



Youth Tobacco Series: Kindergarten 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:
K	Health
Specific Outcomes:	
<p>USCK.1 Develop basic habits to establish healthy relationships with self, others, and the environment.</p> <ul style="list-style-type: none"> (a) Develop language with which to wonder and talk about healthy behaviours. (b) Express what is known about healthy behaviours (e.g., sleeping, laughing, crying, observing nature, attending ceremonies, drinking water). (c) Ask questions and seek answers about healthy behaviours. (d) Illustrate what "healthy" looks like, sounds like, and feels like in a variety of contexts. (e) Recognize examples of healthy habits (e.g., brushing teeth, washing hands, relaxing, reading, and sharing). (f) Explore healthy behaviours and healthy relationships through creative expression (e.g., dramatization, role play) and storytelling. (g) Represent visually, physically, and/or verbally why healthy habits are important. (i) Examine opportunities to be healthy at school and at home. <p>DMK.1 Establish that being curious about health and well-being is important for developing healthy habits, establishing healthy relationships, supporting safety, and exploring "self".</p>	
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.	The Healthy Habits outcome in K spans many great topics, but this unit will focus just on keeping our lungs healthy/ not touching cigarettes. Primary Read Alouds are: 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



Outcome	Assessment Type	SUBTASKS/ LESSONS	ACCOMMODATION SUGGESTIONS	EXTENSION TASKS
<p>USCK.1 a, b, c, d</p>	<p><i>During discussion, and sorting, use an oral language rubric to assess student understanding of outcome.</i></p>	<p>1. Circle Discussion/ Morning Message: Healthy Habits</p> <p>Start with students at the carpet or in a circle with the morning message written on chart paper (or other method) for all to see. The word/message of the day is “Healthy” (or, if being done later in the year, “I am healthy”). Do an animated literacy or other phonetic breakdown of the word and sounds to familiarize the students with the written and spoken word. “Healthy” means things that are good for us and for our bodies, minds, and spirits.</p> <p>Using a chart paper (or add on to morning message paper) Have “Healthy” written in the middle. Then, using a talking stick or something to keep discussion organized, ask each student on the carpet to think of an example of something a trusted adult has told them is ‘good for them’ or ‘healthy’. Have them say/repeat “Something healthy for me is...” (expected responses may be Eating vegetables, playing outside, talking a walk, putting on my shoes, etc) as they pass the talking stick (Decide if you will or will not take responses that are similar). And add responses to the chart, illustrating if possible (or add illustrations later) to aid understanding.</p> <p>When finished, discuss that Unhealthy means things that are bad for us.</p> <p>Seat Work: Healthy Sort! Using the Healthy Sort handout, have students cut and sort the pictures into healthy and unhealthy. They can paste to make it permanent, or allow the teacher to see their work as they sort.</p>	<p>Verbalizing the word and having students repeat saying the word ‘healthy’ as they give their examples is a good way to reinforce the pronunciation if needed.</p> <p>If students have a hard time coming up with answers, perhaps show them the handout early so they can see some pictures or use other picture examples to help prompt them.</p>	<p>To create a matching game to play with partners, after the pictures are cut out, have two students flip both of their cut out pictures over (Each student should have 8, for a total of 16 tiles. Arrange in a 4x4 square). Then, students take turns flipping two tiles. If the tiles match, they get to keep those tiles as a point. If not, they flip them back over. Play until all tiles are gone.</p>



<p>USCK.1 c, g</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: Part One</p> <p>Begin with students in a circle, or at the carpet. Remind students that yesterday we talked about things that keep us Healthy or are Unhealthy, and today, they will be listening to a read aloud about some kids asking a trusted adult about some unhealthy things in the air they breathe around their community.</p> <p>Use the illustrated handout either projected for all to see, photocopied, or copied into book format. Read with the students all of part 1 of Jaycee and Justin learn About Cigarettes.</p> <p>When finished reading, discuss with the class: <i>“What unhealthy things did Jaycee and Justin see happening around them?”</i></p> <p>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?</p> <p>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.</p>	<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 the last lesson to help support students who may not have performed well on one day or the other.</p>	<p>You can Extend discussion with questions like:</p> <ul style="list-style-type: none"> • “What are some other unhealthy things you might see happening in our community?” • “What things in our community do you have questions about?” <p>There is a student Handout of both Cigarette game and Songs, so to extend you could use both in class, or you could send one home for students to practice with adults.</p>
<p>USCK.1 a, b, d, g</p>	<p><i>During discussion and activity, continue to use the oral language rubric to assess student understanding of outcome.</i></p>	<p>3. Jaycee and Justin Learn About Cigarettes: Part Two</p> <p>Begin with students in a circle, or at the carpet. Begin by reminding or probing what they remember about keeping ourselves healthy, and then ask them what they remembered learning about Cigarettes the last time we read about Jaycee and Justin. Today, we will learn more about cigarettes and different ways we can be healthy.</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 2 of Jaycee and Justin learn about Cigarettes.</p>	<p>If possible, projecting the text will allow students to see each word and focus on the words to support understanding.</p>	<p>Extend to breaking the lesson into two pieces. First: do the read aloud & practice the song Second: write a new morning message, then do the healthy lungs brainstorm and colouring sheet, and finish with the song repeated.</p>



	<p><i>If coloring sheet is done independently, this can be collected and used as a pictorial assessment of understanding.</i></p>	<p>When finished reading, discuss with students any questions that they have, and then challenge them to think of some things that are good for our lungs that help keep us strong and healthy? Have them discuss as a class various activities that help give us healthy lungs.</p> <p>Independent OR whole class: For independent, Hand out Healthy Lungs Coloring Handout to each. The students are to look at the pictures, and then colour only the pictures that are of activities that help our lungs. Or, to do as a class, you can project the handout on the smart board and have students discuss, say the activity illustrated, and then come up to circle the healthy activities they see.</p> <p>End with Play: Close the lesson by practicing the song or song/game again with the class.</p>	<p>Using the same Oral Language Rubric for this lesson and the last lesson helps to support students who may not have performed well on one day or the other.</p>	
<p>USCK.1 c,e, I</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>4. Keeping Smoke away from our Lungs: Justin and Tobacco</p> <p>Begin with students in a circle, or at the carpet. Today, they will be reading a story about cigarette smoke that is bad for them and traditional tobacco that is good for them when used correctly.</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). After the first read-through, go back to the beginning. And in each section, ask "What was unhealthy for Justin's lungs in this part?"</p> <p>Independent Activity: Read the written question with the class, and tell the students to write their answer before they can do the fun part. Once they are done their written answer, they can use the Help Justin Get to School Colour and Writing handout for students to do independently. They have to get Justin to school without crossing on a part of the path that has cigarettes or cigarette-like products on it. They can colour the steps he uses and get him to school, and they can write the answer to the questions "Do not touch/leave it on the ground" with help writing (These could be some great pieces to show off on the bulletin board if done well)</p>	<p>If possible, projecting the text will allow students to see each word and focus on the words to support understanding.</p> <p>If printing the answers is still difficult, teacher can do a shadow of the answer and copy for the students to trace.</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>USCK.1 a, c, g</p>	<p><i>Use their chosen one big learning as a piece of written assessment and give one overall level/grade based on outcome.</i></p> <p><i>Any students who have not already shown mastery of skill can be given an oral conference as they work to inform their assessment</i></p>	<p>5. Performance activity: Share one Big Idea!</p> <p>Discuss with students: Now that they know more about what Healthy is, it's your job to help your school and community! Your job is to design a draft poster to share with the school telling them one thing to keep them healthy.</p> <p>Ask students to think about one big piece of learning that: They think it most important OR that they think other students most need to know. They will need to write this down into at least one sentence. (Teacher may want to conference with each group to help with spelling and writing before the posters are final)</p> <p>Students will create an information poster/picture with at least one sentence explaining their big idea, and illustrating it to make it visually appealing.</p> <p>Presentation: When all finished (if teacher marks quickly, or if teacher wants to mark after) the students can go for a walk around the school and tape their posters to the wall to share their knowledge with the school, or students can present their posters to the class explaining their one big learning, 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>	<p>You can pair students if that will help them better work and focus</p> <p>While students are working on their posters, 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>You can extend this activity by asking more specific questions for them to answer, such as things that they learned, to list healthy activities, to explain how sacred tobacco is different from cigarettes, etc.</p>
----------------------------------	--	---	--	--

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>

