



## **Topic: Why Smoke?** **A Social Survey Presentation** **Investigating the Beginnings** **of the Smoking Habit**

Adults: 5<sup>th</sup> grade Reading Level or Above

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### **Lesson-Planning Approach**

Some learners perceive their "world" as a whole, where all things are interconnected and dependent upon each other. These "integrated" students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures that do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)
- ❖ Application of Scientific Method to formulate and solve a problem.

### **Lesson Overview**

This lesson takes a somewhat different approach to the study of smoking addiction. While information is abundant regarding the dangers of smoking and social pressures to smoke (advertisements, groups), less emphasis has been placed on the initial thoughts and behaviors in effect when one actually begins smoking. Here we provide the student

with the opportunity use a storytellers approach by conducting interviews with smokers of all generations. Students ask questions, record interviews and answers in a tabular format, group and analyze the results, and produce a social survey presentation from the results using appropriate school resources (Powerpoint or graphics). Students also become more aware of the behavior that initiates smoking rather than starting, and then trying to quit.

## Lesson Objectives

### Project: Social Survey Presentation

Project Objectives: When students complete this session, they will be able to...

- ❖ *Design and Use* an interview method (videotape, tape recorder)
- ❖ *Interview* friends, relatives, neighbors, or the general public using survey techniques
- ❖ *Analyze* responses, categorize and tabulate
- ❖ *Create* spreadsheets, graphs and storytelling presentations
- ❖ *Write* summary of the results
- ❖ *Use technology* to present information and obtain ideas regarding the public's answer to "Why Smoke?"

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

**Math:** Use math to analyze responses

**Reading:** Read information on beginning cigarette smoking among different ethnic groups

**Writing:** Write a summary of survey results and personal impressions.

**Technology:** Search the internet for relevant sites, use computers to prepare a Powerpoint or Word presentation on results

**Science** Apply scientific method and correctly format an experiment

## State/National Standards

<http://www.cde.state.co.us/cdeassess/sci.htm#standards>

### Reading and Writing

1. Students read and understand a variety of materials.
2. Students read, select, and make use of relevant information from a variety of media, reference, and technological sources.
3. Students write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
4. Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
6. Students read and recognize literature as a record of human experience.

### Science

1. Students understand the processes of scientific investigation and design, conduct, communicate about, and evaluate such investigations.
3. Life science: Students know and understand the characteristics and structure of living things, the processes of their life, and how living things interact with each other and their environment.
5. Students know and understand interrelationships among science, technology, and human activity and how they affect the world.
6. Students understand that science involves a particular way of knowing and understand common connections among scientific disciplines.

### Mathematics

3. Students use data collection and analysis, statistics, and probability in problem-solving situations and communicate the reasoning used in solving these problems.
4. Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.

### Visual Arts

1. Students recognize and use visual arts as a form of communication.
2. Students know and apply visual arts materials, tools, techniques, and processes.

## Websites

**Required: (Use these sites for reading and background information)**

[www.pubmed.org](http://www.pubmed.org)

**Support: (Use these sites for additional information and future reference)**

[www.DiscoverySchool.com](http://www.DiscoverySchool.com)

## Pre-requisites

Read at fifth grade level or above

Possess basic computer skills to conduct word processing, search the web, and use Excel or other spreadsheet programs

## Required Materials

- ❖ Video camera or tape recorder, poster board

## Handouts

- ❖ Powerpoint presentation (may use thumbnail printout as handout) (Handout One)
- ❖ Nicotine Detox Summary (Handout Two)
- ❖ Lesson Rubric (Handout Three)

## Required Equipment/Technology

Network accessible computers, also equipped with a word processing and spreadsheet programs

Video recorders or if unavailable, tape recorders.

## THE LESSON

**Note:** Students do not learn from what you do but from what you have them do.  
**PART I**

### Preparation

#### Day One

Activity	Instructor Notes
1. Discuss the topic of first cigarette use. What makes people try their first cigarette?	<ul style="list-style-type: none"> <li>• <b>Have the class discuss ideas regarding first cigarette use. Ask: what makes people want to try the first one, and keep trying them? Group answers on the board. The knowledge that smoking is damaging is likely well established, but the students may already see patterns in their prior knowledge.</b></li> </ul>
2. Read “Taking the first puff: cigarette smoking experiences among ethnically diverse adolescents” found at <a href="http://www.pubmed.org">www.pubmed.org</a> .	<ul style="list-style-type: none"> <li>• <b>This publication is at a higher reading level and may need to be reviewed for the group as a reading lesson.</b></li> </ul>
3. View the Powerpoint presentation included at the end of this lesson.	
4. Design your interview recording sheet. Make a list of ten smokers to interview. Include people of different ages and generations.	<ul style="list-style-type: none"> <li>• <b>Have students design a spreadsheet (in MS Excel or other spreadsheet program) to record their responses. The students will be able to create graphs from their spreadsheets and use these as part of their presentation. Make sure the students design their sheets with enough room to record a variety of word and verbal responses.</b></li> </ul>

### Performance and Practice

#### Day Two

1. Interview the people on your list. Record each person’s responses on your sheet and on your video recorder or tape recorder.	
2. Review the responses to your questions. See if any behavior patterns emerge. Using Excel or a spreadsheet	

<p>program, make a spreadsheet that groups the different types of responses by age (for example: boredom, peer or family pressure, to look cool). Total your responses under the categories and complete the spreadsheet to produce graphs.</p>	
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## Presentation

### Days Three and Four

Instructions for students	Teacher notes
<p>1. Create graphs for presentation using your spreadsheet.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>3. Create a “Why Smoke?” storytelling video or tape recording by reviewing your interviews and cutting out any extra material. Your final story will focus on the answers to your questions and other interesting responses people gave to your questions.</p>	<ul style="list-style-type: none"> <li>• <b>Students may also use the Smoking-Human Body/Health lesson plan outlined on <a href="http://www.discoveryschool.com/lessonplans/programs/smoking/index.html">www.discoveryschool.com/lessonplans/programs/smoking/index.html</a>. This lesson plan includes the use of smoking advertisements and magazines, and similar grouping and interpretive analysis of the ads. Students may also include filming advertising from billboards or other visual ads into their videos and use these to emphasize the smokers’ responses.</b></li> </ul>
<p>4. Write a statement summarizing your findings. What were the most numerous responses? The least? Who were they smoking for? Who was ultimately responsible for the decision to smoke? Where there amazing situations or anything that stood out to you? Your statement can be put on poster board or printed out from computer along with your graphs.</p>	<ul style="list-style-type: none"> <li>• <b>Use Handout Two. Nicotine Detox Summary as an addition to the class presentation as needed.</b></li> </ul>
<p>4. Present your graphs, storytelling results, and summary as individuals or combine group results for a larger presentation.</p>	<ul style="list-style-type: none"> <li>• <b>A class or group can compile their results into a group presentation for use at a science fair or school presentation</b></li> </ul>
<p>5. Discuss Rubric</p>	<ul style="list-style-type: none"> <li>• <b>Have students perform self-assessment of their performance in reading, writing, scientific method, use of technology, and creation of the “Why Smoke?” interview and presentation. .</b></li> </ul>

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

1. Are the instructions and expectations for the class clear from the beginning?
2. Am I spending sufficient time on modeling the skills I want students to acquire?
3. Is there enough variety in the lesson to appeal to most learning preferences?
4. How many learning intelligences am I addressing?
5. Are students “connecting” to lesson objectives? How?
6. How is this lesson “integrated?”

### Performance and Practice (Student)

1. Do all students have the skills to follow instructions? If not, what measures am I taking to address the challenge?
2. Are all students participating in the activities either by active observation or by voicing their thoughts?
3. Am I identifying the strengths of each student and pairing/grouping people accordingly? What results am I getting?
4. How are students performing? Are all of them able meeting 80% of the lesson objectives? If not, what am I doing to help them achieve more?

### Technology

1. Is the technology working? Do the students need help with the video or tape recorders?
2. How are students reacting to the technology, and what do I need to remember when I teach this lesson again?  
How are students applying or wanting to apply their technical skills in other areas?

## Activity Checklist

• Discuss smoking and reasons that people start.	
• Read required website.	
• Review Powerpoint.	
• Design interview recording sheet and make list of ten potential smokers.	
• Interview, record responses on sheet, film or record.	
• Review responses, graph categories, make spreadsheet, produce graphs.	
• Create storytelling video or recording.	
• Write summary statement.	
• Present to group.	
• Discuss lesson rubric.	

## Handout Three: Nicotine Detox Summary

(Ann, I have the article but not the citation for this, can you enter the author and publication?  
Thanks. G)

1. Eat a diet high in fruits, nuts, vegetables, and whole grains. Reduce acid foods (meats, beef, sugar, wheat, bread, baked goods, chicken, eggs, milk, and cheese). Also reduce fats, food additives, and alcohol.
2. Drink 2 to 3 quarts of pure water every day.
3. Maintain vitamin levels through supplements.
4. Take sodium or potassium bicarbonate tablets to alkalize your body – one for each occasion of craving, but not more than 6 daily.
5. Use herbal supplements, including herbal stop-smoking brews (see recipe following).
6. Exercise – especially in the fresh air, to oxygenate your body.
7. If you are having real difficulty stopping, consider the use of nicotine patches or gum to help your transition.
8. Use acupuncture or hypnosis to motivate you to stop and/or to support you in withdrawal and detox.
9. Ease detoxification with relaxing therapies – hot baths or showers, saunas or hot tubs, swimming, massage.
10. Practice relaxation and deep breathing.
11. Build a method of support into your plan, including friends, family, and counseling. One of the most powerful changes is to surround yourself with supportive people and new, non-smoking friends.
12. Go public with your transition. Tell family, friends and co-workers about your transition and what they can do to help you stop.
13. Find oral substitutes for smoking. Change daily patterns to avoid smoking stimuli.



## Stop Smoking Brew

Lemon grass 3 parts	Red clover leaf 2 parts	Mullein leaf 2 parts
Dandelion root 3 parts	Alfalfa 2 parts	Valerian root 1 part
Raspberry leaf 2 parts	Peppermint 2 parts	Catnip 1 part

Simmer dandelion and valerian in water for 10 minutes, then pour into a pot containing the other herbs and steep for 15 minutes. Use about 1 teaspoon of root and one tablespoon of leaves and flowers per cup of water. Drink one cup several times daily or as needed for cravings.

# Handout Four: Lesson Rubric