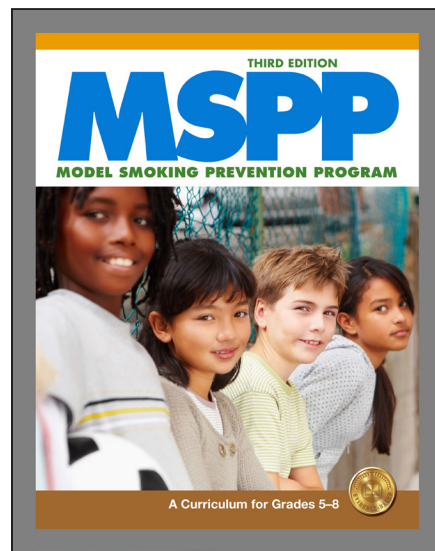


MSPP

Model Smoking Prevention Program

A Tobacco Prevention Curriculum for Grades 5-8



SCOPE AND SEQUENCE



For more information about this program,
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What is the *Model Smoking Prevention Program (MSPP)*?

Model Smoking Prevention Program or MSPP is a comprehensive tobacco prevention program that also addresses alternative tobacco products such as e-cigarettes. It includes the following:

- A curriculum designed for students in grades 5–8.
- A Community Action Manual (included on a CD-ROM) that provides ideas of how to address tobacco prevention community-wide through the involvement of parents/guardians, students, and other community members.
- A parent brochure (available separately) that motivates students' family members to be involved in this important issue. A Spanish version of the parent brochure is on the CD-ROM included with the *MSPP* curriculum.

The *MSPP* curriculum consists of six developmentally appropriate classroom sessions for grades 5–8. Each session is forty-five to fifty minutes in length, fitting well into a normal class period. 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.

Each session includes an overview, learner outcomes, and a detailed outline of directions for presenting each activity. All direct questions or statements to students are indicated. Preparation time for most sessions should be minimal. Copies of the visuals and student handouts needed for each session are included at the end of each session, as well as on the accompanying CD-ROM or online, if a digital version of the program is being used.

The program is appropriate for students in all regions of the United States, including urban and rural, in all socioeconomic groups, and across ethnicities. The peer-led component of *MSPP*, 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.

This revised version of *MSPP* includes:

- Information on alternative tobacco products, such as e-cigarettes, hookah and snus
- Includes the latest statistics on teen tobacco use
- Repackaging of the materials for easier use

The cooperative-learning group activities incorporated throughout this curriculum are to be led by peer leaders. Students who are participating in the program choose the peer leaders. Directions for selecting and training these peer leaders are included in the curriculum. Original copies of the peer leader sheets (which are part of the Peer Leader Guide) are in both the curriculum and on the CD-ROM for copying. Each peer leader should be trained and given a copy of the Peer Leader Guide about one week before the program starts.

A pre-test and a post-test are provided (in the curriculum and on the CD-ROM). Students may take the pre-test before beginning the *MSPP* program and the post-test after completing the program to measure changes in their knowledge and attitudes. **Since the *MSPP* curriculum is based on a social influences model, it is also recommended that students be evaluated on their participation in the large- and small-group activities.**

In addition to the curriculum, this program comes with a Community Action Manual on the CD-ROM or online, if you are using the digital version of the program. This Community Action Manual provides ideas on how to address tobacco prevention community-wide through the involvement of parents/guardians, students, and other community members. It includes press releases, possible news articles, and a wide variety of community action ideas. The original research study on *MSPP* found that the program was more effective when the curriculum was paired with the implementation of these community efforts.

What Are the Curriculum Goals and Rationale?

Goals

The overall goal of *MSPP* is to prevent tobacco use among adolescents. (When mentioning tobacco in this program, the authors are referring to all forms of products that contain nicotine, including smokeless tobacco and alternative products such as e-cigarettes.)

The program is specifically designed to help adolescents:

- identify reasons why people start using tobacco
- discover that non-use of tobacco is normal behavior for adolescents
- practice skills for resisting peer pressure to use tobacco
- recognize the subtle and not-so-subtle messages in tobacco advertising
- decide on their personal reasons for not using tobacco
- provide social support for no tobacco use

The intended outcomes are that adolescents will:

- not begin to use any kind of tobacco
- not continue to use any kind of tobacco if they have experimented with it
- influence friends and family members not to use tobacco

Rationale

MSPP is based on a social influences model of prevention that focuses on 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 increasing their knowledge, beliefs, or motivations.

The social influences theory recognizes that the social environment of teens (friends, family, and media influences, for example) 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 model often focuses on a person's resistance, decision-making, and communication skills. The social influences theory also emphasizes the negative short-term consequences of smoking, advertising techniques, and positive social 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 to resist these influences. Throughout the curriculum, students learn about the major social influences that encourage and support youth tobacco use, and how to resist these negative influences.

The rationale behind using peer leaders to lead the group activities is based on a realization that peers are often the most important factor that determines whether a teen begins or experiments with tobacco use. Adolescents may begin using tobacco to gain acceptance by their peers. Using student peer leaders in this program creates a norm that tobacco use is unacceptable. Through the 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. Students who are participating in the program choose the peer leaders. Directions for selecting and training these peer leaders, as well as original copies of the peer leader sheets, are included in the curriculum (the entire Peer Leader Guide is also on the accompanying CD-ROM for copying).

Why Is It Important To Provide Tobacco Prevention Education?

Tobacco is a major health threat. 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. Alternative tobacco products such as electronic cigarettes, snus, hookah, and small cigars also have negative health consequences. All tobacco products contain nicotine and are addictive. Furthermore, nicotine has been shown to have negative effects on the developing brain among adolescents, including impairments of working memory and attention.

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 eighteen. The use of smokeless tobacco, mistakenly thought to be a safer alternative to smoking, is prevalent among adolescent males. What begins as experimentation can 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 to be a *gateway drug*. Use of tobacco is associated with use of alcohol, marijuana, and even cocaine. To prevent this sequence of behavior, it is necessary to target students just prior to or during early experimentation with tobacco, which typically begins in the sixth or seventh grade.

Is MSPP Research-based?

The origins of *MSPP* (previously the *Minnesota Smoking Prevention Program*) came from the Class of 1989 Study as part of the Minnesota Heart Health Program (MHHP). MHHP was a population-wide research and demonstration project designed to reduce cardiovascular disease in three communities from 1980 to 1993. The program was last revised in 2015 as part of the Texas Tobacco Prevention Program.

A group of students was studied from sixth grade through twelfth grade; some students were in an intervention group, while others were part of a control group. Each year, behavioral measurements were taken. At the beginning of the study, there were no differences between the groups 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 group: 14.6 percent of students were weekly smokers at the end of high school compared with 24.1 percent in the control group. In addition to the curriculum, the community component (included as part of this program) was also found to enhance the outcomes of the program.

Scope and Sequence

The following chart outlines what participants will learn in this six session program.

Session Title	Participant Learning Outcomes
<p>Session 1:</p>	<p>At the end of this session, participants will be able to</p> <ul style="list-style-type: none"> • discover that six million people worldwide, including 480,000 Americans,—die every year because of tobacco use. • identify the negative consequences of smoking tobacco, using smokeless tobacco, and alternative tobacco products.
<p>Session 2:</p>	<p>At the end of this session, participants will be able to</p> <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. • identify the incompatibility between their desired lifestyle and tobacco use. • know the total number of smokers in their age group. • discover that there are few smokers in their age group. • discover that nonsmokers compose the majority of all age groups. • identify a parent’s or other adult’s experiences and opinions about using tobacco.

Session 3:	<p>At the end of this session, participants will be able to</p> <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 can use to help parents or friends quit using tobacco.• identify places where people their age start using tobacco.• describe different types of pressure.• 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:	<p>At the end of this session, participants will be able to</p> <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:	<p>At the end of this session, participants will be able to</p> <ul style="list-style-type: none">• know the amount of money the tobacco industry spends on advertising its products.• identify the covert methods that the tobacco industry uses 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:	<p>At the end of this session, participants will be able to</p> <ul style="list-style-type: none">• describe an advertising idea that promotes the benefits of being tobacco-free.• identify their own reasons for choosing not to use tobacco.• state in front of their classmates their decision not to use tobacco.• write a social support letter for no tobacco use.
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**MEETING NATIONAL ACADEMIC STANDARDS
WITH MSPP FOR GRADES 5-8**

The following academic standards will be met by using *MSPP for Grades 5-8*.

Academic Standards	
<p>Health Education Standards (Grades 3-5)</p>	<ul style="list-style-type: none"> • Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research). • Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure). • Knows characteristics needed to be a responsible friend and family member. • Knows strategies for resisting negative peer pressure. • Knows behaviors that are safe, risky, or harmful to self and others. • Sets a personal health goal and makes progress toward its achievement. • Knows ways in which a person can prevent or reduce the risk of disease and disability. • Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost). • Recognizes high-risk substance use situations that pose an immediate threat to oneself or one’s friends or family, as well as how and where to obtain help. • Knows ways to recognize, avoid, and respond to negative social influences and pressure to use alcohol, tobacco, and other drugs (e.g., refusal skills, self-control).

<p>English/Language Arts Standards (Grades 6-8) <i>Listening and Speaking</i></p> <p><i>Viewing</i></p>	<ul style="list-style-type: none"> • Plays a variety of roles in group discussion (e.g., critical listener, discussion leader, facilitator). • Asks questions to seek elaboration and clarification of ideas. • Makes oral presentations to the class. <ul style="list-style-type: none"> • Knows that people with special interests and expectations are the target audience for particular messages or products in visual media; and knows that design, language, and content reflect this (e.g., in advertising and sales techniques aimed specifically toward teenagers, etc.).
<p>Life Skills (Grades K-12) <i>Thinking and Reasoning</i></p> <p><i>Working with Others</i></p> <p><i>Self-Regulation</i></p>	<ul style="list-style-type: none"> • Understands and applies the basic principles of presenting an argument. • Applies basic trouble-shooting and problem-solving techniques. • Applies decision-making techniques. <ul style="list-style-type: none"> • Contributes to the overall effort of a group. • Uses conflict-resolution techniques. • Works well with diverse individuals and in diverse situations. • Displays effective interpersonal communication skills. • Demonstrates leadership skills. <ul style="list-style-type: none"> • Sets and manages goals. • Performs self-appraisal. • Considers risks. • Demonstrates perseverance. • Maintains a healthy self-concept. • Restraints impulsivity.

These standards are taken from *Content Knowledge—Online Edition, Mid-continent Research for Education and Learning, 2014. Used with permission.*