

TRAINING OUTLINE

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Training Checklist

- _____ Class Roll
- _____ Name Tags
- _____ Peer Leader Manuals
- _____ Overhead Projector and Markers
- _____ Pencils
- _____ Snack (soft drinks and food item)
- _____ Blank paper
- _____ TRANSPARENCY 1
- _____ TRANSPARENCY 8
- _____ TRANSPARENCY 9
- _____ TRANSPARENCY 10
- _____ TRANSPARENCY 12
- _____ BLANK TRANPARENCIES
- _____ HANDOUT 5
- _____ HANDOUT 6

PEER LEADER TRAINING

INTRODUCTION

1. As peer leaders arrive, **GREET** them enthusiastically!
2. Distribute name tags and have students print their name in large letters on the tag.
3. Take roll to determine whether all peer leaders are present.
4. Remind students of the activity they did in class in which students wrote down the names of classmates whom they "like and would like to be like."
5. Point out that THEY were the students who received the most votes from their classmates. Because of that, they will be helping their teacher with a special program - **The Kentucky Adolescent Tobacco Prevention Program.**
6. Ask if anyone has been the leader of a group before. Then ask for the volunteers to tell about their leadership experiences.

If there is no response, ask the group:
 - a. Has anyone ever been a chairperson or a president of a club at school or church?
 - b. Has anyone ever led a small group discussion in a class?
7. In the Kentucky Adolescent Tobacco Prevention program, they will help their teacher by being the leader of a small group. They will be called a "**PEER LEADER**".
8. What does the word "peer" mean? (Someone their own age). Explain that they will be leading their peers in some group activities.
9. By the end of today's training sessions, each of them will know exactly what to do as a peer leader.
10. We really need your help for the program to be successful.
11. You should **FEEL PROUD** that you have this opportunity. We are excited about working with you on this special program.
12. Give out **PEER LEADER MANUALS** to the students.
 - a. They should keep the manuals.
 - b. They should write their names on the cover.
 - c. They should not lose the manual because it explains what they need to do.
 - d. We will be collecting the manuals. They will be stored in their classroom when they are not using it.

- e. **DO NOT** write in the manuals today!
- 13. Have students read the first page of the manual. (Congratulations)
- 14. Have students take turns reading aloud the page "What Do I Need to Do As A Peer Leader?" Add explanations if necessary.
- 15. Next, read aloud "Helpful Hints." Add explanations, if necessary.
- 16. Let students know that the training will take 90 minutes (2 regular class periods). They will get a break including a snack halfway through the training. They will not break when the bell rings.
- 17. They will now review all the activities they will lead during the program, so they will know what to do.

SESSION I

- 1. Introduce Session I by explaining to the peer leaders that smoking is the number one avoidable cause of death in the United States and that more than 390,000 Americans die every year as a result of smoking. In spite of this, many people continue to smoke and use smokeless tobacco and some young people begin to use tobacco.
- 2. Tell them that the **Kentucky Adolescent Tobacco Prevention Program** is a six-session program that emphasizes the importance of remaining a non-user of tobacco.
- 3. Inform the peer leaders that their teachers have already attended a training session and will be teaching the Program sometime between now and the end of May.
- 4. Explain that during the classroom program, their class will be divided into groups and each one of them will lead a group. Their job will be to be sure that people in their group stay on task and do not get away from the topic.
- 5. In the training session they are in today, we will review all the activities that they are expected to lead so they will understand what they are supposed to do.
- 6. Mention that some groups will have two peer leaders who will take turns leading the activities. In most cases there will be an extra peer leader in case a peer leader is absent during some of the sessions of the program.
- 7. Divide the peer leaders into groups of 6 or 7 people. Tell each group to get into a circle and to choose a student to lead their group in the first activity they will practice.
- 8. Ask students to define the work "consequence." (The result of something you do.)
 - a. Ask students to call out some of the possible consequences of:
 - *riding a bike with bad brakes
 - *eating lots of candy

- b. Summarize the discussion by pointing out that consequences can be:
 - * good or positive
 - * bad or negative
9. Ask students to define the word "brainstorming." (Thinking of all the possible answers to a question. There are no wrong answers when you are brainstorming; the idea is to identify as many answers as possible.)
 - a. Explain that each group is now going to have a brainstorming discussion on the negative consequences of smoking.
 - b. Instruct the leader of each group to lead a discussion of all the **negative consequences of smoking**.
 - c. Tell the peer leaders that in each group activity, the leader should record the answers on **extra paper** that you have provided. This is so they can save the actual Peer Leader Sheets to use with their group during the classroom program.
 - d. Emphasize some of the skills that peer leaders will need:
 - *they should read the directions to the group slowly and clearly.
 - *peer leaders should call on each person in the group to get his/her ideas.
 - *they should not criticize any ideas, but just write them down
 - e. Ask the leaders to report their list to the class. Go to each group and ask for three answers that do not repeat what has been offered from the other groups. As each leader reports, the teacher should list the consequences on **TRANSPARENCY 1**.
10. Explain to the peer leaders that they have just participated in the first activity that they will lead.
 - a. Tell all the students to turn to **PEER LEADER SHEET 1** in their guides. Explain that this will be the form they will use to direct and record this activity.
 - b. Ask for any questions they have about the activity.

SESSION II

1. Inform the peer leaders that during the second classroom session of the program, they will see a videotape on smokeless tobacco. They will learn that chewing and dipping smokeless tobacco is **not a positive alternative to smoking**.
2. Explain that it is their responsibility to help you lead a class discussion about the videotape by sharing their reactions with the whole class.
3. Explain to students that in Session II they are also going to assist classmates in answering the question: If there are so many bad things about using tobacco, why do people start using it?
4. Explain that this is also a brainstorming activity. Have them look at **PEER LEADER SHEET 2**. The students will already be in their groups and

should have their student surveys with them. In the classroom during the actual program, the peer leader will lead a discussion of two questions:

*Why do people our age start using tobacco?

*Do you think working in tobacco influences people our age to use tobacco?

5. Go over (again) the responsibilities of the peer leader in leading a brainstorming activity.

*Read the directions slowly and clearly and loudly enough for everyone to hear

*Get input from everyone; the peer leader should not dominate the group discussion

*Do not criticize ideas

6. Explain that they have just reviewed the activities they will lead during Session II. Ask for questions about leading activities from session I or II.

SESSION III

1. Use **TRANSPARENCY 8** to define:

a. "Peer": People your own age

b. "Pressure": Something that may change the way you think or act.

c. "Peer Pressure": Being influenced by people our own age to do things they want us to do.

2. Emphasize that there are five main **TYPES OF PRESSURE**. Use **TRANSPARENCY 9** to list the **TYPES OF PRESSURE**. Explain each influence using the examples given.

a. **FRIENDLY**: "People who make this kind of offer are trying to be nice and polite. they are making an offer because they think you may want some. They are trying to make you feel comfortable or at ease."

Example: "Would you like a cigarette?"

b. **TEASING**: "People who make this kind of offer like to get their own way. They don't care about your feelings; they just want to feel important. They may tease you and call you names if you say 'no.' These people sometimes feel bad about themselves so they try to act like big shots."

Example: "Want a cigarette?" (Person says NO)

"Are you chicken? Come on you big baby!"

c. **TRICKS, DARES AND LIES**: "This kind of offer is made by people who want to show off and brag about how well they can do something. Also, they may want to hid their bad habit by making you do it, too. They may trick you or lie to you to get you to try to tobacco."

Example: "Why don't we see who can put the most snuff in their mouth?"

"Have some, it's not going to hurt you!"

- d. **THREATS:** "There are really two kinds of threats. The kind you feel most often are social threats; Friends are so important to everybody. Because of this, the possibility of losing a friendship is really threatening or scary. People who threaten you this way just want to get their own way. They don't care about you and aren't really trying to be your friend. People can also use physical threats and say they'll hurt you. This doesn't happen very often, but people who do it are just trying to push you into doing what they want, and aren't concerned how you feel.

Example: "Want some dip?" (person says NO)

(social) "If you don't dip snuff with me, I won't be your friend."

(physical) "Take it or I'll shove it down your throat."

- e. **SILENT:** "This pressure is usually inside your own head. No one is coming up and actually offering you something or telling you that you should do something. Instead, you feel like it's fun, or cool, or grown up."

Example: When you are with your friends and you see other people smoking.

The teacher acts out what he/she is thinking, such as "I think smoking looks sophisticated. Maybe I should try it."

3. Explain that each group will now analyze a situation where someone their age is pressured to use tobacco. They are to decide which type of pressure is being used and how they could deal with the situation **without** using tobacco.
- a. Ask each group to select another leader and assign each new leader a different "pressure cooker" situation from **PEER LEADER SHEET 3**.
- b. Tell them to read the directions to their group, then read their assigned situation and finally, record (**on notebook paper**) their group's decision on which pressure was used and the ways they could deal with the situation without using tobacco.
- c. Ask each leader to read their group's "pressure cooker" situation to the whole class and then their group's decision about which type of pressure was used and ways they could deal with the situation.
- d. Explain to the peer leaders that they have just reviewed the activity they will be conducting in Session III.

BREAK

1. Remind students to be quiet during the break.

2. Tell them how long the break will be.
3. Get out the snack.

SESSION IV

1. Explain to the Peer Leaders that Session IV introduces some positive, nonviolent techniques to help them say NO when they are faced with offers to use tobacco.
 - a. Project **TRANSPARENCY 10** and read through all of the NO techniques. As you review the list of techniques, complete the steps below for each technique.

*Read the description of the technique from the transparency.
*Approach a peer leader in his/her seat and briefly demonstrate each technique. (They may look at the responses on the overhead projector for help.)
 - b. Randomly call out the techniques and rehearse until the peer leaders seem comfortable with all the ways to say NO.
2. Summarize by explaining that it is not always easy to say NO to offers of tobacco products.
 - a. Encourage students to use these positive, nonviolent techniques outside the classroom.
 - b. Assure students that it certainly possible to say NO to tobacco products and still be accepted in groups, have fun and remain friends with people you choose.

SESSION V

1. Explain that now they will practice some of the NO techniques in a kind of a play (called role play).
 - a. Tell each group to select a new leader. This person will coordinate this activity in the group.
 - b. Ask if anyone can define "role-playing." (Pretending or acting out what you might do in a special situation before it 'actually happens.)
 - c. Point out that they are going to have a chance to practice some techniques that they might actually be able to use in real life.
2. Explain to the students the following guidelines for role playing.
 - a. You should be honest and do your role plays the way you think it would really happen.
 - b. You need to speak loudly so the audience can hear you.

- c. I may ask you to repeat a role play. This does not mean you did not do a good job. Just like actors, we all need to practice in order to get better at resisting pressure.
 - d. Refer to **TRANSPARENCY 12**. Tell the students that the role play will have 3 parts: **BACKGROUND, OFFER/REFUSAL, ENDING**. Go over the examples for each part.
 3. Tell all the peer leaders to turn to **PEER LEADER SHEET 4** to remind them to pay attention since this is exactly what will be expected of them when they are leaders of this activity during the program back in their classroom. Go over the directions for role-playing on **PEER LEADER SHEET 4** together so that all the peer leaders will understand how to coordinate the role play:
 - a. Choose one or two people from your group to make the tobacco offer to the rest of the group.
 - b. Each role-play must center around the NO technique assigned to your group (for example: Giving a Reason or Broken Record).
 - c. Everybody in the group must be in the role play.
 - d. Use no props (like fake cigarettes or snuff). Act out the role-play with your body and imagination.
 - e. Each role-play may include the tobacco user deciding not to use tobacco.
 - f. Practice the role-play so everyone remembers what to say and do.
 - g. Instruct your group that the Background should last at least 20 seconds.
 - h. You will have 10 minutes to plan and practice your group's role play.
 - i. When it is your group's turn to present to the class, introduce the role-play without revealing the assigned NO technique.
 4. Give out **HANDOUT 5**. Assign each group a different situation. Allow them 10 minutes to develop and practice the role play.
 5. Directions for presenting the role-plays to the entire class.
 - a. Call on the groups one-by-one to present their role-plays in front of the class.
 - b. When it is each group's turn, each peer leader should introduce the role-play to the entire class, but should not reveal the group's assigned NO technique.
 - c. During the performance of the role-play in front of the class, be sure everyone in the class can see and hear the role-play.
 - d. All students should be quiet and stop discussing their role-play during the other group's performances.
 - e. If groups adapt the situations, be sure they do not change them so that one of the students is seen accepting tobacco. If this happens, stop the role play and have them reenact the role-play without

anyone accepting offers to use tobacco.

SESSION VI

1. Tell peer leaders that there is another major influence to try smoking and smokeless besides "peer pressure."
 - a. Can anyone guess what it is? (Advertising)
 - b. What is advertising? (Ways of calling attention to products that companies want us to buy.)
 - c. Explain that companies spend billions of dollars each year to advertise their products in the mass media (television, radio, magazines, billboards) and advertising is a very strong influence on what we buy, even what we do.
 - d. Companies spend **nearly three billion dollars each year** promoting tobacco products to try to get users to switch to their brand or to nonusers to use tobacco.
2. Give out **HANDOUT 6 (ADVERTISING TRICKS OF THE TRADE)** and explain that this will be discussed during the program.
3. Ask Peer Leaders to look for tobacco ads in magazines and newspapers and take them to their teacher so the ads can be analyzed in class.
4. Explain that during the program you will announce that each group will be major advertising agency and their newest account will be to come up with a dynamic advertising idea for promoting the benefits of not using tobacco.
 - a. Have the peer leader in each group draw a piece of paper from the teacher to determine the medium for their ad appeal.
 - b. Groups should work to promote the benefits of not using tobacco (fresher breath, brighter teeth, more lung power, more \$) by using methods used by advertisers. Remind students to refer to the **ADVERTISING TRICKS OF THE TRADE** for ideas in developing their ads.
 - c. Students are not to slam or put down tobacco users, instead they should **emphasize the benefits of not using tobacco**.
5. Tell Peer Leaders to refer to **PEER LEADER SHEET 5**. Their groups should use this peer leader sheet to design the ad idea and sell the idea to the rest of the class. Explain that in today's session, we do not have time to fully develop the ad. Instead they should use the peer leader sheet to develop the idea for the ad and then sell the idea to the rest of the class.
 - a. Emphasize that no real or fake tobacco products will be allowed in any of the presentations.
 - b. Each group will have 3 minutes to present their ad.
6. Explain to peer leaders that there is one more activity in

Session VI. The last activity of the program is called **Choose Not to Use**. In this activity students will think about their own reasons for not using tobacco and then will share them with the class. As peer leaders, they will be asked to share their reasons first, then the rest of their classmates will have the opportunity to share their reasons.

CONCLUSION

1. Explain to the peer leaders that have now practiced and/or reviewed all of the activities that they will lead in the Kentucky Adolescent Tobacco Prevention Project.
2. Instruct each of them to now page through their **PEER LEADER MANUAL**.
 - a. Ask them to look through the introductory pages again to be sure they understand what their responsibilities as a peer leader include.
 - b. Tell them to page through each of their Peer Leader Sheets and ask if they definitely understand how to lead each activity.
 - c. Remind them again that during the classroom program they are to write all their group's answers on the Peer Leader Sheets.
3. Emphasize that if anyone in their group causes problems they cannot handle, they should:
 - a. Try telling that group member in private that you would really like to have his/her help and cooperation in the group.
 - b. Talk to the teacher if the problem continues.
4. Emphasize to students that as **Officially Trained Peer Leaders**, they will be expected to do each of their assigned tasks and the teacher will be observing leadership skills.
 - a. Ask students to turn to the **PEER LEADER OBSERVATION CHECKLIST** in their guide.
 - b. Explain that these are things the teachers will be observing while they are leading their group, so they should read through the list carefully.
 - c. Ask if the they have any questions about the observation checklist.

