

Specific Outcomes:

Grade 6 Health

Youth Tobacco Series: Unit Plans

- USC6.7** Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (*e.g.*, youth as ‘replacement smokers’) are targeted.
- (a) Identify and evaluate local, provincial, and national health promotions.
 - (b) Identify sources of, and evaluate information related to, the marketing strategies used by a variety of industries and agencies to target youth.
 - (c) Examine and categorize the advertising and related promotions in the school and community (*e.g.*, target audience, product promotion).
 - (d) Analyze the marketing and promotional vehicles/strategies used by companies and industries (including the tobacco industry) to encourage young people to use/buy their products and/or to challenge young people’s personal standards.
 - (e) Compare the strategies used by industries and agencies that encourage health-enhancing behaviours to those that encourage health-compromising behaviours.
 - (f) Investigate the influence of health promotions and advertising on youth attitudes and behaviours.
 - (g) Determine why young people are a valuable market for numerous industries and manufacturers.
 - (h) Analyze the perceived and the “hidden” purposes as to why manufacturers and industries (*e.g.*, tobacco, diet plans, clothing) advertise.
 - (i) Analyze the impact of tobacco control legislation on tobacco industry messaging.
 - (j) Propose and investigate other legislation that would target health-compromising messaging.
- DM6.9** Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.
- (a) Identify and recognize health opportunities and/or challenges related to each unit of study.
 - (b) Evaluate, based on specific criteria, strategies for embracing the health opportunities and/or addressing the health challenges related to each unit of study.
 - (c) Construct personal goals, related to affirming standards, in each unit of study.
 - (d) Revise personal goals as necessary.

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Specific Outcomes: (continued)

- AP6.10** Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.
- (a) Develop, with guidance, criteria to assess action plans that affirm personal standards.
 - (b) Describe the elements of a well-designed action plan.
 - (c) Examine the traits and skills of a support person who can/will support individual action
 - (d) plans. Use specific criteria to evaluate the design elements of the action plans.
 - (e) Carry out action plans in ways that affirm personal standards.
 - (f) Assess and revise action plans as necessary.

CUMULATING ACTIVITY/ ASSESSMENT:

Based on their goal statements, students will create an action plan and carry out their chosen steps to affirm their goal statements.

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 ADS: Health Canada Labels

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 visiting, 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? Where did you learn that fact from? 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.

ASK: Why would tobacco companies want these disgusting pictures on their products? Why are they there?

Give out **Tobacco Use Fact** sheet. Have students take out a highlighter and highlight information on the sheet that they already knew, or heard about before as the class as the teacher reads the fact sheet aloud. Where did we learn these facts from?

Once finished, **discuss**: Most students will probably say that they’ve seen some of the negative tobacco facts on advertisements, such as TV ads, magazine ads, posters, or even the facts printed on packages of cigarettes sold in Canada. Google search for a picture of a cigarette pack with the negative picture advertised on it and show the class.

SHARE WITH YOUR CLASS: Those advertisements are examples of ads not done by Health Canada, not the tobacco companies! Health Canada is trying to persuade the commercial tobacco buyers not to buy that product because of the health risks associated.

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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.

Tell any perfectionist students that they can choose to do one of these to complete in the last lesson. They should use this time just to doodle the draft.

EXTENSION TASKS

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

To extend: If there is not much time, have students share by doing a ‘gallery walk’ where students walk around the room and look at all of the work left out on students’ tables. If there is more time, have some willing students, or all students, show off just their ads. The amount of time spent drawing, colouring, and presenting can vary based on need.

OUTCOME ASSESSMENT USC6.7

Keep an outcome-based 4-point rubric at the ready, and mark off students as they show mastery (level 3) during the various discussions, seat work, or presentations

OR

Collect finished-product warning labels to assess student understanding of outcome.

MATERIALS

Basic student supplies

[Tobacco Use Fact Sheet](#)

Chart paper

White copy paper

[Tobacco Views Interview](#)

ADDITIONAL RESOURCES

[Northern Saskatchewan Tobacco Breathe Easy Facts](#)

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



LESSON #4

TOBACCO ADS: Health Canada Labels (continued)

OUTCOME ASSESSMENT USC6.7

Keep an outcome-based 4-point rubric at the ready, and mark off students as they show mastery (level 3) during the various discussions, seat work, or presentations

OR

Collect finished-product warning labels to assess student understanding of outcome.

MATERIALS

Basic student supplies

[Tobacco Use Fact sheet](#)

Chart paper

White copy paper

[Tobacco Views Interview](#)

Label a piece of chart paper “Marketing Strategies” and ask students to think and discuss what sorts of marketing strategies organizations might use to make them want to buy their products (or not!). We will be adding to this chart next class as well, so just list what students come up with this class, even if it’s only one strategy!

Examples may include: Disgusting pictures, appeal to a cause, appeal to an emotion, quote facts, catchy slogan, directive to do something, compare facts, big, bright letters, etc. (*Teachers may want to look up lists of marketing strategy names beforehand if they are not familiar with phrasing common strategies.*)

For today’s activity, students will get to play the part of Health Canada and get to design their own warning label against commercial tobacco. They can use their fact sheet, or another fact that they have checked with the teacher. They will create a draft advertisement, and when finished, they can share their warning label with the class and tell the class what strategy they used to market their warning. If any new strategies are discussed or shown, add those strategies to the Marketing Strategies chart paper.

Tip: to finish this activity in one class period, have students just do a ‘doodle draft’ focusing their effort on the words, not the pictures.

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.



LESSON #2

MEDIA MESSAGES

When we talk about advertising tobacco, most students in Canada can't really think of an advertisement. That is because tobacco companies are not allowed to advertise the same way a videogame might be able to. They can't because public health groups all around Canada have fought for laws to stop tobacco from being able to 'replenish' their buyers with young people.

3 TRUTHS AND A LIE GAME: Give out **3 Truths and a Lie** handout. Students get to try and guess which of the four statements in each set are 'lies'. You may want to read together as a class, or just have students read it over themselves.

Then show the **Tobacco Legislation Timeline piktochart** and read through each slide as a class. Allow students to try and see if they correctly identified the true and false statements along with the read. Once finished, students will add one more 'truth' to their sheet that they didn't know, or that they thought was an important change after learning about the history.

Now that students know more about marketing, and what tobacco companies cannot do, what DO tobacco companies do to market to youth?

Media is controlled by big companies and businesses who want to make money. Tobacco industries use the media and other marketing strategies to convince people that smoking should be part of their identity.

Use the **Marketing and Media Literacy PowerPoint** (*there are speakers notes with each slide!*) to work through what the media does and see examples of marketing targeting children. There are speaking notes included with each slide. Discuss with students the questions posed with the slides.

Discuss the PowerPoint. What was surprising? What did they not know before?

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ACCOMMODATION SUGGESTIONS

Can be done as a listening activity instead of a written handout if students need assistance.

OR

Allow students to work with elbow-partners to assist weaker readers.

EXTENSION TASKS

Extend by searching and showing students examples of old advertisements, and ask students to explain what changed to make those ads not legal today.

Extend by choosing some of the discussion questions and having students write down the answers to be collected.

Many examples can be found [here](#).

OUTCOME ASSESSMENT USC6.7

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

[3 Truths and a Lie handout](#)

[Tobacco Legislation Timeline piktochart](#)

[Marketing and Media Literacy PowerPoint](#)

ADDITIONAL RESOURCES

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



LESSON #2

MEDIA MESSAGES continued

OUTCOME ASSESSMENT USC6.7

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.)

Now that we know how tobacco companies are targeting youth, ask students what they think the next step should be to curb tobacco's influence on young people.

Choose groupings best for classroom (singles, pairs, or groups) and have students brainstorm what they see today, and what should be changed.

Then, each student will draft their own legislation that might stop big tobacco from marketing to youth! Consider students handing in their idea on a slip of paper and put into a basket.

Closing Activity: *At the end of class, have students share their legislation ideas (or pull from basket and teacher read) and the class can discuss and vote on which draft legislations they think is THE most important to do next.*

MATERIALS

Basic student supplies

[3 Truths and a Lie](#)
handout

[Tobacco Legislation](#)
Timeline piktochart

[Marketing and Media](#)
Literacy PowerPoint

ADDITIONAL RESOURCES

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



LESSON #3

SMOKE-FREE ME: Goal Statements

Review: why do tobacco companies market to youth?

SHARE WITH YOUR CLASS: We hope that everyone everywhere does not believe these tobacco companies, but the truth is that sometimes our peers, friends, family, or others have already started smoking, or might be convinced by these messages. While we want to always be respectful of other people, we need to know how to say no to these messages when we don't want to be influenced by them.

Distribute the "Let's Get Out of Here" refusal skills handout.

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 (or none) 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 strategies 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.

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OUTCOME ASSESSMENT

USC6.7

DM6.9

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

Formatively assess the goal statements.

MATERIALS

"Let's Get Out of Here" refusal skills handout

Role Play Situations List (for suggestions, or cut up depending on activity)

Materials needed for chosen way to record goal statements

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 this into two classes by doing one class on refusal skills and choosing the longer-timed activities to practice, and then the second class just on creating goal statements and making them artfully lovely.



LESSON #3

SMOKE-FREE ME: Goal Statements continued

OUTCOME ASSESSMENT

USC6.7

DM6.9

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

Formatively assess the goal statements.

MATERIALS

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

Role Play Situations List
(for suggestions, or cut up depending on activity)

Materials needed for
chosen way to record goal
statements

SHARE WITH YOUR CLASS: These refusal skills are tailored to one-on-one situations where you are actually in a situation. These skills do not work against big companies that spent a lot of money to advertise to us. The only defense that we have against big companies is in advertising laws, and our own personal choices.

Students will celebrate their own personal smoke-free selves by **crafting a personal goal statement!** This statement should reaffirm their personal standards, feelings, and attitudes towards smoking. This statement should focus on positive affirmations but can also use negative wording to share their goal (*For example, “I won’t smoke”, “I will say no”, “I will walk away from places where people are smoking”*). Give students time to discuss goals with other classmates by doing a think-pair-share, or a mingle-discussion (where students walk around and need to talk to 5 classmates about their ideas) before asking students to commit to one specific goal statement.

Once students have chosen, and written their goal statement, choose a way to record these statements in a positive way.

IDEAS MIGHT INCLUDE:

- Create a bulletin board with each student’s statement written on a decorative cutout,
- Use multi-surface markers and have students write their goal statements on the classroom windows,
- Have students create a poster of their goal statement and put them up around the room,
- Create one class poster with chart paper with a central title and have students write their goal statements on coloured paper or post-its and then stick them all around,
- Send around a piece of Bristol board folded into a giant card and have students all sign their goal statements in different coloured pencil crayons and then display,
- Have students write goal statements in speech bubbles and attach the bubbles to photos of the students.



LESSON #4

SMOKE-FREE ME!

In this lesson, students will choose a method to share what they've learned about media messaging to peers by making an action plan.

Review with students: Why do tobacco companies market to youth? What are some of the strategies they use? What are some ways the country/province fights back? What are some ways we as individuals can fight back?

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

*Handout the **My Action Plan Template*** and tell students that their challenge in grade 6 is to create an Action Plan that should unfold in about 6 days.

Students will get to choose their own method of showcasing what they've learned about negative media marketing strategies to help other students know the dangers of tobacco marketing.

Have students brainstorm with partners, groups, or as a class some project ideas.

Project ideas might include, but are not limited to: Create their own anti-smoking club and create posters to spread information about media messaging, write their own role play scenario showing someone make a positive choice, research Canadian anti-tobacco legislation and create a presentation about it, create a collage of positive health advertisements (this can be a traditional paper-collage, or they can experiment with free educational collage makers online that use Google images), write an article for the school newsletter about media marketing tactics, draw their own tobacco warning labels and present how their label used marketing strategies in a positive way, write letters to local MLAs about smoke-free spaces and proposed legislation changes, create a tobacco journal and record any and all mention of tobacco they see or hear in the week and how they can change this, write and draw their own children's book about positive and negative media tactics, research other marketing strategies and create a PowerPoint to share with us, compare a healthy advertisement and a tobacco advertisement showing the media tactics, etc.

Have students decide what product they want to create, and work through the **My Action Plan Template** to plan and create.

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. When done, have students complete the **Action Plan Reflection** sheet.

OUTCOME ASSESSMENT

USC6.7

AP6.10

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

MATERIALS

Basic Student Supplies

[My Action Plan](#) template

[Action Plan Reflection](#) sheet

Materials needed to complete chosen action plan

[Youth Fighting Back Against Tobacco PowerPoint](#)

ADDITIONAL RESOURCES

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

ACCOMMODATION SUGGESTIONS

Help guide struggling students to choose a product that might showcase their learning best, or give limited choices.

Teacher may choose for the product to be completed individually, in pairs, in groups, or a combination of all.

EXTENSION TASKS

Extend by having students write a report to submit with their action plan.

Teacher may consider all students presenting their product to the class in some way.

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 tobacco or the chance to be featured in future work of the Northern Tobacco Strategy.



*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>

