

Smoking and Media Unit Plan

Janika Lambeck

Title of Unit	Smoking & Media	Grade Level	Grade 7 Curriculum
Subject	Health and Career Education	Time Frame	April 28 – May 30 (5 weeks)
Developed By	Janika Lambeck		

Stage 1 - Identify Desired Results

IRP Prescribed Learning Outcomes

C1 - Analyze factors (including media and peer) that influence personal health decisions

C10 - Analyze media and social influences related to substance misuse

C11 - Describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)

KNOW	UNDERSTAND	DO
<ol style="list-style-type: none"> 1. Identify health risks associated with smoking cigarettes 2. Identify methods the media uses to promote harmful substances 3. Identify economic issues surrounding smoking 	<ol style="list-style-type: none"> 1. How smoke from cigarettes can be harmful to people other than the smoker (second hand smoke) 2. How to avoid peer pressure with smoking (ways to say no) 3. How media valorizes smoking to make it seem glamorous, even when it is not. 4. 	<ol style="list-style-type: none"> 1. Debate and think critically about issues surrounding media, smoking and e-cigarettes 2. Compile a list of healthy alternatives to smoking 3. Create posters to convince young people not to smoke (which hopefully can be placed in the halls of the school if possible)

Stage 2 – Assessment Evidence

Evidence

Through what other evidence – student work samples, observations, quizzes, tests, self-assessment or other means – will students demonstrate achievement of the desired results?

Summative Assessments:

- **Cloze activity** – Are students able to record information from visual media? Are students able to think critically about the harmful health, economic, and moral effects of cigarettes?
- **Poster Project** – Were students able to give 3 reasons against smoking and provide a healthy alternative for young people who may be tempted to smoke for social reasons (example: sports)
- **Debate** – Were students able to research sound backing for their side of the debate? Were students able to make a list of pros and cons for the subject of E-cigarettes?

Formative Assessments:

Class discussions, Know-Wonder-Learn, Exit Slips

Stage 3 – Learning Plan

What teaching and learning experiences will you use to:

- achieve the desired results identified in Stage 1?
- equip students to complete the assessment tasks identified in Stage 2?

#	Lesson Title	Objective(s) Related to PLOs & KUD?	Lesson Activities	Assessment	Resources
1	Smoking and Media: <i>Why smoking is bad for you</i>	C1 - Analyze factors (including media and peer) that influence personal health decisions	<ul style="list-style-type: none"> • “Know Wonder Learn” chart • Watch video 2 times – second time fill out cloze activity • Class discussion: why do people start smoking even though we know it is bad? • Math questions: how much does it cost per a year to smoke? 	<ul style="list-style-type: none"> • Cloze activity – Are students able to record information from visual media? Are students able to think critically about the harmful health, economic, and moral effects of cigarettes? 	<ol style="list-style-type: none"> 1. Know Wonder Learn charts 2. Youtube video: http://www.youtube.com/watch?v=Iw6hwmdZbmE 3. Projector 4. Cloze activity
2	Smoking and Media: <i>Media tactics</i>	C1 - Analyze factors (including media and peer) that influence personal health decisions C10 - Analyze media and social influences related to substance misuse	Day 1 <ul style="list-style-type: none"> • Students watch video 1 • Students complete exit slips Day 2 <ul style="list-style-type: none"> • Class discussion about what was written on exit slips (how the media preys on young audiences) • Students watch video 2 and talk about how smoking is valorized in our society. 	<ul style="list-style-type: none"> • Exit slips – Are students able to record and share information they learnt from visual media? • Discussion – Are students able to think critically and share ideas while respecting the ideas of other? 	<ol style="list-style-type: none"> 1. Youtube video 1: http://www.youtube.com/watch?v=ho05hZUHbgk 2. Projector 3. Exit slips 4. Youtube video 2: https://www.youtube.com/watch?v=yKTxqojfgmQ
3	Smoking and Media: <i>Antismoking</i>	C11 - Describe healthy alternatives to substance misuse (e.g., stress management, substance-free social activities)	Day 1 <ul style="list-style-type: none"> • Students watch video 1 • Students compile reasons not to smoke and healthy alternatives to smoking. • Begin poster projects Day 2 <ul style="list-style-type: none"> • Class discussion about what was written on exit slips (how the media preys on young audiences) • Students watch video 2 and talk about how smoking is valorized in our society. 	<ul style="list-style-type: none"> • Poster Project – Were students able to give 3 reasons against smoking and provide a healthy alternative for young people who may be tempted to smoke for social reasons (example: sports) 	<ol style="list-style-type: none"> 1. Youtube video: http://www.youtube.com/watch?v=CO0qwI5k9R4 2. Poster paper

4	Smoking and Media: <i>E-cigarettes</i>	C1 - Analyze factors (including media and peer) that influence personal health decisions C10 - Analyze media and social influences related to substance misuse	Day 1 <ul style="list-style-type: none"> Students watch video Class discussion on pros and cons of e-cigarettes Students choose a side to debate for (argument: should e-cigarettes be able to advertise in public space?) Day 2 <ul style="list-style-type: none"> Groups prepare for debate Day 3 <ul style="list-style-type: none"> Debate day 	<ul style="list-style-type: none"> Debate – Were students able to research sound backing for their side of the debate? Were students able to make a list of pros and cons for the subject of E-cigarettes? 	1. Youtube video: http://www.youtube.com/watch?v=8fkY3GpsSXI
---	--	---	---	--	--

From: Wiggins, Grant and J. McTighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development, ISBN # 0-87120-313-8 (pbk)