

Anti-Tobacco T-Shirt Design Contest Lesson Plan

George D. Dranichak

Counselor Education Program, Saint Bonaventure University

CE 628: Foundations of School Counseling

Professor Demah Payne

11/17/2024



Lesson Plan

School Counselor:	George Dranichak III
Lesson Plan Title:	C.L.E.A.N. (Choose Life and Escape Addictive Nicotine) The Dangers of Tobacco / Vape Use -- T-Shirt Contest Lesson
	<input type="checkbox"/> Single Classroom Lesson <input checked="" type="checkbox"/> Unit of Classroom Lessons: Lesson 2 of 2 <input type="checkbox"/> Small-Group Session Lessons: Lesson _____ of _____
Target Audience:	Grades 9-12, High School Students
Evidence Base:	
	<input type="checkbox"/> Best Practice (<i>commonly used and believed to be of high quality</i>) <input checked="" type="checkbox"/> Action Research (<i>individual investigates own practice to improve content/delivery</i>) <input type="checkbox"/> Research-Informed (<i>a review of research provides foundation for content/delivery</i>) <input type="checkbox"/> Evidence-Based (<i>highest level of evidence, results published in peer-reviewed journal</i>)

ASCA Student Standards Targeted:		Student Learning Objectives:
Identify 1–2 student standards relevant for this targeted group and goal: <i>(Best practice = select one)</i>		For each of the selected student standards, write or select 1–2 learning objectives
M&B#	<i>Mindsets & Behaviors Statement</i>	<i>Student Learning Objectives</i>
M.1 & B-SS 9	Students will recognize the importance of making informed health decisions by understanding the physical, emotional, social,	Student(s) will: - Understand the physical and mental health risks associated with tobacco

	<p>and mental consequences of tobacco use and develop the skills to confidently resist peer pressure in situations that may compromise their well-being.</p>	<p>use and nicotine addiction, including cigarettes, vaping, and smokeless tobacco.</p> <ul style="list-style-type: none"> - Develop refusal skills to resist peer pressure related to tobacco use.
--	--	--

Materials:

Planning:

- Administrative approval
- Permission slips for student participation and parental awareness
- Contest guidelines handout
- Informational flyers or posters
- Voting Ballots

Lesson:

- Fact sheets on dangers of smoking/vaping
- Slogans or inspiration lists for anti-tobacco/anti-drug messaging (Think D.A.R.E)
- Example T-shirt designs with positive messaging to inspire students
- Online resources

Design Supplies (w/o digital tools):

- Sketch Pads or Printed paper with T-shirt outline template
- Colored Pencils or Markers

Design Supplies (digital)

- Computers or tablets with design software
- School Computers

Voting:

- Voting Ballots (manually)
- **Google Forms (digitally)**
- Sign-up sheet for shirt sizes, a drop box outside the office

Production:

- T-shirt printing service (i.e. dropshipping via sites like custom ink), preferably one that can do both sides of the shirt
- Budget Approval: either administration, PTA, student council, or school board

Describe how you will:

Introduce Lesson Topic/Focus:	<p>This is lesson 2 out of 2 in our anti-smoking unit. The contest will be announced via a school assembly.</p> <p>I will begin with a brief recap of lesson 1, highlighting key points about the dangers of tobacco and the importance of making healthy choices.</p> <p>I will then transition to the contest, saying something like “Today, we’re going to put what we’ve learned into action by creating something powerful together. You’ll have the chance to design a T-shirt that shows your understanding of the dangers of smoking and vaping!”</p> <p>I will explain that they will have the opportunity to work on designs that will be voted on by their peers, with the winning design being printed on real T-shirts they can wear proudly.</p>
Communicate the Lesson Objective:	<p>I will outline the goal, exploring ways to create powerful anti-tobacco messages that could inspire others to make healthy choices.</p> <p>I will emphasize that while contest participation is not necessary, creating a mock design is. If you don’t want your design to be on a shirt, that’s fine! You still have to draft up what a design could look like. Also emphasize that joke submissions will not be taken seriously. This lesson stresses creativity and longevity. Designs must not be too wordy and must not paint tobacco in a good light.</p> <p>I will explain that this lesson will focus on helping them craft impactful messages and images for their designs.</p>
Teach Content:	<p>I will introduce examples of effective anti-smoking slogans, images, and campaigns. We will discuss what makes them effective (e.g., emotional impact, simplicity, directness).</p> <p>I will provide tips on creating a message for their age group, encouraging designs to grab attention.</p>
Practice Content:	<p>There will be a brainstorm session and a rough draft session in today’s lesson. If they choose to pursue participation in the contest, they would have to work on it in their own time, either in study halls or at home. Submissions would be emailed or will follow the t-shirt outline template in the appendix.</p>
Summarize/Close:	<p>Announce the final deadline for T-shirt designs and how the voting will work at the end of the lesson.</p>

	Reflect on the purpose of the assignment, saying that their designs can encourage healthy choices among their peers. Their designs can make a real difference!
--	--

Data Collection Plan – *For multiple lessons in a unit, complete this section only once for the unit.*

Participation Data Plan: Assembly Format

Anticipated number of students:	Roughly 600 students in this high school will hear this lesson, anticipating a 10-20% contest submission (60-120 students), anticipating a voter turnout of 30-50% (180-300 students).
Planned length of lesson(s):	Two 60-Minute Lessons about dangers of tobacco usage. A timeslot in a school assembly to announce contest after first lesson. A timeslot in a separate school assembly to announce winner.

ASCA Student Standards Data Plan:

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post-Assessment items are:

1. Knowledge – “What are health risks associated with smoking and vaping?” (Multiple choice)
2. Attitude – “I believe that smoking and vaping are harmful to my health?” (Likert Scale – Strongly Disagree-Strongly Agree)
3. Behavioral Intention – “How likely are you to avoid tobacco use?” (Likert Scale – Not Likely - Very Likely)
4. Behavioral Intention – “If someone offers you a tobacco product, how likely are you to say no confidently?” (Likert Scale -- Not Likely - Very Likely)
5. Reflection – “What is one reason you would give to a friend for avoiding tobacco?” (Short Answer)
6. Behavioral Observations – “I feel confident I can make my own decisions about tobacco, even if my friends are pressuring me” (Self-assessment, Yes or No)

Outcome Data Plan: (choose one and describe specific data point to compare)

Examples:

Achievement: School counselor will compare reading levels of students before and after delivery of lesson.

Attendance: School counselor will compare number of absences last year to this year.

Discipline: School counselor will compare total number of disciplinary reports for peer-on-peer conflict first quarter with second quarter

Achievement (describe):

School counselor will evaluate and compare pre-/post-assessment attitudes and behaviors towards tobacco use.

Attendance (describe):

Discipline (describe):

Follow-Up Plans

Explain your plan for students who missed the lesson.

- Make-up session can be accessed digitally using resources like Schoology.
- Ensure that the Pre-/Post-Assessment(s) must be taken.
- T-Shirt Contest absences will be given a design template and a handout on contest guidelines.
- Give students flexible options to ensure that all students gain knowledge and have an equal opportunity to participate in the T-shirt contest, reinforcing the anti-tobacco message school-wide.

Explain your plan for students who did not demonstrate mastery on the pre-/post-assessment of student standards (M&B)/student learning objectives.

- *Implement Target Interventions*
- *Identify areas of need: If a student struggles with understanding the health risks of tobacco, focus on content reinforcement.*
- *Build on refusal skills in small-group/one-on-one sessions*
- *Monitor Progress*
- *Communicate with parents/guardians about student's progress*

Appendix

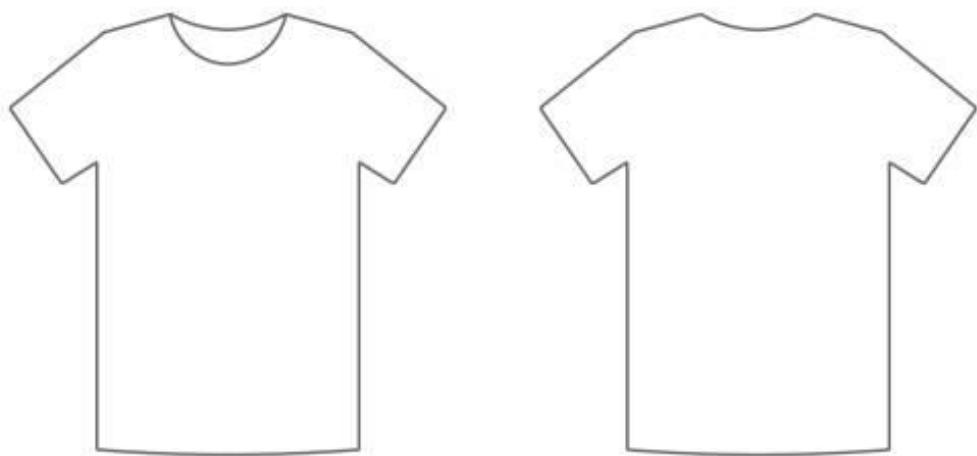


Figure 1: T-shirt design template

Reflection

Classroom Management

For my anti-tobacco lesson, I would collaborate with health or physical education teachers. This would be a two-session lesson.

Classroom Arrangement and Reasoning

Through collaboration with the P.E. teacher's, I would be able to deliver lessons in the school's gymnasium. Students would sit in the gym's risers. This setup allows for discussions amongst classmates, giving the brainstorm phase a more social aspect. It also gives me, as the facilitator, easy access to each student, allowing for a more inclusive and attentive environment.

Preventative and Specific Strategies

At the start, I'll set clear expectations around respect, participation, and focus, especially since the topic may provoke a range of responses. I will reinforce that this is a safe, judgement-free space, so that I can prevent disruptive behaviors and help students feel comfortable sharing their thoughts. I will repeat what I said above, I will emphasize that while contest participation is not necessary, creating a mock design is for a P.E. grade. I will say something like, "If you don't want your design to be on a shirt, that's fine! You still have to draft up what a design could look like." I would emphasize that joke submissions will not be taken seriously. This lesson stresses creativity and longevity. Designs must not be too wordy and must not paint tobacco in a good light.

I will engage through structure. Since this is a very collaborative and interactive project, I will aim to keep students actively engaged and minimize off-task behaviors. If push really comes to shove, I may need to ask for backup support from the P.E. teachers. Positive reinforcement to creative contributions is extremely important.

In order to address disruptive behavior issues, I will employ strategies similar to the ones outlined in the textbook. As Erford et al. (2018) write, “Effective approaches are based on the notion that the professional school counselor does not act in an authoritarian manner but, rather, embodies democratic principles” (p. 217). In order to be democratic with disruptive students, I would employ techniques like open-ended questioning that encourage reflection and give them a chance to explain their perspective. I found the quote above to be interesting, and it made me think that counseling democratically will treat them as an active participant in their own behavior management rather than merely a recipient of rules. I want to allow the student(s) to feel heard and respected, but I also want to foster a sense of accountability and belonging to them to help them understand their role within the class.

Teaching Strategies

Usage

By incorporating visual aids and focusing on a creative, hands-on project, I expect students to actively process and communicate anti-tobacco messages. The learning will also be discussion-oriented, with me leading an open discussion on tobacco-related topics, allowing students to express their thoughts based on informed discussions about vaping, peer pressure, and more.

Instruction Differentiation

In the article from Maxim (2018), they explain that instruction can vary depending on strategies needed for the student and teacher. Modifying instructions for the student is based on readiness, interest, and learning profile, while the teacher must differentiate instruction based on the content, process, product, and learning environment (p. 60). For example, some students may be interested in the creative aspects of designing the shirt, while others may connect more with

research and message development. To support these diverse interests and readiness levels, I would offer different entry points into the project: students could choose to focus on the artistic design, research the health effects of tobacco for a more informed message, or collaborate on slogans and impactful language.

To address students requiring additional support, I would break down the project into manageable steps, providing a clear outline of each stage (e.g., brainstorming, sketching, finalizing). Pre-designed outlines will be provided, and my example would be C.L.E.A.N. (Choose Life, Escape Addictive Nicotine).

Comprehensive School Counseling Program

Relation to my Goals

This lesson supports the goals of my comprehensive school counseling program by promoting student well-being and healthy decision making. It aligns with my objective to empower students with knowledge that impacts their social-emotional health, both crucial aspects of comprehensive counseling. Additionally, by fostering open conversations around the risks of tobacco, I'm helping students build critical thinking and self-advocacy skills—key competencies in ASCA's Mindsets & Behaviors that contribute to well-rounded development.

Advocacy and System Change

This lesson and the T-shirt contest promote advocacy within the school by giving students a platform to spread awareness about the risks of smoking and vaping. Through their designs and voting, students advocate for healthy choices among peers, reinforcing a school-wide culture of wellness, and a very social and community-driven project that may have real physical longevity to it in the form of the actual shirt. By making tobacco prevention visible and student-led, this lesson supports system change in the school. It encourages ongoing

conversations about health and peer pressure. This lesson also empowers students to see themselves as advocates, planting seeds for future involvement in health-promoting actions within and beyond the school.

References:

Erford, B. T. (2018). *Transforming the school counseling profession* (5th ed.). Pearson.

Maxim, G. W. (2018). *Dynamic social studies* (11th ed.). Pearson.