**Lesson 4: Who is a Positive Influence?**

**Overview:** Students will learn “who” can be a positive influence from a wise old owl. Students analyze the situation to determine who is a positive or negative influence to make a healthy choice.

National Health Education Standards

**Standard 1**. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2.** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Healthy Behavior Outcomes (HBOs):

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| **Alcohol and Other Drugs** | HBO 2. Avoid misuse and abuse of over-the-counter and prescription drugs. |
| HBO 3. Avoid the use of alcohol. |
| HBO 4. Avoid the use of illegal drugs. |
| **Tobacco** | HBO 1. Avoid using or experimenting with any form of tobacco. |

Lesson Objectives – Students will be able to:

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| **Objective** | **Assessments** |
| 1. Apply medication safety and substance use prevention principles to utilize trusted adults to support healthy choices. | Attachment 4.1 – Positive or Negative |
| 1. Explain the difference between positive influences and negative influences | Attachment 4.1 – Positive or Negative |
| 1. Identify positive and negative influences on substance use. | Attachment 4.1 – Positive or Negative |
| 1. Apply the substance use prevention principles and tools to make healthy choices. | Attachment 4.2 – Show What You Know |

Introduction

* SHOW a picture of a child who is trying to make a decision; the details of the picture tell the story of what kind of decision they are trying to make. (S*omeone offering a child pills or an unknown substance; look on child’s face says, “I am not sure what to do.”*)
  + Ask children to predict what is happening in the picture and relate it to decision-making.
  + What is the person in the picture trying to decide?
  + What should we do?
    - STOP: What is happening? Do I need to use the medication safety principles?
    - THINK: Do I need help? Who can help me?
    - ASK: Reach out to a trusted adult for help
  + STATE: If I were the child in the picture, I would choose to \_\_\_\_\_\_\_\_\_.
* Ask: Do you think the child in this picture may need help making this decision? Why? Who could they talk to about what’s happening? (Ask them to name a specific trusted adult who could help.)
  + Decisions are sometimes difficult to make. Influences can help us make healthy choices or unhealthy choices. Today we’re going to learn how to spot positive influences that can help us make healthy choices and negative influences that encourage us to make unhealthy choices.
  + Let’s be sure we know a few key words so we can spot positive influences and healthy choices.
* STATE: Today we are going to talk about a big word: Influences. (*Write this word on the board*). Let’s break the word into syllables/parts. Please say the word with me as I point to the parts. Then ask everyone to say the word together.
* Influence: who and what affects (or tries to affect) your choices; something that affects what you choose to do or say.
  + Some influences are positive or healthy; some are negative or unhealthy.
    - Positive influence: healthy; has a positive effect on your choices.
    - Negative influence: unhealthy, sometimes unsafe; can have negative effect on your choices.
  + Influences are all around you at home, at school, and in the community.
* How do trusted adults help me to be healthy?
* How does my school help me to be healthy? (Possible answers: playgrounds and recess time for exercise; healthy food in cafeteria; talking with trusted adults at school — counselor, teacher, nurse, principal)
* Are there positive influences in my community?
* You can choose which influence(s) you pay attention to; you can choose which influences you let affect your choices or your thoughts.
* We listen carefully to positive influences
* We can ignore or say NO to negative influences.
* EXPLAIN: Maybe you have heard someone use the word “influences”: “Ted’s is not a good influence.” “Don’t let him influence you.”
* Ask: Looking at the first example, let’s see if we can figure what the word, “influence” means: “Ted’s not a good influence.”
* What do you think this means?
* Do you think Ted would help you make healthy, safe choices? Why?
* EXPLAIN: The words “not a good influence” give us a clue about the kind of influence Ted might be. Let’s add some more information to the sentence: “Ted is not being a healthy, safe influence because he tries to get his friends to do things that are not good.”
* ASK: Now what do you think the word “influence” means?
* Let’s change the sentence to “Ted is a good influence.”
* What does that mean if we say Ted is a good influence?
* STATE: An influence is something or someone that tries to get us to do something. They might try to get us to do something that could harm us or get us in trouble, or they might try to get us to do something that could help us to be healthy and safe. Today we are going to learn about two different types of influences.

Teaching Steps:

* Activity 1: Wise Old Owl and Influences
* Watch the video [Wise Owl's Drug Safety Kit: Is That Good for Me?](https://www.youtube.com/watch?v=004KDZSCLY0)
* *Discuss video and connect the theme to the word “influence.”*
* *Emphasize that what we see, read, and hear can affect what we think — and even affect what we choose to do.*
* STATE: Let’s practice identifying positive and negative influences. You can show me you know the difference between positive and negative by listening to this story.
* Read: My friend Lia wants me to ride my bike without a helmet, but my parents have taught me it is unsafe to ride my bike without a helmet. My friend is really pushing me to do this. Lia said to me, “Oh, come on, Sally, just try riding once without your helmet!” Lia tells me she rides her bike without a helmet all the time, and she wants me to be like her. I start to feel uncomfortable and confused. I begin asking myself questions like: Why would my friend want me to do something that is unhealthy? Why is my friend pushing me to do this? I know it is unsafe and unhealthy, but I am afraid if I tell my friend NO, she will not like me anymore.
* Ask:
  + Is it healthy and safe to ride a bike without a helmet?
  + What should you do in this situation?
  + EXPLAIN: Remember there are 2 kinds of influences — negative and positive.
    - Negative influences try to get you to do something unhealthy that could hurt you or make you sick.
    - Positive influences try to get you to make choices to keep you healthy and safe.
  + Ask and discuss with students:
  + What kind of influence is Lia? Why? (Negative; Sally could get hurt.)
  + What kind of influences are Sally’s parents, who have taught her to always wear a helmet when riding her bike? (Positive. They help Sally stay healthy and safe.)
  + Would a law or rule to wear a helmet be a positive or negative influence?
  + Who could Sally talk to when help is needed? (Parents; they are trusted adults.)
  + Emphasize: Just because someone is a negative influence does not mean they are not a good person. They are trying to get someone to do something that is unhealthy and unsafe. To be safe and healthy, we need to say NO to negative influences.
  + Complete Attachment 4.1 to practice identifying positive and negative influences.
  + I will read a story. I want you to look at negative (unhealthy, unsafe) influences and positive (healthy, safe) influences.
* Read and discuss each story.
* *Story 1:* Fred is at his friend Terry’s house. Terry is daring Fred to swallow something that looks like a pill. Terry found this object on the bathroom counter but is not sure what it is.
  + Stop and Think:
  + Stop – What is happening? Is this a healthy choice?
  + Think – What are my options?
* Is Terry being a positive influence or a negative influence? (Negative)
  + How do you know? (Terry is asking Fred to do something that is unhealthy and unsafe. Several medicine rules are being broken. You do not know what this object is.)
  + What rules should I remember?
  + Rule 1: Don’t touch, don’t take, don’t taste! (Do motions with the students.)
  + Rule 2: Only take medicine with the help of a trusted adult.
  + Ask – Should I ask a trusted adult for help? Yes
* *Story 2:* Luckily, another one of your friends, Mac, is also at Terry’s house with you. As Terry dares you for the third time to take the pill/object, Mac speaks up, saying:
  + “That’s not a healthy choice. Terry, you are not a trusted adult! Only trusted adults can give medicine to us. That pill could make Fred sick! No one even knows what that is!”
  + Ask and discuss:
  + Stop – What is happening?
    - Is Mac being a positive or negative influence? (Positive)
    - How do you know? (Mac wants his friend to be healthy and safe by following medicine rules.)
    - How do you feel about what Mac said to Terry? (Guide students to the conclusion that what Terry is doing is unhealthy and unsafe and could hurt Fred and make him sick.)
  + Think – What are my options?
* All three of these friends need to talk about what happened today. Who is the best person for each of them to go to and discuss what happened? (Trusted adults)
* Activity 2: Show What You Know
  + EXPLAIN: Now we are going to look at influences — both positive and negative — that could happen with medicines. But, first, let’s see what you remember. Complete Show What You Know (Attachment 4.1). Let’s review our medication safety rules:
* Rule 1: If you don’t know what something is:
  + Don’t touch, don’t take, don’t taste! Tell a trusted adult.
  + Review with motions:
    - Don’t know (use motions with arms to show “X”):
    - Don’t touch it! (Touch pointer finger to palm for “touch.”)
    - Don’t take it! (Make grabbing motion for “take.”)
    - Don’t taste it! (Point to lips for “taste.”)
    - Ask for the help of a trusted adult.
  + Rule 2: ONLY take medicine with the help of a trusted adult.
  + Rule 3: Never share or take someone else’s medicine.
* Are the Know to NO! rules a positive or negative influence?
  + STATE: Let’s combine our knowledge of positive and negative influences and rules of medicines to find the influences in the following stories.
* Activity 3: I am a positive influence.
  + What would you like to be with your friends and family: a positive influence OR a negative influence? Why?
  + When you grow up, do you want to be a trusted adult? Why?
* Complete Attachment 4.2 with your class
  + Write: I am a POSITIVE influence.
  + Draw and color a self-portrait.

Closure:

* Reinforce the importance of knowing who at home and who at school are their positive influences.
* Positive influences help us make healthy choices.

Attachment 4.1: Positive or Negative?

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| **Fred is at his friend Terry’s house. Terry is daring Fred to swallow something that looks like a pill. Terry found this object on the bathroom counter but is not sure what it is.** | | |
| Fred is a \_\_\_\_\_\_\_\_\_ influence | Positive + or Negative - |  |
| **STOP** | | **Check** |
| What medication safety rules are being broken? | Don’t touch, take, or taste. |  |
| Tell a trusted adult. |  |
| Do not take someone else’s medication. |  |
| **Part 2:** Luckily, another one of your friends, Mac, is also at Terry’s house with you. As Terry dares you for the third time to take the pill/object, Mac speaks up, saying, “Terry, you are not a trusted adult! Only trusted adults can give medicine to us. That pill could make Fred sick! No one even knows what that is!” | | |
| **Mac** is a \_\_\_\_\_\_\_\_\_ influence | Positive + or Negative - |  |

Attachment 4.2

1. What should you do if you see pills on a counter?
2. *ONLY take medicine with the help of a trusted adult.*
3. *If you do not know what something is:* ***Don’t touch it!******Don’t take it! Don’t taste it!***
4. *NEVER take someone else’s medicine.*
5. *All of the above*
6. What are the three steps to use to make a decision?

1. Stop, Think, Ask.

2. Try it, taste it, and take it.

3. Tell, try, take.

1. Helping a friend make a healthy choice is being a \_\_\_\_\_\_\_\_\_ influence.
2. Positive
3. Negative
4. Circle the trusted adult in the pictures. 
5. Circle how confident you feel about each sentence.

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| Statement | Always | Sometime | Never |
| I can make healthy choices. | **A green smiley face with black background  Description automatically generated**  **Yes** | **A yellow face with black background  Description automatically generated**  **Maybe** | **A red face with black lines  Description automatically generated**  **No** |
| I know a trusted adult. | **A green smiley face with black background  Description automatically generated**  **Yes** | **A yellow face with black background  Description automatically generated**  **Maybe** | **A red face with black lines  Description automatically generated**  **No** |
| I can use Stop, Think, Ask. | **A green smiley face with black background  Description automatically generated**  **Yes** | **A yellow face with black background  Description automatically generated**  **Maybe** | **A red face with black lines  Description automatically generated**  **No** |

Attachment 4.3: I am a positive influence

Draw a picture of yourself being a positive influence.

Draw a picture or write the name of someone who is a positive influence for you.