

## Grade 5

### Health Objective 5.04

Compare and contrast the factors that influence a person's decision to use or not to use tobacco.

### Language Arts: 3.06

Conduct research from a variety of sources for assigned or self-selected projects (print and non-print texts, artifacts, people, libraries, databases, computer networks.)

### Materials Needed:

Candy cigarettes, one for each student

### Focus:

Give each student a candy cigarette. After several minutes ask students the following questions:

- What did you think when you were given the cigarette
- Did you like the taste of the candy?
- Do you think that smoking a candy cigarette encourages someone to smoke?

Make a list of student answers and explain the while smoking a candy cigarette does not cause someone to begin smoking today we will talk about those things that do influence a person's decision to use or not use tobacco products.

### Teacher Input:

Review previous lessons on tobacco.

Instruct students that they are to interview one tobacco user (smoke, dip or chew) and one person who does not use tobacco products.

Ask students what they would like to ask the tobacco users and non user. Record questions on black board. Take a few minutes to clarify the questions. Instruct students to copy the questions into their notebooks; these are the interview questions. If not already on the list, add the following questions:

- When did you begin using tobacco?
- Why did you start using tobacco?
- Why do/don't you want to quit using tobacco?
- Why do/don't you want to quit using tobacco?

Facilitate discussion and offer suggestions as students role-play conducting the interviews.

Summarize lesson and instruct students to, if possible, select a smoker they care about. Caution students to take care not to judge the interviewee; to attempt to have a free flowing discussion and allow the questions to guide the interview.

### Practice & Assessment:

Have students share the results of their interviews; select two students to record the reasons interviewees gave for using tobacco or not using tobacco. Assimilate the responses to come up with six to eight common reasons for each.

Divide the class into small groups; assign one or more of the reasons smokers gave and instruct students to work together to challenge the reasons and to come up with alternative activities that are more healthy and carry less risk. Have them record responses.

Allow groups 10 minutes to finalize their reports to the class.

Facilitate group report outs to the class. Draw students' attention to similarities and differences. Ask them to share their feelings and opinions about the interviews and alternatives; and how these will impact their choices about tobacco use.