

**Unit Title: Catching and Keeping Good Health=No tobacco use!**

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**Grade Cluster: 3-5**

**Time Frame: Four Lessons of forty-five minutes**

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**Summary of Unit:**

CATCH (Coordinated Approach To Child Health) is sponsored by the Nemours Health and Prevention Services in Delaware. Materials to present this unit and expand it are available through the Nemours Foundation. District teams (made up of health educators, physical educators, cafeteria personnel, administrators, classroom teachers, and others) are required for CATCH professional development. Teachers wishing to use this unit of instruction should contact their district lead teacher or curriculum supervisor for further information.

This unit is based on F.A.C.T.S. (Facts and Activities about Chewing Tobacco and Smoking), second edition, a CATCH (Coordinated Approach to Child Health) series of lessons promoting a tobacco free lifestyle. Students will discover facts about the consequences and costs of tobacco use and practice refusal skills and advocacy to influence friends and relatives who are users of tobacco products.

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### **Stage 1 – Desired Results**

What students will know, be able to do and understand

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#### **Delaware Health Education Standards**

- 1. Students will understand essential health concepts in order to transfer knowledge into actions for life. Specify core concepts to be addressed: Tobacco prevention (ATOD)
- 2. Students will analyze the influence of family, peers, culture media, technology and other factors on health behavior. \*
- 3. Students will demonstrate the ability to access information, products and services to enhance health.\*
- 4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- 5. Students will demonstrate the ability to use decision-making skills to enhance health.
- 6. Students will demonstrate the ability to use goal-setting skills to enhance health.
- 7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- 8. Students will demonstrate the ability to advocate for personal, family and community health.
  - \* Includes technology integration

## **Big Idea: Health is Personal Power**

### **Unit Enduring Understanding(s)**

- Full-sentence, important statements or generalizations that specify what students should understand from the Big Ideas (s) and/or Content Standards and that are transferable to new situations

**There is a relationship between understanding health concepts and personal health.**

**Communication skills are necessary to enhance personal health.**

**Sometimes family members and friends need an advocate.**

### **Essential Questions:**

***What is Health?***

***What prevents people from practicing healthy behavior?***

### **Unit Essential Questions(s)**

- Open-ended questions designed to guide student inquiry and learning

**How can I be healthy?**

**Why be tobacco free?**

### **Knowledge and Skills**

- Needed to meet Content Standards addressed in Stage 3 and assessed in Stage 2

### **Students will know...**

**Almost half a million Americans die from tobacco use each year.**

**The health reasons for not using tobacco products.**

**Tobacco use is expensive for individuals and the whole society.**

**Second-hand smoke has negative consequences.**

**Quitting is difficult.**

### **Students will be able to...**

**Practice ways to say no to tobacco use.**

**Identify ways tobacco companies promote their product to non-users.**

**Decide not to be a user.**

**Persuade others not to use tobacco.**

## **Stage 2 – Assessment Evidence**

Evidence that will be collected to determine whether or not Desired Results are achieved

### **Suggested Unit Transfer Task(s)**

An effective transfer task for ALL students should be designed to include:

- \*Demonstration of high-level thinking with one or more facets of understanding (e.g., explain, interpret, apply, empathize, have perspective, self-knowledge)

A report has been published about the high cost of tobacco use to society in dollars, productivity and quality of life. Your class has reviewed this report and discussed how they could affect tobacco use by their peers. The class has decided to begin a marketing program for tobacco use prevention at the school. Students will work in pairs to write and perform a rap, poem, story or song about tobacco use prevention. The product will advocate abstinence from tobacco products and indicate health risks associated with tobacco use.

### **Rubric(s)**

- Scoring guide to evaluate transfer tasks used as evidence of student proficiency  
An effective scoring guide should:
    - \*Measure what is appropriate for the Content Standard that is assessed.
    - \*Provide opportunities for differentiation of the transfer tasks used as evidence of student proficiency.
- 4: Student work is original and advocates abstinence from tobacco products. The product contains specific references to the benefits of abstinence and the dangers of use.
  - 3: Student work is original and seems to advocate abstinence from tobacco products. The product encourages abstinence with few specifics regarding the risks of tobacco use.
  - 2: Student work lacks originality and has questionable advocacy for abstinence from tobacco products. The product lacks specifics about the dangers of use or the benefits of abstinence from tobacco products.
  - 1: Student work is incomplete or inaccurate with no advocacy evident regarding abstinence from tobacco products.

### **Other Evidence**

- Performance Assessment(s) for student understanding of the Stage 1 elements (Enduring Understandings, Essential Questions, Big Ideas) found in the Content Standards
- Varied evidence that checks for understanding (e.g., tests, quizzes, prompts, student work samples, observations)

Handout 7: ME? I choose tobacco-free! (pages 77-78)

## Student Self-Assessment and Reflection

- Opportunities for self-monitoring learning ( e.g., reflection journals, learning logs, pre- and post-tests, self-editing – based on ongoing formative assessments)

Students will think of responses to offers of tobacco products. They will list ways to refuse without losing friends or getting angry. Teachers will collect and redistribute papers to pairs of students who will discuss the responses. Then each student will write a paragraph that describes how one new-to them refusal idea could be used in a scenario from their life.

At the end of lesson four, students will be asked to commit to being tobacco-free.

## Stage 3 – Learning Plan

Learning activities need to align with Stage 1 and Stage 2 and show connections to prior learning

### Key learning events needed to achieve unit goals

- Scaffold in order to acquire information, construct meaning, and practice transfer of understanding
- Provide ongoing opportunities for self-monitoring and self-evaluation

Lesson plans may be attached to Stage 3 and must include relevant citations and follow U.S. copyright laws. <http://www.umuc.edu/library/copy.shtml>

Introduction: Activity 1: (pages 8-10) reviews statistics and sets the stage for the unit. Teacher may introduce the essential question, enduring understandings, and knowledge and skills for the unit.

Lesson One: Using tobacco is really bad news

- Activity 2: Group work on reasons not to use tobacco (pages 10-11)
- Activity 2: Review a rap and introduce transfer task (pages 11-12)
- Review main points of lesson one:
  - Tobacco is “bad news” and can even kill.
  - Tobacco is a bad habit.
  - Tobacco kills 430,700 Americans each year.

Lesson Two: Say “NO” to tobacco every single time.

- Part A, Activity 1: Group work-excuses (pages 22-25).
- This activity identifies all the excuses people give for using tobacco products and introduces the concept of addiction. Then students will counter all the excuses with positive options for the user to consider.
- Part B, Activity 1: Ways to refuse tobacco (pages 27-28).
- Review and practice rap found on page 27:
  - “Smoking is out now and chewing is too.
  - Never use tobacco is what we should do!
  - CATCH IT! CATCH IT! CATCH this rhyme.
  - Say no to tobacco every single time!”

- Remind students about the transfer task instructions.  
Activity 2: Practice saying no (pages 29-30).  
Use handout #3 and cards on pages 35-56 for game  
Summary of lesson (pages 31-32).

Lesson Three: Using tobacco costs a great deal.

- Activity 1: Smoking tobacco costs (pages 58-59).
- Activity 2: Individual costs of smoking (pages 59-61)  
Introduce rap:  
"Choosing to smoke is really no joke.  
All of your money can go up in smoke!  
CATCH IT! CATCH IT! CATCH this spiel.  
Using tobacco costs a great deal!"
- Check with student pairs to see how their work is progressing. Allow ten minutes for sharing with each other and review of transfer task. Students will be expected to present some of their raps, poems, or songs during the next class and over the next few days.
- Group work: Tobacco advertising (pages 64-66).
- Use transparency four to point out advertising gimmicks.

Lesson Four: A tobacco-free life is the best decision (pages 72-

- Activity 1: Secondhand smoke (pages 72-73).  
This is a teacher led discussion about the dangers and smells of second-hand smoke.
- Activity 2: Helping smokers quit (pages 73-75).  
Students will generate ideas of how they might help a family member or friend to quit smoking.
- Part B, Activity 1: Goal setting (pages 77-78)  
Use handout 7: Me? I choose tobacco free. Students will first list answers to the following prompts:  
I will say no to peer pressure to use tobacco by .....  
I will say no to advertising pressure to use tobacco by .....  
I will try to be helpful to relatives or friends who decide to quit using tobacco by .....  
.....

At the bottom of the handout is a commitment that each student will complete choosing not to use tobacco. This handout should be sent home for a parent review and signature. This goal-setting activity could be re-emphasized every few weeks with the students.

## Resources and Teaching Tips

### Resources

- Include a variety of resources (texts, print, media, and web links) that best supports the unit.

**F.A.C.T.S. (Facts and activities about chewing tobacco and smoking), second edition, 2002. FlagHouse, Inc.**

[www.kidshealth.org](http://www.kidshealth.org)

[www.lunginfo.org](http://www.lunginfo.org) (Kick Butts Generation)

[www.healthteacher.com](http://www.healthteacher.com)

[www.delawarecancerconsortium.org/Tobacco-Cessation](http://www.delawarecancerconsortium.org/Tobacco-Cessation)

[www.behealthy/delaware.org/tobacco.html](http://www.behealthy/delaware.org/tobacco.html)

### Teaching Tips

- Provide tips to help teachers identify and correct student misunderstandings and weaknesses.

CATCH educators are asked to:

- Emphasize fun and benefits of physical activity
- Encourage cooperation, participation and off-site activity
- Practice equity
- Discuss rules and practice routines
- Keep kids on task and on track
- Establish and enforce safety zones

### Accommodations/Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Describe how instruction may be varied to address differences in readiness, interest, and/or learning profiles.

The transfer task in this unit was designed to allow flexibility for the teacher and the learners. Teachers may pair students with different talents, abilities, and maturity levels.

## Design Principles for Unit Development

Please check the design principles below that are embedded within the unit

- International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures and to provide cross-cultural communicative competence.
- Universal Design for Learning** - the ability to provide multiple means of representation, expression and engagement to give learners various ways to acquire and demonstrate knowledge.
- 21<sup>st</sup> Century Learning** – the ability of to use skills, resources, & tools to meet the demands of the global community and tomorrow’s workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL,2007)

(Briefly explain how design principle(s) are embedded within the unit design.)

Students will have varied experiences with secondhand smoke and many stories about family members who have tried to quit smoking. Based on the information in this unit, it is hoped that students will conclude that tobacco use is not to be tolerated and may set goals for non-use. Their new knowledge will enable them to advocate for others to be tobacco-free.

## Connections to Other Areas

Suggestions for integrating instruction with other curricular areas, school support services (health services, counseling, nutrition services, and school climate) families and communities.

Tobacco use is prohibited in Delaware Schools, properties, and school events.

Smoking is prohibited in most public places.

The American Lung Association of Delaware has programs and supports legislation controlling tobacco use for youths.

The American Cancer Society and the American Heart Association also have resources and programs for tobacco use prevention.

The Delaware Quitline (1-866-409-1858) is an excellent resource for tobacco users who want to “quit.”

