

Task Title: Quitting Smoking

# OALCF Cover Sheet – Practitioner Copy

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Started: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| **Goal Path:** | Employment | Apprenticeship |
| Secondary School | Post Secondary | Independence |

**Successful Completion:**  Yes No

**Task Description:** The learner will review a Government of Canada list of reasons to quit smoking, and a website about second-hand smoke, and write opinion paragraphs.

**Main Competency/Task Group/Level Indicator:**

* Find and Use Information/Read continuous text/A1.2
* Communicate Ideas and Information/Write continuous text/B2.3

**Materials Required:**

* Pen/pencil and paper and/or digital device
* Computer

# Learner Information

People choose to quit smoking for a variety of reasons. The effects of second-hand smoke can be one reason people choose to quit. Read Health Canada’s handout “What is My Reason to Quit Smoking?”

Go to the Government of Canada website and read “Second-Hand Smoke”:

<https://www.canada.ca/en/health-canada/services/health-concerns/tobacco/legislation/tobacco-product-labelling/second-hand-smoke.html>



# Work Sheet

**Task 1: Imagine you had a friend or family member who was smoking and you wanted to convince them to quit. Using the handout and website, write a paragraph of at least five (5) sentences to try and convince them. Choose the reasons you think would be most persuasive.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Task 2: List three health risks that increase for people exposed to second-hand smoke.**

Answer:

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**Task 3: Write a paragraph of at least five (5) sentences. Explain what can be done to decrease second-hand smoke exposure for children living in homes with smokers. You can use examples from the Health Canada website or your own ideas.**

Answer:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Answers

**Task 1: Imagine you had a friend or family member who was smoking and you wanted to convince them to quit. Using the handout and website, write a paragraph of at least five (5) sentences to try and convince them. Choose the reasons you think would be most persuasive.**

Answers will vary.

Key points may include:

* Health impacts
* Saving money
* Improved quality of life
* Reducing second-hand smoke exposure for others
* Environmental impacts
* Statistics about second-hand smoke (number of deaths, increased number of cancers, increased risk of SIDS and respiratory illnesses for children, etc.)

**Task 2: List three health risks that increase for people exposed to second-hand smoke.**

Answers will vary but points may include

* Lung tumors 🡪 lung cancer
* Blood clots 🡪 heart disease/stroke
* Exposure to smoke during pregnancy 🡪 effects on baby’s brain and lung development; increased risk of SIDS, respiratory illnesses, ear infections and asthma

**Task 3: Write a paragraph of at least five (5) sentences. Explain what can be done to decrease second-hand smoke exposure for children living in homes with smokers. You can use examples from the Health Canada website or your own ideas.**

Answers will vary but points may include

* Cleaning and filtering indoor air
* Increasing ventilation
* Smoking outside instead of around children
* Not smoking in cars with children; while smoking in vehicles with children is against the law in Canada, 26% of youth have been exposed to second-hand smoke in a vehicle (2016-2017).

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# Performance Descriptors

| Levels | Performance Descriptors | Needs Work | Completes task with support from practitioner | Completes task independently |
| --- | --- | --- | --- | --- |
| A1.2 | scans text to locate information |  |  |  |
|  | locates multiple pieces of information in simple texts |  |  |  |
|  | makes low-level inferences |  |  |  |
|  | makes connections between sentences and between paragraphs in a single text |  |  |  |
|  | reads more complex texts to locate a single piece of information |  |  |  |
|  | follows the main events of descriptive, narrative and informational texts |  |  |  |
|  | obtains information from detailed reading |  |  |  |
|  | begins to identify sources and evaluate information |  |  |  |
| B2.3 | writes texts to present information, summarize, express opinions, present arguments, convey ideas or persuade |  |  |  |
|  | manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks |  |  |  |
|  | selects and uses vocabulary, tone and structure appropriate to the task |  |  |  |
| B2.3 cont’d | organizes and sequences writing to communicate effectively |  |  |  |
|  | uses a variety of vocabulary, structures and approaches to convey main ideas with supporting details |  |  |  |

This task: Was successfully completed Needs to be tried again

Learner Comments:

Instructor (print): Learner (print):

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