

Healthy Behavior Outcomes

A pre-K–12 tobacco-free curriculum should enable students to

HBO 1. Avoid using (or experimenting with) any form of tobacco.

HBO 2. Avoid second-hand smoke.

HBO 3. Support a tobacco-free environment.

HBO 4. Support others to be tobacco-free.

HBO 5. Quit using tobacco, if already using.

Standard

1

Students will comprehend concepts related to health promotion and disease prevention.

After implementing this curriculum, students will comprehend concepts important for establishing and maintaining a tobacco-free lifestyle.

Grade 6–8 Knowledge Expectations: Check the box next to each tobacco-related knowledge expectation addressed in the curriculum.

By grade 8, students will be able to:

- Describe short- and long- term physical effects of using tobacco. (HBO 1)
- Discuss the social, economic, and cosmetic consequences of tobacco use. (HBO 1)
- Describe how using tobacco could affect one’s goals for physical fitness and athletic performance. (HBO 1)
- Summarize the dangers of experimenting with tobacco products. (HBO 1)
- Describe situations that could lead to the use of tobacco. (HBO 1)
- Summarize the benefits of being tobacco-free. (HBO 1)
- Explain that tobacco is addictive. (HBO 1)
- Summarize the effects of secondhand smoke. (HBO 2)
- Describe the relationship between using tobacco and alcohol or other drugs. (HBO 1)
- Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3, & 4)
- Explain reasons most individuals do not use tobacco products. (HBO 1)
- Support family and friends who are trying to stop using tobacco (HBO 4)
- Summarize how addiction to tobacco use can be treated (HBO 4 & 5)
- Summarize how smoking cessation programs can be successful. (HBO 4 & 5)

Standard

2

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- Explain the influence of school rules and community laws on tobacco-related behaviors.
- Explain how perceptions of norms influence behaviors related to tobacco use.
- Explain how social expectations influence behaviors related to tobacco use.
- Explain how personal values and beliefs influence tobacco use.
- Describe how some health risk behaviors, such as alcohol use, influence the likelihood of engaging in tobacco use.
- Analyze how relevant influences of family and culture affect tobacco use.
- Analyze how relevant influences of school and community affect tobacco use.
- Analyze how relevant influences of media (e.Tobaccg., tobacco advertising) and technology affect tobacco use.
- Analyze how relevant influences of peers affect tobacco use.

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- Analyze the validity and reliability of tobacco-use prevention information.
- Analyze the validity and reliability of tobacco-use cessation products and services.
- Describe situations that call for professional tobacco-use cessation services.
- Determine the availability of valid and reliable tobacco-use cessation products.
- Access valid and reliable tobacco-use prevention information from home, school, or community.
- Access valid and reliable tobacco-use cessation information from school or community.
- Locate valid and reliable tobacco-use cessation products and services.

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid or quit tobacco use.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- Demonstrate the use of verbal and nonverbal communication to avoid exposure to secondhand smoke.
- Demonstrate the use of verbal and nonverbal communication to avoid tobacco use.
- Demonstrate peer resistance skills that avoid or reduce exposure to secondhand smoke and tobacco use.
- Demonstrate negotiation skills that avoid or reduce exposure to secondhand smoke and tobacco use.
- Demonstrate how to ask for assistance to quit using tobacco.
- Demonstrate how to communicate empathy and support to a family member who is trying to quit tobacco use.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid or quit tobacco use.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- Identify circumstances that help or hinder making a decision to be tobacco-free.
- Identify situations that require a decision related to tobacco use (e.g., when offered a cigarette by a peer).
- Distinguish when decisions related to tobacco use can be made individually or with help of others.
- Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use.
- Distinguish between healthy and unhealthy alternatives to a decision related to tobacco use.
- Predict the potential healthy and unhealthy outcomes of choices when making a decision related to tobacco use.
- Choose a healthy alternative when making a decision related to tobacco use.
- Analyze the effectiveness of a final outcome of a decision related to tobacco use.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco-free, take steps to achieve these goals, and monitor their progress in achieving them.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- Assess personal tobacco use practices.
- Set a realistic goal to be tobacco free.
- Assess the barriers to achieving a goal to be tobacco free.
- Apply strategies to overcome barriers to achieving a goal to be tobacco free.
- Use strategies and skills to achieve a goal to be tobacco free.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- Explain the importance of being responsible for being tobacco free.
- Demonstrate effective coping strategies when faced with tobacco use by family and friends.
- Analyze personal practices that reduce or prevent behaviors related to tobacco use.
- Make a commitment to be tobacco free.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.

Grade 6–8 Student Skill Expectations: Check the box next to each tobacco-related skill expectation addressed in the curriculum.

By grade 8, students will be able to:

- State a health-enhancing position about being tobacco free, supported with accurate information, to improve the health of others.
- Demonstrate how to persuade others to be tobacco free and avoid exposure to second-hand smoke.
- Collaborate with others to advocate for individuals, families, and schools to be tobacco free.
- Demonstrate ways to adapt a tobacco-free message for different audiences.