

## Specific Outcomes:

# Grade 7 Health

## Youth Tobacco Series: Unit Plans

- USC7.6** Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).
- (a) Locate sources and evaluate information, according to specific criteria, about interpersonal skills.
  - (b) Analyze peer norms and trends and reflect on the consequences of following and/or resisting them.
  - (c) Compare the traits of a friend and those of a valued peer group member.
  - (d) Examine how peer pressure may be positive or negative.
  - (e) Examine similarities and differences in the peer pressures faced by different genders, socio-economic backgrounds, family structures, sexual orientations, ages, and cultures.
  - (f) Express insights in response to the statement that resisting peer pressure takes personal commitment, skill, and practice.
  - (g) Distinguish what is meant by “harassment” and demonstrate ways to respond to and/or prevent it.
  - (h) Demonstrate the ability to stand up for others, practise inclusionary behaviours, and refrain from any form of ridicule.
  - (i) Describe and practise a minimum of five strategies to resist peer pressure (e.g., demonstrate physical confidence, say no and leave, provide a reason or an excuse, offer an alternative, use humour).
  - (j) Define the terms passive, assertive, and aggressive and describe related behaviours.
  - (k) Analyze the traits of assertive people for the purpose of designing and delivering assertive messages.
  - (l) Assess the importance of avoiding negative peer pressure/attachment for the sake of belonging.
- AP7.10** Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.
- (a) Determine, with support, the elements of a well-designed action plan.
  - (b) Design action plans that feature personal commitment.
  - (c) Establish the kinds of supports needed to implement the action plan.
  - (d) Determine specific criteria to evaluate the design elements of action plans.
  - (e) Develop, with guidance, criteria to assess one’s commitment to personal standards.
  - (f) Assess and revise the action plans as necessary.

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## Specific Outcomes: (continued)

**DM7.8** Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

### **CUMULATING ACTIVITY/ ASSESSMENT:**

*Students will create their own Youth Groups against Commercial Tobacco 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

## NORMS and 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 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: How many of you know someone (anyone) who uses commercial tobacco? How many of you have friends who use commercial tobacco?

*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.*

**CONTINUE THE DISCUSSION, ASKING:** *What do you already know about tobacco from other sources and friends?*

Hand out **Tobacco Use Facts sheet** and **5 Steps for Quitting Tobacco**. As the class reads this through these, have students use colours (pencil crayons, pens, pencils, or highlighters) to note with an underline or highlight which facts on that sheet that 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 to just go along. Or, if all of our friends thought a certain thing was true, we might start to believe that it is true too.

**ASK:** *Why do people sometimes listen to our friends, even when we know that we shouldn't?*

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## ACCOMMODATION SUGGESTIONS

The reading activity is written at a Grade 5 level to allow ease of understanding for all students. If there is more differentiation needed, pair students for the reading activity, read together as a whole class, or use the handout to lead discussions.

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?

To extend peer pressure understanding, look at the [Grade 5 resources](#) in this series for more extensive peer pressure activities and practice!

## OUTCOME ASSESSMENT USC7.6

During discussion, use an oral language rubric to assess student understanding of outcome. This rubric can be added to throughout all activities in this unit for one final mark.

## MATERIALS

Basic student supplies

[Tobacco Use Facts Sheet](#)

[5 Steps for Quitting Tobacco brochure](#)

[Peer Norms handout](#)

[Tobacco Views Interview](#)

## ADDITIONAL RESOURCES

[Northern Saskatchewan Breathe Easy Tobacco Facts](#)

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



# LESSON #4

## NORMS and TOBACCO FACTS (continued)

### OUTCOME ASSESSMENT USC7.6

Collect written journal.

### MATERIALS

Basic student supplies

[Tobacco Use Facts Sheet](#)

[5 Steps for Quitting Tobacco brochure](#)

[Peer Norms handout](#)

[Tobacco Views Interview](#)

**Based on your classroom and time available**, choose one of the following activities to teach about peer norms:

- 1) **Worksheet:** Give **Peer Norms** handout out to students, and work through the information and activities.
- 2) **Lecture:** *What are some daily societal norms?* Norms aren't things that are rules, but are things we see often. Offer some basic examples of things we all expect, but aren't exactly told every day, such as: Wearing clothes right-side-out, eating food at lunch time, walking facing forward, sleeping when the sun is down, wearing two shoes.

**Note that** some things are still norms, even when there are lots of exceptions, like: "Boys have short hair and girls have long hair". Can we find exceptions to this norm in our own classroom? (*usually yes! If this isn't the case, think of a different norm to use, like eating breakfast in the morning, or wearing a hat outside*).

**Ask:** So, since there's lots of exceptions, where do we get this idea from?? (Media, common pictures, people around us, looking for commonality instead of exception, etc). Those are the things that build 'norms'.

**What we surround** ourselves with most becomes our 'normal', or 'the norm' (refer back to walking facing forward, or eating at noon). The ones we've used so far are generally called 'societal norms' since most people, of all ages and groups, do these things.

**We also have** peer norms—which are things normal for our group of friends.

**Discuss as a class**, have students think-pair-share and come up with 5 things that are norms with their peers. And, what are the possible consequences of following or resisting these norms?

**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.

**CLOSING JOURNAL:** *Have the students discuss the journal topic and then respond in writing:* A friend tells you "Tobacco isn't all that bad. I know someone who's smoked for years and they're fine!" Write a journal describing how you could respond to them about the dangers of tobacco that you know, while managing to still stay their friend.

Allow students to leave with the **5 Steps for Quitting Tobacco** brochure to keep with them in case they ever need that information for themselves or a friend

### ACCOMMODATION SUGGESTIONS

Allow scribe support for students who need it for this written activity.

### EXTENSION TASKS

Extend to complete the indicator fully, by adding an activity about the traits of a good friend or a valued peer member from your own activities or online activities.



# LESSON #2

## DECISION MAKING and REFUSAL SKILLS

*\*teacher may want to do over 2 classes\**

### OUTCOME ASSESSMENT USC7.6

During discussion, use an oral language rubric to assess student understanding of outcome. This rubric can be added to throughout all activities in this unit for one final mark.

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](#) (For reference, or cut up, depending on activity chosen)

Put in bright, bold lettering on the board the statement **“Resisting peer pressure takes personal commitment, skill, and practice”**.

Ask students to reflect on this statement and ask/analyze if they think this is true. Why? What are their experiences? This can be done as a quiet personal reflection, discussion, written journal, or with students writing down answers on post it notes and putting their answers around the sentence to make an anchor chart.

**Discuss:** What could be some similarities and differences in the peer pressures faced by: different genders, socio-economic backgrounds, family structures, sexual orientations, ages, and cultures?

**Share with your class:** 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.

Hand out 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.

**Discuss:** When we say something, we need to mean it. We call this being “assertive”. What does “assertive” mean? (in contrast, what is passive and aggressive?) Why is it important to be assertive when saying no?

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### ACCOMMODATION SUGGESTIONS

If students need a refresher on what peer pressure is, look for more resources in the [Grade 5](#) unit of this series.

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

Students can also do alone or pairs if group work is difficult.

Very reluctant students can also choose for their video not to be voted on. Teacher can choose how best to manage the needs of their students.

### EXTENSION TASKS

Teacher can extend assertiveness lesson based on student needs to have the students practice the refusal skills just by using assertive voice and posture. There are various lesson in the [Grade 8 Drama](#) unit of this series that can be easily modified for this purpose.

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.

### 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.





# LESSON #2

## DECISION MAKING and REFUSAL SKILLS *continued*

### OUTCOME ASSESSMENT USC7.6

During discussion, use an oral language rubric to assess student understanding of outcome. This rubric can be added to throughout all activities in this unit for one final mark.

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](#)  
(For reference, 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.

*Based on your classroom and time available, choose one of the following activities to practice these refusal skills while using assertiveness strategies (like voice, eye contact, and posture):*

- 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

### CREATIVE PROJECT (homework, or as second class period):

For this activity, each student will have to come up with their own ‘trademark’ refusal skill. For example: The “Sara-Says-NO!” with finger snaps, or the “Dave-Diss” where he says something negative about tobacco if asked. It could involve a handshake, gesture, a specific phrase, or even if it just has a fun title. Let students be creative! Then, put students in groups with at least one person having a recording device.

*Choose which timing method works for your class:*

- 1) **In school:** send the groups to different areas of the classroom or school to film the students using their own ‘trademark’ refusal skill during class time.
- 2) **Homework:** Have the groups, pairs, or individual students film their refusal skill on their own time, with a due date for the video to be emailed in before the next tobacco series class. Once done, they will email their less-than-1-minute video to the teacher. When compiled, next class students can vote for the video that is 1) most realistic, 2) most funny, 3) most creative, etc.

### ACCOMMODATION SUGGESTIONS

If students need a refresher on what peer pressure is, look for more resources in the [Grade 5](#) unit of this series.

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

Students can also do alone or pairs if group work is difficult.

Very reluctant students can also choose for their video not to be voted on. Teacher can choose how best to manage the needs of their students.

### EXTENSION TASKS

Teacher can extend assertiveness lesson based on student needs to have the students practice the refusal skills just by using assertive voice and posture. There are various lessons in the [Grade 8 Drama](#) unit of this series that can be easily modified for this purpose.

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

### USC7.6

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

## MEDIA MESSAGES

*Creative Project follow up: Last class, students created a trademark refusal video. Now, the class can view it and vote for 1) most realistic, 2) most funny, 3) most creative, etc.*

**REVIEW DISCUSSION:** What could be some similarities and differences in the peer pressures faced by: different genders, socio-economic backgrounds, family structures, sexual orientations, ages, and cultures?

**Now that we know** how norms and peer pressure forces work, we can explore how tobacco companies exploit this to make more money off of us. Tobacco companies are a big business, and they want youth to think that tobacco use is everywhere so that you will feel pressure to smoke too. They explicitly market to youth and to people in marginalized groups (like we mentioned above) but there are laws that stop them.

**3 TRUTHS AND A LIE GAME:** Teacher gives 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.

## ACCOMMODATION SUGGESTIONS

If you want to review peer pressure, there is a peer pressure review game in the [Grade 5](#) unit of this series

To save time, teachers can skip over the 3 Truths and A Lie game and just show the Piktochart for a summary of the changes in legislation before focusing learning time on the content in the media PowerPoint.

## MATERIALS

Basic Student supplies

[3 Truths and a Lie](#) handout

[Tobacco Legislation Timeline piktochart](#)

[Marketing and Media Literacy PowerPoint](#)

## EXTENSION TASKS

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

For ideas about extending the goal statement lesson, look at [Grade 6](#) unit in this series

To extend goal statements, look at the [Grade 6](#) unit in this series for ideas to further student exploration.

## ADDITIONAL RESOURCES

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

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# LESSON #3

## MEDIA MESSAGES continued

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

**DISCUSS THE POWERPOINT.** What was surprising? What did they not know before?

**DISCUSSION:** Now that you know what tobacco companies do to influence us, we can fight against it. What are some ways to say no, or ways that we can positively influence our friends to say no to tobacco? Would any of those 'trademark' refusal strategies work for media messages? Why or why not?

*What sort of things do we need to have to refuse media strategies? How can we use what we know to stand up for others?*

*Have students craft a goal statement reaffirming their personal beliefs about commercial tobacco use (if assessing, use outcome DM7.8).*

### OUTCOME ASSESSMENT

#### USC7.6

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

### 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](#)

### ACCOMMODATION SUGGESTIONS

If you want to review peer pressure, there is a peer pressure review game in the [Grade 5](#) unit of this series

To save time, teachers can skip over the 3 Truths and A Lie game and just show the Piktochart for a summary of the changes in legislation before focusing learning time on the content in the media PowerPoint.

### EXTENSION TASKS

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

For ideas about extending the goal statement lesson, look at [Grade 6](#) unit in this series





# LESSON #4

## ACTION-PLAN: YOUTH IN ACTION

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

### OUTCOME ASSESSMENT

USC7.6

AP7.1

This should be performance-based assessment.

Assessment type for 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](#)

[Action Plan Reflection](#)

Supplies needed to complete chosen activities

### ADDITIONAL RESOURCES

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

**Begin by showing** 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 6 days to create their own anti-commercial-tobacco positive peer groups! Divide the class into groups in a way that works best for their classroom and students. This can also be done in pairs, or individually. Each group will now get to be in charge of promoting healthy strategies for saying no to 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 to put up around the school, collect the Elder interviews and create posters of “what elders say” about tobacco, a play that they could perform about sticking up for another student, written letters for the school newsletter, create a tobacco journal and record any and all mention of tobacco they see or hear in the week and propose what to do about it, 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 how to say no to about positive and negative peer pressure, film a better version of their trademark refusal skill, create an art installation piece that reaffirms their beliefs, record a podcast explaining some media strategies and how to say no, research other media tactics and create a PowerPoint to share with us, compare a healthy advertisement and a tobacco advertisement showing the media tactics, 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. Students should complete the **Action Plan Reflection** worksheet to see if they fulfilled all the components of their action plan.

### 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

Encourage students to choose activities that will really challenge them to the best of their abilities

**TIP:** Share photos and stories of your class’ youth in action by emailing [nhcp@pophealthnorthsask.ca](mailto: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.



*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>**

