

## Specific Outcomes:

- USC4.2** Illustrate how both traditional healing (including First Nations and Métis practices) and current Western medical advances have influenced the prevention and/or management of past and present health challenges (including mental health/illness, HIV/AIDS, Hepatitis C, diabetes).
- Investigate and distinguish points of view expressed about health opportunities and challenges, both past and present (e.g., *management of illness/disease, tobacco legislation, obesity*).
  - Explain how the mind, body, and spirit may be affected by health challenges (e.g., *irritability, fatigue, motivation, depression*).
  - Examine basic costs to society when threats to health (i.e., *mind, body, and spirit*) are not prevented/managed.
  - Examine strategies to reduce the prevalence and the impact of potential current health challenges (e.g., *immunity to antibiotics, pandemics, obesity, HIV/AIDS*).
- USC4.5:** Examine how identity (i.e., *self-concept, self-esteem, self-determination*) is influenced by relationships that are formed with others.
- Determine factors (e.g., *personal attitudes, supportive environments, accomplishments, positive thinking, media stereotyping, culture, gender*) that may influence one's identity.
  - Describe how self-concept is influenced by personal thoughts, self-esteem by personal feelings, and sense of self-determination by personal actions.
  - Describe examples of positive and negative peer influence on self-concept, self-esteem, and self-determination (e.g., *feeling inadequate, confident/overconfident, fearful/fearless, limiting/reaching one's potential*).
  - Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately and/or legally/illegally (e.g., *alcohol and tobacco use by minors*).
- AP4.1:** Design and apply, with guidance, two four-day action plans that require communication related to healthy eating and physical activity, prevention/ management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.
- Identify basic steps to design and carry out effective action plans (i.e., *who, what, where, when, why, how*).
  - Design and follow a brief outline of a plan, including a schedule.
  - Implement the action as outlined.
  - Document and reflect on implementation (e.g., *What did I do well? What will I do differently next time? Did I effectively communicate my action?*).

Other Outcomes to note: **USC4.4** Determine basic personal responsibility for safety and protection in various environments/situations. (a)(c)(f)(h)(j) Could be matched to refusal skills lesson.

### CUMULATING ACTIVITY/ ASSESSMENT:

"I am tobacco free" action plan project

### ORGANIZATIONAL NOTES:

If possible, arrange in advance for an elder to come into the classroom to present about traditional uses of tobacco in Lesson 1, or contact the [Northern Tobacco Strategy](#) to arrange a possible presenter for Lesson 1.



# LESSON #2

## TOBACCO FACTS

If you invited an elder to share their teachings about traditional and sacred tobacco, they can teach sections on traditional tobacco. You can step in and start about commercial tobacco after the elder is finished.

If you do not have an elder with you, you can talk to the youth about traditional uses of tobacco. What is included in the handout is just a suggestion—add information that is specific to your community's culture.

**Begin with a class discussion asking:** What do you know, good or bad, about tobacco? The question is broad to stimulate many kinds of answers. Encourage students to respect privacy by not using names.

**Tip:** use a small stress ball and throw it around to students with a hand up, then after they answer they get to throw the ball to another student of their choice with a hand up.

**Give out Tobacco Use Fact sheet.** Have students take out a highlighter and highlight information on the sheet that they didn't know before, or was surprising or interesting as teacher and class read the sheet together.

### BEGIN A SECOND CLASS DISCUSSION, ASKING:

- 1) How could the mind, emotions, body, and spirit be affected by commercial tobacco use?
- 2) When tobacco misuse is not prevented or managed, how do you think it hurts our community/society?
- 3) What things could we as a community change to prevent or manage health challenges?

You may choose to have students summarize their ideas from the discussion by filling out the **Medicine Wheel Handout** and answering the questions.

### HOMEWORK:

**Give out the Tobacco Views Interview homework assignment.**

**Discuss with students:** *We have many people who we love who may choose to use tobacco, and that's their choice! We are learning about tobacco so that we, as youth, can make an informed decision. It is not our job to judge people who do or do not use commercial tobacco, but just to learn the facts for ourselves.*

**Encourage students to complete this interview** with an elder or trusted adult who does smoke, or who has quit. They may be surprised at what they hear (but this can be done with a non-smoker, too). Decide as a class when this will be due and add that date to the handout.

## ACCOMMODATION SUGGESTIONS

Pair students for the reading activity, or read together as a whole class to assist weaker readers.

Reluctant writers can be assessed based on discussion instead of written sheet.

## EXTENSION TASKS

You can extend lesson by having students create a written KWL (Know, Want to Know, Learned) chart regarding tobacco use, adding sections into lesson to fill it in.

Add an extension question to the handout, such as: Use your own words to describe the difference between commercial tobacco and traditional tobacco?

## OUTCOME ASSESSMENT USC4.2

During discussion, use an oral language rubric to assess student understanding of outcome.

OR

Collect written handout to assess student understanding of outcome.

## MATERIALS

Basic Student Supplies

[Tobacco Use Fact Sheet](#)

[Medicine Wheel Handout](#)

[Tobacco Views Interview](#)

## ADDITIONAL RESOURCES

[Northern Saskatchewan Breathe Easy Tobacco Facts](#)



# LESSON #2

## DECISION MAKING and REFUSAL SKILLS

This lesson will focus on the personal identity outcome, creating a smoke-free view of self and building the skills to refuse peer pressure to use commercial tobacco.

**WARM UP:** bring students together into a circle (if this works easily for your classroom layout). Use talking stick protocol that is appropriate for your region to stimulate this quick discussion.

Have all students introduce the student right beside them by

- 1) stating their name, and
- 2) one fact that they know about that person (he likes to paint, she likes spaghetti, his Mario hat is cool, she has a dog) as they move a talking stick around the circle. When the talking stick comes back to the beginning, change the question to have the students come up with one more fact about themselves and send the talking stick around again.

**Once finished the second round of sharing,** ask the students to come up with a list of what categories of things came up and create a list of these things on a whiteboard or chart paper (*for example, favourites, personality, looks, hobbies, etc.*).

**Title the collection “THINGS THAT MAKE UP OUR IDENTITY”.** Take a few minutes to discuss in a way that works for your class:

- 1) What is identity?
- 2) Why other people’s opinions might be important to our identity.
- 3) List or discuss examples of how a positive or negative reaction from a peer may change our feelings about something? For example, if you like baseball, but your friend laughed at you playing baseball. Would you feel proud anymore? But what if that friend had given you a positive reaction instead? What if they agreed that you were good at baseball? How would that affect your identity?

**Discuss with the class what ‘peer pressure’ is, and how it is harmful to our identity.**

**SHARE WITH YOUR CLASS:** As we learned in our last class, using commercial tobacco is really harmful to our health. Today, we’re going to learn some ways that we can stop peer pressure and refuse things that are harmful to us. And, sometimes we can be the support that another friend needs to say no, too!

Give out the refusal skills handout **“Let’s Get Out of Here”**. Choose how to go through this information in a way that works for your classroom. Some ideas include read aloud, create gap-fill, do as a poster, shared read, summarize, interactive notebook, etc.

## ACCOMMODATION SUGGESTIONS

When creating the circle, allow students to sit next to people of their choosing to make the introduction of their classmate less stressful.  
OR

Keep students in their assigned seats so students will have familiarity. Remind students about the option to pass. If a student decides to pass, decide if you want them to invite someone else to share about that person, or the teacher can share.

Decide which whole-class activity will suit the needs of your class, or assign different tasks for different students based on their needs.

## EXTENSION TASKS

There is lots of room to expand the discussion and activities about what Identity is and how it’s formed that are out of scope of this section of content but would be a great companion with these lessons.

Extend by having students write out a role-play scenario of their own and how they would say no using one of the refusal skills

Extend by having students write down answers to the discussion questions.

## OUTCOME ASSESSMENT USC4.5

Keep an outcome-based 4- point rubric at the ready, and mark off students as they show mastery (level 3) during the various discussions, group work, or presentations. (Level 4 mastery can be shown through ability to generalize the refusal skills to other situations that do not involve tobacco.)

## MATERIALS

Basic student supplies

Chart paper or whiteboard

**“Let’s Get Out of Here”** refusal skills handout

**Role Play Situations List** (teacher uses or cuts up depending on activity choice)



## LESSON #2

### DECISION MAKING and REFUSAL SKILLS (continued)

#### OUTCOME ASSESSMENT USC4.5

Keep an outcome-based 4- point rubric at the ready, and mark off students as they show mastery (level 3) during the various discussions, group work, or presentations. (Level 4 mastery can be shown through ability to generalize the refusal skills to other situations that do not involve tobacco.)

#### MATERIALS

Basic student supplies

Chart paper or whiteboard

“Let’s Get Out of Here”  
refusal skills handout

Role Play Situations List  
(teacher uses or cuts up depending on activity choice)

*Based on your classroom and time available, choose one of the following activities to practice these refusal skills.*

- 1) Call Out:** Teacher takes on the role of a bad influence, and asks the students if they want to have a cigarette. The students have to use one of the strategies on the handout to say no. Assess based on discussion.
- 2) Charades-esque:** Have one situation from the Role Play Situations List (or create your own situation) on the board for students to respond to. Use a master copy of the Refusal Skill Handout and cut the paper up to create strips of each of the different strategies. Mix the strategies in a hat or bowl and have them ready at the front. Have volunteers come up to the front, pull a strategy, and try to respond to the role play situation on the board using the strategy that they chose.
- 3) Group Role-Play:** Put students in small groups, and assign them one of the Role Play Situations from the list (or your own). As a group, have them create a role play of the situation and show how to use one of the strategies to say no to tobacco in that instance. Present the plays to the class.
- 4) Journals:** Use the same steps for charades-esque, but instead of having students present in front of the class, have each student write a journal about the chosen situation and write how they would use their from-the-hat strategy to say no.

*In closing, have students review what identity is and review your list about what things are part of identity. Review what peer pressure is and how it can hurt our identity.*

*Review all 8 strategies for saying no to something you do not want to do. Extend students’ thinking by asking students how they could use these strategies for other negative peer pressure situations.*



# LESSON #5

## OUTCOME ASSESSMENT

### USC4.5

Add onto the outcome-based rubric from previous lesson during discussions and the PowerPoint conversations.

Formatively assess the exit slips for mastery of the content and decide if students are ready to move on to their Action Plans.

## MATERIALS

Basic student supplies

White copy paper for brainstorming

[“Marketing and Media Literacy PowerPoint”](#)

Post-It Notes or small paper slips

## ADDITIONAL RESOURCES

[Campaign for Tobacco-Free Kids Industry Watch](#)

## MEDIA MESSAGES

In this lesson, we will look at how the media shapes our identity, and how companies twist these messages for their own benefit.

**Review:** *What is identity, and how have we discussed how we form our identity?*

**SHARE WITH YOUR CLASS:** *Our sense of identity is also shaped by what we see around us! And the media is a huge part of that.*

**On the board write “Media” in the middle of a brainstorm web.**

Discuss the categories of media and add that to the chart until you feel you have covered the bases (movies, TV, video games, music, books, characters, social media, etc.).

**Have students create their own brainstorm “My Media” by listing or drawing their favorites in each of these categories.** Use whichever brainstorm template that your students are familiar with.

**DISCUSS:** If our identity is made up of things we like, and we have discussed that things we like are media, we can see that media influences our identity! Discuss this so that students are understanding the connections.

**SHARE WITH YOUR CLASS:** Media is controlled by big companies and businesses who want to make money. Tobacco industries use the media to convince people that smoking should be part of their identity.

**Use the *Marketing & Media Literacy PowerPoint* to work through what tobacco companies do and see examples of advertising targeting children.** There are speaker’s notes with each slide. Discuss with students the questions posed with the slides.

**CLOSING DISCUSSION:** *What from the PowerPoint was surprising? What did they not know before?*

**Exit Slip:** *Use one post-it note (or various colored slips of paper) for each student. Ask them to answer on their slip “What is one way tobacco companies use the media to make young people think that they want to smoke?” Collect the slips at the end of the class, or consider making a chart-paper poster by writing the question in the middle, and having students paste their slip or stick their post-it around the question to showcase their answer.*

## ACCOMMODATION SUGGESTIONS

Reluctant writers can draw or write their My Media favourites to best suit, or teachers can scale the amount of favourites the students need to list to their needs.

Reluctant writers can draw, or partner students up to come up with one answer each

## EXTENSION TASKS

You may need to extend the exploration of media and identity. Perhaps have students find examples of ‘media’ (characters, sayings, etc.) on their clothing, around the classroom, in what they talk about. Do a media scavenger hunt to find evidence of media in our lives.

Extend exit slips by having students describe an example of marketing in media they like, and how it made them feel about that product.



# LESSON #6

## SMOKE-FREE ME!

*In this lesson, students will choose their own method of showcasing their smoke-free identity! Use whatever action-planning steps that students are familiar with and allow them to choose how to showcase their smoke-free selves, and to create that product to share in a way that makes sense.*

**Review:** Begin by reminding students about what identity is, how peer pressure can influence it, and how media can influence it. But it is **OUR OWN DECISIONS** that make us who we are.

**Share with students the PowerPoint *Youth Fighting Back Against Tobacco*** to see how some youth have created groups that spread information about the risks of commercial tobacco.

**Have students brainstorm some project ideas.** This can be done with partners, groups, or as a class, as appropriate for your students.

**Project ideas might include, but are not limited to:**

- Create a self-portrait, using things that make up who they are and showcasing that they say no to smoking!
- Write their own role-play scenario and come up with a refusal strategy that is unique to them! Perform their strategy for the class.
- Create their own anti-smoking club, and create posters to spread information about the harms of commercial tobacco to put up around the school
- Create a collage of positive images, like things you like, activities you enjoy, or things you can do with your friends that don't involve commercial tobacco. This can be a traditional paper-collage, or they can experiment with free educational collage makers online that use Google images.

**Have students decide what method they want to showcase their Smoke-Free Selves and how they want to share that with the class.**

## ACCOMMODATION SUGGESTIONS

Help guide struggling students to choose a product that might showcase their learning best.

To help students who may be struggling with the choice, have them choose from these four only to limit the executive functioning.

## OUTCOME ASSESSMENT

USC4.5

AP4.1

Assessment type for action plan is at teacher discretion based on the chosen plan.

## MATERIALS

Basic student supplies

[Youth Fighting Back Against Tobacco PowerPoint](#)

Supplies to support chosen project idea

## ADDITIONAL RESOURCES

[Campaign for Tobacco-Free Kids-Youth Initiatives](#)

## EXTENSION TASKS

Extend this activity into an **ACTION PLAN** outcome by using the curriculum Action Plan steps, and use the Action Plan Template provided. Teacher may consider all students presenting their product to the class in some way.



*Thank you for incorporating this unit into your curriculum. Once the unit has been completed, please fill out the survey accessed through the link or the QR code below.  
This survey enables us to assess the lesson plans and improve them over time.*

**<https://www.surveymonkey.ca/r/C866CCV>**

