Grade 5 Sample Lesson Plan:
Unit 5 – Summative Lesson – Coping with the Influence to Smoke Electronic Cigarettes

SOLs

- 5.1l Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
- 5.3h Identify how culture, family, friends, and the media influence health practices *about using ecigarettes.*
- 5.3e Encourage others not to use ecigarettes.

Objectives/Goals

- **Note:** *This lesson may need 3 or more classes to complete. Students receive the prompt, self-check, and rubric one day and continue to work on their performance for 2-3 days. When ready, students present their performance to the class and are scored with an analytical rubric.*
- Students learn the consequences of using ecigarettes.
- Students learn to identify how the media influences the use of ecigarettes.
- Students learn to encourage peers not to use ecigarettes.

Materials

- Prompt: Glam Girls/Cool boys
- Glam Girls/Cool Boys Self-Check (Used formatively)
- Glam Girls/Cool Boys Rubric

Procedure

Prior to the lesson: *A successful performance assessment requires pre-planning. Prepare student packets that consist of the prompt, self-check, back up information, and rubric. Formatively assess student work and provide effective feedback based on the observed performance in meeting the criteria of the performance task.*

Note: *Although this is a summative assessment lesson, the Self-Check and Graphic Organizer are formative assessments.*

Lesson Opening

- Explain the performance task- Create a brochure for distribution at lunch and posting on the school website about Coping with the Influence to Smoke Electronic Cigarettes.
    - Includes a prompt, self-check (used formatively), and rubric
    - Students work in groups to fulfill the requirements, using the rubric to guide their presentation.
    - When ready, students present their project and are scored according the analytical rubric.
    - Note: *For variety, you may design another prompt but maintain the same requirements and criteria on the rubric.*
- Distribute the prompt, self-check, and rubric. Students have the option of using computers to complete the brochure project. Answer student questions.
- Inform the students that you will be walking around to help or answer any questions (Formative assessment with targeted feedback)

During the lesson

- Walk from group to group checking for questions and reinforcing the process through the self-check, reminding students of the challenge on the performance task prompt, and reminding students to keep the rubric visible and use it to guide their planning.
- If the students need a group reinforcement, stop the work and reteach or refine the directions.

Lesson Closing

- Five minutes before the end of class, direct students to organize their work and put it away for the next class.
- Review and reflect
    - Name two long term and two short terms consequences of using ecigarettes.
    - How does the media influence health practices *about using ecigarettes?*
    - How can peers encourage others not to use ecigarettes?

Assessment Idea

- Summative Prompt: Glam Girls/Cool Boys
- Formative assessment: Glam Girls/Cool Boys Brochure Self-Check
- Summative: Glam Girls/Cool Boys Rubric
- Summative Brochure

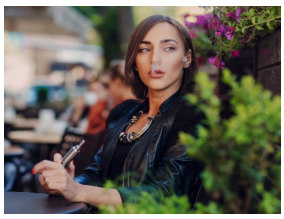
References

- Connolly, Mary (2012) Skills Based Health Education. Jones and Bartlett. Burlington, MA
- http://kidshealth.org/en/teens/e-cigarettes.html?ref=search&WT.ac=msh-p-dtop-en- search-clk
- https://www.cdc.gov/tobacco/basic_information/e-cigarettes/

- https://www.drugabuse.gov/related-topics/trends-statistics/infographics/teens-e-cigarettes

Handout

The next page includes a handout for the lesson. The handout is designed for print use only.



Prompt Glam Girls/Cool Boys

The boys and girls in Mrs. Connolly's health class just learned about the dangers of smoking ecigarettes. When shown pictures of men and women smoking, the woman looked very glamourous and the men looked very cool! On the way home from school, Eddie invited a few friends home and they looked up more information about ecigarettes. All the websites showed people smoking who were happy, social, and attractive. Benny's brother is smoking ecigarettes as a way to quit smoking tobacco. He got the ecigarette and showed his friends how to use it. There was no smoke, only a vapor that disappeared. Can it really be that dangerous?

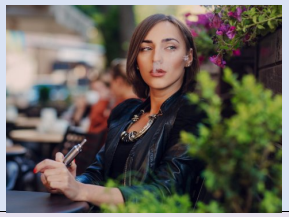
Your challenge is to create a brochure for distribution at lunch and posting on the school website that analyzes how the internet influences thought, feelings, and behaviors about ecigarettes and encourages teens to smoke.

Include the following in the brochure:

1. Describe three ways to prevent common childhood injuries and health problems *due to ecigarettes.*
2. Identify three ways media influences thoughts about ecigarettes.
3. Identify three ways media influences feelings about ecigarettes.
4. Identify three ways media influences health behaviors about ecigarettes.
5. One picture for each of the above criteria (4 total)

Glam Gils/Cool Boys Self-Check

Directions: *Because the teacher has the best understanding of the language abilities of his/her class, adjust the self-check to meet the needs of your students. You may prefer more simple or complex language with the use of stickers or pictures instead of words.*

Project requirements 	Have not started	Working on it	Complete (Student and teacher initials)
Brochure			
1. Describe three ways to prevent common childhoc injuries and health problems *due to ecigarettes.*			
2. Identify three ways media influences thoughts about ecigarettes.			
3. Identify three ways media influences feelings about ecigarettes.			
5. Identify three ways media influences health behaviors about ecigarettes.			
6. One picture for each of the above criteria (4 total)			

The Glam Girls/Cool Boys Rubric

Note: *If the language of the rubric is not consistent with the language literacy of your students, please adjust but maintain the integrity of the standard criteria.*

Only the standards are scored 4-0. Non-standard criteria are scored as a percentage of the standard score.

Score and comments	Standards	4	3	2	1	0
	Describe three ways to prevent common childhood injuries and health problems *due to ecigarettes*. (4.1l)	The description of three ways to prevent common childhood injuries and health problems *due to ecigarettes* is accurate.	The description of three ways to prevent common childhood injuries and health problems *due to ecigarettes* is mostly accurate.	The description of three ways to prevent common childhood injuries and health problems *due to ecigarettes* has a few inaccuracies.	The description of three ways to prevent common childhood injuries and health problems *due to ecigarettes* is inaccurate.	No evidence observed.
	Identify three ways media influences thoughts about *ecigarettes*. (5.3h)	media influences thoughts about *ecigarettes* is accurate.	The identification of three ways media influences thoughts about *ecigarettes* is mostly accurate.	The identification of three ways media influences thoughts about *ecigarettes* has a few inaccuracies.	The identification of three ways media influences thoughts about *ecigarettes* is inaccurate.	No evidence observed.

	Identify three ways media influences feelings about *ecigarettes*. (5.3h)	The identification of three ways media influences feelings about *ecigarettes* is accurate.	The dentification of three ways media influences feelings about *ecigarettes* is mostly accurate.	The dentification of three ways media influences feelings about *ecigarettes* has a few inaccuracies.	The dentification of three ways media influences feelings about *ecigarettes* is inaccurate.	No evidence observed.

	Identify three ways media influences health behaviors about *ecigarettes*. (5.3h)	The identification of three ways media influences health behaviors about *ecigarettes* is accurate.	The identification of three ways media influences health behaviors about *ecigarettes* is mostly accurate.	The identification of three ways media influences health behaviors about *ecigarettes* has a few inaccuracies.	The identification of three ways media influences health behaviors about *ecigarettes* is inaccurate.	No evidence observed.
Score: Total points/Total possible points x 95%=					Total	
Non-Standards criteria						
Score and comments	Criteria	4	3	2	1	0
	One picture for each of the above criteria (4 total)	The four pictures are accurate depictions of the criteria.	The four pictures are mostly accurate depictions of the criteria.	The four pictures have some inaccurate depictions of the criteria.	The four pictures are inaccurate depictions of the criteria.	No evidence observed.
	Brochure spelling	The spelling on the brochure is correct.	The spelling on the brochure is mostly correct.	The spelling on the brochure has a few errors.	The spelling on the brochure is mostly incorrect.	No evidence observed.
	Brochure grammar	The grammar on the brochure is correct.	The grammar on the brochure is mostly correct.	The grammar on the brochure has a few errors.	The grammar on the brochure is mostly incorrect.	No evidence observed.
Score: Total points/Total possible points x 5%=					Total	
					Standards total_____ Non-standards total_____ Grade_____	

KNOW THE RISKS
E-CIGARETTES & YOUNG PEOPLE

Talk with Your Teen About E-cigarettes: A Tip Sheet for Parents

BEFORE THE TALK

Know the facts.

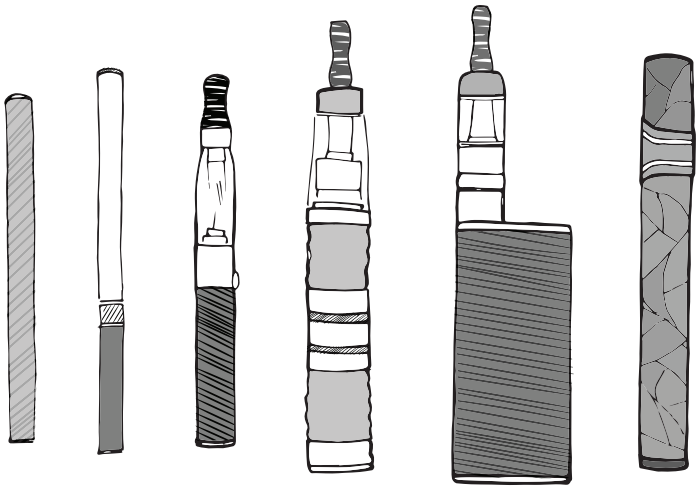
- Get credible information about e-cigarettes and young people at E-cigarettes.SurgeonGeneral.gov.

Be patient and ready to listen.

- Avoid criticism and encourage an open dialogue.
- Remember, your goal is to have a conversation, not to deliver a lecture.
- It's OK for your conversation to take place over time, in bits and pieces.

Set a positive example by being tobacco-free.

- If you use tobacco, it's never too late to quit. For free help, visit smokefree.gov or call **1-800-QUIT-NOW**.



START THE CONVERSATION

Find the right moment.

- A more natural discussion will increase the likelihood that your teen will listen. Rather than saying "we need to talk," you might ask your teen what he or she thinks about a situation you witness together, such as:
  - » Seeing someone use an e-cigarette in person or in a video.
  - » Passing an e-cigarette shop when you are walking or driving.
  - » Seeing an e-cigarette advertisement in a store or magazine or on the internet.

Ask for support.

- Not sure where to begin? Ask your health care provider to talk to your teen about the risks of e-cigarettes.
- You might also suggest that your teen talk with other trusted adults, such as relatives, teachers, faith leaders, coaches, or counselors whom you know are aware of the risks of e-cigarettes.
- These supportive adults can help reinforce your message as a parent.

ANSWER THEIR QUESTIONS

Here are some questions and comments you might get from your teen about e-cigarettes and some ideas about how you can answer them.

Why don't you want me to use e-cigarettes?

- Science shows that e-cigarettes contain ingredients that are addictive and could harm different parts of your body.
- Right now, your brain is still developing, which means you are more vulnerable to addiction. Many e-cigarettes contain nicotine, and using nicotine can change your brain to make you crave more nicotine. It can also affect your memory and concentration. I don't want that for you!
- E-cigarettes contain chemicals that are harmful. When people use e-cigarettes, they breathe in tiny particles that can harm their lungs.
- The cloud that people exhale from e-cigarettes can expose you to chemicals that are not safe to breathe.

What's the big deal about nicotine?

- Your brain is still developing until about age 25. The Surgeon General reported that nicotine is addictive and can harm your brain development.
- Using nicotine at your age may make it harder for you to concentrate, learn, or control your impulses.
- Nicotine can even train your brain to be more easily addicted to other drugs like meth and cocaine.

- I don't say this to scare you, but I want you to have the facts because nothing is more important to me than your health and safety.

Aren't e-cigarettes safer than conventional cigarettes?

- Because your brain is still developing, scientific studies show that it isn't safe for you to use any tobacco product that contains nicotine, including e-cigarettes.
- Whether you get nicotine from an e-cigarette or a cigarette, it's still risky.
- Some e-cigarette batteries have even exploded and hurt people.

I thought e-cigarettes didn't have nicotine—just water and flavoring?

- I used to think that too. But many e-cigarettes have nicotine. There are also other chemicals in them that can be harmful.
- Let's look at the Surgeon General's website on e-cigarettes (E-cigarettes.SurgeonGeneral.gov) together so you can see for yourself.

I (or my friends) have tried e-cigarettes and it was no big deal.

- I appreciate your honesty. In the future, I hope you (or your friends) will stay away from e-cigarettes and other tobacco products, including cigarettes. Science shows that e-cigarettes contain ingredients that are addictive and could harm different parts of your body.
- Next time we go to the doctor, let's ask about the risks of nicotine, e-cigarettes, and other tobacco products.

You used tobacco, so why shouldn't I?

- If I could live my life over again, I never would have started smoking. I learned that people who smoke cigarettes are much more likely to develop, and die from, certain diseases than people who don't smoke. This was really scary, so I quit smoking.
- Quitting was really hard, and I don't want you to go through that. The best thing is to not start at all.

KEEP THE CONVERSATION GOING

Many parents find that texting is a great way to reach their teens. Here are some suggestions for text messages that might catch your teen's attention. And, you can easily share pages of the website (E-cigarettes.SurgeonGeneral.gov) with your teen.

Share this page

Look for this symbol, click it, type in the message you want or use the message provided, and share with your teen via Facebook, Twitter, or email.

Connect and encourage.

- You always liked science. Check out the science about e-cigarettes and young people: **E-cigarettes.SurgeonGeneral.gov**
- Getting off nicotine is hard but I'm so happy I quit. Don't make that mistake and get addicted. Smoking and tobacco use, including using e-cigarettes, are unsafe for young people.

Remind and repeat.

- Most teenagers don't use e-cigarettes. E-cigarettes with nicotine can mess with your brain, and your brain is still developing until you are at least 25.
- You might be tempted by e-cigarette flavors, but inhaling certain flavorings that have been found in some e-cigarettes can be harmful.

Share facts and resources.

- Just learned that many e-cigarettes have nicotine in them. That's the drug that makes cigarettes so addictive. Nicotine can also mess with your brain development.
- Just saw a report from the Surgeon General that e-cigarettes can mess with how your brain develops and might even affect your mood and focus. Please don't use any products that contain nicotine.
- Hope none of your friends use e-cigarettes around you. Even breathing the cloud they exhale can expose you to nicotine and chemicals that can be dangerous to your health.

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CDC Centers for Disease Control and Prevention
Office on Smoking and Health

U.S. PUBLIC HEALTH SERVICE 1798