



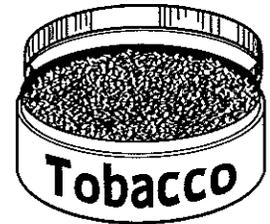
LESSON 2

The Negative Effects of Tobacco Use

Student Learning Objective:	National Health Education Standard:
1. Identify the short- and long-term physical effects of using tobacco.	• Core Concepts

Lesson Synopsis

Review names of some helpful and harmful drugs. Identify nicotine as a dangerous drug. List types of tobacco products. Watch a video, and discuss the physical effects of using tobacco. Discuss reasons why people smoke. Have students write a paragraph explaining why it is best to never use tobacco products. Summarize by reviewing reasons that tobacco products are harmful.



Activity	Time in Minutes	Materials Needed
Introduction	1	<ul style="list-style-type: none"> • None
Teacher Input	18	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Posters: "The pictures say it all," poster • Video [DVD]: <i>Dusty the Dragon</i>, ETR Associates (12 minutes) • Teacher Reference Pamphlet: "Protecting Yourself and your Family from Secondhand Smoke," American Lung Association (Extension Activity) <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Slide Master: "Smoking and Your Heart" • Slide Master: "Smoking and Your Lungs" • Slide Master: "What Smoking 'Gives' You NOW" • Teacher Reference: "Lesson Plan for the Extension Activity: Secondhand Smoke" (Extension Activity) • Slide Master: "Keep Your Lungs Clean!" (Extension Activity) • Teacher Master: "Secondhand Smoke Scenarios" (Extension Activity) <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • AV equipment • Slides • Projector
Application or Skill Practice	14	<p>Health Education Materials</p> <ul style="list-style-type: none"> • Poster: "Twelve Things to Do Instead of Smoking Cigarettes," American Cancer Society (Extension Activity) <p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Why It Is Best Never to Smoke or Chew Tobacco" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Writing paper • Pencils or pens • Art supplies (Extension Activity)

Closure	2	Teacher Manual Resources • Family Resource Sheet: "Staying Safe From Tobacco"
TOTAL	35	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric is provided for you to use at the end of this lesson, "Assessment Rubric for Skill Development: Why It Is Best Never to Smoke or Chew Tobacco."

For Teacher Input:

- **Prepare slides** from the slide masters, "Smoking and Your Heart," "Smoking and Your Lungs," and "What Smoking 'Gives' You NOW."
- **Prepare a slide** from the slide master, "Keep Your Lungs Clean!" (Extension Activity)
- **Decide how you will divide the class** into groups of three or four students. Determine how many groups you will have. (Extension Activity)
- **Duplicate** the teacher master, "Secondhand Smoke Scenarios," and **cut apart** the copies to make enough slips to give one to each group. The master contains five scenarios. (Extension Activity)
- **Decide if you want to invite** someone from your local health department or fitness center to talk with your class about the negative effects of smoking. (Extension Activity)

For Application or Skill Practice:

- **Display** the poster, "Twelve Things to Do Instead of Smoking Cigarettes." (Extension Activity)

For Closure:

- **Duplicate** the family resource sheet, "Staying Safe From Tobacco," for students to take home.

LESSON PROCEDURE

Introduction: List some medicinal and non-medicinal drugs. Identify nicotine as an unsafe drug.

Approximately 1 minute

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Identify medicinal and non-medicinal drugs.	<p><i>In our last health lesson, we talked about medicinal drugs that can help us. Raise your hand if you can name a drug that a parent or trusted adult might give you.</i></p> <p>Answers: cough syrup, asthma inhaler, antibiotics, pain reliever, etc.</p> <p><i>We also talked about non-medicinal drugs that can harm our bodies. Cover your mouth if you can name one of these drugs.</i></p> <p>Answers: alcohol and nicotine (in tobacco)</p>	 <p>Review with students the safety rules for medicines and poisons discussed in Lesson 1.</p>

State the focus of the lesson.	<i>Alcohol and nicotine are dangerous drugs. It's also illegal for people your age to use them. Today we will learn how nicotine can hurt a person's body.</i>	
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Teacher Input: Identify the harmful effects of nicotine and tobacco use. Discuss reasons why people smoke.

Approximately 18 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Identify products that contain nicotine.	<p><i>If you know what product contains nicotine, plug your nose.</i></p> <p>Answer: tobacco</p> <p><i>All tobacco products contain nicotine. Can you name a tobacco product?</i></p> <p>Answers: cigarettes, pipes, cigars, chewing tobacco, spit, and snuff</p>	 <p>Students learned about tobacco and nicotine in first and second grades if they participated in related <i>Michigan Model™</i> lessons. Consider asking students what else they know about this topic before showing the video.</p>
<p>Show the video <i>Dusty the Dragon</i>.</p> <p>Discuss the effects of tobacco on the heart and lungs. Use the slide masters, "Smoking and Your Heart" and "Smoking and Your Lungs," to summarize.</p> 	<p><i>There are many harmful tobacco products. Let's watch a video to learn why these products are dangerous.</i></p> <p>After the video, discuss the following questions:</p> <p><i>Why did Dusty need to find out about smoking?</i></p> <p>Answer: So he would know what to do if someone offered him a cigarette.</p> <p><i>What does smoking do to the heart?</i></p> <p>Answers: Students' answers should reflect the points made in the video. Use the slide as a summary.</p> <ul style="list-style-type: none"> • It makes the heart beat faster and work harder. This wears the heart out faster than normal. • It makes the arteries get smaller because of a buildup inside them. • It causes heart attacks and strokes. • It causes high blood pressure. <p><i>What does smoking do to the lungs?</i></p> <p>Answers: Students' answers should reflect the points made in the video. Use the slide as a summary.</p> <ul style="list-style-type: none"> • The lungs are forced to take in air with less oxygen. • The airways are irritated and clogged up. • It causes breathing problems and can make asthma symptoms worse. • It causes coughing. • It causes cancer. <p>To illustrate what smoking does to the lungs, show the poster, "The picture says it all." Pass the poster around the class for students to look at.</p>	 <p>Have a representative from your local health department or a local fitness center visit the class to talk about the negative effects of smoking.</p>  <p>Ask students how these effects on the heart and lungs would impact their ability to run, ride bikes, play sports, and engage in other activities they enjoy.</p>  <p>Define secondhand smoke. Discuss its harmful effects, including an increased chance of cancer and colds in non-smokers. It is particularly harmful to people who are allergic to smoke, have asthma or other respiratory diseases. Read the teacher reference pamphlet, "Protecting Yourself and Your Family from Secondhand Smoke," for information.</p>

<p>Discuss other effects of tobacco use. Use the slide master, "What Smoking 'Gives' You NOW," to summarize.</p> 	<p><i>We know that smoking hurts the heart and lungs and can cause cancer. What effects of using tobacco can happen more quickly?</i></p> <p>Answers: Students' answers will vary. Use the slide as a summary.</p> <ul style="list-style-type: none"> • bad breath • smelly hair and clothes • illnesses that affect the lungs • coughing • decreased physical fitness • reduced rates of lung growth and function • increased heart rate <p>Also note the following effects, which may take longer to develop:</p> <ul style="list-style-type: none"> • stains on teeth, lips, and fingers • teeth that become loose and fall out • less able to taste and smell food • wrinkles on the face • mouth cancer <p><i>Using tobacco also costs a lot of money. Think of all the other ways you could use your money!</i></p>	 <p>Use the teacher reference, "Lesson Plan for the Extension Activity: Secondhand Smoke," and the materials listed there to present a full lesson about secondhand smoke.</p>  <p>Have students calculate the cost of purchasing one pack of cigarettes a day. Compare the cost of a week or month of smoking a pack a day with other things that could be purchased for an equal amount of money.</p>
<p>Discuss why people smoke.</p>	<p><i>Since tobacco products are so dangerous, it's hard to imagine why anyone would use them. In the video, why did the pack start smoking?</i></p> <p>Answers:</p> <ul style="list-style-type: none"> • They thought all their friends smoked, and they wanted to be part of the crowd. • They thought it made them look older and cooler. • They thought they would feel strong and unique. • They thought it calmed them down. • Their families did it. <p><i>Why did the pack keep smoking?</i></p> <p>Answer: They were "hooked," or addicted to nicotine.</p>	 <p>Remind students that nicotine is very addictive, so it is hard for someone who smokes to quit. Talk about ideas for how one could be supportive of someone who is trying to quit, such as telling the person how proud one is of him or her, how much one cares about the person's health, and how much it means to one that he or she is trying to quit.</p>
<p>Tell students that using smokeless tobacco results in many of the same effects.</p>	<p><i>The video we watched focused on smoking. However, many of the negative effects we listed also result from using tobacco without smoking it. Products like chewing tobacco, spit, and snuff are called "smokeless" tobacco.</i></p> <p><i>People who use smokeless tobacco increase their risk of having heart attacks, strokes, and high blood pressure. Instead of lung cancer, they may get mouth cancer. They'll still have bad breath and stained teeth. And they will be just as addicted to nicotine as smokers are.</i></p>	 <p>Go back over the list of effects, and ask students which ones they think are risks of using smokeless tobacco.</p>  <p>Have students prepare a poster or chart listing the negative health consequences of smoking or chewing tobacco.</p>

Application or Skill Practice: Write about reasons to never use tobacco products.

Approximately 14 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Have students write a paragraph about why it is best to never use tobacco. Display the slides used in the Teacher Input as a review.</p> 	<p><i>We have many reasons to never start using any tobacco products.</i></p> <p><i>Think of the reasons that are most important to you as I show the slides one more time. Then write a paragraph that explains why it is best to never smoke or chew tobacco. When you're finished, you can add pictures to help illustrate your reasons.</i></p> <p>Give students eight to ten minutes to write. When they are finished, ask volunteers to share their paragraphs with the class.</p> <p>Encourage students to applaud after each presentation.</p>	 <p>Use the rubric provided at the end of the lesson if you want to assess students' skill development.</p>   <p>Display the poster, "Twelve Things to Do Instead of Smoking Cigarettes." Have students draw their own pictures of favorite activities they can do after saying "no" to using tobacco. Display pictures around the poster.</p>

Closure: Review reasons to never use tobacco products.

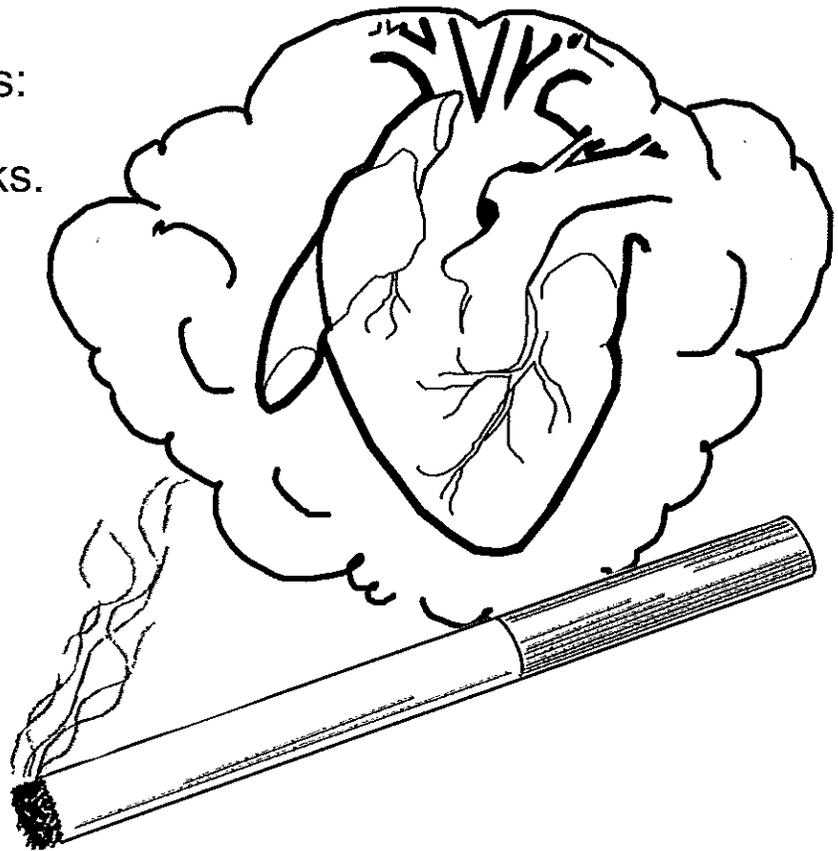
Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the harmful effects of nicotine.</p> <p>Remind students that it is illegal for young people to use tobacco.</p>	<p><i>In the video, Dusty had the chance to smoke. What did he do?</i></p> <p>Answer: He did NOT smoke.</p> <p><i>If you think smoking or chewing tobacco is harmful for you, stand up.</i></p> <p>Ask a volunteer to share a reason that nicotine is harmful. Then ask that student and any other students who had the same idea to sit down. Continue until all students are seated.</p> <p><i>Remember: Using tobacco products of any kind is illegal until age 18.</i></p>	
<p>Distribute the family resource sheet, "Staying Safe From Tobacco."</p> 	<p><i>If someone asks you to try smoking or chewing tobacco, the only healthy and legal response is, "No." Here is some information to take home to your family about the negative effects of tobacco.</i></p>	
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, we will talk about ways that tobacco use is shown on television, in the movies, and in magazines.</i></p>	



Smoking and Your Heart

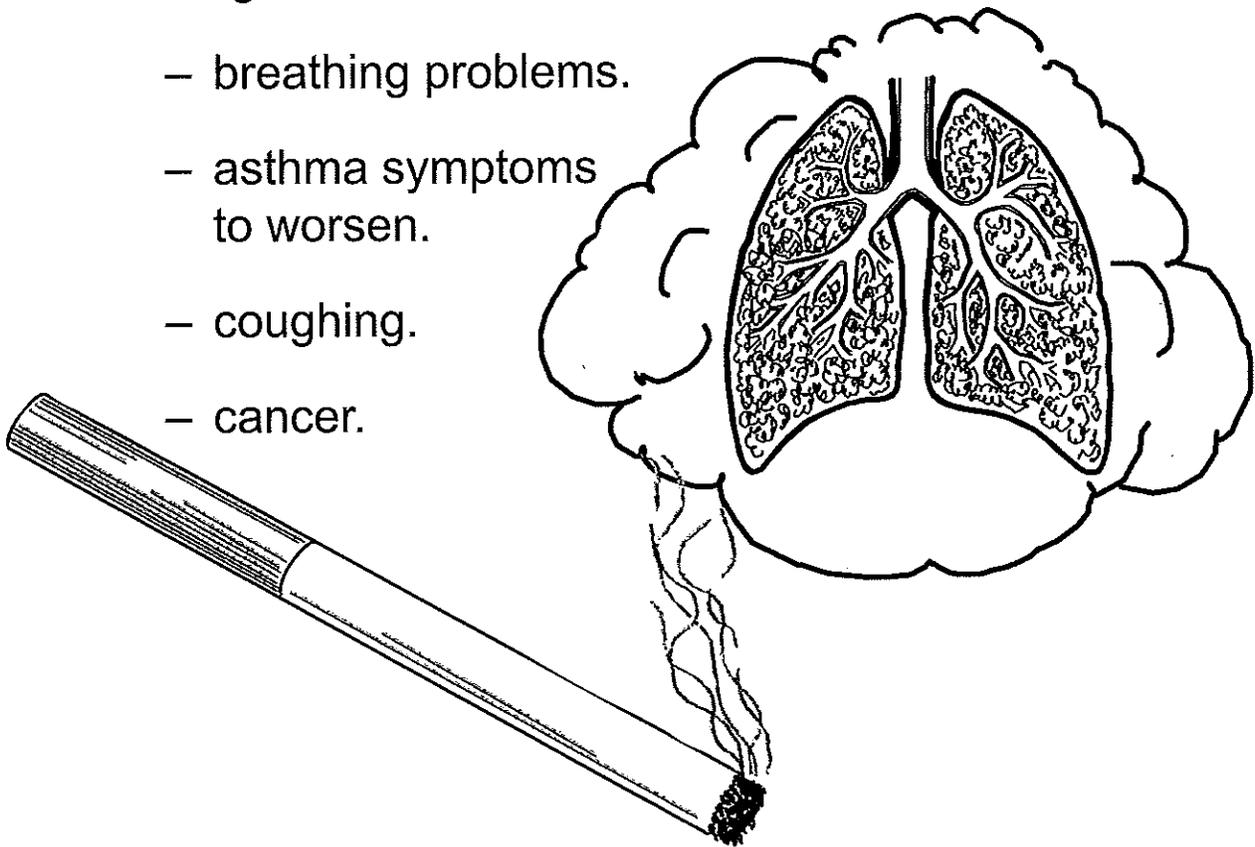
- The heart beats faster and works harder. This wears the heart out quickly.
- The arteries get smaller because of a buildup inside them.
- Smoking causes:
 - heart attacks.
 - strokes.
 - high blood pressure.





Smoking and Your Lungs

- The lungs are forced to take in air with less oxygen.
- The airways are irritated and clogged up.
- Smoking causes:
 - breathing problems.
 - asthma symptoms to worsen.
 - coughing.
 - cancer.



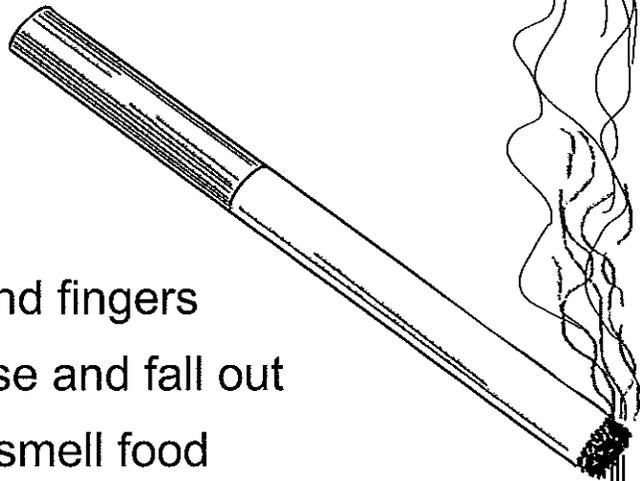


What Smoking “Gives” You NOW

- bad breath
- smelly hair and clothes
- illnesses that affect the lungs
- coughing
- decreased physical fitness
- reduced rates of lung growth and function
- increased heart rate
- less money to use for fun

Later...

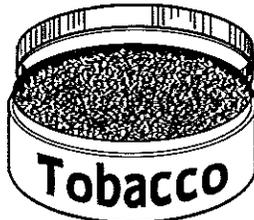
- stains on teeth, lips, and fingers
- teeth that become loose and fall out
- less able to taste and smell food
- wrinkles on the face
- mouth cancer



Know the Risks of Using Smoked and Smokeless Tobacco

The nicotine contained in tobacco products causes many problems. Today your child learned about several negative effects of smoking or chewing tobacco:

- faster heart rate
- irritated airways
- coughing and shortness of breath
- increased colds and other illnesses
- decreased physical fitness
- addiction to nicotine
- buildup in the arteries
- increased risk of heart attacks, strokes, high blood pressure, and cancer
- bad breath



- smelly hair and clothes
- stains on teeth and fingers
- loose teeth
- less able to taste and smell food

Your child also learned that it is illegal for people who are not adults to use tobacco. Many children never start using tobacco. However, some do, even as early as nine or ten years of age. Support your child in not using tobacco. Make it clear that your child can always talk with you about any questions or concerns.

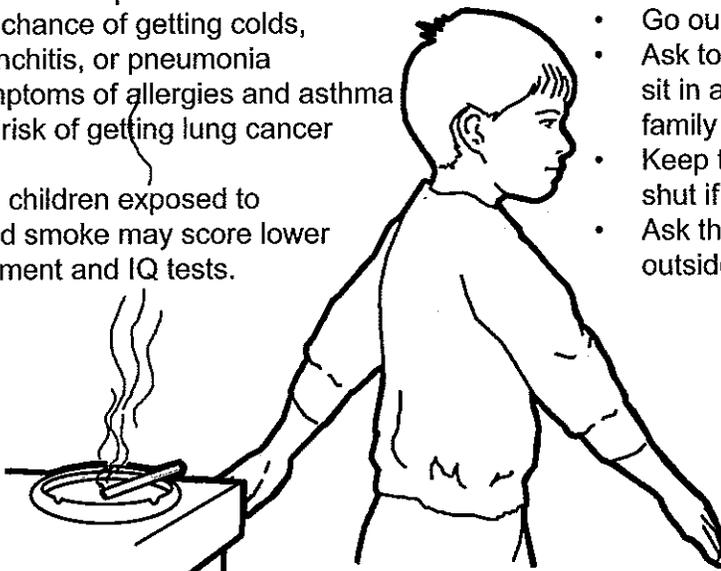
Staying Safe From Tobacco

Avoid Secondhand Smoke

You are your child's best defense against the risks of secondhand smoke from tobacco products used around him or her. Secondhand smoke can increase:

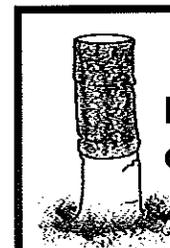
- coughing and wheezing
- eye and ear problems and irritations
- the chance of getting colds, bronchitis, or pneumonia
- symptoms of allergies and asthma
- the risk of getting lung cancer

In addition, children exposed to secondhand smoke may score lower on achievement and IQ tests.



Support your child in protecting his or her lungs from smoke. Suggest that he or she try these ideas when near someone who is smoking.

- Move away from the person.
- Open a window.
- Go to another room.
- Go outside.
- Ask to go to a smoke-free restaurant or sit in a "non-smoking" section when your family goes out to eat.
- Keep the door to his or her bedroom shut if someone smokes in your home.
- Ask the person not to smoke or to smoke outside. Speak with respect.

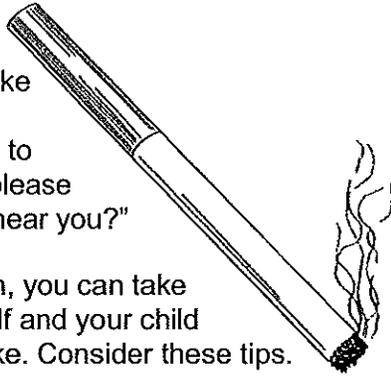


More ideas on Page 2

Practice with your child some respectful ways to ask other people to stop smoking. Here is one suggestion:

"Excuse me, the smoke from your cigarette is making it hard for me to breathe. Would you please not smoke while I'm near you?"

As a parent or guardian, you can take steps to protect yourself and your child from secondhand smoke. Consider these tips.



Outside Your Home

Always ask to be seated in non-smoking areas of restaurants or go to smoke-free restaurants. Determine the smoking policies at your child's day care, place of worship, and other places where your child spends time. Ask friends and relatives to not smoke around your child. If people are smoking, have your child play outside or leave the room.

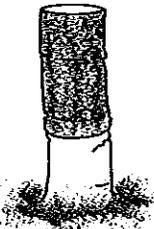


Inside Your Home

If you live with someone who smokes, ask him or her not to smoke inside the house. Ask guests to do the same. If this is not an option, set aside a designated smoking room. Open the windows often, and keep rooms well ventilated. If possible, invest in exhaust fans or air filters.

It may feel uncomfortable to ask people to refrain from smoking. But remember, your child's health is worth it. Always support people who are trying to quit smoking! And if you smoke, do your best to avoid exposing your child to secondhand smoke. If you're willing to quit, you can find resources that will help you. Check out the websites and phone number listed below. Quitting is one of the best things you can do for your health and for your child's.

Helpful Resources If You Want to Quit Smoking



- Centers for Disease Prevention and Control: www.cdc.gov/tobacco/how2quit.htm
- American Legacy Foundation (in collaboration with Mayo Clinic), Becoming an Ex: www.becomeanex.org
- American Lung Association, Freedom From Smoking: www.ffsonline.org
- American Cancer Society, Guide to Quitting Smoking: www.cancer.org

Check your phone directory or the Internet for services provided by your state, region, county, or community. These are examples of resources for Michigan residents.

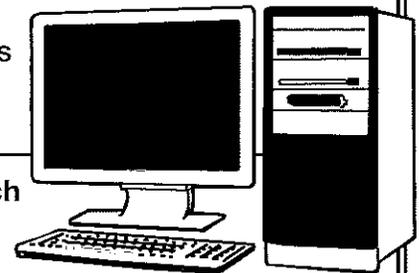
- Michigan Surgeon General: www.michigan.gov/surgeongeneral
 - Local Cessation Programs in Michigan

Go to the website, click on "People." Then, click on "Don't Smoke." The site includes links to 265 local cessation programs, free resources, and other tobacco cessation sites.

- FREE Quit Kits: Call (800) 537-5666

The Quit Kit has lots of helpful information, motivation, and strategies for quitting. The kit helps you decide if you are ready to quit, steps for planning to quit, and after you've quit, how to stay on track.

- Michigan Department of Community Health: www.michigan.gov/mdch or phone Michigan QuitLine at 1-800-480-QUIT (7848)



To get more information and make a "Smoke-Free Home Pledge," visit the U.S. Environmental Protection Agency website: www.epa.gov/smokefree.



Lesson Plan for the Extension Activity: **Secondhand Smoke**

Preparation

- Read the teacher reference pamphlet, "Protecting Yourself and Your Family from Secondhand Smoke."
- Prepare a slide of the slide master, "Keep Your Lungs Clean!"
- Decide how you will divide the class into groups of three or four students. Determine how many groups you will have.
- Duplicate the teacher master, "Secondhand Smoke Scenarios," and cut apart the copies to make enough slips to give one to each group. The master contains five scenarios.

Materials

Teacher Manual Resources

- Slide Master: "Keep Your Lungs Clean!"
- Teacher Master: "Secondhand Smoke Scenarios"

Supplied by the Teacher

- Slide
- Projector

Time: 25 minutes

LESSON PROCEDURE

1. Define secondhand smoke.

If you have ever heard of secondhand smoke, plug your nose.

Write the words "secondhand smoke" on the board.

If you are in a room with people who are smoking cigarettes, cigars, or pipes, you are breathing smoke even though you are not smoking! This is called "secondhand smoke."

2. Explain why secondhand smoke is dangerous.

Secondhand smoke can hurt your lungs, especially if you spend a lot of time in smoky places.

Cover your mouth if you can guess why secondhand smoke is so dangerous.

Answers: Secondhand smoke can increase:

- coughing and wheezing
- eye and ear problems and irritations
- the chance of getting colds, bronchitis, or pneumonia
- symptoms of asthma
- the risk of getting lung cancer

3. Identify where students might be exposed to secondhand smoke.

Where might you be exposed to secondhand smoke?

Answers:

- at home
- at the house of a friend or family member
- in a restaurant
- in a car
- at the park
- at sporting events
- by the door of a building where smoking is not allowed inside





4. Describe ways to avoid exposure to secondhand smoke. Display the slide master, "Keep Your Lungs Clean!"

There are some ways you can avoid breathing secondhand smoke when you're near a person who is smoking.

Review the options.

- *Move away from him or her.*
- *Open a window.*
- *Go to another room.*
- *Go outside.*
- *Ask to go to a smoke-free restaurant or sit in a "non-smoking" section when your family goes out to eat.*
- *Keep the door to your bedroom shut if someone smokes in your home.*
- *Ask the person not to smoke or to smoke outside. Speak with respect.*

5. Discuss how to respectfully ask someone to stop smoking.

If someone is smoking near you, you can ask him or her to stop. This is an especially good idea to try if someone's smoke is making you feel sick, such as making your asthma worse or making your eyes itch.

When you ask someone to stop smoking, always speak with respect. Say something simple, such as, "Excuse me, the smoke from your cigarette is making it hard for me to breathe. Would you please not smoke while I'm near you?"

Most adults are happy to help children. If you ask politely, the person who is smoking will probably apologize and put out the cigarette. Be sure to thank him or her.

6. Form groups of three or four students. Assign a leader, a spokesperson, and one or two actors for each group. The leader will keep the group on task, the spokesperson will tell the class what the group discussed, and the actor(s) will demonstrate the group's ideas to the class.

Explain the activity. Give each group one of the scenario slips from the teacher master, "Secondhand Smoke Scenarios."

Now that we know how to avoid secondhand smoke, let's practice!

Each of these slips describes a situation that involves secondhand smoke. In your group, talk about what you would do. Pick one or two ideas that your group thinks would work best to limit the amount of secondhand smoke you would breathe.

In a few minutes, each actor in your group will come to the front of the class and act out the situation with me. The actor will play the part of the person who doesn't want to breathe smoke. I will play the older person in the situation.



7. Allow students a few minutes to talk about their strategies. Help them as needed.

Read your situation now, and start talking about it in your group. I'll let you know when it's time to share your ideas with the rest of us. If you need help, raise your hand.

8. Role-play and discuss students' ideas for different situations.

Let's start acting out your ideas! Leaders, raise your hand when your group is ready to share.

Have the spokesperson read the situation slip to the class and say which idea the group wants to act out first.

Have the actor come to the front of the class and act out the situation with you. If the group has two actors, you could have them work together to try the same idea in the role play. Or you could have the first actor try one idea, the second actor another.

Act the part of an older adult in each scenario. This is usually the person who is smoking, but in situation 5, you will play either the aunt or the host, neither of whom is smoking. You could try some variations on the scenarios if students are excited about role playing.

Encourage students to practice asking people to stop smoking since this is one of the more challenging options and one that will benefit most from practice.

After each scenario is completed, praise the students. Encourage the class to give a round of applause. Discuss the role play as time allows.

If another group had the same scenario, have its actor(s) come to the front of the class. Otherwise, move on to another scenario and repeat the process as time allows.

9. Summarize the lesson by having students share which ideas they will try the next time they are around someone who is smoking.

Turn to your neighbor and tell him or her which idea you will try the next time you need to avoid secondhand smoke.

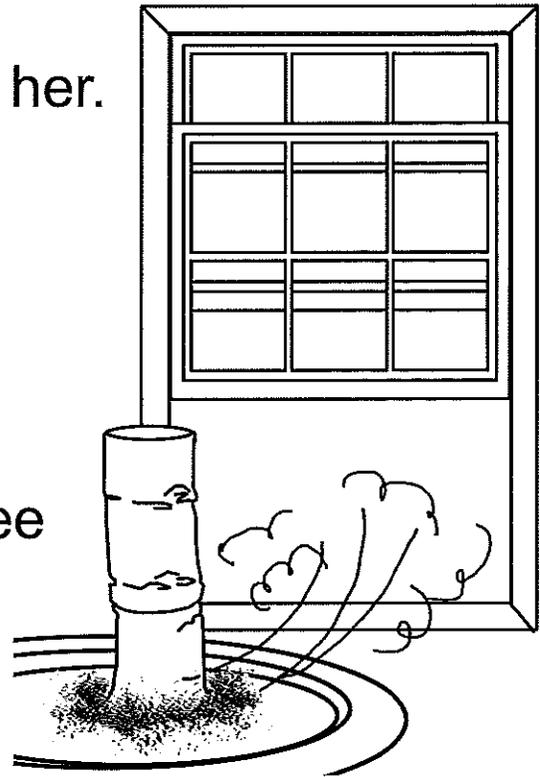
When you go home today, talk to your family about how you will avoid secondhand smoke. Tell them about all of the ideas we talked about today.



Keep Your Lungs Clean!

If you are near a person who is smoking, try these tips.

- Move away from him or her.
- Open a window.
- Go to another room.
- Go outside.
- Ask to go to a smoke-free restaurant or sit in a “non-smoking” section when your family goes out to eat.
- Keep the door to your bedroom shut if someone smokes in your home.
- Ask the person not to smoke or to smoke outside. Speak with respect.





Secondhand Smoke Scenarios



1. Your older sister is home from college. She wants to take you out for the day to go to the zoo and some other favorite places. Your dad says it's okay. When you get into the car to go, she lights a cigarette. What would you do?

2. You are visiting your aunt and uncle. They both start smoking while they talk with your parents. You were told earlier not to go outside because you don't know this part of the city. What would you do?

3. Your soccer team is having a party to give out awards. Families will meet at a restaurant. You hear a parent ask the coach about smoking. The coach says, "Yes, we can ask to be in a room that allows smoking." What would you do?

4. Your grandpa is staying with your family for two weeks. He enjoys smoking a pipe in the evenings. You like having him read bedtime stories to you, but you don't like it when he smokes at the same time. What would you do?

5. Your family is eating dinner in a restaurant. You are sitting in the non-smoking section. Someone at the next table starts smoking. She sees you looking her way. She smiles. She says, "You don't mind, do you?" What would you do?



Assessment Rubric for Skill Development: Why It Is Best Never to Smoke or Chew Tobacco

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

Element in the Lesson

- Write a paragraph that explains why it is best to never smoke or chew tobacco.

1	2	3	4	Comments
The paragraph describes few reasons to not smoke or chew tobacco. There are inaccuracies.	The paragraph describes some reasons to not smoke or chew tobacco. There may be slight inaccuracies.	The paragraph clearly and accurately describes several reasons to not smoke or chew tobacco.	The paragraph clearly, accurately, and fully describes numerous reasons to not smoke or chew tobacco.	