Grade 4 Sample Lesson Plan:  
Unit 4 – Tobacco Use

**SOLs**

4.1.l  Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.

4.1.m  Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.

4.2.e  Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.

4.2.f  Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.

4.2.g  Demonstrate refusal skills.

4.3.d  Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.

4.3.e  Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs

**Objectives/Goals**

- The student will examine the short and long term consequences of tobacco use
- The student will identify and practice verbal and nonverbal communication skills to resist/refuse tobacco
- The student will describe why individuals choose to use or avoid tobacco
- The student will analyze prevention resources for avoiding tobacco
- The student will discuss the importance of refusal skills in saying no to tobacco

**Materials**

- PowerPoint: 4th Grade All About Me Tobacco
- Worksheet:

**Procedure**

*Step 1*
Using the Powerpoint as a guide, begin the lesson by reviewing the topic of the lesson on slide 2

*Step 2*
Slide 3: Ask student to read the discussion questions and reflect on their answers and personal opinions. Discuss as a class.
Step 3
Slide 4: As a class, read the scenario, What Should I Do? Allow students to share their answers.

Step 4
Slide 5: Discuss the short term effects of tobacco.

Step 5
Slide 6: Discuss the long term effects of tobacco.

Step 6
Slide 7: Introduce the topic of responding to peer pressure. Show the video clip. Discuss how peer pressure feels.

Step 7
Slide 8: As a class, read the scenario, What Should I Do? Allow students to share their answers.

Step 8
Slide 9: Discuss why it is important to say no to tobacco. Discuss strategies to responding to peer pressure. Allow students to practice using the examples on Slide 9 with a partner. Allow for volunteers to perform for the class.

Step 9
Slide 10-11: Practice as a class. Allow for all students to think quietly of a response to the pressure line. Then, call on students to respond.

Step 10
Slide 12: Discuss resources available for students if they have questions. Allow students to share a trusted adult (teacher, parent, neighbor, grandparent, school nurse, doctor, etc.) that they would talk to if they had questions or needed help with refusal skills.

Step 11
Slide 13: Pass out the worksheet: What Would You Say. Instruct students to use the strategies from Slide 13 to respond to the pressure lines on the worksheet. Then, students will write a short essay explaining why it is important to say no to smoking a cigarette. Allow time for students to share their answers with a partner or whole class.

Step 12
Slide 14: End the lesson with a classroom energizer.

Sources
Mary McCarley, 2018

Handout
The next page includes a handout for the lesson. The handout is designed for print use only.
What Would You Say

Imagine that you are being pressured to smoke a cigarette. Respond to the following scenarios using the refusal skills practice in class.

1. “Check this out. My older brother stole a cigarette from mom for me. I’m going to smoke it after school today. Come over and try it with me.”

2. “I have had the worst day. I failed a test and got in an argument with my parents. I’m going to smoke. Smoke with me? It is seriously not that big of a deal. Lots of people smoke.”

3. “My uncle smokes cigarettes all the time and he is fine. Just try it?”

Why is it important to say “No” to smoking cigarettes?
Resources
The following 5 pages are resources that you can use as part of this lesson plan.