



Youth Tobacco Series: Grade 2 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:
2	Health
Specific Outcomes:	
<p>DM2.1</p> <p>Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, effects of illness/disease, respect, safety, and diversity.</p> <p>Indicators for this outcome</p> <ul style="list-style-type: none"> (a) Examine the concepts of "advice" and "help" and develop the abilities to ask for both. (b) Determine safety supports (e.g., teachers, peers, elder, bus driver, significant and trusted adults) in the community. (c) Illustrate how, when, and why to access assistance (e.g., go to playground monitor, disrespecting another's possessions). (d) Identify behaviours that require specific kinds of support (e.g., healthy food choices require the food to be accessible and affordable). (e) Practise asking for help in appropriate situations and recognize possible consequences of not asking for help. 	
Cumulating Activity/ Assessment:	Organizational notes:



<p>Due to the condensed-nature of this unit, the assessment will be on an outcome-based rubric, using all of the formative evidence (oral, written, and in the performance activity) and the teacher's discretion to inform one final level.</p>	<p>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 More resources can be found at https://www.lungsask.ca/protect-your-lungs/school-zone/teachers/tobacco-k-3-resource-guide</p>
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Outcome	Assessment Type	SUBTASKS/ LESSONS	ACCOMMODATION SUGGESTIONS	EXTENSION TASKS
DM2.1a	During discussion, and exit ticket answers, use an oral language rubric to assess student understanding of outcome.	<p>1. Circle Discussion/ Morning Message: Advice vs Help</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 <u>Advice vs Help Teacher Reference sheet</u> for examples to choose from, start with the definition of the two words as your morning message or as part of your morning message (Help means that we need someone else to do something for us. Advice means that we want someone to give us ideas about something.) Read together the morning message and ask them why certain words are bolded or underlined. (Why might that be? Discuss text forms)</p> <p>Then, do a second read of the morning message, and then give the two examples from the Teacher Reference Sheet to illustrate the difference between the two words. Then, using the next examples, ask the students if they think that something is help or advice. Teacher can choose one student to answer, or teacher can prompt the class to use their hands to show their guesses (fingers steeped together with thumbs touching to form an A if they think it's Advice, or Fingers/arm parallel with thumbs touching to make an H if they think it's help). Discuss why each one is correct/incorrect. Discuss why we might want just advice, or just help sometimes.</p> <p>Exit-Ticket/Ticket-To-leave-The-carpet: "What does it mean to ask for advice?"/ "What does it mean to ask for help?" 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</p>	<p>Multiple readings out loud will help support struggling readers. Focusing on text forms may help support understanding.</p> <p>If needed, you can Use some examples from the 'quiz' portion for more teacher-led clarification</p> <p>To assess 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</p>	<p>Further Discussion questions are listed on the Teacher Reference sheet to prompt deeper thinking and reflection. Use some or all questions based on student engagement and understanding.</p> <p>Throughout the day, when students raise concerns, ask "Would you like</p>



			or circle. You can use both questions, or alternate the questions to get the students to answer.	heard their classmates answer and are prepared.	advice, or would you like help?"
DM2.1b	During discussion, continue to use the oral language rubric to assess student understanding of outcome.	2.	<p>Jaycee and Justin Learn About Cigarettes: Part One</p> <p>Begin with students in a circle, or at the carpet. Begin by reminding or probing what they remember about help vs. advice. Today, they will be listening to a read aloud about some kids asking a trusted adult for advice.</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, discuss with the class: <i>“Was Jaycee and Justin asking for advice or help?”, “Who are some people in the community (safety supports) that YOU could ask for advice about cigarettes?”</i></p> <p>End with Play: 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>If possible, projecting the 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>	There is a student 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.
DM2.1 c	During discussion and activity, continue to use the oral language rubric to assess student understandi	3.	<p>Jaycee and Justin Learn About Cigarettes: Part Two</p> <p>Begin with students in a circle, or at the carpet. Begin by reminding or probing what they remember about help vs. advice, 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 as we heard Jaycee and Justin asking for some more advice from Kokum.</p>	If possible, projecting the text will allow students to see each word and focus on the words to support understanding.	Depending on maturity of the class, you can add information about cigarette like products by using the illustrated poster of the different



	<p>ng of outcome.</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, review with students the answers to the questions and ask them if they have any follow-up questions (this can often spark some rich debate with this grade level). Based on maturity of the class, you can hand out <u>Healthy Lungs Coloring</u> Handout 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) or you can do the extension activity about cigarette-like products.</p> <p>End with Play: Chose with activity best suits your classrooms needs. Either, have students get in partners and pretend/ role play (one an adult, one the student) finding one of these products and asking the ‘adult’ for help, OR you can close the lesson by practicing the <u>song</u> 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>kinds of products to discuss.</p> <p>Extend the discussion to ask: What advice would the students give to another student if they found one of these products, but there was no adult around to ask.</p>
<p>DM2.1c</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 understanding.</p>	<p>4. When to ask for help and when not to: Justin and Tobacco</p> <p>Begin with students in a circle, or at the carpet and display the sentences (or do as morning message or as an anchor chart): “How should we ask for help or advice? When should we ask for help or advice? Why should we ask for help or advice?” Then, tell them that we are going to read a story, and after the story they can answer the questions in the displayed sentences.</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. Then, re-read each situation one at a time. After each situation pause, and ask the students the 3 displayed sentence questions (How should Justin ask for help in that situation? When should Justin ask for advice in this situation? Why/why not should Justin ask for help in that situation?)</p> <p>Independent Activity: Read the written question with the class, and tell the students to write their answer before they can do the fun part. Once there are</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</p>	<p>Extension: If you have an elder 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>



			done their written answer, they can use the <u>Help Justin Get to School Colour and Write handout</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. (These are some great pieces to show off on the bulletin board if done well)	copy for the students to trace	when and why it is used.
DM2.1 a, b, c, d, e	Use their chosen one big learning as a piece of written assessment. Any students who have not shown mastery of skill can be given an oral conference as they work to inform their assessment	5.	<p>Performance activity: Share one Big Idea!</p> <p>Discuss with students: Now that they know more about cigarettes, and about when and how to ask for advice or help, 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 is most important, OR that was most surprising to them, OR that they didn't know before, OR that they think other students most need to know. They will need to write this down into at least one sentence.</p> <p>Students will create an information poster/picture with at least one sentence explaining their big idea, and illustrating it to make it visually appealing.</p> <p>Presentation: 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>	<p>You can extend this activity by assigning more specific questions for them to answer, such as things that they learned, to list the types of cigarette-like products they have learned, to write down the difference between advice and help, to explain when they should ask for help.</p>