

**HE1 Health Education Concepts**

Students are assuming more responsibility for their own behavior and safety during this time. The onset of puberty is of particular importance during these years, with students becoming acutely aware of and interested in the changes in their physical development. Learning opportunities focus on facilitating students' initiative and self-directed actions toward enhanced development of basic health education concepts and attitudes.

**The student synthesizes health promotion and risk reduction concepts and attitudes;** that is, the student:

**HE1a** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**.

**HE1b** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**.

**HE1c** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**.

**HE1d** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**.

**HE1e** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**.

**HE1f** Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Distinguishes between the concepts of "health" and "wellness." **1a**
- Values the importance of continually striving for health and wellness. **1a**
- Identifies the four major determinants of health. **1a**
  - ◊ recognizing lifestyle choices as a determinant;
  - ◊ recognizing heredity as a determinant;
  - ◊ recognizing access to health care (physical, psychological, and dental) as a determinant;
  - ◊ recognizing the environment as a determinant.
- Identifies techniques for controlling the spread of communicable diseases. **1a**
  - ◊ recognizing the importance of immunizations;
  - ◊ recognizing the importance of hygienic and sanitary practices;
  - ◊ recognizing the importance of accessing health care, as needed.
- Identifies common communicable (contagious) and non-communicable (not contagious) diseases. **1a**
  - ◊ recognizing common communicable diseases: colds, flu, chicken pox, and strep throat;
  - ◊ recognizing common non-communicable diseases; allergies, asthma, diabetes, cancer, and heart disease.
- Describes common risk factors for the major noncommunicable diseases,

- e.g., heart disease, cancer, and diabetes. **1a**
  - ◇ recognizing risks of tobacco use;
  - ◇ recognizing risks of physical inactivity;
  - ◇ recognizing risks of inadequate diet (too much fat and calories);
  - ◇ describes primary prevention strategies for reducing the risks of heart disease, cancer, and diabetes.
- Examines the importance of convalescence. **1a**
  - ◇ recognizing the need for being nurtured;
  - ◇ recognizing the need for adequate rest and nutrition;
  - ◇ recognizing the increased chance for secondary infection;
  - ◇ recognizing the need to build stamina and strengthen the immune system;
  - ◇ recognizing when to return to normal activity.
- Cites options for school and community health resources and services. **1a**
  - ◇ recognizing resources for health information; e.g., health care professionals, library, health department, Internet, and voluntary health agencies;
  - ◇ recognizing public and military health services in the community;
  - ◇ recognizing situations requiring a visit to doctors or dentists;
  - ◇ identifying situations requiring persons to be "inpatient" or "outpatient" in a hospital.
- Recognizes strategies for avoiding, eliminating, or preventing unsafe hazards. **1b**
  - ◇ identifying criteria for what constitutes a hazard;
  - ◇ making suggestions for eliminating hazards.
- Analyzes school accident statistics. **1b**
- Analyzes options for being safe when on the move. **1b**
  - ◇ analyzing the importance of avoiding rides with an impaired driver;
  - ◇ analyzing the importance of avoiding jaywalking and other unsafe pedestrian behaviors;
  - ◇ analyzing the importance of roller-blade skating and bicycling safely.
- Constructs strategies for avoiding and preventing violence. **1b**
  - ◇ identifying risks associated with physical fighting;
  - ◇ avoiding inappropriate carrying or use of knives and guns;
  - ◇ reporting weapons to a parent or other authority.
- Examines personal safety strategies related to the prevention of child neglect. **1b**
  - ◇ recognizing child neglect laws;
  - ◇ recognizing parents' responsibilities and children's rights to adequate food, clothing, shelter (housing), supervision, and medical/dental care;
  - ◇ developing strategies which prevent child neglect (lack of adequate food, clothing, housing shelter, supervision, and medical/dental care).
- Describes first aid skills for responding to an emergency injury or sudden illness. **1b**
  - ◇ explaining the "Good Samaritan Law;"
  - ◇ appreciating the importance of early access to emergency care;

- ◇ describing a sequence of steps for helping others;
- ◇ describing how to treat for shock;
- ◇ describing components of a first aid kit.
- Describes first aid for opening the airway of a choking victim. **1b**
- Summarizes first aid treatment for cuts, scrapes, controlling bleeding, poisoning, burns, and sunburn learned in earlier grades. **1b**
- Cites reasons for healthful eating. **1c**
  - ◇ citing the importance of using food for caloric energy;
  - ◇ citing the importance of using food to learn better;
  - ◇ citing the importance of using food for health and growth.
- Recognizes the Food Guide Pyramid as a source of information about food. **1c**
  - ◇ recognizing food groups and serving sizes;
  - ◇ recognizing the concept of variety;
  - ◇ recognizing the concept of moderation;
  - ◇ recognizing the concept of proportionality;
  - ◇ recognizing cultural differences in foods.
- Considers healthful options when making food choices. **1c**
  - ◇ selecting more fruits;
  - ◇ selecting more vegetables;
  - ◇ selecting more whole grains;
  - ◇ selecting more calcium rich foods;
  - ◇ using information on labels to select more nutrient dense (healthful) foods.
- Cites valid information on the benefits of physical activity. **1c**
  - ◇ recognizing physical benefits;
  - ◇ recognizing intellectual benefits;
  - ◇ recognizing emotional benefits;
  - ◇ recognizing social benefits.
- Recognizes a variety of influences on physical activity. **1c**
  - ◇ associating activity levels with family interests/values;
  - ◇ describing sedentary lifestyles; e.g., excessive television viewing and computer usage;
  - ◇ illustrating peer and social influences on physical activity.
- Examines skills that contribute to healthful relationships. **1d**
  - ◇ describing how feelings and behaviors affect relationships;
  - ◇ describing how feelings and behaviors are affected by relationships.
- Recognizes appropriate coping behaviors that deal with the demands of daily living. **1d**
  - ◇ recognizing stress management skills that can be used when involved in a situation with conflict;
  - ◇ appreciating that all people experience loss;
  - ◇ recognizing the stages of loss;
  - ◇ expressing loss in healthful ways.
- Describes the nature of chemical dependence. **1e**
  - ◇ describing chemical dependence as a physical need to have a substance;
  - ◇ describing chemical dependence as a psychological need or compulsion (urgent need, must have) to use a substance.
- Examines the effects of alcohol, tobacco, and other illicit drug use on the physical, intellectual, emotional, spiritual, and social development of the individual. **1e**

- ◇ recognizing personal and family values;
- ◇ recognizing peer influences;
- ◇ recognizing legal implications;
- ◇ recognizing social influences;
- ◇ recognizing media influences.
- Examines signs of alcohol, tobacco, and other illicit drug use. **1e**
- Examines influences on different types of alcohol, tobacco, and other illicit drug use. **1e**
- Examines differences in family structures and customs. **1f**
- ◇ analyzing the family as a basic unit in society;
- ◇ comparing ways in which culture and customs affect family practices.
- Examines changes in human growth and development during puberty. **1f**
- Analyzes the importance of giving and receiving care and affection to human growth and development. **1f**

## **HE2 Health Information Literacy**

Fourth grade students are learning to judge the accuracy of information and make decisions based on prior knowledge and experience. They are able to reflect and ask thoughtful questions about what they hear, see, and read. They are becoming versatile, independent, and fluent readers who are able to explore accessing increasingly diverse materials. Teachers should create an intellectually engaging and responsive learning environment that enables students to recognize and access appropriate adults, health professionals, peers, cross-age tutors, and printed and technological resources.

**The student develops health information literacy concepts, attitudes, and skills;** that is, the student:

**HE2a** Demonstrates the ability to use health **information literacy** skills.

- Accesses valid sources of information on the use of protective equipment efficiently. **1b**
- Accesses valid sources of information on accidents, injuries, and on first aid steps for helping others efficiently. **1b**
- Uses the Food Guide Pyramid as a source of information about food groups accurately, creatively, and healthfully. **1c**
- Evaluates valid sources of information related to the benefits of physical activity critically and competently. **1c**
- Accesses valid sources of information on medicinal and non-medicinal drug use efficiently. **1e**
- Accesses valid sources of information on the use of alcohol and tobacco efficiently. **1e**

## **HE3 Health Communications and Influences**

In a caring community of learners, students engage in many forms of communication; e.g.

reading, writing, speaking, listening, viewing, and visual interpretation. In health education, these intrapersonal and interpersonal communication activities are designed to enhance their sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships. Communication skills, fundamental to success in the workplace, are established in childhood. Through demonstrations, facilitation, and modeling, students are guided by the teacher to use appropriate eye contact, voice tone, and body language to simulate communication of clear messages that reduce risks and enhance their health and well-being. As they develop their views of the world, students develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and communicate their ideas and feelings to others in healthful ways. Students who do not learn to question and analyze situations become more vulnerable to negative pressure from peers or others and to the influences from advertising, entertainment, and other media campaigns that promote risky behaviors.

**The student applies effective communication skills to analyze and enhance personal, family, and community health and wellness;** that is, the student:

**HE3a** Demonstrates the ability to use **intrapersonal and interpersonal communication skills** to enhance health.

**HE3b Analyzes influences** of the family, peers, laws, culture, media, technology, and other factors on health.

- Examines influences on being safe when roller-blade skating thoroughly. **1b**
- Communicates a desire to avoid and prevent carrying or using a weapon competently. **1b**
- Examines family and social influences on physical activity choices thoroughly. **1c**
- Demonstrates selected interpersonal communication skills completely, accurately, and healthfully. **1d**
  - ◊ communicating using appropriate I-messages, eye contact, and assertiveness.
- Communicates a desire to make healthful choices competently. **1e**
- ◊ refusing alcohol, tobacco, and other non-medicinal illicit drug use;
- ◊ communicating a need for help in dealing with pressure to use illicit drugs.
- Examines influences on decisions about alcohol, tobacco, or other illicit drug use thoroughly. **1e**
- Communicates a refusal to use alcohol, tobacco, or other illicit drugs competently. **1e**
- Communicates how to get help for those already addicted competently. **1e**

#### **HE4 Healthful Choices**

Students can identify a situation that requires a decision, recognize that there may be several ways to solve a problem, decide on a plan of action to follow, and evaluate the

effectiveness of their plan. Using metacognition, students can learn to reflect and "unpack" their thinking process. Their creativity can be enhanced when exploring a repertoire of healthful choices. At this age, students increasingly assume responsibility for their personal care, self-grooming, and safety practices. Parents and teachers continue to reinforce the relationship between personal behavior and health as the changing personal care needs of the pre-adolescent emerge. Fourth grade students are also learning how to handle complex emotions and still need supportive adults who will give them structure and support by listening to them and guiding them to consider strategies that resolve conflict and cope with stress. Current health issues become more relevant to students as they gain understanding of the interrelationship of body systems, increase their ability to identify topics of sustained interest, and increase their skill in asking questions and investigating matters of personal interest.

**The student demonstrates the ability to self-manage by thinking then choosing behaviors which promote health and reduce health risks; that is, the student:**

**HE4a** Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

**HE4b** Demonstrates **self-management** by developing the ability to practice health-enhancing behaviors and reduce health risks.

**HE4c** Demonstrates the ability to **advocate** for personal, family, and community health.

- Makes specific and clear decision statements related to family expectations, respect for self and others, rules and laws, safety, or environmental responsibility based on a health and wellness ethic. **1a**
  - ◊ reflecting on decision statements that promote health and wellness as being good for a person's health;
  - ◊ making specified decision statements based on a health and wellness ethic (being guided by the importance of family expectations; rules and laws; safety; respect for self; respect for others; and the importance of environmental responsibility).
- Makes specific and clear decision statements related to convalescence after illness based on a health and wellness ethic. **1a**
  - ◊ reflecting on decision statements that promote health and wellness as being good for a person's health;
  - ◊ making specified decision statements based on a health and wellness ethic (reporting carrying and using of a weapon).
- ◊ reflecting on decision statements that promote health and wellness as being good for a person's health;
- ◊ making specified decision statements based on a health and wellness ethic (being guided by the need to build up stamina and strengthen the immune system by convalescing before returning to normal activity).
- Makes specific and clear decision statements related to reporting possession or use of a weapon based on a health and wellness ethic. **1b**
  - ◊ reflecting on decision statements that promote health and wellness as being good for a person's health;
  - ◊ making specified decision statements based on a health and wellness ethic (reporting carrying and using of a weapon).

- Demonstrates appropriate responses and basic first aid in a simulated emergency where an injury has occurred completely, accurately, and safely. **1b**
- Advocates for being a “Good Samaritan” by promoting knowledge of basic first aid care in an emergency with conviction and accurate supporting reasons. **1b**
- Makes specific and clear decision statements related to selecting more fruits, vegetables, whole grains, and calcium rich and nutrient dense foods based on a health and wellness ethic. **1c**
  - ◊ reflecting on decision statements that promote health and wellness as being right and good;
  - ◊ making food related decision statements based on a health and wellness ethic (selecting more fruits, vegetables, whole grains, and calcium rich and nutrient dense foods).
- Demonstrates an analysis of data about improvement in food choices completely, accurately, and healthfully. **1c**
- Demonstrates stress management techniques that enhance emotional health when dealing with conflict completely, accurately, and healthfully. **1d**
- Develops personal goal statements that establish targeted goals with a reward plan for reaching each goal related to recognizing responsibility for self, respecting the integrity of the human body, dealing with pressure to use illicit drugs, and making a personal commitment not to use illicit drugs clearly and realistically. **1e**
  - ◊ reflecting on setting targeted goals that promote health and wellness as being right and good;
  - ◊ developing targeted goals based on a health and wellness ethic (recognizing responsibility for self, respecting the integrity of the human body, dealing with pressure to use illicit drugs, and making a personal commitment not to use illicit drugs). **1e**
- Conducts evaluation research on the effects of alcohol, tobacco, and other illicit drug use and reasons why underage young people should not use alcohol and everyone should not use tobacco completely, accurately, and healthfully. **1e**
- Reflects on use of eye contact and a respectful voice in communicating with family members and friends. **1f**

***Examples of activities through which students might demonstrate achievement of the health education standards include having students:***

- ◆ Make up analogies to explain the need to build up stamina and strengthen the immune system by convalescing before returning to normal activity (if I do I will..., if I don’t I will...). **HE1a, HE4a**
- ◆ Develop a project that demonstrates techniques for basic first aid in an emergency. Projects should describe a situation that requires emergency first aid and include components of an emergency action plan, basic first aid techniques, and means of seeking help during an emergency. Projects should demonstrate protection for the

victim as well as for the first responder. Create a children's' storybook, pamphlet, oral report, role-play, or skit for the project. **HE1b, HE4b**

- ◆ Write an editorial for the local newspaper about roller-blade skating safety. Include information on what influences students not to follow proper rules even though they know the rules. **HE1b, HE3b**
- ◆ In small groups, develop a skit that applies a decision-making strategy to reporting a weapon to a parent or other authority. Include all of the steps in the decision-making process in the skit. **HE1b, HE3a, HE4a**
- ◆ Track daily eating habits for one week, recording the number of servings of each food group eaten. Analyze and evaluate these eating habits for goal-setting purposes. Establish clear goals that are then incorporated into eating habit analysis and progress charts for an additional week. At the end of the second week, synthesize data and then draw conclusions about improvement in food choices. Identify needs for future improvement. **HE1c, HE4a, HE4b\***
- ◆ Brainstorm common conflicts that fourth grade students typically face. Simulate practicing stress management skills that show an ability to handle a situation with conflict. Identify negative stressors and include strategies that manage and/or reduce anger, negative stress, and frustration. Demonstrate healthful and appropriate ways to express needs, wants, and feelings (talking issue over with another person, exercise or physical activity, deep breathing) and show relationships between positive and negative coping strategies. Also, identify a vision of an appropriate support system. Draw conclusions about developing health-enhancing strategies. **HE1d, HE4b \***
- ◆ Create a pamphlet on how alcohol is used and why underage young people should not use alcohol. Include information, resources, and persons to contact for further information or potential help for someone misusing or abusing alcohol. Create a different pamphlet on how and why not to use tobacco and also include information, resources, and persons to contact for further information or potential help for someone addicted to tobacco. **HE1e, HE2a, HE3a, HE4a**
- ◆ Create a skit on how to refuse the use of alcohol, tobacco, or other illicit drugs and how to get help for those addicted. **HE1e, HE3a**

\*Note: Work samples and commentaries for this activity are being developed.

- ◆ Conduct a research investigation and report (computer project, database, pamphlet, written or oral report, or diorama) on appropriate uses of drugs. Use a variety of reliable resources for accurate information on medicinal (licit) and non-medicinal (illicit) drug use. Validate sources and provide a rationale for selection and appropriateness of sources. **HE1e, HE2a\***
- ◆ Create an “infomercial” as a resource to help peers resist advertisements or promotions encouraging them to begin smoking. **HE1e, HE3b**

\*Note: Work samples and commentaries for this activity are being developed.

Work Sample and Commentary: **+** *First Aid First !*

**The task**

Students developed projects demonstrating techniques for basic first aid in an emergency. Projects described a situation that required emergency care and included components of an emergency action plan, basic first aid techniques, and means of seeking help during an emergency. Projects demonstrated protection for the victim as well as for the first responder. Students were asked to create a children's storybook, pamphlet, oral report, role-play, or skit.

**Circumstances of performance**

This sample of student work was produced under the following conditions:

- |                       |                          |
|-----------------------|--------------------------|
| √ alone               | in a group               |
| √ in class            | as homework              |
| with teacher feedback | with peer feedback       |
| timed                 | opportunity for revision |

**What the work shows**

**HE1b** The project includes accurate and current first aid procedures for the situation presented. The emergency action plan is comprehensive, follows a logical order, and takes into account the safety of all involved. All of the steps in the first aid procedure are included. Consequences versus improper treatment are shown.

**HE4b** First aid strategies are presented in the correct order of steps for helping others. Basic first aid is performed correctly. How unsafe practices may result in harm to self or others are demonstrated.

| Scale    | Score | Commentary   |
|----------|-------|--|
| Concept  | 2     | Relationship of safety approach to survey situation shown but does not provide detail; incomplete – no depth or breadth. |
| Advocacy | 2     | Accurate, but incomplete – does not describe actions in all steps of emergency action plan.                              |





Was the Saffery approach  
and then I saw what happens  
after that I looked how  
many people were hurt.

And then I looked if anyone

can help and then

I started the

**E**mergency action

step and then  
then my other friend came

I said go call the

ambulance dont hold up there  
one person hurt so

tell them to send

one ambulance tell

them we are

and then my  
friend was ok

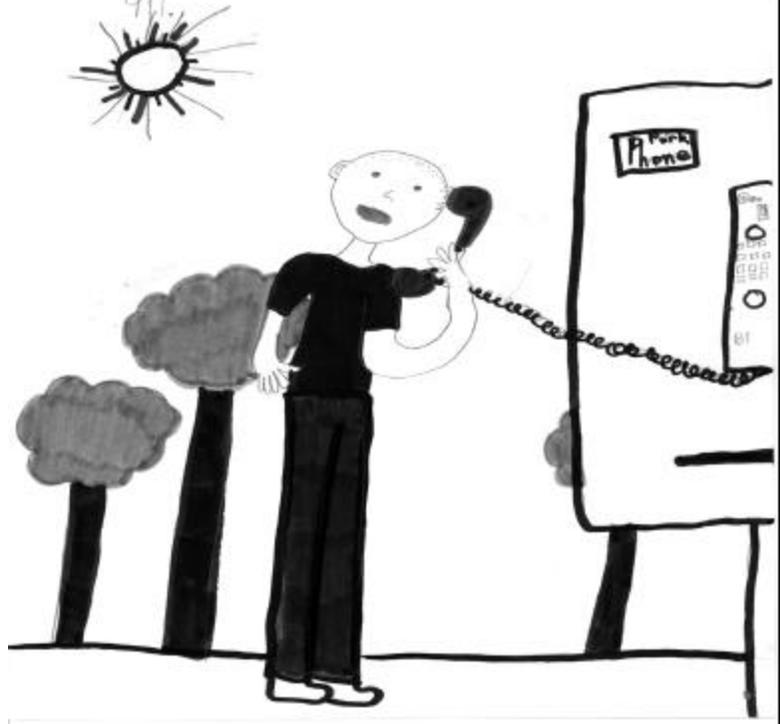
I was glad.

**The  
End**

| Scale           | Score | Commentary  |
|-----------------|-------|---|
| Concept         | 3     | Relationships shown (“slow down...accident ahead”, “car that was smoking...got the people out before the car would catch on fire”). Incomplete first aid treatment. |
| Self-Management | 3     | Incomplete first aid skills listed. Demonstrates steps in emergency action plan. Health enhancing action taken into consideration; i.e., everyone’s safety.         |



I told the truck driver to call  
911.



I told the rest of the people  
who were watching, to tell them to  
slow down because there was an accident  
up ahead.



I took them over to a safe spot.  
Then I tapped them on the  
shoulder and asked them "If they  
were OK?"



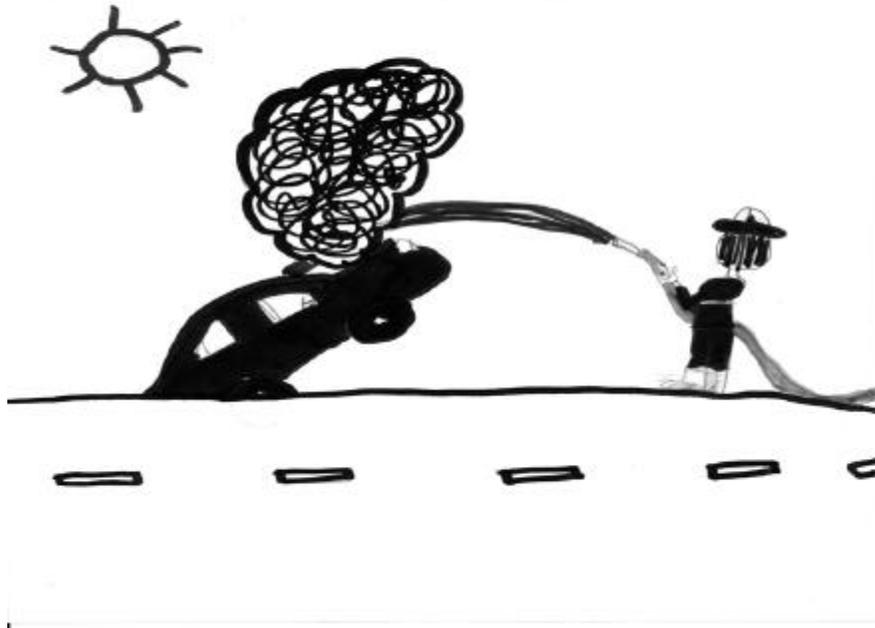
Next, I checked the A, B, C's.  
She was bleeding near her ear.

I'm checking  
her circulation.

A, B, C's  
Airway  
Breathing  
Circulation



Then the fire-fighters came. They put out the smoke. Behind them was the ambulance. They took the three people and the others in the other car out.



A few weeks later, I heard a knock at the door. My dad opened it up. It was the people who were in the accident. They came to say that they were thankful for saving their life.



| Scale           | Score | Commentary  |
|-----------------|-------|---|
| Concept         | 4     | Accurate, comprehensive response. Relationships shown ("I started asking questions...and he answered correctly so I figured he was not bad," "...his arm was broken...very gently"). Conclusions drawn. |
| Self-Management | 4     | Actions are health enhancing. Steps shown in correct order. Comprehensive. Shows thought process.   |

## One Sunday



One Sunday my friend and I were playing on our school playground. Jonny, my friend fell off the monkey bars. I was puzzled for a little while but then I stopped panicking. I yelled for help but no body was around. Jonny was conscious so, I started asking questions like 2+1 and he answered correctly, so I figured he was not bad.

## The continuing of One Sunday



I thought his arm was broken so I put it under my jacket very gently. I went to a pay phone nearby and I called the police department and said "this an emergency call." "I am at East Broadman Middle school." "My name is Gary." "One person is hurt"; "his name is Jonny." "It happened at about 3:10 P.M." "I think he broke his arm. Then the lady said "I'll send

## The Continuing of one Sunday



paramedics right away. Soon the paramedics got here and the instructor said "Gary you did a good job you saved this friend of yours and all I said was "Thank you".

# THE END

Work

**Sample and Commentary:**

***Smoke Is No Joke !***

**The task**

Students analyze the variety of internal and external influences on personal decisions about tobacco use. They either wrote a report, diary, or advice column, or created a skit, debate, or rap which demonstrated investigation of at least two different influences on personal decisions to use, not to use, or to quit using tobacco. They include a focus on short- and long-term health risks associated with tobacco use; e.g., rise in blood pressure, heart and breathing rates, chronic lung disease, exposing others to secondhand smoke, cancer, and heart disease, as well as benefits of being tobacco-free. They drew conclusions about adolescent tobacco use.

**Circumstances of performance**

This sample of student work was produced under the following conditions:

- |                       |                          |
|-----------------------|--------------------------|
| √ alone               | √ in a group             |
| √ in class            | as homework              |
| with teacher feedback | with peer feedback       |
| timed                 | opportunity for revision |

**What the work shows**

**HE1c** The project includes accurate information about tobacco, showing relationship(s) between tobacco use and health problems. Work is comprehensive, including an analysis of several short-term and long-term health benefits and risks; e.g., rise in blood pressure and heart rate, chronic lung disease, exposing others to secondhand smoke, cancer, and heart disease. Conclusions about adolescents and tobacco use are drawn.

**HE3b** A variety of influences are described. Both positive and negative aspects of influences on tobacco use are addressed, e.g., media peer pressure, family values, and social influences. The influences addressed are analyzed; e.g., family, media, peers, culture, availability (external); and curiosity, interest, likes/dislikes, pressure (internal).

| Scale                                      | Score | Commentary  |
|--|-------|---|
| Concept                                    | 2     | Contains inaccurate information (“80 – 90 percent of adolescents start smoking each year”). Response is incomplete. |
| Analyzing Internal and External Influences | 2     | Variety of influences, reasons for influence stated. No real analysis.  |

Tim

Dear Mr. Wise,

I have just started Heidelberg Middle School. Some of last year's kids here are smoking. It looks cool, but my parents would kill me if I smoked. I have tried to find other kids who don't smoke, but the only kids I can find are the kids who were with me in elementary school last year, but even some of them have started smoking. I looked up to my role model, Leonardo DiCaprio, but even he smokes. Can you help me?

Sincerely,  
Confused

Dear Confused,

I am so glad you wrote me. Did you know that about 80 to 90 percent of adolescents start smoking each year!? I just because Leonardo DiCaprio smoke it doesn't mean you should. It's not a true that everyone smokes, in fact only about eight percent of them smoke frequently. Did you know that 3 sec after your first puff: your heart beats faster, your blood pressure rises, and some oxygen in your blood is replaced by carbon dioxide! Also in 8 sec. nicotine gets to the brain! Pretty scary, huh! I know living in Germany make it hard since you can get cigarettes at every corner. You say in your letter that your parents would tell you if you smoke if you started smoking. Well, I pretty sure they wouldn't kill you, but you'd probably get in big trouble. I sure hope your parents are a good influence to you. Also, just because everybody is doing it, it doesn't make it right. There are no benefits to smoking! Long term effects are cancer and heart

disease. Also, don't turn to chewless tobacco, it's just as bad! You should stand up for what you believe in, no matter what!

Sincerely,  
J. Wise

| Scale                                      | Score | Commentary  |
|--|-------|---|
| Concept                                    | 2     | Contains very little information on smoking. No real mentions of health risks – long- or short-term. Contains inaccuracies or misconceptions (“...there are more D students that smoke than A students”). |
| Analyzing Internal and External Influences | 4     | Variety of influences addressed and how influences affect the persons.  |

Dear Adolescent Specialist,

I have a big problem at school. My friends started smoking because they saw a commercial about smoking and thought smoking was cool afterwards. Now they are trying to get me to smoke. I know my family would be upset if I started to smoke, but still I told them I might during recess. I don't know if that was right for me to do. I told them that during recess. They said if I don't smoke they wouldn't be my friend any more. I really want them to be my friends, so I told them maybe later.

Will you please try to write back to me as soon as possible?

Sincerely,

*Susie*

Dear Susie,

Thank you for writing to me. That is a problem a grown-up should help you with. I have a lot to tell you about.

Do not start smoking because your friends are smoking. It is not cool to smoke. Just because your friends think it's cool doesn't mean it is. Do you know that 80%-90% of smokers started smoking when they were teens, or that there are more "D" students that smoke than "A" students, or even that every ten seconds another person dies from tobacco use. I'm sure you don't want to be one of those people.

Your friends started smoking because of an influence called media. An influence is someone or something that makes you do what they want you to do. Media influences are commercials, ads in magazines, and movies that make it look cool to do drugs.

You are right about your family being upset if you started to smoke. That is another influence. It is called a family influence.

That was not right what you did before and during recess. You were being passive. You should only be assertive, not passive or aggressive. Passive means you are being shy and not respecting your own rights. Aggressive means that you are not respecting other people's rights while you are making them respect your rights. Assertive means you are confident and calm when you are declaring your rights.

If your friends say they won't be your friend if you don't do anything they want you to do, they aren't your real friends. Real friends accept what you do and who you are.

Talk to your parents about this. Let them know what is going on. I'm sure they could help you in some other ways. They also need to know about this.

Please write back to me to tell me about the results.

Sincerely,  
Adolescent Specialist