

STUDENTS' CHOICE



A TOBACCO
EDUCATION
RESOURCE
FOR TEACHERS

Grade 9

STUDENTS' CHOICE



ACKNOWLEDGEMENTS

Students' Choice is a tobacco education resource developed by the Department of Education and the Department of Health and Community Services to help prevent young people from starting to use tobacco and to encourage those who do smoke, to quit.

The resource aligns with the Newfoundland and Labrador grade nine provincial curriculum outcomes and incorporates differentiated instructional strategies and inclusive practices. It draws on the experience of other jurisdictions in preventing tobacco use and best practices in tobacco prevention.

Both Departments gratefully acknowledge the contributions of the following health and educational professionals who contributed to the development of **Students' Choice**.

The Provincial Working Committee comprised of teachers and other health/education professionals in Newfoundland and Labrador included the following:

Provincial Working Committee

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and Home Economics

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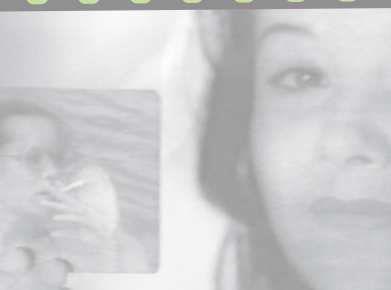
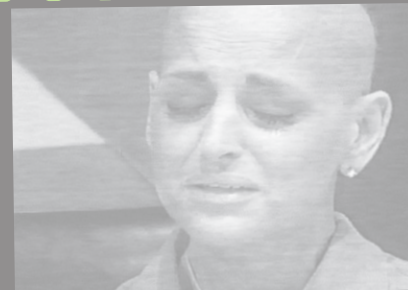
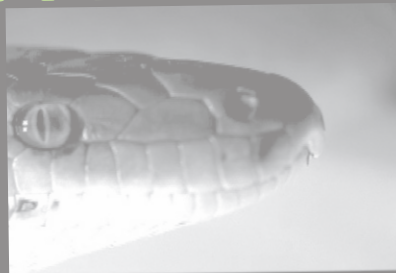
Erin Walsh: English Language Arts Department Head –
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Regional Health Authorities Health Promotion Consultants (Tobacco Control)

School Districts (Program Specialists & School Health Promotion Liaison Consultants)



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A Tobacco Education Resource for Teachers **Grade 9**

Students' Choice is a tobacco education resource developed by the Department of Education and the Department of Health and Community Services to help prevent young people from starting to use tobacco and to encourage those who do smoke, to quit.

The resource aligns with the Newfoundland and Labrador grade nine provincial curriculum outcomes and incorporates differentiated instructional strategies and inclusive practices. It draws on the experience of other jurisdictions in preventing tobacco use and best practices in tobacco prevention.

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SECTION 1: WHAT IS STUDENTS' CHOICE?

Students' Choice is a tobacco education resource designed to engage grade nine students in a discussion about tobacco use. Students view 12 anti-tobacco ads from around the world and vote for the one they feel is most effective in encouraging young people to live tobacco-free.

The goal is to provide students with the opportunity to think critically about tobacco use from different perspectives including addiction, health effects, second-hand smoke and tobacco industry manipulation. Through a teacher-led discussion, students voice their opinions and share experiences related to the issue while increasing their knowledge and awareness about the harmful effects of tobacco use.

Students' Choice includes lesson plans that align with the the Newfoundland and Labrador grade nine provincial curriculum outcomes and incorporates differentiated instructional strategies and inclusive practices.

This resource supports the goal of prevention in the Provincial Tobacco Reduction Strategy. It models similar programs that have been implemented in other Canadian provinces, the United States and Australia.



STEP

1

GETTING READY

- Review the Teacher's Resource and the *Smoking Profile for Newfoundland and Labrador Youth: Smoking Survey 2008/09*.
- Watch the ads on the DVD to ensure you are comfortable with the material as some content may be emotional and graphic. Review the fast facts for each ad located in the Teacher's Resource.
- Connect with other teachers in grade 9 to collaborate on a cross curricular approach and timelines for delivery (e.g. National Non-Smoking Week, Addictions Awareness Week).
- Consider sharing the ad voted most effective by students (e.g. school assembly, posting on hall monitors). Please note that the DVD cannot be shown outside of school.
- Additional copies of the materials can be downloaded directly from the DVD (print resources) or downloaded from www.livinghealthyschools.com.

SECTION 2: HOW TO IMPLEMENT STUDENTS' CHOICE

The following steps will help prepare you and your students for implementation of the Students' Choice program.

You should have:

- Teacher's Resource
- DVD
- Student Ballot
- Teachers Evaluation Form
- Smoking Profile for Newfoundland and Labrador Youth:

Youth Smoking Survey 2008/09



STUDENTS' CHOICE



BEFORE YOU BEGIN TEACHING ABOUT TOBACCO PLAN TO AVOID THE FOLLOWING:

- **Implying that youth are “bad” if they smoke.**

Research shows this approach generally backfires, especially with high-risk students. The more smoking is labeled “bad” by authority figures, the more it becomes a vehicle for rebellion. Furthermore, there may be some students in your classroom who are experimenting with tobacco, who could be harmed by being labeled.

- **Suggesting that smoking is “dumb”.**

Youth need to be able to respect their parents and other adults in their lives, whether or not they smoke. By learning that nicotine is a powerful drug and addictive, and that society has only recently realized how deadly smoking is, youth can separate their own choices from the choices adult smokers have made in the past.

- **Excluding students who have already decided not to smoke.**

Some students may have already decided not to smoke. If this is the case, they can learn ways to support others to choose not to use tobacco. They will also learn skills that will help them make healthy choices in other parts of their lives.

- **Encouraging students, even indirectly, to criticize smoking at home.**

Even indirectly, this can be a big mistake. Parents may see the school intruding into their lives, and you could lose any support they’ve been giving your smoking prevention efforts. Help kids realize that many adults smoke because it’s addictive and difficult to quit, not because they want to cause harm to themselves.

- **Expecting youth to assert their rights.**

Youth will learn that second-hand smoke is harmful, and they will learn the skills to negotiate difficult social

situations. But they may experience conflict, fear, and/or embarrassment that family members would do something to harm others. Support youth to separate their feelings about smoking (which is harmful) from how they feel about the person (who may be addicted).

- **Telling children smoking will kill you.**

This may induce intense anxiety in youth whose parents or relatives smoke. Be sensitive in how you use information about the fatal effects of smoking by emphasizing that these risks are generally long term, and that quitting smoking can reverse this trend.

- **Warning older students that they will die if they smoke.**

Frankly, they won’t believe you and research shows this threat can be more harmful than good. It’s better to focus on the immediate consequences: stinky breath, hair and clothes, yellow teeth and fingers, addiction, bad breath, clinging tobacco smell, financial costs, increased coughing, illness, asthma attacks and bronchial infections.

- **Thinking your prevention efforts have failed if a student starts smoking.**

Young people start smoking for many complex reasons. Sometimes it’s the norm in their homes, a way of coping with stress, a rite of passage or a badge of independence. You’re competing with a very powerful media machine, as well as strong cultural forces. As long as society continues to send mixed messages about smoking, young people will continue to take up the habit.

The best you can do is to foster critical thinking, boost your students’ self-esteem and equip them with the skills, motivation, and information they need to build their capacity for healthy living. Especially important is to help kids develop the belief that they can resist using tobacco.

And remember: you’ll probably see some of your students smoking. What you’ll never see is how many didn’t start because of their classroom experience.

STEP

2

USING STUDENTS' CHOICE IN THE CLASSROOM

Students' Choice takes approximately one class period to complete, however, teachers can extend student learning using the lesson plans provided.

- **Prepare the Students for Their Role**

Explain to students they will view 12 anti-tobacco ads and vote for the one they feel is the most effective at keeping them tobacco-free. If they currently use tobacco, ask them to identify the ad that motivates them to consider quitting. There are no "right" or "wrong" answers – it is the Student's Choice.

- **Review the Sensitivity of the Topic with Students**

Advise students of the subject matter and inform them that some of the content may be emotional and graphic. Provide students with the opportunity to opt out of the activity before the DVD is shown.

- **Distribute Student Ballots**

The student ballot contains the name of each of the ads and an image of the ad. Ask students to think about the following questions while watching the DVD:

- Which ad is the most effective?
- Which ad would prevent me from starting to use tobacco?
- If I use tobacco, which ad motivates me to think about quitting?

- **Show the DVD**

The DVD is approximately 12 minutes long. It is recommended that you show the entire DVD. Before students vote, it may be necessary to view the ads again. Refrain from discussing the ads until the voting

is complete. It is important that students think for themselves and vote for their first choice.

- **Students Vote**

On the ballot sheet provided, students indicate their first choice by writing the name and number of the ad on their ballot. Have students record the reason why they chose this ad. Once every student has voted, tally the class votes. This tally will be used to conduct class discussions and in completing the teacher evaluation form. Below are suggestions for tallying the vote:

- Use remote clickers with an interactive whiteboard.
- Create your own Google document or Survey Monkey to collect your classroom data (for privacy purposes use aliases for students' names).

- **Lead a Discussion**

Group discussions will provide the students with the opportunity to think critically about the issue of tobacco from different perspectives. This is the key component of the resource. Some questions to facilitate the discussion include:

- Which advertisements did you like best?
- What made this advertisement stand out for you?
- What methods were used to persuade viewers to change attitudes or behaviors?
- Which advertisement(s) had no effect on your attitude towards smoking? Explain.
- What was the main message of each advertisement?
- Which messages are most and least important for young people?
- Did any of the ads have new information?
- What types of ads work best – graphic, true stories, factual, humorous?

- **Tabulate Results and Announce the Class's Choice for the Most Effective Ad.**

STUDENTS' CHOICE



STEP 3

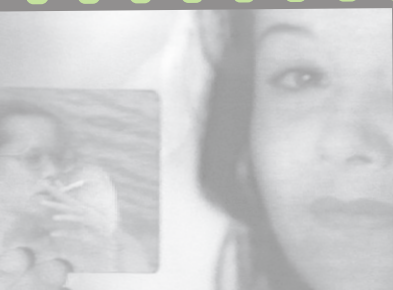
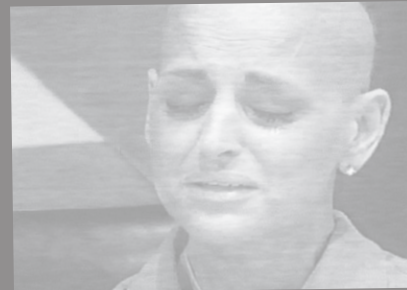
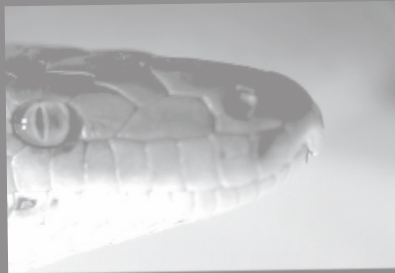
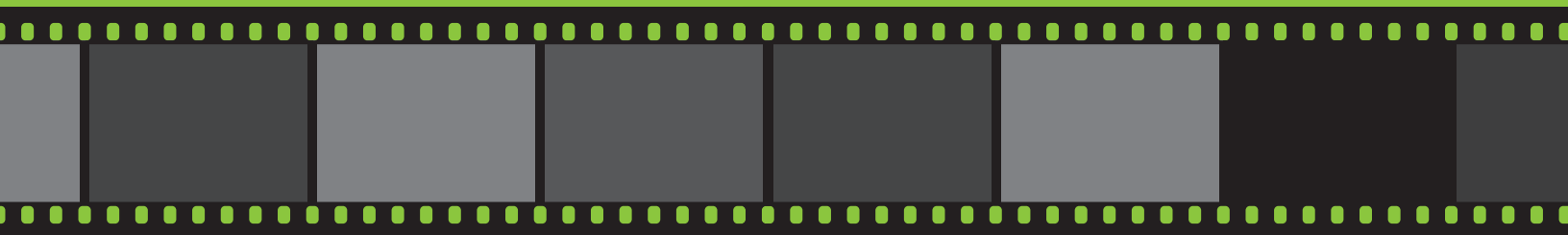
COMPLETING THE TEACHER EVALUATION FORM

Your feedback is important as it will help to evaluate the effectiveness of this resource for tobacco prevention.

Teachers who submit the evaluation by **April 30** will be eligible to win a gift card from Chapters to purchase educational resources for the classroom.

Please complete the evaluation form and submit it either electronically or in print format.

- Online:
Follow the links at
www.livinghealthyschools.com
(preferred method)
- Fax:
709-729-7743
- Mail:
Health Promotion & Wellness Division
Tobacco Control
Government of Newfoundland and Labrador
P.O. Box 8700
St. John's, NL
A1B 4J6





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SECTION 3: FAST FACTS FOR TOBACCO ADS

This section provides background information and fast facts about each of the subject areas addressed in the ads on the **Students' Choice DVD**. It includes quick tips for prompting a more in-depth discussion with your students.



IT'S LIKE THEY'RE SMOKING

Michigan Department of Community Health

MYTH

Smoking around children is not that harmful.

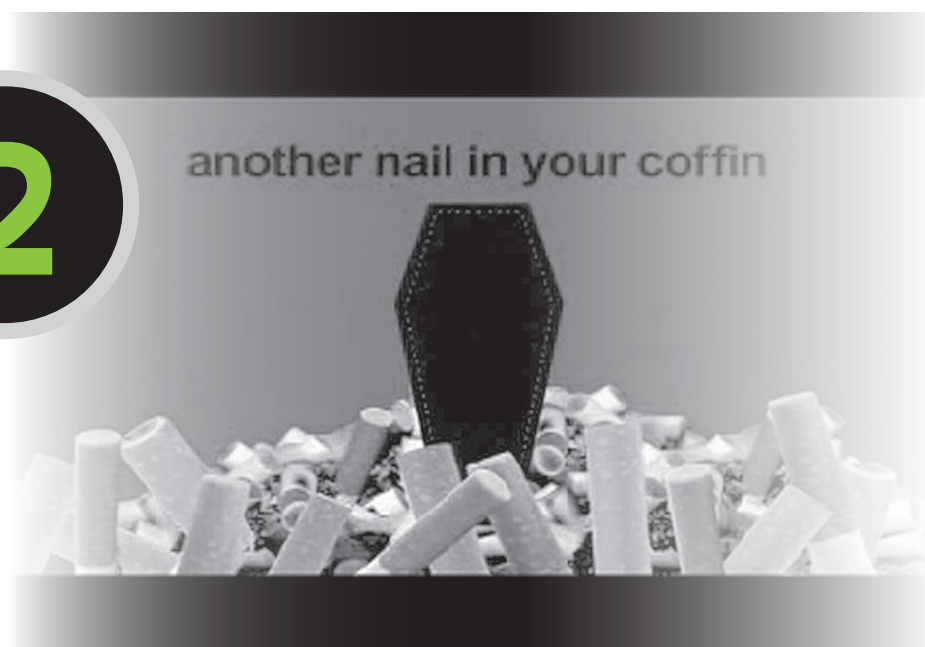
REALITY

- Health Canada reports that, "when you smoke around children they breathe in harmful chemicals that are dangerous to their health (e.g., causes ear infections, asthma, colds, pneumonia)."
- Protect children from exposure to secondhand smoke by making your home and car smoke-free.
- Post a sign on the front door or refrigerator to let others know your home is smoke-free.
- If family members/friends smoke, ask them to take it outside.
- Ensure parents, volunteers and visitors are aware that the school's smoke-free policy is in effect 24/7. That means not just during class time, but during extra-curricular events too.
- In NL, the *Smoke-free Environment Act, 2005* aims to protect the public, in particular children, from exposure to secondhand smoke.

STUDENTS' CHOICE



2



OTHER WAYS TO USE A CIGARETTE

California Department of Public Health

MYTH

There are only a few harmful chemicals in tobacco smoke.

REALITY

According to Health Canada, "tobacco smoke contains over 4,000 chemicals, with more than 70 known to cause cancer. Chemicals found in tobacco smoke are the same that are found in common items that youth would never think of digesting or inhaling"!

Ingredient	Common item with the same ingredient
Cadmium	used in batteries
Butane	lighter fluid
Carbon monoxide	car exhaust
Acetone	nail polish remover
Hydrogen cyanide	poison used in capital punishment
Nicotine	insecticide
Ammonia	toilet bowl cleaner
Arsenic	poison used as a pesticide



DEADLIEST

California Department of Public Health

MYTH

Smoking will not kill you.

REALITY

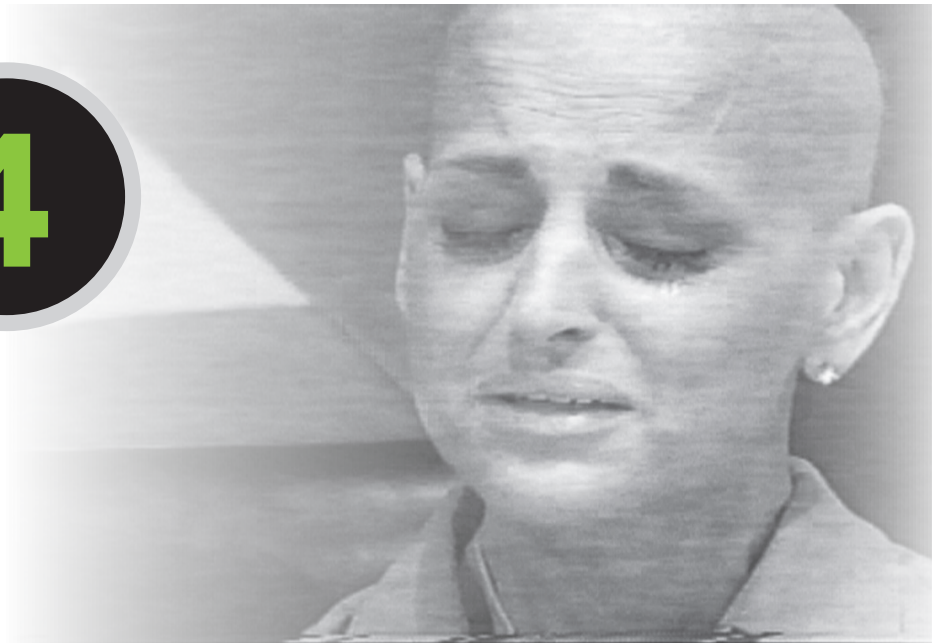
(Source: Health Canada, 2008)

- Smoking is the leading cause of preventable disease and death worldwide.
- One in two smokers will die from a smoking-related disease.
- Smoking causes more deaths every year than fires, auto crashes, alcohol, cocaine, heroin, HIV/AIDS, murders and suicides combined.
- Tobacco kills approximately 37,000 Canadians a year.
- Every 12 minutes a Canadian dies of a tobacco-related disease.
- Each year the equivalent of a small city dies from tobacco use.

STUDENTS' CHOICE



4



BARB TARBOX

Alberta Health Services

MYTH

You can quit smoking whenever you want.

REALITY

In 1988, the U.S. Surgeon General concluded that, "nicotine in tobacco is addictive."

Barb Tarbox lived in Alberta. She began smoking in grade 7, at 11 years of age. She was diagnosed with stage-four lung cancer in September 2002 at the age of 41, and died on May 18, 2003, at the age of 42. She left behind a husband, Pat, and a young daughter, Mackenzie.

From the time Barb was diagnosed until just a few weeks prior to her death, Barb traveled, speaking with thousands of young people, showing them first hand what tobacco takes from you. She used her own cancer-wracked body to tell the story of the horrors of smoking.

In September 1983, when Barb was 21, she lost her own mother to smoking-related disease. At that time the doctor asked Barb if she smoked. She said "Yes". She was advised to quit or she might one day face the same fate as her mother. Nineteen years later that came true.

Quitting smoking can be hard. Some people quit on their own. Others find it hard while overcoming nicotine withdrawal symptoms. There are many sources of support including the NL Provincial Smokers' Help Line (1 800 363 5864), medications, Nicotine Replacement Therapies such as gum and patch, self-help materials and support from health care providers and family/friends.

5



SPONGE

Cancer Institute, New South Wales, Australia

MYTH

The “tar” and other chemicals in cigarettes are not that harmful.

REALITY

According to Health Canada (2008), “tobacco smoke is made up mainly of tar, nicotine, and carbon monoxide and many other chemicals that have an effect on health.”

There is strong medical evidence that smoking tobacco is related to more than two dozen diseases and conditions. It has negative effects on nearly every part of the body and reduces overall health.

Brain	Nicotine in cigarettes is a powerful, addictive drug and it alters how your brain works. It can be harder to quit than heroin.
Eyes	Greater chance of developing cataracts, an eye problem that can cause blindness.
Nose	Dulls the sense of smell.
Mouth	Stained teeth, bad breath and a higher chance of gum disease.
Throat	Four out of five cases of cancer of the esophagus are due to smoking.
Heart	Makes your heart beat faster and raises blood pressure. Risk of heart attack increases.
Lungs	Decreased lung capacity, causes asthma, emphysema, cancer.
Stomach	Peptic ulcers, pancreatic and colon cancer.
Skin	Wrinkles, stained fingers, discolored skin. Smokers are twice as likely to develop psoriasis – a red and silver rash that can occur anywhere on your body.
Bones	Osteoporosis or weak bones; healing time from any bone injury is increased in smokers.

STUDENTS' CHOICE



6



MISHA

Alliance for the Control of Tobacco, Newfoundland and Labrador

MYTH

Most young people smoke nowadays.

REALITY

The majority of youth in NL live tobacco-free despite the tobacco industry's efforts to get new smokers hooked. Most smokers want to quit or plan to quit.

According to the 2008-09 Youth Smoking Survey, "10% of youth in grades 6 to 12 reported being a current smoker."

According to the Canadian Tobacco Use Monitoring Survey (2010), "15% of youth aged 15-19 smoke compared to 30% in 1999."

Tobacco companies spend millions of dollars in advertising to persuade young people to start smoking in order replace smokers who die or quit. Don't be a tobacco industry target!



RECALL

Central Coast Health Promotion, New South Wales, Australia

MYTH

Tobacco companies are honest, trustworthy and care about their customers' health.

REALITY

Tobacco companies will do whatever they can to recruit new smokers and get them addicted to tobacco.

These are some **actual statements** from Big Tobacco execs:

Charles Harper (Chairman) of RJ Reynolds was quoted as saying: *"If children don't like to be in a smoky room they'll leave."* When asked about infants who can't walk out of a smoky room, Harper stated, *"At some point, they begin to crawl."*

R. J. Reynolds was also cited in the South China Morning Post as saying, *"We strongly oppose warning labels on cigarette packs for several reasons: first and foremost, warning labels may improperly imply that it has been scientifically established that smoking causes disease."* (South China Morning Post, January 1999)

"Cigarettes are no more addictive than gummi bears." (James Morgan, CEO Philip Morris Tobacco, 1997)

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8



LITTLE MASKS

Iowa Department of Public Health

MYTH

Secondhand smoke is not that harmful to children or babies.

REALITY

Secondhand smoke is harmful to everyone, but is especially dangerous for children because their lungs are smaller and they breathe more rapidly than adults.

According to *Physicians for a Smoke-free Canada* fact sheets, secondhand smoke causes a number of serious health problems in children (under 18) including:

- Acute middle-ear infection
- Lower respiratory tract infections (croup & pneumonia)
- Increased severity of asthmatic symptoms in children
- Tonsillitis
- Slower growth
- Upper respiratory tract infections (colds and sore throats)
- Sudden Infant Death Syndrome (SIDS).



JOY

Health Canada

MYTH

Children and youth are not concerned about their parents' smoking.

REALITY

Parental smoking creates very real fear for many youth.

Tobacco-Free Kids has developed the following tips for youth who are concerned about their parents' tobacco use:

- Quitting smoking is tough. So is talking to one's mom or dad or anyone you love about quitting. Remember, you can't make them quit, but you can let them know that you're there for them if they want to try.
- Ask them to quit. Sounds simple, but do they know you want them to? If they already know you would like them to quit, explain why. Give them specific reasons, like, "I love you and I want you to be healthy!"
- Offer to help them create a list of reasons to stop. They can use this as a way to remember why it's so important to stop smoking.
- Make a pledge to never start smoking. It will help inspire your parents to stay smoke-free, too.

STUDENTS' CHOICE



10

SUFFERING EMPHYSEMA

New York City Department of Health and Mental Hygiene

MYTH

If you smoke and then stop, you can reverse all the damage caused to your lungs.

REALITY

(Source: New York City Department of Health and Mental Hygiene, Health Effects of Smoking Message Points, 2011.)

By quitting smoking, you can't undo all the damage that's already done, but you can protect your lungs from any more damage. The risk of most health problems is reduced over time when someone quits smoking.

Smoking is the major cause of emphysema, a chronic, debilitating lung disease with no cure, but it can be treated. Treatment can help to relieve symptoms, treat complication and minimize disability.

Many of the chemicals in tobacco smoke damage the tiny air sacs in the lungs. Once these air sacs become destroyed, the damage cannot be reversed.

This damage makes it very difficult to breathe and keep up with daily activities, including simple tasks such as walking up stairs.

People with advanced emphysema are usually attached to an oxygen tank, as their own lungs cannot provide their body with enough oxygen.



11

INNOCENT DEATH

San Francisco Department of Public Health

MYTH

Damage caused by tobacco is similar throughout the world.

REALITY

(Source: The World Health Organization reports and Global Issues website.)

Tobacco production and use damages the environment and contributes to world hunger by diverting prime land away from food production in many developing countries.

Land that has been destroyed or degraded to grow tobacco has effects on nearby farms. As forests, for example, are cleared to make way for tobacco plantations, the soil protection they provide is lost and is more likely to be washed away in heavy rains. This can lead to soil degradation and failing production for badly needed crops.

Child labour, in the developing world, is often used on tobacco farms. There are usually no laws protecting workers in these countries.

Only 5% of the global population is protected by comprehensive national smoke-free legislation including bans on tobacco advertising and promotion and 40% of countries still allow smoking in hospitals and schools.

Smoking rates are decreasing in high-income countries but are not going down in low-income countries in the developing world.

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12



STAGES

California Department of Public Health

MYTH

People remain happy with their decision to smoke and are smoking at the same rates as always.

REALITY

(Source: California Department of Public Health.)

85% of smokers start before their 19th birthday.

Many studies have asked both youth and adults if they regret starting to smoke.

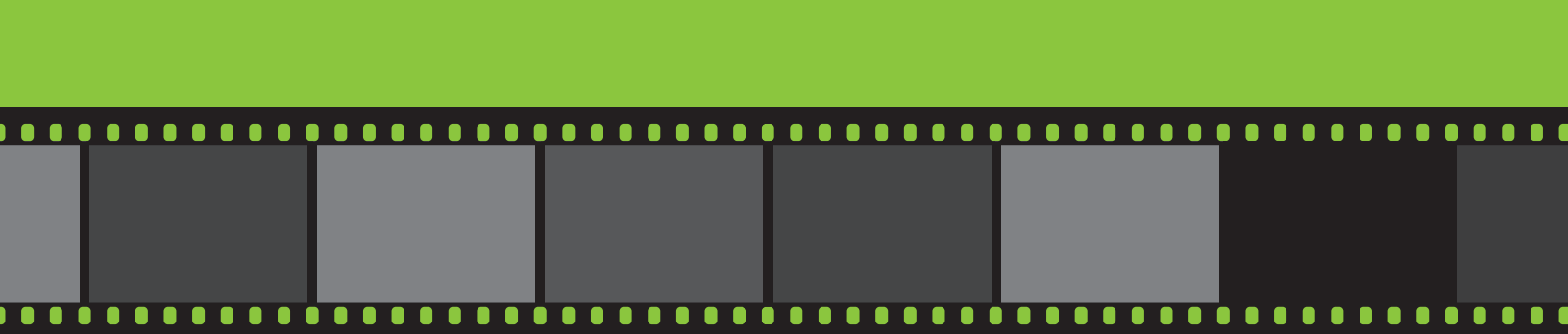
- 70% of adolescent smokers report wishing they had never started smoking.

- Of daily youth smokers who think that they will not smoke in five years, nearly 75% are still smoking five to six years later.

The Canadian Tobacco Use Monitoring Survey (CTUMS) has reported a decline in overall current smoking for people in NL aged 15 years and older from 28% in 1999 to 20% in 2010.

According to the CTUMS 2010 report, 15% of youth aged 15-19 smoke compared to 30% in 1999.

There are now more people who have quit smoking in NL than there are people who smoke!



SECTION 4: STUDENTS' CHOICE CROSS CURRICULAR LESSON PLANS

To extend learning beyond the “view and vote component” of *Students' Choice*, eight lesson plans have been developed linked to cross-curricular outcomes.

Cross Curricular Outcomes Supported by Student's Choice

HEALTH

- Apply the decision-making process to common scenarios.
- Identify one's own values and their influence on decision-making.
- Assess one's own values.
- Reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.
- Identify healthy ways of coping with stress.
- Develop an increased awareness of self by engaging in a variety of situations.
- Critically analyze the effect of media on self concept.

PHYSICAL EDUCATION

- Initiate a program or activity that allows students the chance to be an environmentally conscious citizen and to practice socially responsible behaviour.
- Demonstrate respect for the social, physical and natural environment.
- Identify and demonstrate various leadership skills.
- Demonstrate decision-making, independence and increased self-confidence.
- Demonstrate personal initiative, independence and decision-making.

STUDENTS' CHOICE



ENGLISH LANGUAGE ARTS

- Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
- Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
- Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.
- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
- Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings, and to use their imaginations.

MUSIC

- Explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts.
- To create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Apply critical thinking and problem solving strategies to reflect on and respond to their own and others' expressive works.
- To understand the role of technologies in creating and responding to expressive works.

SCIENCE

- Describe and explain the role of experimentation, collecting evidence, finding relationships, proposing explanations, and imagination in the development of scientific knowledge.
- Select appropriate methods and tools for collecting data and information and for solving problems.
- Propose alternative solutions to a given practical problem, select one and develop a plan.
- Organize data using a format that is appropriate to the task or experiment.
- Identify strengths and weaknesses of different methods of collecting and displaying data.
- Understand and act on the ideas of others.
- Defend a given position on an issue or problem, based on their findings.
- Communicate questions, ideas, intentions, plans, and results, using lists, notes in point form, sentences, data tables, graphs, drawings, oral language, and other means.

MATH

- Select and defend the choice of using either a population or a sample of a population to answer a question.
- Demonstrate an understanding of the role of probability in society.
- Develop and implement a project plan for the collection, display and analysis of data by:
 - formulating a question for investigation
 - choosing a data collection method that includes social considerations
 - selecting a population or a sample
 - collecting the data
 - displaying the collected data in an appropriate manner
 - drawing conclusions to answer the question.

SUPPLEMENTARY LESSON PLANS

LESSON PLAN

1

LESSON TITLE: Student Reflection

TIME REQUIRED: 2 class periods and independent project time

MATERIALS REQUIRED:

- Computer/wireless device (iPod, mobile device) for internet access
- Handout: Outline of Students' Choice Multimedia Project, Outline and Sample Rubric
- Handout: Marathon Writing Activity

PURPOSE:

- To encourage student reflection on issues associated with tobacco use.
- To provide students with an opportunity to explore a variety of multimedia.

LEARNING OUTCOME(S):

Health Outcomes:

- Reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.
- Develop an increased awareness of self by engaging in a variety of situations.
- Critically analyze the effect of media on self-concept.

Note: This lesson targets SCO's from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

This supplementary lesson could be used immediately following the Students' Choice activity of viewing and voting on the tobacco ads. Time will be provided during class (2 periods) to introduce and develop a project outline. As part of the evaluation, the project must be completed and submitted for grading. Students will be required to complete the project for evaluation independently or with a partner.

PRE-ASSESSMENT:

- Marathon writing activity (see handout).
- Class discussion to determine student knowledge of tobacco use.

LESSON DIRECTIONS:

- Start the class with a marathon writing activity to identify student knowledge of tobacco use.
- Marathon Writing: Involves students taking a turn writing a sentence to create a group story. The teacher chooses the topic or begins the writing.
 - Teachers set a time limit for writing the sentence (1 to 2 minutes), with a signal of when the student should pass the paper to the next person (music or timer).
 - When the time is up, the paper is passed to the next student, who reads what the first student has written and continues from where they left off.
 - It is recommended to use at least two writing sheets to have more than one story to discuss. One suggestion is to start the story on different sides of the classroom and meet in the middle. A second suggestion is to have one writing sheet per row of students.
- The teacher or a student volunteer reads each story out loud to the class. This is an opportunity to get feedback from the students.
- From the stories read, list topic ideas on the board. Sample topic ideas may include:
 - Effects of smoking on your body, your family, community and/or environment
 - How to say no to tobacco use
 - Strategies to quit smoking
 - Progress in tobacco legislation in NL and Canada
 - How to support a friend
 - Consequences of smoking
 - Myths about smoking
 - Advertising tobacco-free message to students
- Once a list has been generated, explain the Students' Choice Multimedia Assignment handout.
- Students may work independently, with a partner, or small group.

CLOSURE:

Students may share their assessment product with the class.

ASSESSMENT:

- Suggestions of ways to present the project:
 - Design a poster (Students could use apps such as Instagram or Zapd)
 - Create a movie (www.xtranormal.com or apps such as Flixlab)
 - Make a podcast or public service announcement
 - Create a collage (apps such as Pic Collage, Animoto, and YouNote)
 - Build a website
 - Make a book/comic strip (Picturebook)
 - Write a song or poem
 - Build a model
 - Make a Prezi
 - Other (MUST be approved by your teacher)
- See the sample rubric provided

MARATHON WRITING ACTIVITY

Continue the Story Writing

Directions: Write 1-2 sentences that add to the content of the story. Then pass it along.

Tobacco use affects our lives in many ways. _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

STUDENTS' CHOICE TOBACCO USE MULTIMEDIA PROJECT

This project provides you with an opportunity to explore a variety of multimedia options to demonstrate your understanding of a topic from the Students' Choice Tobacco Unit.

You will select a topic of interest from the Students' Choice Tobacco Unit and decide on the most effective presentation format for you.

SAMPLE TOPICS FOR YOUR PROJECT INCLUDE, BUT ARE NOT LIMITED TO:

- Effects of smoking on your body, your family, community and/or environment
- How to say no to tobacco use
- Strategies to quit smoking
- Progress in tobacco legislation in NL and Canada
- How to support a friend
- Consequences of smoking
- Myths about smoking
- Advertising tobacco-free message to students
- Where is the best place to advertise a tobacco-free message to students?
- Redesign the Students' Choice Tobacco Program logo

SAMPLE PROJECT FORMATS INCLUDE, BUT ARE NOT LIMITED TO:

- Design a poster (Students could use apps such as Instagram or Zapd)
- Create a movie (www.xtranormal.com or apps such as Flixlab)
- Make a podcast or public service announcement
- Create a collage (apps such as Pic Collage, Animoto, and YouNote)
- Build a website
- Make a book/comic strip (Use Picturebook)
- Write a song or poem
- Build a model
- Make a Prezi
- Other (MUST be approved by your teacher)

SAMPLE MULTIMEDIA PROJECT OUTLINE

Name:

Due Date:

What is my topic?

How will I present my topic?

What do I need to get started on my project?

SAMPLE MULTIMEDIA PROJECT RUBRIC

CATEGORY	EXCELLENT (3 POINTS)	GOOD (2 POINTS)	INADEQUATE (1 POINT)
IDEAS	Ideas are expressed in a clear and organized manner. It is easy to figure out how the project is connected to Students' Choice tobacco unit.	Some ideas are clear and organized. It is somewhat easy to figure out how the project is connected to Students' Choice tobacco unit.	It is very difficult to understand the connection to Students' Choice tobacco unit.
CLARITY & RELEVANCE	All parts of the project are related to the topic and make it easy to understand.	Most parts of the project are related to the topic and make it easy to understand.	Few parts of the project are related to the topic.
ORIGINALITY & CREATIVITY	Exceptionally creative and original.	Some original ideas used. Project shows moderate amount of effort.	Project shows little effort.

TOTAL = _____ /9 = _____%

LESSON PLAN

2

LESSON TITLE: The Health Effects of Tobacco

TIME REQUIRED: 2 class periods

Materials Required:

- Web Resources
 - Alliance for the Control of Tobacco, NL (ACT): www.actnl.com
 - www.trickyoursselfout.ca
 - Health Canada: www.hc-sc.gc.ca/hc-ps/tobac-tabac/body-corps/disease-maladie/index-eng.php

PURPOSE:

Increase student awareness of the harmful health effects of tobacco products.

LEARNING OUTCOME(S):

Health Outcomes:

- Recognize the role of factual information in the decision-making process.
- Assess one's own values.

Note: This lesson targets SCOs from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

- It has been proven that tobacco products are harmful to people's health. Brainstorm to gauge student level of understanding about the harmful effects of tobacco use. Ask students to list/name harmful health effects of tobacco use. The list may include, but is not limited to, addiction, cancers, heart disease, COPD (Cardio Obstructive Pulmonary Disease), premature aging of the skin, discoloration of skin, asthma, emphysema, etc.
- Use the ACT website www.trickyoursselfout.ca to illustrate the effect that smoking has on one's appearance, health and finances over a 10 year period. The teacher can upload a picture or ask a student volunteer.

PRE-ASSESSMENT:

Through classroom discussion, students will be asked to identify the health effects of tobacco use and secondhand smoke.

LESSON DIRECTIONS:

- Students choose one of the harmful effects and create their own media project that can be displayed within the classroom or throughout the school building (options include collage, various media, comic strip, power point presentation, brochures/pamphlet, etc.).
- The product developed must use factual information to inform people about the harmful effects of tobacco use.

CLOSURE:

- Write a journal entry or hold a class discussion using the following questions:
 - Have your feelings/views changed about smoking as a result of learning about the health effects?
 - How can you use this factual information to inform others about the harmful effects of tobacco use?

ASSESSMENT:

- Students will be assessed on the knowledge provided in their media project and/or awareness tool.
- Teachers may refer to the sample cartoon/poster rubric provided.

SAMPLE MULTIMEDIA PROJECT RUBRIC

CATEGORY	EXCELLENT (3 POINTS)	GOOD (2 POINTS)	INADEQUATE (1 POINT)
CONTENT	<ul style="list-style-type: none">• Clearly focused idea• Clearly related to topic• Immediately and continuously engaging	<ul style="list-style-type: none">• Somewhat focused idea• Somewhat related to topic• Somewhat engaging	<ul style="list-style-type: none">• Minimally focused idea• Minimally related to topic• Minimally engaging
STYLE	<ul style="list-style-type: none">• Highly original design• Very colourful and legible	<ul style="list-style-type: none">• Somewhat original design• Somewhat colourful and legible	<ul style="list-style-type: none">• Minimally original design• Minimally colourful and legible

TOTAL = ____ /6 = ____%

LESSON PLAN

3

LESSON TITLE: Exposing the Myths and Facts
about Smoking

TIME REQUIRED: 1 class period

Materials Required:

- Web Resources:
 - A printable copy of the “*You and Me-Smoke Free Quiz*” or access to an interactive whiteboard for the interactive version.
 - *Health Canada*:
 - www.hc-sc.gc.ca/hc-ps/tobac-tabac/youth-jeunes/scoop-primeur/_test/print-eng.php (printable copy of You and Me-Smoke Free Quiz, Health Canada)
 - www.hc-sc.gc.ca/hc-ps/tobac-tabac/youth-jeunes/scoop-primeur/_test/q1-eng.php (Interactive You and Me-Smoke Free Quiz, Health Canada)

PURPOSE:

To increase student awareness of the various myths about smoking.

LEARNING OUTCOME(S):

Health Outcomes:

- Recognize the role of factual information in the decision-making process.

Note: This lesson targets SCOs from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

Discuss with the class the difference between a fact and a myth. Examples include:

Fact: You are in Grade 9.

Myth: You know everything!

PRE-ASSESSMENT:

- Invite students to use a piece of paper to right the word “fact” on one side and “myth” on the other.
- Read out the fact/myth statements one at a time (handout provided). Students could close/cover their eyes and listen to the teacher. After reading each of the statements, ask students to use their piece of paper, as a visual response, to indicate whether they think the statement is a fact or a myth. Record the class results.

LESSON DIRECTIONS:

- Refer back to the fact/myth activity in the pre-assessment. Prompt a discussion about each statement.
- For additional information on facts and myths, refer to the “Tobacco Ads Fast Facts” section of the teacher’s resource or the Youth Smoking Survey in the teacher’s package.

CLOSURE:

Students write a brief reflection about their discoveries on today’s topic.

ASSESSMENT:

Test

- Teachers can use the printable test or have an interactive test displayed on an interactive whiteboard.

Health Canada

www.hc-sc.gc.ca/hc-ps/tobac-tabac/youth-jeunes/scoop-primeur/_test/print-eng.php
(printable copy of You and Me-Smoke Free Quiz, Health Canada)

www.hc-sc.gc.ca/hc-ps/tobac-tabac/youth-jeunes/scoop-primeur/_test/q1-eng.php
(Interactive You and Me-Smoke Free Quiz, Health Canada)

SAMPLE “FACTS/MYTH STATEMENTS”

Nicotine is a stimulant and smoking causes a rise in pulse rate and blood pressure.	(FACT)
Smoking is likely to increase overall stress levels.	(FACT)
Most Junior High students try smoking.	(MYTH) 72.2% of Junior High students in NL never try smoking).
Cigarette smoke contains 4000 chemicals, 50 of which cause cancer.	(FACT)
Smokers get more wrinkles than non-smokers.	(FACT)
Smoking light cigarettes is less harmful.	(MYTH)
Smoking while pregnant increases the chances of harmful health effects for the baby.	(FACT)
20 minutes after smoking a cigarette blood pressure returns to normal.	(FACT)
Smoking can help people to stay slim.	(MYTH)
Nicotine is highly addictive.	(FACT)
The benefits of quitting start the day you stop smoking.	(FACT)
Smokers can quit anytime.	(MYTH)

LESSON PLAN

4

LESSON TITLE: How to Say No to Tobacco

TIME REQUIRED: 1 to 3 class periods

(dependent upon assessment product)

MATERIALS REQUIRED:

- Students' Choice Teacher Resource (including DVD)
- Interactive whiteboard / TV and DVD player
- Student Handout: "Interactive Bookmark"
- Teacher Handout: "How to Say No – Guided Discussion Questions"

PURPOSE:

- To promote assertive skills (how to say no to tobacco)
- To demonstrate decision-making skills and critical thinking skills

LEARNING OUTCOME(S):

Health Outcomes:

- Identify one's own values and their influence on decision-making.
- Assess one's own values.
- Reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.
- Develop an increased awareness of self by engaging in a variety of situations.
- Critically analyze the effect of media on self-concept.

Note: This lesson targets SCOs from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

Who and/or what has an influence on you and the decisions you make? The discussion may revolve around influential family members, friends, media, social settings, etc.

PRE-ASSESSMENT:

- Brainstorming session: Identify specific influences (individually or in a small group) that exist in student lives that may influence decisions to use tobacco or not. Devise strategies to say no to that influence.
- The class listens to the report from each small group. The teacher will record a list of the strategies. Refer to the attached handout "How to Say No – Guided Discussion Questions" to guide class discussion.

LESSON DIRECTIONS:

- For this portion of the lesson, the emphasis will be on media and how to critically analyze the tactics used in advertisements to prevent tobacco use.
- Show the ad “Recall” provided on the DVD and examine the ad versus the reality of tobacco companies’ goals. The teacher may use the interactive bookmark provided or use the following questions for discussion.
 - How is the sponsor trying to get you to avoid tobacco use?
 - Who is the intended audience for this ad? How do you know who the intended audience is?
 - Do you know anything about cigarettes that the ad is not telling you? To view additional ads, go to www.tobaccofreekids.org/ad_gallery/



CLOSURE:

- Of all the strategies reviewed in class, which one do you feel most comfortable using in a situation whereby you would be influenced to use tobacco?
- How would you support a friend to stop smoking, or not try it in the first place?

ASSESSMENT:

- Complete the Interactive Bookmark
 - How does this ad make you feel?
 - What is the message?
 - Create a slogan to promote a Tobacco-Free Campaign (refer to the Interactive Bookmark on the next page).
- Create a visual to promote tobacco free living. Some options include:
 - Poster/Informational text.
 - Use an app to create an image and email it to your teacher. Some app suggestions include Instagram, Zapd, YouNote, Pic Collage, or Animoto (these apps are available free of cost).
 - Vodcast (Audio visual podcast).
- Present the product to the class. A sample rubric for the visual option is included.

INTERACTIVE BOOKMARK

ADVERTISEMENT:

What is the message in the ad?

How does this ad make you feel?

Does this ad impact your decision to use or not use tobacco?

Write a slogan that would follow the ad to promote tobacco-free living.

LEARNING TO SAY NO TO TOBACCO

Young people may find themselves in situations where they feel pressured to try smoking.

Support students to say “No to Tobacco” by discussing the following strategies to deal with being offered a cigarette:

- be polite and confident and reply “I don’t smoke because...”;
- switch topics and talk about something else;
- use humour in your response;
- delay – tell them “maybe later” (but you know you really won’t have one at all);
- come up with an idea for something else to do;
- walk away;
- think of an excuse;
- don’t pay any attention;
- use “I” statements and be firm in what you say;
- practice using the word “No” and feeling confident saying it.

SAMPLE “LEARNING TO SAY NO” POSTER RUBRIC

CATEGORY	EXCELLENT (3 POINTS)	GOOD (2 POINTS)	INADEQUATE (1 POINT)
IDEAS	Ideas are expressed in a clear and organized manner. It is easy to figure out how the project is connected to the topic.	Some ideas are clear and organized. It is somewhat easy to figure out how the project is connected to Students’ Choice tobacco unit.	It is very difficult to understand the connection to Students’ Choice tobacco unit.
CLARITY & RELEVANCE	All parts of the project are related to the topic and make it easy to understand.	Most parts of the project are related to the topic and make it easy to understand.	Few parts of the project are related to the topic.
ORIGINALITY & CREATIVITY	Exceptionally creative and original.	Some original ideas used. Project shows moderate amount of effort.	Project shows little effort.

TOTAL = _____ / 9 = _____ %

LESSON PLAN

5

LESSON TITLE: Science of Tobacco

TIME REQUIRED: 1 class period

MATERIALS REQUIRED:

- 8.5 x 11 sheets of paper
- Design materials (coloured pencils, markers, etc.)
- Computer access
- Students' Choice DVD
- Web Resources:
 - OxyGen (Australia)
www.oxygen.org.au/images/Secrets_they_Keep_poster_FINAL_Low_Resolution_February_2011.pdf
 - Alliance for the Control of Tobacco
www.actnl.com/media/file/ACT6.jpg



PURPOSE:

To help students understand the harmful chemicals/ingredients found in tobacco products.

LEARNING OUTCOME(S):

Health Outcome:

- Recognize the role of factual information in the decision-making process.

Note: This lesson targets SCOs from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

Start the lesson by showing the Students' Choice ad titled "Other Ways to Use a Cigarette". After viewing the ad, have the students share their thoughts/impressions with the class.

PRE-ASSESSMENT:

The following is a list of chemicals found in cigarettes along with a corresponding item that contains the chemical:

CHEMICAL	COMMON ITEM
Road Tar	Tar
Toilet Bowl Cleaner	Ammonia
Formaldehyde	Formaldehyde
Butane Lighter	Butane
Nail Polish Remover	Acetone
Rat Poison	Arsenic
Car Exhaust	Carbon Monoxide
Batteries	Cadmium
Paint Thinner	Benzene

- Make two lists on the board and scramble one of the lists.
- Have the students match the common item with the chemical it contains.
- After the activity, inform the students that cigarettes contain all the same chemicals that we would consider hazardous to our health.

LESSON DIRECTIONS:

- Cigarette smoke contains over 4000 chemicals and poisons. Over 50 of these are known to cause cancer.
- All of the chemicals listed below and many more are present in tobacco smoke (www.camh.net, www.oxygen.org.au).
- The following link provides a poster that illustrates and describes various chemicals that are found in cigarettes. www.oxygen.org.au/images/Secrets_they_Keep_poster_FINAL_Low_Resolution_February_2011.pdf

ACTIVITY: BULLETIN BOARD DISPLAY:

- Students research one of the chemicals found in cigarettes and prepare an 8.5 x 11 information sheet to be displayed in the classroom or hallway of the school.
- To view a sample product from the students at O'Donel High School in Mount Pearl, NL, please visit: www.actnl.com/media/file/ACT6.jpg

CLOSURE:

Students can present their information poster/findings to the class.

ASSESSMENT:

- Students will be assessed on the information included in their poster, creativity, layout, etc.
- Teachers may refer to the poster rubric included.

Note: This activity is also an opportunity for self and peer assessments.

SAMPLE POSTER RUBRIC

CATEGORY	EXCELLENT (3 POINTS)	GOOD (2 POINTS)	INADEQUATE (1 POINT)
CONTENT	<ul style="list-style-type: none"> Clearly focused idea Clearly related to topic Immediately and continuously engaging 	<ul style="list-style-type: none"> Somewhat focused idea Somewhat related to topic Somewhat engaging 	<ul style="list-style-type: none"> Minimally focused idea Minimally related to topic Minimally engaging
STYLE	<ul style="list-style-type: none"> Highly original design Very colourful and legible 	<ul style="list-style-type: none"> Somewhat original design Somewhat colourful and legible 	<ul style="list-style-type: none"> Minimally original design Minimally colourful and legible

TOTAL = _____ / 6 = _____ %

LESSON PLAN

6

LESSON TITLE: Peer and Family Influences of Tobacco Use

TIME REQUIRED: 1 to 2 class periods

MATERIALS REQUIRED:

- Chart paper
- Markers
- Interactive whiteboard (if available)
- Student Handout: Comparing Statistics
- Teacher Handout: Comparing Statistics Answer Sheet
- Scenario cards

PURPOSE:

To develop students' awareness of their social influences (i.e. family and peers) regarding tobacco use.

LEARNING OUTCOME(S):

Health Outcomes:

- Apply the decision-making process to common scenarios.
- Identify one's own values and their influence on decision-making.
- Assess one's own values.
- Reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.
- Develop an increased awareness of self by engaging in a variety of situations.

Note: This lesson targets SCO's from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

- It is important that young people are aware that most people in the province do not smoke. In fact 90% of 10-14 year olds and approximately 80% of adults don't smoke. Despite this, young people overestimate how many people smoke, and so perceive it as normal behavior.
- View "It's Like They're Smoking" from the DVD to demonstrate the impact our actions and decisions have on others.



PRE-ASSESSMENT:

Prepare a Carousel Feedback activity using chart paper and markers.

LESSON DIRECTIONS:

ACTIVITY: CAROUSAL

- Begin the lesson by asking students to reflect on their tobacco awareness through participation in a carousel activity.
 - Place chart paper around the classroom with one question written per sheet. In small groups, students rotate around the classroom writing a response to each question.
 - Note: Some students may not want to participate if they perceive that they are giving personal information. An alternative to this is having students answer and submit the questions anonymously. The teacher may read the responses out loud to the class and student volunteers can write the responses on the chart paper for all to see.
- Sample Questions:
 - How many of your friends smoke?
 - Where do you see people smoke?
 - How available are cigarettes for teens and preteens?
 - How would you support family or friends who want to quit smoking?
- The carousel activity can be followed by a group discussion.

ACTIVITY: STATISTICS

- Students compare statistics of tobacco use in NL vs. Canada. Distribute the handout included (Comparison of NL vs. Canadian Statistics) and have students make predictions on tobacco use in NL vs. Canada.
- Once students have had an opportunity to make their own predictions, show the actual statistics from the National Youth Smoking Survey 2008/2009. Students should fill in the actual results on the handout.
- As a whole group, discuss similarities and differences between provincial and national statistics.
- As an extension to the activity, have students discuss possible strategies to reduce or avoid using tobacco. Students may be organized into small groups and provided with a scenario card dealing with an aspect of family or peer pressure. The group reads the scenario, discusses the situation and provides solutions to the problem. The solution may be recorded on the reverse side of the card (sample cards included).
- Once all groups have completed their scenario card they will report back to the whole class.

CLOSURE:

- Highlight key ideas on the carousel activity responses and the comparison of the provincial and national tobacco statistics. Suggestions for discussion questions:
 - Why do you think NL has higher rates of tobacco use?
 - Are you surprised by the rates of tobacco use in NL? Canada?
 - Reinforce that smoking is not the norm: most young people and adults do not smoke.
- Highlight key ideas on the responses to the scenario cards. Teacher should direct the discussion to discuss strategies to help peer, family members or themselves with ways to deal with pressures of tobacco use.

ASSESSMENT:

- Student participation in and completion of:
 - Carousel Activity
 - Student Worksheet
 - Scenario Cards
 - Group Work
 - Discussion

EXTENSION ACTIVITY:

- Teachers may decide to take this lesson a step further by inviting students to create a text for younger students that will encourage them to deal assertively with peer and/ or family pressure.
 - Examples of such a text could include a brief book (paper or digital; app called PictureBook); use XtraNormal to convert text to movie; create a pamphlet; use FlixLab (movie creator) or Vimeo, and so forth.

COMPARISON OF NL VS. CANADIAN STATISTICS (National Youth Smoking Survey 2008/2009)

QUESTION	NL	CANADA
What percentage of the population has friends who smoke cigarettes?	98% of current smokers have friends who smoke compared to 86% of triers and 37% of non-smokers	95% of current smokers have friends who smoke compared to 85% of triers and 28% of non-smokers
What percentage of the population has family members who smoke cigarettes?	84%	76%
What percentage of the population has at least one person in their household smoke cigarettes on a daily basis?	28%	21%
What percentage of the population is exposed to second-hand cigarette smoke in cars?	35%	26%

DEFINITIONS USED IN THE YOUTH SMOKING SURVEY REPORT:

CURRENT SMOKER	TRIER	NON-SMOKER
Someone who has smoked at least 100 cigarettes in their lifetime, and who has smoked at least one whole cigarette in the past 30 days.	Someone who has smoked less than 100 cigarettes in their lifetime, and who has smoked at least one whole cigarette in the past 30 days. (Note: this definition has changed from the school-level feedback reports where it referred to someone who has smoked or puffed in the last 30 days).	Someone who has not smoked or puffed cigarettes in the past 30 days or has never smoked a cigarette, even a puff.

SAMPLE SCENARIO CARDS: PEER AND FAMILY INFLUENCES LESSON PLAN:

1 Your best friend has started smoking and you are worried about his/her health, but you don't know what to say to persuade him/her to quit. You are wondering about the possibility of bringing in a relative who recently quit smoking to talk about their experiences and the impact tobacco had/still has on their life.

- What are your plans?
- What is the outcome?

Write answers on the back

2 Your friend has her brother buy her a package of cigarettes. She hasn't smoked before but wants to look cool when she goes out with her older friends. She offers you a cigarette because she doesn't want to try smoking alone.

- What will you decide to do?

Write answers on the back

3 Most of the people in your family smoke so you have easy access to cigarettes. Your friends are pressuring you to steal a few for them.

- What will you say?
- What will you do?

Write answers on the back

4 You're tired of being told by your parents that you are too young to stay out late. They're always asking you where you are going and who you'll be with. You feel angry and frustrated and think you are the only one with "problem parents." You can't wait to get away from home and you're thinking of smoking just to prove you have a life.

- How will you handle your feelings?
- What can you say to your parents so they will give you more space?

Write answers on the back

5 You're a 14-year-old and you really like this person who is several years older than you. You want to get this person's attention but you're pretty sure that you are thought of as just a kid. You notice that this person smokes and wonder if you would appear older if you smoked too. You go and talk to a good friend of yours to get their opinion.

- What will you say? What will your friend tell you?
- What will you decide to do? Will smoking make you look older?

Write answers on the back

SAMPLE SCENARIO CARDS: PEER AND FAMILY INFLUENCES LESSON PLAN:

6 You're at a party and feeling a little nervous because you don't know many people there. Some people are smoking. Someone comes over to talk and introduces you to the smoking crowd. You're offered a cigarette but you haven't smoked before and you're not sure if you will look silly. You look around and notice there is another group of people who are just talking, laughing, and not smoking.

- What will you do?

Write answers on the back

7 Andrew is nearing the entrance of the hockey rink and sees some teammates smoking. He feels quite uncomfortable.

- Why does Andrew feel uncomfortable?
- What should he do?

Write answers on the back

8 Nancy is going to the movies with some new friends she met at school. After her dad drops them off they offer her a cigarette. They tell Nancy to give it a try. She wants to decline, but is worried that her new friends may not invite her out again.

- How is Nancy feeling?
- What should she do?

Write answers on the back

9 You've been smoking behind your parents' backs – not a lot, not yet. Your mom just found a pack of cigarettes in your jeans. She wasn't snooping but found what was left of them when she put the laundry in the dryer. She hands you the wet package. You say they aren't yours and that they belong to a friend. Your younger brother begins to tell on you. You've been caught in a lie and don't like the feeling. Your mom looks disappointed.

- What will you say to her? How do you feel about the example you are setting for your brother?
- You don't want to get grounded because you've made plans with your friends for the weekend. How will you manage that?

Write answers on the back

Go to www.livinghealthyschools.com to download the file to adapt the copy for the scenario cards.

LESSON PLAN

7

LESSON TITLE: Tobacco Addiction and Quitting

TIME REQUIRED: 1 period

MATERIALS REQUIRED:

- Ball
- Internet access and an interactive whiteboard
- Handout of agencies/organizations that can help smoking cessation.
- Web Resources:
 - Health Canada: www.hc-sc.gc.ca/hc-ps/tobac-tabac/quit-cesser/index-eng.php
 - Centre for Addiction and Mental Health (Canada) http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/tobacco_dyk.html
 - Australia: www.oxygen.org.au

PURPOSE:

To increase students' awareness that cigarettes and other forms of tobacco are addictive.

LEARNING OUTCOME:

Health Outcome:

- Recognize the role of factual information in the decision-making process

Note: This lesson targets SCOs from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

- Begin the class by posing the following question: What does addiction mean?
 - Addiction means a person has no control over whether he or she engages in the use of alcohol, drugs, or gambling.
 - Someone who's addicted to tobacco has grown so used to nicotine (the drug in tobacco that causes addiction), that he or she has to have it. Addiction can be physical, psychological, or both.
 - An addicted person – whether it's a physical or psychological addiction or both – no longer feels like there is a choice in taking a substance. They may believe they need or must have the drug and continue to use despite negative consequences.
- The 2008/2009 Canadian Youth Smoking Survey reported that 89% of NL youth responded that smoking was addictive.
- Who do you think has the hardest time quitting?
 - A person giving up nicotine
 - A person giving up heroin
 - A person giving up alcohol
 - Answer: Tobacco is as hard or harder to quit than all other substances.
- Is tobacco addictive? Yes! According to the Centre for Addiction and Mental Health (2009),
 - Once a person begins to smoke, particularly at a young age, the chances of becoming addicted are quite high. People new to smoking quickly develop tolerance to the initial ill effects. For example, if you ever tried smoking, most people cough, spit up, throw up, etc. With repeated use, the person begins to tolerate the ill effects and may become addicted. Those who smoke regularly tend to have a consistent number of cigarettes per day.

- Canadians who smoke have, on average, about 15 cigarettes per day.
 - Nicotine addiction, the most common form of drug dependency, causes more death and disease than all other addictions combined – it is as addictive as heroin and cocaine.
 - Nicotine addiction involves psychological and physical factors. Psychological factors may include feelings of pleasure and alertness. People who smoke regularly may learn to rely on the effects of nicotine to bring about these feelings. They also develop conditioned signals, or “triggers,” for cigarette use. For example, some people always smoke after a meal, while working at a certain task, seeing others or being around people who smoke, or while in certain emotional states, such as feeling stressed, or down. These triggers lead to behaviour patterns, or habits, which can be difficult to change.
 - Signs of physical dependence include the urge to smoke within minutes of waking, smoking at regular intervals throughout the day, and ranking the first cigarette of the day as the most important.
 - Symptoms of nicotine withdrawal include irritability, restlessness, anxiety, insomnia and fatigue. These symptoms vanish within a couple of weeks. Some people may be unable to concentrate and have strong cravings to smoke for weeks or months after quitting. People who are addicted to nicotine may become tolerant to the desired effects. They may no longer experience pleasure from smoking, but continue smoking due to cravings and to avoid nicotine withdrawal.

Resource: http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/tobacco_dyk.html

PRE-ASSESSMENT:

- Ask students what addiction means.
- Ask students what is the addictive substance in tobacco. (nicotine)
- Ask students if they are aware of strategies to quit smoking or help a family member or friend quit. (i.e. quitlines, self-help materials, medications, nicotine replacement therapies (patch, gum, inhaler), cold turkey, smoke-free policies, and talking with your health care provider (doctor, pharmacists, nurse))

LESSON DIRECTIONS:

ACTIVITY: QUITTING

- Access the site: http://kidshealth.org/teen/drug_alcohol/tobacco/smoking_plan.html#cat20138. This is an interactive web tool that students can use to help friends, family and themselves quit smoking cigarettes. Students create a resource with quit smoking tips and information for teens about services to support people to quit.
- Additional resources for teachers and students:
 - Newfoundland and Labrador Smokers’ Helpline: www.smokershelp.net or 1-800-363-5864
 - Health Canada: www.gosmokefree.ca (www.kidshealth.org/teen/drug_alcohol/)
 - Alliance for Control of Tobacco (ACT): www.actnl.com
 - Oxygen, Australian website for youth: www.oxygen.org.au
 - Kids Help Phone: www.kidshelpphone.ca or 1-800-668-6868
 - Guidance counsellor, school nurse, teacher, trusted adult or friend, doctor, health care provider

CLOSURE:

- Teachers ask students to share their resource for quitting smoking with the other students.
- Teachers reiterate that tobacco is an addictive substance because it contains nicotine.
- Students should be made aware that there are numerous strategies and agencies and organizations available to help people quit.
- Toss-catch-share.
 - Students pass a ball around the classroom. When a student catches the ball they must share something learned during the lesson. Once shared, they toss the ball to another student and the activity continues.

ASSESSMENT:

Teacher can gauge student understanding from the Toss-Catch-Share activity

LESSON PLAN

8

LESSON TITLE: Tobacco's Impact on our Environment and our Community

TIME REQUIRED: 2 class periods

MATERIALS REQUIRED:

- Handout: Considering the Consequences (included with this lesson)
- DVD: "Innocent Death"
- Digital access to web links
- Unlined paper, pencils, colouring pencils, and rulers for assessment product

PURPOSE:

- To discuss the impact tobacco has on our community and our environment.
- To promote students' responsibilities as global citizens.

LEARNING OUTCOME(S):

Health Outcomes:

- Assess one's own values.
- Reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.
- Develop an increased awareness of self by engaging in a variety of situations.

Note: This lesson targets SCOs from other curricular areas, such as Physical Education, English Language Arts, and Music (see cross-curricular connections in section four).

INTRODUCTION:

- View the ad "Innocent Death" from the DVD provided in the Teacher Resource.
- Discuss briefly the ad's message and purpose.



PRE-ASSESSMENT:

- Distribute the handout "Considering the Consequences" to each student.
- Direct students to record at least one response for each target area.
- Students then move around the classroom with their handout and use the "Find Someone Who" strategy. Find at least one other student for each target area and record his/her response inside the appropriate circle. Students should find a different peer for each target area. Teachers may wish to play music or use an interactive whiteboard timer to signal time to switch target areas and begin to move again.

PRE-ASSESSMENT:

- Distribute the handout “Considering the Consequences” to each student.
- Direct students to record at least one response for each target area.
- Students then move around the classroom with their handout and use the “Find Someone Who” strategy. Find at least one other student for each target area and record his/her response inside the appropriate circle. Students should find a different peer for each target area. Teachers may wish to play music or use an interactive whiteboard timer to signal time to switch target areas and begin to move again.

LESSON DIRECTIONS:

- Students will participate in a Jig Saw activity using several web-based articles/fact sheets. Teachers are encouraged to use a wide variety of digital media such as interactive whiteboards, iPads, iPhones, etc. Please refer to school district policy regarding use of such devices.
 - Arrange students in groups of 3 to 5. This is referred to as the Home Group. The number of students in the home group is dependent upon the total number of articles that will be used.
 - Each student in the home group is assigned a number and all students in the class with the same number will form Expert Groups. Once in their expert groups, students will read their assigned article and discuss its main points with their expert group partners.
 - Expert group members should ensure that each person understands the main points before returning to their home groups for discussion of each of the articles.
- Teachers may choose from the following web links that are recommended for classroom use:
www.globalissues.org/article/533/tobacco
www.oxygen.org.au/hardfacts/tobacco-and-the-environment
www.thegoodhuman.com/2009/11/08/the-environmental-impact-of-discarded-cigarettes/

CLOSURE:

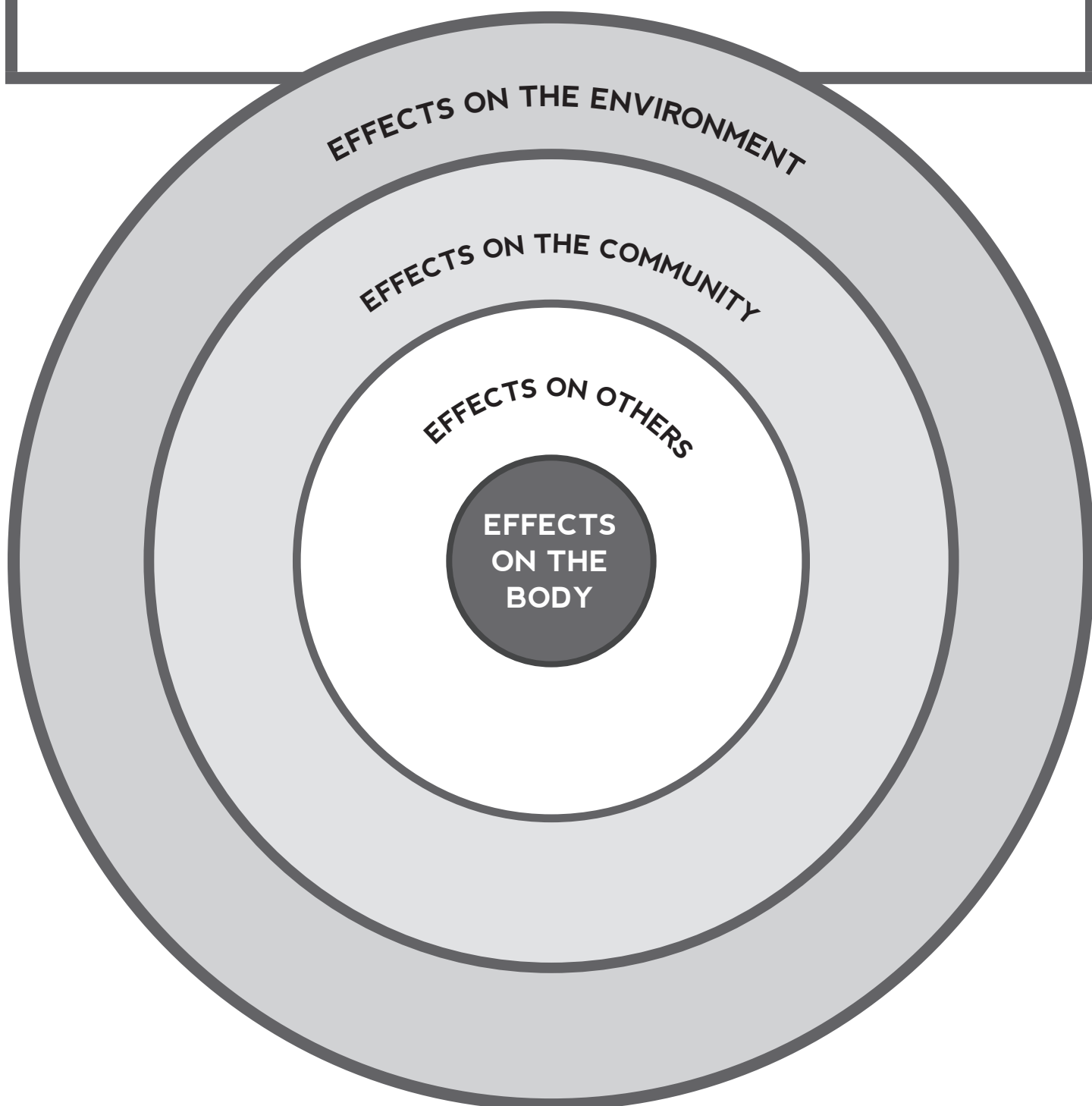
Students may share their knowledge in the home groups about tobacco’s impact on our community and environment.

ASSESSMENT:

- Students may work collaboratively or independently to create a product to demonstrate their understanding of tobacco’s impact on our community and our environment.
- Suggested assessments include:
 - Write a song (any genre) or poem (any form) that shows tobacco’s negative impact on the community and environment.
 - Create a cartoon that illustrates one aspect of tobacco’s impact on the community or the environment. Sample rubrics are provided for teachers.

**CONSIDER THE CONSEQUENCES
OF TOBACCO USE**

Name:



SAMPLE POEM/ SONG RUBRIC

CATEGORY	EXCELLENT (3 POINTS)	GOOD (2 POINTS)	INADEQUATE (1 POINT)
CONTENT	<ul style="list-style-type: none"> Clearly focused idea Clearly related to topic Immediately and continuously engaging 	<ul style="list-style-type: none"> Somewhat focused idea Somewhat related to topic Somewhat engaging 	<ul style="list-style-type: none"> Minimally focused idea Minimally related to topic Minimally engaging
STYLE	<ul style="list-style-type: none"> Strong voice Strong use of poetic devices/musical techniques No errors 	<ul style="list-style-type: none"> Emerging voice Some use of poetic devices/ musical techniques Some errors 	<ul style="list-style-type: none"> Minimal voice Limited use of poetic devices/musical techniques Many errors

TOTAL = _____ /6 = _____%

SAMPLE CARTOON RUBRIC

CATEGORY	EXCELLENT (3 POINTS)	GOOD (2 POINTS)	INADEQUATE (1 POINT)
CONTENT	<ul style="list-style-type: none"> Clearly focused idea Clearly related to topic Immediately and continuously engaging 	<ul style="list-style-type: none"> Somewhat focused idea Somewhat related to topic Somewhat engaging 	<ul style="list-style-type: none"> Minimally focused idea Minimally related to topic Minimally engaging
STYLE	<ul style="list-style-type: none"> Highly original design Very colourful and legible 	<ul style="list-style-type: none"> Somewhat original design Somewhat colourful and legible 	<ul style="list-style-type: none"> Minimally original design Minimally colourful and legible

TOTAL = _____ /6 = _____%

SECTION 5: REFERENCES

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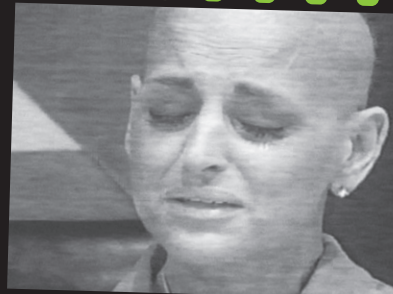
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STUDENTS' CHOICE




Newfoundland
Labrador