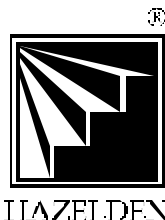

MSPP

A curriculum for grades 4–8
with booster sessions for grades 9–12



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What Is *MSPP*?

MSPP is a comprehensive tobacco prevention program that includes the following:

- a curriculum designed for students in grades 4–8
- a booster curriculum designed for students in grades 9–12
- a community action manual that provides ideas of how to address tobacco prevention communitywide through the involvement of parents, students, and other community members
- an eight-page parent brochure that motivates students' family members to be involved in this important issue. All parent materials in this program are also available in universal Spanish.

The *MSPP* curriculum consists of six developmentally-appropriate classroom sessions for grades 4–8 and four developmentally-appropriate classroom booster sessions for grades 9–12.

Each session is 45 to 50 minutes in length fitting well into a normal class period. The curriculum's educational strategies include: cooperative learning groups, group discussions, role plays, reports, and goal setting. All activities are designed to actively engage the students rather than provide them with lecture-style lessons.

Although developed in the Midwest, the program is appropriate for students in all regions of the United States including urban and rural, all socioeconomic groups, and across ethnicities. The peer-led component of the *MSPP* program, which uses same-age group leaders to facilitate many of the classroom activities increases the appropriateness of the program for any group of students since students respond well to their peers. Same-age peers are more likely than teachers or outsiders to speak the same language and have the same perspective as the students.

What Are the Goals of the *MSPP* Program?

The overall goal of the *MSPP* program is to prevent tobacco use among adolescents. The *MSPP* program is specifically designed to help adolescents:

- identify reasons why people start using tobacco
- discover that nonuse of tobacco is the normal practice of most teens
- practice skills for resisting peer pressure to use tobacco
- recognize the subtle and not so subtle messages in tobacco advertising
- decide personal reasons for not using tobacco

The intended outcomes are that adolescents will:

- avoid tobacco use
- discontinue use of tobacco, if they have experimented with it
- influence friends and family members to not use tobacco

The booster sessions in grades 9–12 help to review these key concepts as well as address the connection between tobacco and alcohol use.

What Is the Rationale behind This Curriculum?

MSPP is based on a social influences model of prevention that focuses on those social and psychological factors that have been shown to promote the onset of tobacco use. Accordingly, the objectives of this program are to build on students' skills and behaviors rather than simply increase their knowledge, beliefs, or motivations.

The social influences theory recognizes that the social environment of teens (e.g., friends, family, and media influences) is one of the most important factors in teens using tobacco. This theory focuses on developing teens' norms and skills so they can resist these influences to use tobacco.

Curricula based on this theory often cover resistance, decision making, and communication skills. They focus on the negative, short-term consequences of smoking, advertising techniques, and positive aspects of not using tobacco.

MSPP activities are designed to address the following social and psychological factors: peer pressure, advertising, and a lack of behavioral skills with which to resist these influences. Throughout the curriculum, students learn about the major social influences that encourage and support tobacco use.

The rationale behind using peer leaders to lead the group activities is based on the realization that peers are often the most important factor in whether a teen experiments with tobacco.

Adolescents may be using tobacco to gain acceptance by their peers. Using student peer leaders in this program creates a norm that tobacco use is unacceptable. Through peer-led activities, students will experience social support for not using tobacco, and they'll hear their classmates express approval for a tobacco-free lifestyle.

Is *MSPP* a Research-based Program?

The *MSPP* program came out of The Class of 1989 Study as part of the Minnesota Heart Health Program (MHHP). MHHP was a populationwide research and demonstration project designed to reduce cardiovascular disease in three communities from 1980 to 1993.

Beginning in sixth grade, seven annual waves of cohort and cross-sectional behavioral measurements were taken from students in the intervention and those in a control group.

There were no differences at baseline for either weekly smoking prevalence or intensity of smoking. Throughout the follow-up period, however, smoking rates as determined by these measures were significantly lower in the intervention community: 14.6% of students were weekly smokers at the end of high school compared with 24.1% in the reference community.

Why Is Tobacco Prevention Education Needed?

Tobacco is a major health threat. In fact, cigarette smoking has been labeled the single most preventable cause of death and disability among adults in the United States. Smoking is a major risk factor for heart disease and is associated with numerous types of cancer, most prominently lung cancer. The use of smokeless tobacco has been linked to tooth and gum disease as well as cancer of the mouth.

Although the major health consequences of using tobacco occur primarily in the adult population, research indicates that tobacco use begins in adolescence. Nearly all smokers begin smoking by the age of 18. The use of smokeless tobacco, mistakenly seen as a safe alternative to smoking, is highly prevalent among adolescent males. What begins as experimentation can easily lead to nicotine addiction.

It is also important to understand that tobacco use by adolescents is related to the use of other chemicals: tobacco is considered a gateway drug. Few adolescents experiment with marijuana, cocaine, or even alcohol without having tried tobacco first. To prevent this sequence of behavior, it is necessary to target early experimentation with tobacco, which typically begins in the sixth or seventh grade.

MSPP for Grades 4–8

Scope & Sequence

By the end of the session, students will be able to:

Session 1	<ul style="list-style-type: none"> • discover that almost five million worldwide die every year because of tobacco use, including 440,000 Americans • identify the negative consequences of smoking tobacco and using smokeless tobacco
Session 2	<ul style="list-style-type: none"> • describe the negative consequences of using tobacco • identify reasons why people their age begin using tobacco • identify positive alternatives to using tobacco that people their age can do • know the total number of smokers in their age group
Session 3	<ul style="list-style-type: none"> • compare and contrast their opinions about tobacco use with those of adults they interviewed • identify some positive techniques they could use to help parents or friends quit using tobacco • identify places where people their age start using tobacco • describe different types of pressure to use tobacco • analyze a peer pressure situation and come up with ways to deal with that pressure without using tobacco • develop nonviolent strategies they can use to refuse tobacco
Session 4	<ul style="list-style-type: none"> • review nonviolent strategies they can use to refuse tobacco • identify some of the negative consequences of secondhand smoke • identify peer pressure situations and ways to deal with that pressure without using tobacco • practice effective ways to resist peer pressure to use tobacco
Session 5	<ul style="list-style-type: none"> • know the amount of money the tobacco industry spends on advertising its products • identify the covert methods used by the tobacco industry to attract new tobacco users • analyze some of the propaganda techniques tobacco companies use to sell their brands of tobacco • develop an advertising idea that promotes the benefits of being tobacco-free
Session 6	<ul style="list-style-type: none"> • describe an advertising idea that promotes the benefits of being tobacco-free • identify reasons for choosing to not use tobacco • state in front of their classmates their decision to not use tobacco

***MSPP* Booster Sessions for Grades 9–12**

Scope & Sequence

By the end of the session, students will be able to:

Session 1	<ul style="list-style-type: none">• identify sources of support for not using tobacco• identify some of the reasons people use tobacco• analyze advertising influences to use tobacco• examine the financial cost of tobacco use for society and for an individual• review the negative consequences of using tobacco
Session 2	<ul style="list-style-type: none">• identify some of the reasons why people drink alcohol• analyze similarities and differences between influences to use alcohol and tobacco• identify some of the benefits of not drinking alcohol• examine why it can be difficult to say no in a variety of situations
Session 3	<ul style="list-style-type: none">• identify strategies for refusing alcohol or tobacco• analyze the effectiveness of various strategies• practice effective refusal techniques• identify sources of support for not using alcohol
Session 4	<ul style="list-style-type: none">• review influences to use tobacco and alcohol including peers, family members, media, and advertising• review how peers, family members, media, and other societal influences can support a decision to not use alcohol or tobacco• develop and practice strategies for effectively resisting influences to use alcohol or tobacco

Meeting National Academic Standards* With *MSPP* for Grades 4–8

The following academic standards will be met by using *MSPP* for Grades 4–8:

Health Education Standards (Grades 4–5):

- know characteristics needed to be a responsible friend and family member
- know how health-related problems impact the whole family
- know strategies for resisting negative peer pressure
- know some non-violent strategies to resolve conflicts
- know behaviors that are safe, risky, or harmful to self and others
- set a personal goal and make progress toward its achievement
- know influences that promote alcohol, tobacco, and other drug use
- know ways to avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs

Health Education Standards (Grades 6–8):

- understand how various messages from the media, technology, and other sources impact health practices
- understand how peer relationships affect health
- know how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise)
- know appropriate ways to build and maintain positive relationships with peers, parents, and other adults
- know how refusal and negotiation skills can be used to enhance health
- know the short- and long-term consequences of the use of alcohol, tobacco, and other drugs
- know community resources that are available to assist people with alcohol, tobacco, and other drug problems

*Standards are taken from John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 3rd ed.* Aurora, CO: Mid-continent Research for Education and Learning (MCREL), 2000.

English/Language Arts Standards (Grades 4–5):

Listening and Speaking

- contribute to group discussions
- ask questions in class
- listen to classmates and adults
- make basic oral presentations to class
- organize ideas for oral presentations

Viewing Media (Advertising)

- understand basic elements of advertising in visual media

English/Language Arts Standards (Grades 6–8):

Listening and Speaking

- play a variety of roles in group discussion
- ask questions to seek elaboration and clarification of ideas
- convey a clear main point when speaking to others and stay on the topic being discussed
- make oral presentations to the class

Viewing Media (Advertising)

- know that people with special interests and expectations are the target audience for particular messages or products in visual media
- understand techniques used in visual media to influence or appeal to a particular audience

Life Skills (Grades 4–5):

Thinking and Reasoning

- identify issues and problems in the school or community that one might help solve

Life Skills (Grades 6–8):

Thinking and Reasoning

- identify alternative courses of action and predict likely consequences of each
- examine different alternatives for resolving local problems and compare the possible consequences of each alternative
- identify situations in the community and in one's personal life in which a decision is required
- predict the consequences of selecting each alternative
- take action to implement the decision, when appropriate

Working with Others (Grades K–12)

- contribute to the overall effort of a group
- use conflict-resolution techniques
- display effective interpersonal relationship skills
- demonstrate leadership skills (e.g., peer leaders)

Self-regulation (Grades K–12)

- set and manage goals
- consider risks
- demonstrate perseverance
- maintain a healthy self-concept
- restrain impulsivity

Meeting National Academic Standards** With *MSPP* Booster Sessions for Grades 9–12

The following academic standards will be met by using *MSPP* Booster Sessions for Grades 9–12:

Health Education Standards (Grades 9–12):

- know how the health of individuals can be influenced by the community
- know skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication
- know possible causes of conflicts in schools, families, and communities and strategies to prevent conflict in these situations
- know strategies for solving interpersonal conflicts without harming self or others
- know how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations
- understand the short- and long-term consequences of safe, risky, and harmful behaviors
- know how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community
- understand that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions

English/Language Arts Standards (Grades 9–12):

Reading

- make connections between a student's life and the characters, events, motives, and causes of conflict in texts
- use reading skills and strategies to understand a variety of informational texts

** Standards are taken from John S. Kendall and Robert J. Marzano, *Content Knowledge: A Compendium of Standards and Benchmarks for K–12 Education 3rd ed.* Aurora: CO: Mid-continent Research for Education and Learning (MCREL), 2000.

Listening and Speaking

- use discussions with peers as a way of understanding information
- ask questions as a way to broaden and enrich classroom discussions

Life Skills (Grades 9–12):

Working with Others

- contribute to the overall effort of a group
- use conflict-resolution techniques
- display effective interpersonal communication skills
- demonstrate leadership skills

Self-regulation

- considers risks
- restrains impulsivity

