




## LESSON PROCEDURE

**Introduction:** Review the purpose of the video watched during the previous health lesson. Illustrate the fact that most young people do not use tobacco.

5 minutes

Instructional Steps	Script and Detailed Directions
Review the purpose of the video watched in the last health lesson.	<p><b><i>Wave your hand wildly at me if you remember the video we watched during our last health lesson. Who wants to tell us the purpose of the video?</i></b></p> <p>Answer: to highlight the negative aspects of using tobacco products</p>
Illustrate that most young people do not use tobacco.	<p>Ask for ten volunteers to come to the front of the room. Give each volunteer a piece of white paper and a piece of red paper folded in half.</p> <p><i>Let's explore the statistics that tell us how many young people out of ten smoke cigarettes.</i></p> <p><i>I will ask all of our volunteers to hold the white piece of paper up in front of their face. If I tap you on the shoulder, switch the white paper for the red piece of paper. I'll specify whether to hold the red piece of paper folded or unfolded. The number of red pieces of paper shown indicate how many young people out of ten smoke cigarettes, or the percentage of young people who smoke. A folded piece of red paper means less than one. We'll look at the statistics for eighth grade students. Remember. We are talking about the general population of eighth graders, not the ten students standing at the front of the room.</i></p> <div style="text-align: center;">  </div> <p>Review the teacher reference, "Study of National Drug Use Trends," for more information. The study was done by the University of Michigan and reports data for 8<sup>th</sup>, 10<sup>th</sup>, and 12<sup>th</sup> grade students. Update these statistics at the website noted on the reference.</p> <div style="text-align: center;">  </div> <p>You can also use Youth Risk Behavior Survey statistics. Keep in mind that this survey will provide information for grades 9-12. Visit the Centers for Disease Control and Prevention website at <a href="http://www.cdc.gov">www.cdc.gov</a> and look for national and state data.</p> <div style="text-align: center;">  </div> <p>Rather than use volunteers, post these signs around the room: 1, 2 or 3, 4 to 6, 7 to 9, 10 to 12, more than 12. As each question is asked, have all students move to the sign they believe states the accurate answer.</p> <p><b><i>The first question: how many eighth grade students have tried cigarettes at least once in their life?</i></b></p> <p>Go behind the ten students and tap two on the shoulders and ask one of them to show the red piece of paper unfolded, and the other person to show the red piece of paper folded.</p> <p><i>About 15.5%, or one and one-half out of ten, eighth grade students have tried smoking.</i></p>

***The second question: how many have smoked cigarettes within the last thirty days?***

Tap one student on the shoulder and ask him or her to show the folded red piece of paper.

*This means that less than one student out of ten has smoked cigarettes within the last thirty days. Actually, it is slightly less than 5%.*

***The third question: how many smoke cigarettes daily?***

Tap a different student on the shoulder and ask him or her to show the folded red piece of paper.

*This means that less than one student smokes every day. Actually, it is less than 2%. That means that, if we had 100 students standing up here, less than two smoke cigarettes daily.*

*There are many more young people who **do not** smoke than who do.*

***Who would like to guess how many twelfth graders smoke cigarettes every day? How many red pieces of paper would we see?***

After someone guesses, indicate that the correct answer is 9.3%, or 9 out of a 100.



Use the red pieces of paper for the high school statistic if you wish. You would need one piece of red paper showing.


*Even as young people are graduating from high school, there are many more students who do not smoke.*

Introduce the lesson.

*Today, we'll review what we learned from the video and examine the factors that influence the choices young people make.*

**Input:** Review the information from the video shown in the previous lesson. Distinguish between facts and influences. Analyze the influence of advertising. List other influences.

**20 minutes**

Instructional Steps	Script and Detailed Directions
Divide students into small groups.	<p>Redistribute the student worksheet, "Let's Look at the Facts," from Lesson 1. Have students hold up the number of fingers that correspond to the number of the part of the worksheet they completed in the previous lesson. Ask students to form <u>new</u> groups so that each part of the worksheet is represented. In other words, there needs to be a student who completed part 1, 2, and 3 in each group.</p>  <p>If you have an unequal number of students who have completed each part, ask two students who completed the same part to join a group and share the responsibilities.</p>