**HEALTH EDUCATION**

**BLOCK PLAN**

**GRADE LEVEL: 7TH**

**TOPIC: Tobacco**

**STANDARD (S)**

**Standard 1- Students will comprehend concepts related to health promotion and disease prevention as a foundation for a healthy lifestyle.**

**Standard 3- Students will access valid health information, products, and services to adopt and maintain healthy behaviors.**

**Standard 4- Students will demonstrate interpersonal communication skills to adopt and maintain healthy behaviors.**

**Standard 5- Students will demonstrate decision-making skills to adopt and maintain healthy behaviors.**

**Standard 8- Students will demonstrate advocacy skills to enhance health-related behaviors for oneself and others.**

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| Lesson #1 | |
| Lesson Title: | Searching for answers to tobacco! |
| Health Literacy Skill(s): | CC: Describes short-and long-term physical effects of using tobacco and other nicotine products.  DM: Identifies circumstances that help or hinder making a decision related to being tobacco and nicotine free.  DM: Explains how family, media, peers, and personal beliefs affect a decision related to tobacco and nicotine use.  GS: Assesses personal tobacco and nicotine use practices. |
| Content: | Shared Resource:  Handout that includes pictures of different types of tobacco products.  Survey Questions:  Have you ever tried cigarette smoking, even one or two puffs and how old were you when you first tried smoking, even one or two puffs?  During the past 30 days, on how many days did you smoke cigarettes?  How frequently have you used smokeless tobacco during the past 30 days?  During the past 30 days, on how many days did you use chewing tobacco, snuff, dip, snus, or dissolvable tobacco products, such as Copenhagen, Grizzly, Skoal, or Camel Snus? (Do not count any electronic vapor products.)  Teacher Discussion:  -Review types of tobacco products  -Discussion regarding pictures  -Discuss dangers affiliated with using tobacco and nicotine  -Share Survey questions data  -Questions on why people use tobacco products  -Directions for activity  -Regroup and provide feedback from activity  -Summarize lesson focus |
| Strategies/Activities: | Website Search and Find: Looking at tobacco-based websites to find accurate information. Labeling each resource as reliable or not reliable.  Role Play: Students perform short role plays that show both positive and negative consequences of using and not using tobacco products. |
| Formative Assessments: | Students will list tobacco products.  Using rubric during role play students will provide verbal and nonverbal communication skills to avoid tobacco.  Using rubric during role play students identify dangers of tobacco products on personal health. |

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| Lesson #2 | |
| Lesson Title: | Smoking Stinks!! |
| Health Literacy Skill(s): | CC: Describes situations that could lead to the use of tobacco and nicotine.  CC: Identifies protective factors to reduce the risk of using tobacco and nicotine products.  INF: Explains how relevant influences of family, school, community, media, and peers affect tobacco and nicotine-related practices and behaviors.  AI: Identifies the validity and reliability of tobacco and nicotine-related prevention information, cessation products, and services.  IC: Practices verbal and non-verbal communication to promote tobacco and nicotine-free behaviors.  GS: Assesses the barriers to achieving a personal goal to be tobacco and nicotine free. |
| Content: | Shared Resource: What happens to the body after using tobacco products?  Survey Questions:  Have you ever tried cigarette smoking, even one or two puffs and how old were you when you first tried smoking, even one or two puffs?  During the past 30 days, on how many days did you smoke cigarettes?  Teacher Discussion:  -Review tobacco products  -Review what characteristics are included in a reliable source  -Short term effects on the body and environment  -Long term effects on the body and environment  -Teacher will introduce nicotine as the addictive substance in tobacco products.  -Survey questions  -Class discussion: What can you do instead of using tobacco products.  -Directions for activity  -Regroup and provide feedback from activity  -Summarize lesson focus |
| Strategies/Activities: | Finding the Facts Jack!! Students will look at reliable websites to search for facts around tobacco information.  What’s the Word? Develop a class message that shares reliable information pertaining to tobacco products. |
| Formative Assessments: | Describe the short and long term effects of using tobacco products. |

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| Lesson #3 | |
| Lesson Title: | Follow the leader?? |
| Health Literacy Skill(s): | CC: Explains school policies and community laws related to the sale and use of tobacco and nicotine products.  INF: Explains the influence of school rules and community laws, social expectations, and personal values and believes influence tobacco and nicotine related behaviors.  DM: Identifies circumstances that help or hinder making a decision related to being tobacco and nicotine free.  GS: Sets a realistic personal goal to be tobacco and nicotine free. |
| Content: | Shared Resource: List of ways to help someone to stop using tobacco products.  Survey questions:  How do you feel about someone your age smoking one or more packs of cigarettes a day?  If you wanted to get any cigarettes, how easy would it be for you to get some?  How wrong would most adults (over 21) in your neighborhood think it was for kids your age: To smoke cigarettes?  How wrong do your parents feel it would be for you to: Smoke cigarettes?  During the past 30 days, how did you usually get your electronic vapor products? (Select only one response.)  How wrong do your friends feel it would be for you to use tobacco?  Teacher Discussion:  -Review effects of tobacco use  -Review benefits of abstaining from using tobacco products  -What are influencers of using tobacco.  -Personal feelings about using tobacco products  (family/friends/community)  -Survey questions  -How can you support someone trying to quit?  -Directions for activity  -Regroup and provide feedback from activity  -Summarize lesson focus |
| Strategies/Activities: | Influencer Bingo: Students will fill in a bingo board with potential influencers on using or not using tobacco products.  I Care Letter: Students will write a short letter to a friend or family member to show support to help them quit using tobacco products. |
| Formative Assessments: | Identify all influencers that may encourage you not to use tobacco products.  Through the I-Care Letter, students will show support to people they care about who are trying to quit using tobacco products. |

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| Lesson #4/ | |
| Lesson Title: | Benefits of being tobacco and nicotine free. |
| Health Literacy Skill(s): | CC: Summarizes the benefits of being tobacco and nicotine free.  DM: Distinguishes when decisions related to tobacco and nicotine use should be made individually or with help of others.  SM: Commits to being tobacco and nicotine free.  ADV: Persuades others to be tobacco and nicotine free and avoid exposure to second-hand smoke |
| Content: | Shared Resource: List of ways to help someone to stop using tobacco products.  Survey questions:  During the past 12 months, did you ever try to quit using all tobacco products?  During the past 12 months, did you ever try to quit using all tobacco products?  How wrong would most adults (over 21) in your neighborhood think it was for kids your age: To smoke cigarettes?  How wrong do your parents feel it would be for you to: Smoke cigarettes?  During the past 30 days, how did you usually get your electronic vapor products? (Select only one response.)  How wrong do your friends feel it would be for you to use tobacco?  Teacher Discussion:  -Review effects of tobacco use  -Review benefits of abstaining from using tobacco products  -What are influencers of using tobacco.  -Personal feelings about using tobacco products  (family/friends/community) |
| Strategies/Activities: | Peer interview of classmates on their personal feelings about people who use tobacco.  Whole class discussion- whole class perceptions of class mates vaping.  Individually writing self-evaluation of benefits of being tobacco/nicotine free. |
| Formative Assessments: | Self-evaluation of benefits of remaining tobacco free (including a commitment to be tobacco free).  Submitted peer interview questions and answers. |