Unit 1 Title: Keeping Myself Safe By Making Safe and Healthy Choices.

Lesson Title: How Much Does Smoking Really Cost?  Lesson 2 of 2

Grade Level: 5

Length of Lesson: One 45 minute session

Missouri Comprehensive Guidance and Counseling Big Idea:
PS.3: Applying personal safety skills and coping strategies.

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.

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.

Materials (include activity sheets and/or supporting resources)
- *Tobacco Survey* activity sheet for each student
- *The Cost of Habits* activity sheet for each student
- A completed *The Cost of Habits* 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
- *Tobacco Survey Answer Key*

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Performance Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Goal 1: Gather, analyze and apply information and ideas</td>
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<tr>
<td>1.</td>
<td>Develop questions and ideas to initiate and refine research</td>
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<tr>
<td>2.</td>
<td>Conduct research to answer questions and evaluate information and ideas</td>
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<td>X</td>
<td>Goal 2: Communicate effectively within and beyond the classroom</td>
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<tr>
<td>1.</td>
<td>Plan and make written, oral, and visual presentations for a variety of purposes and audiences</td>
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<td>2.</td>
<td>Exchange information, questions and ideas while recognizing the perspectives of others</td>
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<tr>
<td>X</td>
<td>Goal 3: Recognize and solve problems</td>
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<tr>
<td>1.</td>
<td>Identify problems and define their scope and elements</td>
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<td>2.</td>
<td>Develop and apply strategies based on ways others have prevented or solved problem</td>
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<tr>
<td>X</td>
<td>Goal 4: Make decisions and act as responsible members of society</td>
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<tr>
<td>1.</td>
<td>Explain reasoning and identify information used to support decisions</td>
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This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s) Specific Skill(s)

Missouri Comprehensive Guidance & Counseling Programs: Linking School Success to Life Success
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Enduring Life Skill(s)

<table>
<thead>
<tr>
<th>Perseverance</th>
<th>Integrity</th>
<th>X</th>
<th>Problem Solving</th>
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</thead>
<tbody>
<tr>
<td>Courage</td>
<td>Compassion</td>
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<td>Tolerance</td>
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<tr>
<td>X Respect</td>
<td>X Goal Setting</td>
<td>X</td>
<td>Responsibility</td>
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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**

<table>
<thead>
<tr>
<th>Instructor Procedures/Instructional Strategies:</th>
<th>Student Involvement/Instructional Activities:</th>
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<tbody>
<tr>
<td>1. Counselor will hand out Tobacco Survey. Students get 5 minutes to take the survey</td>
<td>1. Students will discuss their future plans with the counselor and then fill out the Tobacco</td>
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</tbody>
</table>
and then the information will be discussed.

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:
   - Forms of tobacco
   - Body systems affected
   - Addictiveness
   - Cost

3. Counselor will show or project a completed *The Cost of Habits* worksheet. The counselor will have previously gathered current information from the National Institute of Drugs and Alcohol (NIDA) or a similar website.

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.

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.

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**Teacher Follow-Up Activities**

The teacher will review tobacco survey and student ideas.

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**Counselor reflection notes (completed after the lesson)**

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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?
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.

<table>
<thead>
<tr>
<th>Tobacco Costs</th>
<th>Per Day</th>
<th>Per Week</th>
<th>Per month</th>
<th>Per Year</th>
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<tbody>
<tr>
<td><strong>Cost Per Cigarette</strong></td>
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<td>Health Costs</td>
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<td><strong>Monetary Costs</strong></td>
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<td><strong>Cost Per Pack</strong></td>
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<td>Health Costs</td>
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<td><strong>Monetary Costs</strong></td>
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<td><strong>Cost Per Carton</strong></td>
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<td>Health Costs</td>
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<td><strong>Monetary Costs</strong></td>
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<td><strong>Healthy Habit Costs</strong></td>
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<td><strong>Monetary Costs</strong></td>
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<tr>
<td><strong>Cost Healthy Habit</strong></td>
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<td>Health Costs</td>
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