



## Grade 4 Sample Lesson Plan: Unit 4 – Tobacco Use

### SOLs

- 4.1.l** Compare the short- and long-term consequences of alcohol, **tobacco**, inhalant, and other drug use.
- 4.1.m** Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, **tobacco**, inhalants, and other drugs.
- 4.2.e** Describe why individuals choose to use or avoid alcohol, **tobacco**, inhalants, and other drugs.
- 4.2.f** Describe the effects of peer pressure on use of alcohol, **tobacco**, inhalants, and other drugs.
- 4.2.g** Demonstrate refusal skills.
- 4.3.d** Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
- 4.3.e** Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs

### Objectives/Goals

- The student will examine the short and long term consequences of tobacco use
- The student will identify and practice verbal and nonverbal communication skills to resist/refuse tobacco
- The student will describe why individuals choose to use or avoid tobacco
- The student will analyze prevention resources for avoiding tobacco
- The student will discuss the importance of refusal skills in saying no to tobacco

### Materials

- PowerPoint: 4<sup>th</sup> Grade All About Me Tobacco
- Worksheet:

### Procedure

#### *Step 1*

Using the Powerpoint as a guide, begin the lesson by reviewing the topic of the lesson on slide 2

#### *Step 2*

Slide 3: Ask student to read the discussion questions and reflect on their answers and personal opinions. Discuss as a class.

*Step 3*

Slide 4: As a class, read the scenario, What Should I Do? Allow students to share their answers.

*Step 4*

Slide 5: Discuss the short term effects of tobacco.

*Step 5*

Slide 6: Discuss the long term effects of tobacco.

*Step 6*

Slide 7: Introduce the topic of responding to peer pressure. Show the video clip. Discuss how peer pressure feels.

*Step 7*

Slide 8: As a class, read the scenario, What Should I Do? Allow students to share their answers.

*Step 8*

Slide 9: Discuss why it is important to say no to tobacco. Discuss strategies to responding to peer pressure. Allow students to practice using the examples on Slide 9 with a partner. Allow for volunteers to perform for the class.

*Step 9*

Slide 10-11: Practice as a class. Allow for all students to think quietly of a response to the pressure line. Then, call on students to respond.

*Step 10*

Slide 12: Discuss resources available for students if they have questions. Allow students to share a trusted adult (teacher, parent, neighbor, grandparent, school nurse, doctor, etc.) that they would talk to if they had questions or needed help with refusal skills.

*Step 11*

Slide 13: Pass out the worksheet: What Would You Say. Instruct students to use the strategies from Slide 13 to respond to the pressure lines on the worksheet. Then, students will write a short essay explaining why it is important to say no to smoking a cigarette. Allow time for students to share their answers with a partner or whole class.

*Step 12*

Slide 14: End the lesson with a classroom energizer.

**Sources**

Mary McCarley, 2018

**Handout**

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

# What Would You Say

Imagine that you are being pressured to smoke a cigarette. Respond to the following scenarios using the refusal skills practice in class.

1. “Check this out. My older brother stole a cigarette from mom for me. I’m going to smoke it after school today. Come over and try it with me.”

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2. “I have had the worst day. I failed a test and got in an argument with my parents. I’m going to smoke. Smoke with me? It is seriously not that big of a deal. Lots of people smoke. ”

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3. “My uncle smokes cigarettes all the time and he is fine. Just try it?”

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**Why is it important to say “No” to smoking cigarettes?**

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**Resources**

The following 5 pages are resources that you can use as part of this lesson plan.