



Health Smart Virginia - Sample Lesson Plan

Grade 4 – ATOD Use Prevention

Unit 4

SOLs:

- 4.1.l** Compare the short- and long-term consequences of alcohol, **tobacco**, inhalant, and other drug use.
- 4.1.m** Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, **tobacco**, inhalants, and other drugs.
- 4.2.e** Describe why individuals choose to use or avoid alcohol, **tobacco**, inhalants, and other drugs.
- 4.2.f** Describe the effects of peer pressure on use of alcohol, **tobacco**, inhalants, and other drugs.
- 4.2.g** Demonstrate refusal skills.
- 4.3.d** Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
- 4.3.e** Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs

Title: Tobacco Use

Objectives/ Goals:

- The student will examine the short and long term consequences of tobacco use
- The student will identify and practice verbal and nonverbal communication skills to resist/refuse tobacco
- The student will describe why individuals choose to use or avoid tobacco
- The student will analyze prevention resources for avoiding tobacco
- The student will discuss the importance of refusal skills in saying no to tobacco

Materials:

- PowerPoint: 4th Grade All About Me Tobacco
- Worksheet:

Procedure:

Step 1	Using the Powerpoint as a guide, begin the lesson by reviewing the topic of the lesson on slide 2
Step 2	Slide 3: Ask student to read the discussion questions and reflect on their answers and personal opinions. Discuss as a class.
Step 3	Slide 4: As a class, read the scenario, What Should I Do? Allow students to share their answers.
Step 4	Slide 5: Discuss the short term effects of tobacco.
Step 5	Slide 6: Discuss the long term effects of tobacco.
Step 6	Slide 7: Introduce the topic of responding to peer pressure. Show the video clip. Discuss how peer pressure feels.
Step 7	Slide 8: As a class, read the scenario, What Should I Do? Allow students to share their answers.
Step 8	Slide 9: Discuss why it is important to say no to tobacco. Discuss strategies to responding to peer pressure. Allow students to practice using the examples on Slide 9 with a partner. Allow for volunteers to perform for the class.
Step 9	Slide 10-11: Practice as a class. Allow for all students to think quietly of a response to the pressure line. Then, call on students to respond.
Step 10	Slide 12: Discuss resources available for students if they have questions. Allow students to share a trusted adult (teacher, parent, neighbor, grandparent, school nurse, doctor, etc.) that they would talk to if they had questions or needed help with refusal skills.
Step 11	Slide 13: Pass out the worksheet: What Would You Say. Instruct students to use the strategies from Slide 13 to respond to the pressure lines on the worksheet. Then, students will write a short essay explaining why it is important to say no to smoking a cigarette. Allow time for students to share their answers with a partner or whole class.
Step 12	Slide 14: End the lesson with a classroom energizer.

Assessments, References & Sources: Mary McCarley, 2018

What Would You Say

Imagine that you are being pressured to smoke a cigarette. Respond to the following scenarios using the refusal skills practice in class.

1. "Check this out. My older brother stole a cigarette from mom for me. I'm going to smoke it after school today. Come over and try it with me."

2. "I have had the worst day. I failed a test and got in an argument with my parents. I'm going to smoke. Smoke with me? It is seriously not that big of a deal. Lots of people smoke. "

3. "My uncle smokes cigarettes all the time and he is fine. Just try it?"

Why is it important to say "No" to smoking cigarettes?
