

AHEC
Tobacco
Training
And
Cessation

Middle School
Tobacco Prevention Teaching Guide
2009-2010



Middle School Teaching Guide 2009-2010

Team Member	Telephone	E-mail

Health Professions Student Packet contains:

- Middle School Tobacco Prevention Teaching Guides
- Head Count Form: Record the number of middle school students for each class period and have your host teacher sign where indicated.
- DVD

Materials for Teacher:

- Host Teacher Thank You Gift: Green AHEC Tote Bag
- Middle School Teacher Folder containing:
 - Team Critique Form (to be completed by the middle school teacher)
 - Copy of Teaching Guide
 - Lesson Plan Correlations to Sunshine State Standards & FCAT Writing Prompt Suggestions
 - Guidance Counselor Suggestions for handling students' emotional reactions to family or friends' health risks from tobacco
 - Various tobacco prevention brochures (if available)


IMPORTANT: The following must be returned to your faculty coordinator or AHEC representative on the due date assigned:

- Head Count Form (completed by health professions students and signed by host teacher)
- Team Critique Form (completed by teacher)
- You do no need to return any of the leftover materials. All materials (DVD, bingo cards, etc.) may be left with the teacher.

USF AHEC A.T.T.A.C Program Planner:

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Teaching Materials:

1. DVD 
2. Giveaways (stickers & pencils) for middle school students
3. Teaching Guides (1 for each member of team)
4. Lesson Materials:

Lesson 1: Below Your Radar

- No extra supplies required

Lesson 2: Smoke Kills

- “What’s in Tobacco and Smoke?” cards (10 cards with Terms and Pictures, 10 Cards with Definitions)

Lesson 3: Secondhand and Thirdhand Smoke

- No extra supplies required

Lesson 4: Tobacco Addiction and Short-Term Effects of Smoking

- No video clip
- Cartoon-guy poster *or* Cartoon-guy transparency
- Dry-erase markers
- Tape/ adhesive (if hanging poster)

Lesson 5: Diseases Due to Tobacco – Long-Term Effects of Smoking

- Straws (approx. 5 per class)

Lesson 6: Spit Tobacco

- “Dip Chew Spit” Bingo Cards

Optional Lesson: Money and Tobacco Products

Optional Teaching Materials (to be created by the team)

Bottle of Tar:

Directions: Fill an empty one-liter water bottle with one or two containers of molasses. This symbolizes the amount of tar and nicotine a pack-a-day smoker deposits in his/her lungs in one year (approximately one quart). This visual is appropriate to use during Lesson 2 – Smoke Kills.

Bottle of Phlegm:

Directions: Fill another empty water bottle with one container of the yellow hair gel “DEP”. When turned up and down, this visual symbolizes the amount of phlegm an emphysema patient would cough up in a normal day (approximately 1-2 cups). This visual fits in well with Lesson 5 – Diseases Due to Tobacco/Long-Term Effects of Smoking.

In the Middle School, your message is **ABSTINENCE ONLY**.
NO tobacco, alcohol, or drug use!

IMPORTANT -- READ THIS:

- ❖ The only message for middle school students is **ABSTINENCE**. That means no tobacco use at all. **Why? Middle school age students cannot legally purchase, possess or use tobacco** (*The 2007 Florida Statutes : Title XXXIV, Chapter 569, Section 569.11.*)
- ❖ **You can be personally sued** in Florida for advocating **illegal** activities in a classroom setting.
- ❖ **DO NOT** talk about your own personal use of tobacco, alcohol, or other drugs. Personal substance abuse recovery stories are **counterproductive** with this age group.

Before the School Visit:

- Review the video clips and classroom activities with your teammates. One member of your team has the teaching kit materials.
- **Important: Test your DVD and your Videotape ahead of time to make sure they work.** If you need a replacement, contact the USF ATTAC Program Planner at 813-974-2180.
- Review the Lesson Plan before you show up for the class. **“Cold reading” lessons aloud is unacceptable.** Read verbiage in quotes if you need help phrasing the content, *but the italics are cues and info for you—don’t read italics verbatim.*
- Lesson content is modifiable to class length (designed for 60 minutes). Plan adjustments as necessary. You may shorten or extend the lessons as necessary. The DVD is divided into lesson chapters for easy movement.
- Watch "Promoting Health in Our Middle Schools" (8 min) <http://flahec.org/videos.asp>, an interview with students from prior years about this program.
- Talk to your team about driving to the school. **Plan to arrive at the middle school 30 minutes early.**
- Also discuss with your team who will take which role. For example, will each of you discuss a particular scenario and take turns with the class? Who will run the DVD/VCR machine? Be sure that each team member participates in the presentation.

On the Day of the Presentations:

- **Bring the teaching kit with the videotape/DVD, questions, and activities.**
- Report to the school office **at least 30 minutes** before class.
- **Very Important:** You must check in at the school administration office and provide a valid form of identification (driver’s license or other form of government ID) in order to present that day at the school
- Bring lunch or cash to buy lunch.
- Introduce yourself to the teacher and set up the DVD/videotape. Discuss any concerns before the school day begins.
- **Give your teacher the Teacher Folder and gift bag before the class starts.**
- **You are responsible for providing instruction for the entire period unless the teacher tells you otherwise.** You should have enough materials to cover the entire class period.

- You were provided with a poster and a transparency of the cartoon-guy for Lesson 4. Ask your host teacher whether she/he prefers for you to hang the poster or use the transparency. Remember to use the **dry-erase markers** and to clean the poster/ transparency before the next class.

Remember:

- Dress and act like professionals (no jeans). Remember, today you are the teacher.
- More is getting across to the students than they let on. They may lay their heads on their desks, “sleep”, and in general, work hard at looking as if they’re totally uninterested. They’re listening to you, even if they don’t look like they are.
- The teacher will stay with you during your presentations. You may want to ask the teacher for ways to improve your presentation. Also, the teacher has been asked to evaluate your presentations to improve things for next year.
- The students will be curious about you. You can talk about your life as it relates to your career choice. Just don’t advocate illegal behavior in the classroom.
- Be polite and respectful to the students. Remember that humor is a wonderful tool.
- **Have Fun! If you sound bored, they’ll BE bored.**
- After the last presentation, thank the teacher; give the teacher the DVD and the packet of information.
- The **pencils** that you were given can be used as prizes for students, and the **stickers** can be distributed to every student in the class (*there are 200 stickers per roll*). You may leave extra prizes with the teacher.

In the Classroom:

- Introduce yourselves.
- Tell why you’re here. “We’re here today to talk about tobacco and how you can make healthy choices. We have a video and some activities to help us do that.”
- **Have the middle school students hold up hands rather than calling out;** select specific students to respond. Spread your attention around to get maximum participation. In order to best manage time, it’s okay to tell the students when it’s time to move on.
- Prepare the students for the activity. The video clips are MUCH MORE EFFECTIVE when the preparatory activities are done before each vignette.
- Students will need a piece of paper and pen or pencil before certain lessons—have them get this ready before you begin the first lesson.
- When asking a question, give the students time to respond. Allow at least 20 seconds before coming forth with the answer yourself. If no one offers an answer, you can call on a student who seems like he/she may know the answer, even if his/her hand is not up. You might say something like; “You look like you might be able to help us out. What do you think the answer to that question is?”
- At the end of the lesson, thank the class members for their participation and get ready for the next period.
- If you don’t finish all of the scenarios, vignettes and the classroom activities during the class period, that’s OK. Adjust the lesson as you go to improve each time you present it.
- There is enough material in the teaching kit to fill the entire class.

At the end of the day:

- Remember to ask the host teacher to sign the Head Count form and fill out the Team Evaluation form.
- Leave the gift tote bag, teacher packet, and DVD.

Lesson 1: Below Your Radar

Instructor's note: The goal of this lesson is to help students understand that the tobacco industry has worked long and hard to get young people to use tobacco, and their primary goal is financial gain. Movies that endorse or promote specific tobacco products are given big money for this. Awareness of this is a giant step toward resisting these messages.

Materials: Video



Preparation:

- **Ask**, “What is an advertisement or ad?” **ANS:** *An ad is when a company pays to promote their product/ service.*
- **Ask**, “Where are you used to seeing ads?” **ANS:** *Almost everywhere! TV commercials, magazines, billboards, radio, & internet. Convenience stores, car races, stadiums, rodeos, other sporting events.*
- **Ask**, “Can anyone tell me what product placement is?” **ANS:** *Product placement is a way to sell you something in a place where you're not used to seeing a commercial or advertisement.*
- **Say**, “I'm going to show you some images and I want you to tell me where the advertisement is.”



Play Video - Product Placement:

Instructor's Note: There are 3 still images. **Stop the video after each image and ask the students:**

1) What product is being advertised? 2) How do you know?

- **Show Image 1, American Idol.**
STOP VIDEO. **ANS:** *Coca Cola. Each judge has a Coke cup in front of them.*
- **Show Image 2, Iron Man Movie.**
STOP VIDEO. **ANS:** *Burger King. Bodyguard of the main character (Robert Downey, Jr) is holding a BK bag. Implied that Downey, Jr is about to eat the burger.*
- **Show Image 3, 17 Again Movie.**
STOP VIDEO. There are 3 – any 1 answer is fine. **ANS:** *1. Red Bull- Statue is holding. 2. Ray-Ban Sunglasses – Worn throughout the movie (including this scene). 3. Dyson Vacuum.*

Class Discussion

- **Say**, “Raise your hand if you watch NASCAR.”
- **Ask** what kind of advertising they see in NASCAR. **ANS:** *Billboards, drivers' jumpsuits, etc. But the most obvious is on the cars!*
- **Ask**, “If you have to decide between going to Lowe's or Home Depot¹ and your favorite driver drives The Home Depot car, which store do you think you are more likely to go to?” **ANS:** *Home Depot*
- **Say**, “The companies know this. They give money to these teams to be sure you see their name and think of your favorite driver.”
- **Ask**, “Have you ever seen celebrities use or talk about a specific product?”
- **Say**, “The celebrities are usually paid to do this. The companies want you to see your favorite celebrities using their product so you'll use it, too.”
- **Say**, “Let's look at some more images. Raise your hand if you know the celebrity AND the product.”



Play Video

Instructor's Note: There are 3 still images. **Stop the video after each image and ask the students:**

1) What product is being advertised? 2) Who is advertising it?

- **Show Image 1:**
STOP VIDEO. **ANS:** *Ashley Tisdale – Degree Girl*

¹ Lowe's car is driven by #48 Jimmie Johnson. The Home Depot car is driven by #20 Joey Logano.

- **Show Image 2:**
STOP VIDEO. **ANS:** Taylor Swift – Got Milk
- **Show Image 3:**
STOP VIDEO. **ANS:** Dale Earnhardt, Jr – Wrangler

Class Discussion:

- **Ask**, “Have you ever seen tobacco advertised in any of these ways – using someone famous? **ANS:** Yes! *Some tobacco brands are advertised on rodeo riders’ gear, and used to be seen on NASCAR cars.*²
- **Say**, “There are laws against advertising tobacco on TV. So, most ads for tobacco are seen on billboards and in magazines. Tobacco companies have found other ways to get around TV advertising. Take a careful look at the next few images.”



Play Video

Instructor’s Note: *There are 3 still images. Stop the video after each image and ask the students:*

- 1) *Where is the tobacco?* 2) *Can you tell which brand is advertised?*
- **Show Image 1:** **Say**, “This is from the movie ‘The Longest Yard’ with Chris Rock and Adam Sandler.”
STOP VIDEO. **ANS:** *The cigarette behind Chris Rock’s ear. He kept it there for most of the movie.*
 - **Show Image 2:** **Say**, “This is Chris Shivers, a professional bull rider.”
STOP VIDEO. **ANS:** *Copenhagen is an obvious sponsor. Some rodeo riders have pledged to not accept any tobacco money in an effort to “Buck Tobacco.”*³
 - **Show Image 3:** **Say**, “This is from the movie ‘Tropic Thunder.’ This one’s tricky. Look hard to find the tobacco.”
STOP VIDEO. **ANS:** *Pack of Marlboros tucked into Stiller’s helmet (during entire film).*

Class Discussion:

- **Say**, “The tobacco companies are very sneaky in the way that they advertise.”
- **Emphasize:** “**Tobacco companies pay to have their products placed and used in movies.**”
- **Ask**, “How much money do you think the tobacco industry spends on advertising a year in Florida?” **ANS:** *Nearly a billion dollars each year (\$1,000,000,000).*
- **WRITE \$1,000,000,000 on the board.**
- **Ask:** “Why do you think the industry spends so much on advertising?” **ANS:** *Over 400,000 people in the U.S. die each year from tobacco related illnesses—that’s 1,200 people a day. The tobacco companies need new users, often called “Replacement Smokers”, because users are constantly dying. Young people will smoke for more years and spend more money on tobacco products. This is more money for the tobacco companies.*
- **Say:** *This next video has 5 main points, some of which we’ve already discussed.*



Play Video: *Misunderstanding – (a tobacco executive walking down street)*

Class Discussion:

- **After video, Ask:** *What were the 5 main points made in the video?*
 1. *Tobacco use kills more than 400,000 people every year.*
 2. *Tobacco companies make billions of dollars every year.*
 3. *Teens are the biggest target of tobacco advertising.*
 4. *Tobacco is addictive.*
 5. *Tobacco companies have to get new users to replace the many users who die every year.*
- **Say**, “Tobacco advertisements can make it seem like a lot of people use tobacco.”

² The sponsorship of Nascar teams slowly came to an end after 1983 when tobacco could no longer be advertised on TV and radio. Marlboro was the last to pull sponsorship in 2003.

³ “Buck Tobacco” supports rodeo as a family event. The first cowboy to refuse tobacco sponsorship was include Wiley Peterson.


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- **Ask** what percentage of middle schoolers in Florida smoke cigarettes. Settle on a number. **ANS: 5%**⁴ ***That means that 95% of middle school students do not smoke!*** *The number of middle school smokers has decreased over the years due to the many efforts that have been made in this state, including the program you are participating in right now.*
 - **Ask** why tobacco companies would want kids for customers? **ANS: *The earlier someone starts using tobacco, the longer they'll smoke, which leads to more profits for the tobacco companies. Teens that start using tobacco are likely to become lifelong tobacco users.***
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⁴ Florida Youth Tobacco Survey, 2008

Lesson 2: Smoke Kills


Instructor's note: The main point is tobacco and tobacco smoke have a lot of harmful ingredients. Use the card game to involve the kids and to make it fun.

Materials:

- "What's in Tobacco and Smoke?" Cards (10 Picture Cards and 10 Definition Cards)
- Video 

Preparation:

- **Facts:** There are several ingredients added to tobacco in the manufacture of cigarettes. More importantly, over 4000 chemical compounds are created by burning a cigarette, many of which are toxic and/or carcinogenic. (explain carcinogenic—cancer-causing)
- **Say:** "Let's watch some videos that describe two of the ingredients in tobacco smoke."

-  **Show "Smoke Kills" video.** **Note:** Show both clips (the car and the cow video clip).
- **Ask:** "What did you learn from the videotape?"







Play Card Game: "What's in Tobacco and Smoke?"





**Instructor's Key on next page*

Instructions:

- **Distribute** the set of Picture Cards to 10 student volunteers.
 - **Have** the students stand in front of the class holding up their sign.
 - **Tell students:** "These cards have common ingredients found in tobacco and tobacco smoke. I'm going to read a definition and let's try to match each definition with one of the ingredients shown on the Picture Cards."
 - **Be sure to mix up the order of the Definition Cards.** Hold up one card and read the definition to the class. Call on students to match the definition with the correct Picture Card. Once the correct match is made, give the Definition Card to the student holding the Picture Card so he/she can hold up both cards together.
 - **End the lesson** when all of the Picture and Definition cards have been matched.
 - **Ask the students** if they learned anything new from the game and if they were surprised by what they learned.
 - **Ask students** how many chemicals they think are in tobacco and its smoke? **ANS:** *More than 4,000 chemicals, including over 60 chemicals that cause cancer.*
 - **Collect cards to use with the next class.**
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Instructor's Key:

<p>1 This poisonous gas is deadly. Breathing it keeps oxygen out of the body.</p>	<p>Carbon Monoxide</p> 
<p>2 A strong smelling chemical that can cause cancer. It is used for embalming dead animals for use in science class dissections.</p>	<p>Formaldehyde</p> 
<p>3 A poison used to kill gophers, moles, and rats.</p>	<p>Arsenic</p> 
<p>4 The chemical in cigarettes that is more addictive than heroin.</p>	<p>Nicotine</p> 
<p>5 The strong smelling ingredient in nail polish remover.</p>	<p>Acetone</p> 
<p>6 A poisonous, cancer-causing metal found in batteries.</p>	<p>Cadmium</p> 

<p>7 Odorless, colorless, flammable gas used for fuel; sewer gas</p>	<p>Methane Gas</p> 
<p>8 A key ingredient in gasoline that is extremely flammable.</p>	<p>Butane</p> 
<p>9 A deadly poison.</p>	<p>Cyanide</p> 
<p>10 Household cleaner used to clean toilets and windows.</p>	<p>Ammonia</p> 

Lesson 3: Secondhand and Thirdhand Smoke

Instructor's note: The goal in this lesson is to make kids aware of mortality and morbidity related to secondhand smoke (environmental tobacco smoke, ETS), and the newly researched thirdhand smoke.

Materials: Video



Preparation:

- **Ask**, “Does anyone know what secondhand smoke is? **ANS:** *Secondhand smoke comes from 2 places: the burning end of a cigarette or cigar when the smoker is not inhaling and smoke exhaled by the smoker.*
- **Ask** if there are health risks to inhaling another person’s tobacco smoke. **ANS:** *YES! They are similar to smoking. The Environmental Protection Agency has said secondhand smoke causes cancer. There is no risk-free level of exposure to secondhand smoke. Nonsmokers increase their risk of developing heart disease and lung cancer. But, nearly half of all nonsmoking Americans are still regularly exposed to secondhand smoke.*⁵

Discussion:

- **Ask the class**, “Did you know that smoking in a car with a child is illegal in some states?” **ANS:** *There are laws banning smoking in a private vehicle when children are present in these states or territories: Arkansas, California, Louisiana, Maine, North Dakota, Puerto Rico, Texas, Vermont, Virginia, and Washington. Also some cities in New York and New Jersey have these laws.*
- **Ask**, “What do you think about that?”
- **Tell** the class, “In 2003, the Florida Clean Indoor Air Act was passed to prohibit smoking in enclosed work places like restaurants, bowling alleys and many other places.
- **Ask**, “Why do you think this law was passed?” **ANS:** *To protect non-smokers who might have to work or be around smokers, but don't want to be exposed to the dangers of secondhand smoke.*



Show video clip “Secondhand Smoke – No Pee”.

Stop the videotape.

- **Ask** the class to compare pee in pool water to smoke in a room and its effect on air quality. Can you separate peeing from non-peeing sections in a pool? Can you separate smoking and non-smoking areas of a room?

Thirdhand Smoke Discussion:

- **Ask**, “How many of you have heard the term “Thirdhand Smoke?” “What is it?”
- **ANS:** *It's the stuff that stays around even after the cigarette has been put out. It's what you smell on someone's clothes, in their hair, and in the car or home of a smoker. It hangs around long after secondhand smoke is gone and has chemicals that cause cancer, heavy metals, and radioactive materials. It's very dangerous for young children and babies because they might touch it, then put their hands in their mouth.*

⁵ United States Surgeon General, June, 2006



Show video clip “Working Man” Quitline Video (man with cloud of smoke around him).

Stop the videotape.

- **Ask:** “Can you really see smoke around someone after they have finished smoking?” **ANS:** *No, the smoke around him in the video shows what we’ve just learned about thirdhand smoke---it’s the smell, the chemicals and residue that remains even after the cigarette has been put out.*
- **Say:** This video advertises the Florida Quitline, a free phone counseling program for people interested in quitting smoking. The program is part of the Tobacco Free Florida program aimed at reducing tobacco usage in the state of Florida. You may have seen their commercials on TV.



Lesson 4 – Short-Term Effects of Tobacco Use / Addiction

Instructor’s note: The goal of this lesson is to increase awareness of short-term effects of tobacco use that middle school kids are more likely to experience. The students will discuss habits and addiction and recognize the power of nicotine addiction and how quickly the dependence can develop.

Materials:

- No video clip
- Cartoon-guy poster *or* Cartoon-guy transparency
- Dry-erase markers
- Stickers and/or pencils for prizes
- Students should be prepared with pen/ pencil & sheet of paper on their desks (*for optional activity*).

Preparation:

- **Hang the Cartoon-guy** at the front of the class so that all the students can see him *or use the transparency.* Take out dry-erase markers.
- **Say**, “Tobacco use has both long-term and short-term effects.”
- **Ask**, “What’s the difference between long-term and short-term effects?” **ANS:** *Long-term effects take years to occur and are harder to reverse. Short-term effects occur quickly and are often reversible. Middle and high school smokers are more likely to have short term effects.*

Class Activity: Short-Term Effects of Smoking & Tobacco Use

- **Say**, “Let’s talk about the short-term effects of tobacco use that may affect a middle-school student.”
- **Say**, “This cartoon-guy represents a smoker.”
- **Ask** students to think of things that would happen to a person who is smoking.
- **Encourage participation.** Ask a middle school student to pass out prizes (stickers or pencils) to participants. Wait for class to participate, but you & other health professions team members can elaborate and encourage by giving some of the suggested examples below.
- **Draw physical changes to the stick figure** as they give examples. Or, ask for a student volunteer to draw the changes. Focus on cosmetic changes kids are likely to experience:

Suggestions:

o <i>Brown stained teeth and tongue</i>	o <i>Holes burned into clothing from ashes</i>
o <i>Stained fingers</i>	o <i>Cough</i>
o <i>Smelly hair and clothing</i>	o <i>No money, spending it all on cigarettes</i>
o <i>Decreased sense of taste and smell</i>	o <i>More colds and flu</i>
o <i>More facial wrinkles sooner</i>	o <i>Cigarette burns on skin</i>
o <i>Acne – research shows smokers (especially boys) have more acne</i>	
o <i>Shortness of breath with exertion (exercise intolerance)</i>	

- **Ask** “What would happen to this guy if he stopped smoking today?” **ANS:** *All of these could be reversed.*
- **Erase** the drawing until the cartoon-guy looks the way he did at the beginning. Emphasize that young teens can prevent and reverse these changes because the changes you have been talking about are still the short-term effects of tobacco.

Class Activity: Habits and Addiction

- **Say:** “We just learned about the short-term effects of tobacco use, but often people continue to smoke causing more serious problems.”
- **Say:** “Earlier today, we learned about the ingredients in tobacco and smoke. One of these ingredients was Nicotine. Nicotine is the ingredient in tobacco that causes addiction. Let’s spend some time talking about addiction and habits.”

- **Ask**, “What is a habit?” **ANS:** *Some behavior that has a regular pattern – ex. Watching a certain TV show regularly, biting fingernails, grinding teeth, etc.*
- **Ask** the class to fold their hands. (*You may need to demonstrate by interlocking fingers and folding your hands.*) Then ask them to notice their hands. Tell them to note which thumb is on top. Then, ask the class to once again fold their hands but in a way where the other thumb is on top and the opposite little finger is on the bottom.
- **Ask** the students which way they think was more comfortable – the first way or the second? “Did the second way feel a little strange?” “Why?”
- Now have the students fold their arms, noticing which arm is on top. Then, ask the class to once again fold their arms, but in a way where the other arm is on top.
- **Say**, “The way you fold your hands and arms is often done by habit. You don’t think about it, you just do it. It is a slow process that happens over time. The first time we do it, as a small child, we probably give it some thought. But, as the action is repeated over and over again our body and mind become used to it. **Habits are hard to break.**”

Optional Activity (if you have time and for longer classes)

- **Say**, “To see how hard it is to break a habit we all have, please write down the following sentence as I dictate it. When you write down the sentence I am going to read to you, DO NOT dot any of the “i’s” and also DO NOT cross any of the “t’s”. (*NOTE—to save time, you can also have a volunteer come up to the board and write the sentence on the board as you dictate it, instead of the entire class writing the sentence.*)
- Read the following sentence:

“Smoking is not cool. It gives you lines on your face. It can give you cancer, too.”
(5 lower case “i’s”, 4 “t’s”)
- Now have the class check the sentence and see how they or the volunteer did. Everyone should now see how hard it is to change a simple habit like dotting “i’s” and crossing “t’s”.

Discussion:


- Make the point that tobacco use is a habit; but, for most tobacco users it is not JUST a habit, it is also an addiction to the drug nicotine.
- **Ask:** “What is an addiction?” **ANS:** *(a) preoccupation with the drug – Addicts think about the drug all of the time. (b) continued use even though there are negative consequences. Addicts continue to use the drug even when it hurts their health, loved ones, and their pocketbooks.—This is why tobacco users keep using tobacco even though it is dangerous.*
- **Explain:** Some addictions may occur gradually. It used to be thought that tobacco addiction happened gradually over time and that people had to be fairly heavy smokers before they were at risk for addiction.
- **Important:** **Some teenagers, however, become addicted even before smoking on a daily basis. Some teenagers show signs of addiction with smoking an average of two cigarettes a week.⁶ This strongly suggests that teens are more vulnerable to nicotine dependence than adults, possibly because the brain is still developing through adolescence.**
- **Stress:** Simply put, nicotine affects the brain. Because of the addiction, it is very difficult to quit smoking. People have been successful in quitting; however most smokers need help to quit.

⁶ Joseph DiFranza, University of Massachusetts School of Medicine, Family Medicine and Community Health.

Lesson 5 – Disease Due to Tobacco – Long-Term Effects

Instructor's note: The goal of this lesson is to increase awareness of long term effects of tobacco use.

Materials:

- 5 Straws
- Video 

Preparation:

- **Say**, “In the last lesson, we focused on short-term effects of tobacco use. In this lesson, we are going to talk about long-term effects---these usually develop over several years and are more difficult to reverse.”
- **Say**, “Let’s talk about diseases caused by tobacco use.”
- **Say**: “Raise your hand if you can tell me a disease caused by tobacco.” Allow students to answer and then add: “*Tobacco is the single largest preventable cause of death in the USA. That means that if people did not smoke, many diseases and deaths would not occur.*”
- **Say**: “*Tobacco causes many different types of cancer including lung, mouth, liver, stomach, pancreas, and many more. Tobacco doesn’t just cause cancer; it causes other lifelong diseases such as stroke, heart attack, ulcers, asthma, emphysema, and much more.*”
- **Summarize**: “Tobacco causes many diseases besides lung cancer. It affects every organ and it causes a lot of lifelong diseases.”
- **Tell** kids that the next video clip shows some patients who have cancer from smoking.
- **Say**, “**These videos are really disturbing and you may not want to look at them.**” ***Tell them they do not have to watch this part of the video and can put their heads down on their desks if they want to.**
- **Say**, “We’re showing you these videos because we want you to know the reality of the sickness and disease that smoking can cause.”



Show Video: “Disease Due to Tobacco - Cancer is Not Pretty”.

Stop the tape.

- **Ask** the class what they thought about the tape. Take your time with this and let kids talk. *If anyone seems upset by this, ask the teacher discreetly to talk to the child or take him/her to the guidance counselor.*

Discussion:

- *The first person had oral cancer from tobacco that spread to the eye. **Tobacco like cigarettes, cigars, spit tobacco or chew tobacco all cause cancer.***
- *The other people have lost the ability to use their voice boxes. This means they breathe through a tube in their necks called a tracheotomy. Covering the hole in the tube allows them to speak, though usually with difficulty.*
- *One man is still smoking despite his terrible disease. Why is that? Instructor’s Hint: Tobacco is very addictive.*

(Optional: This is a good time to show the bottle of phlegm which represents the amount of phlegm coughed up by an emphysema patient in a day—1-2 cups.)

- **Ask** the class if they think tobacco smoking is so much fun that they would like to risk getting a disease like cancer from it? **Ask** why they think people keep smoking if they know it is bad for them? The **answer should bring up the topic of addiction. Reinforce** the fact that nicotine is addictive and that is why it is so hard to stop smoking even if you want to stop.

Classroom Activities 1 and 2 on next page.

Classroom Activity 1 (Running with straws):

This activity illustrates how reduced airway diameter as in lung disease can affect the individual's ability to be physically active.

***Be sure to ask for volunteers who think they can run in place in front of the class with no problem.**

***Volunteers must have no history of cardiac or respiratory problems. Any student that may have difficulty running in place should NOT volunteer.**

***Monitor students carefully during the activity. Ask them to stop if they start to have any difficulty at all.**

***Ask the teacher to also monitor students closely for safety reasons.**

- **Ask** for 5 (less is okay) volunteers who think they are good at running in place. Have them come to the front of the class. Students must have no history of cardiac or respiratory problems.
- **Tell** students to run in place for approximately 1 minute while you time them. Stop them after 1 minute of running in place.
- **Ask**, "How do you feel?" "How is your breathing?"
- Now, **give** each volunteer a drinking straw. **Tell** the students to pinch their nose, put the straw in their **mouth**, breathe through the straw and run in place again for approximately 1 minute.
- It will become clear that the students are not able to get enough air into their lungs to perform the running activity. **STOP the activity** when the students begin to have difficulty. They do not have to run for the entire minute.
- **Ask**, "Is it harder to catch your breath now or last time?" "Is your breathing more like the man on the videotape now?" "What do you think about narrowed airways and ability to exercise or play sports?"

Classroom Activity 2 (Heart pump):


- **Tell** the students it's okay to not participate – there may be a health reason)
- **Tell** the students to hold **one** hand above their head with fingers spread wide apart.
- **Say**, "I am going to count: 1, 2, 1, 2. When I say one, I want you to make a fist as tightly as possible. This represents the contraction of the heart. On 2, open your fingers wide again. This represents the heart at rest."
- **Count** 1, 2, 1, 2 in one second intervals for about 30 seconds. At the end of this, the students' hands should start to feel tired.
- **Explain** that unlike fingers, the heart works at all times, continuously pumping blood that carries oxygen throughout the body. Smoking makes the heart beat faster.⁷
- **Tell** the class that you are going to do the exercise again, but this time counting much faster.
- **Ask**, "How did your hand feel after the second time compared to your hand that wasn't doing anything? **ANS:** *Pretty tired.*
- **Say**, "That's how your heart feels! It has to work much harder if you use tobacco. This can make playing sports or doing other kinds of activities very difficult."

⁷ The heart beats faster for two reasons: 1) Nicotine is a stimulant. 2) The smoke displaces the O₂ with CO making your heart work harder to circulate O₂ throughout the body.

Lesson 6 - Spit Tobacco/Other Smokeless Tobacco Products:

Instructor's Note: *The goal of this lesson is for students to learn that spit tobacco is at least as dangerous as smoked tobacco, and that it is more addictive. This lesson also introduces other types of smokeless tobacco to make the students aware that the tobacco companies are constantly developing new products to get people addicted.*

Materials:

- **Bingo Cards**
- **Prizes: Stickers or Pencils**
- **Video** 

Preparation:

Tell the class, "Every day you make choices that can have positive or negative effects on your life. The effects of some show up right away, but the effects of many others aren't obvious until a long time later, and by then they may be permanent. (*Many of the students may not know the facts about smokeless tobacco.*)

- **Say**, "The next video shows effects of spit tobacco. Spit tobacco is also called "Smokeless or Chewing Tobacco". Users of spit tobacco put a pinch or dip of tobacco between their lip and gum, let it sit in their mouths, and suck the tobacco juices. This sucking allows nicotine (what causes addiction) to be absorbed into the bloodstream through the tissues in the mouth. Smokeless tobacco users also are constantly spitting the brown tobacco juices out to get rid of the saliva that builds up (really disgusting!).
- **Say**, "Tobacco companies market smokeless tobacco, emphasizing the word "smokeless" as being a safer alternative to smoking cigarettes—not true—let's watch the video showing the effects of spit tobacco use. Spit tobacco is NOT safer than smoking cigarettes and you will get to see why in the next video.



Show video: "Smokeless - Not Harmless"

Discussion:

- **Ask:** "Does spit tobacco damage its users' lungs?" **ANS:** *No, because it isn't smoked.*
- **Ask:** "Does that mean it's safe to use?" **ANS:** *No, spit tobacco of every type damages oral and other tissues.*
- **Ask:** "Is spit tobacco as addictive as cigarettes?" **ANS:** *MORE addictive.*
- **Ask:** "Is use of spit tobacco worth the facial damage you saw in the film clip?"
- **Say:** "New types of smokeless tobacco are being marketed now such as tobacco strips you put on your tongue that resemble Listerine strips, lozenges, toothpick-like sticks, and the e-cigarette which also contains many toxic chemicals that cause cancer. Tobacco companies are always trying to find new ways to get young people hooked on tobacco. They continually come out with new products, even often adding flavors to make it seem like candy. Many of these products have much more nicotine in them than cigarettes. As you learned in lesson 1, the tobacco companies will find any way they can to get people to use their product. We are going to play a game now so you can learn the truth about spit tobacco, which the tobacco companies don't want people to know.

Classroom Activity: "DipChewSpit" Bingo on next page.

Class Activity: DIP CHEW SPIT Bingo

- **Give** each student a Bingo Card.
- Students can use pencils to **X** the box of the terms called. (There are 30 different card setups to eliminate the problem of several winners per game.)
- **Say**, “DipChewSpit Bingo is a little different, so let’s go over the way to play it. Instead of B-I-N-G-O across the top of your card, you have categories about smokeless tobacco. They are ‘What’s in it?’, ‘Why use it?’, ‘Appearance,’ ‘Cancer,’ and ‘Heart Health Risks’. I’ll call the category and word or phrase. If you find that word or phrase on your card, mark it with your pencil. The phrase has to be exact; if I say ‘Tooth decay,’ you can only mark ‘Tooth decay,’ NOT ‘Missing Teeth.’ You have a Bingo when you have a line of five across, down, or diagonal.” (*Show the students on the board what a bingo looks like*). “When you have Bingo, call out ‘BINGO!’ Does anyone have any questions?”
- **Instructor’s Note:** Use the table below to call out the category and phrase. *Be sure to mark phrases called with a pencil, so you can confirm winners.* When you call out a term (such as “formaldehyde”), you may want to use that “teachable moment” to briefly explain the terminology.

WHAT’S IN IT?	HEART HEALTH RISKS	WHY USE IT?	APPEARANCE (ORAL HEALTH)	CANCER
Salt	High blood pressure	Maintain Weight	Bad breath	Esophagus
Arsenic	Increased heart rate	Can use in restaurants	Missing teeth	Jaw
Sugar	Vasoconstriction	Calm nerves	Red, bleeding gums	Voice box
Flavorings, like cherry or mint	Heart attacks	Don’t know it’s dangerous	Gum disease	Liver
Cyanide	Hardening of the arteries	No secondhand smoke	White sores in mouth – can lead to cancer	Mouth
28 known carcinogens	Irregular heartbeat	People they admire use it	Removed jaw	Lip
Sand	Stroke	Addicted to nicotine	Tooth decay	Tongue
Formaldehyde	Decreased blood flow	Peer pressure	Brown stains on teeth	Throat

Use pencils as prizes for winners, but give stickers out to every student before class ends.

There is no need to collect cards. Students may keep cards or discard them.

To Think About: A U.S. Tobacco company executive said, “Cherry Skoal is for somebody who likes the taste of candy, if you know what I’m saying.” **What do you think they’re saying? Who are they targeting?**

Optional Lesson: Money and Tobacco Products

Instructor's note: This lesson is for longer class periods or optional teacher use. It demonstrates how costly it is to use tobacco products.



Materials: Dry-erase or chalk board, marker or chalk

Preparation:

- **Tell** the class you that you are going to do some math.
- **Ask** for a student volunteer to come to assist. The class will be doing the math together. The student will record the information on the board. Also ask for a student who has a calculator to assist the person at the board with the math.
- For the purpose of this exercise, the cost of a pack of cigarettes or a can of smokeless tobacco costs \$5.00.

Note: Currently in Florida, average price per pack is \$5.16. Nationally, average price per pack is \$4.98. However, some states are much more. In New York, a pack of cigarettes is more than double that in Florida topping over \$9.00 per pack!

Class Activity:

(Answers to the following are on the chart below. The student at the board should set up a similar chart.)

- **Ask** the person at the board to make two columns on the board. At the top of the 1st column write **“Amount of Time”**. At the top of the second column write **“Total Cost”**. In the first column, under the AMOUNT of TIME, ask the student to write 1 day, 1 week, 1 month, 1 year, 5 years, 20 years, 40 years and 60 years so it looks like this:

Amount of time	Total Cost
1 day	
1 week	
1 month	
1 year	
5 years	
20 years	
40 years	
60 years	

- The student at the board, should record the answers to the following questions in the second column. (Answers to the questions follow each question) The person with the calculator can assist with the math.
- **Ask**, “If a pack of cigarettes **costs \$5.00 a pack**, and a person smoked **one pack of cigarettes a day**:
 1. How much money would that person spend a day for cigarettes? ($5 \times 1 = \$5.00$)
 2. How much money would that person spend a week on cigarettes? ($5 \times 7 = \$35.00$)
 3. How much money would that person spend in one month on cigarettes? ($5 \times 30 = \$150$)
 4. How much money would that person spend in one year on cigarettes? ($5 \times 365 = \$1,825$)
 5. How much money would that person spend in 5 years on cigarettes? ($5 \times 1,825 = \$9,125$)
 6. How much money would that person spend in 20 years on cigarettes? ($5 \times 7,300 = \$36,500$)

7. How much money would that person spend 40 years on cigarettes? ($5 \times 14,600 = \$73,000$)
8. How much money would that person spend 60 years on cigarettes? ($5 \times 21,900 = \$109,500$)

Discussion: *What you could buy with the money NOT used on tobacco?*

- **Say**, "Let's look at how much a person would have spent if he smoked for a year (\$1,825). What could you buy with the money spent smoking one pack of cigarettes a day for a year?" (*Choose examples appropriate from this group of students*)
- Nintendo Wii – You could buy 7 *with some money left over for accessories* ($\$1,825 \div \$250 = 7.3$ Wiis).
- CDs - *Depends. CDs cost \$10-\$20. If we average them at \$15, you could buy more than 100 CDs!*
- Hannah Montana Concert Tickets – *You and 27 of your friends could go see Hannah Montana at \$63 per ticket with money left for souvenirs* ($\$1,825 \div \$63 = 28.97$ tickets).
- Taylor Swift Concert Tickets – *You and 8 of your friends could sit in the 2nd row of a Taylor Swift concert at \$200 per ticket* ($\$1,825 \div \$200 = 9.1$ tickets). [NOTE: front row seats are \$300 each.]
- Razor Skateboard – *You could buy 26 razor skateboards at \$70 each* ($\$1,825 \div 70 = 26.07$).
- NASCAR Tickets – *You could take 8 of your friends to the Daytona 500 and sit in the best seats* ($\$1,825 \div \$185 = 9.86$ tickets) *with money left over for snacks for everyone.*
- Dirt Bike – *The price of a dirt bike ranges from \$400-\$1,200, so you could buy one really nice one and some cool accessories, or 4 less expensive ones.*

Ask:

- What grade will you be in 5 years from now? (*Most of the students will be juniors or seniors in 5 years.*)
- Do you think that you might want a car when you are a junior or senior?
- Look at the chart. How much money would you **not** be spending if you did not smoke for 5 years? (\$9,125)
That amount would be a great down payment for a new car or could possibly purchase a nice used car.
- In five years, what are some other things you could have bought if you did not buy tobacco?
- Look at the 20 year total. In 20 years, what could you buy for that amount? (\$36,500)
- In 60 years, what could you have done with the money spent on a lifetime of buying tobacco? (\$109,500)

Regarding tobacco products, as a review, **ask** some of the students to name:

- Some of the short-term outcomes
- Some of long-term physical outcomes
- The financial outcomes

Ask the class to think about this question: Is smoking or using other tobacco products really worth it?

Additional Classroom Activity for Teachers:

- Select a volunteer to draw on the board as the class creates an original ad for a tobacco product. Solicit suggestions from the class to create an ad discouraging use of tobacco products. (Ex. Cemetery named Marlboro Country)
- Have your students write a letter to Hollywood telling them they are tired of seeing their favorite actors glamorize tobacco use in the movies. Go to www.smokefree.org for addresses.