

Academy for Tobacco Prevention – Grade 4 Teacher Resource Kit

# The Academy for Tobacco Prevention

**Grade 4 – Teacher Resource Kit**

February, 2022

## 45 MINUTES

<b>GUIDING QUESTIONS</b>	<ul style="list-style-type: none"> <li>• What is tobacco?</li> <li>• What is nicotine?</li> <li>• What is a nicotine addiction?</li> <li>• Which tobacco products have nicotine?</li> <li>• Why are chemicals added to tobacco?</li> </ul>
<b>ACTIVITIES</b>	<p><b>Presentation activities</b></p> <ul style="list-style-type: none"> <li>• Drag and drop tobacco products</li> <li>• Touch the spot to reveal the chemicals</li> <li>• Wrap up quiz</li> </ul> <p><b>Print activities</b></p> <ul style="list-style-type: none"> <li>• Tobacco fortune teller handout</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Access to the internet for lesson presentations.</li> <li>• SMART board compatible or navigate with a mouse.</li> <li>• Sound for videos.</li> </ul>
<b>TEACHER RESOURCES</b>	<ul style="list-style-type: none"> <li>• Optional Parent letter – word document</li> <li>• <b>Cross-curricular competency links in BOLD</b></li> <li>• Slide notes for presentation- PDF document</li> </ul>

## DISCUSSION TIPS

- Several new terms and definitions are introduced in this lesson and reinforced throughout. It's important to use accurate and factual terms.
- **MANAGE INFORMATION:** Students are exposed to tobacco-like products such as e-cigarettes. Be factual with students and address misunderstandings. See reference material below for more information.
- **THINK CRITICALLY:** probing questions are built into the lessons, encourage students to predict the correct answers before moving to the next slide. Link answers to real-life examples when possible.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Conversations between Heroes and Bosses occur throughout the lessons. Encourage students to consider the risk factors presented by the Bosses and the resilience (protective) factors demonstrated by the Heroes. Use these conversations to highlight diverse perspectives, discuss decision making, and possible solutions to the problems presented. Emphasize ethical issues such as tobacco industry tactics to target youth and profits from their unhealthy products.
- Wrap up (What did we learn?) and review (What do you remember?) of previous lessons are engagements built into each lesson. These are interactive class quizzes intended to increase repetition of key health related concepts. Reinforce correct answers and use wrong answers as teachable moments to ensure students understand.

## REFERENCE MATERIAL

For more information on Smoking and Youth, Electronic Cigarettes, Hookah/Shisha and Spit Tobacco go to [myhealth.alberta.ca](http://myhealth.alberta.ca)



Fortune  
Teller

**THE ACADEMY**  
FOR TOBACCO REDUCTION

See how many tobacco facts your friends and family know.



1. Print and cut out fortune teller. Fold in half twice.
2. Open out, turn over so top is blank and fold each corner into the middle
3. Turn over and repeat
4. Turn over so you can see the circles
5. Slide your thumb and your finger behind 2 of the pictures and press together so they bend round and touch
6. Turn over and repeat with the thumb and finger of the other hand for the other two pictures
7. All the pictures should now be at the front with centres touching and you are ready to use your fortune teller!

## 45 MINUTES

<b>GUIDING QUESTIONS</b>	<ul style="list-style-type: none"> <li>• What are the harmful effects of tobacco?             <ul style="list-style-type: none"> <li>○ Physical, psychological, and social harms</li> </ul> </li> <li>• Why are second and third hand-smoke harmful?</li> <li>• What are your healthy habits?</li> </ul>
<b>ACTIVITIES</b>	<p><b>Presentation activities</b></p> <ul style="list-style-type: none"> <li>• Review of lesson 1</li> <li>• Healthy lungs – run on the spot</li> <li>• Heart health – dance or run on the spot</li> <li>• Wrap up quiz</li> </ul> <p><b>Print activities</b></p> <ul style="list-style-type: none"> <li>• Health Shield – healthy habits activity</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Access to the internet for lesson presentations.</li> <li>• SMART board compatible or navigate with a mouse.</li> <li>• Sound for videos.</li> </ul>
<b>TEACHER RESOURCES</b>	<ul style="list-style-type: none"> <li>• Optional Parent letter – word document</li> <li>• <b>Cross-curricular competency links in BOLD</b></li> <li>• Slide notes for presentation- PDF document</li> </ul>

## DISCUSSION TIPS

- Harmful effects are presented in three categories with distinct icons for each. These icons appear throughout the lessons and are a major part of the cooperative card game.
- **THINK CRITICALLY:** Continuous exposure to second-hand and third-hand smoke is a serious health risk, hence laws are used to protect children and others from this type of pollution. *Random exposure* to a camp fire is low risk because the exposure to smoke is limited and smoke is not inhaled directly into the lungs. Firefighters are exposed to fires so they are required to wear protective gear. The ‘amount’ of exposure to a risk factor is important for students to begin to understand.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Understanding the consequences of nicotine addiction and social isolation is more complex compared to physical harms. Students will talk about people they know who use tobacco and the challenges they face. Be empathetic but also optimistic, the authentic stories will provide opportunities to discuss informed decision making strategies and healthy lifestyle solutions.
- Healthy Habits Activity – Encourage students to identify a variety of healthy physical, social and mindfulness activities. Have students defend their decision to engage in healthy activities. Help students make the connection between living a healthy lifestyle to prevent the harms associated with tobacco use.

## REFERENCE MATERIAL

For more information on Smoking and Youth, Spit tobacco and Second-hand and Third-hand Tobacco Smoke go to [myhealth.alberta.ca](http://myhealth.alberta.ca)

## CREATE A SHIELD TO PROTECT YOU FROM THE HARMFUL EFFECTS OF TOBACCO!

In this activity you will list the health benefits of being tobacco free. Identify what you value most about your health and write or draw it in your shield. Don't forget to decorate your shield and really make it your own!



## 45 MINUTES

<b>GUIDING QUESTIONS</b>	<ul style="list-style-type: none"> <li>• What is traditional tobacco use?</li> <li>• What is non-traditional tobacco use?</li> <li>• What is tobacco misuse?</li> <li>• Why do people experiment with tobacco?</li> <li>• What is peer pressure?</li> </ul>
<b>ACTIVITIES</b>	<p><b>Presentation activities</b></p> <ul style="list-style-type: none"> <li>• Review of lesson 2</li> <li>• Video – Traditional Tobacco Use (embedded in lesson presentation)</li> <li>• Think - Pair – Share: traditional family activities</li> <li>• Positive or negative peer pressure drag and drop</li> <li>• Qualities of a role model</li> <li>• Wrap up quiz</li> </ul> <p><b>Print activities</b></p> <ul style="list-style-type: none"> <li>• Radiant role model work sheet</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Access to the internet for lesson presentations.</li> <li>• SMART board compatible or navigate with a mouse.</li> <li>• Sound for videos.</li> </ul>
<b>TEACHER RESOURCES</b>	<ul style="list-style-type: none"> <li>• Optional Parent letter – word document</li> <li>• <b>Cross-curricular competency links in BOLD</b></li> <li>• Teacher notes for presentation slides - PDF document</li> </ul>

## DISCUSSION TIPS

- There is a distinct difference between traditional use of tobacco and misuse of tobacco. The video is intended to clarify the differences, provide factual information for Aboriginal cultural practices, in an age appropriate manner.
- **MANAGE INFORMATION:** Discuss the authentic value of the information presented. Recognize oral history as a way of learning about family traditions.
- **THINK CRITICALLY:** Students learn to recognize that peer pressure, curiosity, a desire to fit in, avoiding dealing with problems, and rebelliousness are common risk factors that influence peoples decision to use tobacco. Evaluate the reasoning behind the actions to help students understand the implications.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** The tobacco Bosses represent a negative risk factor and the Heroes represent positive role models. The Heroes also demonstrate effective ways to respond to negative situations.
- **DEMONSTRATE GOOD COMMUNICATION SKILLS:** Prior to advancing slides encourage students to consider the situation and how they would respond. This helps students contemplate their personal actions and articulate their solution to the situation in a safe and supportive environment.

## REFERENCE MATERIAL

For more information on Smoking and Youth, go to [myhealth.alberta.ca](http://myhealth.alberta.ca)

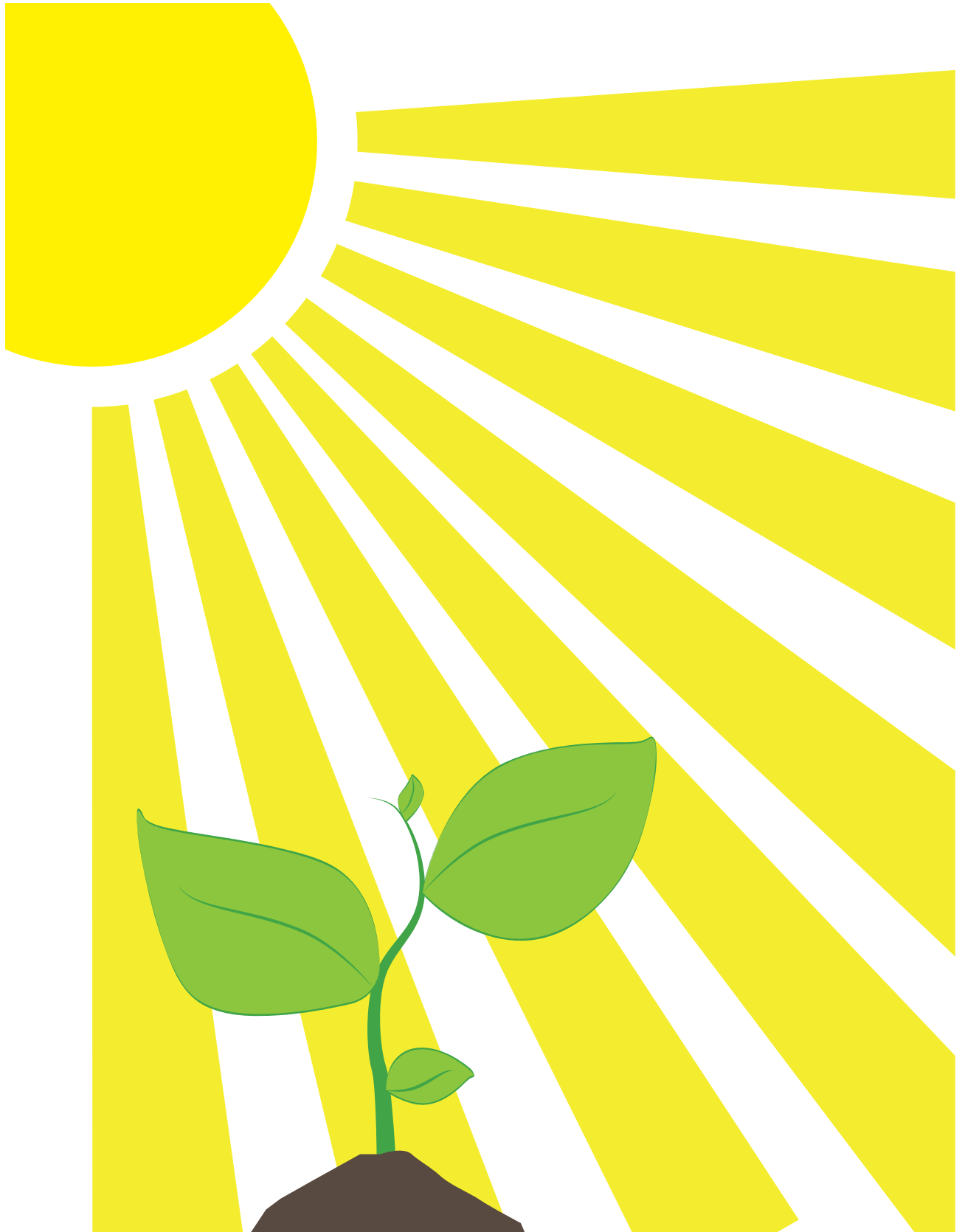
See also Traditional Use of Tobacco In Aboriginal Cultures

<https://www.youtube.com/watch?v=PXFPBD6k73I&index=15&list=PL9B6508D815B3816D>

# RADIANT ROLE MODELS

**THE ACADEMY**  
FOR TOBACCO PREVENTION

A positive role model is someone who inspires you to be the best YOU! In the sun, write the name of one of your role models. In the sun's rays, write or draw what you like the most about your role model. In the leaves of the plant, write how that person makes you feel.



## 45 MINUTES

<b>GUIDING QUESTIONS</b>	<ul style="list-style-type: none"> <li>• What is self-esteem?</li> <li>• What is a difficult situation</li> <li>• How can you say “no” to tobacco?</li> <li>• What are healthy habits?</li> <li>• How do you make healthy decisions?</li> </ul>
<b>ACTIVITIES</b>	<p><b>Presentation activities</b></p> <ul style="list-style-type: none"> <li>• Review of lesson 3</li> <li>• Self-esteem game</li> <li>• How to say “no” to tobacco?</li> <li>• Wrap up quiz – five question class review</li> </ul> <p><b>Print activities</b></p> <ul style="list-style-type: none"> <li>• Refusal skills scenarios</li> <li>• ORDER CARD GAMES FOR LESSON 5</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Access to the internet for lesson presentations.</li> <li>• SMART board compatible or navigate with a mouse.</li> <li>• Sound for videos.</li> </ul>
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## DISCUSSION TIPS

- **WORK COOPERATIVELY WITH OTHERS:** When youth experience low self-esteem it puts them at risk for many unhealthy behaviours. Encourage students to identify personal strength and to look for strengths in others. Inclusive environments for collaboration and teamwork foster positive self-esteem!
- **THINK CRITICALLY:** In this lesson the Heroes demonstrate a variety of ways to say “no” to tobacco. Encourage class discussion, compare and contrast the different strategies, and have students consider which approach would work best in different situations. The refusal strategies are also reinforced in the cooperative card game in the next lesson.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** in the self-esteem game students are presented with scenarios and provided 3 options to respond in a manner that will boost the Heroes self-esteem. Challenge students to explain why they believe the response will boost self-esteem.
- **DEMONSTRATE GOOD COMMUNICATION SKILLS:** for the refusal skills scenarios encourage students to think of realistic and meaningful ways to refuse pressure to try tobacco. Students need to role play the refusal strategies in order to develop a realistic understanding that it can be difficult. The more students practice the more confident they will become. This activity can quickly get out of hand so structure it in a way that motivates students to think critically and communicate effectively.

## REFERENCE MATERIAL

For more information on Smoking and Youth, go to [myhealth.alberta.ca](http://myhealth.alberta.ca)



In small groups, choose one refusal strategy for each scenario. Script a refusal strategy to the peer pressure situation. Take turns practicing the refusal strategy in your group.

- 1) **You are being peer pressured to try chew tobacco. What will you say?**

**Refusal strategy:** Suggest a healthy safe activity

**Script:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 2) **You are being pressured to go out with your friends. They are talking about vaping and how cool it looks. What will you say?**

**Refusal strategy:** Troubleshoot before you get there

**Script:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 3) **Your friend tells you their older brother smokes tiny cigars. Your friend tried it and now wants you to try it too. What will you say?**

**Refusal strategy:** Make a joke of it

**Script:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 4) **A friend tells you how cool it is to smoke. Her mom smokes so she wants to smoke too. What will you say?**

**Refusal strategy:** Use the health approach

**Script:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Remember, you can find new friends that care about you and your health if your friends won't stop pressuring you.