

## Specific Outcomes:

# Grade 9 Health

## Youth Tobacco Series: Unit Plans

- USC9.6** Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.
- (a) Evaluate personal knowledge in terms of what is known and what needs to be learned about addictions.
  - (b) Determine situations where youth may feel pressured/tempted to smoke, chew tobacco, drink, gamble, or use drugs.
  - (c) Evaluate and respond to sources of, and information about, addictions.
  - (d) Determine and practice the communication skills necessary to clarify personal standards regarding addictions.
  - (e) Examine possible consequences of addictions on the health of self, family, and community.
  - (f) Investigate how addictions affect the well-being of the environment.
  - (g) Distinguish between the responsible and irresponsible use of traditional, prescription, and over-the-counter drugs (including tobacco).
  - (h) Assess family and community norms and expectations regarding addictions.
  - (i) Assess community supports and services related to addictions.
  - (j) Evaluate laws pertaining to tobacco use, alcohol use, drug use, and gambling.
  - (k) Explore and describe the strengths within own family and cultural heritage, and of the struggles and challenges family and ancestors have faced related to addictions.
- AP9.12** Design, implement, and evaluate three eight-day action plans that demonstrate responsible health promotion related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, healthy food policies, addictions, tragic death and suicide, chronic illness, and sexual health.
- (a) Discuss the elements of effective action planning for health promotion.
  - (b) Plan the required steps to complete the health promotion action plans.
  - (c) Distinguish and use criteria to assess the design elements of health promotion action plans.
  - (d) Develop and use criteria to evaluate the implementation of health promotion action plans.
  - (e) Recognize and establish the supports necessary to implement the health promotion action plans.
  - (f) Apply the steps necessary to achieve self-selected health-enhancing goals.

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## Other Important Outcomes:

**DM9.1** Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.

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

Students will research supports in their community against commercial tobacco and decide on a way to make this information more available to the community.

### **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 2 and/or Lesson 2: Cessation.



# LESSON #1

## What is “Responsible Use” of Tobacco?

\* May take 2 classes depending on depth of topic \*

If you invited an Elder to share their teachings about traditional and sacred tobacco, they can teach this lesson. You can step in and start with subsequent lessons when 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 warm up, asking:** How many of you know someone (anyone) who uses commercial tobacco? How many of you use, or have friends or family who use commercial tobacco? Traditional tobacco?

**Continue with a class discussion, asking:** What do you already know about traditional Tobacco? Then, What do you already know about 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.*

**On the board, put the words “Responsible Use”.** Share: in class today, we’re going to focus on what that means, and how we can make informed decisions of what is responsible use for ourselves and for our community. **On chart paper, or in student notebooks,** add the title **“Consequences of Tobacco Misuse”.** Share that as we go through today’s work, we will add to this list. At the end of class, we will review these lists.

**Begin by giving students the [Tobacco Use Fact Sheet](#).** Ask them to read it over themselves (or do so as a class). **Discuss:** How is traditional tobacco used differently than commercial tobacco? What impact to the environment does traditional tobacco have versus the impact commercial tobacco has? **Take a vote:** Which substance seems more responsible to use when we think of the environmental impact? Why? What are the environmental consequences of tobacco misuse? Add answers to the running chart.

**SHARE OR DISCUSS WITH YOUR CLASS:** Most of us know that commercial tobacco is bad for us and for those around us, so why do people choose to smoke? Well, there are many pressures around us that can affect our decision making. Tobacco companies work very hard to keep people wanting to buy their products, and the government and public health authorities lobby to have those tactics cut down.

## ACCOMMODATION SUGGESTIONS

The reading activity is written at a grade 5 level to allow ease of understanding for all students. But if more differentiation is 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.

If students struggle with presentations or performance tasks, consider breaking this lesson into 2 days, and introducing the debate topic one day, and then finishing with discussion, practice, and then the actual debate on the next day.

## 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 use on the environment?*

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## OUTCOME ASSESSMENT

### USC9.6

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.

Collect ongoing chart for written assessment, or add to oral language rubric.

Assess debate game on a performance-based outcome assessment or add these scores to the oral language rubric used throughout this series.

## MATERIALS

Basic Student Supplies

Chart paper

[Tobacco Use Fact Sheet](#)

[Marketing and Media Literacy Powerpoint](#)

[Tobacco Legislation Timeline Piktochart](#)

[Tobacco Views Interview](#)

## ADDITIONAL RESOURCES

[Northern Saskatchewan Breathe Easy Tobacco Facts](#)

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

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



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# LESSON #4

## OUTCOME ASSESSMENT USC9.6

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.

Collect ongoing chart for written assessment, or add to oral language rubric.

Assess debate game on a performance-based outcome assessment or add these scores to the oral language rubric used throughout this series.

## MATERIALS

Basic Student Supplies

Chart paper

[Tobacco Use Fact Sheet](#)

[Marketing and Media Literacy PowerPoint](#)

[Tobacco Legislation Timeline Piktochart](#)

[Tobacco Views Interview](#)

## ADDITIONAL RESOURCES

[Northern Saskatchewan Breathe Easy Tobacco Facts](#)

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

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

## What is “Responsible Use” of Tobacco? (cont’d)

**Tobacco companies are a big business.** Look at the [statistics](#) over the years of the profits of tobacco companies in Canada. But the companies need more smokers to keep their profits growing the way they have been!

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

**Journal or Discuss again:** Do these media messages model ‘responsible’ use? Or do they model ‘misuse’? Ask for students to share evidence to support their opinion. **Discuss:** What are possible consequences to our society of widespread tobacco misuse? Add answers to running chart.

**Prepare for debate game:** Work through the **Tobacco Legislation Timeline** piktochart information handout about and see how this has changed the way companies have to market their product(s).

**Mini-Debate game:** Put students into small groups. Their job will be to propose what Canada’s next tobacco legislation should be. They must decide on just one thing, and then be prepared to argue/defend in just 2 minutes why the topic they chose is the MOST important to do next.

Once all groups have shared their 2-minute arguments, the class will get to vote on which legislation they think is the most important. Students cannot vote for their own.

**Tip: A small prize, or applause (winning “Pride, not prize!”) for the winners at the end will really make this feel more like a game than an assignment.**

**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.



## EXTENSION TASKS (cont’d)

**Extend:** There are a lot of linked statistics on statistics regarding tobacco use, prices, profits, and companies. You can extend and look closely at even more statistics!

If choosing to break up lesson and wanting more activities about marketing and media literacy, look into Grade 4, 5, 6, and 7 units in this series for other activities based on this PowerPoint.

This is just a mini-debate for fun, but this can be extended easily to be a full debate, with rebuttals and research if time is allowed and assessed with outcome CC9.9a in ELA.

# LESSON #2

## Tobacco Costs and Cessation

Refer to, or hand back the “Consequences of Tobacco Misuse” running chart. Students will continue to add to it in today’s lesson.

**Review:** In previous classes, we talked about some of the community effects of tobacco misuse and how legislation is trying to curb that damage. Take a few minutes to add any new consequences to our community of tobacco misuse to your charts that may have come to mind since we last met.

**Hand out post-it notes and discuss with your class:** Today, let’s talk about the economic consequences of tobacco. **Ask:** How expensive do you think it is to smoke commercial tobacco? How much money do you think a smoker spends in a day? A week? A year? Have students write down their rough ideas on the post it notes. Put those notes on the corner of their desks for now.

**SHARE WITH YOUR CLASS:** the provincial average cost for a carton of cigarettes: <https://www.statista.com/statistics/449041/price-of-200-cigarettes-by-region-canada/> These prices are comparative to all areas, and to all brands. Some places have different costs. **Discuss:** Why might that be?

**Tip:** The statistics link is provided to allow for information to be kept up to date. When viewed in August of 2018, the provincial average was \$131.35 for 200 cigarettes. With a treaty number and on reserve, the price researched at the same time was \$82.00 for 200 of the cheapest cigarettes. Prices may vary.

Give out the handout **Smoking Costs!** Work through the activities together as a class.

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### OUTCOME ASSESSMENT USC9.6

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.

The written running chart can be assessed as part of the oral language mark, or as it’s own assessment.

You may choose to collect the written responses for assessment, or you can use the discussion to inform the oral language rubric assessment.

### MATERIALS

Basic Student Supplies

Post-it notes (or small slips of paper)

[Smoking Costs! Handout](#)

[5 Steps for Quitting Tobacco](#)

### ADDITIONAL RESOURCES

[Smoker’s Helpline](#)

[Talk Tobacco](#)

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

### EXTENSION TASKS

Extend this topic by including social, community, and personal costs of other addictions. For a resource about gambling addiction, see the Saskatchewan curriculum website for a view on rover called “On the Turn”

Extend by having students calculate the exact cost of cigarettes (if you have someone in the class willing to tell you exactly what they paid, or you can make a phone call to a local gas bar in advance to find out the cost). Using the smoking cost sheet as a road-map, walk the students through the calculations for their actual cost that day.



# LESSON #2

## Tobacco Costs and Cessation (continued)

Have your class complete one of the following activities, based on the time available and suitability to your classroom:

- 1) **Write** "What would smoking cost me?" in the middle of a white sheet of paper and have students illustrate or write the things that they could buy with the money they would spend on cigarettes.
- 2) **Have students journal** about what they could buy and what they would do with the money that they would have not buying a year's worth of cigarettes.
- 3) **Have students do the calculations** themselves based on the numbers, and have students write down a list of the things they could buy with the money they would spend on cigarettes. Share and discuss with the class student's answers.

Add other consequences discussed today onto their running chart.

Hand out the **5 Steps for Quitting Tobacco** brochure. Read through the material as a class.

**Discuss:** Where can people who want to find help quitting tobacco go? Create a list on the board as students come up with information. Allow students to bring home their copy of the **5 Steps for Quitting Tobacco** brochure to keep if they ever need or want this information in the future.

### OUTCOME ASSESSMENT

#### USC9.6

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.

The written running chart can be assessed as part of the oral language mark, or as it's own assessment.

You may choose to collect the written responses for assessment, or you can use the discussion to inform the oral language rubric assessment.

### MATERIALS

Basic Student Supplies

Post-it notes (or small slips of paper)

[Smoking Costs!](#) Handout

[5 Steps for Quitting Tobacco](#)

### ADDITIONAL RESOURCES

[Smoker's Helpline](#)

[Talk Tobacco](#)

### EXTENSION TASKS

Extend this topic by including social, community, and personal costs of other addictions. For a resource about gambling addiction, see the Saskatchewan curriculum website for a view on rover called "*On the Turn*"

Extend by having students calculate the exact cost of cigarettes (if you have someone in the class willing to tell you exactly what they paid, or you can make a phone call to a local gas bar in advance to find out the cost). Using the smoking cost sheet as a road-map, walk the students through the calculations for their actual cost that day.



# LESSON #3

## OUTCOME ASSESSMENT

### DM9.11 -Goal statement USC9.6

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

Materials needed for chosen way to record goal statements

[“Let’s Get out of Here”](#)  
Refusal Skills handout

[Role Play Situations List](#)  
(for reference, or cut up, depending on activity chosen)

## Making your own Decisions, and Refusal Skills

*Begin by asking:* What are your personal standards when it comes to commercial tobacco misuse?

*Share with students:* Before we get into today’s activity, we’re going to create our own goal statements. Really think about this question. What are YOUR standards (not the standards you think you ought to have, or our parent’s standards, but YOURS)? Your job is to create a goal statement about your personal standards.

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”, or “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. *Have them write this goal statement down in some way.*

*TIP: This might be a delicate topic for some students, since some may already smoke and may not be interested in quitting and many will know and care about people who do smoke or use other forms of commercial tobacco. Allow students to choose their own goal statements and encourage them to think creatively. Goal statements could affirm a student’s choice to be smoke-free. Goals statements could also include things like choosing to never smoke around children, or to always smoke outdoors, or to never smoke more than a pack a day, choosing to not be around people who smoke, or to speak up when they see smoking around children. A non-judgmental approach should be used and encouraged when discussing commercial tobacco to maintain open discussion and an inclusive environment.*

*Once completed,* goal statements may or may not be shared with the class as appropriate. If chosen to share with the class, ideas might be: 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, 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 as a quick-jot and not choose to share.

## 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.

For an extension project, view the creative project in the [Grade 7](#) unit in this series.



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# LESSON #3

## Making your own Decisions, and Refusal Skills (continued)

### OUTCOME ASSESSMENT

DM9.11 -Goal statement  
USC9.6

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

Materials needed for chosen way to record goal statements

[“Let’s Get out of Here”](#)  
Refusal Skills handout

[Role Play Situations List](#)  
(for reference, or cut up, depending on activity chosen)

**SHARE WITH YOUR CLASS:** Now that we know our own standards, we need to practice some strategies so we can refuse things that are outside of our personal standards.

**Give 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.

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 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.

**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?

### 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 as a quick-jot and not choose to share.

### 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.

For an extension project, view the creative project in the [Grade 7](#) unit in this series.





# LESSON #4

## Action-Plan: Youth in Action

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

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.

Over the next 8 days, students will research supports in their community against commercial tobacco and decide on a way to make this information more available to the community.

During research, students should explore and describe the strengths within their own family and cultural heritage, and of the struggles and challenges family and ancestors have faced related to tobacco addictions, and how to use these strengths for support.

Hand out the [My Action-Plan Worksheet](#) to help students work through the project and be prepared with the action-plan reflection for students to use after.

*Tip: Due to the age of these students, they should be able to choose how best to share their research. Discuss possible project ideas with the class because they will probably come up with better ideas than this!*

Some product ideas to consider include: making a written report about traditional supports including what they are, how they work, and how to access them, interviewing an elder about traditional ways of using tobacco, writing the story (create a poster or publish an interview) of a family or community member who quit misusing tobacco, interviewing classmates about tobacco use in their school and what supports they access for help, take photos of elders and interview them to create posters of 'what elders say' about traditional tobacco vs commercial tobacco, create a play or performance sharing the story of overcoming tobacco addiction, create a model sweat-lodge and write a short report about tobacco's role in ceremonies, 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 [My Action Plan Reflection Worksheet](#) to see if they fulfilled all the proponents of their action plan.

*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.*

### 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 Worksheet](#)

[My Action Plan Reflection Worksheet](#)

Materials needed for chosen action plan

### ADDITIONAL RESOURCES

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

### ACCOMMODATION SUGGESTIONS

Choose the best method for presenting action plans based on student needs. Presentations do not have to happen in front of the class, or written reports detailing their plan and giving their product could be turned in instead of presented.

### EXTENSION TASKS

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



*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>**

