

<p>Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.</p> <p>Lesson Title: How Much Does Smoking Really Cost? Lesson 2 of 2</p> <p>Grade Level: 5</p> <p>Length of Lesson: One 45 minute session</p> <p>Missouri Comprehensive Guidance and Counseling Big Idea: PS.3: Applying personal safety skills and coping strategies.</p> <p>Grade Level Expectations (GLEs): PS.3.A.05: Evaluate peer influence on problem-solving and decision-making skills. PS.3.B.05: Apply personal safety strategies as they relate to violence and harassment.</p> <p>American School Counselor Association National Standard (ASCA): Personal/Social Development B. Students will make decisions, set goals, and take necessary action to achieve goals. C. Students will understand safety and survival skills.</p>

Materials (include activity sheets and/ or supporting resources)

<p><i>Tobacco Survey</i> activity sheet for each student <i>The Cost of Habits</i> activity sheet for each student A completed <i>The Cost of Habits</i> sheet using information the counselor looked up in advance Tobacco fact sheets from National Institute of Drugs and Alcohol (NIDA) or similar website SMART board, white board, or other electronic device Markers and writing materials <i>Tobacco Survey Answer Key</i></p>
--

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences 2. Exchange information, questions and ideas while recognizing the perspectives of others
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 2. Develop and apply strategies based on ways others have prevented or solved problem
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
--------------------------	-------------------

X	Communication Arts	1. Speaking and writing standard English 4. Writing formally and informally 6. Participating in formal and informal presentations and discussions of issues and ideas
X	Mathematics	1. Addition, subtraction, multiplication, and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
X	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol, and other drug use) 6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
	Fine Arts	

Enduring Life Skill(s)

	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
X	Respect	X	Goal Setting	X	Responsibility

Lesson Measurable Learning Objectives:

The student will calculate the cost of smoking cigarettes compared to two healthy habits.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs.
Assessment can be question answer, performance activity, etc.
 Students will present their findings and share what they would do with the money they save by not smoking. They will also share ways to “Say No” to tobacco use.

Lesson Preparation

Essential Questions: How do unhealthy habits affect your future?
Engagement (Hook): Counselor will open class by asking kids what their future plans are. Who is interested in sports? Who is interested in dance? How many plan to eat wisely and exercise? Then he/she will hand out a True/False survey on smoking/tobacco facts.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
1. Counselor will hand out <i>Tobacco Survey</i> . Students get 5 minutes to take the survey	1. Students will discuss their future plans with the counselor and then fill out the <i>Tobacco</i>

<p>and then the information will be discussed.</p> <p>2. Counselor will hand out a tobacco fact sheet (or set of sheets) and have students read and discuss the facts. Counselor will touch on:</p> <ul style="list-style-type: none"> • Forms of tobacco • Body systems effected • Addictiveness • Cost <p>3. Counselor will show or project a completed <i>The Cost of Habits</i> worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.</p> <p>4. Counselor will then have students team up with a partner and discuss what they can do with the money they can save annually by not smoking.</p> <p>5. Counselor will have students share their ideas of how to spend their money. They will also share ways to resist peer influence and commercials.</p>	<p><i>Survey.</i></p> <p>2. Students will read through the fact sheet and answer questions asked by the counselor.</p> <p>3. As a group, students will complete their <i>The Cost of Habits</i> activity sheet with information on the cost per cigarette and per carton. They will then look at cost per day, week, and year.</p> <p>4. Students will discuss their ideas with partners.</p> <p>5. Students will share their ideas and share ways to say no to peers and no to commercials and advertisement.</p>
--	--

Teacher Follow-Up Activities

The teacher will review tobacco survey and student ideas.

Counselor reflection notes (completed after the lesson)

Tobacco Survey

- | | | |
|---|-------------|--------------|
| 1. The drug in tobacco is called nicotine. | True | False |
| 2. Nicotine is as addictive as heroin. | True | False |
| 3. Over 400,000 people die annually from smoking cigarettes. | True | False |
| 4. Cigarettes contain over 4,000 chemicals. | True | False |
| 5. Over 40% of all children in the US live in a household where at least one person smokes. | True | False |
| 6. Smokeless tobacco is more addictive than cigarettes. | True | False |
| 7. Addiction to cigarettes often leads to other forms of drug addiction. | True | False |
| 8. Smoking is especially dangerous for teens. | True | False |
| 9. People who smoke make great athletes and dancers. | True | False |
| 10. Smoking makes you look more grown up. | True | False |

Tobacco Survey Answer Key

Numbers 1-8 are all true. The fact sheets all agree on these findings. Many statistics are even larger than stated on the survey.

Numbers 9 and 10 are both false. Have the students discuss why they are false. Answers can include something about limited lung capacity needed by dancers and athletes and what characteristics grown-ups have. Is holding a cigarette something that makes you look grown up?

Name: _____ Date: _____

The Cost of Habits

Directions: The counselor will provide information on the cost for each habit per day, week, month, and year. Students will compare health costs and the monetary costs during each of the time periods.

Tobacco Costs	Per Day	Per Week	Per month	Per Year
Cost Per Cigarette				
Health Costs				
Monetary Costs				
Cost Per Pack				
Health Costs				
Monetary Costs				
Cost Per Carton				
Health Costs				
Monetary Costs				
Healthy Habit Costs #1 _____				
Health Costs				
Monetary Costs				
Cost Healthy Habit #2 _____				
Health Costs				
Monetary Costs				