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Madison Middle School

Lesson #3/Task #6

Date: 10-14-2015

Grade/subject: 6th grade/health

Lesson Topic: Tobacco

INSTRUCTIONAL OBJECTIVES/ STUDENT OUTCOMES

- Students will be able to list short term and long term side effects of tobacco use.
- Students will be able to explain what ETS is and why it is harmful.
- Students will be able to explain why people smoke and how to prevent getting pressured into smoking.

WV CSOs

HE.6.1.02 list short-term and long-term effects of alcohol, drugs, and tobacco.

HE.6.2.05 describe how peers, school, and community can impact personal health practices and behaviors.

HE.6.5.01 identify health-related situations that require healthy decisions (risky behaviors)

NATIONAL STANDARDS

HES 1: Students will comprehend concepts related to health promotion and disease prevention.

HES 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

MANAGEMENT FRAMEWORK

Overall time: 45 minutes

Introduction: 10 minutes (pretest and demonstration)

Activity: 25 minutes (“KWL”/ Internet research)

Closure: 10 minutes (discussion/assessment)

STRATEGIES

Teacher/student led discussion, independent/group practice, guided instruction, teacher modeling/demonstration, and student research online.

DIFFERENTIATED INSTRUCTION/ ADAPTATIONS/ INTERVENTIONS

- Learning disabilities: Modified instruction- I will ask them simpler questions and if needed a partner to work with.
- Attention differences: I will offer guided instruction to keep the students on task, focused, and interested in the lesson.
- Physical differences: I will allow added time for the exercises.
- Sensory differences: I will have a variety of ways to deliver the content.
- Online internet sites with pictures, videos, and games for visual learners.
- Lecture, discussion, and recordings on the inter site provided that reads the information for auditory learners.
- Hands on activities for kinesthetic learners. (Kahoot, KWL chart, and games)

PROCEDURES

Introduction/ Lesson Set

- I will give the students a pretest at the beginning of the lesson to access prior knowledge of the topic.
- Next, I will explain the KWL chart. (How to use it, what it is for, and why to use it.)
- Most of the students have used a KWL chart before. (I asked before hand)
- I will explain the activity they will be doing and the objectives.

Body & Transitions

- I will give each student a KWL chart with the internet sites I want them to use located at the top.
 1. <http://kidshealth.org/kid/watch/house/smoking.html>
 2. http://www.cdc.gov/tobacco/basic_information/youth/index.htm
 3. <http://www.pamf.org/teen/risk/smoking/whatis.html>
- As a class we will fill in the first column. (What I know about tobacco)
- I will ask students what they think they know about tobacco.
- I will have them to write in their answers on the KWL chart.
- Next, I will go over the questions I have already listed under W.
- Mrs. Barker thought it would be a good idea to go ahead a list the questions that she wants them to look up.
- So under W- what I want to know and learn the following is listed
 1. **How many chemicals are in tobacco? List at least 3**
 2. **What type of illnesses can tobacco cause?**
 3. **List 2 long term side effects of tobacco use?**
 4. **List 2 short term side effects of tobacco use?**
 5. **What is smokeless tobacco?**

6. **What is Nicotine?**
7. **Is smokeless tobacco harmful?**
8. **What is environmental tobacco smoke? (ETS)**
9. **Why does smoking shorten your life? By how much?**
10. **List three ways to refuse tobacco?**

- I will explain to the students that while they are learning and researching about tobacco they will need to answer these questions.
- I will also tell the students that at the end of the lesson we will be discussing everyone's findings about tobacco.
- I will also say that if they want to add their personal questions and share with the class what they found that is ok with me.
- I will do the very first question with the class and then answer it under the (L) column to demonstrate what they are supposed to do.
- So under (W) one of the questions is, “what types of illness can tobacco cause?”
- I will then demonstrate how to find the answer on the first website I have provided.
- Next, I will read aloud that section and then write the answer into the (L) column for the class to see. (Emphysema)
- I will explain to the students that this is like a scavenger hunt. You must read the passages to find the answers.
- The questions and answers came directly from the sites and they should have no trouble finding the answers.
- Each student will be working alone at their own computers unless I find it necessary to put them in groups.

Closure

- Near the end of the class I will go over each question first and ask for the answers from random students.
- Then I will let the students talk about any of their findings they would like to share.
- If there is enough time I would like to play the kahoot game that I created on tobacco.
- I will give the students a posttest. This is the same test that I used in the beginning of the lesson. (see **attachment**)

ASSESSMENT

Diagnostic:

I will do a diagnostic assessment at the beginning of the lesson. I will be giving students a pretest of multiple choice questions on tobacco. I will also be giving students a KWL chart to fill out.

Formative: I will be walking around the computer lab and assessing students as they write and do their research on the internet. I will be offering help if needed.

Summative: The summative assessment will be done several ways. I will be assessing students through discussions, their work on the KWL charts, and a multiple choice posttest.

MATERIALS

- 30 KWL charts
- Internet access

- 30 computers
- These websites listed below
- Kahoot game
- Students health textbooks
- Pre and posttest
- <http://kidshealth.org/kid/watch/house/smoking.html>
- http://www.cdc.gov/tobacco/basic_information/youth/index.htm
- <http://www.pamf.org/teen/risk/smoking/whatis.html>

EXTENDED ACTIVITIES

If Student Finishes Early

I will have this student to look up and write down health facts and statistics on tobacco products. Then share with the class his or her findings.

If Lesson Finishes Early

Students will go online to <https://quizlet.com/2092364/chapter-16-tobacco-flash-cards/> and go through all the flash cards, games, and tests about tobacco.

If Technology Fails

If technology fails I would have the students to take turns reading aloud from their text about tobacco. After reading I would have them to demonstrate how to help someone quit smoking. This is all in the chapter of their textbooks.