Health Education Lesson Plan #2

Title: Smoking Prevention Campaign

Big Idea: Health is Personal Power

9-12 Unit Cluster Enduring Understandings

- Health is important and personal actions will impact self and others in many ways.
- Internal and external factors influence personal and community health
- Choosing health resources require critical evaluation and analysis
- Refusal, negotiation, and collaboration skills will enhance the health of self and others
- There are barriers that can hinder healthy decision-making
- Several factors influence the formation, achievement and evaluation of a long term personal health plan
- People have the power to create change

Lesson Essential Question(s)

Why should I stay tobacco free?
What can I do to create change?

Delaware Health Education Standards

<table>
<thead>
<tr>
<th>Health Concepts</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco, Alcohol &amp; Drugs</td>
<td>INF</td>
</tr>
<tr>
<td>Injury Prevention &amp; Safety</td>
<td>AI</td>
</tr>
<tr>
<td>Nutrition &amp; Physical Activity</td>
<td>IC</td>
</tr>
<tr>
<td>Family Life &amp; Sexuality</td>
<td>DM</td>
</tr>
<tr>
<td>Personal Health &amp; Wellness</td>
<td>GS</td>
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<tr>
<td>Mental Health</td>
<td>SM</td>
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<tr>
<td>Community &amp; Environmental Health</td>
<td>AV</td>
</tr>
</tbody>
</table>

Lesson Summary

Students will combine a study of facts regarding tobacco with a survey of their peers’ attitudes and experiences to create a school-wide smoking prevention campaign.

<table>
<thead>
<tr>
<th>Students will know...</th>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>tobacco facts and peer attitudes towards smoking</td>
<td>create a school-wide smoking prevention campaign.</td>
</tr>
</tbody>
</table>

Time:

Two to four 45-minute periods
Materials and Preparation

- Computers with Internet access
- Smoking Prevention Web sites list
- "Smoking Crossword"
- Crossword Answer Key

Resources and Web Links

- PBS In the Mix - "Smoking: The Truth Unfiltered"
  http://www.pbs.org/mix/smoking_index.html
- PBS Frontline - "Inside The Tobacco Deal"
  http://www.pbs.org/wgbh/pages/frontline/shows/settlement/
- The Truth
  http://www.truth.com
- Campaign for Tobacco-Free Kids
  http://www.tobaccofreekids.org
- National Clearinghouse of Alcohol and Drug Information
  http://www.health.org
- American Cancer Society – Smoke Out
  http://www.cancer.org/smokeout
- National Cancer Institute
  http://www.nci.nih.gov
- Get Outraged
  http://www.getoutraged.com
- National Association of County and City Health Officials (NACCHO)
  http://www.naccho.org
- STAT - Stop Teenage Addiction To Tobacco
  http://www.stat.org
- CDC's Tobacco, Information, and Prevention Source
  http://www.cdc.gov/tobacco/

Teaching Steps

1. Begin the lesson by asking students to estimate how many students in their school smoke cigarettes. Talk about whether teens know all the facts regarding smoking, where they get information, whether information affects students' decision to smoke or not— and why.
2. Explain that the class will be creating a school-wide campaign to educate their peers on the truth about cigarette smoking, and that there are two key elements that will contribute to the effectiveness of the campaign:
   1. Learning the most current, accurate facts about smoking, including the effects on the body, cigarette ingredients, and tobacco advertising.
   2. Understanding their classmates' attitudes about and experiences with cigarette smoking, so that the campaign can be as focused as possible.
3. Explain that students will be accomplishing the first through Internet research and a crossword puzzle, and that in regard to the second, a survey will help more accurately determine student smoking habits and attitudes.
4. Divide the class into two sections.

5. The first group will be the Fact Finders. Give each student in the group copies of the blank "Smoking Crossword" and Smoking Information Web sites list (or the URL where both are located and can be printed out). They will do research and complete the crossword, taking notes about any information they would like to include in their smoking information campaign.

6. The second group will be the Poll Takers. Work with them to develop a short anonymous survey (no more than 5 to 10 questions) about smoking to pass out to their peers. Encourage students to make the survey as simple as possible with questions that require one-word or yes/no answers. Questions might include:
   - Have you ever tried smoking? If so, how old were you when you first tried it?
   - Do your parents smoke? Have your parents talked to you about the effects of smoking?
   - Have you ever seen a list of the ingredients that are in a cigarette?
   - What cigarette ads do you remember and like the best?

7. Ask each member of the Poll Takers group to bring at least 5 completed surveys to your next class (but encourage them to collect as many as possible). Survey respondents must be other students at your school (no parents, younger siblings, etc.)

8. In the second class period, collect completed surveys and review the results with the whole class. Draw a list of the most common answers or recurring attitudes that are apparent. Ask the Fact Finders group to share the crossword answers-- the key facts of the campaign-- with the rest of the class.

9. At this point, break the class into groups that will compare and review the information they have found (through research and the surveys), and to plan campaign materials accordingly. If possible, try to arrange each group so that it has an equal number of Fact Finders and Poll Takers.

10. Encourage students to use posters, slogan buttons, PA system spots, a school assembly, or their own original ideas to shape the campaign. Encourage them to focus on the crossword answer facts (with room for additional facts they've found interesting) and the survey results.

   Example: The survey finds that most teens like and recognize the "Marlboro Man" advertisements; students might develop a poster that counters the ad's image with the facts of how much tobacco companies spend on advertising to teens.

11. Work with students to carry out the campaign according to the means and time frame best suited to your class and school.
Assessment(s) for Lesson

Score student work as a combination of group and individual assessment, according to the following point scale.

## Making A Poster : Anti-Smoking Campaign

Teacher Name: Dr. Tankersley

Student Name: ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>At least 8 accurate facts are displayed on the poster.</td>
<td>5-7 accurate facts are displayed on the poster.</td>
<td>3-4 accurate facts are displayed on the poster.</td>
<td>Less than 3 accurate facts are displayed on the poster.</td>
</tr>
<tr>
<td>Graphics - Originality</td>
<td>Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.</td>
<td>One or two of the graphics used on the poster reflect student creativity in their creation and/or display.</td>
<td>The graphics are made by the student, but are based on the designs or ideas of others.</td>
<td>No graphics made by the student are included.</td>
</tr>
<tr>
<td>Use of Class Time</td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
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### Teacher Notes

**Extensions and Adaptations:**

- Students might contact their local radio station about using their announcement spots as radio spots.
- They might also extend their campaign to the local middle or elementary schools.
- Some of their campaign materials might be displayed throughout the community, such as the library, recreation center, doctors' offices, health club, etc.