

**8<sup>th</sup> Grade - Tobacco Free Unit Plan**  
**(Minimum Acceptance Level for Your Unit Plan)**

**Total Number of Days = 6**

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**Healthy Behavioral Outcomes**

**HBO 1:** Avoid using (or experimenting with) any form of tobacco.

**Knowledge Expectations**

- T1.8.1 Describe short- and long- term physical effects of using tobacco. (HBO 1)
- T1.8.2 Summarize the dangers of experimenting with tobacco products. (HBO 1)
- T1.8.3 Describe situations that could lead to the use of tobacco. (HBO 1)
- T1.8.4 Describe the relationship between using tobacco and alcohol or other drugs. (HBO 1)
- T1.8.5 Summarize the benefits of being tobacco-free. (HBO 1)
- T1.8.6 Describe the social, economic, and cosmetic consequences of tobacco use. (HBO 1 & 2)
- T1.8.7 Explain reasons most individuals do not use tobacco products. (HBO 1 & 3)
- T1.8.8 Explain school policies and community laws related to the sale and use of tobacco products. (HBO 1, 3 & 4)
- T1.8.9 Summarize that tobacco use is an addiction that can be treated. (HBO 1 & 4)

**Skill Standards**

**Skill Expectations for Standard 4**

- T4.8.1 Demonstrate the use of effective verbal and nonverbal communication skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.2 Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.3 Demonstrate effective negotiation skills to avoid or reduce exposure to secondhand smoke and tobacco use.
- T4.8.4 Demonstrate how to effectively ask for assistance to quit using tobacco.
- T4.8.5 Demonstrate how to effectively communicate empathy and support for others who are trying to quit using tobacco.

**Skill Expectations for Standard 8**

- T8.8.1 State a health-enhancing position about tobacco prevention, supported with accurate information, to improve the health of others.
- T8.8.2 Persuade others to be tobacco-free and avoid exposure to second-hand smoke.
- T8.8.3 Collaborate with others to advocate for individuals, families, and schools to be tobacco-free.
- T8.8.4 Demonstrate how to adapt tobacco-free messages for different audiences.

**EXAMPLE – UNIT PLAN**

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Lesson Focus – Effects of Tobacco Use</b>	<b>Lesson Focus – Effects of Tobacco Use</b>	<b>Lesson Focus – Influences of Tobacco Use (Peers)</b>	<b>Lesson Focus – Refusal Skills</b>	<b>Lesson Focus – Refusal Skills</b>	<b>Lesson Focus – Advocating for Classmates to be Tobacco Free</b>
<b>Objectives</b> 1. Describe 4 short-term physical effects of using tobacco.	<b>Objectives</b> 1. Explain that most individuals do not use tobacco products. 2. Describe 3 long-term physical effects of using tobacco. 3. Discuss 5 social, economic, or cosmetic consequences of tobacco use. 4. Summarize 3 benefits of being tobacco-free.	<b>Objectives</b> 1. Describe 2 situations that could lead to the use of tobacco. 2. Summarize 2 ways peers could influence tobacco use. 3. Summarize 2 dangers of experimenting with tobacco products. 4. Explain that tobacco is addictive.	<b>Objectives</b> 1. Demonstrate 3 verbal and/or nonverbal ways to refuse tobacco use.	<b>Objectives</b> 1. Demonstrate 3 verbal and/or nonverbal ways to refuse tobacco use.	<b>Objectives</b> 1. Make a commitment to be tobacco free. 2. Collaborate with others to advocate for peers to be tobacco free. 3. State a health-enhancing position about being tobacco free, supported with accurate information, to improve the health of others.
<b>Assessment</b> ▪ Obj. 1: students answer question #2 on the activity sheet, “Tobacco and My Life.” They describe 4 different short-term effects of tobacco and explain how these short-term effects will negatively impact something they like to do.	<b>Assessment</b> ▪ Objs. 1–4: students write a summary paper on a unit test that is aligned with the objectives 1-4. A scoring rubric that is aligned with the objs. will be used.	<b>Assessment</b> ▪ Obj. 1: students assessed when the fingernail polish activity is processed. ▪ Obj. 2: students write 2 ways peers could influence tobacco use on a unit test. ▪ Objs. 3–4: students respond to 2 completion questions on an exit ticket.	<b>Assessment</b> ▪ Obj. 1: students assessed by grading the half-scripted role-play using a scoring rubric on each student’s role-play.	<b>Assessment</b> ▪ Obj. 1: collecting the judge’s form and recording each student’s score.	<b>Assessment</b> ▪ Obj. 1: some students sign the tobacco free pledge. ▪ Objs. 2-3: students complete and present their advocacy project. A scoring rubric aligned with the objs. 2-3 will be used to assess student pair’s advocacy projects.
<b>Lesson Outline</b> • Read key cigarette ingredients to students. Discuss each and let them guess the product. • Brief lecture on short-term effects of tobacco (e.g. increased blood pressure, heart rate, bad breath, etc.) • Discuss how tobacco use might interfere with what students like to do. • Demonstrate the smoking machine to show tar build up in just a few cigarettes. • Calculate cost of smoking for a week, month, and year – ask students what they would want to do with that money. • Distribute the “Tobacco and My Life” activity sheet. Ask students to (1) write the things they like to do, (2) describe how the negative effects of tobacco would negatively impact the things they like to do.	<b>Lesson Outline</b> • Ask students to guess how many 9 <sup>th</sup> grade students smoke in Ohio. Discuss accurate YRBSS data. • Brief lecture on the long term effects of tobacco (e.g. lung cancer, heart disease, emphysema – do the straw demonstration for emphysema) • Carousel Activity – Social, Economic, Physical, Family negative effects of smoking • Homework – essay on why they do not want to smoke. Include information from the Carousel Activity. A rubric that is aligned with each objective will be distributed.	<b>Lesson Outline</b> • Conduct the fingernail polish activity - 5 students in a group. Choose 1 leader to convince all students to put on red fingernail polish). Process the activity by asking why students chose to put on the polish. Ask how peers could influence them to use tobacco. • Ask students to write down situations that could lead to the experimentation of using tobacco. Have them share their responses. Ask students to brainstorm how they could avoid those situations. • Finish the class with a short lecture on why experimentation is so dangerous. Discuss the addictive qualities of nicotine. • Exit ticket – aligned with the last 2 objectives.	<b>Lesson Outline</b> • Begin the lesson with a student volunteer and the teacher reading a role-play where a person is pressured to smoke a cigarette and other person strongly models resistance skills. • Short lecture/demonstration on effective verbal and non-verbal resistance skills. • Students are then given a fully scripted role-play that they practice in groups of 3 (pressure, resister, judge). The judge provides feedback • Students then complete an activity sheet that is a half-scripted role-play. They then perform the role in front of the class. A rubric is used to assess students’ resistance skills.	<b>Lesson Outline</b> • Review verbal and non-verbal resistance skills. • Place students into groups of 4. Assign 2 students to apply pressure, 1 student to resist and 1 student to judge. • Allow 1 – 2 minutes for the 2 students to pressure the 1 student into trying a cigarette. Direct the judge to take notes on the judge’s form about the types of resistance techniques used and their effectiveness. • Rotate roles until everyone has had a chance to demonstrate resistance skills.	<b>Lesson Outline</b> • Ask students to sign a pledge about not smoking. (Do not pressure students to sign if they do not want to sign). • Explain that one of the best ways they can help keep their peers tobacco free is to become an advocate. • Brainstorm ways to be an advocate (posters, computer screen-saver messages, songs, announcements, etc.). • Place students in pairs. Provide an advocacy project planner. • Allow the remainder of class for students to complete planner. • Students will have 1 week to submit their advocacy project. • Allow 10 minutes of class each day to work on the project.