- **Effective**
- **Enjoyable**
- **Easy To Teach**

LifeSkills Training provides students with the knowledge and skills that they need to:

- Say no to tobacco, alcohol, and other drugs
- Develop a positive self-image
- Think clearly and make informed decisions
- Cope with pressure from the media
- Manage anxiety
- Communicate effectively
- Build healthy relationships
- Handle social situations
- Resist peer pressures

LifeSkills Training has been selected as an exemplary, research-based prevention program by:

- American Medical Association
- American Psychological Association
- Center for Substance Abuse Prevention
- Drug Strategies, Inc
- National Centers for Disease Control
- New York State
- Office of Juvenile Justice and Delinquency Prevention
- White House Office of Drug Policy

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  LSTinfo@nhpanet.com
  www.lifeskillstraining.com

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Enrichment Activities *for*

Level 1 Middle School

ACKNOWLEDGEMENTS

NHPA wishes to acknowledge the many LST educators across the United States who have contributed ideas and suggestions of activities that engage students in learning the pro-health skills found in the LifeSkills Training Program

Edited by Alayne MacArthur

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Introduction

The Critical Teaching Skills

Experienced educators know the importance of teaching the way kids learn and research on the LifeSkills Training Program (LST) reinforces the adage that what you teach is as important as how you teach it. Effective prevention education programs change behavior as well as knowledge. LST succeeds in changing what kids think as well as what they do through the use of interactive instructional techniques.

Interactive teaching methods are those that engage students across multiple learning styles and intelligences. The specific teaching skills used in the LST Program are:

- **Facilitation**
- **Coaching**
- **Feedback**
- **The Four Open Questions**

Review these Teaching Skill Tutorials for important tips on how to use the four Critical Teaching Skills to engage your students and promote life-long healthy behavior.

Facilitation

Facilitation is a teaching method that develops cognitive skills and change. It is most often used to manage classroom discussions about a topic and includes the following steps:

1. **State the purpose of the discussion.**
   "Today we are going to talk about reasons why young people smoke."

2. **Clarify the goals of the discussion.**
   "The goal of our discussion is to learn that there are more good reasons not to smoke than there are to smoke."

3. **Stimulate and steer discussions by asking open-ended, non-intimidating questions.**
   Allow sufficient "wait time" for students to answer. "Why might people think that smoking is relaxing?" vs. "Do you think smoking is relaxing?"

4. **Correct misinformation.**
   "Many people think that cigarette smoking is relaxing but the fact is that one of the immediate effects of smoking is that it makes your heart beat faster and work harder."

5. **Keep order.**
   "Let's be sure to remember our rule that only one person speaks at a time."

6. **Give positive feedback.**
   "I like the way your group came up with so many ways that tobacco affects the heart and lungs. Good work!"

7. **Maintain comfort and monitor self-disclosure.**
   "How about if we use the phrase 'I know someone who….' when we want to give examples."

8. **Provide closure and summary. Make the teaching points for the lesson stated in the LST Teacher's Manual.**
   "What did you learn about the reasons why people smoke as a result of this discussion / activity?"

   "As we have learned, there are more good reasons not to smoke than there are to smoke."

Coaching

Coaching is a teaching method that develops both cognitive and behavioral skills. It is most often used to organize and conduct practice of new skills presented in the lesson and includes the following steps:

1. **Define the goal of the practice.**
   "Our goal is to practice the technique for deep breathing."

2. **Give explicit, step-by-step instructions of the behavior. Write the instructions and give them verbally.**

   Step 1: "Breathe in deeply for a count of four."
   Step 2: "Hold it for a count of four."
   Step 3: "Breathe out for a count of four."
   Step 4: "Repeat four – five times."

3. **Demonstrate the behavior correctly with the teacher or a student as the model.**

4. **Review the instructions.**

5. **Organize practice (in small groups, pairs, or individually).**
   "Now we are going to break up into pairs and practice this technique. Everyone get a partner."

6. **Elicit and give feedback.**
   "What did you like about the exercise?"
   "What was difficult about it?"
   "I liked that many of you closed your eyes to concentrate on your breathing."
   "How about if we try and exhale a bit slower next time we practice."

7. **Reinforce effective behavior.**
   "You did a great job expanding your lungs when you took a deep breath."

8. **Provide closure and summary.**
   "What are the four steps for the deep breathing technique?"
   "Practice this technique during the week when you find yourself in a stressful situation."

Feedback

Feedback is a teaching method used to provide students with a process for reflecting and commenting on their own work and the work of others. This is done by using senders and receivers and including the ideas of both the individual student learner, the peer group learners, and the teacher or observer. There are many different feedback models. The one presented here is called the "I like / How about" model. The steps for using this model are:

1. **Ask if the person would like some feedback.**

   Sender: "Would you like some feedback?"
   Receiver: "Yes" or "No" / "Not right now…"

2. **Proceed to gather all of the "I like" statements in the following order.**
   "I like" statements are those that describe what worked or went well.

   Student Learner: "I liked the way I used a firm voice when I said 'No.'"
   Peers: "I liked the way you smiled when you said your name."
   Teacher: "I liked how you used a specific question to avoid a misunderstanding."

3. **Proceed to gather all of the "How about" statements in the same sequence.**
   "How about" statements are those that identify something the learner would change or do differently the next time they used the skill.

   Student Learner: "How about if I use a firm voice when I say 'No.'"
   Peers: "How about if you smile when you say your name."
   Teacher: "How about if you ask a specific question to avoid a misunderstanding."

   Notice that in the order of feedback, the teacher gives his / her feedback last. Remember that the goal is to teach the peer group an appropriate way to observe, analyze, and comment on each other's thoughts, feelings, and behaviors.

4. **The proper response to both "I like" and "How about" is "Thank you". Avoid justifying or explaining.**

The Four Open Questions

The Four Open Questions are a systematic way to assess what students learned as a result of facilitation discussions and skill practice. These questions also help students develop critical thinking strategies that are important for the retention and transfer of knowledge, skills, and attitudes to real-life situations outside of the classroom.

Write these questions on a flip chart and keep them posted in your classroom as a cue to assess learning throughout each lesson.

Observe: "What did you see, hear, think, feel?"

Analyze: "What worked and why?"
"What didn't work and why?"
"Why do things like this often happen?"

Predict: "What if…."
"What could happen next?"

Suggest: "What are your suggestions?"
"What are some other choices?"
"How will you use what you learned?"

Behavioral Rehearsal

Behavioral Rehearsal is a teaching method used to organize, conduct, and process skill practice for behavior change. The goal of this teaching technique is to provide a safe environment for peer-to-peer rehearsal of health protective behaviors. The steps for conducting a behavioral rehearsal are:

1. **State the purpose and define the goal of the behavioral rehearsal.**
   "The purpose of this behavioral rehearsal is to practice one of the ways we can initiate a conversation, which is the giving and receiving of compliments."

2. **Recruit volunteer(s) to demonstrate the skill.**
   You will use techniques found in the Enrichment Activities section of this handbook to organize large group skill practice.

3. **Describe the scenario or situation. Keep it simple.**
   "You are being introduced to someone you don't know."

4. **Give explicit instructions. Be the director!**
   "Tom, I would like you to give John a compliment about his appearance. John, I would like you to respond to the compliment by simply saying 'Thank you.'"

5. **Set a time limit.**
   Demonstrations should not take more than 20 - 30 seconds.

6. **Conduct the demonstration.**

7. **Coach students if necessary by giving and eliciting suggestions and specific directions. Repeat the demonstration if necessary.**
   "Remember to look at the person when you give the compliment. Let's try it again and remember to look up at the person and smile."

8. **Bring the behavioral rehearsal to a close and process using the Four Open Questions.**

9. **Synthesize and close.**
   Identify the skill components, assess their effectiveness, summarize, and restate the goal of the behavioral rehearsal.

Methods for Grouping Learners for Facilitation Activities

There are a number of methods for grouping learners for facilitation activities. The techniques described below may be used when teachers want to provide students with opportunities to practice a skill, discuss a question, complete a task, develop team attributes, increase diversity of inter and intra personal learning experiences, manage large class sizes, or provide variety in learning activities.

Pairs

Grouping students in pairs may be accomplished by self-selection or by teacher assignment. Assignments can be made randomly or by design. If this technique is used a number of times during the activity or lesson, it is useful to have partners change so that students get the opportunity to work with a variety of ideas and personalities.

Strengths: Pairs allow one-to-one communication and are effective in building group cohesion and safety. Topics or ideas that may be difficult to discuss in large group settings may be more comfortably approached one-to-one, especially if the pair already has knowledge and ease with one another. This is a useful technique for generating initial ideas that can be shared with and developed with a large group.

Challenges: The logistics of creating pairs and reporting the ideas generated may be time consuming. In adolescent groups, where the students are not used to working in pairs or are uncomfortable with others outside of their immediate friendship group, care must be taken in creating pairs.

Small Groups

Small groups consist of a minimum of three and a maximum of six students. Like pairs, small groups increase the participation of all students by creating safe settings and greater opportunities for individual sharing.

Small Group Process

Small groups are most effective when given sufficient materials, a statement of the objective of the task, clear and simple instructions for completing the task, time limits, and member roles and responsibilities.

Materials: Sufficient quantities of materials in good, working order must be available to each group.

Clear Task Objectives and Instructions: Prepare the objective(s) and instructions for the task in writing and give a copy to each small group. Instructions should be simple and provided several times in a number of different ways, such as reading them together as a class, and again in small groups. Check for understanding of the objectives and instructions throughout the activity.

Time Limits: Time limits should be stated and several check-ins should be made during the activity. Be sure to allow enough time to complete the activity. Cues such as ringing a bell or dimming the lights to start a task or to indicate that the time limit approaches are useful in helping the group manage their work.

Roles and Responsibilities: Assigning different roles and responsibilities to each learner can help small groups stay on task. Some of the jobs that have to get done in a small group are: reading the objectives and task instructions, keeping time, recording group ideas, and reporting small group ideas to the large group. If there are materials another job is collecting and returning those.

Strengths: There are many advantages to using small groups. These include the opportunity for every learner to contribute something to the task as well as team and group building. Small groups also help to manage time as each group can examine a different part of the task, problem, or discussion question at the same time. Small groups reporting to the class allow for expression of ideas about several aspects of the task, rather than just a couple.

Challenges: Small groups can quickly get off task if the instructions and expectations aren't clear. The teacher will have to continually circulate and visit each group to re-enforce the structure of the task and the method for getting things done.

Do It Now

Do It Now is a technique for quickly and informally generating creative ideas or thoughts about a topic. *Do It Now* can be done individually, in pairs, or in small groups. This technique is also known as the Buzz Group.

Strengths: *Do It Now* is excellent for an opening or warm –up activity to stimulate discussion or skill practice. Students are simply instructed to do the activity right away with simple materials, instructions and no preparation.

Challenges: It is helpful to give short written and verbal instructions for *Do It Now* tasks. Simple instructions can be given to pairs or small groups on index cards, or written on the board or a flip chart for individual or large groups.

Enrichment Activities for the LifeSkills Training Program

The following section contains a number of enrichment activities for lessons pertaining to Level I of the LifeSkills Training Middle School program. These activities have been designed to accentuate the learning theories and practices that make the LifeSkills Training program successful in preventing and reducing health risk behaviors in adolescents.

Many of these activities have been developed by teachers who are currently teaching the LifeSkills Training Program. We hope you enjoy using these engaging and interactive activities with your students.

Please keep in mind that the activities that follow represent only a few of the many enrichments that are possible to enhance the LifeSkills Training curriculum. These activities are meant to "jump-start" your own creative ideas. These activities present options for meeting one or two of the several learning objectives for each lesson. It is important to teach the full scope and sequence of all of the learning objectives found in each lesson. At the end of this Handbook you will find guidelines for designing your own enrichment activities.

If you should have any questions regarding these activities, or if you would like us to review your activity to ensure effective fidelity modifications, please contact:

National Health Promotion Associates, Inc.
1-800-293-4969
LSTinfo@nhpanet.com

Lesson 1:

Self-Image and Self-Improvement

Activity Enrichment #1:

Carousel, Word Splash & Gallery

Learning Objectives

- Explore student self images
- Develop a definition of self-image
- Identify the sources of self-image
- Connect self-image to behavior.

Teaching Skills

- Facilitation
- Four Open Questions

Materials

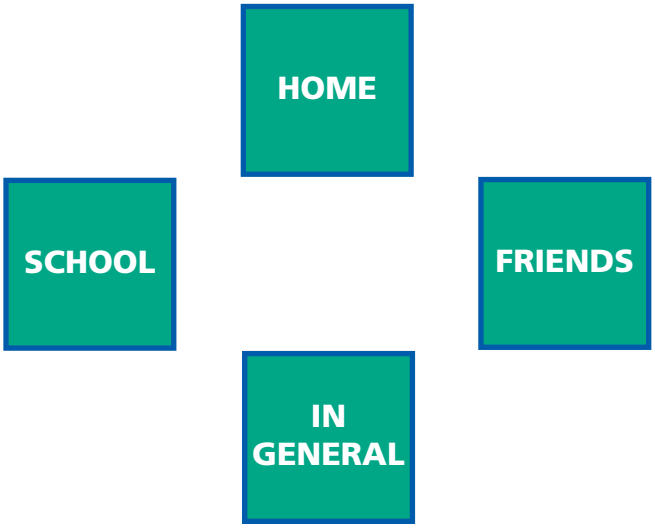
- Four sheets of newsprint
- Markers
- Old magazines
- Tape and scissors
- *LST* Level 1 Student Guide p. 12

Instructions

1. Review pp 4.1 – 4.11 in the LST Level 1 Teacher's Manual and pp 10– 15 in the LST Level 1 Student Guide.

2. State the learning objectives of the activity.

3. Post four sheets of newsprint, one each, on opposite sides of the classroom and label them as illustrated below.



4. Ask students to open their *LST* Student Guides to p. 12 and to write at least one and as many as three adjectives that they would use to describe themselves in each of the environments listed on the flip charts you have posted and described in the workbook

Hints

- Begin with having the class define "adjective" as a descriptive word.
- Give examples of both positive and challenging adjectives. For example: "At home I am very happy", or, "In school I am bored."
- Create an "adjective bank" that students can choose from.
- Have students jot down their words on scratch paper.
- Have students cut pictures or words from magazines that describe themselves in each of the environments. This option will require more time for the activity.

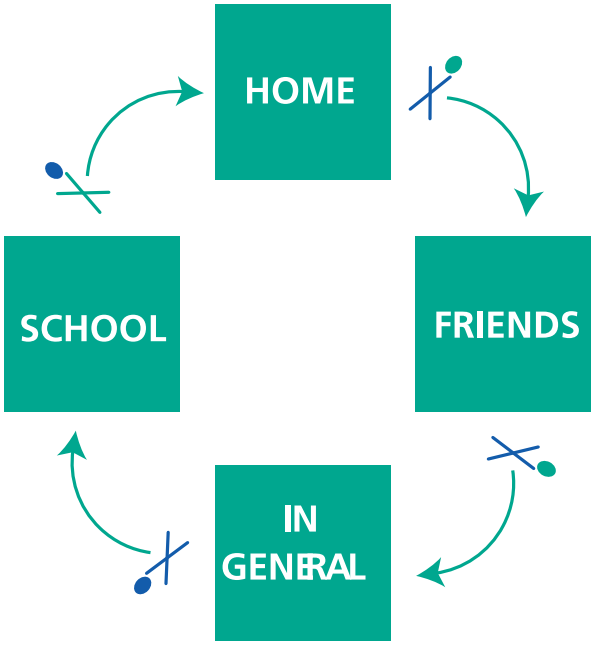
5. Instruct students to take a marker and to carousel around to each flip chart and splash (write or draw) the word (or post the magazine picture) they have chosen to describe themselves in each environment.

- The Carousel, Word Splash, Gallery technique may be used for any objective where students will generate ideas and definitions, and will be asked to compare and contrast across categories.

Hints

- Group students into four teams and have them carousel as a team.
- Give a specific start and end cue for each teams' rotation around the charts.
- Allow students to take their workbook notes with them as they carousel.

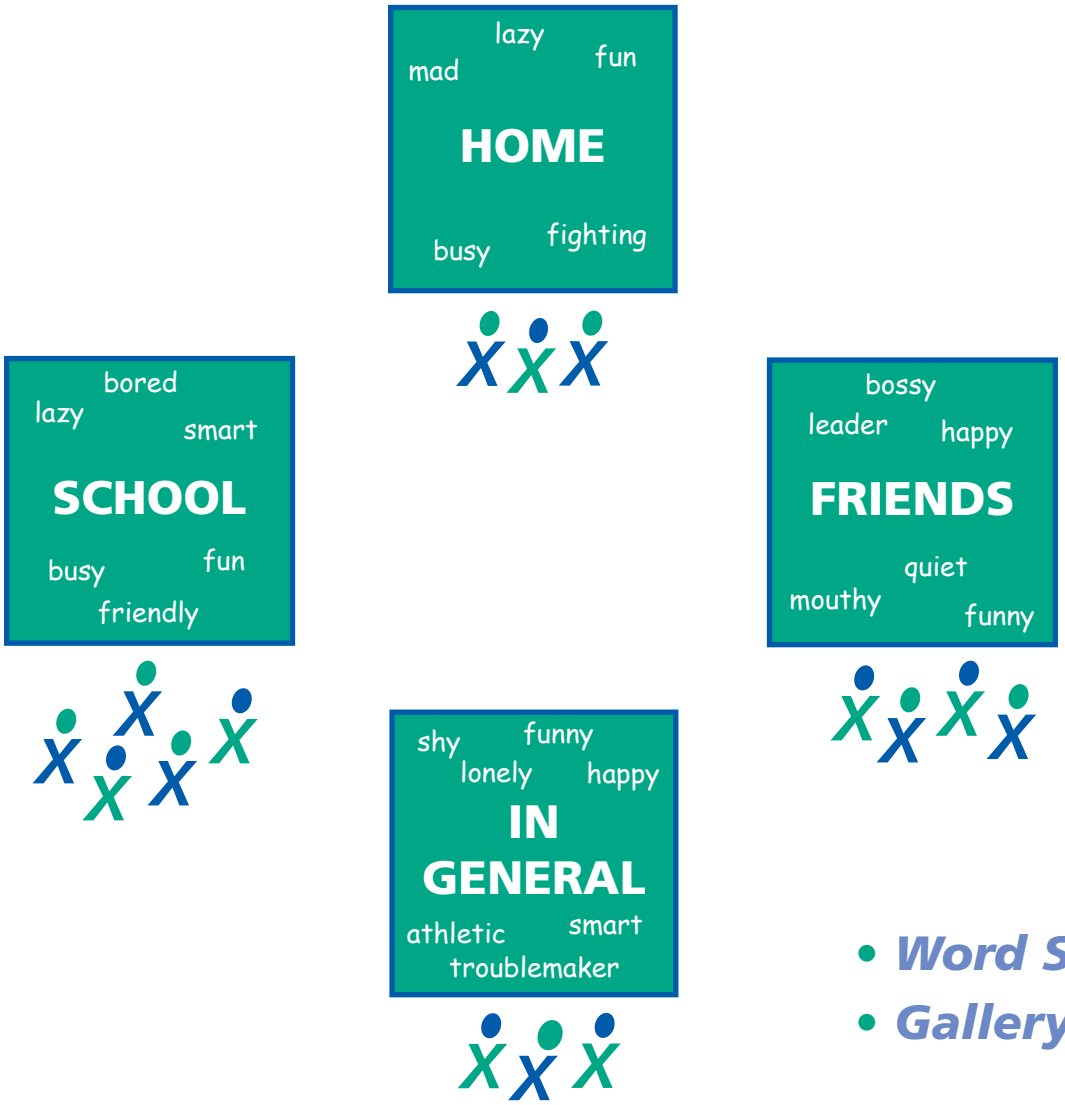
6. After everyone has had a chance to carousel around each chart and splash their adjective, instruct the students to identify which of the environments they find the most interesting and to go stand by that chart.



- ***Carousel***

7. Ask each small group of students to observe the flip chart they have in front of them as though they were in an art gallery. Instruct students to briefly discuss what they see in their small groups. The classroom will appear as follows:

8. Process the learning objectives for the activity using the Four Open Questions. Suggested process questions are provided. Use the Observe questions to process the content of each small group and then integrate the Analyze, Predict, and Suggest questions for large group learning.



- ***Word Splash***
- ***Gallery***

Four Open Questions

Observe

"Read the words on your chart."

"How would you describe these words? Are they mostly feeling words, action words, are they positive, negative? What are their characteristics?"

"What is the definition of the term 'self-image'?"

Analyze

"Why are the words on each picture different from the words on the other chart?"

"Why did you choose to stand where you stood? What interested you?"

"Are these the only words you could have chosen?"

"Where do messages about our self-image come from?"

Predict

"What if we had only posted one of these environments and not the others?"

"What if you had been limited to selecting only one word or picture?"

"What if you had the opportunity to choose as many as you wanted?"

"If you think that you are athletic, what might you do? Or if you think that you are friendly, how might you behave? On the other hand, if you struggle to get good grades, what adjective might you use to describe yourself as a student?"

Suggest

"Suggest something about yourself that you would like to change or improve. Write it down on a piece of paper."

"What are your suggestions for how to change or improve a behavior or something about your self-image?"

Points To Make

- Self-image is our mental picture of our self.
- Self-image is formed through what others think of us and our past experiences, successes and failures.
- Only a few words or adjectives probably represent a relatively small part of one's total self-image.
- Although we have a general image of ourselves, our self-images may be as numerous as our activities.
- We should never generalize from one or two bad experiences.
- How we behave is connected to our mental picture of our self.
- It is possible to change or improve our self-image and our behavior.

Lesson 2:

Making Decisions

Activity Enrichment #2:

Difficult Decision Detectives

Learning Objectives

- Demonstrate how group pressures influence decisions.
- Discuss reasons why people are influenced by others.
- Identify and examine the difference between everyday decisions and more difficult decisions.
- Identify and practice a model for making decisions.

Teaching Skills

- Facilitation
- Coaching
- Four Open Questions

Materials

- Four sheets of newsprint
- Marker

Instructions

1. Review pp 5.1 – 5.12 in the LST Level 1 Teacher's Manual and pp 16– 20 in the LST Level 1 Student Guide.

2. State the learning objectives for the activity.

3. In a large group, facilitate discussion topics Everyday Decisions, Difficult Decisions, and Making Better Decisions and Points to Make on pp 5.2 – 5.4 of the Level 1 LST Teacher's manual.

4. Divide students into eight teams and give each team a sheet of flip chart paper that has a four column chart on it as follows:

Environment Decision:			
Influences	Consider	Consequences	Choose

5. Designate each team as Home, School, Friends, or In General. Tell students that they are going to be Difficult Decision Detectives and their mystery is to:
   - Clarify the difficult decision that they have to make in the environment they have been assigned and write it at the top of the flip chart.
   - Identify and record all of the people or factors that influence that decision and list them on the chart.
   - Consider at least three possible choices they could make and the positive (+) and negative (-) consequences for each choice. List both the choice and the consequences for each choice.
   - Choose the decision that is right for them.

6. Have each group select a recorder (someone who will write for the group) and a reporter (someone who will report the small groups work to the class.) Tell students that the teams will share their results with the large group.

7. Ask for volunteer teams to post and share their solutions to their mystery.

Hints

- Smaller groups allow each student to contribute so that no one gets "lost in the crowd". Try to have no more than four students per small group.
- Prepare the flip chart sheets in advance or post an example and have each team prepare its own chart.
- Write the instructions on a flip chart so that students can see the sequence of the tasks.
- Students often want to share the recording and reporting duties.
- Before students begin the task, brainstorm a "bank" of difficult decisions for each area.
- Give time limits for each component of the task.
- In "high functioning" groups or groups that are working efficiently, this activity can be made more interactive by having the small groups rotate or "carousel" between the decision making problems so that each small group builds on the work done by the preceding group using additions and amendments to existing ideas.

Sample Completed Chart

Environment: With Friends
Decision: Going to a party where alcohol will be served.

Influences	Consider	Consequences	Choose
Best friend is going. Parents will be mad. Other friends say it is a chance to try drinking and you don't have to get drunk.	Don't go and ask friend to do something else that night. Go and don't drink. Go and only have one drink. Go to the party until drinking starts and then leave.	(+) We will stay out of trouble and have fun. (-) Friend might be mad at me or get teased by other friends. (+) Have fun with friends at party and not drink. (-) Friends could get drunk at party and act stupid or get sick. (-) If parents find out, big trouble.	Ask friends to do something else. Go to the party and leave when drinking starts.

After small group presentations are completed, process as a class using the **Four Open Questions.** Sample questions are provided.

Four Open Questions

Observe

"What happened in your small groups?"

"Which of the 3 C's was the easiest to solve? Which were the most difficult?"

"Did you influence and persuade each other?"

Analyze

"Why were some of the 3 C's easy and why were some hard?"

"Why do you think people are influenced by their peers and friends?"

"Are influences always negative? Can they also be positive?"

"How were these decisions different from the every day decisions we worked on earlier in the lesson?"

Predict

"What would happen if we had only considered one option for making our decision?"

Suggest

"Is there a difficult decision that you have to make that you can use the 3 C's to solve?"

"How could you use the 3 C's when you are making a decision with a group of friends?"

"Suggest a statement that illustrates how you would influence a friend to make a healthy choice."

Points To Make

- We make decisions everyday and some are more difficult to make than others, requiring more thought and effort.
- Our decisions are frequently influenced by friends, family, the media, and others. These influences can be healthy or unhealthy.
- Pressures from the group we belong to often influence our decisions because we want to be accepted by our peers.
- Difficult decisions can be made easier by using the 3 C's.

Lesson 3:

Smoking: Myths and Realities

Activity Enrichment #3:

The Human Bar Graph

Learning Objective

- Re-norming perceptions of the prevalence of tobacco use by teens and adults.

Teaching Skills

- Facilitation
- Four Open Questions

Materials

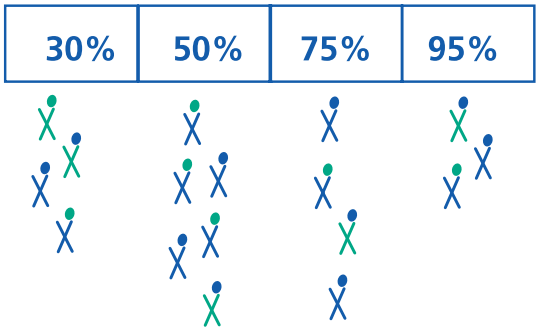
- Black/white board or wall space
- Local tobacco use data (optional)

Instructions

1. Review pp 6.1 – 6.14 in the LST Level 1 Teacher's Manual and pp 23 –27 in the LST Level 1 Student Guide.

2. State the Learning Objective for the activity.

3. Ask students to guess the percentage of teens who smoke cigarettes. Solicit responses and record in a line along the blackboard or wall as illustrated below. Combine and average estimates so that no more than three to four percentages are posted.



4. Invite students to vote for the percentage that is closest to their estimate by getting up and standing under it.

5. Tell students the actual percentage using the data provided in the LST Level Teacher's Manual or local data.

6. Process by using the Four Open Questions. Sample questions are provided.

7. Repeat steps 1 - 5 to examine the prevalence of tobacco use by adults.

8. Refer students to Worksheet 7, p. 24 of the *LST* Student Guide for additional information about the prevalence of substance abuse.

Four Open Questions

Observe

"What do you see?"

Analyze

"Were our estimates higher or lower than the actual percentage?"

"Why was our estimate different?"

"Why do we think that tobacco use is more common than it really is?"

Predict

"How might our perception of the real % of teens that use tobacco effect our decisions about using tobacco?"

Suggest

"How might you use this knowledge in your own life?"

Points To Make

- Tobacco use is not as common or prevalent as we think it is.

- Tobacco use is not popular.

Activity Enrichment #4:

Becoming Hooked Scramble

Learning Objective

To identify the steps in the process of becoming addicted to tobacco

Teaching Skill

Facilitation

Materials

Six sets of "Process of Becoming a Smoker" cards. (Cards at end of activity can be photocopied)

Hints

- Use different bright or neon colored paper for each set.
- Laminate each card in each set for longer wear.

Instructions

1 Review pp 6.1 – 6.14 in the LST Level 1 Teacher's Manual and pp 23 –27 in the LST Level 1 Student Guide.

2 State the Learning Objective for the activity.

3. Divide students into groups of four.

4. Distribute one set of "Process of Becoming a Smoker" cards to each group.

5. Ask students to unscramble the cards and put them in the order that they think are the steps for becoming a smoker. Students may not use reference materials for this task.

6. Have each group report out their sequence and post the correct sequence as stated in the LST Level 1 Teacher's Manual p 67.

7. Compare group results and process using the Four Open Questions. Sample questions are provided.

Four Open Questions

Observe

"What do you observe about how all of our groups ordered the steps?"

"Point out the similarities and differences in how our groups ordered the steps."

Analyze

"Why did you put the steps in the order that you did?"

"What is the smoking pattern of someone who just started smoking?'

"How is it different from someone who has been smoking for a while?"

Predict

"Using the steps we have described, what would happen if someone who just started smoking continued to smoke?"

"Can the process be stopped? Is it easy or hard to stop? Why?"

Suggest

"How can you stop the process of becoming a smoker?"

Points To Make

- Most smokers go through the same steps in becoming hooked on cigarettes.
- A good way to prevent becoming addicted to cigarettes is to never try them.

"Process of Becoming Hooked" Cards

Trying a few puffs on a cigarette

Smoke cigarettes on occasion with a few friends and only a few times a month.

Increase how often you smoke from a few times a month to a few times a day.

Smoke a pack or more of cigarettes every day.

Lesson 4:

Smoking and Biofeedback

Activity Enrichment #5:

Tobacco Tug of War

Learning Objective

Demonstrate the immediate effects of tobacco on the cardio respiratory system

Teaching Skill

- Facilitation
- The Four Open Questions

Materials

- 20 feet of rope
- Newsprint, markers, flipchart
- A soft ball for tossing
- *LST* Level 1 Student Guide, p. 32

Hint

- Instruct students to call the name of the person they will be tossing the ball to before they toss it and to use a soft underhand toss.

Instructions

1 Review pp 7.3 – 7.15 in the LST Level 1 Teacher's Manual and pp 29 –35 in the LST Level 1 Student Guide.

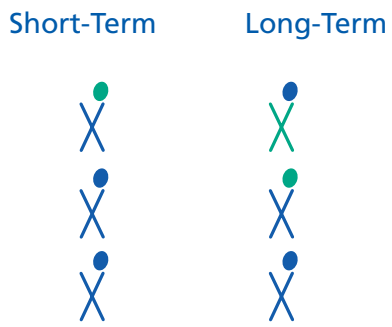
2 State the learning objective for the activity.

3. Prepare a flip chart as follows:

The Effects of Tobacco	
Short-Term or Immediate	Long-Term or Future

4. Ask students to define the phrases "short-term or immediate" and "long term or future".

5. Divide students into two teams. One team is Short-Term or Immediate Effects. The other team is Long-Term or Future Effects. Instruct the two teams to line up face to face, in parallel lines as illustrated:



6. Hand the ball to the first student on the short-term team. Each student on the short-term team will think of a short term or immediate effect of smoking on the body and each person on the long-term team will think of a long-term effect of smoking on the body. The ball will be tossed from team to team until a complete list of short and long term effects has been recorded.

7. The teacher will begin with one example of each and will record responses on the flip chart as they are generated by the students

The Effects of Tobacco	
Short-Term or Immediate	Long-Term or Future
Heart rate increases	Lung cancer
Shortness of breath	Heart attack
Bad breath	Emphysema

8. Ask students to look at their lists and identify the two major organs that are affected by both short-term and long-term smoking. Students will identify the heart and the lungs.

9. Ask students to identify ways in which we can measure how hard our hearts are working. (The correct response is by taking our pulse.) The pulse which measures heart beats per minute and tells us how hard the heart is working to pump oxygen rich blood through the circulatory system

10. Create a flip chart as follows:

Our Pulses	
Before	After

11. Tell students that they are going to learn how to take their pulse. Follow the instructions on p. 32 in the LST level 1 Student Guide and have each student take their pulse. Record each student's pulse in the "Before" column.

12. Tell students that the class is going to conduct a demonstration to illustrate the immediate effects of smoking on the heart and lungs. The name of the game is Tobacco Tug of Heart. You will need a space large enough to accommodate a game of Tug of Heart.

13. Recruit two students. One student will be Heart and the other will be Lung. Have these students hold one end of the rope.

14. Ask the remaining students to identify the element that all humans breathe and need to have to stay alive. The correct answer is oxygen. Have the student who calls it out take the other end of the rope.

Tobacco Tug of War

15. Instruct Heart and Lung and Oxygen to gently pull the rope back and forth. Ask them to describe whether the effort is easy or hard

16. Ask the remaining students to name the harmful ingredients found in tobacco. As each ingredient is called out have that student take a place on the end of the rope ahead of Oxygen. Instruct the students to pull and at each addition, ask Heart and Lung to assess the difficulty of the effort.

17. Continue until the class has exhausted all of its knowledge about the harmful ingredients in tobacco. The rope will appear as follows:

O2, Tar, Nicotine, CO2, Ammonia, etc. Heart& Lung

18. Ask students to drop the rope and to quickly find their pulse. Have students re-take their pulse following the instructions given in step #10 record all pulses in the after column of the Our Pulse Rates Flip Chart.

Our Pulse Rates		
	Before	After
Jane	62	79
Bob	78	107
Sara	84	110
Frank	68	99

19. Process for learning using the Four Open Questions. Sample process questions are provided.

Hints

- Pulse rate can be increased by involving the large muscle groups of the legs. For a more dramatic effect, try placing the rope on the ground and having the Oxygen vs. Tobacco chemical teams sway it back and forth while Heart/Lung jump over the rope. Keeping the rope on the ground is a safe variation of jump rope.

Four Open Questions

Observe

"What happened to our pulse rates?"

"What happened to our rate of respiration?"

"What happened to the pulse rate of the students who were our heart?

and lungs?"

"Heart and lungs, how did you feel as each harmful ingredient was added?"

"What happened to Oxygen?"

Analyze

"Why do you think our heart rates increased?"

"What was the cause of the increase in heart rates and what were the effects?"

"How long did it take for our heart rates to increase?"

Predict

"What if your heart was always working this hard?"

"What effect would an elevated heart rate and shortness of breath have on your ability to play sports, a musical instrument, engage in the every day physical activities of like climbing stairs or engaging in activities with friends?"

Suggest

"How will you use what you learned in this demonstration with regard to your own decision about using tobacco or smoking?"

Points to Make

- Cigarette smoking has immediate effects on our health including constant elevation of our heart rate which puts extra stress on the heart.

- The immediate effects of cigarette smoking on our heart rate can make everyday physical activity more difficult.

Lessons 3, 5, 6:

Smoking • Alcohol • Marijuana Myths & Realities

Activity Enrichment #6:
Pro and Con Volleyball

Activity Enrichment #7:
Pro and Con Knock Out

Activity Enrichment #8:
Personal Reasons Web Building

Learning Objectives

- To teach students information about tobacco, cigarette smoking, alcohol, and marijuana use and to counter common myths and misconceptions about each substance.

Teaching Skills

- Facilitation
- Coaching
- Feedback

Materials

PRO and CON Volleyball

- Newsprint and markers
- A ball or other soft object

PRO and CON Knockout

- The "PROS and CONS T Chart" generated in Activity Enrichment #6: PROS and CONS Volleyball
- Markers

Personal Reasons Web Building

- A ball of heavy-duty string

Hints

- These three enhancements can be used to support the learning objectives for the smoking, alcohol, & marijuana myths and realities lessons.
- Each substance must be individually examined so that students are able to distinguish the unique physical, affective, behavioral, and cultural/environmental causes and effects of the substance.
- For demonstration purposes this hand out uses tobacco to model the sequence of these Enrichment Activities. If used for other substances, simply substitute alcohol or marijuana wherever the word tobacco appears.

PRO and CON Volleyball Instructions

1. Review:
   Smoking: Myths and Realities Lesson
   (Level 1 Teacher's Manual pp 6.1 – 6.14,
   Student Guide pp 23 – 27) or

   Alcohol: Myths and Realities
   (Level 1 Teacher's Manual pp 8.1 – 8.15,
   Student Guide pp 36 – 41) or

   Marijuana: Myths and Realities
   (Level 1 Teacher's Manual pp 9.1 – 9.11,
   Student Guide pp 42 – 45).

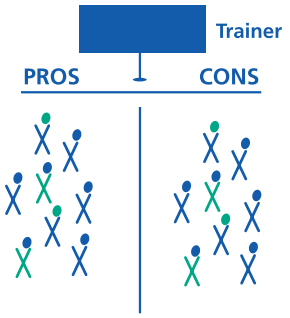
2. State the learning objective of the activity.

3. Make the following T chart:

Reasons Why People Use Tobacco (Pros)	Reasons Why People Don't Use Tobacco (Cons)

4. Divide students into two teams with equal numbers of members. Name one team the "PROS" Name the other team the "CONS".

5 Ask students to line up in two parallel lines, with the PROS on one side and the CONS on the other. Set up the activity as follows:



6 Give the ball to any student. Instruct the students:
   - that those on the PRO team will give reasons why people would choose to use tobacco and those on the CON team will give reasons why people would choose not to use tobacco.
   - to give their reason and then to call the name of a person on the other team and pass the ball to them with a gentle, underhand toss.
   - we will continue, back and forth from PRO to CON, until all participants have given a reason.

7. Record all responses. After all have shared a reason, ask students to take their seats.

8. Tell participants that another way to frame these lists is as Myths and Realities. Ask participants to define the term "Myth" (something that is not true) and the term "Reality" (something that is true).

9. Amend the two column chart to reflect the expanded definition of PRO = Myth and CON = Realities

PRO and CON Knock Out Instructions

- Tell participants that we are going to play PRO and CON KNOCK OUT to decide which of the reasons we have generated is a myth (not true) and which is a reality (true).
- Ask participants to think of all of the facts that they know about tobacco use and its effects
- Using all of the facts that have been gathered and beginning with the CONS side consider whether the first reason is true or not true. Proceed through each reason on the CONS side and then go to the PROS side. When the group decides that a PRO reason is not true or is contradicted by something on the CONS side, cross it out.

The following diagram illustrates how to proceed through the Knock Out Activity

PROS=Myths	CONS=Realities
~~Lose weight~~	Costs money
~~Relaxing~~	Bad health
~~Everyone does It~~	Friends don't approve
Be popular	Play sports
	Causes cancer

HINTS

- Facts about the substances may be generated with Lessons 3,5,& 6, Activity Enrichment #9: **Scavenger Fact Hunt** which may be done as a separate activity or may be integrated into these enhancements at this point in the lesson.
- Facts may also be gathered at the NIDA website www.nida.nih.gov. Be sure that you have previewed the websites that you will use to ascertain their reliability and credibility. Allowing students to make generalized searches may result in incorrect or inappropriate information about substances.

HINTS

- When participants get stuck on a PROS reason and want to argue that it is true, ask members of the CONS side to present facts that would counter the PROS. You may also ask the PROS to present facts in support of the reasons given by the CONS.
- Don't try to argue a student out of their belief. If a student is deeply attached to a particular PRO, acknowledge the strength of the belief and observe that there will be many more opportunities throughout the LST program to learn new facts and information that may change what we believe about the specific PRO.
- You may conduct the Cost of Smoking Activity (Level 1 Teacher's Manual pg 6.5) at the conclusion of PRO and CON KNOCK OUT.
- Process the activity using the Four Open Questions. Sample process questions are provided.

Four Open Questions

Observe

"What do you observe about our lists?"

Analyze

"Why do people think that there are good reasons for using tobacco?"

"What sorts of things influence our beliefs about the PROS and CONS?"

"What's the connection between peoples information and beliefs about the PROS and CONS of smoking and their behaviors? Can beliefs and behaviors change? How?"

Predict:

"What if we had only considered the PROS or the CONS side of using tobacco?"

Suggest

"Tell us one new fact you learned about tobacco."

"How might what you learned in this activity effect your personal choice about tobacco use?"

Points to Make

- Cigarettes are not magical and cannot do all of the wonderful things we are influenced to believe they can do.
- There are many good reasons for not smoking.

The Personal Reasons Web

Instructions

1. Instruct students to form a circle, shoulder to shoulder.

2. Ask students to close their eyes and to think quietly of a personal reason for not smoking or for a personal reason to quit smoking.

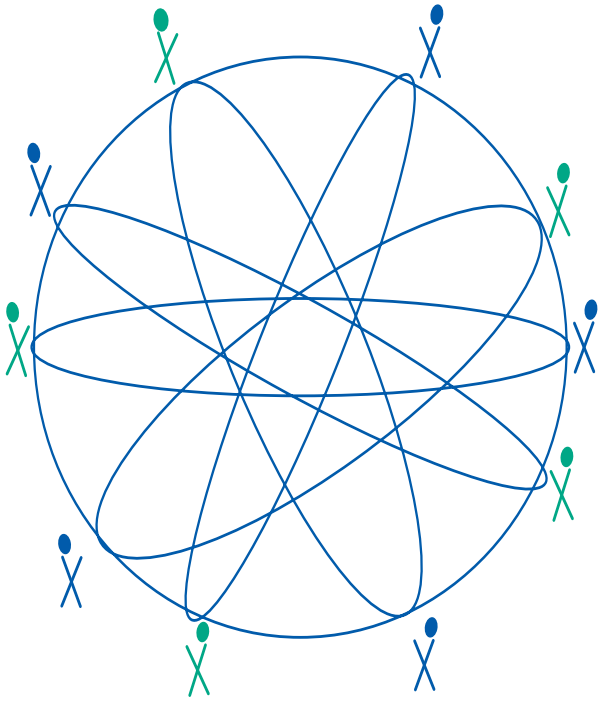
3. After an appropriate time has passed (about thirty seconds) have students open their eyes and give the following instructions:
   a. "When the ball of string is passed to you, say your name and share your personal reason for not smoking."

   b. "Holding on to your end of the string, call another person's name and pass them the ball of string with a gentle, underhanded toss. Remember to hold on to your end of the string."

   c. "We will proceed until everyone has shared their personal reason."

   The teacher models the sequence of the activity by being the first to say his / her name, personal reason, and passing the ball of string to another member of the circle.

4. The ball of string will be passed until all members have shared and a web is built as illustrated below:



5. Process using the Four Open Questions. Sample process questions are provided.

Four Open Questions

Observe

"Was it easy or difficult to think of a reason?"

"What have we built?" The structure that the group has built may be described as both a web and a net.

"Can you describe what is happening with our web / net?"

Analyze

"What influenced your personal choice?"

"What is the purpose of a web? What does a web have to do with our personal reasons?"

"What is the purpose of a net? What does a net have to do with our personal reasons?"

Predict

"What would happen if someone let go of their part of the web / net?"

"How would this effect how a web or net works?"

Suggest

"Suggest ways that we can continue, throughout the year, to support each other's personal reasons for not smoking."

Points to Make

- We all have a personal reason for not smoking and our reasons may be similar or different. What's important is that it is a reason that matters to us.
- We can support and respect each other by agreeing not to influence or persuade one another to do something that is against our personal reasons.

Activity Enrichment #9:

Scavenger Fact Hunt

Learning Objectives

- To learn facts about the immediate and long-term effects of substances on the human body

Teaching Skill

- Facilitation

Materials

- Scavenger Clues Worksheet
- Computer work stations with Internet access.
- Fact Cards

HINTS

- This enrichment can be completed as a computer learning activity using pre-selected web sites.
- Each substance must be individually examined so that students are able to distinguish the unique physical, affective, behavioral, and cultural/environmental causes and effects of the substance.
- Review the websites and facts identified for this activity in advance of the class.

Instructions

1. Review
   Smoking: Myths and Realities Lesson
   (Level 1 Teacher's Manual pp 6.1 – 6.14,
   Student Guide pp 23 – 27) or

   Alcohol: Myths and Realities
   (Level 1 Teacher's Manual pp 8.1 – 8.15,
   Student Guide pp 36 – 41) or

   Marijuana: Myths and Realities
   (Level 1 Teacher's Manual pp 9.1 – 9.11,
   Student Guide pp 42 – 45).

2. State the learning objective of the activity.

3. Have students form teams of – 5 members. Distribute the Scavenger Clues Worksheet.

4. If this activity is conducted as a computer learning task, instruct student to collect the answers to the clues on the worksheet from the web sites provided on the worksheet.

5. If this activity is conducted in the classroom, prepare Fact Cards using the facts about substances that are provided in the Level 1 Teacher's Manual and Student Guides for Lessons 3, 5, and/or 6, and the web sites that are provided on the clue sheets. Write the facts on index cards and post them in different places in the classroom

HINTS

- This enrichment can be completed as a library science activity using the resources and staff of the school library.

6. Have students "scavenge" for the facts. The first team to complete all of the questions on the worksheet, and provide the source or citation for their answer, wins the hunt. The hunt can continue until all teams have completed the worksheet or until a point determined by the teacher. Prizes may be awarded to teams.

7. Review the answers to all questions in a large group. Sample questions are provided.

Four Open Questions

Observe

"What happened during your hunt?"

Analyze

"Why do you think these things happened?"

Predict

"What would happen if we didn't know these facts?'

Suggest

"Can you think of reasons why knowing these facts is important?"

"How can you use what you learned in your decision making about using substances?"

Points To Make

- There are many misconceptions about the short- and long-term effects of substances on our health.

- Knowing the facts about these effects gives us a number of good reasons not to use substances that could harm our health.

Activity Enrichment #9:

Scavenger Fact Hunt

Tobacco

The following are a suggested list of resources students can use to find these clues.

- Youth Media Network Web site www.ymn.org/tobacco/facts.shtml
- LifeSkills Training Student Guide pp. 22- 35.
- Other internet or printed resources. Be sure to write them down.

1 The percentage of teens in the United States who smoke on a daily basis.

2. Cigarette smoking is a risk factor for these three diseases.

3. Cigarettes contain many poisonous substances. Find at least three and as many as five.

4. The substance in tobacco that causes tobacco addiction.

5. The percentage of teen smokers who consider themselves addicted to tobacco.

6. The short-term effects of tobacco on the human body.

7. Definition of side stream smoke and one effect of side stream on non-smokers.

8. Rights of non-smokers.

9 The cost of a pack of cigarettes in your community.

10. An interesting fact about advertising and the prevalence of tobacco use by teens.

Alcohol

The following are a suggested list of resources students can use to find these clues.

- National Council on Alcohol and Drug Dependence web site www.ncadd.org/facts/index.html
- LifeSkills Training Student Guide pp. 36-39
- Other web sites or printed resources. Be sure to write them down.

1. The percentage of teens who report drinking at least once a month.

2. Three effects of a small amount of alcohol on the body.

3. Three effects of large amounts of alcohol on the body.

4. Percentage of students who say that advertising has influenced them to try alcohol.

5 The legal drinking age in your state.

6. Three long-term health consequences of drinking large amounts of alcohol.

7. A fact about the effect of drinking on getting good grades.

8. The amount of alcohol in a can of beer or an eight-ounce glass of wine.

9. Three effects of alcohol on behavior and/or personal relationships.

10. Definition of social drinking and a definition of problem drinking.

Marijuana

The following are a suggested list of resources students can use to find these clues.

- National Institute of Drug Abuse web site www.drugabuse.gov/MarijBroch/Marijintro.html
- LifeSkills Training Student Guide pp. 42-43
- Other web sites or printed resources. Be sure to write them down.

1. The active ingredient in marijuana that causes its intoxicating effects.

2. The percentage of teens who use marijuana on a monthly basis.

3. Three immediate effects of marijuana on the body.

4. Three long-term effects of marijuana on the body.

5. Penalties for marijuana use and possession in your state.

6. How does addiction to marijuana develop?

7. Two facts about the medical use of marijuana.

8. What does the phrase "gateway drug" mean and why is marijuana considered a gateway drug?

Lesson 7:

Advertising

Activity Enrichment #10:

Advertising Technique Puzzle

Learning Objective

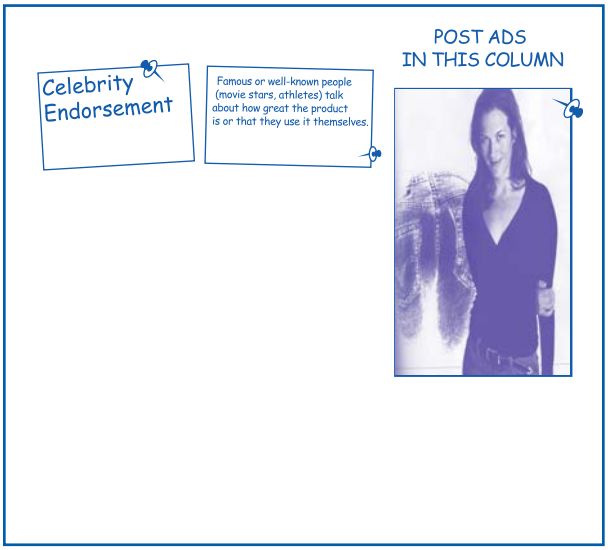
- Describe and define common techniques used by advertisers

Teaching Skill

- Facilitation

Materials

- Adequate sets of Advertising Technique Puzzle Cards for groups of 3 - 4
- Master Puzzle Flip Chart
- Examples of ads for each technique. Use ads brought in by students and those which you have collected.



Instructions

1. Review pp 10.1 – 10.10 in the Level 1 LST Teacher's Manual and pp 47 – 51 in the Level 1 Student Guide.

2. State the learning objective for the lesson.

3. Make several copies of Advertising Technique Puzzle Cards (Attachment A) and cut into sets. Use a variety of brightly colored paper to make sets. Laminate each card in the set for longer wear.

4. Place each set of cards into an envelope.

5 Divide students into groups of 3-4.

6 Hand out puzzle sets to groups.

7. Ask students to match the advertising technique with the correct definition.

8. Process by posting and completing the master puzzle based on reports from the small groups. Post an example of an ad that demonstrates each technique by asking students to match the ads they brought in or by using ads from your teaching inventory. A diagram of the completed activity appears to the left.

Four Open Questions.

Observe

"Based on our discussion, what do you conclude about the techniques that advertisers use?"

Analyze

"Why do advertisers use these techniques and why do they work?"

"Which techniques do you think are the most effective with kids? Why?"

"Relate one of these techniques to a product that you have recently purchased or would like to purchase."

"Point out which of these techniques are most often used to sell tobacco and or alcohol products. Why do you think advertisers use these strategies to sell those products?"

Predict

"What would happen if people were knowledgeable about these techniques and how they were used by advertisers?"

Suggest

"How can you use what you learned in this activity when making decisions about what products to buy?"

Points To Make

- Advertisers use a variety of techniques to sell their products.

- Many advertisers are so effective in using these techniques to manipulate us that often they make us want their products without our being aware of the fact they have persuaded us.

Celebrity Endorsement	Famous or well-known people (movie stars, athletes) talk about how great the product is or that they use it themselves.
Scientific Evidence	Facts and statistics from surveys are used to support the effectiveness of the product.
Demonstrations	Show how well a product works – usually under the most favorable conditions possible.
Romance / Sex Appeal	Uses very attractive models to imply that using the product will make the person using it more romantically or sexually appealing.
Fun & Relaxation	Intended to sell a product by convincing you that it will help you have more fun or feel more relaxed.

The Deal Appeal	Tries to create a sense of urgency & excitement – "This deal is too good to pass up!"
Voice of Authority	Experts or authorities (doctors, scientists) talk about the effectiveness of the product.
Comparison Tests/Polls	Consumer opinion polls or "taste tests" are used to compare competing brands.
Bandwagon Appeal	Intended to create the impression that everybody is using a particular product.
Maturity / Sophistication	If you buy a certain product you will be more grown-up, sophisticated and fashionable.
Popularity Appeal	If you buy a certain item, you will be more popular. If you don't…you might be an outcast.

Lesson 8:

Violence and the Media

Activity Enrichment #11:

Media Exploratorium

Learning Objective

- To identify the prevalence and effects of representations of violence in popular media on thought, feelings, attitudes, and behaviors.

Teaching Skills

- Facilitation
- Coaching
- Feedback

Materials

- Violence in the Media Exploratory Worksheet
- Reality Checks Worksheet # 14, p. 55, LST level 1 Student Guide
- Examples of media popular with adolescents including: a CD, a movie videotape or DVD, a videotape of a television show, and a copy of printed material such as a comic book
- Audio visual equipment for viewing the media examples

HINTS

- This activity involves students working in teams and will take more than one class period to complete. The instructions in this hint box are given for implementations of the activity where students are selecting and providing examples of the media. When this option is selected, teachers must preview the student materials to determine their suitability for general classroom use.
- Have students prepare for this activity at least one day in advance. Prior to this session have students break into teams of five. Assign each team a form of media. These are television, music, movies, video games, and printed media (comic books, books, ads, etc) If there are more than five groups, make multiple assignments.
- Have students briefly discuss and decide what specific show, song, movie, or game they will analyze as a group. Students must decide who in the group will bring in a copy of the song, game, movie, or video tape of the television show.
- It is recommended that the teacher also have examples of these media available in case students are unable to get them or forget to bring them to Session 1 of the activity.
- Have students bring the CD, a video tape of the TV show, the movie clip, the video game, or printed media they are using for their activity to show during their group presentation.
- Be sure that you have any audio-visual equipment that will be needed for student demonstrations.

Instructions:
Small Group Presentations

1. Have small groups play a 1 minute scene or passage that is representative of the violence messages or images in the media.

2. Each group reports out their analysis of the messages based on their worksheet responses.

3. After all groups have reported, process the activity using the Four Open Questions. Sample questions are provided.

Four Open Questions

Observe

"What do you conclude about images of violence and substance use in the media?"

"Recall the specific images and describe them."

"What did you hear, think, feel, and do in response to these images?"

Analyze

"Why do people who produce music, or TV shows, movies, video games, and books include these sorts of images and messages?"

"Why are we influenced by these images?"

"Relate these images to your own experiences. Are these portrayals accurate?"

"How are they different from what you really do?"

"What are some of the harmful effects of media violence on individuals? On our society?"

"How does substance use, drinking or using drugs, effect violence? Is violence more or less likely to occur when drugs are present?"

Predict

"What would happen if people really did react to events in life with the type and frequency of violence or substance use portrayed in the media?"

"Select one of the scenes from your group and predict what would happen if the character(s) had responded with a non-violent act."

Suggest

"How can you use what you learned in this lesson when it comes to making personal choices about what media to view or buy?"

Points To Make

- Seeing characters in media use substances or engage in violence can influence us to believe that these behaviors are attractive or appropriate, especially if they are role models or people we admire and want to be like.

- Images of violence produce strong emotions that can be thrilling to experience.

- Violence is popular and media producers profit from showing violence.

- Images of violence in media distort reality.

- Studies show that children and adults who watch a great deal of media violence are more aggressive and violent throughout their lives than people who watch less.

Lesson 9:

Coping With Anxiety

Activity Enrichment #12:

The Anxiety Hokey Pokey

Learning Objective

- Identifying and rating situations that cause anxiety at home, school, with friends, and in general.

Teaching Skills

- Facilitation
- Feedback

Materials

- Flip Chart
- Colorful Post-It Notes and tape
- Markers or crayons
- Student Guide Worksheet 16, p. 59.

HINTS

- To alleviate the cost of brand name Post-It notes, cut a variety of neon colored 8.5" x 11" sheets of paper into 3"x 5" stacks of notes. Distribute stacks and a roll of tape to each team.

Instructions

1. Review pp 12.10 – 12.10 in the LST Level 1 Teacher's Manual and pp 56 – 59 in the LST Level 1 Student Guide.

2. State the purpose of the activity.

3. Provide students with a review of the definition of anxiety developed earlier in the lesson and given on p12.3 of the LST Level 1 Teacher's Manual.

4. Have students complete Student Guide Worksheet 16.

5. Create a four column chart and post as illustrated below.

Home	School	Friends	General

6. Divide students into four teams and distribute markers, Post-It notes, and one roll of tape to each team.

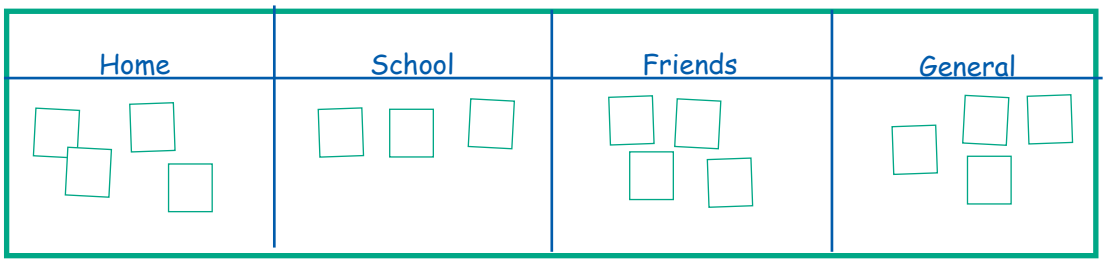
7. Have each student quietly think to themselves of at least three and as many as five situations that cause them to experience anxiety in each of the posted categories. Give students an example for each category.

HINTS

- Give examples for each category to help students focus and develop their own ideas and model how you want them recorded and posted.
- For example, at school I am anxious when I have a test. At home I am anxious when I didn't get my chores done. With my friends I am anxious when we disagree. And in general I am anxious when I am late."
- Record each example situation on a Post-It note and post each in the corresponding column on the flip chart.

8. In their groups, have students select a recorder and reporter and brainstorm as many situations as they can for each category in five minutes. The recorder will write each situation on a Post-It note, one per Post-It note.

9. In turn, small group reporters post the notes by category and simply state what the note says. The chart will appear as follows:



10. Ask for a show of hands of how many students are familiar with the game "Hokey Pokey". Tell students that the class is going to explore similarities and differences among us in the levels of anxiety that these situations provoke by playing "Anxiety Hokey Pokey".

11. Have the class stand in a circle shoulder to shoulder. Using the situations generated in the previous brainstorm activity, call out each one, to the tune of "The Hokey Pokey". A sequence of one round is illustrated below:

    To the tune of "The Hokey Pokey"
    "If your anxiety is high when you have a test at school put your right hand in and shake it all about. If this only bothers you a bit put your left hand in and shake it all about. If it really doesn't matter put both hands in and shake them all about. Do the Hokey Pokey and turn yourselves around. That's what it's all about. Hey!"

12. Continue to select items from each category until "The Hokey Pokey" has been completed. Be sure to offer high risk situations related to violence and substance use if such are not suggested by the students. (Ex. "How about if someone offers you a cigarette?")

13. Process using the Four Open Questions. Four Open Questions. Sample questions are provided.

Activity Enrichment #12:

The Anxiety Hokey Pokey

Four Open Questions

Observe

"What did you notice about the lists of situations that we developed?"

"What things were listed most often?"

"Which category had the most anxiety provoking situations? Which one had the least?"

"What did you observe during "The Hokey Pokey" about how we felt about these situations?"

Analyze

"Why do you think we have more anxiety in some environments than in others?"

"Why do some situations cause us more or less anxiety than others?"

"What are the factors that effect our levels of anxiety?"

"Why doesn't everyone experience anxiety the same way?"

"What are some benefits of managing anxiety?"

"For each of the situations, suggest one healthy things that you can do."

Predict

"What would happen if we always had high levels of anxiety about situations in our life?"

"Can we change our level of anxiety?"

"Why is it useful to know which situations cause us anxiety?"

Suggest

To feel less anxious. For example, what could you do to feel less anxious if a friend offered you a cigarette? If you had a math test? If your sister was picking on you?"

Points To Make

- Anxiety is a common human experience and we all have situations which make us feel nervous or anxious.
- People deal with situations that make them feel nervous in different ways.
- Some responses to anxiety are more healthy and effective than others.
- Anxiety can be managed and reduced.
- Knowing the specific situations that cause us to feel anxious can help us prepare for them before they arrive.

Lesson 10:

Coping With Anger

Activity Enrichment #13:

What Really Bugs Me

Learning Objective

- To identify situations that cause anger and to distinguish the intensity of anger from low to high

Teaching Skill

- Facilitation

Materials

- Index cards
- Flip Chart with an intensity scale of low to high.

Instructions

1. Review pp 13.1 – 13.9 in the LST Level 1 Teacher's manual and pp 56 – 59 in the LST level 1 Student Guide.

2. State the purpose of the activity. Review the definition of anger developed earlier in the lesson and found on p. 13.3 of the LST Level 1 Teacher's Manual.

3. Distribute four (4) index cards to each student.

4. Instruct students to label the cards as follows:
   Home
   School
   Friends
   In General
5. Ask students to think of at least one (1) and as many as three (3) things that make them angry in each of these situations and to write them on each index card. They do not have to put their name on the cards.

HINTS

- Use different colored index cards for each setting.
- Pre-label the index cards.
- Have students complete Student Guide Worksheet 17, p. 62 to begin generating general situations that cause anger.

6. Post an example for students to see how to complete the cards.
7. Post a graphic of an intensity scale. The example below uses chili peppers where 1=low anger, 2=medium anger, and 3=high anger.

SCHOOL	FRIENDS	HOME	IN GENERAL
Surprise quiz	Have fights with one another	Sister is always on the phone	Getting picked on

8. Have students rate how angry each situation makes them feel as low (1 chili pepper), medium (2 chili peppers), or high (three chili peppers).

9. Collect all of the cards.

10. Have students form two parallel lines, facing each other, and keeping the space between the lines clear. Designate one end of the line as 1 Chili Pepper, the middle of the line as 2 Chili Peppers, and the opposite end of the line as 3 Chili Peppers.

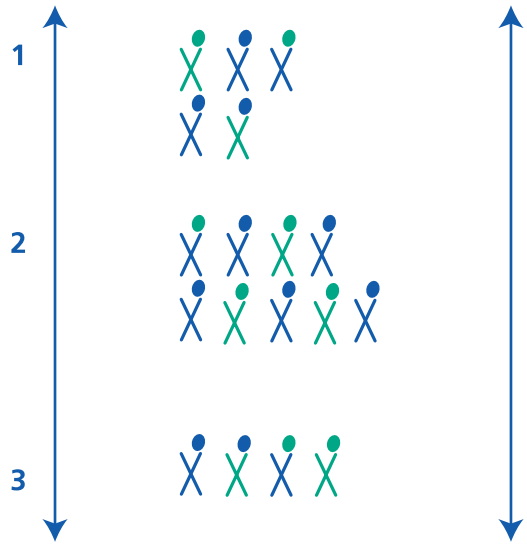
11. Tell students that you are going to read situations from their cards. For each situation that is read, students will step into the center and if the situation causes them low anger they should step into the center and go stand at 1 Chili Pepper. If it causes them medium anger they should stand at 2 Chili Peppers. If it causes them high anger they should stand at 3 Chili Peppers. Demonstrate one sequence before beginning. The following diagram illustrates the process.

12. As each successive situation is read students, will move to the space that best describes their level of anger.

HINTS

- You may have students begin and end the rating of each situation by starting from and returning to the line

13. The line will appear as follows:



4. Process using the Four Open Questions.

Activity Enrichment #13:

What Really Bugs Me

Four Open Questions.

Observe

"Describe what you were thinking and feeling as you thought about the situations that make you angry."

"What did you see when we were rating how angry situations make us feel."

Analyze

"Why do some situations cause us to be very angry and some situations not at all?"

"Was it easy or difficult to rate your anger and why or why not?"

"What are some of the physical clues that you get when you feel angry? Do they change based on how angry you feel?"

Predict

"Why might it be important to be able to distinguish the intensity of our anger?"

Suggest

"How might we change the intensity of our anger from high to low?"

Points To Make

- Anger is a normal emotion and it is neither good or bad.
- Expressing anger is healthy but losing control is not.
- Anger produces physical changes in the body like increased heart rate, tightened muscles, and the rush of blood to the head.
- We can experience different degrees of anger ranging from mild irritation and annoyance to intense fury and rage.
- Getting what you want is easier if you keep anger under control.

Lessons 10, 12, 13, 14, 15:

Coping With Anger
Social Skills A
Social Skills B
Assertiveness
Resolving Conflicts

Behavorial Rehearsal Techniques

Behavorial Rehearsal Techniques can be used to organize large group, rotational practice of the skill sets taught in the following lessons:

1. **Coping with Anger:** Self-Statements and Reframing Techniques, LST Teacher's Manual p 13.6 - 13.7 and Student Guide p 61.

2. **Social Skills A:** Giving and Receiving Compliments, LST Teacher's Manual p. 15.6 and Student Guide, p. 73 and Conversational Skills, LST Teacher's Manual pp 15.7 - 15.8 and Student Guide pp 73 - 74.

3. **Social Skills B:** Initiating and Responding to Social Invitations, LST Teacher's Manual pp 16.4 - 16.6.

4. **Assertiveness:** Verbal Assertive Skills, LST Teacher's Manual pp 17.6 - 17.8 and Student Guide, p. 79 and Ways to Say No, LST Teacher's Manual pp 17.10 - 17.11 and Student Guide p. 81.

5. **Resolving Conflicts:** Changing You and Me to We, LST Teacher's Manual p. 18.5 and Student Guide, pp 84-85.

Line Drill

The **Line Drill** is familiar to any one who has ever coached a sport. It is a technique for conducting rotational practice and can be done many different ways. This demonstration uses Giving and Receiving Compliments from Lesson 12: Social Skills

Options for Organizing Line Drills

Use a few student volunteers to demonstrate the skill and have the non-participating students act as an observation and feedback group using the Four Open Questions

Form multiple lines with every student participating and have one or two students act as team leaders whose job it is to direct the practice. Practice can occur simultaneously or row by row. Coaching and monitoring a practice line is an appropriate task for peer educators.

Have a single practice line to demonstrate the skill and then have students form "Pair and Share" teams to continue practice for all students.

Instructions for Organizing a Line Drill Practice

Using the situations or problem statements that students have developed in previous parts of the lesson as the content of the skill practice:

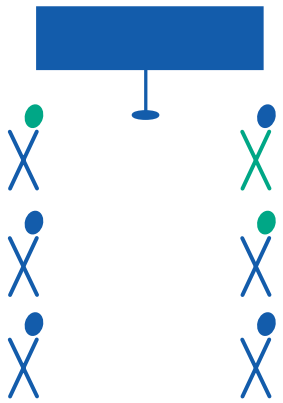
1. **State the purpose of the practice.**
   "The purpose of this activity is to practice the giving and receiving of compliments."

2. **Review the specific skills and behaviors you want the students to demonstrate.**
   It is helpful to have these posted on the board or on flip charts so that they can have a visual reminder of the specific steps.

3. **Recruit volunteers**
   "I will need five volunteers. Who would like to give this a try?"

4. **Position the volunteers in a line, facing front to back as illustrated.**
   Students should be able to view the blackboard or flip chart that lists the material for the practice and should be positioned so that they can be observed by the student observers.

5. **Summarize and process using the Four Open Questions.**



Wagon Wheel

The **Wagon Wheel** is another form of rotational practice that is useful when there are multiple skills to be practiced. This demonstration uses the Three Verbal Assertive Techniques from Lesson14: Assertiveness.

Options for Organizing the Wagon Wheel

Like the line drill, wagon wheels may be conducted as either one large group practice or as small group practices. Large group and small group practices may be conducted simultaneously or in progression. Coaching and directing wagon wheel practice is an appropriate task for trained peer educators.

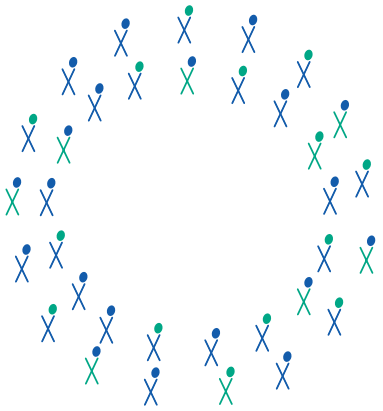
Instructions for Organizing a Wagon Wheel Practice

1. **State the purpose of the practice.**
   "We are going to use the situations where we find it hard to be assertive to practice the three verbal assertiveness techniques."

2. **Review the specific skills and behaviors you want the students to demonstrate.**
   It is helpful to have these posted on the board or on flip charts so that they can have a visual reminder of the specific steps.

3. **Organize the Wagon Wheel**
   Ask all of the students to come forward and to stand in a circle, shoulder to shoulder.

   Turn every other student so that an inner and outer circle have been formed and students are facing each other in pairs as illustrated below:



4. **Conduct practice by selecting a situation or problem from the board and asking the student in the outer circle to present that situation or problem to the partner who is facing them in the inner circle.**
   Give an explicit time limit for the practice.

   "I would like the person in the outer circle to request a favor from the person in the inner circle and I would like the person in the inner circle to respond to the request by using the verbal assertiveness technique of saying no. Take 10 seconds to make the request and ten seconds to respond by saying 'No'. I will give you a cue when it is time to start and stop."

5. **Rotate the inner or outer circle to create another practice pair.**
   "Now I would like everyone in the inner circle to take one step to their right so that you are in front of a new partner. This time we are going to practice the verbal assertiveness technique of Making Requests and Asserting Rights. Let's review the steps for this technique. This time I would like the person on the inner circle to pressure or influence your partner to invite a group of friends over to their house for an unsupervised party after school. Take ten seconds to make the request and ten seconds to respond using the steps in the Making Requests and Asserting Rights technique. I will give you a cue when it is time to start and stop."

6. **Continue rotational practice until all skills and techniques have been demonstrated.**
   Use the Four Open Questions during each practice rotation to reinforce correct use of the skill and to check for understanding.

7. **Summarize and process using The Four Open Questions.**

Tag Game

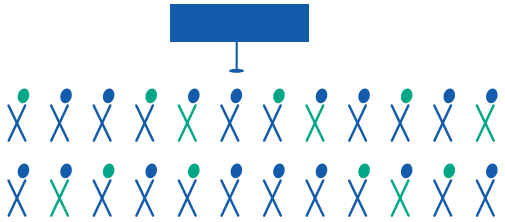
Tag can be used for large group practice with students standing at their desks or forming a circle. It can also be organized for small group practice using multiple teams practicing simultaneously or in progression. This demonstration uses the Self Statements Technique from Lesson 10: Coping with Anger

Instructions for Organizing a Tag Practice

1. **State the purpose of the practice.** "We are going to practice using the "Self Statements for Anger" that we wrote for situations that cause us to be angry.

2. **Review the specific skills and behaviors you want the students to demonstrate.** It is helpful to have these posted on the board or on flip charts so that they can have a visual reminder of the specific steps.

3. **Organize practice groups.**



Have the students form two equal rows or a circle. groups.

4. Using a soft sided ball, instruct the first student to demonstrate the technique being practiced and to then call the name of someone else, say "You're it!" (Ex. "Sam, you're it!"), and toss the ball to that person. The Tag continues until each member has a practiced the skill.

5. **Summarize and process using the Four Open Questions.**

Pair and Share

Pair and Share involves having students practice with partners that they have self selected or been assigned to by the teacher. This demonstration models the Parts of a Conversation from Lesson 12: Social Skills A.

Options for Organizing Pair and Share Practice

This technique can be conducted with all pairs practicing simultaneously or with each pair practicing in progression. Progressive practice may be time consuming and difficult for shy students.

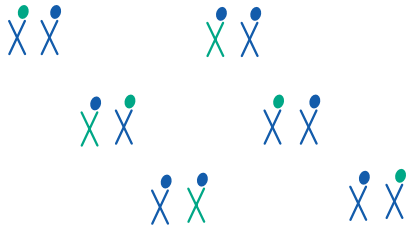
Instructions for Organizing a Pair and Share Practice

1. **State the purpose of the practice.**
   "We are going to practice the verbal and non-verbal skills for beginning a conversation with someone we have just met."

2. **Review the specific skills and behaviors you want the students to demonstrate.**
   It is helpful to have these posted on the board or on flip charts so that they can have a visual reminder of the specific steps.

3. **Conduct the practice.**
   "You and your partner are at a party and you don't know one another. Please practice one of the skills that we learned for beginning a conversation with someone you don't know. You may introduce yourself, give and respond to a compliment, or ask a question. I would like each of you to take about ten seconds to demonstrate this skill."

4. **Summarize and process using the Four Open Questions.**



Guidelines for Creating Your Own Enrichment Activity

Design It!

Surely there is nothing more rewarding to a teacher than to have designed and implemented an activity that excites and engages their learners.

The "Design Your Own Enrichment Activity" for the Life Skills Training Program is a self directed exercise to help you translate your great idea into an engaging and effective activity that incorporates the important theories and practices of the LST Program.

Enrichment activities should reflect and extend the goals, objectives, and teaching points stated in each lesson and found in the LST Teacher's Manual and Student Guide. Use the lesson in the LST Teacher's Manual as a starting point and review the Teaching Skills Overview, Fidelity and Modifications, Quick Tips, and model enrichments found in this handbook before you begin writing your enrichment activity. It is especially important to evaluate your activity against the fidelity and modification guidelines.

An Enrichment activity template is provided on the following page to help you format the essential elements of your activity. Make as many copies of it as you need for each activity that you develop. Test your activity in the classroom and be willing to modify it based on you and your students observations and feedback.

Learning Objective(s)

Teaching Skill(s)

Materials

HINTS

Instructions

Draw a Diagram

Four Open Questions

Observe

Analyze

Predict

Suggest

Points To Make

Share It!

Send us a copy of your activity so that we can make it available to your teaching peers throughout the United States. We will happily credit you as the author and contributor. Mail or fax as follows:

Enrichment Activity
National Health Promotion Associates, Inc.
711 Westchester Avenue,
White Plains, NY 10604
Fax 1-914-683-6998 or email to
LSTinfo@nhpanet.com

Notes