

Specific Outcomes:

Grade 5 Health

Youth Tobacco Series: Unit Plans

- USC5.6** Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).
- Discuss why peers pressure each other.
 - Ask questions and seek answers for deeper understanding:
 - Why is peer pressure often more prevalent during adolescence than during any other time in one's life?
 - How and why does peer pressure change as one gets older?
 - Why can peer pressure be so powerful?
 - How do my thoughts, feelings, and actions influence my peers?
 - Examine the different levels of pressure (*i.e.*, *internal*, *indirect*, *direct*).
 - Describe indicators of positive and negative peer pressure (*e.g.*, *positive - encourage healthy behaviors*, *negative - encourage unhealthy behaviors*).
 - Discuss examples of positive and negative peer influence on personal decision making.
 - Generate and practice possible strategies to avoid/reduce the risk of potentially dangerous/unhealthy/unsafe situations involving peer pressure (*e.g.*, *prepare a mental script*, *listen to your "gut"*, *plan for possible pressure situations*, *use possible parental controls as an excuse*).
- AP5.1** Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.
- Identify the elements of effective action plans, including what will be done (*e.g.*, *goal*), who will be involved, where it will take place, when it will take place, and why this action is being taken.
 - Identify the supports needed to carry out the action plan.
 - Carry out, with guidance, the steps identified in the design of the action plan.
 - Reflect on if the goal was achieved in order to guide future application. Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

CUMULATING ACTIVITY/ ASSESSMENT:

Students will create their own anti-commercial tobacco positive peer groups and choose what product to make to promote health strategies to address negative peer pressure towards tobacco, and then present their product to the teacher for assessment.

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 #1

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 when the elder is finished.

If you do not have an elder present, 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 already know about tobacco from other sources and friends?

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.

ASK: Is what we hear from our friends always right?

Give out *Tobacco Use Fact sheets*. As the class reads this together, have students use colours (pencil crayons, pens/pencils, or highlighters) to note with an underline or highlight which facts on the sheet are the same (blue), different (red), or new (yellow/pencil underline) facts from what they had heard about tobacco from their peers. Students without correct colours can create a legend for clarity.

Once finished, discuss: Sometimes our friends might tell us something that we know is wrong, or that we don't believe, but in order to keep being their friend we might pretend to agree. Or, if all of our friends thought a certain thing was true, we might start to believe that it is true too.

THAT IS CALLED PEER PRESSURE.

Have your class complete one of the following activities, based on the time available for the lesson:

1) WRITE AND DISCUSS: Give the written handout *Peer Pressure and You* and allow students to write down their answers. Stress that these are 'what do you think' questions for the most part and have multiple correct answers, but they may have to really think about some. After students have finished, ask for any brave students to share their answers with the rest of the class for us to talk about.

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 USC5.6

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

MATERIALS

Basic student supplies

[Tobacco Use Facts](#)

[Peer Pressure and You](#)

[Tobacco Views Interview](#)

ADDITIONAL RESOURCES

[Northern Saskatchewan Breathe Easy Tobacco Facts](#)

[Get the Facts on e-Cigarettes](#)



LESSON #3

TOBACCO FACTS *continued*

OUTCOME ASSESSMENT USC5.6

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

2) **CLASS DISCUSSION:** Using the ball-toss method again, ask the following questions of the class and have the students discuss:

- Why might peers pressure each other?
- Why is peer pressure often more prevalent during adolescence than during any other time in one's life?
- How and why do you think peer pressure might change as one gets older?
- Why can peer pressure be so powerful?
- How do my thoughts, feelings, and actions influence my peers?
- What are examples of when peer pressure can be a good thing?

In closing, have the students discuss or respond in writing:

A friend tells you, "Commercial tobacco isn't all that bad. I know someone who's smoked for years and they're fine!" How you could respond to them about the dangers of tobacco that you know, while managing to still stay their friend?

MATERIALS

Basic student supplies

[Tobacco Use Facts](#)

[Peer pressure and You](#)

[Tobacco Views Interview](#)

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.*

ADDITIONAL RESOURCES

[Northern Saskatchewan Breathe Easy Tobacco Facts](#)

[Get the Facts on e-Cigarettes](#)



LESSON #4

DECISION MAKING and REFUSAL SKILLS

This lesson will focus on how to refuse negative peer pressure towards tobacco.

Begin by reviewing “What is peer pressure?”

Review when peer pressure can be positive and negative.

THEN DISCUSS: To be able to refuse things that are harmful to us, we need to learn some strategies for saying no. And, sometimes we can be the support that another friend needs to say no if they see us saying no to negative things.

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, for example, read aloud, create gap-fill, do as a poster, shared read, summarize, interactive notebook, etc.

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, review all eight 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.

OUTCOME ASSESSMENT USC5.6

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

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

Role Play Situations List (to refer to, or cut up, depending on activity chosen)

ADDITIONAL RESOURCES

There are many videos about peer pressure available on YouTube. Review some of the options on this [play list](#) or find another video that’s appropriate for your classroom.

ACCOMMODATION SUGGESTIONS

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

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

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 in a different negative situation.



LESSON #3

OUTCOME ASSESSMENT

USC5.6

You can collect the written situation handout, or game sheet, to formatively assess.

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

MATERIALS

Basic student supplies

[Peer Pressure Worksheet](#)

[Marketing and Media Literacy PowerPoint](#)

ADDITIONAL RESOURCES

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

MEDIA MESSAGES

In this lesson, we will look at how peer pressure can work indirectly through media exposure.

Begin with reviewing with students the different kinds of peer pressure using the [Peer Pressure Worksheet](#). There is a definition page for students to read through, and either individually, or as a class, students have to come up with their own "Example 2" for each type of peer pressure.

Based on your classroom and time available, choose one of the following activities:

1) Circle the Correct One: For each of the four situations listed, have students circle positive or negative and internal or external to show they know the difference between the different types of peer pressure,

OR

2) Types of Peer Pressure Sorting Game: Prepare before class by making copies of the situations on page two of the Peer Pressure worksheet and cutting them into slips. You will need enough copies so that your class, in groups of two, can all be holding one slip at the same time (You may want to write more situations to allow for more permutations). Put all of the cut up slips into a pile somewhere all students can easily access. Then, explain that the game is a bit of a race, and a bit of luck. In partners, one person is the runner. They will run to the pile and grab a slip of paper, and bring it back to their desk. Their partner who remained at the desk (the writer) will copy the situation from the slip onto the correct quadrant on page three of the Peer Pressure Worksheet (title Types of Peer Pressure Sorting Game). Then, the writer and the runner switch roles, and the first writer gets to run, bringing their slip back, putting it into the pile, and taking another slip back to the desk to be copied into the correct quadrant. This repeats until one group (or however many 'winners' the teacher wants) has all four quadrants filled correctly.

ACCOMMODATION SUGGESTIONS

To make the race faster, or easier, you can have all slips facing upwards, or, you can colour code situation sets so there's one colour per team.

EXTENSION TASKS

You can extend by doing both the situation handout, AND doing the game if the teacher writes more situations to use.

Extend by having students write answers to the discussion questions, or write their own positive peer pressure situations and share with the class.

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LESSON #3

OUTCOME ASSESSMENT

USC5.6

You can collect the written situation handout, or game sheet, to formatively assess.

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

MATERIALS

Basic student supplies

What is [Peer Pressure Worksheet](#)

[Marketing & Media Literacy PowerPoint](#)

ADDITIONAL RESOURCES

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

MEDIA MESSAGES continued

Once finished, take up the correct answers as a class.

Then, discuss: Now that we know how internal and external peer pressure works, we can explore how tobacco companies exploit this to make more money off of us. Tobacco companies are a big business, and they want kids to think that tobacco use is everywhere so that you will feel pressure to smoke too. They explicitly market to kids.

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

CLOSING DISCUSSION Now that you know what tobacco companies do to influence us, you can fight against it. What are some ways to say no, or ways that we can positively influence our friends not to use tobacco?

ACCOMMODATION SUGGESTIONS

To make the race faster, or easier, you can have all slips facing upwards, or, you can colour code situation sets so there's one colour per team.

EXTENSION TASKS

You can extend by doing both the situation handout, AND doing the game if the teacher writes more situations to use.

Extend by having students write answers to the discussion questions, or write their own positive peer pressure situations and share with the class.



LESSON #4

ACTION-PLAN: YOUTH IN ACTION

In this lesson, students will choose a method to showcase their new understanding of peer pressure in an action plan.

OUTCOME ASSESSMENT

USC5.6

AP5.1

This should be performance-based assessment.

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

Use the Action Plan Reflection for students to write down their own learning at the end of their presentations and assess.

MATERIALS

Basic student supplies

[Youth Fighting Back Against Tobacco PowerPoint](#)

[My Action Plan Template](#)

[My Action Plan Reflection](#)

ADDITIONAL RESOURCES

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

Begin by using the *Youth Fighting Back Against Tobacco PowerPoint* to show students how groups of teens from all over Canada have come together to show off their smoke-free beliefs in a positive use of their peer relationships.

Students are going to get the opportunity over the next 5 days to create their own anti-commercial-tobacco positive peer groups! Teacher should divide the class into groups in a way that works best for their classroom and students. Each group will now get to be in charge of promoting healthy strategies for saying no to negative peer pressure about commercial tobacco!

Hand out the *My Action Plan Template* to help students work through the project and be prepared with the action-plan reflection for students to use after.

Each group will need to:

- Decide on a group name
- Create a group slogan and/or goal statement
- Decide on a product of some sort that they can create that they could share to the rest of the school
- Present their product to the class and teacher

Types of products that students might be interested in creating could be: a positive set of posters put up around the school, a play that they could perform, written letters for the school newsletter, write a song they could sing about positive peer pressure, write letters to local MLAs about smoke-free spaces, write and draw their own children's book about positive and negative peer pressure, etc.

After the work-time has passed, student groups should present their product to their own class to be assessed. Individual teachers and groups can choose then if they want to present their work to the rest of the school.

Tip: Share photos and stories of your class' youth in action by emailing nhcp@pophealthnorthsask.ca. Students may receive a letter and certificate thanking them for their efforts to fight back against commercial tobacco or the chance to be featured in future work of the Northern Tobacco Strategy.

ACCOMMODATION SUGGESTIONS

Choose the best method for grouping based on student needs. Groups do not need to be evenly distributed to meet the outcome, nor do all presentations have to happen in front of the class (allow shy students to present their ideas to the teacher only).

The presentation could also be turned into a written report, detailing their plan and giving their product.

EXTENSION TASKS

Extend this activity into an ACTION PLAN outcome by using the curriculum Action Plan steps.



*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>

