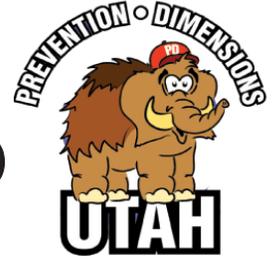


Tobacco/Nicotine On Trial: Goal Setting and Wrap-Up

More Practice With I STOP'D



3 Cs

- I care about myself.
- I care about others.
- I care about my community.

Help students to understand and invite them to state clearly:

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.
- I show I care about myself when I make choices to live healthy and not use alcohol, tobacco or other drugs.

Preparation

Copies

From *Tobacco on Trial Student Workbook*:

- "Daniel's Dilemma" (see *Student Workbook* page 16)
- "You Can Do It!" (see *Student Workbook* page 17)
- "Secondhand Smoke" (see *Student Workbook* page 18)
- "Summary – What Have We Learned?" (see *Student Workbook* page 19)
- "Tobacco Knowledge – Post Test" (see *Student Workbook* page 20)

Materials

- Balloons of different shapes and sizes
- Safety goggles/glasses

Vocabulary

- secondhand smoke
- sidestream smoke
- mainstream smoke

Lesson at a Glance

Introduction

1. Financial cost of using tobacco

Strategies

2. Goal Setting and Setbacks – The High Cost of Secondhand Smoke
3. Balloon Demonstration and Analogy
4. You Can Do It! Short-Term Goal Setting
5. Secondhand Smoke
6. Habits in General and the Tobacco Habit

Conclusion

7. What Have We Learned
8. Make a Contract

Core Curriculum Objectives and Standards

Objectives

Predict the consequences of a variety of choices.

Standards

- 7050-02 Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Teacher Notes

Introduction

Discussion

1. Financial cost of using tobacco

- Discuss with students that one of the consequences of using tobacco products is the high cost.
- Have students complete the worksheet “Daniel’s Dilemma.”
- Discuss the answers. (These prices are based on cigarettes at \$6 a pack.)
One pack of cigarettes every day for one week costs: \$42
One pack of cigarettes every day for a month (30 days) costs: \$180
One pack of cigarettes every day for a year costs: \$2190
One pack of cigarettes every day for 5 years costs: \$10,950
- How is using tobacco a financial smart choice or financial foolish choice?
- There are other costs associated with tobacco use beyond the actual cost of the product.
- Tobacco users have increased costs associated with medical care, insurance premiums, home cleaning and repair, replacing clothing damaged by cigarette ash, etc.

Strategies

Ask

2. Goal Setting and Setbacks

- What goals have you achieved?
Examples could include learning to ride a bike, never missing a day of school, or saving your money for a special toy.
- How did you feel after you achieved your goal?
- Stop and think. How could tobacco use hinder or stop you from reaching your goal?
Poor health, less money, wasted time.
- What is the purpose of goals?
A goal is something we would like to do, to be, or to achieve. They are decisions that are acted upon.

Discussion

3. Balloon Demonstration and Metaphor

- Balloons come in different shapes, sizes, and colors, and all have a special beauty. We all have some of the same goals in life, but how we achieve them may be different.
- Different goals make interesting people and help people have an interesting life.
- Have three students blow up a balloon of different sizes, shapes, and colors and leave the balloon untied.
- Have them hold the **untied** balloons and stand at the front of the room.
- How are these balloons different?
- How are these balloons the same?
- How are goals like these balloons?
Goals can be short- or long-term, different kinds and sizes, color our lives in different ways, be bigger or smaller, difficult to start, or difficult or easy to hold. Sometimes the hardest part is starting the goal and sometimes the hardest part is accomplishing the goal.
- Sometimes the hardest parts to blowing up a balloon are getting it started and tying the knot. Likewise, sometimes setting a goal is easy and sometimes working through and accomplishing the goal is the hard part.
- Have the first student tie her/his balloon.
- A person with more “pucker power” than you can be a great help in starting stubborn balloons. We may never

Object Activity and Discussion



get started on a goal until someone gives us help or a boost.

- If you don't have a tight grip on your balloon and tie it off, it might flutter and sputter away from you.
- Likewise, with a goal, you need to keep working on a goal, or it might just sputter away.
- One way to tie off your goals is to write them down and post them where they are easily seen and reviewed.
- What other ways could you start and keep your goals?
- Have the second student release his or her balloon.
- If your balloon gets going in the wrong direction, the best thing to do is let the air out, and start again.
- Don't be afraid to start over when you realize your goal isn't exactly what you expected.
- How can starting over with a goal be a smart choice?
- Give the third student some safety goggles and have him or her blow up a balloon until it pops.
- Sometimes balloons will keep expanding until they pop.
- Setting unrealistic goals or bragging can backfire.
- How could bragging or setting unrealistic goals be a foolish choice?
- Sometimes there are other obstacles that might deflate a balloon or cause it to pop.
- What kinds of obstacles might get in the way of goals?
- Making a decision to never start smoking is like having an inflated balloon. It is fun and healthy and you can enjoy it for a very long time.
- If you start to smoke, it is like popping that balloon. You lose what you had and it is very hard to get it back.

Worksheet

4. "You Can Do It! Short-Term Goal Setting"

- Distribute the worksheet "You Can Do It! Short-Term Goal Setting"
- Coach the class through the worksheet by verbally asking the questions on the worksheet and giving some personal ideas and opinions.
- Have the students complete their own worksheets with personal goals.
- After the students have finished, let a few of them share their goals.

Worksheet and Discussion

5. Secondhand Smoke

- Distribute the handout "Secondhand Smoke or Environmental Tobacco Smoke."
- *Mainstream* smoke is inhaled into the lungs from the cigarette then blown back out into the environment.
- *Sidestream* smoke may come from someone else's tobacco or one's own, from the burning end of the cigarette between puffs, or while it is lying in an ashtray.
- Sometimes, other people's decisions or choices may affect some of our own personal goals. For example, if one of our goals is to remain tobacco-free, how could other people's choices have an effect on that goal?
- Point out that even if the decision has been made to remain tobacco-free, we may find ourselves exposed to other people's smoke. Exposure to other people's smoke is called secondhand smoke



Discussion

- Young people should avoid secondhand smoke because they are especially sensitive to it. Their immune systems and lungs are not fully grown.
- Difficulties can arise among non-tobacco users and tobacco users. For example: how do you tell an adult smoker that the smoke from his/her cigarette bothers you?
- Was there ever a time when you were exposed to secondhand smoke and didn't know what to do about it or how to protect themselves from the negative effects?
Brainstorm ideas on what they can do to protect themselves
Refer to the handout for ideas and to reinforce concepts.
- Have students complete the bottom of their handout.

- Explain the situation with Aunt Emily as outlined. Give students a few minutes and have some of them share their ideas. List them on the board and discuss
- Point out that students could offer to help Aunt Emily quit smoking.
- Discuss that most adult smokers, about nine out of ten, wish they could stop smoking.

6. Habits in General and the Tobacco Habit

- A habit is something we do on a regular basis without having to think about doing it.
- Habits come from making choices and repeating those choices over time.
- There are both healthy (smart choices) and unhealthy (foolish choices) habits.
- What are some unhealthy habits that come from foolish choices?
- What are some healthy habits that come from smart choices?
- How do feel when some people make unhealthy choices?
- What can you do to help others make healthy choices?

7. "What Have We Learned"

- Distribute and administer the Tobacco Knowledge – Post Test.
- Distribute the handout, "Summary: What Have We Learned?"
- Tell students that now that they have put tobacco on trial, it is their turn to be the judge and come to a verdict.
- Use this time to review everything talked about during the Tobacco on Trial lessons.
- Tell students they are going to judge for themselves whether or not they will use cigarettes.
- Before they make their decision, review each of the points.
- Review the contract and declare it a smart choice to sign and promise to remain healthy by being tobacco-free for a lifetime.

Complete the "Truth or Dare" crossword puzzle on page 6 of the *Student Workbook*.

Create anti-tobacco advertisements in some media format.

The Student Workbook, starting on page 21, contains several pages with suggestions. The 5th grade does an entire media campaign. The 4th grade is also invited to participate. For more ideas, consult with a 5th grade teacher.



Conclusion

Post Test

Discussion and
Commitment

Optional Activities