



## Tobacco Education and Prevention: Youth Activism at the Local Level

**Course Description:** Today, more than 600,000 middle school students and 3 million high school students smoke cigarettes. Nearly 9 out of 10 smokers started smoking by age 18, and 99% started by age 26. Tobacco use by youth and young adults causes both immediate and long-term damage. One of the most serious health effects is nicotine addiction, which prolongs tobacco use and can lead to severe health consequences. The younger youth are when they start using tobacco, the more likely they'll be addicted. This course analyzes youth initiation of tobacco products and how to effectively prevent initiation utilizing Best Practices for Comprehensive Tobacco Control Programs.

This course will examine new tobacco products and the challenges that come with them. Rates of smokeless tobacco use are no longer declining, and they appear to be increasing among some groups. Use of multiple tobacco products—including cigarettes, cigars, and smokeless tobacco—is common among young people. Cigars, especially cigarette-sized cigars, are popular with youth. One out of five high school males smoke cigars and cigar use appears to be increasing among other groups. By exploring the challenges that come with new products, participants will understand and be able to identify new products as well as develop strategies to prevent youth initiation of new products

At the end of this course, participants will reflect on new learning in this course and develop an implementation plan to utilize in their work.

**Clock Hours / Continuing Education Units: 10**

**Learning Objectives:**

- Understand, analyze and explain the social issues of tobacco usage in schools and society at large
- Evaluate techniques and resources for tobacco prevention, specifically among LGBTQ and other populations at risk for tobacco use.
- Develop new lessons that can be used in the classroom and professional development setting

**Course Requirements:** To receive full credit for the course, participants must complete ALL assignments. Failure to complete all assignments will result in a non-passing grade

**Getting Started:**

- After registering for the course, you will be sent an email with the website address, password and course key you need to access your online course, along with login instructions.
- Access each assignment through the course home page. All assignments will be submitted through the Moodle platform on each respective assignment page.
- Please save a backup copy of all course assignments and completed work.

**Course Outline:**

Lesson Number	Lesson Description	Clock Hours
<b>1</b>	<b>Introductions and Overview:</b> Take the time to get to know the class layout, read over the Help section, and review any other materials present in the class to get started. Take your time!	0.2 Hours
<b>2</b>	<b>What is Tobacco and Why is it Addictive?</b> – In this lesson, participants will review information on the prevalence of tobacco and tobacco history in the United States.	0.85 Hours
<b>3</b>	<b>Effects of Tobacco Product Use</b> – In this lesson, participants will review the health effects of smoking and tobacco among young people. They will reflect on how the health effects of using tobacco can impact students’ lives in the future.	0.85 Hours

4	<b>Brief History of Tobacco Prevention &amp; Cessation</b> – In this lesson, participants will learn about the history of the cigarette and other tobacco products.	0.85 Hours
5	<b>Marketing to LGBTQ Youth</b> – In this lesson, participants will reflect on how tobacco is specifically marketed to LGBTQ Youth and Adults.	0.85 Hours
6	<b>Marketing to People of Color</b> – In this lesson, participants will analyze direct efforts to market tobacco directly to people of color.	0.85 Hours
7	<b>Marketing to Women</b> – In this lesson, participants will reflect on how tobacco companies have specifically marketed to women and girls.	0.85 Hours
8	<b>Youth Programs</b> - In this lesson, participants will reflect on targeted programs to reduce tobacco use. Participants will reflect on the tobacco education and prevention strategies utilized in their own schools	0.85 Hours
9	<b>E-Cigs and Vaping</b> – Participants will specifically analyze the current culture surrounding e-cigarettes and vaping.	0.85 Hours
10	<b>Course Reflection:</b> In this lesson, participants will write a summary of their reflections throughout the course, including new learnings	1.00 Hours
11	<b>Implementation Plan:</b> For this final portion of the course, participants will develop a lesson that can be utilized in the classroom, homeroom period, or professional development training that encompasses the new learnings within this course.	2.00 Hours
<b>TOTAL HOURS</b>		10 Hours

**Student Requirements and Assessment:** No outside materials will be required for the completion of this course. Participants will be assessed in three different ways:

- Quizzes:** Participants are required to complete a series of electronic quizzes to assess their understanding. Participants can earn up to 64 points total for the course. Each quiz may be taken up to three times, with the highest score recorded in the final grade. All quizzes must be completed in order to earn credit.
- Course Reflection:** Participants will be required to write a reflection summarizing their new learnings within the course. Participants can earn up to 10 points total for the reflection. The reflection will be graded using the following rubric:

Grading Rubric for Discussion Forums		
		Points
Critical Thinking	Makes connections to the other content and real-life that are supported by reference(s) and/or example(s)	2
	Offers new ideas, connections, or applications	1
	Expresses and justifies personal opinion	1
Assignment Specific Criteria	Addresses all parts of the reflection	6
Total Points Possible		10

- Implementation Plan:** Participants will construct an implementation plan for how their new knowledge can be directly implemented into the classroom, training setting, or professional development environment. Implementation plans will be graded using the following rubric:

Grading Rubric for Implementation Plan		
		Points
	Lesson / Title Identified	1

<b>Background Information</b>	Target Audience and Subject/Course Setting Identified	1
	Learning Goals are measurable objectives students are expected to meet by the end of the lesson.	2
	Lesson Ties to Specific State Standards for Students, Educators, or Professionals	2
	Materials Listed	1
<b>Lesson Plan</b>	<i>Engage</i> : Lesson hooks audience and introduces lesson effectively.	5
	<i>Explore and Explain</i> : Lesson actively engages participants in learning new material using best practices.	5
	<i>Evaluate</i> : Lesson effectively assesses participant understanding.	5
<b>Implementation</b>	Writing is clear, well developed, and organized. No or few grammar and spelling errors	2
	Is realistic in their approach – understands limitations may exist	2
<b>Total Points Possible</b>		26

**Grading Scale:**

100-80% (80-100 Points)	Pass
79%-Below (<80 points)	No Pass

**Americans with Disabilities Act:** If you are a student with a disability and require any auxiliary aids, services, or other accommodations for this class, please email [academy@iowasafeschools.org](mailto:academy@iowasafeschools.org) or call 515.381.0588.

**Professional Development:** Prior to purchasing a course registration, it is your responsibility to ensure that National Safe Schools Convening Online Academy coursework satisfies the license renewal requirements for your state and/or district.