

We Are New York—No Smoking

A lesson plan developed by Elke Lerman, Instructor, Center for Immigrant Education and Training, LaGuardia Community College, for the CUNY Adult Literacy Programs (Fall 2009).
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Class Level: NRS 3-4. (*Note: I recommend using this lesson after students have been introduced to question form with simple answers and possessive pronouns.*)

Length: Approximately 3 hours plus.

Lesson Objectives:

By the end of the lesson, students will be able to:

- identify at least 5 new words related to quitting smoking
- ask questions and respond with short answers
- call 311 for information about quitting smoking
- recognize and use *can* to talk about quitting smoking
- name the difficulties of quitting smoking and identify how to support someone quitting

Materials Needed:

- DVD player and DVD *We Are New York—No Smoking* episode
- large sheets of paper or newsprint and markers for poster making
- 1 copy for each student of the following handouts:
 - “Calling 311” dialog script
 - *can* fill-in-the-blank worksheet (optional)
 - vocabulary worksheet (definitions and fill-ins)
 - vocabulary homework (match and fill-ins)
- 1 vocabulary mingle card for each student, preferably on card stock. If you have more than 20 students, either create new cards or duplicate. For fewer than 20 students, make sure to remove both the word card and the definition card for each pair.
- 1 Q&A mingle card for each student, preferably on card stock. If you have more than 24 students, either create new cards or duplicate pairs. For fewer than 24 students, make sure to remove both the question card and the answer card pair.

Pre-viewing (10-20 min):

Vocabulary Brainstorming (10-20 min). Write the episode title (No Smoking) on the blackboard. Tell students, “We’re going to watch a video called *No Smoking*”. Elicit vocabulary related to smoking. For example, say, “Tell me what smoking words you know.” Write suggestions on board, helping students with spelling or new words. Students can copy suggestions in their notebooks. You can continue the discussion by asking, “Tell me why the video is called ‘No Smoking’?...Why is smoking bad?...Where are some places where there no smoking? *or* Where smoking is bad?” Ask students to listen for which of their words or ideas appear in the video.

Vocabulary Warm-Up (30-40 min). Tell the class, “Here are some words in the video. Many words have more than one meaning. The meanings here are the ones used in this episode.”

Hand out vocabulary. Go over it as a class. Then do vocabulary mingle - each student gets a card and has to find the person with either the definition or the word that goes with theirs. For pairs who finish early, have them make a sentence with the word.

First Viewing (40-60 min):

Stop the film at the end of each scene (*see chapter breaks in the transcript*) to check for comprehension. Start with a general question like, “What’s happening?” Ask more specifics until students can explain the general idea. Here are some suggestions; you can modify based on your students’ responses.

1st stop, end of beach scene (The Coney Island winter Swim Club): What’s happening? Where are they? What are the people doing? What season is it? Why are they doing this? Why can’t Sasha swim?

2nd stop, end of Dr’s office scene (I Can Quit Any Time I Want): What’s happening? Where are they? What did the doctor tell Sasha? What does Sasha think?

3rd stop, on boardwalk with Rishi (The Quit Buddy): What’s happening? What does Rishi tell Sasha? How does Sasha feel?

4th stop, leaving the store (That Man Is My Father): What’s happening? What does Rishi tell Sasha? What happened to Rishi’s father?

5th stop, Sasha calls 311 (Hello, 311): What’s happening? Why can’t Sasha sleep? What does he do? Why?

6th stop, at the dinner table (Two Weeks Later): What’s happening? How did Sasha save \$300? What does he want to do with the money? What does Anya think?

end, at the beach (One Month Later: Let’s Go Swimming!): What’s happening? What does Anya give Sasha? Why?

Post-Viewing Comprehension Check (10-20 minutes):

Yes/No Questions with Short Answers Mingle. Pass out one vocabulary mingle card to each student. Make sure that for every question card you distribute, you distribute the matching answer card. Ask students to read their cards to themselves and see if there are any vocabulary questions. Tell students that if they have a question card, they must find the person in the classroom with the correct answer card. If they have an answer card, they must find the person in the classroom with the matching question card. Tell students they will stand, find a partner, and read their card to their partner. If their partner’s card matches, the two students should sit down

together. If not, they should go to another partner. Model an example for students or have student repeat back the instructions to make sure they understand the activity. Circulate as students read their cards to make sure they have found the correct question-answer pair. When students are matched up, have them read their questions and answers aloud and clarify any questions. Have students stay in their new pairs for the next exercise.

Guided Practice Option: Calling 311 (20-25 min)

(10-20 min) Ask students: What's 311? What's the difference between 311, 411, and 911? Has anyone called it? How can it help you? How much does it cost? What is 511?

(10-15 min) Have students practice calling 311 to ask for help quitting smoking. Distribute one "Calling 311" dialogue for each student. In pairs, have students read the dialogues twice; each student reads each role. Ask for a pair of students to share the dialogue in front of the class.

(Optional extension activity: Have students create a dialog telling someone about calling 311.)

Guided Practice Option: Can (30-45 min)

(5 min) Give an example for the class: "Sasha can swim". Ask a few students what things they (or their partner) can do. Write them on the blackboard. In partners, have students tell each other one thing they can do.

Distribute the Can/Can't/Cannot handout, one to each student or pair. Tell students to listen for sentences with the word *can*. Play the no smoking episode again (20 min).

After viewing, ask students to post the correct answers on the board:

Rishi:	I <u>can't</u> believe you swim in this weather.
Sasha:	I <u>can</u> hold your coat while you go swimming.
Coach:	You <u>cannot</u> swim today.
Sasha:	I <u>can</u> quit smoking anytime I want.
Doctor:	You know smoking <u>can</u> kill you.
Doctor:	This <u>can</u> help you quit.
Doctor:	This gum <u>can</u> also help.
Rishi:	We <u>can</u> always go for another walk.
Sasha:	Is there someone I <u>can</u> talk to?
Anya:	Now, that you have quit smoking, you <u>can</u> taste it.

Optional Extension Activity:

(5 min) Play No S with Can (from the CD Grammar Chants by Carolyn Graham, track 62). Ask students what words they heard. Write them on the blackboard.

(5 min) Write *No S with Can* (from the book *Grammar Chants* by Carolyn Graham, p 61) on blackboard. Elicit (or explain if necessary) the meaning (ability), then explain that *can* is part of a special group of verbs called modals, that doesn't add an 's' for he/she/it.

(10 min) Teach *No S with Can*. Have students recite it a few times with you, first slowly then picking up the tempo, then without you as you listen, then with the CD at least twice.

Communicative Practice (30-40 min):

Ask students to form small groups. Post these discussion questions on the board:

- Do you have a close friend who smokes? Does s/he want to quit? How do you feel about this?
- What can you do to help someone who wants to quit smoking?
- Can a friend help someone quit smoking? How?

Ask each group to address these questions. They should choose one option:

- Make a poster to help someone quit smoking.
- Write a dialog to help someone quit smoking.
- Read 10 ways to make quitting easier and circle new words.

Ask students to share what they made or learned to the class.

Evaluation (5 – 20 min):

Whole class: Ask each group for one interesting topic from their discussion. Ask class if they liked this episode and why.

Homework:

Distribute vocabulary handout.

Follow-Up:

Viewing 3: Ask Ss if they want to see the episode again next class.

Warm-Up: vocabulary mingle.

Listen for who says it using lines containing vocabulary words.

Evaluation:

Who can quit smoking?

Who can help you quit smoking?

What can help you quit smoking?

Where can you go to get help quitting smoking?

Why quit smoking?

⊗ No Smoking ⊗

Vocabulary

Freezing - very cold

Crazy - very silly or foolish

Champion - a person who has won a competition

Medal - a flat piece of metal given as a prize in a sports event

Serious - bad and important; causing worry

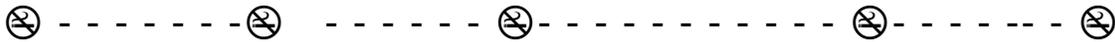
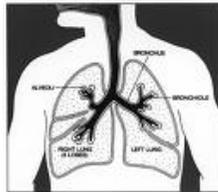
Concerned - worried

Quit - to stop doing something

Mood - the way you feel at a particular time

Forget - to not remember

Lungs - the parts of the body inside your chest used for breathing



Fill in the sentence with a vocabulary word.

1. Coughing can be a _____ problem.
2. Is swimming in the winter a _____ idea?
3. You never _____ how to ride a bicycle.
4. He won a gold _____ in the Olympics.
5. You breathe with your _____.
6. Leave me alone. I'm in a bad _____.
7. I _____ smoking cigarettes years ago.

FREEZING	very cold
CRAZY	very silly or foolish
CHAMPION	a person who has won a competition
MEDAL	a flat piece of metal given as a prize in sports
SERIOUS	bad and important; causing worry
CONCERNED	worried

QUIT	to stop doing something
MOOD	the way that you feel at a particular time
FORGET	to not remember
LUNGS	the parts of the body inside your chest used for breathing
FREEZING	
MEDAL	

Is Rishi a good friend?	Yes, he is.
Does Anya worry about Sasha's health?	Yes, she does.
Can Sasha quit smoking?	Yes, he can.
Is Anya a champion swimmer?	No, she isn't.
Is Sasha happy about quitting?	No, he isn't.
Do Sasha's friends want to quit smoking?	No, they don't.

Is the doctor concerned about Sasha's cough?	Yes, she is.
Does the doctor tell Sasha to quit smoking?	Yes, she does.
Can Rishi help Sasha quit smoking?	Yes, he can.
Does Sasha go swimming again?	Yes, he does.
Are the children in the hospital important to Sasha?	Yes, they are.
Can Sasha's neighbors quit smoking?	Yes, they can.

Calling 311

- A: 311. How can I help you?
- B: Hi, I want to quit smoking. Is there someone I can talk to?
- A: I can give you a phone number to call.
- B: OK.
- A: Do you have a pen or pencil?
- B: Yes, I do.
- A: The number is 1- 8-6-6 N-Y-Q-U-I-T-S.
- B: Is that 1-866-NY-QUITS?
- A: Yes, that's right. Is there anything else I can help you with today?
- B: No, thank you.
- A: Thank you for calling 311.
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Calling 311

- A: 311. How can I help you?
- B: Hi, I want to quit smoking. Is there someone I can talk to?
- A: I can give you a phone number to call.
- B: OK.
- A: Do you have a pen or pencil?
- B: Yes, I do.
- A: The number is 1- 8-6-6 N-Y-Q-U-I-T-S.
- B: Is that 1-866-NY-QUITS?
- A: Yes, that's right. Is there anything else I can help you with today?
- B: No, thank you.
- A: Thank you for calling 311.

Can / Can't / Cannot

What do you hear? Fill in the correct word.

Rishi: I _____ believe you swim in this weather.

Sasha: I _____ hold your coat while you go swimming.

Coach: You _____ swim today.

Sasha: I _____ quit smoking anytime I want.

Doctor: You know smoking _____ kill you.

Doctor: This _____ help you quit.

Doctor: This gum _____ also help.

Rishi: We _____ always go for another walk.

Sasha: Is there someone I _____ talk to?

Anya: Now, that you have quit smoking, you _____
taste it.





10 ways to make quitting easier

- 1. Prepare yourself.**
Make a list of your reasons for quitting and read it often.
- 2. Pick a quit date.**
Get rid of ashtrays and lighters, and throw out all cigarettes.
- 3. Have a smoke-free car and home.**
It is healthier for others and will help you not smoke.
- 4. Get support and encouragement.**
Tell your family, friends, and coworkers that you are quitting and ask for their support.
- 5. Get a quit buddy.**
Ask a smoker to quit with you, or find someone who has already quit who you can talk to for support.
- 6. Notice what makes you want to smoke.**
Alcohol, coffee, and stress can make you feel like smoking. So can seeing others smoke; ask smokers you know not to light up in front of you.
- 7. Think About Using Quit Smoking Aids and Medications**
The nicotine patch or gum, and medications such as *Zyban* (bupropion) and *Chantix* (varenicline), greatly reduce your cravings and can double or up to triple your chance of success. Talk to your doctor.
- 8. Help yourself cope.**
Drink a lot of water to help with cravings. Exercise to get rid of stress and improve your mood and health; a fast walk often does the trick.
- 9. Get your mind off smoking.**
Talk to a friend when you feel like smoking. Get busy with a simple task, eat a healthy snack, take a walk, or chew gum. Stay away from places and situations you associate with smoking.
- 10. Stay away from that first cigarette.**
Having even one can make you start up again. Cravings will decrease the longer you don't smoke.



"No Smoking" Vocabulary

Find the definition. Follow the example.

- | | |
|-----------------|---|
| _f_1. freezing | a) to not remember |
| ___2. crazy | b) a person who has won a competition |
| ___3. champion | c) bad and important; causing worry |
| ___4. medal | d) to stop doing something |
| ___5. serious | e) very silly or foolish |
| ___6. concerned | f) very cold |
| ___7. quit | g) a flat piece of metal given as a prize in sports |
| ___8. mood | h) worried |
| ___9. forget | i) the parts of the body inside your chest used for breathing |
| ___10. lungs | j) the way that you feel at a particular time |

Complete the sentence with a vocabulary word.

1. The ocean is _____ in the winter!
2. Rishi thinks swimming in the winter is a _____ idea.
3. Don't _____ to call 311 if you need help.
4. Can Sasha win a gold _____ in the Olympics?
5. Sasha is the _____ swimmer.
6. Sasha was in a bad _____ the first day he quit smoking.
7. Smoking is bad for your _____.
8. Can anyone _____ smoking cigarettes?

