things That **Helped** Effective Listening

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Things That **Prevented** Effective Listening

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Workbook

# Tobacco Products Information

---

**Cigarettes** are made from a light-colored tobacco which is rolled in paper and smoked. Brands include Marlboro, Winston, Camel and Kools. Some cigarette tobacco can be found in a pouch.

**Clove cigarettes** are made with cloves as well as tobacco, but contain more tobacco than cloves. They are more expensive than regular cigarettes.

**Bidis** are thin, unfiltered cigarettes that are wrapped in brown leaves and tied with a short length of thread. They come in different flavors. Bidis have a higher percentage of nicotine than cigarettes.

**Cigars** are made from a darker tobacco wrapped in tobacco leaves. They are brown in color.

**Pipe tobacco** is usually mixed with other materials and is smoked in a pipe.

**Smokeless tobacco** is made from dark leaves and comes in 2 main forms: snuff and chewing tobacco.

**Snuff** is finely cut or powdered tobacco. There is a dry powdered form, such as Levi Garrett, and a slightly damp form called moist snuff, such as Skoal or Copenhagen.

**Chewing tobacco** is made from large pieces of a tobacco leaf and comes in 3 forms. Loose leaf comes in pouches (Red Man, Mail Pouch, or Beech-nut). Plug comes in plastic-wrapped bars (Day's Work). Twist-and-roll is twisted into a pigtail shape and comes in a wrapper (Mammoth Cave).

**The dangerous components** of cigarettes, clove cigarettes, bidis, cigars and pipe tobacco include tars and carbon monoxide gas, which are given off when the tobacco is burned. Nicotine, the substance you get addicted to, is in all forms of tobacco. It makes a person's body work harder and faster, which can cause heart disease. All cigarettes, smokeless tobacco, cigars, bidis and pipe tobacco also have huge amounts of cancer-causing materials in them that can cause cancer at places where the tobacco product comes in contact with the body.

**Student  
Workbook**

# TNT Game Rules

## Scoring

**Quiet and in seat = 1 space**

- If all of the members of your team are quiet and in their seats when the bell rings, your team will advance 1 space.

**Correctly answered game questions = 1 space**

- At the beginning and end of each session, the teacher will ask each team questions about what you are learning in class. Correct answers will advance the team marker 1 space.

**Completed and returned homework = 1 space for each team member (+ 10 extra spaces for entire team)**

- Each person who returns homework on the day it is due will advance the team marker 1 space. If everyone on your team returns the homework the day it is due, your team will move 10 extra spaces.

**All teammates participate in activity = 3 spaces**

- If all the members of your team participate in an activity and nobody is left out, the team will advance 3 spaces.

## Pits

**Talking out of turn**

- If someone on your team talks out of turn, your team's marker will fall into the previous pit.

**Disruptive behavior**

- If the teacher has to ask anyone on your team to stop doing anything disruptive, your team's marker will fall into the previous pit.

**Put-downs**

- If a team member puts down or makes fun of any classmate, your teams' marker will fall into the previous pit.

## Getting Out of the Pits

- Your team can get out of a pit by answering a question correctly when it is your team's turn.

Teacher

# TNT Teams Scoresheet

## Team "A" Students

1.
2.
3.
4.
5.
6.

## Team "B" Students

1.
2.
3.
4.
5.
6.

**\*Put the space that each team is on at the end of each day's session.**

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

## Team "C" Students

1.
2.
3.
4.
5.
6.

## Team "D" Students

1.
2.
3.
4.
5.
6.

**\*Put the space that each team is on at the end of each day's session.**

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

## Team "E" Students

1.
2.
3.
4.
5.
6.

## Team "F" Students

1.
2.
3.
4.
5.
6.

**\*Put the space that each team is on at the end of each day's session.**

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

Day 1-	Day 3-	Day 5-	Day 7-	Day 9-
Day 2-	Day 4-	Day 6-	Day 8-	Day 10-

Tally number of times around \_\_\_\_\_

# The Course & Consequences of Tobacco Use

Session

2

## Purpose

To inform students about the stages of addiction, consequences of tobacco use, and decision-making skills.

## Overview

Students learn about the stages of addiction through a demonstration that also reveals many of the consequences of tobacco use. More consequences are discussed in an activity that teaches decision-making skills.

## Getting Started

In preparation for teaching the lesson, have the following materials available:

- ☐ Student Workbooks
- ☐ Stages of Addiction Cards (10 cards, 1 per volunteer)
- ☐ **Consequences of Tobacco Use** homework (1 per student)
- ☐ **TNT Teams Scoresheet**
- ☐ TNT Game Board and Markers

## Activity

# 1

## Review of Previous Session

### Objective

To review and reinforce the previous session.



### Time

5 Minutes

### Method

Game

### Procedure

- 1 Play the TNT Game to review the previous session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.
  - What was the previous session about and what were some of the main points?
    - The importance of good listening skills.
    - Tobacco information.
    - Only a small number of seventh-grade students use tobacco.
    - People tend to overestimate use.
  - What are 2 tips for effective listening?
    - Pay attention.
    - Be responsive.
    - Make eye contact.
    - Ask questions if you don't understand.
  - What other form of tobacco will we be concentrating on besides cigarettes?
    - Smokeless tobacco.
    - Cigars and pipes.
  - How can you tell if people are listening to you?
    - They show interest.
    - They make eye contact.
    - They ask questions.
  - Why might people have trouble listening to each other?
    - Not paying attention.
    - Only hearing what they want to hear.
    - Wanting the message to be more interesting.
    - Distractions.
    - Thinking of what they are going to say.

- Why do people overestimate tobacco use?
  - They use it and think others do too.
  - They have friends who use.
  - They see a few peers doing it and think many must do it.
  - Media influences.

## Activity

# 1

(continued)



## Activity

# 2

## The Stages of Addiction

### Objective

To provide information about how people become addicted to tobacco products and identify the various consequences of tobacco use.



### Time

15 Minutes

### Method

Demonstration

### Procedure

- 1** Inform students that today they will be talking about the consequences associated with tobacco use. Have a volunteer pass out the workbooks.
- 2** Write the word **CONSEQUENCE** on the board and ask students to define it. Write the following definition: "a result of something you do." Have students turn to page 5 in their workbooks and write the definition on their **TNT Word List**.
- 3** Introduce the demonstration activity:

"Most people know that tobacco use causes diseases, but they aren't aware of all the other negative consequences associated with using tobacco. People don't think that anything bad can happen to them. They don't realize that new tobacco users can become addicted to nicotine very quickly. Soon they have a habit they cannot control. Addiction sneaks up on them, and nicotine addiction is very hard to break."

Ask for 10 volunteers to demonstrate what can happen when people use tobacco products. Hand out one of the Stages of Addiction Cards to each volunteer. Ask them to look over their cards while the rest of the class turns to **Stages of Addiction** on pages 6-8 in their workbooks. Tell the class to follow along while the volunteers read their cards.
- 4** Beginning with Card 1, have volunteers stand and read and act out their stage of use to the class, one at a time. Instruct students to pay attention to what is being said so that they can all participate in the next activity.

- 5** When all stages have been read, ask if there are any questions or comments about the stages of addiction. Summarize the stages by saying that these are the things that happen as a person becomes addicted. Stress that anyone who uses tobacco for a while will most likely become addicted, because nicotine, the drug found in tobacco, is one of the most addicting substances known.
- 6** Review some of the consequences of using tobacco that students heard about from the cards:
- Nicotine contributes to lung and heart disease.
  - First-time smokers cough a lot because the body is trying to get rid of something harmful in the lungs.
  - Along with nicotine, tobacco contains many substances that cause cancer.
  - Smoking causes wrinkles, bad breath, smelly clothes and hair.
  - Quitting a nicotine addiction is difficult. It's best to never start.

**Activity****2***(continued)*

## Activity

# 3

## Consequences & Decision Making

### Objective

To learn decision-making skills and weigh the consequences of using tobacco



### Time

10 Minutes

### Method

Discussion,  
Class Activity

### Procedure

- 1** Ask students if they have ever had to make a difficult decision. Have volunteers share their decisions and how they made them.
- 2** Have students turn to **Making a Decision** on page 9 in their workbooks. Explain that the first step in decision making is to consider the choices. The choices in this case are to use tobacco or not use tobacco.  
  
Ask the class what the consequences could be if a person decided to use tobacco. Write these responses on the board and have students list them in their workbooks. After each consequence, ask if the consequence is positive—something they would want to happen—or negative—something they would not want to happen. Have students circle the + or the - on their worksheets.  
  
Repeat this process for the choice not to use tobacco.
- 3** Add up and total the positives and negatives for each choice. Have students circle the choice that has the most positive or the least negative consequences.
- 4** **Summarize:**  
  
“Making smart, healthy decisions is important throughout your life. It’s sometimes easier to make a decision that is good for you when you can see the positives and negatives of each choice.”

# Homework: Consequences of Tobacco Use

## Activity

# 4

## Procedure

- 1 Distribute the homework **Consequences of Tobacco Use** and ask for a volunteer to read the directions aloud.
- 2 Tell students that the homework is due at the next session. Answer any questions about it, and have a volunteer collect the workbooks.

## Objective

To reinforce the information taught in the session—consequences of tobacco use, the stages of nicotine addiction, and how to make more informed decisions.



## Time

5 Minutes

## Method

Homework

## Activity 5

### Objective

To review and reinforce the material taught in today's session.



**Time**  
5 Minutes

**Method**  
Game

# Session Summary (Optional)

## Procedure

**1** Play the TNT Game to review the day's session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.

- What were the main points of today's lesson?
  - The stages of nicotine addiction.
  - The consequences of tobacco use.
  - How to make better decisions.
- What is the definition of **consequence**?
  - A result of something you do.
- Name 2 consequences of using smokeless tobacco.
  - Mouth sores.
  - Leukoplakia.
  - Oral cancer.
- Which form of tobacco is more addictive, cigarettes or smokeless tobacco?
  - They are equally addictive.
- What does it mean when someone has developed a **tolerance**?
  - It takes more and more of the substance to have the same effects.
- What does it mean when a person is going through **withdrawal**?
  - They feel uncomfortable or sick when they don't have the drug.
  - They experience symptoms such as nervousness, headaches, etc.

**2** Record each team's position on the **TNT Teams Scoresheet**.

**Student  
Workbook**

# TNT Word List

**Directions:** During Project TNT, write the definition for each word when it is discussed in class.

**Consequence** \_\_\_\_\_

\_\_\_\_\_

**Self-Esteem** \_\_\_\_\_

\_\_\_\_\_

**Peer Pressure** \_\_\_\_\_

\_\_\_\_\_

**Direct Pressure** \_\_\_\_\_

\_\_\_\_\_

**Indirect Pressure** \_\_\_\_\_

\_\_\_\_\_

**Communication** \_\_\_\_\_

\_\_\_\_\_

**Assertive** \_\_\_\_\_

\_\_\_\_\_

**Social Image** \_\_\_\_\_

\_\_\_\_\_

**Social Activism** \_\_\_\_\_

\_\_\_\_\_

Teacher

# Stages of Addiction Cards

Copy or cut and paste each stage on card stock and laminate with clear contact paper for durability. The stages could also be typed directly on 3" x 5" cards or printed on card stock.

## 1. "I represent a first-time cigarette user."

*(Cough several times as if you had just inhaled cigarette smoke.)*

"People cough when they first smoke, because coughing is the body's way of trying to get rid of something harmful in the lungs. Inside your lungs are little hairs called cilia. Their job is to get things out of the lungs that don't belong there."

## 2. "I represent a first-time smokeless tobacco chewer."

*(Pretend to chew and then act as if you are sick to your stomach and dizzy.)*

"Tobacco juices make people feel sick at first. Chewing tobacco can make you feel dizzy and nauseous."



## Teacher

(continued)

### 3. "I represent a person who's been smoking for a while."

"I no longer cough, because after someone has been smoking for a while, the cilia become paralyzed and can't do their job. The body's warning system isn't working properly. I've just begun to get into trouble with my body. I'm developing a tolerance to nicotine. This means I have to smoke more and more to feel the same effects."

*(Act like you're spraying yourself with perfume or cologne and squirting breath spray into your mouth.)*

"My friends say I smell like cigarette smoke all the time. I try to hide it with perfume, hair spray or whatever might cover up the smell. I don't really notice it, but other people sure do. I guess you just can't hide it."

### 4. "I represent a person who's becoming addicted."

"I just asked the teacher if I could be excused to go to the restroom. I wanted to go to my locker to dip some snuff. Nothing is more important to me than going to get a pinch. People will do things they normally wouldn't do, like lie or steal, because nicotine is in control at this point, and they must maintain the habit. I didn't think I could get addicted so quickly."

*(Act like you're unwrapping a piece of gum, put it in your mouth and start chewing it.)*

"My friends say the spitting is disgusting and that my breath stinks. I not only have to pay for the tobacco, but also gum and mints to cover up the bad breath. It's getting pretty expensive."

## Teacher

(continued)

### 5. "I represent a person who smokes a pack of cigarettes a day."

"The price of a pack has gone up recently, and I now spend at least \$3.70 per pack. Yesterday I figured that over the course of a year (365 days) I have spent \$1,350.50 on cigarettes. I started thinking about all the other things I could have spent my money on besides having it go up in smoke."

*(Act like you're looking in a mirror and inspecting the lines on your face.)*

"The other day I had lunch with my aunt. She's only in her thirties but I noticed wrinkles and dryness that make her look older than she is. She's been smoking since she was my age and it's really showing on her face. I guess these cigarettes cost more than just money. They make your skin look older than it really is."

### 6. "I represent a person who has been smoking for quite a while."

*(Act nervous, fidget and make your hands shake.)*

"I haven't been able to smoke a cigarette for 3 hours. I feel nervous and uncomfortable. I'm suffering from withdrawal. This isn't fun. I'd like to quit, if only I could."

**Teacher**

(continued)

**7. "I represent a person who has been using chewing tobacco for quite a while."**

"I went to the dentist a few months ago because my gums were bleeding. She told me to stop using tobacco. I tried, but after a few days I started again. I went back to see my dentist today. Now I have these white spots that are called leukoplakia. She says these spots can become cancer over time. I'm risking getting a fatal disease in order to avoid withdrawal. I think I'm too addicted to quit."

**8. "I represent a person who has been smoking for years. I had to walk fast to get here in time."**

*(Cough and act as if you are trying to catch your breath.)*

"I'm suffering from lung and breathing problems because of my years of smoking. I can't jog or play softball as well with my friends, because it becomes too hard for me to catch my breath and my heart starts pounding."

## Teacher

(continued)

### 9. "I represent the friend of someone who started dipping when he was 13."

"My friend saw friends at track using and thought it would be safer than smoking. After 5 years of dipping a can a day he got mouth cancer. The doctors had to remove almost all of his tongue and the bones in his jaw. Then the doctors told him the cancer had spread and they couldn't control it.

He died at the age of 19 from using chewing tobacco. This person was real; his name was Sean Marsee. This is a true story. People who use smokeless tobacco are 50 times more likely to die an early death."

### 10. "I represent a person who has been smoking since age 13."

*(Act like you are very weak and in a lot of pain.)*

"I thought I'd quit before I became addicted. But I couldn't stop. Now, 30 years later, I'm dying from lung cancer. It's a form of cancer that can't be cured. I always knew that smoking could knock years off my life. But I thought that would happen when I was older, not now. I don't know how long I'll live."

"I weigh only 80 pounds. I don't have enough strength to sit in a chair, and I've lost all my hair because of the medicine. The doctor told me that I probably won't live to see my son graduate from high school. I realize now that smoking not only hurt me, but that my family has suffered too from secondhand smoke."

## **Student Workbook**

*(continued)*

### **5 A person who smokes a pack of cigarettes a day:**

"The price of a pack has gone up recently, and I now spend at least \$3.70 per pack. Yesterday I figured that over the course of a year (365 days) I have spent \$1,350.50 on cigarettes. I started thinking about all the other things I could have spent my money on besides having it go up in smoke."

"The other day I had lunch with my aunt. She's only in her thirties but I noticed wrinkles and dryness that make her look older than she is. She's been smoking since she was my age and it's really showing on her face. I guess these cigarettes cost more than just money. They make your skin look older than it really is."

### **6 A person who's been smoking for quite a while:**

"I haven't been able to smoke a cigarette for 3 hours. I feel nervous and uncomfortable. I'm suffering from withdrawal. This isn't fun. I'd like to quit, if only I could."

### **7 A person who's been using chewing tobacco for quite a while:**

"I went to the dentist a few months ago because my gums were bleeding. She told me to stop using tobacco. I tried, but after a few days I started again. I went back to see my dentist today. Now I have these white spots that are called leukoplakia. She says these spots can become cancer over time. I'm risking getting a fatal disease in order to avoid withdrawal. I think I'm too addicted to quit."

### **8 A person who's been smoking for years:**

"I'm suffering from lung and breathing problems because of my years of smoking. I can't jog or play softball as well with my friends, because it becomes too hard for me to catch my breath and my heart starts pounding."

# Student Workbook

# Making a Decision

**Directions:** List the consequences of using tobacco. Circle + if the consequence is positive. Circle - if it's negative.

[illegible]

Circle the choice that has the most positive (+) consequences.

Great! You just made a decision!

## Homework 1

(continued)

Add any other consequences you can think of:

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Tobacco addiction is tricky. You don't realize it's happening to you. You begin to develop a tolerance and if you can't get tobacco you have withdrawal symptoms.

Some consequences happen right away—bad breath, smelly hair and clothes. Other consequences may take time to develop—lung cancer or mouth cancer. There is no cure for these diseases.



# Consequences of Tobacco Use

**Teacher**  
Homework Answer Key

**Directions:** Complete the following statements using the answers provided in the box. (Match each answer with a question.) On page 2 list any additional consequences that were discussed in class or that you can think of.

- 1 The addicting drug in tobacco is **nicotine**.
- 2 Having a habit you can't control is called **addiction**.
- 3 When a person has to use more and more tobacco to feel the same effects, this is called **tolerance**.
- 4 If users can't get tobacco, they will feel bad and have **withdrawal** symptoms such as headaches or nervousness.
- 5 A consequence is **a result of something you do**.

**Answers:** a result of something you do • addiction • nicotine • tolerance • withdrawal

The following is a list of some of the consequences of smoking and chewing tobacco. Put "S" beside any that are caused by smoking. Put "C" beside any that are caused by chewing. Put "S & C" beside any that are caused by both.

mouth sores	<u><b>S and C</b></u>	death	<u><b>S and C</b></u>
bad breath	<u><b>S and C</b></u>	coughing	<u><b>S</b></u>
shortness of breath	<u><b>S and C</b></u>	addiction	<u><b>S and C</b></u>
smelly hair	<u><b>S</b></u>	bleeding gums	<u><b>C</b></u>
lung cancer	<u><b>S</b></u>	leukoplakia	<u><b>C</b></u>
emphysema	<u><b>S</b></u>	oral cancer	<u><b>S and C</b></u>
heart disease	<u><b>S and C</b></u>	tongue cancer	<u><b>S and C</b></u>
stroke	<u><b>S and C</b></u>	yellow teeth	<u><b>S and C</b></u>
costs a lot of money	<u><b>S and C</b></u>	smelly clothes	<u><b>S</b></u>

# Self-Esteem

## Purpose

To improve self-esteem so students feel more empowered to resist peer pressure.

## Overview

Students learn ways to boost their self-esteem and focus on their own positive qualities, through discussion, group activities and affirmations.

## Getting Started

In preparation for teaching this lesson, have the following materials available:

- ☐ Student Workbooks
- ☐ **Feeling Good About Myself** homework (1 per student)
- ☐ **TNT Teams Scoresheet**
- ☐ TNT Game Board and Markers

- 2** Review the homework. Ask the class: What was the purpose of the homework? *(to learn about the consequences of using tobacco, the stages of addiction and how tobacco use affects you and the people around you)*

Ask for volunteers to share their responses to the homework.

- 3** Collect the homework and move each team's marker the appropriate number of spaces for homework turned in.

## Activity

# 1

*(continued)*



### Teacher Note

If no one volunteers, quickly go over the homework to provide the correct answers.

Ask the class if that was conceited (bragging) or confident.

- In a normal tone say: "I like my new hair style."

Ask the class if that was bragging or confident.

Explain that the difference is one of attitude—that it's not so much what you say as how you say it. Conceited people act as if they are better than everyone else and speak with a superior tone. Confident people talk positively about themselves in a tone that doesn't sound like bragging.

- 4 Explain that we often see good qualities in others but overlook them in ourselves. That's why it's often easier to give compliments than receive them.

Ask students: "Why is it that people see good in others yet often find it hard to see the same qualities within themselves?"

Be sure they mention the following 2 points:

- People don't want others to think they are conceited.
- Sometimes people's self-esteem is low and they think that other people are better, stronger, smarter, etc.

Explain that recognizing and accepting your strengths is a good way to build good or high self-esteem. The higher a person's self-esteem is, the healthier his or her choices are.

Stress that acknowledging or stating your good qualities does not mean you are conceited. It shows that you think enough of yourself to realize that you have good qualities to share that can be appreciated by others.

- 5 Tell students they will be doing an activity to build self-esteem. Have them turn to **Building Self-Esteem** on page 11 in their workbooks. Ask a volunteer to read the directions and allow 3–4 minutes for students to list their positive qualities. Remind them that they can only put good things on the list, nothing negative!

Provide some examples by listing a few positive qualities about yourself on the board, e.g., I'm a loyal friend, I'm good at writing poetry, etc.

If any students are having difficulty writing down their qualities, provide some simple prompts:

- Have you won an award or gotten a good grade on homework or a special project?

## Activity

# 2

(continued)

Explain that students are going to play a game called "Pass a Compliment." Starting at one end of the room, each student will give a compliment to another.

The first student will turn to the next student and say something positive such as, "You are friendly; you are smart; you're a good listener; etc.," and so on, until everyone has given and received a compliment. (Have the last student pass to the first so that everyone is included.)

- 9** After the game, ask students how they feel after writing and hearing positive things about themselves.

**10 Summarize:**

"Having high self-esteem makes you feel good about yourself. When you feel good about yourself it's easier to stand up for yourself and handle difficult situations.

"The nice things you said about yourself today can help you feel better about who you are. Then you will be better able to handle stressful situations, especially situations where someone is pressuring you to do something you don't want to do.

"When you feel good about yourself, you make healthier choices, such as saying no to tobacco use."

## **Activity**

# **2**

*(continued)*

# Session Summary (Optional)

## Activity

# 4

## Procedure

- 1 Play the TNT Game to review the day's session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.
  - What were the main points of today's lesson?
    - You can build self-esteem by writing, saying and listening to positive things about yourself.
  - What is the definition of **self-esteem**?
    - Liking and respecting yourself, being proud of who you are and what you do.
  - Why is it important to have high self-esteem?
    - To have the confidence to make healthier choices.
  - What is the difference between being conceited and being confident?
    - Conceited people think too much of themselves—they brag. Confident people recognize their strengths without bragging about them.
  - How can you improve your self-esteem?
    - Think about your good qualities, write down good qualities, etc.
  - What was one of the compliments passed from one student to another?
    - Any compliment made during the Pass a Compliment game.
- 2 Compliment the class! Move each team 3 spaces on the game board since everyone participated in the Pass a Compliment Game.
- 3 Record each team's position on the **TNT Teams Scoresheet**.

## Objective

To review and reinforce the material taught in today's session.



## Time

5 Minutes

## Method

Game

**Student  
Workbook**

# I'm Special

**Directions:** Read the statements, then list important qualities about yourself.

## Statements to Raise My Self-Esteem:

***"I like myself."***

*"I am growing up and  
my life is getting better."*

*"It's not important that everyone like me  
(we're all too different for everyone to like us)."*

***"There are many things I can do well."***

### My Special Self:

**1** Special ability or talent:

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---

**2** Special achievement:

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---

**3** Positive way I treat others:

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---

**4** Positive physical feature or characteristic:

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---

**5** Another way I'm special:

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# Being True to Yourself & Changing Negative Thoughts

(Ingratiation Theory & Cognitive Restructuring)

## Purpose

To motivate students to resist compliance with behaviors that aren't healthy, such as tobacco use.

## Overview

Through group discussion and worksheets, students learn techniques to help them be true to themselves and not be pressured to do things they may not want to do.

## Getting Started

In preparation for teaching this lesson, have the following materials available:

- ☐ Student Workbooks
- ☐ TNT Teams Scoresheet
- ☐ TNT Game Board and Markers

- 2** Review the homework. Ask the class: What was the purpose of the homework? *(to feel good about yourself so you can make healthier choices)*

Ask for volunteers to share their responses to the homework. If no one volunteers, call on a few students who you know have high self-esteem and might be willing to share if called upon.

- 3** Compliment students on doing their homework and taking the time to focus on their own positive qualities. Collect the homework and move each team's marker the appropriate number of spaces for homework turned in.

**Activity****1***(continued)*

- 5** Ask students: "Other than tobacco (or other drugs) what are everyday things that could involve indirect pressure?"

Give the following example:

"Your friends may influence you to wear a certain type of clothing, listen to music they like, or smoke cigarettes or chew tobacco. They may not say anything (indirect), but you believe you need to act in a certain way in order to be liked and accepted by them. This is when you are experiencing peer pressure.

- 6** Explain that people don't always have to go along or agree with others to be liked or accepted. To illustrate this, read the following story:

"Brian, Nia and José are at a mall. They are eating ice cream cones as they window shop. Nia says: 'I like that sweater in the window. Blue is my favorite color. Chocolate ice cream is the best. It's the only flavor worth eating.' Brian says, 'I agree with you about all those things, I like them too.'"

Write on the board: **BRIAN AGREES WITH EVERYTHING.**

Continue with the story:

"José says, 'I like the sweater too, and I think blue is a nice color. But I don't like chocolate ice cream. Vanilla is my favorite.'"

Write on the board: **JOSÉ AGREES WITH SOME THINGS.**

- 7** Tell the class: "Brian agrees with everything. He does everything Nia wants to do. José agrees with some things, but has his own opinion about others." Ask students which of the boys they would rather hang out with and why.

Explain: "We don't know too much about Brian, Nia and José, but we do know that José has his own opinions and is not afraid to disagree. Brian, deep down inside, might really have another opinion and might just be afraid to be different."

Write on the board:

**JOSÉ ISN'T AFRAID TO SAY WHAT HE FEELS, EVEN IF IT'S DIFFERENT.**

**BRIAN AGREES ALL THE TIME.**

Ask students what they think about a person like Brian who agrees with everything all the time. Explain that someone like this can be referred to as a "yes person."

## Activity

# 2

(continued)

# Changing Your Thoughts (Cognitive Restructuring)

## Activity 3

### Procedure

- 1 Explain that not only will students be liked and respected more if they have their own opinions, but sometimes the fear of rejection (not being liked) can be more in a person's head than a reality. One way of dealing with negative thoughts about a situation is by "thought changing."

Explain that there are 2 steps to thought changing. Write on the board:

#### THOUGHT CHANGING

1. Recognize your first thought.
2. Create positive thoughts.

- 2 Have students turn to **What's in My Head?** on pages 14-15 in their workbooks. Instruct them to keep the book open to page 14 but to turn it face down.

Ask students to close their eyes and imagine this situation: "You and a friend are walking home from school. Your friend turns to you and offers you a cigarette. You say NO."

Tell students to turn over their workbooks to Cartoon 1 on page 14 and to write down what they think the friend is thinking about them because they said NO. They should write the first thing that comes to mind. Give students 30-40 seconds to fill in the thought bubble.

- 3 Ask students to raise their hands if what they wrote was something that seems negative (e.g., "you chicken," "you wimp," "you're such a baby"). Have some of these students read their thought bubbles. Mention that often people tend to think the worst when they're not sure about something. (For example, going to the dentist often seems worse when you imagine it, when in reality it's not that bad.)

### Objective

To teach students a technique for reducing their perceived fear of rejection.



### Time

10 Minutes

### Method

Short Lecture,  
Discussion



### Teacher Note

Cognitive restructuring teaches students how to change their thoughts so that the perceived outcome is not threatening.

Students will learn how to feel more empowered to make healthy choices and still feel accepted.

# Session Summary (Optional)

## Activity 4

### Procedure

- 1 Play the TNT Game to review the day's session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.
  - What were the main points of today's session?
    - You can disagree and still be liked and accepted.
    - You can change your negative thoughts to positive ones.
  - Is your first thought about a situation always the best and why?
    - Sometimes people think the worst because fears and negative thoughts get in the way.
  - What are the steps in changing your thoughts about a situation?
    - Recognize your first thought.
    - Create positive thoughts.
  - What is the definition of **peer pressure**?
    - Influence by people your own age.
  - Why can a person disagree with friends and still be liked?
    - They will think of you as honest and more true to yourself.
  - Why is it important to change your thoughts about a situation from negative to positive?
    - So you realize it's not so bad that you can't handle it.
- 2 Ask if students have any questions about today's session.
- 3 Record each team's position on the **TNT Teams Scoresheet**.

### Objective

To review and reinforce the material taught in today's session.



### Time

5 Minutes

### Method

Game

# Effective Communication

## Purpose

To improve communication skills so students can express themselves clearly, ask for what they want, and resist peer pressure.

## Overview

Students learn the necessary components of effective communication through discussion, roleplays and worksheets.

## Getting Started

In preparation for teaching this lesson, have the following materials available:

- ☐ Emotion Cards (Write the words ANGRY, SAD, HAPPY and AFRAID on 3" x 5" index cards, 1 word per card. Laminate with clear contact paper for durability.)
- ☐ Student Workbooks
- ☐ **Interviewing a Tobacco User** homework
- ☐ **TNT Teams Scoresheet**
- ☐ TNT Game Board and Markers

# Effective Communication

## Activity

# 2

### Procedure

- 1 Explain that today students are going to be discussing the 3 parts of effective communication. Understanding all the parts and how they work together makes communication more effective.

Part 1 is verbal and nonverbal communication; Part 2 is observation skills; and Part 3 is open-ended questions.

- 2 Write COMMUNICATION on the board and have students define it. Write the following definition: "sending and receiving messages." Tell students we want to communicate with other people in order to learn about them, understand them and express our own feelings, ideas, needs and opinions.

Have students turn to page 5 in their workbooks and write the definition on their TNT Word List.

### Part 1: Verbal and Nonverbal Communication

- 3 Explain that the goal of communication is to send a message so that it is understood as you intended. Speakers need to be as clear as possible with the message they are trying to send—**verbal must match nonverbal**.

Example: "If I say I'm really happy, but am speaking slowly and frowning, you won't receive the intended message." (*Demonstrate by saying that you're happy while frowning.*)

Explain that people send messages both verbally and nonverbally. Verbal communication refers to the words used and the tone and intensity of someone's voice. Nonverbal refers to body language, such as eye contact, body position or facial expressions.

Write on the board: VERBAL + NONVERBAL + OBSERVATION = EFFECTIVE COMMUNICATION.

### Objective

To provide knowledge about 3 components of effective communication so students can learn how to express themselves more clearly, get their needs met and resist peer pressure.



### Time

30 Minutes

### Method

Discussion,  
Demonstration,  
Roleplay



## Activity 2 (continued)

Demonstrate observation skills by telling the volunteer the following:

"There are many different reasons a person might begin to use tobacco. Frankie started smoking because he felt he had to smoke in order to be liked by his friends. He allowed peer pressure to influence him."

Stop and ask the volunteer:

- Is everything clear?
- Is there anything you don't understand?
- Do you have any questions?

Continue with the story:

"Lucy started smoking because of the social image, the mature look she felt cigarettes would give her. Dave started chewing tobacco because his friends told him it was a safe alternative to smoking. He didn't know about the dangerous physical consequences of using smokeless tobacco."

Repeat the questions at the end of the story:

- Is everything clear?
- Is there anything you don't understand?
- Do you have any questions?

- 8 Process the demonstration by explaining that for effective communication to take place, speakers have to be aware of what they say, how they say it and the message their body language is sending. They also have to observe the listener to see if she or he is understanding the message.

The listener has to be an active listener, observing the speaker, asking questions if necessary, and paying attention to what is being said and how it is being communicated.

- 9 Ask students how they can make sure a message was understood. Generate the following responses and write them on the board. Have students write them under "Observe and Listen" on page 17 in their workbooks.

- Observe reactions to be sure the listener understands.
- Ask questions to be sure the listener understands.



## Activity

# 2

(continued)



### Teacher Note

Keep the roleplay short, about 30 seconds.

- Listen to questions to be sure the listener understands.
- Restate what you said in a different way until you are understood.

Explain that effective communication means making sure your message is understood. Stress that speakers' words should match their body language, and that they should observe the other person to be sure the message is being understood.

### Part 3: Open-Ended Questions

- 10** Tell students that a very helpful tip for effective communication is using open-ended questions. Write **OPEN-ENDED QUESTIONS** on the board and ask students to define it. Write the following definition: "questions requiring more than a 1-word response."

*Example:* What was funny about the movie you saw last night?

*Not:* Was the movie you saw last night funny?

Explain that the open-ended question gets more information, while the other (close-ended) may only get a 1-word answer.

Have students write the definition and examples under "Open-Ended Questions" on page 17 in their workbooks.

Explain that questions that get 1-word responses often don't get you enough information to keep a conversation going. However, questions that require more than simple 1-word answers give you an opportunity to keep the conversation going and get more details.

Asking open-ended questions helps you get more information and learn more about others, so you can look for things you may have in common.

- 11** Ask for a volunteer to roleplay using open-ended questions.

#### Roleplay:

*Situation:* You are standing in line at the movies, trying to decide which film to see. A friend from school is coming out of the theater. You want to know what he/she thought of the movie.

Teacher: "Hi, I noticed you just saw (*name a current movie*). What did you think about it?"

Student: "I thought it was fantastic."

Teacher: "What made it fantastic?"

Provide feedback about your communication (e.g., "Notice that I asked open-ended questions, smiled and looked the person in the eye.")

- 12** Ask for 2 volunteers to start a conversation using open-ended questions in a roleplay. Remind them to use effective communication skills. Set the stage for the roleplay:

"You're at a party and you notice someone new and different. You would like to get to know him. Ask open-ended questions."

After the students have roleplayed, process by making suggestions about changes the students can make (e.g., look at the person directly, make eye contact, etc.). Have the students repeat the roleplay incorporating the suggestions.

**13 Summarize:**

"Open-ended questions help you learn more about others. When you get more information it's easier to discover things you have in common. The more information you have, the better the choices and decisions you can make.

"Remember:

- Open-ended questions get more information. More information allows you to make better decisions.
- Good communication skills help you be more successful in school and in life.
- Communication skills allow you to have conversations about things you want to talk about. If tobacco use comes up, you can use these skills to change the subject and find other things you might have in common.
- The more you practice these skills, the more confident you'll feel to express your true self and say no to things you don't want to do, such as smoking or chewing tobacco."

**Activity**  
**2**  
(continued)

## Activity 3

### Objective

To practice communication skills while getting more insight into the problems of tobacco use and how difficult it is to stop using.



### Time

5 Minutes

### Method

Short Lecture

# Homework: Interviewing a Tobacco User

## Procedure

- 1 Distribute the homework **Interviewing a Tobacco User**. Read the directions to students and remind them that it is due at the next session.

Tell students that you prefer they interview someone they know and that they should try to use the communication skills they discussed today:

- Match verbal and nonverbal messages.
- Observe the person you're talking with to see if he or she is understanding your messages.
- Ask open-ended questions to get more information.

- 2 Ask if students have any questions. Have a volunteer collect the workbooks.

# Session Summary (Optional)

## Activity

# 4

## Procedure

- 1** Play the TNT Game to review the day's session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.

- What were the main points of today's lesson?
  - Effective communication skills.
  - Open-ended questions.
  - How communication skills help you get more information so you can make better choices.
- What is the definition of **communication**?
  - Sending and receiving messages.
- What is the purpose of communication?
  - To send and receive messages that others can understand.
  - To get information about people and things.
- What does "verbal must match nonverbal" mean?
  - The body language you use should have the same meaning as the words.
- What is an open-ended question?
  - A question that requires more than a 1-word answer.
- What is the purpose of observing the person you're communicating with?
  - To be sure he or she understands your message.

- 2** Record each team's position on the **TNT Teams Scoresheet**.

## Objective

To review and reinforce the material taught in today's session.



## Time

5 Minutes

## Method

Game

**Student  
Workbook**

# Understanding Each Other

**Directions:** Write down the examples discussed in class.

**Verbal**—the words you use and the tone of voice.

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**Nonverbal**—your actions and body language.

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**Observe and Listen**—making sure your message is understood.

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**Open-Ended Questions**—getting more information.

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Name \_\_\_\_\_  
Period \_\_\_\_\_ Team \_\_\_\_\_

Session 5 Effective Communication

# Interviewing a Tobacco User

## Homework 3

**Directions:** Interview someone 18 years old or older who uses tobacco (cigarettes, smokeless tobacco, pipe or cigars). Write their responses on the lines.

- 1 How old were you when you started using tobacco? \_\_\_\_\_
- 2 Have you noticed any of the following consequences of your tobacco use: emphysema, heart disease, stroke, chronic bronchitis, mouth problems, more facial wrinkles, bad breath or yellow teeth? \_\_\_\_\_  
\_\_\_\_\_

Are there other consequences you've experienced?  
\_\_\_\_\_  
\_\_\_\_\_

- 3 Why did you start using tobacco?  
\_\_\_\_\_  
\_\_\_\_\_

- 4 Which of these things influenced you to start using tobacco?

A. I thought everyone was using it.

B. I thought it would be fun to use.

C. I thought it would give me a certain "social image" (a way I could appear to others, such as looking glamorous, "macho," older, sexy, etc.)

D. I thought people would accept me or like me.

- 5 What advice would you give me about using tobacco?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Initials of the person interviewed: \_\_\_\_\_



Project TNT Teacher Guide





# Assertiveness Training & Refusal Skills

Session

6

## Purpose

To provide students with skills to refuse offers of tobacco and resist peer influences.

## Overview

Students are given various techniques to refuse and resist peer influences to use tobacco. They are taught that being assertive is the most effective way to communicate their desire not to use. Learning is achieved through discussion, demonstration and practice.

## Getting Started

In preparation for teaching this lesson, have the following materials available:

- ☐ Student Workbooks
- ☐ **Saying "NO"** homework (1 per student)
- ☐ **TNT Teams Scoresheet**
- ☐ TNT Game Board and Markers



## Activity

# 1

## Objective

To review and reinforce the previous sessions and homework.



**Time**  
10 Minutes

**Method**  
Game

# Review of Previous Session

## Procedure

- 1 Play the TNT Game to review the previous sessions. Ask each team one of the following questions and move the team marker 1 space for a correct answer.
  - What were the main points of the previous session?
    - Effective communication skills.
    - Open-ended questions.
    - How good communication skills give you more information so you can make better choices.
  - What are the steps in changing your negative thoughts about a situation?
    - Recognize your first thought.
    - Create positive thoughts.
  - Name 1 part of effective communication.
    - Matching verbal and nonverbal.
    - Observation.
    - Open-ended questions.
  - What is another part of effective communication?
    - Matching verbal and nonverbal.
    - Observation.
    - Open-ended questions.
  - What happens when verbal and nonverbal communication don't match?
    - The message isn't clear.
  - What are the differences between open-ended and close-ended questions?
    - Close-ended questions just require 1-word responses; open-ended require more than a 1-word response.

- You can get more information from an open-ended question.

**2** Review the homework. Ask the class:

- What was the purpose of the homework?
  - To practice communication skills and learn what influenced the interviewee to use tobacco.
- What did you get out of the homework assignment?
  - Learned why an adult started using tobacco and what he/she would recommend about tobacco use.

**3** Ask for volunteers to share some of the advice they received in Question 5 of the homework. Collect the homework. Move each team's marker the appropriate number of spaces for homework turned in.

**Activity**

**1**

(continued)

## Activity

# 2

## Refusal Learning

### Objective

To review peer pressure (direct and indirect) and learn alternative ways to say no to offers of tobacco, including assertive refusal and avoiding and/or escaping the situation.



### Time

30 Minutes

### Method

Discussion,  
Demonstration

### Procedure

- 1 Introduce the lesson:

"Most people don't use tobacco. Tobacco use is not acceptable behavior in many parts of society anymore and it's harmful to your health. Approximately 98% of teens your age agree.

"However, once in a while you may experience pressure to use tobacco. Today you'll learn ways to refuse or avoid peer pressure to use tobacco. You can apply these same skills anytime you get pressure from peers to do something you don't want to do."

- 2 Write PEER PRESSURE on the board and ask students if they remember the definition (*influence or persuasion by people your own age*).

Under PEER PRESSURE write DIRECT PRESSURE. Ask students to remember the definition from Session 4. Write the definition: "an actual offer."

Demonstrate direct verbal and nonverbal offers:

- "How about a cigarette?"
- Hand someone a (prop) "cigarette" without saying anything.

Then write INDIRECT PRESSURE and ask students what it means. Write the definition: "no actual offer but you feel pressure to use in order to fit in, to be liked or accepted."

Ask for examples of indirect pressure. (Example: You're at a friend's house and everyone is smoking. No one offers you a cigarette but you still feel you have to smoke to fit in.)

## Part 1: Avoiding and Escaping the Situation

- 3** Explain that one way to deal with peer pressure is to **avoid** the situation. This means that you do not enter the situation at all and don't risk being pressured. Give the following example:

"You're invited to a friend's house and you find out that some of the people there will be smoking. You tell your friend that you can't come now, but will see him/her another day."

Write **AVOID THE SITUATION** on the board. Ask students for another example of avoiding a situation where tobacco use is happening. Write the following points on the board:

- Know when and where a pressure situation may come up (e.g., kids smoking at the mall).
- Think of the alternatives to avoid the situation (e.g., go another time, stay away from where they're smoking, etc.).
- Take action. Follow through with one of your alternatives.

- 4** Explain that at times a person may not be able to avoid a situation. Then the best thing to do is to **escape** as soon as you can. Give the following example:

"You are at a party and people are passing a cigarette around. You walk away from that group and go to a different room, or leave the party, giving an excuse, such as being expected home by a certain time."

## Part 2: Assertive Refusals

- 5** Inform students that there are times when a person can't avoid a situation or escape from pressure. A way to deal with those situations is to use **refusal techniques**, different ways to say "no." But to say no effectively you have to know how.

Explain that responses to pressure usually fall into 3 categories: **PASSIVE**, **AGGRESSIVE** and **ASSERTIVE**. Write these on the board.

## Activity

# 2

(continued)

## Activity

# 2

(continued)



### Teacher Note

Make sure you pick a strong, confident student to help you demonstrate an aggressive response. Let this student know that your response will be strong, but you don't mean it, you're just demonstrating aggression to the class.



### Teacher Note

Be sensitive to cultural norms around eye contact and adapt the assertive criteria as appropriate for your students.

- 6** Ask students to turn to the **Response Matrix** on page 19 in their workbooks. Explain that the first response to discuss is the **passive** response, where people have a hard time standing up for what they want. Have a student read how a passive response would look and sound.

Demonstrate a passive response. Ask a student to come to the front of the class and offer you tobacco. Tell the student to be very persistent. Give a passive response to the offer to smoke: "Um...no, not right now." or "I don't know." (Look and sound uncertain and afraid.)

Emphasize that you didn't look or sound like you meant what you were saying, so you could be talked into doing things you don't want to do.

- 7** Explain that another response is the **aggressive** response. This may get you what you want, but it may offend or make others angry. Have a student read how an aggressive response looks and sounds.

Demonstrate an aggressive response. Have a student offer you tobacco and be persistent about it. Give an aggressive response. Look and sound angry, speak loudly, look the student in the eye and lean forward, saying, "No, I don't want a cigarette. And don't ask me again!"

Explain that when people are aggressive they look angry, tense, stare you down and might look as if they're ready to strike. They also:

- hurt or offend people
- are pushy
- often are not liked by others

- 8** Explain that another approach is the **assertive** response, where people express what they want without hurting the feelings of the other person. Have a student read how an assertive response looks and sounds.

Demonstrate an assertive response. Have a student offer you tobacco. Give an assertive response. Look and sound confident, stand straight, be pleasant but certain as you say, "No, I don't smoke."



- 9** Write the definition of **ASSERTIVE** on the board: "expressing what you want without hurting others' feelings." Have students turn to page 5 in their workbooks and write the definition on their **TNT Word List**. Ask students why this would be the best way to respond.

Explain that being assertive is the most effective way to deal with pressure. It's not always easy, but when you respond assertively you are clear and you decrease the chance of conflict.

Stress that, while there may be times when other approaches work, being assertive is best overall because it allows you to be true to yourself while respecting others. It helps you make and keep friends and builds relationships based on respect.

Have the class turn to **Being Assertive** on page 20 in their workbooks. Have a student read it aloud.

### Part 3: Practicing Assertive Refusals

- 10** Tell students that each of them will have an opportunity to practice saying no. Have students turn to **Ways to Say "NO"** on pages 21-22 in their workbooks. Have volunteers read the ways to say no.

- 11** Explain that students will now have a chance to roleplay. Instruct students to respond **assertively**, using one of the techniques just discussed.

Beginning with one side of the room, walk up to students one at a time and make a tobacco offer. Continue until all students have had a chance to refuse. Make sure students use a variety of methods for saying no. (Note: If you don't have time to complete the exercise, this would be a good review for the next lesson.)

- 12 Summarize:**

"Effectively saying no and responding to peer pressure involves being assertive, which means expressing yourself clearly without intentionally hurting others. Being assertive in how you speak and act helps you to be taken seriously. If you can't avoid or escape the situation, then refuse the offer assertively."

## Activity

# 2

(continued)

## Activity

# 3

### Objective

To review and reinforce the refusal techniques.



### Time

5 Minutes

### Method

Short Lecture

## Homework: Saying "NO"

### Procedure

- 1** Distribute the homework **Saying "NO."** Ask a volunteer to read the directions aloud.
- 2** Ask students if they have any questions about the homework or today's session. Tell them that the homework is due at the next session. Have a volunteer collect the workbooks.

# Session Summary (Optional)

## Activity 4

### Procedure

**1** Play the TNT Game to review the day's session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.

- What were the main points of today's session?
  - Being assertive.
  - Ways to say no.
  - That refusing assertively is the best way to respond to pressure.
- What is the most effective refusal response?
  - Being assertive.
- Why is an assertive response the best?
  - You express yourself without offending or hurting others' feelings.
- What problems could an aggressive response cause?
  - It could cause a fight, or hurt someone's feelings.
- What's wrong with a passive response?
  - People think they can talk you into doing things you don't want to do.
- What are 2 ways to say no that you learned about today?
  - Simple rejection—just say no.
  - Self-statement.
  - Broken record.
  - Reverse the pressure.
  - Exchange statement.
  - (See **Ways to Say "NO"** for others.)

**2** Record each team's position on the **TNT Teams Scoresheet**.

### Objective

To review and reinforce the material taught in today's session.



**Time**  
5 Minutes

**Method**  
Game



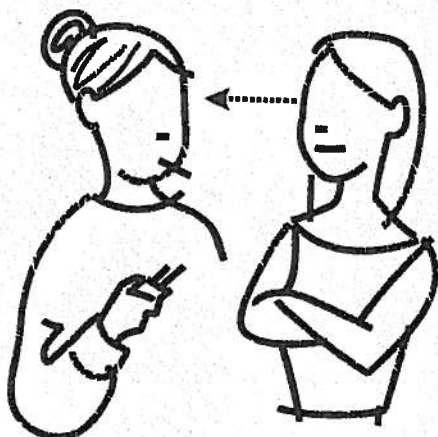
**Student  
Workbook**

# Response Matrix

	Passive	Aggressive	Assertive
<b>Voice</b> (verbal)	<ul style="list-style-type: none"> <li>■ soft</li> <li>■ shaky</li> <li>■ hesitant</li> <li>■ unsure</li> <li>■ weak</li> </ul>	<ul style="list-style-type: none"> <li>■ pushy</li> <li>■ loud</li> <li>■ angry</li> <li>■ fast</li> </ul>	<ul style="list-style-type: none"> <li>■ confident</li> <li>■ certain</li> <li>■ sure</li> <li>■ calm</li> </ul>
<b>Facial Expression</b> (nonverbal)	<ul style="list-style-type: none"> <li>■ no eye contact</li> <li>■ looks around</li> <li>■ looks down</li> </ul>	<ul style="list-style-type: none"> <li>■ staring</li> <li>■ pinched</li> <li>■ frowning</li> </ul>	<ul style="list-style-type: none"> <li>■ friendly</li> <li>■ calm</li> <li>■ eye contact</li> </ul>
<b>Body Language</b> (nonverbal)	<ul style="list-style-type: none"> <li>■ backing away</li> <li>■ slouching</li> <li>■ fidgeting</li> </ul>	<ul style="list-style-type: none"> <li>■ leaning forward</li> <li>■ invade other person's space</li> </ul>	<ul style="list-style-type: none"> <li>■ relaxed</li> <li>■ good posture</li> <li>■ standing straight (not leaning forward or invading the other's space)</li> </ul>

**Student  
Workbook**

# Being Assertive



**Have good posture and make eye contact.**

Use body language that shows you mean what you say.

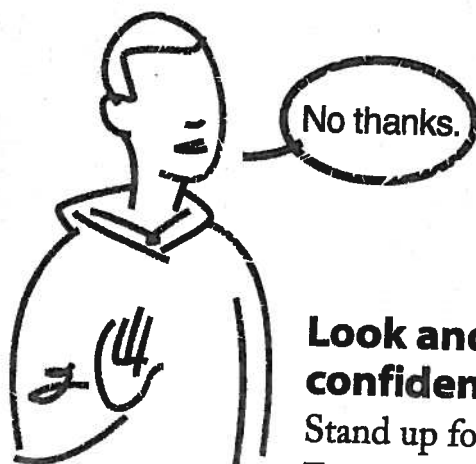
**Be friendly but firm.**

Be honest, direct and open in your communication.



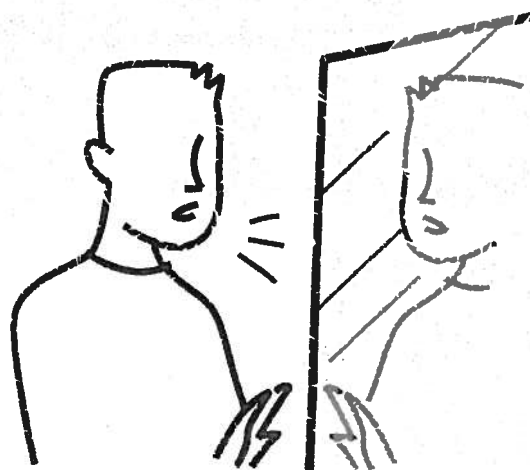
**Speak clearly.**

Use a strong, clear, confident voice.



**Look and sound confident.**

Stand up for yourself. Express yourself clearly, with good posture and a strong, clear voice.



**Keep practicing.**

The more you act and sound assertive, the better you get at it.

**Student  
Workbook**

# Ways to Say "NO"

---

## Avoid the offer

**Don't enter a situation where you may be pressured.**

## Escape the offer

### Walk away

- Leave before an offer is made.

### Give an excuse

- "I'm supposed to meet my friend."
- "See you later."
- "Gotta run."
- "I forgot my books."

### Cold shoulder

- Ignore the offer, or change the subject.
- Talk to someone else in the group.
- Walk away.

## Refuse the offer

### Simple rejection

- "No."
- "No, thanks."

### Self-statements

- "I don't smoke."
- "I have too much going for me to start this habit."
- "I'm not the type of person who smokes."

**Student  
Workbook**  
(continued)

**Consequences**

- "Smoking will give me bad breath."
- "Chew will make my teeth yellow."

**Broken record**

- "No, thanks... No, thanks... No, thanks."
- "I don't want any... I don't want any."

**Strength in numbers**

- Look for other nonusers. If confronted with an offer, stick together and use "we" statements.
- "We don't want to chew."
- "We don't smoke."

**Reversing the pressure**

- "No thanks. I thought you were my friend and my friends wouldn't want me to get into trouble."
- "Why are you picking on me?"

**Activism**

- "I don't smoke, and you shouldn't either."
- "I don't want to be around you when you're smoking."
- "You really should try to quit using snuff."

**Other statement**

- "I know you are trying to be my friend, but I don't chew."

**Exchange statement**

- "No thanks, let's go get a pizza instead."
- "I don't smoke, but if you need someone to talk to I'm always here."

**Combination**

- "I know you are trying to be my friend, but I don't smoke. How about going to get something to eat instead?"

**Be assertive when using these ways to say "NO"!**

## Homework 4

# Saying "NO"

**Directions:** Read the situation and write an example of each refusal technique.

- *Imagine the following situation:* You and a group of friends get together after school to listen to some music at someone's house. Some of the friends start smoking. One of them says, "Would you like a cigarette?"
- How would you respond using the various refusal techniques?

**Simple rejection:** \_\_\_\_\_

\_\_\_\_\_

**Self-statement:** \_\_\_\_\_

\_\_\_\_\_

**Consequences:** \_\_\_\_\_

\_\_\_\_\_

**Broken record:** \_\_\_\_\_

\_\_\_\_\_

**Cold shoulder:** \_\_\_\_\_

\_\_\_\_\_

**Reversing the pressure:** \_\_\_\_\_

\_\_\_\_\_

**Exchange statement:** \_\_\_\_\_

\_\_\_\_\_

**Combination:** \_\_\_\_\_

\_\_\_\_\_

# Assertive Refusal Skills Practice

## Purpose

To practice assertive refusal skills.

## Overview

Students review ways to say no and practice assertively refusing tobacco offers using the various techniques taught in the previous session.

## Getting Started

In preparation for teaching this lesson, have the following materials available:

- ☐ Student Workbooks
- ☐ **Technique Cards** (1 per student)
- ☐ **TNT Teams Scoresheet**
- ☐ TNT Game Board and Markers



## Activity

# 1

### Objective

To review and reinforce the previous sessions and homework.



### Time

10 Minutes

### Method

Game, Discussion

## Review of Previous Session

### Procedure

- 1 Play the TNT Game to review the previous session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.

- Give an example of a **cold shoulder** response.
- Give an example of a **simple rejection** response.
- Give an example of a **strength in numbers** response.
- Give an example of a **reversing the pressure** response.
- Give an example of an **activism** response.
- Give an example of an **exchange statement** response.

- 2 Review the homework. Ask the class: What was the purpose of the homework? (*to learn different ways to say "no"*)

Ask for volunteers to share their answers and feelings about the homework.

- 3 Collect the homework and move each teams' marker the appropriate number of spaces for homework turned in.

# Standing Up for Yourself

## Activity 2

### Procedure

- 1 Distribute the workbooks so that students can review **Being Assertive** on page 20. Have a student read it aloud. Ask if they have any questions about being assertive.
- 2 Tell students:
 

"It's important to know that the techniques you are learning during Project TNT can be used in many situations, not only situations with tobacco. These ways to say no can be used to say no to any risky behavior. When you are true to yourself and resist pressure to do something that you don't want to do, you feel good about yourself. You feel more confident each time and it often becomes easier each time you say no."
- 3 Ask students what might make it difficult for them to say no to an offer of tobacco or other pressure to do something they didn't want to do.
 

Be sure students bring up the following points:

  - Worry that people will think you're scared, a baby, uptight, etc.
  - Don't know what to do if they keep pressuring you.
  - Feel attacked or uncomfortable. Don't want to be teased.
  - Don't want to look bad in front of other friends.
  - Think everyone else is doing it.

Emphasize that often these perceptions aren't true. For example, friends and many other people will respect you more for saying no and standing up for what you believe in.

### Objective

To observe the use of assertive refusal skills.



### Time

15 Minutes

### Method

Roleplay, Discussion



### Teacher Note

The video *"Stand Up for Yourself! Peer Pressure and Drugs"* could be shown as part of this lesson. The video, used in the original Project TNT study, is available from:

Institute for Health Promotion and Disease Prevention Research  
University of Southern California  
1000 S. Fremont Ave., Unit 8  
Alhambra, CA 91803  
1-800-400-8461



**Activity****2***(continued)*

- 4** Propose the following situations to students. After each one is presented ask students to suggest ways they could say no to the offer or avoid the pressure. Then allow a few students to demonstrate their ideas by refusing when you pressure them.
- Your older sister and her friend pick you up after school. In the car, your sister's friend pulls out a pack of cigarettes. She offers one to your sister, who takes it. Then she offers one to you.
  - You're with two friends at the park. One of them says, "Hey, guess what I've got" and pulls out a can of chew. He offers some to you. You don't take it, but then he starts to make fun of you and calls you a "sissy."
  - You're at a party. One of the really popular kids from school comes over and invites you to go outside. When you go out to the porch you see a group smoking cigarettes. They offer one to you. You hesitate, but they keep pressuring you.
- 5** Discuss the roleplay by asking the following questions.
- Which techniques were used to say no?
  - How were these techniques effective?
  - Are there any questions about the techniques used to say no?

# Assertive Refusal Skills Practice

## Activity 3

### Procedure

- 1 Explain that all students are going to practice refusing tobacco offers assertively. Tell them to refer to **Ways to Say "NO"** on pages 21-22 in their workbooks, if they want to. Inform the class that by practicing how to say no assertively to peer pressure, they will be better prepared to deal with the situation when it happens. Practice makes perfect.
- 2 Give each student a **Technique Card** to use. Tell them to start thinking about a response to fit the technique on the card.  
Explain the roleplay situation.  
"You're at a party with your friends. A person you have been wanting to get to know starts talking to you and offers you a cigarette."  
Tell students that each of them will have an opportunity to say no. Remind them to be assertive. Ask the class to pay attention and notice if each student is refusing assertively.
- 3 Begin at one side of the room and make the offer to a student: "Would you like a cigarette?" Continue the process until all students have had an opportunity to refuse, using the techniques that appear on their cards.
- 4 Since there won't be time to give feedback to every student, randomly select student responses and give the following feedback:
  - Compliment the student for trying.
  - Give feedback as to how to improve if needed.
  - Give the student an opportunity to improve his/her technique if the response was weak.

### Objective

To practice assertively refusing tobacco offers in a roleplay situation.



### Time

15 Minutes

### Method

Roleplay

## Activity

# 3

(continued)

### 5 Summarize:

"You can say no not only with your words but with your body. One way to deal with peer pressure is to **avoid** the situation. If you can't avoid it, then **escape** from it as fast as you can. If you're in a situation that can't be avoided or escaped, there are many ways for you to say no assertively."

Have a volunteer collect the workbooks.

# Session Summary (Optional)

## Activity 4

### Procedure

- 1 Play the TNT Game to review the day's session. Ask each team one of the following questions and move the team marker 1 space for a correct answer.
  - Give an example of avoiding a situation where tobacco is being used.
  - Give an example of escaping a situation where tobacco is being used.
  - Give an example of the **strength in numbers** response.
  - Give an example of **reversing the pressure**.
  - Give an example of an **other statement**.
  - Give an example of an **exchange statement**.
- 2 Record each team's position on the **TNT Teams Scoresheet**.

### Objective

To review and reinforce the material taught in today's session.



**Time**  
5 Minutes

**Method**  
Game

## Teacher

# Technique Cards

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Copy or cut and paste each technique on a 3" x 5" index card and laminate with clear contact paper for durability. You will need to make enough cards for each student to have one.

**Walk away.**

**Give an excuse.**

**Teacher**  
(continued)

**Cold shoulder**

**Simple  
rejection**

**Self-statement**