



LESSON: Be Smart, Don't Start!

CONTENT AREA: Tobacco

GRADE LEVEL: Grades 2-3



Synopsis

Class activities help students simulate shortness of breath as an effect of cigarette smoking. Students determine reliable sources of health information about tobacco.

About this Lesson

Key Concepts

Harmful effects of tobacco smoke

NHES Alignments

NHES Grades 3–5 Alignments

Locate resources from home, school and community that provide valid health information

Identify characteristics of valid health information, products and services

Arkansas – K–4 Alignments

Respond to scenarios using a variety of refusal skills

Identify ways to say NO

National Science Standards – Grades 2–3 Alignments

Science Standard NS.K-4.6 PERSONAL AND SOCIAL PERSPECTIVES: As a result of activities in grades K-4, all students should develop understanding of: personal health, characteristics and changes in populations, types of resources, changes in environments, science and technology in local challenges.

National Language Arts Standards – Grades 2–3 Alignments

Language Arts Standard 1 READING FOR PERSPECTIVE: Students read a wide range of print and nonprint texts to build an understanding of texts, themselves, and of the culture of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment.

Language Arts Standard 4 COMMUNICATION SKILLS: Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate with a variety of audiences and for different purposes.

Language Arts Standard 7 EVALUATING DATA: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g. print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Language Arts Standard 12 APPLYING LANGUAGE SKILLS: Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, or exchange of information).

Objectives

Students will describe effects of cigarette smoking on breathing.
Students will identify credible sources of health information.

Skill Emphasis

Accessing Information
Analyzing Internal and External Influences

Preparation

Time Requirements

One 25-minute session.

Materials & Preparation

Have a balloon ready to inflate.

Background Information

[Additional Tobacco Information](#)

Teaching Steps

1. Illustrate how lungs function.

Tell students to stand up straight, place their hands over their ribs, take a deep breath, and slowly let the air out. Ask what is making their ribs expand (the lungs). Blow up a balloon and explain that the balloon represents what a lung is like after we have taken a deep breath, or inhaled. Let the air slowly out of the balloon and tell students this represents what happens when we breathe out, or exhale. Next, ask students to sit down and to bring their chests down to their knees. Tell them to take a deep breath and ask them how it felt. (Students may say it felt uncomfortable or hard to do.)

CONCEPTS

When we breathe, air constantly moves in and out of the lungs.

Tobacco smoke from cigarettes can make it hard to breathe.

1. Brainstorm physical activities.

Ask students to say what their favorite physical activities are. Write responses on the board. Discuss how smoking cigarettes might affect some of these activities.

CONCEPTS

Breathing problems caused by smoking would make it hard to enjoy some of the physical activities.

1. Reflect, summarize, and discuss.

Review the class learning.

DISCUSSION POINTS

Function of the lungs

How smoking could affect activities students enjoy

Assessment

Ask students to draw a picture of someone who could give them information about health and tobacco. Have students talk about and explain their drawings.

Extension (optional):

Invite guest speakers who represent valid sources of health information to visit the class. Possible speakers and topics include:

School nurses, counselors or social workers: roles, training, how they can help students

Representatives from community agencies such as the American Cancer Society or the American Lung Association: how to keep the lungs healthy

Firefighters: services, training they receive, fire safety, tobacco-related fires

Dentists: services, training, dental health, tobacco-related dental problems

Public health nurses: services, common health concerns of students

Assessment Criteria

CONCEPTS

Student work demonstrates proficiency by showing the ability to:

Identify ways that tobacco affects breathing.

ACCESSING INFORMATION

Student work demonstrates proficiency by showing the ability to:

Identify valid sources for information about health.

Related Lessons

Related Resources