



Resources developed by Northern Inter-Tribal Health Authority

Youth Tobacco Series: Grade 3 Unit Plan

The purpose of these teacher-created plans is to show various ways to use and modify this content to suit the teacher’s desired curriculum outcomes. These units are suggestions only and teachers are encouraged to modify for the needs in their classroom.

Grade:	Subject:
3	Health
Specific Outcomes:	
<p>USC3.3 Determine how the misuse of helpful and the use of harmful substances (including tobacco) affect the health of self and others.</p> <ul style="list-style-type: none"> (a) Develop common and respectful language often used to talk about substances (e.g., tobacco, vitamins, medicine, drugs). (b) Reflect on what is believed/known to be healthy and/or unhealthy regarding substances. (c) Examine common misconceptions (e.g., alcohol is not a drug) regarding substance use and abuse. (d) Identify and respond to, with guidance, information about helpful and harmful substances, including medicines, vitamins, drugs, tobacco, and foods. (e) Clarify the difference between ceremonial tobacco within First Nations and Métis cultures and the commercial/recreational use of tobacco. (f) Explore how certain substances (e.g., vitamins for growth and development, medicines to treat ailments of the body and mind, tobacco, sweetgrass, sage, or cedar for ceremonial purposes such as smudging or pipe ceremonies) are used to nurture one's health. (g) Describe situations when helpful substances may become harmful (e.g., medicines are harmful if not taken as directed by the doctor). (h) Compare a variety of prescription/non-prescription and legal/illegal substances (e.g., pain relief medications, cough syrup, alcohol, tobacco, marijuana, vitamins). (i) Examine how drugs (e.g., pain medication, alcohol, tobacco, marijuana) may affect the health of self and others. 	
Cumulating Activity/Assessment:	Organizational Notes:
Due to the condensed-nature of this unit, the assessment will be on an outcome-based rubric, using all of the formative evidence (oral, written, and in the performance activity) and the teacher’s discretion to inform one final level.	<p>This unit and materials will focus on hitting the broad outcome by focusing mostly on substances in regards to tobacco, more information about other substances may be needed to fully hit all indicators of the outcome.</p> <p>Primary Read Alouds: Justin and Jaycee learn about Cigarettes Part 1, Justin and Jaycee learn about Cigarettes Part 2, Justin and Tobacco, Poster: What are cigarettes, and the song/game chosen.</p> <p>More resources can be found at https://www.lungsask.ca/protect-your-lungs/school-zone/teachers/tobacco-k-3-resource-guide</p>



OUTCOME	ASSESSMENT TYPE	SUBTASKS/ LESSONS	ACCOMMODATION SUGGESTIONS	EXTENSION TASKS
<p>USC3.3 d, f, g</p>	<p><i>During discussion, and exit ticket answers, use an oral language rubric to assess student understanding of outcome.</i></p> <p><i>Due to the many modes of delivery, teachers should decide the best method of assessment based on how students completed the activity.</i></p>	<p>1. Information Text/ Class discussion: Helpful and Harmful Substances Start with students at their desks or in a circle/ at carpet. Warm up by asking students to come up with some examples of things that are Helpful for our health (Things that help us) and things that are harmful for our health (things that can hurt us). You can create a brainstorm on the board, or to keep it shorter you can ask only a few students to give one example of both things in their reply.</p> <p>Next, Give each student a copy of the handout Helpful and Harmful Substances. Read the information text out loud to the class in full. For a second read, teacher can choose to read aloud with students using a pencil to underline all examples of substances as they listen, or teacher can choose students to read and underline independently.</p> <p>Independent Activity: When finished the second read, students will then do a word sort to sort the substances they thought were helpful vs harmful. If students need more room to write, they can continue on the back of the page, or complete on a separate sheet of paper.</p> <p><i>At teacher discretion: Teacher may choose to just collect the work and mark it as part of the rubric, or teacher may choose to take up the answers and discuss why/why not something is harmful (being prepared to respond to some potentially silly answers).</i></p> <p>Exit Ticket/Ticket-out-the-door Questions: Give one example of a substance that is helpful to our health?</p>	<p>Multiple readings out loud will help support struggling readers. Focusing on text forms may help support understanding.</p> <p>Some students may do better by highlighting instead of underlining.</p> <p>If needed, the independent activity can be assigned in pairs to support some students, or it can be done as a whole class. If done as a whole class students can share answers out loud, and the teacher can make the chart on the board.</p>	<p>Further Discussion based on why and how substances are or are not helpful or harmful can become extended based on the group.</p> <p>The ticket out the door question can be changed into a whole-group game by throwing a stress ball and making whoever catches it have to give an example, before throwing the ball to another student with their hand up to give another example.</p>



<p>USC3.3 b, d, h</p>	<p><i>During discussion, continue to use the oral language rubric to assess student understanding of outcome.</i></p>	<p>2. Jaycee and Justin Learn About Cigarettes: Read Aloud</p> <p>Begin with students in a circle, at desk, or at carpet area for the read aloud. Start with reminding students that last class they discussed substances and how they can be helpful, harmful, or how even helpful substances can become harmful if misused. Today, they will be reading about one particular harmful substance- Cigarettes. Discuss: What have you heard about how cigarettes hurt your health?</p> <p>Using the illustrated handout either projected for all to see, photocopied, or copied into book format. Read with the students all of part 1 and part 2 of Jaycee and Justin learn About Cigarettes.</p> <p>When finished reading, show students the <u>illustrated poster</u> (either projected for all to see, or copied onto a large-size or ledger-size paper) of the different kinds of cigarette like products. Have students guess and discuss which products they think are cigarette-like products that are harmful to health as you go through the poster.</p> <p>Two ways to end the class: Choose the best based on your class:</p> <ol style="list-style-type: none"> 1. End with Play: At the end of the story, Kokum refers to the kids learning a song. Ask the students if they want to learn a song, too? Using the Cigarettes game and song teacher reference, choose which of the two songs you want to teach the class. There is the option for a game and song to the tune of London bridge, or a call and repeat chant to the tune of Frere Jacques to allow the teacher to choose which would best suit their classroom. You can use the handout version to project for all to see or to print off copies for each. 2. Structured Discussion: Using the poster of cigarette-type products, go one at a time and re-read their description, and then ask students to discuss one way that type of cigarette harms a person’s health (Ex: E-Cig hurts lungs, nose, and others with second hand smoke, chewing tobacco also hurts your teeth, tongue, mouth and throat, etc) 	<p>If possible, projecting the text will allow students to see each word and focus on the words to support understanding.</p> <p>Using the same Oral Language Rubric for this lesson and last lesson supports students who may not have performed well on one day or the other.</p>	<p>There is a student Handout of both Cigarette game and Songs, so you could send one with students to do at home.</p> <p>If this class seems Especially knowledgeable and mature, consider adding some resources from the grade 4 materials, including the tobacco refusal skills handout and role play scenarios.</p>
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<p>USC3.3 e, f</p>	<p><i>During discussion, continue to use the oral language rubric to assess student understanding of outcome.</i></p> <p><i>Collect written work for a written evaluation of understanding.</i></p>	<p>3. Traditional Tobacco: Justin and Tobacco</p> <p>Begin with students in a circle, or at the carpet. Review with students; substances can be helpful or harmful to our health but nearly all can be a little bit of both. Just like medicine from the doctor can keep us healthy, if used incorrectly or by the wrong person it can be very harmful. Tobacco is a substance that has overall gotten a bad reputation for always being harmful, but today we're going to read a story about our friend Justin and how he learned not to judge a substance before he knows everything about it.</p> <p>Read aloud Justin and Tobacco (it's formatted similar to a picture-book, with an expected response. Encourage students to say 'yuck' along with Justin if they want to on the first read).</p> <p>Discuss what Kokum said about traditional tobacco and how it is not used like cigarettes. <i>We call cigarettes and cigarette-like products commercial tobacco, but traditional tobacco use is different.</i> (if you have traditional tobacco, show it now).</p> <p>Ask students: what are some things your family does to help mental or spiritual health and healing? (Examples might be: Yoga, hiking, burning sage, drinking tea, taking naps, praying, reading books, mediation, talking about it, movie nights, relaxing together, hugs, game nights, etc)</p> <p>Exit Ticket/independent writing/Journal: Choose the best format for this based on the norms of your class. Choose the prompt best suited for your time and class.</p> <p>Exit Ticket Examples:</p> <ul style="list-style-type: none"> • <i>"What are 3 ways that traditional tobacco is different from cigarettes? Explain in sentences."</i> • <i>"Pretend that Justin was your little brother, and you are being asked questions instead of Kokum. Write a script of your conversation as you explain to Justin how he should react to traditional tobacco and why it's different from regular tobacco (Early Finishers: Role play with a friend)."</i> • <i>"In your journal, write 5 bullet points about what you learned today that you think are most important. Rank them from most to least important."</i> • <i>"Have you ever used traditional tobacco in your family? Tell us about it in your journal."</i> • <i>"Create your own story that is formatted like Justin and Tobacco but with YOU as the main character! Explain situations that you have come across cigarettes and how you could have reacted with 'yuck' the same way Justin did", etc.</i> 	<p>If possible, projecting the text will allow students to see each word and focus on the words to support understanding.</p> <p>Do discussions as a game by using a soft stress ball, and tossing it to students with hands up. When they have shared their example, they get to throw the ball at a student of their choice with a hand up to share.</p> <p>For easier differentiation, choose a few writing prompts and put them on paper with room to write, hand out prompts so that students with more needs have a prompt that suits them.</p>	<p>Extension: If you have an elder in the school, or an elder willing to come into the classroom, look into asking them to either bring in Sacred Tobacco to show the students what it looks like/smells like, or just talk about when and why it is used.</p> <p>For fun, you can give them the Help Justin Get to School Colour and Write handout</p>
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<p>USC3.3 AP3.1</p>	<p><i>Use their chosen one big learning as a piece of written assessment.</i></p> <p><i>Any students who have not shown mastery of skill can be given an oral conference as they work to inform their assessment</i></p> <p><i>Mark final project as a performance task, using it to inform the mark from the Oral Language skills</i></p>	<p>4. Performance activity/ Action Play: Share one Big Idea!</p> <p>Discuss with students: Now that they know more about cigarettes and substances, it's your job to use this new knowledge. The biggest threat to our health about cigarettes and tobacco is misunderstanding, so to show our knowledge we're going to share our knowledge with the school and community! Your job is to design something to share with the school telling them one thing to help them if they come across cigarettes.</p> <p>Ask students to think about one big piece of learning that: They think is most important, OR that was most surprising to them, OR that they didn't know before, OR that they think other students most need to know.</p> <p>They will need to create something that expresses this big learning in a clear, easy-to-understand way. They can work independently, in pairs, or in groups.</p> <p>Each group will need to:</p> <ul style="list-style-type: none"> • Choose one big learning that they want to share with us • Decide on a project 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 <p>Types of products that students might be interested in creating could be:</p> <ul style="list-style-type: none"> • <i>A poster about helpful and harmful substances</i> • <i>A small 'public service announcement' for the school announcements about why it's important to only use medicine as a doctor tells them to</i> • <i>A poster diagram explaining the differences between traditional tobacco and commercial tobacco</i> • <i>Interviewing a family member about how they feel about cigarettes and cigarette-like products and presenting.</i> <p>More creative ideas could include:</p> <ul style="list-style-type: none"> • <i>A play that they could perform</i> • <i>Written letters for the school newsletter</i> • <i>Writing a song they could sing about saying no to tobacco</i> • <i>Creating a collage explaining about helpful substances with a warning that they can become harmful when used incorrectly</i> 	<p>While students are working on their projects, this is a great time to do quick conferences with students to see how much they can tell you about their learning about the outcomes you have chosen to measure.</p> <p>If time is short, or if students need extra help, consider giving very limited choice to students about how they will show their big learning.</p>	<p>You can extend this activity by having groups produce more creative prompts like the examples listed, or by asking more specific questions for them to answer in their projects.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Things that they learned. • Listing the types of cigarette-like products they have learned about. • Write a few sentences about three big things they learned. • Explaining when they should ask for help. • Having them submit a report with their project that explains their big learning in more depth.
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		<ul style="list-style-type: none">• <i>Reenacting one of the read aloud stories as a drama</i>• <i>Write and draw their own children's book about traditional tobacco</i>• <i>Writing a small report about traditional tobacco use</i>• <i>Interviewing an elder about traditional tobacco</i>• <i>Creating a PowerPoint to compare the difference between tobacco and commercial cigarettes, etc...</i> <p>Presentation: 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 (or for a more shy class, students can display their posters on their desks and have all students to a 'gallery walk' around the room to see and celebrate each other's work)</p>		
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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>

