

LESSON TITLE: *A No Smoking Policy!*

**GLE Text and Benchmarks:**  
(Includes Book and Follow Up Activity)

**GLE # Mathematics**

07	(PK-CM-M1) (M-2-E) Use words such as <i>day, week, month, schedule, morning, noon, night.</i>
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**GLE # English Language Arts**

06	(PK-LL-R4) (ELA-1-E4) Relate pictures to characters.
09	(PK-LL-S3) (PK-LL-R4) (ELA-1-E5) Answer simple questions about a story read aloud.
10	(PK-LL-L1) (PK-LL-S1) (ELA-1-E6) Share related life experiences after stories are read aloud.
19	(PK-LL-W2) (PK-LL-W4) (ELA-2-E6) Scribble, write or draw a picture of a life experience or response to a text read aloud.
29	(PK-LL-S1) (PK-SE-C1) (ELA-4-E7) Recognize and follow agreed-upon rules for discussing, such as raising one's hand, waiting one's turn, and speaking one at a time.
21	(ELA-2-E2) Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience.
12e	(ELA-1-E4) Identify story elements, including problems and solutions.
45a	(ELA-4-E5) Give oral responses, including telling stories and personal experiences.
21c	(ELA-7-E4) Apply basic reasoning skills: connecting what is learned to real-life situations.

**GLE # Science**

29	(LS-E-A3) Describe basic functions of parts of the body (e.g., lungs, heart, bones, muscles).
58	(SE-E-A3) (SE-E-A5) Describe how humans have had negative and positive effects on organisms and their environments.

**Grade Level:** Pre-K/K-2

**Delivery Mode:** Classroom

**Time Allotted:** 20 minutes

**# Of Participants:** Class size; 10-30

**Life Skill/General Health:** The importance of a smoke-free environment

**Character Focus:** Identifying problems and determining solutions

**Integrated Curriculum Concepts:**

- Language Arts: Active Listening
- Science: Participating in learning activities involving daily life experiences
- Social Studies: Developing social awareness and problem-solving skills and identifying the need for rules (policy)

**Key Concepts:**

- Importance of physical activity
- Making healthy food choices

**What you need for the Lesson:**

- *A No Smoking Policy!*
- Windy the Lungs Educational Tool
- Copies of “No Smoking Policy” activity sheets
- Companion Activity Book (*Optional*)

**Learning Activity:**

- “No Smoking Policy” Activity Sheet
- Companion Book Activities pgs. 27 and 28 (*Optional*)

**Getting Ready:**

- Read and familiarize yourself with the book.
- Make multiple copies of the last page of the book. (One for each student)

**Note to Helper:**

- The more animated you make the story and the more genuine your reaction is to how “smart” the students are, the more engaged the students will be.
- Depending on group size, you may wish to have them gather around in a reading area as you read aloud and show illustrations.

**Lesson Plan:**

<b>What you Say:</b>	<b>What you Do:</b>	<b>What Participants Do:</b>
Today we are going to hear from Windy the Lungs again! Listen closely because I am going to ask you some questions after the story. Let's get started!	Sit Windy next to you as you read the book (with ENTHUSIASM!) As you read the book, be sure to point out the healthy snack that Anna's Grandma made for them. Have the children identify the foods.	Sit quietly and listen until interactive parts of book.
What type of snacks do you eat after school?	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What can you ask an adult who is smoking in the house to do? (ANSWER: Ask them to go outside so the secondhand smoke does not harm everyone)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
What kinds of things can secondhand smoke do to your body? (ANSWER: Coughing, itchy eyes, and having trouble breathing)	Call on students who have raised their hands to answer the question.	Respond and answer questions by raising hands.
<b>Follow Up Activity:</b> <b>No Smoking Policy!</b>	Pass out the “No Smoking Policy” activity sheet for the students to complete by drawing a picture of their house on the sign. Follow the instructions on the activity sheet.	Should be actively involved in the activity.

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***Optional Follow-up Activity (if using companion activity books):***

- Use pgs. 27 and 28 in the Companion Activity Book