

Academy for Tobacco Prevention – Grade 6 Teacher Resource Kit

The Academy for Tobacco Prevention

Grade 6 – Teacher Resource Kit

February, 2022

45 MINUTES

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • What is a nicotine addiction? • What product or device contains nicotine? • What are tobacco product labeling laws? • Why do people experiment with tobacco?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Product or device? • Chemicals added to tobacco. • Wrap up multiple choice quiz. <p>Print Activities</p> <ul style="list-style-type: none"> • Optional fortune teller. Free to order full color tear off sheets on the website.
MATERIALS	<ul style="list-style-type: none"> • Sound for video. • 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. • Teacher notes for presentation slides.

DISCUSSION TIPS

- Emphasize the fact that smoking is not the norm in Alberta or Canada. At an early age children develop a perception that 'smoking is normal' which is not true.
- **THINK CRITICALLY / MANAGE INFORMATION:** use the tobacco labeling laws as a means to extend understanding of health protection legislation in Canada. Tobacco companies continuously develop new products and create new devices to avoid the tobacco labeling laws.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Discuss with the class situations that may make it difficult for them to avoid exposure to tobacco use. For example, parents' / family members or friends who use tobacco.
- **THINK CRITICALLY:** This lesson addresses some reasons why people may want to try smoking and / or continue smoking despite the initial negative experience. Explain that the first experience is usually unpleasant. Possible consequences are nausea, dizziness, upset stomach and / or diarrhea.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Inform students that most people who smoke want to quit. They are aware of the health hazards (covered in lesson 2). Ensure students understand it is the highly addictive drug called nicotine that makes it so difficult to quit.
- **MANAGE INFORMATION:** This lesson explores how the information presented in tobacco product advertising may be in direct opposition to health information. Discuss how information can be managed from conflicting sources.

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? (Physical, psychological, and social harms) • Why is it so hard to quit? • How do you identify and communicate personal health values?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Tobacco Labelling Laws matching review • Brainstorm ways to promote healthy lungs • Brainstorm ways to promote a healthy heart and to manage stress • Wrap up multiple choice quiz <p>Print Activities</p> <ul style="list-style-type: none"> • Personal health values worksheet
MATERIALS	<ul style="list-style-type: none"> • Sound for video. • 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. • Teacher notes for presentation slides.

DISCUSSION TIPS

- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Understanding the consequences of nicotine addiction and social isolation is more complex compared to physical harms. Students may have family members who experience or have died from harmful consequences of tobacco use. Be empathetic but also optimistic, the authentic stories provide opportunities to discuss informed decision making strategies and healthy solutions.
- **MANAGE INFORMATION:** encourage students to discuss tobacco use with their family, understanding the real life context of tobacco related issues will help them make informed choices. Majority of people who use tobacco want to quit, and will advise youth to avoid the addition and the associated challenges caused by the addition.
- **THINK CRITICALLY:** challenge students to think beyond the facts in this lesson, ask probing 'why' questions to help students analyze the negative consequences of tobacco use at the individual, family, and community level. Continuous exposure to second-hand and third-hand smoke is a serious health risk. Laws are used to reduce exposure and protect people in public places. The 'amount' of exposure to a risk factor is important for students to understand.
- **GOOD COMMUNICATION SKILLS:** Allow students who want to share stories about people they know who have quit or are trying to quit. Discuss how the lessons will help students support their loved one in their quit attempts. Promote empathetic and respectful communication strategies.

REFERENCE MATERIAL

For more information on smoking and youth, electronic cigarettes, hookah and spit tobacco, go to myhealth.alberta.ca

PERSONAL HEALTH VALUES

THE ACADEMY
FOR TOBACCO PREVENTION

Identify what you **value most** about your physical, psychological, and social health below.



Physical
Health



Psychological
Health



Social
Health

45 MINUTES

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • How do tobacco companies target youth? • What tobacco laws in Canada help protect youth? • What is an informed decision? • How do you make informed and safe decisions?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • Lesson 2 review quiz. • Tobacco industry tactics and health protection laws. • Steps in decision making. • Wrap up quiz. <p>Print Activities</p> <ul style="list-style-type: none"> • Think it Thru Scenarios.
MATERIALS	<ul style="list-style-type: none"> • Sound for video. • 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. • Teacher notes for presentation slides.

DISCUSSION TIPS

- **THINK CRITICALLY:** Discuss with students why tobacco is not banned completely in Canada. It is important for students to understand how the tobacco industry has the ability to be powerful lobbyists and legally challenge the Canadian Government when Health Canada attempts to restrict tobacco advertising or sales. Also, Canadians value their ability to choose freely whether they use tobacco products or not. For tobacco, the legal age to make this choice is 18.
- **DEMONSTRATE GOOD COMMUNICATION and WORK COOPERATIVELY WITH OTHERS:** Discuss the role of advocacy and how this can be a powerful collective strategy for youth to resist tobacco companies. The majority of youth are angered by the fact they are being directly targeted and potentially manipulated by tobacco companies. Use this emotional response to empower youth to cooperate and engage in advocacy efforts.
- **MANAGE INFORMATION:** Discuss where students can find reliable information regarding tobacco products. Have students identify examples of 'product branding' in the classroom. Discuss search strategies for reliable online health resources. Have students describe how they came to the conclusion that a particular resource was from a reliable source. Reinforce the use of marketing tactics as a strategy to sell information (healthy or unhealthy). Assist students to identify and analyze the underlying message in various online advertisements.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Assist students in completing the *Think it Thru* scenarios. Discuss how this method of problem solving can be used in other scenarios (i.e. peer pressure to use alcohol, drugs, engage in risky behaviour etc.)

REFERENCE MATERIAL

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

1. Jaclyn is curious

Jaclyn is curious about smoking. She knows it isn't healthy and that she could become addicted if she tries it. She's been hearing a lot about e cigarettes and vaping from her friend, Ashley who says that it's a lot like smoking cigarettes. But she says that it is safe because it's only water vapour with some fun flavours. She also hears that it isn't against the law to buy them like cigarettes are.

Help Jaclyn think it thru and asks herself...

2. Michael is rebellious

Michael has been lectured by his parents forever about not smoking or chewing tobacco. He wants to prove to them that he is mature and independent.

Help Michael think it thru and asks himself...

3. Daniel is feeling pressured

Daniel is at a party and spit tobacco has been offered to him by one of the popular guys on the football team. He doesn't want to look like he is afraid to try it, but doesn't really want to because he thinks it's gross. Emma, a girl he likes, is standing right there and he doesn't want to look stupid.

Help Daniel think it thru and ask himself...

45 MINUTES

OBJECTIVE AND GUIDING QUESTIONS	<ul style="list-style-type: none"> • How do you recognize negative influences? • How do you protect your self-esteem? • How do you refuse peer pressure with confidence?
ACTIVITIES	<p>Presentation Activities</p> <ul style="list-style-type: none"> • What do you remember review. • Spot the marketing tactics. • Negative Influences Activity. • Self-esteem Booster. • Refusal skills activity. • Whap up quiz. <p>Print Activities</p> <ul style="list-style-type: none"> • Selfie Statement.
MATERIALS	<ul style="list-style-type: none"> • Sound for video. • 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. • Teacher notes for presentation slides.

DISCUSSION TIPS

- **THINK CRITICALLY:** How do you sell death? The tobacco industry continues to claim that it advertises to create brand loyalty and not to persuade youth. Discuss whether or not this statement is true. It is important for students to understand that the tobacco industry must “replace” the people that use their products due to their negative health consequences.
- **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 to protect self-esteem.
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** Encourage students to share times when they have faced negative peer pressure. How have they dealt with peer pressure in the past? How might skills learned in the lessons change how students handled future situations?
- **IDENTIFY AND SOLVE COMPLEX PROBLEMS:** discuss negative influences and refusal strategies in relation to possible solutions and healthy decision making. Have students develop responses using the variety of strategies provided, encourage students to select a refusal 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 and electronic cigarettes, 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