

## Service Learning Lesson Plan

**Project Title:** Up in Smoke  
**Main Subject Area:** ELA

**Grade Level:** 6-8  
**Theme:** Health/Wellness

**Duration:** 1 month

### Objective/Description

Students investigate the impact of tobacco use on the health of individuals, on the environment, and on the economy. They develop a greater understanding of the tobacco industry and design a campaign to raise public awareness about the impacts of tobacco use. Students also make an informed decision and communicate their personal stance.

### Common Core Content Standards

These standards reflect RLA/informational text, Writing, and Speaking & Listening, with a research focus. It could include a literary component, science component, or SS component

- **CCSS.ELA-Literacy.RI.6.1, RI.7.1, RI.8.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-Literacy.RST.6-8.1** Cite specific textual evidence to support analysis of science and technical texts.
- **CCSS.ELA-Literacy.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CCSS.ELA-Literacy.RI.6.8, RI.7.8, RI.8.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- **CCSS.ELA-Literacy.W.6.1, W.7.1, W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
- **CCSS.ELA-Literacy.WHST.6-8.1** Write arguments focused on *discipline-specific content*.
- **CCSS.ELA-Literacy.W.6.7** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

### Driving Question

What impact does the production and use of tobacco have on people and the community?

### Investigation

**Research, class instruction, interview civic leaders and/or professionals, survey neighbors or peers**

- Instruct the class to research the health affects of tobacco use by...
  - Surveying their peers on their beliefs about cigarette smoking and “dipping,”
  - Interviewing health professionals about the facts, and/or
  - Reading about the history and current state of the tobacco industry, including advertising.
- Facilitate science-related lab activities demonstrating the effects of tobacco use.



## Preparation

### **Collaborative problem solving, planning, and task assignment by & with the students**

- See “Planning Tools” at [http://servicelearning.childreninc.org/?page\\_id=527](http://servicelearning.childreninc.org/?page_id=527).
- As a class, identify and prioritize what types of service outreach the class could undertake (organize a “micro-enterprise” to raise money for a health organization, create an educational or advocacy campaign/stop tobacco use contest/challenge/student pledge signing event, etc.).
- Brainstorm all the tasks that would go into the project; divide students into small groups and collaboratively assign tasks.
- Assist students in presenting a debate (led by students or community partners) that offers various sides of the issue.

## Action

### **Service activities or methods used for addressing a social issue or community need**

- Carry out the education/advocacy campaign or activity for the identified audience.
- Through a micro-enterprise, raise general funds for American Cancer Society or other health organization.

## Reflection

### **Frequent assessment of students’ growing knowledge and developing skills; refer to driving question/ objective**

- See “Reflection/Evaluation” at [http://servicelearning.childreninc.org/?page\\_id=483](http://servicelearning.childreninc.org/?page_id=483).
- Use class discussion, rough drafts, presentations, test/quizzes, group evaluations, or post-project student survey.
- Have students analyze the results of class research and peer/family/community surveys, interpret the results, and report results to the community.
- Post KWL activity: have students complete a chart that identifies the pros/cons of tobacco use.
- Have students write and sign a personal pledge to abstain from all tobacco listing their reasons.

## Demonstration of Knowledge

### **Assessment of students’ knowledge/skills and project outcomes**

- Support students in holding a school/community-wide campaign kick-off (as part of a larger Health Fair?) where they present their finished projects—brochures, videos, skits, etc.
- Present a check to the charitable organization.

## Community Partners

### **Includes anyone who offers expertise to the project or who benefits from the project**

American Cancer Association, American Lung Association, local health organizations

## Outcome

### **Funds or goods generated, direct or indirect service provided, advocacy or education done**

Education/Advocacy campaign; possible money donations to a health organization

## Secondary Subject Areas (All that apply are in bold)

- English, Reading, Language Arts
- World Languages
- Arts
- Mathematics
- **Science**
- **Economics**
- Geography
- **History**
- Government and Civics
- Global Awareness
- **Financial, Economic, Business, and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

## 21<sup>st</sup> Century Skills (All that apply are in bold)

- Career Readiness
- Creativity and Innovation
- **Communication and Collaboration**
- **Critical Thinking and Problem Solving**
- Physical Education
- Initiative and Self-direction
- Flexibility and Adaptability
- **Consumerism**
- **Information Literacy**
- **Media Literacy**
- Technology Literacy
- Productivity and Accountability
- Leadership and Responsibility
- **Social and Cross-cultural Skills**