



## Level 11: Smoke Free

• Sample Mind Map

### ICON LEGEND

	TEACHER SCRIPT		INDIVIDUAL ACTIVITY		IMPORTANT INFORMATION
	CLASS DISCUSSION		PAIRS/SMALL GROUP ACTIVITY		LARGE OPEN SPACE

### TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



BOOK TITLE  
**Smoke Free**

TOPIC  
**Tobacco and Addictions**

LENGTH  
**1 Lesson (1 Hour)**



### Essential Question

Why is picking up and smoking cigarette butts from the ground bad?



### LESSON OVERVIEW

In this lesson, the teacher guides the students to understand and discuss reasons not to smoke discarded cigarette butts and what to do when they see their friends doing something that is harmful to them.

### REQUIRED MATERIALS

- Book: *Smoke Free*
- Drawing and colouring utensils
- **Sample Mind Map**

### LEARNING ACTIVITIES



Class discussion about talking to a friend when he or she is doing something that is bad for him or her.



Class discussion about the book.



Creating a mind map about why picking up and smoking cigarette butts is harmful to your body.

### LEARNING CONNECTION

Throughout the lesson, have the students think about the importance of making healthy choices and how to support their friends in making good choices. This builds on their understanding of the book *Smoke Free*. As a class, guide the students as they make a mind map to come up with reasons why they should not pick up and smoke discarded cigarette butts.

### READING VOCABULARY

*inhaled, asthma*

### PRE-LESSON PREPARATION

1. Review the completed teacher copy of the **Sample Mind Map** so you are prepared to guide students when they contribute to the class mind map.

1. Ask the students how they feel when they see someone they care about doing something that he or she should not be doing. Give students a chance to respond and discuss.

Explain to students that it is difficult to know what to do when someone you care about is doing something that he or she should be doing or could be harmful to him or her. Remind them that there are things you can do or say to try and help this person.

2. Read *Smoke Free* with students. Students can follow along in their own copies at their desks.
3. Using the book as a reference, have the students discuss Tapisa's concerns about her friend's health and why she is worried about telling him about these concerns.



**“Why is Tapisa worried about Sakku smoking cigarette butts?”**

Answer: She thinks it's nasty and gross to pick up old cigarette butts from the ground; she is concerned that smoking will make his asthma worse and that he won't be able to play hockey.



**“Why do you think Tapisa is worried about telling Sakku that what he's doing is wrong?”**

Answers might include: She is worried Sakku will be angry with her; she is worried Sakku will continue smoking cigarettes and make himself more sick.

4. Ask students to describe how Tapisa and Sakku eventually resolve their argument.



**“Tapisa is upset when she visits Sakku at home. What does Tapisa do when she sees him?”**

Answer: Tapisa tells Sakku that she was worried about his health; she also tells him that she was trying to help him and he was mean to her, which hurt her feelings.



**“What does Sakku do?”**

Answer: Sakku apologizes and agrees to stop smoking cigarette butts.



**“What would you do if you saw one of your friends doing something that was bad for their health?”**

5. With the students, create a mind map to discuss why picking up and smoking cigarette butts is bad for you. On chart paper, draw a mind map following the design of the **Sample Mind Map**. Use the categories and examples on the **Sample Mind Map** to help you guide the class as they brainstorm reasons why picking up and smoking cigarettes from the ground is bad for you, and plot these reasons on the mind map.

## SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)

1. As a class, brainstorm more scenarios in which one friend is concerned about something another friend is doing (such as eating unhealthy food, being mean to friends or family, hanging out in unsafe places). Then, have students draw two scenes: one scene where someone is watching a friend make a bad choice, and one scene showing what someone could do to support that friend. Have students write a sentence explaining what is happening in each drawing.
2. Talk to students about public health campaigns that warn about the dangers of tobacco use, including posters, or radio or television announcements. Have students design posters to warn other children not to pick up and smoke cigarette butts. You may wish to display the posters in the classroom or the school hallways. If students are familiar with radio or television announcements, have them create and act out their own announcements in the classroom.
3. In pairs, students can act out a scene from the book. Encourage them to try acting out alternative endings to the scenario they choose to act out.

# Sample Mind Map

