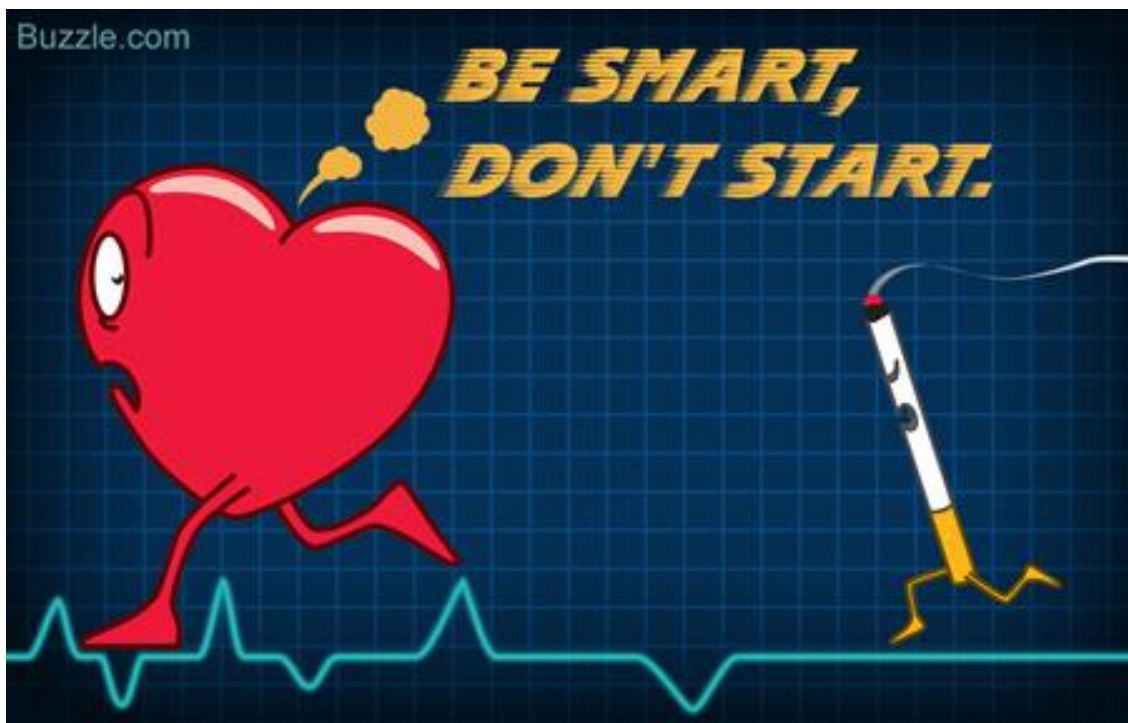


The Effects of Smoking

EDUC 408 Health and Physical Education Methods

2nd Grade Health

Shaylee Baker



Unit Rationale:

This unit plan is provided for the purpose of providing the North Dakota State Standards, goals, objectives, procedures and assessments for the week. The value of this unit is presented in understanding the effects of smoking. In the following unit plan, you will find a five-day lesson plan format consisting of materials and sources for the activities and assessments provided. This unit provides a step-by-step approach for the teacher and students.

Goals:

The overall goals for this unit will consist of having students recognize the dangers of smoking. The students will build their knowledge as each day goes by. The students will be able to have an understanding of the dangers of first hand smoke, secondhand smoke, and third hand smoking. The students will participate in various activities throughout the week. The teacher will allow time for students to ask question and to examine the dangers of tobacco and provide opportunities to assemble their knowledge.

Objectives:

Participate in the *Breathless* activity.

Participate in making Valentine's Day Hearts to promote a tobacco-free lifestyle

Explain the effects of second hand smoking.

Recall the definitions of Tar and Second hand smoking.

Acquire knowledge about smokeless tobacco

Recall any information regarding the past couple of lessons about smoking.

Participate in making anti-tobacco slogans.

Extensions of lessons across the curriculum:

This unit plan will provide lessons including: health, science, and art. The students will be encouraged to participate in all of the daily activities. This unit plan will focus on building their knowledge about the harmful effects of tobacco.

Accommodations:

Accommodations will be made for students on 504's and IEPs. The classroom will be very inclusive to all students. The teacher will make appropriate changes based on the students' needs and learning styles.

Assessment:

The students will be assessed in a variety of ways. The types of assessment focused in this unit plan consist of: exit slips, observation checklists, and open discussions.

State Standards:

Health: Personal Health

2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)

Art:

4.1.5: Know the different visual art media, techniques, and processes are used to communicate ideas, experience and stories.

Reading:

RL.1-Ask and answer questions about key/supporting details in a text before, during, and after reading.

Science: Science and Other Areas

2.7.2. Describe some things (e.g., UV Rays, secondhand smoke, pollution) from our environment that are harmful to people.

Science: Physical Science:

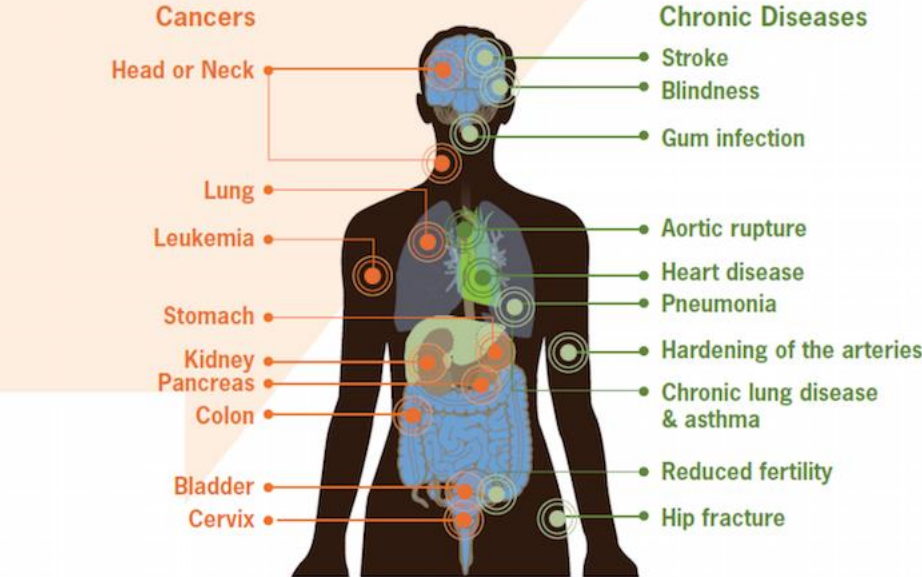
2.3.1. Identify ways (e.g., mixing, heating, cooling, cutting) to make changes in matter

<p>Learning Objectives Day 1</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Participate in the <i>Breathless</i> activity.
<p>ND Standards/Benchmarks</p>	<p>Health: Personal Health 2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)</p>
<p>Materials/Resources/Equip.</p>	<ul style="list-style-type: none"> • Straws • Photos of cigarettes
<p>Introduction/Modeling Anticipatory Set 3 Minutes</p>	<ul style="list-style-type: none"> • The teacher will begin by greeting the classroom. <ul style="list-style-type: none"> - <i>Good Afternoon class! Today we are going to begin with a little brain exercise to get our bodies up and moving!</i> - https://app.gonoodle.com/channels/maximo/chicken-dance-1?s=category&t=Guided%20Dance • Once the dance is over, the students will take their seats for instruction to begin.
<p>Guided Practice 7 minutes</p>	<ul style="list-style-type: none"> • The teacher will begin by checking for prior knowledge. <ul style="list-style-type: none"> - <i>What is tobacco?</i> - <i>What is smoking?</i> • Tobacco is- the prepared leaves, as used in cigarettes, cigars, and pipes. • Smoke- the visible vapor and gases given off by a burning or smoldering substance. • The teacher will begin by explaining smoking can damage many organs in your body. • It can cause many diseases and cancers. • Smoking causes you to have shortness of breath. <ul style="list-style-type: none"> - <i>Now we will look at some pictures of what cigarettes look like. We will also have a picture of a diagram showing the harmful effects of smoking.</i> • The teacher will show students pictures of cigarettes, a diagram of the risks for smoking, etc. • The students can come up to the front of the room to look at each of the pictures. • They may have a discussion with their friends up their about the pictures they see. • The students will return to their seats

<p>Independent Practice 7 minutes</p>	<ul style="list-style-type: none"> • The teacher will begin by handing out straws to the students. • Once the students have their straws, the teacher will begin explaining the instructions for the next activity. • This activity is called <i>Breathless</i> • The students will breathe through a straw a couple of times • They will then remove the straws, and do a couple of physical activities. <ul style="list-style-type: none"> - <i>Activities: jumping jacks or running in place.</i> - <i>Have students do about 5 reps.</i> • Once the students have completed their 5 reps, have them breathe through their straws again. • Explain the smoking damages your lungs. • When you smoke, it feels like breathing through a straw after a minimal amount of physical activity.
<p>Assessment 3 Minutes</p>	<ul style="list-style-type: none"> • Observation Checklist
<p>Closure/Wrap Up</p>	<ul style="list-style-type: none"> • The students will throw their straws away and prepare for the next lesson.

Risks from Smoking

Smoking can damage every part of the body



Name	Participated in Breathing Through the Straws	Participated in Physical Activities
Jennifer Wilkie		
Shay Page		
Jennifer Yellowbird		
Lacey Henry		
Annmarie Decoteau		
Michelle Malatarre		
Kolton Keplin		
Whittney Blue		

<p>Learning Objectives Day 2</p>	<p>The students will:</p> <ul style="list-style-type: none"> • Participate in making Valentine’s Day Hearts to promote a tobacco-free lifestyle.
<p>ND Standards/Benchmarks</p>	<p>Health: Personal Health 2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)</p> <p>Art: 4.1.5: Know the different visual art media, techniques, and processes are used to communicate ideas, experience and stories.</p> <p>Reading: RL.1-Ask and answer questions about key/supporting details in a text before, during, and after reading.</p>
<p>Materials/Resources/Equip.</p>	<ul style="list-style-type: none"> • Book-Jimmie Boogie Learns About Smoking • Construction Paper • Markers • Scissors
<p>Introduction/Modeling Anticipatory Set 7 minutes</p>	<ul style="list-style-type: none"> • The teacher will begin by greeting the class. <ul style="list-style-type: none"> - <i>Good Afternoon Class! Do you remember what we talked about the last time we were in health?</i> - <i>We talked about how smoking effects our health.</i> • Today we will be reading a book called <i>Jimmie Boogie Learns About Smoking</i> <ul style="list-style-type: none"> - What did Jimmie learn about smoking? - How does smoking effect our health?
<p>Guided Practice 3 minutes</p>	<ul style="list-style-type: none"> • The students will begin by picking out a couple of sheets of construction paper. • There will be a variety available to the students. • The students can also pick out a variety of makers for this project. • The teacher will hand out scissors to the students and explain the safety rules of scissors. <ul style="list-style-type: none"> - No running with scissors - No pointing the scissors at others. - Walk with the scissors facing downwards.
<p>Independent Practice 7 minutes</p>	<ul style="list-style-type: none"> • The students will use the upcoming Valentine’s Day Holiday to promote a tobacco-free lifestyle.

	<ul style="list-style-type: none">• The students can write Valentines for classmates or loved ones asking them to keep their hearts healthy by not smoking.<ul style="list-style-type: none">- http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/• The students can complete this activity with their peers.• Remind the students to not get too loud. The students can share ideas with their peers.
Assessment 3 minutes	<ul style="list-style-type: none">• The students will complete an exit slip.• In this exit slip the students will complete the following questions.<ul style="list-style-type: none">- What can you do to live a tobacco free lifestyle?- How can you help someone live a tobacco free lifestyle?
Closure/Wrap Up	<ul style="list-style-type: none">• The students will clean up their areas by taking their excess papers to the trash and putting the markers they used away.• The teacher will go around picking up the scissors.• The students will prepare for the next lesson.

Please Keep your
heart healthy.
Don't + Smoke!

Public Seating

Name _____

Date _____

What can you do to live a tobacco free lifestyle?

How can you help someone live a tobacco free lifestyle?

<p>Learning Objectives Day 3</p>	<ul style="list-style-type: none"> • Explain the effects of second hand smoking. • Recall the definitions of Tar and Second hand smoking.
<p>ND Standards/Benchmarks</p>	<p>Health: Personal Health 2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)</p> <p>Science: Science and Other Areas 2.7.2. Describe some things (e.g., UV Rays, secondhand smoke, pollution) from our environment that are harmful to people.</p> <p>Science: Physical Science: 2.3.1. Identify ways (e.g., mixing, heating, cooling, cutting) to make changes in matter</p>
<p>Materials/Resources/Equip.</p>	<p>Tar Jar</p> <ul style="list-style-type: none"> • 1 quart dark molasses • Dirty motor oil • Dark dirt
<p>Introduction/Modeling Anticipatory Set 4 minutes</p>	<ul style="list-style-type: none"> • The teacher will begin by explaining what second hand smoking is. • Second hand smoke-inhaled involuntarily from tobacco being smoked by others. <ul style="list-style-type: none"> - <i>Have any of you experienced second hand smoke?</i> - <i>Where have you experienced second hand smoke at?</i> • Today we are going to learn about how second hand smoke can affect the smoker’s lungs, and anyone who breathes it in.
<p>Guided Practice 7 minutes</p>	<ul style="list-style-type: none"> • What places have you been to that are not smoke free? <ul style="list-style-type: none"> - Restaurants - Hotels - Outside near buildings • Do you like breathing in smoke when you are trying to eat? • Do you like breathing in smoke when you are trying to walk into a hotel? • Tobacco contains tar. • Tar is toxic and damages the smoker’s lungs over time. • It not only damages the smoker’s lungs, but it damages the lungs of everyone who breathes it in.

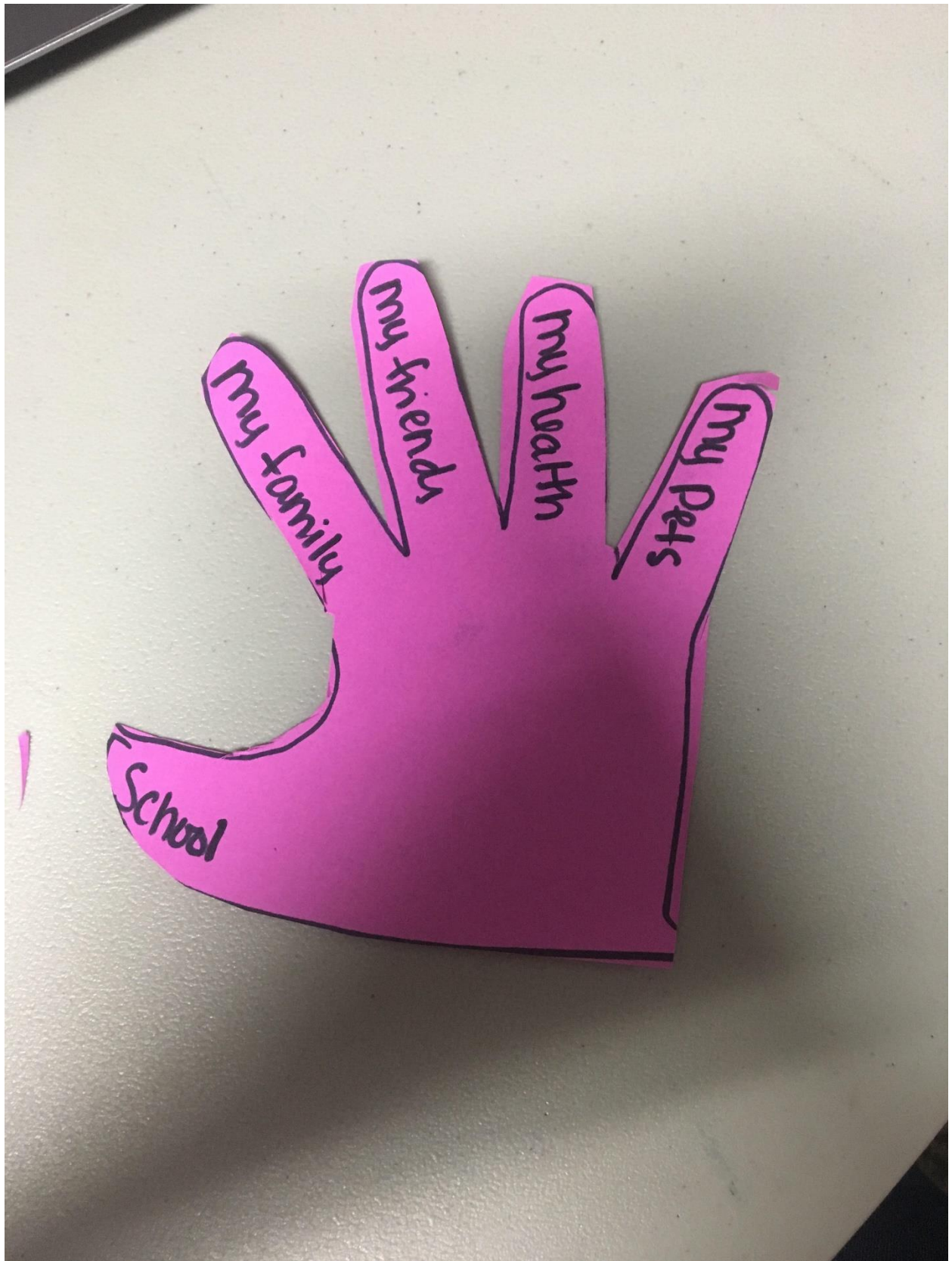
	<ul style="list-style-type: none"> • The next thing we will be doing, is making a tar jar, so you can visually see what a smoker puts into his or her lungs and what they put into the non-smokers lungs.
Independent Practice 5 minutes	<ul style="list-style-type: none"> • The students will come up to the front of the room to participate in the <i>Tar Jar</i> activity. • The teacher will pour the 1 quart of molasses and dirty oil into a jar. • Each student will each pour a sprinkling of black dirt into the jar. The teacher will mix up the ingredients for the students to see what tar looks like. • The students will get a visual representation of what it looks like when someone smokes a cigarette. <ul style="list-style-type: none"> - http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/
Assessment 4 minutes	<ul style="list-style-type: none"> • The students will answer questions in an open discussion with the teacher. • The teacher will ask the students the following questions: <ul style="list-style-type: none"> - <i>What is second hand smoke?</i> - <i>What is tar?</i> - <i>Who does smoking effect?</i>
Closure/Wrap Up	<ul style="list-style-type: none"> • The teacher will ask the students to line up by the types of shirts they are wearing. <ul style="list-style-type: none"> - The students wearing short sleeves, please line up. - The students wearing long sleeves, please line up.



Learning Objectives Day 4	The students will be able to: <ul style="list-style-type: none"> Acquire knowledge about smokeless tobacco.
ND Standards/Benchmarks	Health: Personal Health 2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)
Materials/Resources/Equip.	<ul style="list-style-type: none"> Assorted Construction Paper Pictures of teeth Scissors
Introduction/Modeling Anticipatory Set 4 minutes	<ul style="list-style-type: none"> The teacher will begin by greeting the classroom. <ul style="list-style-type: none"> Good afternoon students! The past couple of days, we have been learning about smoking. What can you tell me about smoking? Today we are going to learn about smokeless tobacco. Do any of you know what smokeless tobacco is? Allow time for discussion. Smokeless tobacco-sticky substance that you chew, kind of like gum, this is also known as chewing tobacco.
Guided Practice 5 minutes	<ul style="list-style-type: none"> Many adults think that smokeless tobacco is not harmful. Chewing tobacco can cause many harmful things. Such as: <ul style="list-style-type: none"> Bleeding gums Sores in the mouth that will never heal Mouth cancer. Causes bad breath Hiccups Dizziness Nausea Yellow staining of teeth Do you think nonsmoking tobacco is better smoking tobacco?
Independent Practice	<ul style="list-style-type: none"> The students will then participate in the next activity. <ul style="list-style-type: none"> The students will do the activity <i>My Top Five</i>. With this activity, have the students trace their hands and cut them out. Include on each finger a reason why you're tobacco free. Examples: my family, friends, sports, etc. The students will complete this activity with their peers. They can work with one another discussing idea.
Assessment 6 minutes	<ul style="list-style-type: none"> The students will then be given an exit slip. On this exit slip, they will answer the following questions. <ul style="list-style-type: none"> What are some things chewing tobacco can cause?

Closure/Wrap Up

- The students will clean up their areas and begin to prepare for their next lessons.
- The students can also line up to use the restrooms by colors of their shirts.
 - Dark colors will line up first.
 - Light colors will line up second.



my family

my friends

my health

my Pets

School

Name _____

Date _____

What are some things chewing tobacco can cause?



How Does Tobacco Effect My Teeth??



- Lowered immune factors
- Periodontal Disease
- Gingival recession
- Bone loss
- Increased tooth loss
- Increase bleeding
- Xerostomia
- Severe staining
- Bad breath

Learning Objectives Day 5	The students will be able to: <ul style="list-style-type: none"> Recall any information regarding the past couple of lessons about smoking. Participate in making anti-tobacco slogans.
ND Standards/Benchmarks	Health: Personal Health 2.2.1-Describe how individuals can promote and protect their health. (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)
Materials/Resources/Equip.	<ul style="list-style-type: none"> Chalk
Introduction/Modeling Anticipatory Set 5 minutes	<ul style="list-style-type: none"> The teacher will begin by greeting the students. <ul style="list-style-type: none"> <i>Good Afternoon class! We have a fun activity for outside!</i> The teacher will begin by having the students recall any information they have learned. Information can include: <ul style="list-style-type: none"> Smokeless tobacco Second hand smoking Smoking tobacco Harmful effects of tobacco Definition of tobacco Definition of tar
Guided Practice 2 minutes	<ul style="list-style-type: none"> The teacher will begin by playing a Youtube video: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=hCC1dgmwO_4 The students will take notes on the video. The students will keep these notes for future references.
Independent Practice 8 minutes	<ul style="list-style-type: none"> The students will then line up for the Chalk activity outside. The students will line up quietly to grab their coats/sweaters if needed. The students will walk out quietly to the exit and go to the sidewalk. The teacher will hand out the chalk to the students. With the chalk, the students will chalk the sidewalks around the school with anti-tobacco messages.
Assessment 5 minutes	<ul style="list-style-type: none"> Observation checklist.
Closure/Wrap Up	<ul style="list-style-type: none"> The students will put the chalk back in the container for the teacher to carry in. The students will put their coats/sweaters away. The students will take a bathroom break and prepare for the next lesson.

Name	Participated in Chalk Activity	Slogan the Students Used
Jennifer Wilkie		
Shay Page		
Jennifer Yellowbird		
Lacey Henry		
Annmarie Decoteau		
Michelle Malatarre		
Kolton Keplin		
Whittney Blue		

Lists of Sources:

Day 1:

https://www.google.com/search?q=risks+of+smoking&source=Inms&tbm=isch&sa=X&ved=0ahUKEwi-5bSA8MPTAhUs6YMKHR1PBTUQ_AUICigB&biw=1920&bih=888#imgrc=0x7fljrTXa9q9M:

https://www.google.com/search?q=images+of+smoking&source=Inms&tbm=isch&sa=X&ved=0ahUKEwizzMTOoMLTAhVp7IMKHYYW8CcEQ_AUICGgB&biw=959&bih=864#imgrc=svx2uwZ_H6liddM:

https://www.google.com/search?q=images+of+smoking&source=Inms&tbm=isch&sa=X&ved=0ahUKEwizzMTOoMLTAhVp7IMKHYYW8CcEQ_AUICGgB&biw=959&bih=864#imgrc=svx2uwZ_H6liddM:

https://www.google.com/search?q=images+of+smoking&source=Inms&tbm=isch&sa=X&ved=0ahUKEwizzMTOoMLTAhVp7IMKHYYW8CcEQ_AUICGgB&biw=959&bih=864#imgrc=Mom5oRMSpR88JM:

https://www.google.com/search?q=be+smart+don%27t+start&source=Inms&tbm=isch&sa=X&ved=0ahUKEwiAglq38MPTAhUI94MKHUX9B04Q_AUICigB&biw=959&bih=864#imgrc=uS_m7yryio7-vM:

Day 2:

<http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/>

<https://www.amazon.com/Jimmie-Boogie-Learns-About-Smoking/dp/0970045328>

Day 3:

<http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/>

Day 4:

https://www.google.com/search?q=pictures+of+teeth+from+tobacco&source=Inms&tbm=isch&sa=X&ved=0ahUKEwi-6v_W2MjTAhUj_IMKHWdtAYkQ_AUICigB&biw=767&bih=740&dpr=1.25#imgrc=_JsiQCQBrstVEM:

https://www.google.com/search?q=pictures+of+teeth+from+tobacco&source=Inms&tbm=isch&sa=X&ved=0ahUKEwi-6v_W2MjTAhUj_IMKHWdtAYkQ_AUICigB&biw=767&bih=740&dpr=1.25#imgrc=C9s_x5gclzI6MM:

https://www.google.com/search?q=pictures+of+teeth+from+tobacco&source=Inms&tbm=isch&sa=X&ved=0ahUKEwi-6v_W2MjTAhUj_IMKHWdtAYkQ_AUICigB&biw=767&bih=740&dpr=1.25#imgrc=BfFuLSeHdXk4IM:

https://www.google.com/search?q=healthy+teeth&source=Inms&tbm=isch&sa=X&ved=0ahUKEwiQ6-e92sjTAhUH6oMKHYQ8CckQ_AUIBigB&biw=697&bih=628#imgrc=yND2IMSvFuXtNM:

<http://pbskids.org/itsmylife/body/smoking/article2.html>

<http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/>

Day 5:

https://www.youtube.com/watch?v=hCC1dgmwO_4

<http://smokingstinks.org/tfk/tfk-week-activities/activities-for-elementary-age/>

List of Materials:

Day 1:

- Straws
- Photos of cigarettes

Day 2:

- Book-Jimmie Boogie Learns About Smoking
- Construction Paper
- Markers
- Scissors

Day 3:

- 1 quart dark molasses
- Dirty motor oil
- Dark dirt

Day 4:

- Assorted Construction Paper
- Pictures of teeth
- Scissors

Day 5:

- Chalk