



# Youth Tobacco Series: Grade 1 Unit Plan

The purpose of these teacher-created plans is to show various ways to use and modify this content to suit the teacher's desired curriculum outcomes. These units are suggestions only and teachers are encouraged to modify for the needs in their classroom.

Grade:	Subject:
1	Health
Specific Outcomes:	
<p><b>USC1.2</b> Determine, with support, the importance of the brain, heart, and <b>lungs</b> and examine behaviors that keep these organs healthy.</p> <ul style="list-style-type: none"> <li>(a) Use common and accurate language to talk about the brain, heart, and <b>lungs</b> (e.g., heartbeat, blood, oxygen, breath, thoughts).</li> <li>(b) Identify where the heart, brain, and <b>lungs</b> are located.</li> <li>(f) Identify that people have two lungs.</li> <li>(g) Illustrate the sensation of lungs filling with air (i.e., hold rib cage and take deep breaths).</li> <li>(h) Describe the function of the lungs to breathe air/oxygen.</li> <li>(j) Reflect on the connection between lungs and voice (i.e., breathe to make sounds, words, and songs – recognizing that many First Nations cultures have teachings about the "gift of breath").</li> <li>(l) Describe what happens if one or more of our brain, heart, and <b>lungs</b> is/are not healthy.</li> </ul>	
Cumulating Activity/ Assessment:	Organizational notes:
Due to the condensed-nature of this unit, the assessment will be on an outcome-based rubric, using all of the formative evidence	The grade 1-health outcomes cover lungs, heart, and brain, but in this mini-unit, we will only be covering the lungs portion of the outcome.



(oral, written, and in the performance activity) and the teacher's discretion to inform one final level.	Primary Read Aloud are: Justin and Jaycee learn about Cigarettes Part 1, Justin and Jaycee learn about Cigarettes Part 2, Justin and Tobacco, and the song/game chosen
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Outcome	Assessment Type	SUBTASKS/ LESSONS	ACCOMMODATION SUGGESTIONS	EXTENSION TASKS
<b>USC1.2 a, g, h</b>	During discussion, and exit ticket answers, use an oral language rubric to assess student understanding of outcome.	<p>1. <b>Circle Discussion/ Morning Message: Healthy Lungs</b></p> <p>Start with students at the carpet or in a circle with the morning message written on chart paper (or other method) for all to see. Using the <a href="#">Healthy Lungs Teacher Reference sheet</a> to write the message, and then highlight the important words to learn today: Lungs, Breathe, Healthy.</p> <p>Then, have students do a teacher-guided activity to trace their breathing. Follow the script on the reference sheet or describe in your own words how we breathe and use our two lungs. Once finished the activity, go back to the morning message for a second read-through, and to the highlighted words. Discuss with the class what each word means and decide on a class definition that makes sense for them. (If extending to two days, pause here and teach students the song about breathing in the extension activities, and then on day two beginning by reviewing the same morning message, reviewing the three key words, and then doing the discussion questions on the Teacher guided activity and the exit-ticket questions)</p> <p><b>Exit-Ticket/Ticket-To-leave-The-carpet:</b> "Where are our two lungs located?" or "Explain what happens when we breathe?" You can use this as an individual question, or you can ask the group and have each student give the answer to leave the carpet or circle. You can use both questions, or alternate the questions to get the students to answer.</p>	<p>Multiple readings out loud will help support struggling readers. Focusing on text forms may help support understanding.</p> <p>To assess Exit ticket as well as reinforce learning is to let those who are ready to answer (hands up) answer first aloud, the answers being repeated until those less confident have heard their classmates answer and are prepared.</p>	<p>This activity may be broken into 2 days, with repeating the morning message and doing the extension discussion questions or activities found on the <a href="#">Teacher Reference sheet</a>.</p>
<b>USC1.2a, I</b>	During discussion, continue to use the oral	<p>2. <b>Jaycee and Justin Learn About Cigarettes: Part One</b></p> <p>Begin with students in a circle, or at the carpet. Begin by reminding or probing what they remember about our lungs and how we breathe. Ask a volunteer to</p>	<p>If possible, projecting the</p>	<p>There is a student</p>



	<p>language rubric to assess student understanding of outcome.</p>		<p>stand up and breathe, and work with the class to remind or prompt how air enters our body, to our lungs, and then out. For this to happen the best that it can, we need to keep our lungs healthy (refer back to your class created definition of Healthy), but sometimes people can do things that are unhealthy (break down the word and explain that it is the opposite of healthy, and it means doing things that make our bodies not be the best that they can be, and can even make us sick)</p> <p>Today, they will be listening to a read aloud about some kids asking a trusted adult about some unhealthy things for lungs that they see around their community.</p> <p>Use the illustrated handout either projected for all to see, photocopied, or copied into book format. Read with the students all of part 1 of <u>Jaycee and Justin learn About Cigarettes</u>.</p> <p>When finished reading, <b>discuss with the class:</b> What unhealthy things did Jaycee and Justin see happening around them? (extend: What are some other unhealthy things you might see happening in our community?)</p> <p><b>End with Play:</b> At the end of the story, Kokum refers to the kids learning a song. Ask the students if they want to learn a song, too?</p> <p>Using the <u>Cigarettes game and song teacher</u> reference, choose which of the two songs you want to teach the class. There is the option for a game and song to the tune of London bridge, or a call and repeat chant to the tune of Frere Jacques to allow the teacher to choose which would best suit their classroom. You can use the handout version to project for all to see or to print off copies for each.</p>	<p>text will allow students to see each word and focus on the words to support understanding.</p> <p>Using the same Oral Language Rubric for this lesson and last lesson supports students who may not have performed well on one day or the other.</p>	<p>Handout of both Cigarette game and Songs, so to extend you could use both in class, or you could send one home for students to practice with adults.</p>
<p><b>USC1.2 H, L</b></p>	<p>During discussion and activity, continue to use the oral language rubric to assess student</p>	<p>3.</p>	<p><b>Jaycee and Justin Learn About Cigarettes: Part Two</b></p> <p>Begin with students in a circle, or at the carpet. Begin by reminding or probing what they remember about keeping our lungs healthy, and then ask them what they remembered learning about Cigarettes the last time we read about Jaycee and Justin. Today, we will learn more about cigarettes and different type of</p>	<p>If possible, projecting the text will allow students to see each word and focus on the words to support understanding.</p>	<p>Extend to breaking the lesson into two pieces, doing the read aloud first and practicing the</p>



	<p>understanding of outcome.</p> <p>Collect the coloring handout for a pictorial representation of their understanding</p>		<p>cigarette-type products as we heard Jaycee and Justin asking for some more advice from Kokum.</p> <p>Using the illustrated handout either projected for all to see, photocopied, or copied into book format. Read with the students all of part 2 of <u>Jaycee and Justin learn About Cigarettes</u>.</p> <p>When finished reading, discuss with students any questions that they have, and then challenge them to think of some things that are good for our lungs? Have them discuss as a class various activities that help give us healthy lungs.</p> <p><b>Independent:</b> Hand out <u>Healthy Lungs Coloring Handout</u> for the students to do independently. The students are to look at the pictures, and then colour only the pictures that are of activities that help our lungs.</p> <p><b>End with Play:</b> Close the lesson by practicing the song or song/game again with the class.</p>	<p>Using the same Oral Language Rubric for this lesson and last lesson supports students who may not have performed well on one day or the other.</p> <p>Students can also just circle the healthy picture if the need more time.</p>	<p>song, and in the second lesson write a new morning message and then do the healthy lungs brainstorm and colouring sheet and finishing with the song repeated.</p>
<p><b>USC1.2 j</b></p>	<p>During discussion, continue to use the oral language rubric to assess student understanding of outcome.</p> <p>Collect written work for a written evaluation of</p>	<p>4.</p>	<p><b>Keeping Smoke away from our Lungs: Justin and Tobacco</b></p> <p>Begin with students in a circle, or at the carpet. Today, they will be reading a story about cigarette smoke that is bad for them and how traditional tobacco is different.</p> <p>Read aloud <u>Justin and Tobacco</u> (it's formatted similar to a picture-book, with an expected response. Encourage students to say 'yuck' along with Justin if they want to on the first read). After the first read-through, go back to the beginning. And in each section, ask "What was unhealthy for Justin's lungs in this part?" (and "What could he have done to give his lungs some healthy balance?")</p> <p><b>Independent Activity:</b> Read the written question with the class, and tell the students to write their answer before they can do the fun part. Once they are done their written answer, they can use the <u>Help Justin Get to School Colour and Write</u> for students to do independently. They have to get Justin to school without crossing on a part of the path that has cigarettes or cigarette-like products on it.</p>	<p>If possible, projecting the text will allow students to see each word and focus on the words to support understanding.</p> <p>If printing the answers is still difficult, teacher can do a shadow of the answer and copy for the</p>	<p>Extension: If you have an <b>elder</b> in the school, or an elder willing to come into the classroom, look into asking them to either bring in Sacred Tobacco and show the students what it looks like and smells like, or just talk about</p>



	understandi ng.		They can colour the steps he uses, and get him to school and in their words write the answer to the questions <i>“Do not touch/ leave it on the ground/etc”</i> (These could be some great pieces to show off on the bulletin board if done well). If there is still time, they can practice the song or game again to end the class.	students to trace and print	when and why it is used.
<b>USC1.2 a, 1 (and others as chosen)</b>	Use their chosen “one big learning” as a piece of written assessment to add to the rubric, and give one overall level/grade based on outcome.  <i>Any students who have not already shown mastery of skill can be given an oral conference as they work to inform their assessment</i>	5.	<p><b>Performance Activity: Share one Big Idea!</b></p> <p><b>Discuss with students:</b> “Now that you know more about keeping our lungs healthy, and about how cigarettes hurt your lungs, it’s your job to help your school and community! Your job is to design a draft poster to share with the school telling them one thing to help them if they come across cigarettes.”</p> <p>Ask students to think about one big piece of learning that: They think it most important OR that they think other students most need to know. They will need to write this down into at least one sentence. (Teacher may want to conference with each group to help with spelling and writing before the posters are final)</p> <p><b>Independent Work:</b> Students will create an information <b>poster/picture</b> with at least one sentence explaining their big idea, and illustrating it to make it visually appealing.</p> <p><b>Presentation:</b> When all finished (if teacher marks quickly, or if teacher wants to mark after) the students can go for a walk around the school and tape their posters to the wall to share their knowledge with the school, or students can present their posters to the class explaining their one big learning, or for a more shy class, students can display their posters on their desks and have all students to a ‘gallery walk’ around the room to see and celebrate each other’s work.</p>	<p>You can pair students if that will help them better work and focus</p> <p>While students are working on their posters, this is a great time to do quick conferences with students to see how much they can tell you about their learning about the outcomes you have chosen to measure.</p>	You can extend this activity by asking more specific questions for them to answer, such as things that they learned, to list the activities that keep lungs healthy, to explain how we breathe, to explain where our lungs are in your bodies, to explain how sacred tobacco is different from cigarettes, etc.