

Tobacco Use Prevention

Key Concepts

Grades Pre K – 2

A. Health Concepts

_____ Tobacco use is harmful to health.

LINK: A.3. Demonstrate an understanding of basic health terms.

_____ Second-hand tobacco smoke is unhealthy to anyone who breathes it.

LINK: A.3. Demonstrate an understanding of basic health terms.

Grades 3 – 4

A. Health Concepts

- _____ Stopping tobacco use has short-term and long-term benefits.
LINK: A.1. Describe the relationship between healthy practices and personal health.

- _____ Smoke-free environments protect people from the unhealthy effects of second-hand smoke.
LINK: A.5. Describe ways in which a healthful school and community environment influences personal health.

- _____ Nicotine, contained in all forms of tobacco, is an addictive drug.
LINK: A.7. Demonstrates essential understanding of basic health concepts.

- _____ Tobacco use including cigarettes, cigars, pipes, and smokeless tobacco is unhealthy.
LINK: A.7. Demonstrates essential understanding of basic health concepts.

D. Influences on Health

- _____ Family members influence decisions about tobacco use.
LINK: D.1. Evaluate the influences of culture on health.

- _____ Tobacco advertising tries to persuade people to use tobacco products.
LINK: D.2. Explain how media influences health decisions.

- _____ People who are trying to stop using tobacco products need support.
LINK: D.4. Describe ways to be a responsible friend and family member.

F. Decision Making and Goal Setting

- _____ There are strategies people can choose to avoid or reduce exposure to second-hand tobacco smoke.
LINK: F. 1. Demonstrate individual and collaborative decision-making processes to resolve health problems.

Grades 5 – 8

A. Health Concepts

_____ Even though nicotine is highly addictive, tobacco use cessation can be successful.

LINK: A.1. Explain the relationship between healthy practices and personal health.

_____ Tobacco use has short-term and long-term health, cosmetic, social, and economic consequences.

LINK: A.3. Analyze the effects that risky behaviors have on personal health

_____ Maintaining a tobacco-free environment, (e.g. secondhand smoke) has health benefits.

LINK: A.5. Analyze how the environment relates to personal health.

_____ Laws and policies regulate the sale and use of tobacco.

LINK: A.8. Demonstrate thorough understanding of key health concepts.

_____ Tobacco products contain many harmful substances in addition to nicotine.

LINK: A.8. Demonstrate thorough understanding of key health concepts.

_____ Secondhand smoke contains many harmful substances.

Link: A.8. Demonstrate thorough understanding of key health concepts.

B. Health Information, Services and Products

_____ Community organizations have information about tobacco use and can help people stop using tobacco.

LINK: B.2. Identify resources from home, school, and community that provide valid health information and services.

C. Health Promotion and Risk Reduction

_____ A person can develop strategies for staying tobacco-free when others engage in the use of tobacco products.

LINK: C.3. Develop strategies to improve or maintain personal and family health.

_____ Tobacco use is an unhealthy way to manage stress or weight.

LINK: C.6. Distinguish between healthy and unhealthy stress management techniques.

Grades 5 – 8

D. Influences on Health

_____ Tobacco manufacturers use various advertising techniques to influence young people to buy their products.

LINK: D.2. Analyze how messages from media influence both health behaviors and the selection of health information, products, and services.

E. Communication Skills

_____ Young people can encourage others not to use tobacco products.

LINK: E.1. Demonstrate effective verbal and non-verbal communication skills to enhance health and to build and maintain healthy relationships (e.g., positive peer pressure).

_____ Young people can resist pressure to use tobacco products.

LINK: E.2. Demonstrate refusal and negotiation skills which can enhance health by enabling them to deal with negative peer pressure.

_____ In order to communicate knowledge and healthy opinions about tobacco use, effective communicators use various methods, depending on the audience and situation.

LINK: E.4. Analyze various communication methods which can be used to give information, ideas, and opinions about health issues.

F. Decision-making and Goal Setting

_____ Making the decision to stop using tobacco has short-term and long-term benefits.

LINK: F.3. Explain how decisions regarding health behaviors have consequences for them and others.

_____ Making the decision to be tobacco-free is assuming responsibility for personal health.

LINK: C.1. Explain the importance of assuming responsibility for personal health.

Secondary

A. Health Concepts

- _____ Schools and community organizations can promote a tobacco-free environment.
LINK: A.7. Analyze how public health policies and laws influence health promotion and disease prevention.
- _____ Stress management reduces the likelihood of tobacco use.
LINK: A.10. Describe how stress management relates to disease prevention.
- _____ Nationally, and in the state of Maine, most young persons and adults do not smoke.
LINK: A.11. Demonstrate in-depth understanding of complex health concepts.
- _____ Many persons find it hard to stop using tobacco, despite knowledge about the health hazards of tobacco use.
LINK: A 11. Demonstrate in-depth understanding of complex health concepts.

B. Health Information, Services, and Products.

- _____ School and community resources have information and services to help resist or quit tobacco use.
LINK: B.3. Access school and community health services.

D. Influences on Health

- _____ Young people can support people who are trying to stop using tobacco.
LINK: D.4. Analyze how the family, peers, and community influence the health of individuals.
- _____ Tobacco use by family and peers influences the health of others.
LINK: D.4. Analyze how the family, peers, and community influence the health of individuals.

Secondary

E. Communication Skills

_____ There are a variety of strategies that determine the effectiveness of tobacco use prevention advertisements and health promotional materials.

LINK: E.4. Evaluate the effectiveness of various communication methods for accurately delivering health information and ideas.

_____ Students can initiate school and community action to support a tobacco-free environment.

LINK: E.6. Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.

F. Decision-making and Goal Setting

_____ Tobacco use has short-term and long-term health, cosmetic, social, and economic consequences.

LINK: F.3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.

_____ The decision to use tobacco products during pregnancy has harmful effects on the fetus.

LINK: F.3. Predict the immediate and long-term impact of health decisions on the individual, family, and community.