

Academy for Tobacco Prevention – Grade 5 Teacher Resource Kit

The Academy for Tobacco Prevention

Grade 5 – Teacher Resource Kit

February, 2022

45 MINUTES

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • What is tobacco? • What is nicotine and nicotine addiction? • What chemicals are added to tobacco? • Why do people experiment with tobacco?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Touch the spot to reveal the chemicals • Smoking is <u>NOT</u> normal • Wrap up quiz – a timed True or False game <p>Print Activities</p> <ul style="list-style-type: none"> • Fortune Teller (order full color tear off sheets from The Academy website)
MATERIALS	<ul style="list-style-type: none"> • Sound for videos. • Access to the internet for lesson presentations. • SMART board compatible or navigate with a mouse.
TEACHER RESOURCES	<ul style="list-style-type: none"> • Optional parent letter on website resources • Cross-Curricular Competency Links in BOLD • Slide notes for lesson

DISCUSSION TIPS

- Grade 5 Lesson 1 is a review of grade 4 content. Repetition of key tobacco prevention concepts supports knowledge retention and healthy decision making over time.
- **MANAGE INFORMATION:** Students are exposed to tobacco-like products such as e-cigarettes. Be factual with students and address common misunderstandings. See reference material below for more information. Students need to learn to authenticate and validate the source of tobacco-like product information.
- **THINK CRITICALLY:** probing questions are built into the lessons, encourage students to predict the correct answers before moving to the next slide. Link to real-life example when possible.
- **MANAGE INFORMATION:** students often over estimate how many people smoke tobacco in Alberta which demonstrates at a young age students develop a perception that smoking is normal, which it is not. Encourage students to predict the number of people who smoke (or do not smoke). Reveal the correct answer, show the pie graph and clarifying the facts to help students understand that smoking is not normal.
- The wrap up quiz is a timed true or false activity that can be done individually or as a class.

REFERENCE MATERIAL

For more information about Smoking and Youth, Electronic Cigarettes, Hookah/Shisha and Spit Tobacco go to 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

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • What are the negative health effects of tobacco use? <ul style="list-style-type: none"> ◦ Physical, psychological, and social harms • Why is it so hard to quit? • What are the benefits of being tobacco-free?
	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Lesson 1 review – multiple choice questions • Short 3D animation videos to demonstrate effects on the body • Physical exercise activity to demonstrate healthy heart and lungs • Wrap up quiz – multiple choice and matching definitions <p>Print Activities</p> <ul style="list-style-type: none"> • Health Shield
MATERIALS	<ul style="list-style-type: none"> • Small narrow straws (1 per student) • Music or a stop watch to time one minute of physical activity • Sound for videos • Access to the internet for lessons • SMART board or mouse to navigate lesson engagements
TEACHER RESOURCES	<ul style="list-style-type: none"> • Optional parent letter on website resources • Cross-Curricular Competency Links in BOLD • Slide notes for lesson

DISCUSSION TIPS

- **DEMONSTRATE GOOD COMMUNICATION:** many students may have family or loved ones who use tobacco. For this reason, students may experience conflict fear and / or embarrassment. Encourage students to separate their feelings about tobacco use (which is harmful) and how they feel about the person (who is addicted to nicotine). Remind students many adults use tobacco because it is addictive and difficult to quit, not because they want to cause harm. Encourage students to be empathetic with loved ones when talking about tobacco use. Shame, blame, and conflict may hinder opportunities for open communication.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** When talking about the fatal effects avoid telling students smoking will kill you, scare tactics are not effective and may cause unnecessary anxiety. Help students consider the negative consequences of tobacco use, encourage students to identify healthy alternatives to tobacco use and to defend their choice. The next two lessons address informed decision making strategies.
- **THINK CRITICALLY and MANAGE INFORMATION:** the videos are 3D animations and very detailed so it is not essential students understand all the information. Encourage students to think about their body and how they can make healthy decisions (take personal responsibility) to protect themselves and evaluate reasons behind thoughts and actions from a physical, physiological and social perspective.

REFERENCE MATERIAL

For more information about Smoking and Youth and Spit Tobacco go to 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

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • Why do tobacco companies target youth? • How to identify manipulative marketing strategies? • How do tobacco laws help protect youth? • Why do tobacco companies need replacements?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Lesson 2 review – multiple choice and matching questions • Advertising tactics and discussion • Two truths and a lie game • Tobacco Laws matching game • Real time cost calculator • Video – Stand up to big tobacco (USA based, no Canadian alternative available) • Wrap up quiz – select all that apply <p>Print Activities</p> <ul style="list-style-type: none"> • I am not a replacement selfie statement handout.
MATERIALS	<ul style="list-style-type: none"> • Camera for class and /or individual pictures with selfie statements • Sound for videos. • Access to the internet for lesson presentations. • SMART board compatible or navigate with a mouse.
TEACHER RESOURCES	<ul style="list-style-type: none"> • Optional parent letter on website resources • Cross-Curricular Competency Links in BOLD • Slide notes for lesson

DISCUSSION TIPS

- Define manipulative so students understand how the tobacco industry uses devious tactics and unethical practices to circumvent the laws to 'trick' students into using tobacco.
- Self-esteem is identified as a vulnerable emotion which tobacco companies target. Next lesson self-esteem is further addressed and strategies to boost-self-esteem are introduced at the personal and collective level.
- **MANAGE INFORMATION:** in this lesson students will learn how to authenticate and evaluate passive sources of information. Encourage students to share examples of positive or negative advertising they have seen. Discuss the various means of advertising youth see on a daily basis.
- **THINK CRITICALLY and SOLVE COMPLEX PROBLEMS:** students learn to recognize advertising as a situation that requires deeper thinking. Students learn to evaluate the deeper meaning or reasoning within the message. Discuss how students feel when they learn they are being 'targeted' by the tobacco industry, consider ways to communicate their feelings to society.
- **GOOD COMMUNICATION SKILLS and WORK COOPERATIVELY:** use the print activity to promote cooperation in the class. Have students determine how the class will communicate the selfie statements to others. This advocacy focused activity can be very empowering!

REFERENCES

For more information about Smoking and Youth, Electronic Cigarettes, Hookah/Shisha and Spit Tobacco go to myhealth.alberta.ca

20 YEARS OF KICKING BUTTS

KICK BUTTS DAY

STAND OUT · SPEAK UP · SEIZE CONTROL

I am not a replacement.

I am

#NotAReplacement

45 MINUTES

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • What does it mean to experience high or low self-esteem? • What are decision-making strategies? • How do you say “no” to tobacco? • What is your personal refusal strategy?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Lesson 3 review – multiple choice questions • Self-esteem scenarios • Decision making scenarios • Roleplay a variety of refusal strategies • Wrap up quiz – multiple choice questions <p>Print Activities</p> <ul style="list-style-type: none"> • Refusal skills scenario • ORDER CARD GAMES FOR LESSON 5
MATERIALS	<ul style="list-style-type: none"> • Sound for videos. • Access to the internet for lesson presentations. • SMART board compatible or navigate with a mouse.
TEACHER RESOURCES	<ul style="list-style-type: none"> • Optional parent letter on website resources • Cross-Curricular Competency Links in BOLD • Slide notes for lesson

DISCUSSION TIPS

- This lesson is focused on building resiliency skills (social-emotional learning) to recognize negative social influences, develop self-awareness, and effectively communicate decisions.
- **MANAGE INFORMATION and THINK CRITICALLY:** in the self-esteem game students learn how to identify negative social influences, interpret and understand the message, authenticate or discredit the information, and identify a response that will protect or boost self-esteem. Negative peer influences can lead to low self-esteem. Empower students to recognize how they can take responsibility for their self-esteem (emotions) and promote a pro-social environment.
- **DEMONSTRATE GOOD COMMUNICATION SKILLS:** discuss the various responses in the self-esteem and decision-making scenarios. Have students identify respectful yet assertive strategies to communicate healthy decisions. Discourage unrealistic responses in this lesson because this can lead to an inflated (and perhaps unsafe) sense of confidence.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** discuss the decision-making and refusal strategies in relation to the potential impact or possible solutions. Have students develop responses using the variety of strategies provided, select a strategy that feels best for them, and explain why they would use that specific strategy. Encouraging students to pre-contemplate safe and effective responses to possible negative social situation before they experience them. This will help students build confidence to appropriately and safely respond in the moment.

REFERENCE MATERIAL

For more information on smoking and youth, go to myhealth.alberta.ca

REFUSAL SKILLS

THE ACADEMY FOR TOBACCO PREVENTION

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) While getting ready for your hockey game, your teammate asks if you want a pinch of chew tobacco. He says "it will give you a jolt of energy and help you score a goal". How will you say "no" to your teammate?

Refusal strategy: _____

Script: _____

- 2) You and your friends have plans to meet at the movies on Friday night to see the new release. Your older sister wants to go with you. You say "OK!". When your parents drop you off with your friends, your sister pulls out an e-cigarette and asks if anyone wants to try it. She says it's awesome and everyone is doing it. How will you and your friends say "no" to your sister?

Refusal strategy: _____

Script: _____

- 3) It's summer time, you and a friend meet at the local park. You see a group of cool kids you know laughing and having fun. You join them and ask "what's so funny?" They tell you they are taking puffs on a cigarette and blowing smoke rings. They dare you two to take a puff and blow a smoke ring. How will you and your friend say "no" to the dare?

Refusal strategy: _____

Script: _____

- 4) You're at a family reunion, all the cousins are hanging around together. A few cousins pull out a pack of cigarettes and lights up. They look at you, you look shocked. They laugh, one says "What...you've never tried smoking? Wow you're boring! Here, give it a try, we won't tell"

Refusal strategy: _____

Script: _____

