



Grade 4 Sample Lesson Plan: Tobacco and E-Cigarette Prevention

Description

Please see attached handout for a lesson submitted by a Virginia teacher

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.

Fourth Grade Tobacco Products and E-cigarette Prevention Lessons

The Virginia Department of Education is pleased to acknowledge this learning module was developed with the expertise of Virginia public elementary school teachers in collaboration with the Virginia Foundation for Healthy Youth.

OBJECTIVES:

Students will understand the harmful effects of tobacco products, e-cigarettes, and nicotine. The students will understand how to respond appropriately to peer pressure. Students will be familiar with vocabulary for cigarettes, cigars, snuff, vaping, nicotine, tar, e-cigarette, addictive, heat-not-burn, Hookah

RELATED STANDARDS OF LEARNING:**Health Area: Alcohol, Tobacco, and Drug Use Prevention****Essential Health Concepts**

- 4.1.1. Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
- 4.1.m. Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.

Healthy Decisions

- 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.

Advocacy and Health Promotion

- 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.

Language Arts

- 4.1 The student will use effective oral communication skills in a variety of settings.
 - a) Listen actively and speak using appropriate discussion rules.
 - b) Contribute to group discussions across content areas.
 - c) Orally summarize information expressing ideas clearly.
 - d) Ask specific questions to gather ideas and opinions from others.
 - e) Use evidence to support opinions and conclusions.
 - f) Connect comments to the remarks of others.
 - g) Use specific vocabulary to communicate ideas.
 - h) Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.
 - i) Work respectfully with others, and show value for individual contributions.
- 4.3 The student will learn how media messages are constructed and for what purposes.
 - a) Differentiate between auditory, visual, and written media messages and their purposes.
 - b) Compare and contrast how ideas and topics are depicted in a variety of media and formats.
- 4.4 The student will expand vocabulary when reading.
 - d) Use vocabulary from other content areas.
 - e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing.

4.9 The student will demonstrate comprehension of information resources to create a research product.

- a) Construct questions about a topic.
- b) Collect and organize information from multiple resources.
- c) Evaluate the relevance and reliability of information.
- d) Give credit to sources used in research.
- e) Avoid plagiarism and use own words.
- f) Demonstrate ethical use of the Internet.

VOCABULARY/FACTS

Tobacco use is the leading cause of cancer. Cigarettes, cigars, and chewing tobacco can cause cancer.

Tobacco products and e-cigarettes contain nicotine. Nicotine is a chemical that is addictive. When a chemical is addictive, it means a person's body wants more and more of it when they use it.

E-cigarettes do not contain tobacco, but some contain as much nicotine as a pack of 20 cigarettes.

E-cigarettes heat a liquid to create an aerosol that some people call vapor (some types of hairspray are aerosols). Chemicals are used to flavor the liquid in e-cigarettes. The liquid is heated with a metal heating coil. Heavy metals such as nickel, tin and lead have been found in the vapor, which is breathed into the lungs.

The harmful effects of e-cigarettes are not yet fully known. However, kids are becoming addicted to nicotine when they use them. There have been reports of teens feeling ill and having seizures after using e-cigarette devices.

Heat-not-burn products heat tobacco but do not burn it. The products create an aerosol that contains nicotine which a person inhales.

Hookahs use a special kind of tobacco that is heated. The tobacco smoke passes through water and through a rubber tube to a mouthpiece that a person uses to inhale the smoke. Hookah smoking is linked to lung and oral cancers, and the smoke also contains high levels of toxic chemicals.

Some reasons why people use tobacco products and/or e-cigarettes

- 1) To appear older or "grown up"
- 2) To fit in with friends/ to feel cool and accepted, also called "peer acceptance"
- 3) Peer pressure
- 4) Family members use tobacco or nicotine

How to respond to peer pressure

- 1) Speak clearly.

- 2) Stand tall.
- 3) Be confident.
- 4) Be honest and firm.
- 5) Make eye contact.

Avoidance

- 1) Avoid the situation where you may be pressured

Escape

- 1) Walk away
- 2) Give an excuse – “I have to get home now.” “I forgot I have _____ practice.”
- 3) Ignore – Walk away. Go talk to someone else. Change the subject.

Refuse

- 1) “No.” or “No thanks.”
- 2) Give an I-Statement: “I don’t smoke.” “I’m not interested in trying smoking.”
“I play _____, so I can’t smoke.”
- 3) State Consequences – “I don’t want to get cancer.” “It is unhealthy.”
“It causes bad breath.” “It will make my clothes smell bad.”
“It is bad for my lungs.”

LESSONS:

1) Have a discussion with the students. Use the photos and information at the end of this lesson to discuss the varying forms of tobacco products and e-cigarettes and be sure to mention that no matter its form, tobacco is dangerous to use. Discuss that many people who use tobacco products wish that they had never started using it, but they may have a hard time stopping because they become addicted. Briefly discuss that addiction means that when you do something- like smoke a cigarette, doing it makes your body and mind want to do it more and more. Ask the students why someone would wish that they had never started using tobacco. Then make a list of how tobacco can cause your body harm. Some ideas: wrinkles, heart beats faster, stains on your fingers and teeth, stuffy nose, heart disease, lung disease, cancer (mouth, throat, esophagus, pancreas, lung, stomach, etc.), can make you cough/have a hard time breathing, can make sores in your mouth, can make you addicted, can cause gum disease, tooth decay, or tooth loss. It can even harm brain development in children and teens.

2) As a whole group discuss how to look confident and how to be assertive (speak clearly, stand tall, be confident, be honest and firm, and make eye contact). The whole class can practice saying, “No.” or “No, thanks.”

Break the class into 4 or 5 small groups. Give each group an Avoid Peer Pressure strategy card. Have each group act out a situation to model the strategy. Each group will create and practice the strategy. Then each group will perform the strategy for the class.

3) Media messages may be visual, auditory, and written. Students should understand the audience and purpose of the message.

Create a media message to inform kids about the dangers of tobacco products, e-cigarettes, Hookah, or heat-and-burn products.

4) Work in small groups to create a poster, pamphlet, electronic presentation or video to persuade your peers to be tobacco and/or nicotine free. Include strategies students can use to counter peer pressure.

5) Create a cartoon showing the effects of smoking cigarettes, using tobacco products, e-cigarettes, Hookah, or heat-not-burn products. The cartoon should show the start, the impact, and the effect of using the product.

6) Create and work on word problems. Example: A pack of cigarettes cost \$5.20 in Virginia, and Mr. Williams smokes 4 packs in a week. How much will Mr. Williams spend on cigarettes in one week? A month? A year?

<p>Avoidance</p> <p>Avoid the situation where you may be pressured.</p>	<p>Escape</p> <p>Walk away</p> <p>Give an excuse</p> <p>“I have to get home now.”</p> <p>“I forgot I have _____ practice.”</p>
<p>Escape</p> <p>Ignore</p> <p>Walk away.</p> <p>Go talk to someone else.</p> <p>Change the subject.</p>	<p>Give an I-Statement</p> <p>“I don’t smoke.”</p> <p>“I am not interested in trying e-cigarettes.”</p> <p>“I play _____, so I can’t smoke.”</p>
<p>State Consequences</p> <p>“I don’t want to get cancer.”</p> <p>“It is unhealthy.”</p> <p>“It causes bad breath.”</p> <p>“It will make my clothes smell bad.”</p> <p>“It is bad for my lungs.”</p>	

MOVEMENT LESSON

Students will play a version of four corners (in a classroom, on a blacktop, or on a field). When a question is read, the students move to the correct corner. If they choose an incorrect corner, the student is eliminated. Play continues until there are 4 or fewer students. At this point there should be one corner for each player, and only one player is allowed in each corner.

The four corners will be cigarettes; e-cigarettes; chewing tobacco; or all are true.

If 2 answers are correct, students may choose either correct corner. Answers are in red.

Questions:

Which contain chemicals and metals that reach the lungs?

E-cigarettes

Which cause cancer?

Cigarettes or chewing tobacco

Which contain nicotine?

All are true

Which may contain as much nicotine as in twenty cigarettes (a pack)?

E-cigarettes

Which are addictive?

All are true

Which may turn your fingers yellow?

Cigarettes

Which may cause mouth sores?

Chewing tobacco

Which may cause a stroke?

Chewing tobacco and cigarettes

Which one are we unsure of the specific health risks?

E-cigarettes

Which are unhealthy?

All are true

Which contain tobacco?

Cigarettes and chewing tobacco

Which may cause wrinkles?

Cigarettes and chewing tobacco

Which uses an inhaled vapor?

E-cigarettes

Which may damage your teeth and gums?

Chewing tobacco and cigarettes

Which may look like a USB flash drive?

E-cigarettes

Which uses flavors similar to candy?

E-cigarettes and chewing tobacco

Which may cause a bad cough?

Cigarettes

Which can be a gateway – the first step toward using cigarettes?

E-cigarettes

Student Information Sheet

Tobacco affects the human body in many ways.

Brain: can cause a stroke; can impede brain development in children and teens

Eyes: become red

Mouth: decreases sense of taste; causes bad breath and mouth infections; causes mouth sores; causes mouth cancer; gum disease

Nose: decreases sense of smell; stuffy nose

Throat: bad coughs

Lungs: turn black from the tar; difficulty breathing; causes lung diseases (bronchitis, emphysema, and cancer)

Skin: gets wrinkled

Teeth: turn yellow; tooth decay; tooth loss

Fingers: turn yellow

Heart: increases heart rate, causes heart disease

TOBACCO PRODUCTS AND E-CIGARETTE PICTURES AND INFORMATION SHEETS

Cigarettes: Cigarettes are smoked. They contain harmful chemicals. They cause stained teeth and periodontal disease, chronic coughing, increased phlegm, shortness of breath, headaches, stress, and a faster resting heart rate. Long-term effects can include heart disease, chronic lung disease, and lung and other cancers.



Electronic Cigarettes (E-cigarettes/Vaping): These products create an aerosol that is often called vapor (some hairspray is also an aerosol). You breathe the vapor in. They are often flavored like candy, which masks the taste of harmful chemicals. When ingested, the liquid inside e-cigarettes can be very dangerous. E-cigarettes can also cause injuries through battery explosions.



Hookah and Hookah Pens: Hookah use can be as equally damaging to your health as cigarettes. The heated tobacco used contains sixty-nine particular carcinogens that have been linked to tumor production as well as cancers of the lungs, stomach, and kidneys.

Traditional hookah



Hookah pens



Smokeless Tobacco: Smokeless tobacco products can deliver more nicotine than cigarettes. One of the most common side effects experienced by smokeless tobacco users is excessive tooth decay. In addition to the tooth decay, the tobacco also causes gums to pull away from the teeth, resulting in permanent gum loss.

Although many of the common health effects of smokeless tobacco products attack the mouth, there are more severe risks associated with them as well. Medical professionals have linked many of the chemicals found in chewing tobacco, dip, and snuff with esophageal, mouth, and pancreatic cancer.



Cigars: No matter their size, all these cigars contain tobacco and nicotine. And they all can cause negative health effects like cigarettes, because users are exposed to harmful toxicants. Cigars can sometimes contain sweet flavors such as strawberry and vanilla. Cigars have toxic, harmful effects even when flavored. Some cigars look like cigarettes and are sold individually.



TEACHER RESOURCES

Types of Tobacco:

Cigarettes

Vaping and Electronic Cigarettes (Also known as E-cigarettes or E-cigs)

Hookah

Cigars

Smokeless Tobacco (Also known as Chew/Chewing or Spit Tobacco)

Heat-not-burn Products

All tobacco products contain nicotine.

The nicotine in tobacco products and e-cigarettes is highly addictive

E-cigarettes, cigarettes, cigars, hookah, and smokeless tobacco products contain harmful chemicals, including nicotine.

E-cigarette aerosol contains harmful chemicals.

E-cigarettes can also cause injuries through battery explosions.

Candy flavors only mask the taste of tobacco and sometimes makes products easier to use.

There is NO safe way to use tobacco products.

Teachers should acknowledge that there are students who have people in their families and see people in public that use tobacco products and e-cigarettes. Be sure to emphasize that using the products doesn't make them a bad person. Sometimes, people who use tobacco products wish they could stop but have a hard time because using these products can make them addicted. (using it makes your body want it more and more). The purpose of teaching students about the dangers of tobacco product and e-cigarette use is to help them make healthy choices for their own bodies.

Websites:

<https://www.cdc.gov/tobacco/>

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html

<https://www.fda.gov/tobacco-products/ctp-newsroom/how-are-non-combusted-cigarettes-sometimes-called-heat-not-burn-products-different-e-cigarettes-and>

<https://teens.drugabuse.gov/drug-facts/tobacco-nicotine-e-cigarettes>

http://www.scholastic.com/get_smart_about_tobacco/#grades3-5

Videos:

Discovery Education video:

“Drugs and Alcohol: Happy, Healthy, Drug-Free Me: Part 1”:

<https://app.discoveryeducation.com/learn/videos/a75f16d2-986f-4492-a560-f3fd8c5809de/?hasLocalHost=True>

Discovery Education video:

“Drugs and Alcohol: Happy, Healthy, Drug-Free Me: Part 2”:

<https://app.discoveryeducation.com/learn/videos/71bd166a-b88e-4245-89ec-b1f86c02945b/?hasLocalHost=True>

YouTube video:

Smokeless Tobacco: The Sean Marsee Story - Sean Marsee's Message:

<https://www.youtube.com/watch?v=dS-SGsYBQVA>