



Life

Skills Training

Promoting Health and Personal Development

SAMPLE LESSONS

Level One: Grades 3/4 Student Guide

Gilbert J. Botvin, Ph.D.
Cornell University Medical College

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Smoking Information

Smoking Information



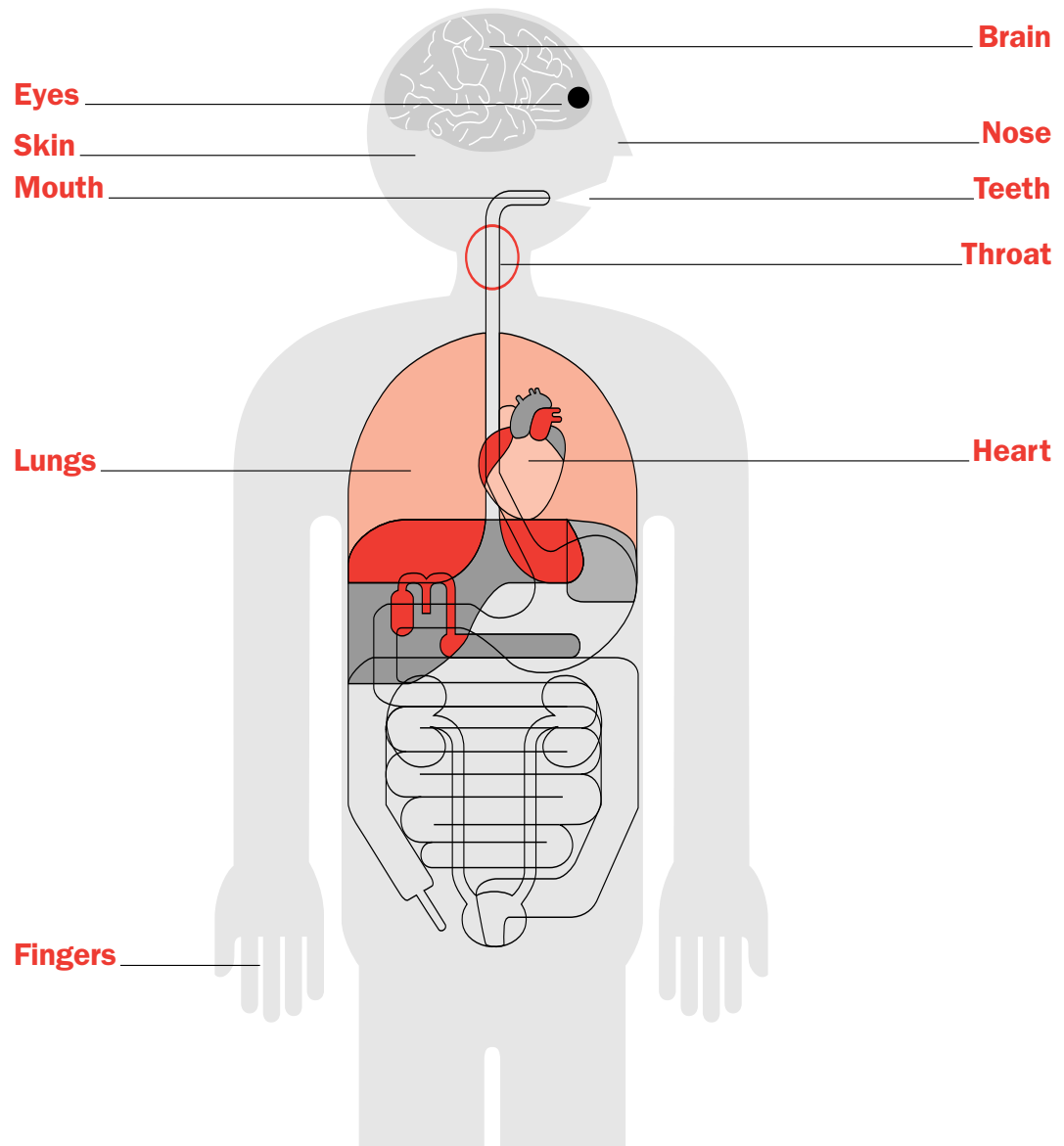


Smoking Information

Ways Smoking Can Hurt You

Many people in our country smoke. However, smoking is very bad for you. People who smoke know what can happen if they continue to smoke, but they keep doing it anyway. If you ask them if they could go back and do it over, would they start smoking again. A lot of them would say “no.”

Some people start smoking because they think it is cool. Other people start to smoke because they want to look older or want people to like them. No matter what the reason is to start smoking, the negative effects of smoking are much greater. Here are the parts of your body that smoking can hurt.



Immediate And Long-Term Effects Of Smoking

Immediate Effects

- Eyes—Causes the eyes to become red.
- Mouth—Deadens taste buds, causes bad breath and mouth infections.
- Throat—Causes bad coughs.
- Nose—Decreases the ability to smell.
- Skin—Causes wrinkles on the face to appear more quickly.
- Teeth & Fingers—Stains teeth and fingers a brownish-yellow color.
- Heart—Speeds up the heart rate.
- Lungs—Begins to turn lungs black from tar.

Long-Term Effects

- Lungs—Causes chronic bronchitis, emphysema or lung cancer.
- Heart—Causes heart disease.
- Brain—Causes a stroke.
- Mouth—Causes mouth cancer.



Smoking Information

Worksheet 6

To Smoke Or Not To Smoke?

Reasons Why People Smoke

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Reasons Why People Don't Smoke

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Worksheet 7

Smoking Information Journal Page

One of your neighbors is a heavy smoker. He smokes at least a pack of cigarettes a day. What could you say to your neighbor to try and convince him to stop smoking?



A large, stylized illustration of an open book with lined pages, serving as a writing area. The pages are light orange with horizontal lines. The book has a thick grey spine and cover. Large red quotation marks are positioned on the left and right sides of the pages.

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SAMPLE LESSONS

Level One: Grades 3/4 Teacher's Manual

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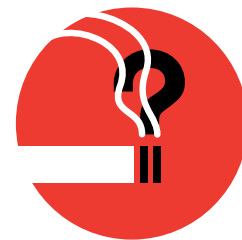
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Sample Lesson Only – Not Intended for Duplication

Smoking Information



As you know, children are experimenting with tobacco at younger and younger ages. Even before students actually try a cigarette they are developing attitudes about smoking. Society and the media contribute to the development of positive attitudes about smoking. Children see other people smoking and see actors on television and in the movies smoking. Being children, they naturally wonder what they are missing.

Studies show that if a person has not started smoking by the time they are twenty-one years old, they probably won't start. In the past, teachers have tried educating high school and middle school students about smoking. What they found is that, in many cases, they were too late. By the time the children got to middle and high school, even if they hadn't tried smoking yet, they had already formed their attitudes about smoking.

The new research about tobacco suggests that students need to start learning about tobacco in elementary school. The tobacco education they receive will help counteract the information they are exposed to from society and the media. Today's lesson introduces your class to the basic effects of smoking. Students will also get the opportunity to discuss reasons why people smoke and choose not to smoke. This is the first step in demystifying smoking and tobacco.

As the teacher, you can play a critical role in the development of attitudes about smoking in your students. Smoking information lessons do not have to end after today. The following lesson plan offers some ideas for integrating smoking and tobacco material across your curriculum. In addition, the parent letter that is attached can be sent home to the families of your students. Hopefully, a partnership between schools and parents can provide the type of environment that will nurture children and assist them in becoming teenagers and adults who are tobacco, alcohol and drug free!



Smoking Information

Lesson Goal

To weigh the pros and cons of smoking.

Objectives

Students will:

- Identify basic facts about the effects of smoking
- Discuss reasons why people choose to smoke or not to smoke

Total Time Needed



27–35 minutes

Materials Needed



- Student Guide

Special Preparation

Write three headings on the board:

- Negative Effects of Smoking
- Reasons Why People Smoke
- Reasons Why People Choose Not To Smoke

Vocabulary



None

Intelligences Utilized



- Interpersonal
- Linguistic

Curriculum Integration Ideas

Math

Calculate how much money it costs a pack-a-day smoker to buy cigarettes in a year. Calculate how much money a person would save if they cut down to half a pack a day. How would students spend that extra money?



Social Studies

Ask students to research the history of tobacco in the U.S. How and why did tobacco farming begin? What was the role of slavery in tobacco farming? How did Native Americans view smoking?

Language Arts

Ask students to interview a smoker to find out how and why they began smoking. Did they ever try to quit? If they could go back in time, would they still choose to start smoking? Do they have any negative health effects as a result of smoking?

Homework

- **Student Guide** Journal Topic, **Worksheet 7** (page 15). *Optional*



Smoking Information

Introduction

Today we will talk about smoking and the effect it has on our bodies. We will also be discussing reasons why people choose to smoke or not smoke.



7–10 min.

General Effects of Smoking

1. Point out to the class that there are certain effects that smoking cigarettes has on the body. For example, smoking can cause breathing difficulty and lung cancer.
2. Tell the class that they are going to do a group brainstorm to try to think about what all the negative effects of smoking are. They should try to think of as many negative effects of smoking as possible. *Hint:* Ask them to think of people they know who smoke.
3. As the class is sharing their answers, the teacher should list them on the blackboard. Any errors or discrepancies should be cleared up. When students have finished, they can check their answers against the list on page 13 in their LST **Student Guide**.

Immediate Effects of Smoking

- Eyes—Causes the eyes to become red.
- Mouth—Deadens taste buds, causes bad breath and mouth infections.
- Throat—Causes bad coughs.
- Nose—Decreases the ability to smell.
- Skin—Causes wrinkles on the face to appear more quickly.
- Teeth & Fingers—Stains teeth and fingers a brownish-yellow color.
- Heart—Speeds up the heart rate.
- Lungs—Begins to turn lungs black from tar.

Long-Term Effects of Smoking

- Lungs—Causes chronic bronchitis, emphysema or lung cancer.
- Heart—Causes heart disease.
- Brain—Causes a stroke.
- Mouth—Causes mouth cancer.

-
4. Point out that the immediate effects from smoking are things that can happen right after you smoke a cigarette or a cigar. Long-term effects from smoking are things that can happen after smoking for a period of time.

Point to Make

- The effects of cigarette smoking are highly undesirable.



Choosing to Smoke or Not to Smoke

1. Break the class into small groups and tell them to turn to **Worksheet 6** (page 14) in their LST **Student Guide**. Each group should try to think about reasons why people choose to smoke (*Look cool, feel older, parents/siblings smoke, friends smoke, curiosity, like the feeling, deal with stress, rebel, free stuff*) and reasons why people choose not to smoke (*Smells bad, illegal, not healthy, can kill you, allergic to the smoke, have asthma, don't like it, gives you cancer*). Each student should record their group's answers in the spaces provided.
2. After the groups have generated their lists, have each group report their responses back to the large class. Create a master list of student responses under the pre-written headings on the board (Reasons People Choose to Smoke & Reasons People Choose Not to Smoke). At the same time, students should be recording any answers they missed in their **Student Guide**.
3. Involve the class in a discussion using the following questions:
 - Are there more reasons to smoke or not to smoke?
 - Are the reasons to smoke good ones?
 - Do they think people who smoke know the negative effects of tobacco? (Yes)
 - Why do they still smoke? (*It's a habit, they are addicted*)



15–20 min.



Smoking Information

- Does smoking actually make you older or cooler, or do other things make you older or cooler?
- Is the free stuff that tobacco companies send you if you mail in the proofs of purchase really free? (*Don't you have to buy the cigarettes first?*)

Point to Make



- The perceived benefits of smoking do not outweigh the actual negative effects.



5 min.

Journal Topic (Optional Homework Assignment)

1. Now that the class has covered the important concepts for this lesson topic, ask them to turn to **Worksheet 7** (page 15) and complete the journal page. Remind the students to try to use some of the ideas discussed in class in their response.
2. If students want to and there is time, they may share their journal responses in class. They may also be encouraged to share their responses with their parents.

Summary

- There is a great deal to know about smoking and how it affects our bodies.
- For homework tonight, share with your family what you have learned today, and we will discuss their reactions tomorrow in class.

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Dear Family:

Teen smoking has become an epidemic in our society. Children are starting to experiment with tobacco at younger ages than ever before. In order to combat this alarming trend, schools have begun to participate in smoking prevention programs in elementary schools.

We have been studying about smoking in school. The class discussed the effects of smoking as well as reasons why people choose or choose not to smoke. Students also discussed alternatives to smoking cigarettes.

You can begin now to help prevent your child from smoking in the future. Contact agencies such as the American Lung Association, the American Cancer Society and/or the American Heart Association to find out if they are offering any workshops for parents and children. These associations might also be able to send you free materials such as pamphlets, stickers and key chains. Have your child interview family members who smoke to find out how and when they started, if they have any negative health problems related to smoking and if they regret starting in the first place.

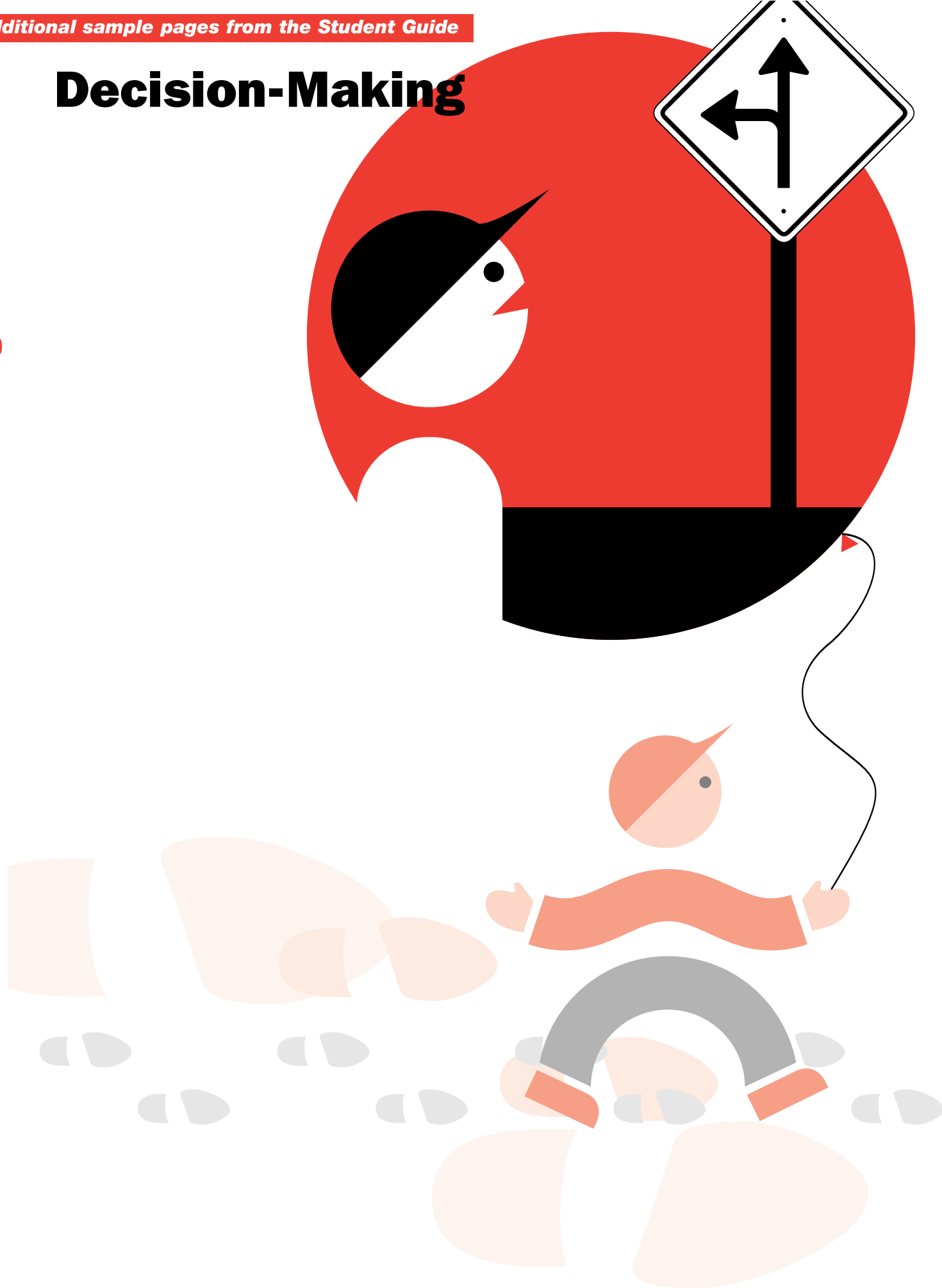
Children whose parents smoke are more likely to smoke themselves. If you smoke and have ever tried to quit you can share this with your child. You might want to think about only smoking when your child is not around or leaving the room to smoke.

Thank you for your help.

Sincerely,

Decision-Making

Decision-Making



Decision-Making



What Is Decision-Making?

Sometimes we make snap decisions without really thinking them through. That's all right sometimes. But, if you do this too often, you run the risk of being disappointed if you make the wrong choice. Using the **Stop-Think-Go!** model can help you slow down and make the best decision.

Follow The 3-Step Method To Become A Decision-Making Pro

Decisions and problems can be handled either in a haphazard and thoughtless way, or they can be handled in an orderly, logical and thoughtful way. You can probably guess which way will produce the best results.

Try following this easy 3-step method on your next decision and see how it can help you to become a decision-making pro.



Step 1: Stop — Ask yourself what the decision or problem is.



Step 2: Think — Ask yourself what your choices or options are. Also think about the possible outcomes of each choice.



Step 3: Go! — Do what is best for you!

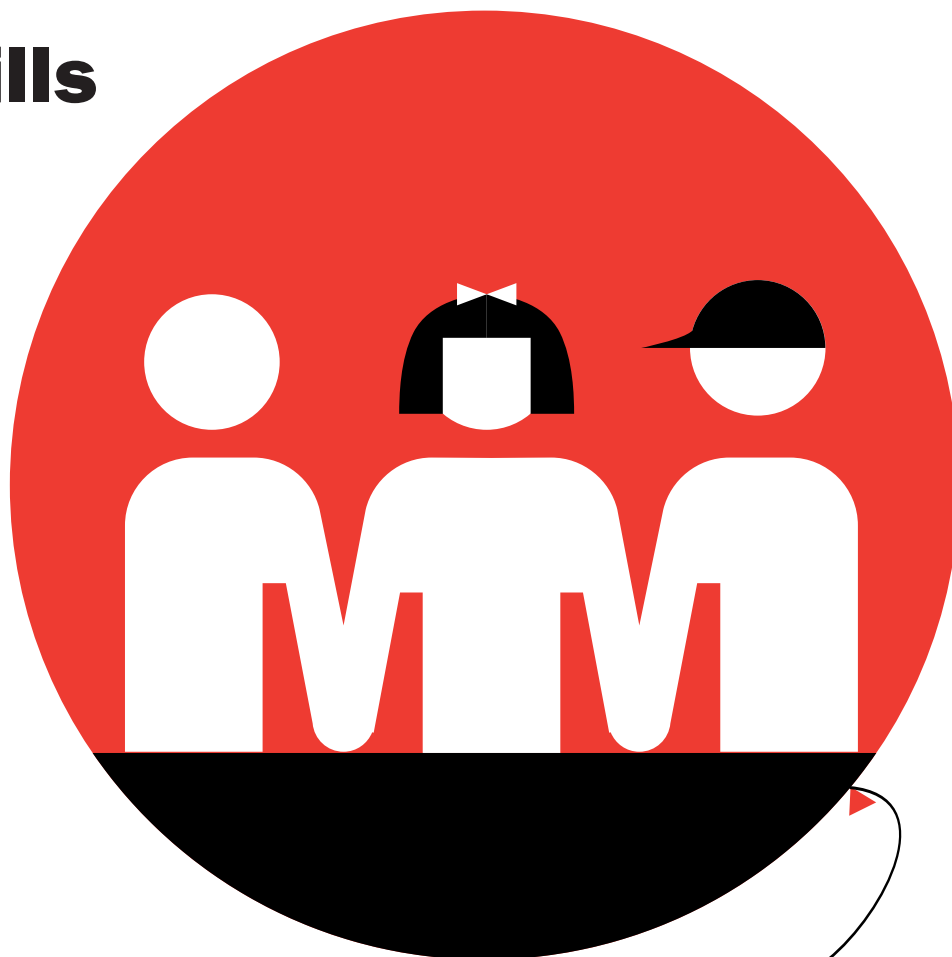
Worksheet 5

Decision-Making Journal Page

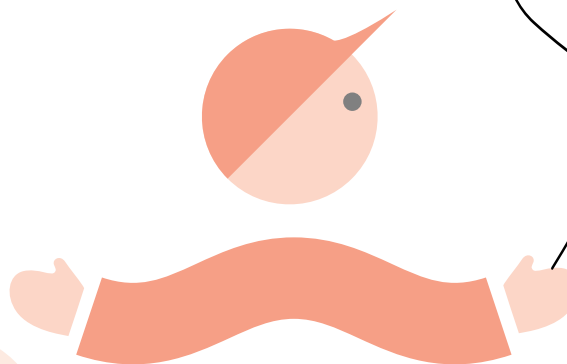
Your parents are helping you plan your birthday party. They tell you that you have three choices about what type of party to have. You can invite 3 friends and spend the day at the local amusement park, or you can invite 6 friends to go to the movies and pizza, or you can have 10 friends to your house for a sleepover. Use the **Stop-Think-Go!** method to decide what type of birthday party to have.



Social Skills



Social Skills



Social Skills



Friendship And How It Affects You

Everyone has different qualities they believe are important in a friend. Some people think the most important thing about a friend is that they will keep secrets. Other people think a friend should always be fun to be with. What things do you like best in a friend?

Everyone is a friend to someone. Yet sometimes people don't realize they are not acting like a good friend to others. If you don't act like a good friend, other people will not want to be your friend. Remember, you have to be friend to have a friend!



Social Skills



Worksheet 16

What Makes Someone Your Friend?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

What Makes Someone Not Your Friend?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____



Worksheet 17

What Kind Of Friend Am I?

Directions: "You have to be a friend to have a friend." What kind of friend are you? Check ☒ off the qualities below that you possess that make you a good friend.

- ☐ Honest
- ☐ Funny
- ☐ Caring
- ☐ Easy going
- ☐ Easy to talk to
- ☐ Creative
- ☐ Talkative
- ☐ Outgoing
- ☐ Dependable
- ☐ Helpful
- ☐ Reliable
- ☐ Don't tell secrets
- ☐ Loyal
- ☐ Trustworthy
- ☐ Sense of humor
- ☐ Fun to be with
- ☐ Understanding

Other qualities can be written in below.

- _____
- _____
- _____
- _____

