

EARLY STAR: SAY "YES" TO HEALTH

INTRODUCTION		1
KINDERGARTEN		
Unit 1:	Getting Ready -- I Like	6
Unit 2:	Prevention/Self-Esteem -- The Mirror	7
Unit 3:	Establishing Trust/Communication Skills -- The Drumsnake	10
Unit 4:	Getting Healthy -- The Nutrition Train	12
Unit 5:	Saying "No" -- Say "No" To Be Safe	14
Unit 8:	Health Projects -- Expose Your Senses	16
	All Grades Health Project - Art	18
GRADE 1		
Unit 1:	Getting Ready -- Making Things Better	20
Unit 2:	Prevention/Self-Esteem -- I'm Glad I'm Me	22
Unit 3:	Establishing Trust/Communication Skills -- How Can I Help?	24
Unit 4:	Getting Healthy -- Grow	26
Unit 5:	Saying "No" -- Things To Say "No" To	28
Unit 6:	Alcohol Information -- Alcohol And Your Body	30
Unit 8:	Health Projects	33
	All Grades Health Project - Art	34
GRADE 2		
Unit 1:	Getting Ready -- New Subject In School	36
Unit 2:	Prevention/Self-Esteem -- Getting Healthy Inside	38
Unit 3:	Establishing Trust/Communication Skills -- Boxes of Joy	40
Unit 4:	Getting Healthy -- A Good Lunch vs. A Bad Lunch	42
Unit 5:	Saying "No" -- A Healthy Thing To Do	44
Unit 6:	Alcohol Information -- Alcohol And Your Body	47
Unit 7:	Drug Information -- When Drugs Are Harmful	50
Unit 8:	Health Projects	53
	All Grades Health Project - Art	54
Unit 9:	Goal Setting -- Road Maps	56
Unit 10:	Generating Alternatives -- Skin The Cat	57
Unit 11:	Evaluating Alternatives -- Which Car Is Best?	59
Unit 12:	Problem-Solving -- Field Trip	61
GRADE 3		
Unit 1:	Getting Ready -- Name Tag Find	63
Unit 2:	Prevention/Self-Esteem -- Be Proud To Be You	65
Unit 3:	Establishing Trust/Communication Skills -- What if...?	67
Unit 4:	Getting Healthy -- Vegetating	70
Unit 5:	Saying "No" -- A Pair Of Lungs For Life	71
Unit 6:	Alcohol Information -- What Drinking Does To Me	73
Unit 7:	Drug Information -- A Buy You Can't Refuse	76
Unit 8:	Health Project -- Think About It	78
	All Grades Health Project - Art	81
Unit 9:	Goal Setting -- Score	83
Unit 10:	Generating Alternatives -- Mind Stretchers	85
Unit 11:	Evaluating Alternatives -- My Favorite Food	86
Unit 12:	Problem-Solving -- Where Shall I Go?	88

GRADE 4

Unit 1:	Getting Ready -- Guess Who	90
Unit 2:	Prevention/Self-Esteem -- "See" The Best In You	92
Unit 3:	Establishing Trust/Communication Skills -- What I Want To Be...	94
Unit 4:	Getting Healthy -- What Would The World Be Like Without...?	96
Unit 5:	Saying "No" -- Saying "No"	99
Unit 6:	Alcohol Information -- Drinking Is Not The Way To Go	102
Unit 7:	Drug Information -- Drug Awareness: A Jigsaw	105
Unit 8:	Health Projects -- Think About It Brainstorm	112 115
	All Grades Health Project - Art	116
Unit 9:	Goal Setting -- Wish Upon A Star	118
Unit 10:	Generating Alternatives -- What's The Worst Thing?	120
Unit 11:	Evaluating Alternatives -- A Campaign	122
Unit 12:	Problem-Solving -- That's A Good Idea	123

GRADE 5

Unit 1:	Getting Ready -- The Listening Post	125
Unit 2:	Prevention/Self-Esteem -- I Am Like _____ Because...	127
Unit 3:	Establishing Trust/Communication Skills -- The Priority Ladder	129
Unit 4:	Getting Healthy -- The Hidden Addiction (Sugar)	131
Unit 5:	Saying "No" -- Pressure Cooker	136
Unit 6:	Alcohol Information -- Alcohol: It's Not My Drink	138
Unit 7:	Drug Information -- About Drug Addiction	144
Unit 8:	Health Projects - Brainstorm All Grades Health Project - Art	148 149
Unit 9:	Goal Setting -- Substance Abuse	151
Unit 10:	Generating Alternatives -- The No Drug Store	152
Unit 11:	Evaluating Alternatives -- Who Is A Friend?	154
Unit 12:	Problem-Solving -- Who Can Help?	155

INTRODUCTION

In teaching students to say no to drugs, alcohol, cigarettes, bad food, and just plain bad habits, the educator must keep one main concept in focus. That is, if we can teach students through experience, example, firmness, and kindness to really love and appreciate themselves, they will not want to harm the physical bodies that house their wonderful minds! This means more than saying "No" to bad habits; it means saying "Yes" to health. Research has shown us that substance abusers are unhappy people who need to learn self-love. One of the reasons Alcoholics Anonymous and Narcotics Anonymous are successful is because they teach people to love themselves, usually through the love and support of the group. Let's face it, life is just a whole lot easier when there is someone cheering in your corner! If we don't like ourselves it's easier to affirm our goodness if other people see it in us first. This feeling of validation eventually, and often immediately, comes through in the student to student interaction that we have used in our say "YES" approach. As educators, we so often want to give our students the self-esteem they need. Then we find that they, more often, get it from each other. Fostering a trusting attitude where children feel free to express their views is good practice in asking for help and in reaching out to others, a life-saving skill.

Another focus of these lessons is the importance of active thinking by all students. Each lesson is designed to model a thinking environment and to communicate the thinking, not by telling, but by structuring active student problem-solving skills. The research on what type of methodology best develops the problem-solving skills tells us that structured interaction between student and teacher and especially student to student is essential. Through speaking and writing, students clarify their thinking. The more guided opportunity they have to do this, the more refined these skills will become. The teacher's expertise is put to a greater challenge than that found in giving out information via a lecture. In this style, the teacher designs the most effective learning strategy and plans how students will use that strategy step-by-step. Finally, the teacher selects the most appropriate questions to guide student discussion of the new concepts, and then provides appropriate practice sessions to insure transfer of learning. In essence, it is the teacher's task to structure student involvement in mastery of the objective. Within this structure, students will spend 75% of the lesson talking to each other, responding to higher order questions, writing in journals and sharing ideas with their peers and the teacher. This structured learning approach recognizes that the greatest pressure for substance abuse will come not from parents or teachers, but in the world outside the home and classroom. Rather than teach each student how to solve each problem, this curriculum will teach students how to use a variety of skills to solve a variety of problems. Remember the adage: "Catch me a fish, I will eat for a day. Teach me to fish, and I will eat for a lifetime."

Today, people are puzzled about the approach to use in substance abuse education; quick review of the curricular tells us about which methodologies have worked and which have not. At first, we had the "Let them have information" approach. It was discovered even by the most informed teachers that some of the students knew more than they did about various drugs. When this didn't succeed, the curricular experts headed to the fear and trembling strategy. From filmmakers came a flood of movies proposed to scare students away from drugs. This method promoted sarcastic remarks from the students.

Next, we were left with free and open discussion approach. No value judgments would be made. Students would hold rap sessions. By identifying all the failures of family, society, and self, students supposedly would discover the inner strength to make more discriminate use of drugs. In some instances, a hidden agenda promoted good, old-fashioned booze over hard drugs. Somehow, a student could be an all-American hero if he or she guzzled a beer but a "hippie freak" if he or she smoked pot.

In reaction to these issues, primary prevention specialists began studying which approaches have worked, and how the best aspects of those programs could be duplicated. They identified two non-variable characteristics. The first one is encouraging the student to take responsibility for their choices about drugs and alcohol, and I like to place junk food in here also. Secondly, the curriculum must introduce a high quality skill training which will enable the students to practice the choice-making skills.

These two approaches, set up in a trusting and loving environment, will facilitate the building of a strong self-esteem in youngsters, thus giving them the courage to say "NO" and not care about the peer pressure. The group lessons will allow them opportunities to practice saying "NO" with their peers.

What are the skills that this curriculum will provide for children who must make responsible choices about good health? Rather than assume that these young people are good problem-solvers, this curriculum will assume that problem-solving is a very sophisticated set of skills that are acquired through explicit instruction. Helping students to think clearly about information, to edit information by a careful consideration of the facts and opinions, to consider the consequences of each idea, to gather data, to analyze cause and effects, and to plan ways of acting consistently with positive values and goals, are some of the skills which promote problem-solving and pressure-free decision-making.

In short, the curriculum is designed to create active thinkers who know how to say "NO".

What is the methodology that will best bring about such results? Based on the most current study of the various approaches to thinking skills instruction, this curriculum will emphasize instructional variables that result in active thinkers who can successfully use a skill-based problem-solving approach to maintain a healthy lifestyle.

The first is the conscious and careful development of a classroom climate which promotes complex thinking by every student. The principle focus of this climate is the degree of psychological safety and security felt by each student. How free does the most shy and reticent student feel to express thoughts and feelings without fear of put downs or sarcasm from peer or teacher? What approach does the teacher use to make every student, no matter how different that student may feel, know that his or her ideas deserve to be heard, to be examined, and to be tested fairly? What means does the teacher take to raise each student's expectations so that active thinking replaces passive listening or daydreaming as the norm of behavior?

The second instructional variable is the actual mode of importing knowledge. If the teacher is the expert, why the restriction on lectures, the most usual style of instruction? The research on what type of methodology best develops the problem-solving skills tells us that the structured interaction between student and teacher, and especially student to student interaction is essential, necessary, and enlightening! Through writing, speaking, and role-playing, students clarify their thinking about health choices. The more guided opportunities they have to do this, the more refined their skills will become. In this style, the teacher designs the most effective learning strategy and plans how students will use that strategy step-by-step.

The third variable which makes a difference is the explicit instruction of specific problem-solving skills. This lesson design first focuses students on the mastery of a specific thinking skill or problem-solving process. After the students have shown they know the vocabulary and understand the concept, they will apply the information to practice situations in which they use the skill. Finally, students apply the skill to pro-health situations of increasing complexity.

Because the introduction and early practice of the skill are done in the safety and security of the classroom set up with a trusting environment, it is easier for the student to try out the skill and receive the helpful feedback that will increase confidence.

The fourth variable that promotes problem-solving is the opportunity to reflect on the thinking process itself. As each student becomes more adept at knowing the problem-solving methodology, repeated invitations by the teacher to walk through the steps before solving a new problem, reviews of the steps, and the reasons for the steps, discussion of alternative strategies, and evaluation of the steps chosen, will enhance the chances that students will transfer the process successfully outside the classroom. This is called metacognitive processing.

To assist in teaching lessons which incorporate these four variables, each lesson in this curriculum incorporates strategies and designs that promote active participation. To enhance this approach, several methods are highlighted:

1. **Structured Group Tasks.** Each lesson will require that students work in pairs or cooperative groups. When forming these groups, the following principles are important to remember:
 - A. **Mix them up.** Place non-task-oriented students with task-oriented students, girls with boys, handicapped with non-handicapped, in order to facilitate a blend of strengths and weaknesses, and to get a variety of different opinions.
 - B. **Start small.** Two or three students in a group is enough for the first couple of weeks.
 - C. **Assign roles.** Have a definite recorder for each task. Add a timekeeper, a checker, and a materials manager. The recorder will always make a report to the class or give a written product of the group's work. The timekeeper will watch the clock, and the checker checks with each group member upon completion of each answer or finished product, to see if all are in agreement. The materials manager will see that the group has all the tools it needs. Of course, if you feel another role would fit in nicely with your class, go ahead and assign it!
 - D. **Set time limits and give clear instructions.** In the instructions, indicate the final product wanted from each group or pair.
 - E. **Give each group time for structured reflections.** There are several moments in each class period when reflection is important. At the start of each class give the students a reflective activity that will cause them to review yesterday's work and to prepare for today. At the end of each class period, take five minutes to have students reflect on the most important aspects of the lesson. On days when one lesson ends in the middle of the period, use a reflective activity as a transition.

The following are several strategies which promote reflection used throughout the lessons:

- (a) **The Journal or The Log.** Each student should maintain an age appropriate thinking journal. Some of the lessons provide the time and directions for journal entries with selected items.
- (b) **The Stem Statement.** This is a lead statement which students complete. It helps them focus on ideas relevant to the day's objective. Some examples of appropriate stems are: "Today, I learned...I'm proud that...I hope...I wondered...etc."
- (c) **The Whip Around.** Provide a stem. Wait for students to think about a good response. Then, whip around the room starting with one student going down and up all of the rows making sure everyone responds.
- (d) **Be An Active Listener.** Model and teach good listening skills for good communication. Maintain eye contact and receptive body language, and please, please, please allow NO interrupting. Many children like to interject stories about themselves in similar situations, focusing the attention back to them, rather than attending to the person speaking. This is not active listening.

A WORD ABOUT TRANSFER

Ideally, we want students to take with them in life the lessons they learn in the microcosm of the classroom. Thus, we must encourage transfer. Contract with the students to practice new problem-solving skills at home or with other students for homework. End each lesson by reviewing the importance of the message given and by asking students to apply the day's lesson to something else that is real for them.

Covering information in the classroom seldomly prepares students to use skills in the real world. This approach intends for students to have skills they can use on the playground, on the street corner, or wherever the drug and alcohol pressures appear. For that reason, it is important that you pay attention to the transfer element that closes each of the major lessons. These transfer notes are presented to guide follow-up activities in the classroom. Each transfer note will give you guidance in helping students practice the major lesson skills over a two-week period.

As an example, see Unit 1--Kindergarten level, **Getting Ready, I Like**. Note that after the closure activity (p. 8), the transfer instructions tell you how to follow up the *I Like* lesson.

Although the transfer lesson does not use the full lesson design of the main lesson, enough guidance is given so that you can follow the same steps each day. We suggest you use this design as you plan each transfer lesson.

- (1) **Review** the major lesson. In your review cover (a) what you did in the activity, (b) important skills or ideas discussed, and (c) the reason or purpose for the main lesson.
- (2) **Introduce** the transfer lesson by stating (a) what will be done, (b) instructions for the task, and (c) connection to the main lesson.
- (3) **Conduct** the transfer activity.

- (4) **Discuss** the activity. Usually, you will use the main lesson's *Metacognitive Discussion* or variations with the transfer lessons. This will help students make the important connections between the main lesson and the transfer lessons.
- (5) **Close** the lesson. Again, use the *Closure* from the main lesson.

After all student teams have taken turns in the practice lesson, conduct a closure lesson:

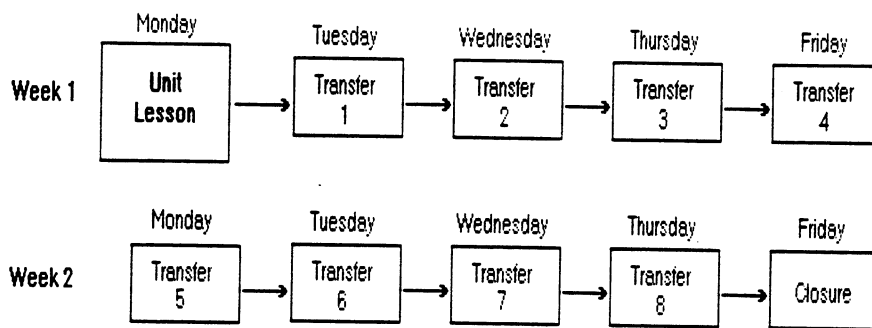
- (1) Review key concepts and skills practiced in the unit.
- (2) Clarify key points.
- (3) Close the lesson. You may want to do closure informally (whip, journal entry) or formally (a test, a short essay, an individual report, a project).

A WORD ABOUT TIME

The major lesson in each unit is designed for 30-40 minutes. Time will vary from class to class depending on how the class "gets into" discussion.

For transfer lessons in the self-contained classrooms of the primary grades, we suggest that you spend 10-15 minutes per day.

Primary (10--20 minutes per day)



However you may organize the flow, the material in this manual provides you with more than two hours of instructional lessons for each unit. You may decide how to modify and adapt the material for your students within your time constraints.

These lessons will challenge your students. The teaching methodology requires sophisticated skills far beyond what is expected of a lecture oriented, "give the information" classroom. Active involvement is expected of each student. Cooperation is also an important component of the human growth process which is intertwined in some way in each lesson. The bottom line here is always, self-love, which transfers to high self-esteem which is tantamount to saying "NO" to drugs, and "YES" TO HEALTH! This message, along with the strategies to say "NO" and the accompanying practice sessions, are the nutrients you need to build your healthy classroom.

Go for it, with lots of love, fun, and energy! I say "YES" to you!

Sue Archibald