

## **Congratulations SWAT Allies Teachers!**

By incorporating these interactive classroom prevention lesson plans into your existing curricula, you're exhibiting a commitment to keep our youth healthy and tobacco-free. The Tobacco Use Prevention Service is appreciative and proud of dedicated teachers like you who work hard every day to educate our youth.

These grade specific lesson plans will teach students about the physical and social consequences of tobacco use, decision-making, problem solving and refusal skills, which will help them resist pressure to use tobacco.

The materials are designed for student participation and each lesson's objectives meet the Priority Academic Student Skills core and integrated standards in several areas. Therefore, you can use these lesson plans while teaching various subject areas and at the same time strengthen your students' resistance to using tobacco.

You are a critical factor in the fight against tobacco use, as you are with the students every school day and have a great influence on their lives.

Sincerely,

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Oklahoma State Department of Health

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**Priority Academic Student Skills**

**Lesson Plan #1**

- Health and Safety Literacy Standard 1
- Language Arts Reading/Literature Standard 1

**Lesson Plan #2**

- Health and Safety Literacy Standard 1, 3 & 4
- Language Arts Reading/Literature Standard 1

**Lesson Plan #3**

- Health and Safety Literacy Standard 1
- Language Arts Reading/Literature Standard 1
- Language Arts Writing, Grammar/Usage & Mechanics Standard 1 & 3
- Language Arts Oral Language, Listening & Speaking Standard 2

**Lesson Plan #4**

- Health and Safety Literacy Standard 1 & 4
- Language Arts Reading/Literature Standard 1

**Lesson Plan #5**

- Health and Safety Literacy Standard 1
- Mathematics Process Standard 1 & 4

**Lesson Plan #6**

- Health and Safety Literacy Standard 1,3,4,5,6 & 7

**Lesson Plan #7**

- Health and Safety Literacy Standard 1& 3

**Lesson Plan #8**

- Health and Safety Literacy Standard 4 & 5
- Language Arts Reading/Literature Standard 3
- Language Arts Visual Literacy Art Standard 1,2 & 3

**Lesson Plan #9**

- Health and Safety Literacy Standard 1

**Lesson Plan #10**

- Health and Safety Literacy Standard 1& 4

**Lesson Plan #11**

- Health and Safety Literacy Standard 1,3 & 5

## CDC Chart of Instructional Concepts

## Allies

7 – 8

The U.S. Centers for Disease Control and Prevention (CDC) has recommended that the following instructional concepts be addressed during middle school. This chart presents the instructional concepts and the lessons that most significantly address them.

<b>Knowledge</b>	
Most young persons and adults do not smoke	Lesson plan 5
Tobacco manufacturers use various strategies to direct advertisements toward young persons, such as “image” advertising	Lesson plan 8
Tobacco use has short and long term physiologic, cosmetic, social, and economic consequences	Lesson plan 1 Lesson plan 2 Lesson plan 3 Lesson plan 4 Lesson plan 5 Lesson plan 6 Lesson plan 9 Lesson plan 10 Lesson plan 11
Cigarette smoking and smokeless tobacco use have direct health consequences	Lesson plan 1 Lesson plan 2 Lesson plan 3 Lesson plan 4 Lesson plan 6 Lesson plan 9 Lesson plan 10 Lesson plan 11
Maintaining a tobacco free environment has health benefits	Lesson plan 1 Lesson plan 3 Lesson plan 9 Lesson plan 11
Tobacco use is an unhealthy way to manage stress or weight	Lesson plan 6 Lesson plan 11
Tobacco contains other harmful substances in addition to nicotine	Lesson plan 1 Lesson plan 2 Lesson plan 9

## SWAT:ALLIES

<b>Attitudes</b>	
A personal commitment not to use tobacco	Lesson plan 2 Lesson plan 6
Responsibility for personal health	Lesson plan 2 Lesson plan 4
<b>Skills</b>	
Encourage other persons not to use tobacco	Lesson plan 6
Communicate knowledge and personal attitudes about tobacco use	Lesson plan 6
Demonstrate skills to resist tobacco use	Lesson plan 6 Lesson plan 7 Lesson plan 11
Identify and counter strategies used in tobacco advertisements and other promotional materials	Lesson plan 6 Lesson plan 8
Develop methods for coping with tobacco use by parents and with other difficult personal situations, such as peer pressure to use tobacco	Lesson plan 6 Lesson plan 7
Request a smoke free environment	Lesson plan 6

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## **Lesson Plan #1**

### **Theme: Harmful Chemicals in Tobacco Products**

**Objectives:** Students will become aware of the harmful chemicals in tobacco products.

**Materials:** Worksheet: "Up In Smoke"

### **Introduction:**

Tobacco is a plant used to make smokeless/spit tobacco and smoke tobacco.

- (1) Smokeless/spit tobacco can be chewed, dipped or snorted. It is absorbed into the bloodstream through the tissue in the mouth or the nose.
- (2) Smoke tobacco can be in cigarettes, cigars, and pipes. The smoke is inhaled into the lungs.
- (3) Clove cigarettes are made from cloves and tobacco. Clove cigarettes tend to be thought of as "safer" cigarettes, but they actually have more tar, nicotine, and carbon monoxide in them than regular cigarettes.

There are over 4,000 chemicals in tobacco smoke. Forty-three of these chemicals are carcinogens, or cancer-causing chemicals. Listed below are a few of the ingredients:

Nicotine is a stimulant drug found in tobacco products. Some experts have said nicotine is as addictive as heroin or cocaine. Nicotine causes blood vessels to constrict. This reaction interferes with blood circulation, which causes hands and feet to be cold. Nicotine also plays a part in developing wrinkles earlier than normal.

Tar is a sticky, thick liquid in cigarette smoke. It paralyzes cilia, which are small hairs that live in the respiratory tract. Cilia remove dust and germs from the air you breathe. Healthy cilia will protect you from colds and pneumonia. Tar also increases the fatty substances in the bloodstream. Fatty buildup on artery walls can cause heart problems.

# SWAT:ALLIES

Carbon Monoxide is an odorless, tasteless gas that interferes with the way your body carries oxygen to the tissues. Remember carbon monoxide is also a gas that comes out of car exhausts. When carbon monoxide is present, the heart has to work harder to get oxygen to the tissues. This extra strain on the cardiovascular system can put a person at a higher risk of having heart attacks and strokes.

Acetone can be found in tobacco smoke and finger nail polish remover.

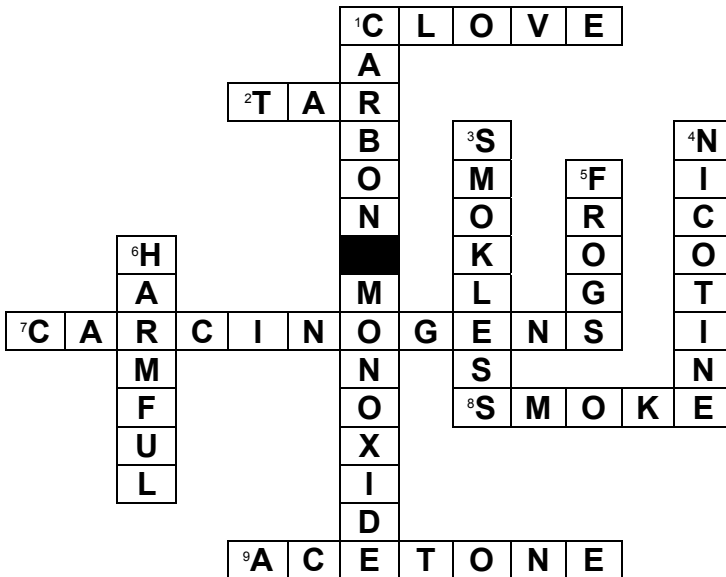
Arsenic can be found in tobacco smoke, insect poison, and weed killers.

Formaldehyde is an embalming fluid that is used to preserve dead animals used in biology labs.

## Closing:

Tobacco smoke contains many dangerous chemicals. Everyone needs to be aware of the possible health risks involved in smoking and breathing secondhand smoke. Smoking is the most preventable cause of death in America, and breathing secondhand smoke is the third most preventable cause of death.

## UP IN SMOKE ANSWER KEY:



## Questions:

### Across

1. Type of cigarette, which contains cloves and tobacco. (*Clove*)
2. The sticky substance in cigarettes that paralyzes cilia and can cause heart problems. (*Tar*)
7. Cancer-causing chemicals. (*Carcinogens*)
8. Tobacco that is inhaled into the lungs. (*Smoke*)
9. A chemical found in tobacco smoke and fingernail polish remover. (*Acetone*)



## SWAT:ALLIES

### Down

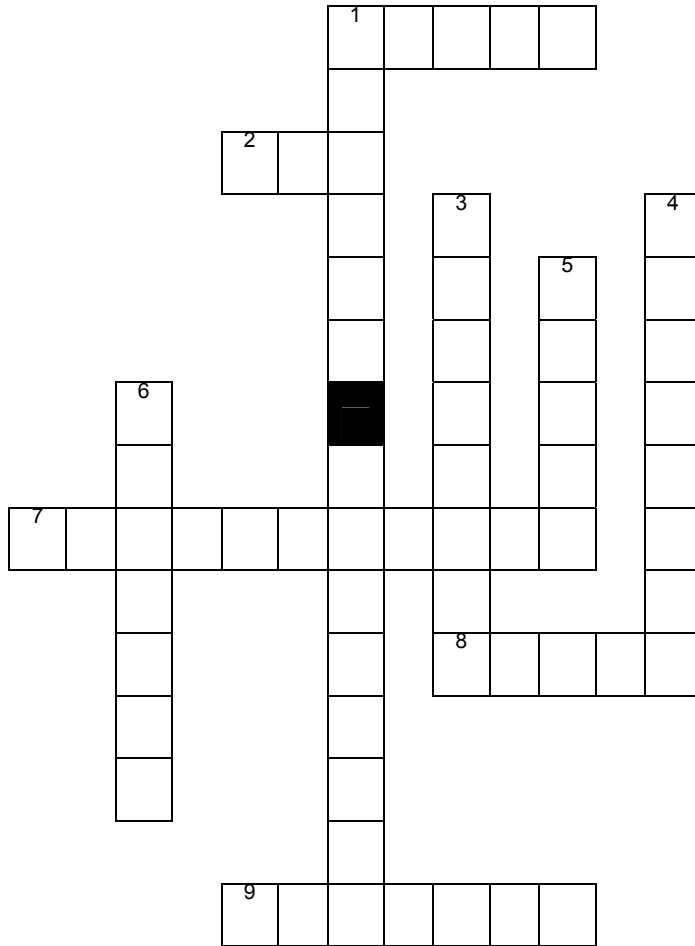
1. A gas found in burning tobacco and car exhaust. (*Carbon monoxide*)
3. Tobacco that can be chewed or dipped. (*Smokeless*)
4. The addictive drug in tobacco products. (*Nicotine*)
5. Formaldehyde is used to embalm \_\_\_\_\_ for biology labs. (*Frogs*)
6. The chemicals found in tobacco are very \_\_\_\_\_. (*Harmful*)

### Activity:

Give each student a copy of the worksheet: "Up in Smoke". After completion of the puzzle, review the answers.

**Lesson Plan # 1, Student Worksheet: "Up in Smoke"**

**Up In Smoke**



**Questions:**

**Across**

- 1. Type of cigarette, which contains cloves and tobacco
- 2. The sticky substance in cigarettes that paralyzes cilia and can cause heart problems
- 7. Cancer-causing chemicals
- 8. Tobacco that is inhaled into the lungs
- 9. A chemical found in tobacco smoke and fingernail polish remover

**Down**

- 1. A gas found in burning tobacco and car exhaust
- 3. Tobacco that can be chewed or dipped
- 4. The addictive drug in tobacco products
- 5. Formaldehyde is used to embalm \_\_\_\_\_ for biology labs
- 6. The chemicals found in tobacco are very \_\_\_\_\_

## **Lesson Plan # 2**

### **Theme: Facts about Tobacco Use**

**Objectives:** Students will learn important facts concerning the dangers of using tobacco.

**Materials:** Paper and worksheet: "I Spy a Lie"

### **Opening Activity:**

On the board write, "Tobacco is the only legally available drug that is lethal when taken as directed." – William Foege, MD (Former director of the Centers for Disease Control and Prevention).

Tell students to read the statement from the board and write a few sentences explaining what they think Mr. Foege meant when he made this statement.

Ask for comments.

### **Lecture:**

Just because tobacco products can be purchased without a doctor's prescription and it can be legal to purchase tobacco by people over the age of eighteen, does not mean it is safe. While working on "I Spy a Lie" worksheet, think about the myths you may have heard about tobacco.

### **Activity:**

Give each student a copy of worksheet "I Spy a Lie". Give students a few minutes to complete the activity.

When finished, discuss the statements.

**Closing:** Hopefully, the worksheet and discussion answered some of your questions and/or misconceptions about tobacco use. As you gather more information about tobacco and the dangers associated with its use, hopefully you will make a positive decision by deciding not to use tobacco.

**Lesson Plan #2**

**Worksheet: "I Spy a Lie"**

**"I Spy a Lie" Answer Key:**

**Set 1:**

- A. Smoking is the most preventable cause of death in America.
- B. Smoking slows down or depresses the nervous system.
- C. Smoking is a drug problem.

*A = True: What do they mean by "preventable"?*

***B = False:** Nicotine is a stimulant and stimulants increase activity of the nervous system. For example, it makes the heart work faster; in time, this could cause heart attacks or strokes.*

*C = True: Smoke tobacco contains the substance nicotine. Nicotine is a very addictive drug. If you use tobacco products, you are using drugs!*

**Set 2:**

- A. Nicotine is an addictive substance in tobacco.
- B. Nicotine changes the chemical make-up of the brain.
- C. Nicotine is not as addictive as heroin and cocaine.

*A & B = True: Nicotine is very addictive. When it enters the body, it causes changes in the nervous system that can lead to addiction. The younger a person is when they begin to smoke, the more likely they are to become addicted. Addiction begins as people experiment with the substance.*

*Addiction is the physical and/or psychological dependence on a drug. If an addicted person stops using tobacco, they will feel physical effects like shaking hands, irritability and /or headaches. Psychological withdrawal symptoms may include craving a cigarette after a meal and/or when they get in their car after school.*

***C = False:** Studies have shown that nicotine is more addictive than heroin and cocaine – plus, it is 40 times more deadly. Using illegal drugs kills more than 10,000 Americans per year compared to tobacco, which kills more than 400,000 per year.*

## SWAT:ALLIES

### Set 3:

- A. If a person quits smoking, they will always gain weight.
- B. If a person quits smoking, they can lose weight.
- C. If a person quits smoking, they can stay the same weight.

**A = False:** *The truth is that a person is more likely to stay the same weight or lose weight. A person only has 1/3 of a chance of adding pounds when they quit. Tobacco advertisers have done a wonderful job of creating the illusion that smoking keeps a person thin – think about why most women’s cigarettes are called "slim" or thin". It sells cigarettes! Tobacco companies make money!*

B & C = True: Weight changes depend on the mindset people have when they quit using tobacco.

### Set 4:

- A. People start smoking because they are stressed out and need to calm down.
- B. People start smoking because they are curious about it.
- C. People start smoking because they have friends and/or family members that smoke.

**A = False:** *When a person smokes, their body releases a chemical called adrenaline. The body also releases adrenaline when under stress. Adrenaline causes the body to be more stressed so smokers are getting a double dose of chemicals that speed up the body. If a person says that smoking/dipping relaxes them, they are really telling you they have an addiction to nicotine. Remember, they have changed their body in such a way that they need nicotine to feel "normal" now that they are addicted.*

B & C = True: *Just because your friends and/or family smokes, you do not have to smoke! You have a choice. Remember that experimentation can lead to addiction.*

# SWAT:ALLIES

## Lesson Plan #2

Worksheet: "I Spy a Lie"

Name: \_\_\_\_\_

### I SPY a LIE

Directions: Read and analyze each set of statements below. Pick out the statement that is a lie and tell what makes it false. Can you spy the lie?

Set 1:

- A. Smoking is the most preventable cause of death in America.
- B. Smoking slows down or depresses the nervous system.
- C. Smoking is a drug problem.

\*Which statement is false?

\*What makes it false?

Set 2:

- A. Nicotine is an addictive substance.
- B. Nicotine changes the chemical make-up of the brain.
- C. Nicotine is not as addictive as heroin and cocaine.

\*Which statement is false?

\*What makes it false?

## SWAT:ALLIES

### Set 3:

- A. If a person quits smoking, they will always gain weight.
- B. If a person quits smoking, they can lose weight.
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\*Which statement is false?

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### Set 4:

- A. People start smoking because they are stressed out and need to calm down.
- B. People start smoking because they are curious about it.
- C. People start smoking because they have friends and/or family members that smoke.

\*Which statement is false?

\*What makes it false?

## **Lesson Plan #3**

### **Theme: Physical Effects of Smoking**

**Objectives:** Students will learn the possible health problems associated with tobacco use.

**Materials:** Paper, worksheet "Danger! Tobacco Smoke", and worksheet "Once Upon a Time."

### **Introduction:**

Give students a copy of worksheet "Danger! Tobacco Smoke".

Tell students the following: The chemicals in tobacco smoke are very harmful to smokers and the nonsmokers around them when they smoke. Listed below are many of the health problems associated with the use of cigarettes, cigars and pipes.

### **Respiratory System**

- Aggravated asthma - a disease which makes breathing difficult
- Chronic bronchitis - recurring inflammation of the bronchial tubes
- Emphysema - a disease in which the tiny alveoli lose their ability to exchange air
- Increases chances of cancer
- A chronic cough because the body is trying to clean itself
- Coughing up phlegm
- More colds and pneumonia and may stay sick longer than nonsmokers

### **Cardiovascular System**

- Nicotine causes blood vessels to constrict and heart rate to increase. This reaction puts an excessive amount of pressure on the cardiovascular system.
- Increases the fatty buildup in the arteries
- Increases heart rate
- Increases blood pressure
- Increases chances of heart attacks
- Increases chances of strokes

### **Other Effects of Smoking**

Clothing stinks, burned clothing, hair stinks, burned car seats, bad breath, increases chance of house fires, irritated eyes, ulcers in the stomach, gum disease, harms unborn babies, yellow teeth, yellow fingernails, more wrinkles.



## **Effects of Secondhand Smoke on the Nonsmoker**

Secondhand smoke can also be called passive smoke or involuntary smoke.

- More colds and may stay sicker longer
- Children have more ear infections
- Headaches
- Irritates eyes and nose
- Increases chances of cancer
- Increases chances of heart attack
- Increases chances of lung diseases

### **Activity 1:**

Ask the students to tell you why smoking has been called the most preventable cause of death in America.

### **Activity 2:**

Give each student a copy of worksheet "Once Upon a Time". Tell the students to complete the story by filling in the blanks.

### **Answers to worksheet "Once Upon a Time":**

girl, cigarette, friends, looking, love, hand, smoking, ears, cry, smoke, down

### **Closing:**

Students will then create their own story about the girl's health twenty years later.

Give students a chance to read their stories to the class.

**Lesson Plan # 3**

**Worksheet "Danger! Tobacco Smoke"**

**DANGER! TOBACCO SMOKE**

**Respiratory System**

Aggravated asthma – a disease which makes breathing difficult  
Chronic bronchitis – recurring inflammation of the bronchial tubes  
Emphysema – a disease where the tiny alveoli lose their ability to exchange air  
Increases chances of cancer in the mouth, throat and lungs  
Coughs more because the body is trying to clean itself  
Coughs up phlegm  
More colds and pneumonia may stay sick longer than nonsmokers

**Cardiovascular System**

Nicotine causes blood vessels to constrict and heart rate to increase. This reaction puts an excessive amount of pressure on the cardiovascular system.  
Increases the fatty build up in the arteries  
Increases heart rate. Increases blood pressure  
Increases chance of heart attacks  
Increases chance of strokes

**Other Effects of Smoking**

Clothing stinks	Harms unborn babies
Burned clothing and car seats	Yellow teeth
Bad breath	Yellow fingers
Irritated eyes	More wrinkles
Stomach ulcers	Increased # of house fires
Gum disease	Hair stinks

**Effects of Secondhand Smoke on the Nonsmoker**

Secondhand smoke can also be called passive smoke or involuntary smoke.  
More colds and may stay sicker longer  
Children have more ear infections  
Headaches  
Irritates eyes and nose  
Increases chance of cancer  
Increases chance of heart attack  
Increases chance of lung diseases

**Lesson Plan #3**

**Worksheet "Once Upon A Time"**

Name: \_\_\_\_\_

**Once Upon A Time**

Once upon a time, a teenage \_\_\_\_\_ smoked her first \_\_\_\_\_ at the school dance. She did not think it was a big deal until she started coughing. She didn't like the way her mouth tasted, so she gave the cigarette back to her new \_\_\_\_\_ and went back to the gym.

The dance was fun because all of her classmates were there, and she had promised the best \_\_\_\_\_ guy in school a dance. A romantic \_\_\_\_\_ song started playing, and the great guy told her he wanted to dance. He reached for her \_\_\_\_\_, and they walked to the dance floor. He held her close and said, "You stink!" Have you been \_\_\_\_\_?" She could not believe her \_\_\_\_\_. She ran outside and started to \_\_\_\_\_.

Her new friends saw her and asked her what was wrong. They told her to sit down and \_\_\_\_\_ because it would calm her \_\_\_\_\_. The girl liked these people and started hanging out with them more and more.

**\*\*Now it is your turn to tell the story.**

Pretend it is twenty years later. Write a story about what is happening to the girl's overall health because she is still smoking.

## **Lesson Plan #4**

### **Theme: Addiction**

**Objectives:** Students will learn important information related to addiction.

**Materials:** Worksheets "Addiction", "Addiction Questions" and "Addiction Word Unscramble"

### **Activity 1:**

Tell students to write the answer to the following question on a piece of paper: "How many cigarettes does a person have to smoke before he/she becomes addicted?"

### **Introduction:**

Ask for answers to the activity. The correct answer is that it depends on the person, but it could happen after smoking as few as three cigarettes. Next, give each student a copy of worksheets "Addiction" and "Addiction Questions". Instruct students to read the addiction information then answer the questions that follow.

Once completed, discuss the answers with the class.

### **Answers to "Addiction Questions" worksheet**

1. Addiction means that his or her body has gotten so used to the presence of the drug that it can't function normally without it.
2. Dependence
3. Clammy skin, fast pulse, dizziness, and tingling in the hands and feet
4. When the body gets used to the drug and needs more for an effect
5. The symptoms may include anxiety, restlessness, irritability, increased coughing, headaches, tingling in the hands and feet and being unable to handle stress
6. Can begin as soon as two to three hours after smoking the last cigarette
7. Can begin as soon as twenty minutes after the last cigarette
8. Addiction can be prevented by not using tobacco products

### **Activity 2:**

Give students a copy of worksheet "Addiction Word Unscramble" and tell them to unscramble the words related to addiction.

**Closing:** When worksheet "Addiction Word Unscramble" is complete, review answers with the class.

**Lesson Plan # 4**

**Worksheet: "Addiction"**

Name: \_\_\_\_\_

**Addiction**

When someone is addicted to a drug, it means that his or her body has gotten so used to the presence of the drug that it can't function without it. When young people start smoking, the chances of getting sick or having a serious illness seem too far away to be real. Many teenagers feel that only older people get sick and that they can stop smoking before they get sick. However, they don't realize how hard it is to quit.

Addiction, also called dependence, is unexpected. No one who starts by smoking just one cigarette intends to get addicted or to become a regular smoker... but it happens. A teenager may begin to smoke to impress friends, to try to relax, to see what it is like, or to feel older. Usually half of the people who experiment with smoking will be a regular smoker five years after their first cigarette.

Beginning smokers start to feel the effects of nicotine poisoning when they first inhale. The effects of nicotine poisoning may include clammy skin, fast pulse, dizziness, and tingling in the hands and feet. The degree of reaction will vary from person to person depending on his/her tolerance in nicotine. The effects of nicotine poisoning usually stop as soon as the tolerance to nicotine develops. Tolerance is when the body gets used to a drug and it needs more of the drug to get an effect. It can develop in new smokers after the third or fourth cigarette.

As people get older, they continue to smoke regularly because they are "hooked". Just as you couldn't do without getting any sleep for a week, people who are addicted to cigarettes find it very hard to function without nicotine and other substances their bodies have come to demand. When they try to quit, they face withdrawal. Withdrawal symptoms usually begin as soon as 2 to 3 hours after smoking the last cigarette. Withdrawal symptoms can last for several weeks or even a month or more after someone stops smoking. The symptoms may include: anxiety, restlessness, irritability, increased coughing, headaches, tingling in the hands and feet, and being unable to handle stress.

People who use tobacco also suffer from psychological withdrawal symptoms when they stop smoking. They feel "lost" without a cigarette both mentally and emotionally. They have conditioned their bodies and minds to rely on tobacco whenever a stressful event happens in their lives, and they become more dependent on tobacco at certain times of the day. They depend on tobacco not only at parties but also during work/school, when they get in a car, at meetings, after meals, and even when they awaken to start each day.

## **SWAT:ALLIES**

Addiction to nicotine is very serious, but it can be prevented by not using tobacco. If a person does smoke or dip, they can improve their health greatly by "kicking the habit". The body starts repairing itself within 20 minutes of using the last cigarette. The chance of developing diseases such as lung cancer decreases with each year of not using tobacco.

**Lesson Plan #4**

**Worksheet: "Addiction Questions"**

**Addiction Questions**

1. What does addiction mean?
2. What is another name for addiction?
3. Describe what happens to the body when it suffers from nicotine poisoning.
4. Define tolerance.
5. List 4 nicotine withdrawal symptoms.
6. How long does it take for the body to start withdrawal symptoms after the last cigarette?
7. How long does it take for the body to start repairing itself after the last cigarette?
8. How can addiction be prevented?

**Lesson Plan # 4**

**Teacher Key for Worksheet: "Addiction Word Unscramble"**

Name: \_\_\_\_\_

**ADDICTION WORD UNSCRAMBLE**

RETOLEACN

TOLERANCE

OTDAINIDC

ADDICTION

UGDR

DRUG

MOGNIKS

SMOKING

NTEXEPIRME

EXPERIMENT

THRLWWIDAA

WITHDRAWAL

NCDNEDPEEE

DEPENDENCE

OCENTIIN

NICOTINE

OALCLGCIHYPSO

PSYCHOLOGICAL

ISIDZENZS

DIZZINESS



Lesson Plan # 4

Worksheet: "Addiction Word Unscramble"

Name: \_\_\_\_\_

## ADDICTION WORD UNSCRAMBLE

RETOLEACN

\_\_\_\_\_

OTDAINIDC

\_\_\_\_\_

UGDR

\_\_\_\_\_

MOGNIKS

\_\_\_\_\_

NTEXEPİRME

\_\_\_\_\_

THRLWWIDAA

\_\_\_\_\_

NCDNEDPEEE

\_\_\_\_\_

OCENTIIN

\_\_\_\_\_

OALCLGCIHYPSO

\_\_\_\_\_

ISIDZENZS

\_\_\_\_\_

## Lesson Plan #5

### Theme: Cost of Tobacco Use

**Objectives:** Students will complete word problems to become familiar with the health and financial costs of tobacco use.

**Materials:** Worksheet "How Many"

### **Activity 1:**

On a piece of paper, tell students to write down how much money they think one pack of cigarettes costs. Next, write down how much they think smokeless/spit tobacco costs.

### **Introduction:**

Ask students for their responses to the activity. Their answers vary depending on name brands they have used. Next, ask them how much they spend going to the movies, eating lunch, and/or other things they buy - then compare this to the cost of buying tobacco. Just think, nonsmokers can save extra money to buy whatever they want, and their health will benefit as well.

### **Activity 2:**

Give students a copy of worksheet "How Many" and instruct them to work the tobacco word problems.

### **Answers:**

1. Example:  $\$2.80 \times 365 = \$1022$  spent on cigarettes each year.
2. Example:  $\$5.60 \times 42 \text{ days} = \$235.20$   
 $\$1022 - \$235.20 = \$786.80$  savings
3.  $3000 \times 365 = 1,095,000$  new teens smoke each year.
4.  $80\% \times 1,095,000 = 876,000$  will remain smokers as adults.
5.  $5,071 \times .662 = 3,357$  are under 18
6. 10 deaths
7.  $.82 (30,100) = 24,682 - 30,100 = 5,418$

### **Closing:**

After each student has completed the worksheet "How Many", discuss the answers with the class. Be sure to emphasize the high costs of smoking and/or dipping on health care and finances.

**Lesson Plan #5**

**Worksheet: "How Many?"**

Name: \_\_\_\_\_

**How Many?**

1. Kevin is a smoker. He smokes 1 pack of cigarettes per day at an average cost of \$2.80 per pack. How much does he spend on cigarettes each year?
2. Kevin makes an effort to quit smoking using the nicotine patch. The 3-step program requires him to spend \$ 5.60 per day for six weeks. How much will Kevin spend to quit smoking this way? Subtracting the cost of the nicotine patches, how much money would Kevin save in one year? (Use info from #1)
3. On average 3000 teens begin smoking each day. Given this information how many teens start smoking each year?
4. Statistics show that 80% of those young people will continue smoking as adults. How many adult smokers will there be out of the yearly total of new teen smokers? (use info from #3)
5. Each day in 1996, 5071 Americans became regular smokers. Of these 5071 new smokers each day, 66.2 % were under the age of eighteen. What is the actual number of new smokers each day under the age of eighteen?
6. Smoking causes more than 1 in 3 deaths in the U.S. At the least, how many in a class of 30 will die from smoking related deaths?
7. The American Cancer Society estimated about 30,100 new cases of oral cavity and pharyngeal cancer were diagnosed in the U.S. during 2001. Eighty-two percent of oral cavity and pharyngeal cancer patients survive at least one year after diagnosis. How many will NOT survive?

## Lesson Plan # 6

### Theme: Communication and Refusal Skills

**Objectives:** By completing an activity, students will practice good communication and refusal skills.

**Materials:** Worksheet "Scenarios"

**Opening Activity:** On the board write, "List the different ways we communicate". When complete, ask for responses and write them on the board. (Examples can be found in lecture material).

#### **Lecture:**

Communication skills are important because they allow us to express our feelings, ideas and desires. Communication is a process through which you send messages to and receive messages from others.

Two ways we communicate are verbally and nonverbally:

- Verbal Communication is using words to convey a message
- Nonverbal Communication is using body language like facial expressions, gestures and behaviors to convey a message. Most of the information we know about people (55%) comes from nonverbal communication.

Depending on the situation, it may be important to be able to say no. If you are asked to do something that you feel will harm you or someone else, you need to be able to properly handle the situation. Refusal skills are techniques that can help you refuse when you are urged to take part in unsafe or unhealthful behaviors (Glencoe, 1999).

The way you state your opinions and feelings does make a difference - read the following definitions and think of examples for each one (examples can be role played).

- Acting assertively means standing up for your own rights in a firm but positive way.
- Acting passively means giving up or backing down without standing up for your own rights and needs.
- Acting aggressively means being overly forceful, pushy, or hostile.

If faced with a difficult decision, it is usually best to react by using assertive refusal skills. The wrong message can be given if someone says "no" yet acts in a passive or aggressive way.

## **Rules to Remember:**

1. State your position/feelings simply but firmly. Say "no" and maybe use an explanation like - "No thanks, I do not like the way tobacco smoke smells".
2. Suggest alternatives to the behavior being proposed.
3. Use clear body language that backs up your words.
4. Leave if necessary.
5. Practice in front of a mirror.

## **Activity 1:**

Read the scenarios and give assertive refusal responses to the situations. (The scenarios can be an individual assignment, small group activity, and/or role-playing activity.) If time allows, let the students write their own scenarios and let them role-play.

## **Closing:**

Practicing assertive refusal skills will help you be better prepared when faced with difficult situations. Pay attention to the nonverbal cues you give others. Ask yourself if your tone of voice changes when you are under pressure.

**Lesson Plan #6**

**Worksheet: "Scenarios"**

**SCENARIOS**

**Directions: Read each scenario and give assertive refusal responses to the situations.**

1. Kristen's boyfriend smokes. She hates being around him when his breath stinks, when his clothes smell, and when she sees him spending so much money on cigarettes. She often worries about the health risks not only to him but also to her. However, she is afraid that he will quit seeing her for good if she tries to get him to quit. What should Kristen do?
2. Brian and his friend Jack were eating pizza and watching movies at his house. (Brian's mom and dad were out for the evening.) During the movie, Jack pulls out a pack of cigarettes and starts to smoke. Brian has never seen him smoke before but he knows Jack has been dealing with many stressful situations at home. Brian does not want to see him start smoking. What should Brian do?
3. Jenny and Adrienne were watching their favorite TV show when they notice one of their favorite actors smoking a cigarette. Jenny has heard that smoking will help you lose weight and wonders if that is how the actor stays so thin. Jenny wonders if they start smoking, could they lose a few extra pounds before summer vacation? What should they do?
4. Gill and two of his friends have just arrived at a crowded high school football game and found seats in the student bleachers. During the game, the teenagers sitting in front of them start to smoke. The smoke stinks and is being blown around the boys. How should Gill handle the situation?

## Lesson Plan #7

### Theme: Stress Management

**Objectives:** Students will learn about the effects of stress on the body and how to manage stress in healthy ways.

**Materials:** Worksheet “Life-Change Event Scale”

**Opening activity:** Write on the board “What stresses you out?” and “Why?” Give students a few minutes to think about the question and write a response. Discuss the activity.

### **Lecture:**

When you perceive a situation or event to be a threat, your body begins an automatic stress response. When this happens, some people may act violently, yell, cry, and get very quiet or talkative to cope with the situation. Studies have shown that some people smoke or drink alcohol to calm their nerves. Today, we will be discussing stress on the body and positive ways to handle stressful times.

Where does stress come from? (Pause and allow students a chance to comment.)

- \* School – grades, teachers
- \* Friends or other people
- \* Problems at home with parents or siblings
- \* Injuries or illness
- \* Loud noise or other environmental causes
- \* Money

Stress happens in three stages that include:

**1. Alarm stage** – this is a time when you perceive a threat and your mind and body go on high alert. A hormone called adrenaline is released into the body when stressed. Adrenaline gives a person more energy, puts the brain on high alert, causes deeper breathing, sweating, flushed skin, and more blood to the muscle cells. Fight or Flight is an idea used to describe this stage. In caveman days humans needed this adrenaline rush to protect them against animals and other dangers. If a hunter came face to face with a tiger, he/she could “fight” the animal - kill it or “flight”- run away from it. Either way this extra energy was used up during the physical activity.

Ask students “Can stress be good?” The answer is yes. Positive stress helped the cavemen survive and it can help us by being the motivation to study or practice something you want to do well. If you have ever been in a game or contest and you felt nervous with sweaty palms - you were feeling the adrenaline rush. This “rush” causes you to be more alert, careful and play better.

**2. Resistance stage** – this is a time where your body tries to repair itself. If your body does not go back to normal, it may begin to wear down and you will get sick. The caveman hunter used up the extra energy so his/her body was able to return to normal.

**3. Fatigue stage** – Stress has damaged the body so much that people will feel tired and lower their activity level. This is the time when major health problems will appear.

Ways to identify if you are under stress include:

1. Physical stress – headaches, upset stomach, muscle aches
2. Emotional stress – frustration, boredom, mood swings, anger
3. Mental stress – constant worry, trouble thinking clearly, forgetting
4. Behavioral stress – not eating, over eating, verbal or physical outburst, high risk behaviors – including drug use

If someone uses tobacco, they increase their adrenaline level. We have already learned that adrenaline can increase their heart rate, blood pressure, blood flow, and breathing rate. Stress plus tobacco use increases the pressures on the body. The tobacco user's body stays in the "alarm stage" longer than normal. The truth is, if someone says that smoking decreases their stress/nervousness, they are really telling you that they are addicted. They have changed the chemical makeup of their brain. Remember that even though an addicted person feels better when they smoke, they are damaging their body in many ways! Tobacco use is not a positive way to reduce stress.

### **Activity:**

Give each student a copy of worksheet

"Life-Change Event Scale" This worksheet will give students a chance to see how much stress they have been dealing with over the last year. Circle the events that have happened to them in the past year then add up the score.

### **Lecture:**

Ways to reduce stress include:

- 1- Exercise – run, walk, dance – burn off the extra energy/adrenaline.
- 2- Breathing exercises – sit or lie down, close your eyes, then take deep breaths and hold them for 5 seconds.
- 3- Laugh
- 4- Plan ahead and develop time management skills.

### **Closing:**

Discuss today's lesson. Ask students how they reduce stress.



**Worksheet "Life Change Event Scale"**

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

**Life-Change Event Scale**

How much has your life changed in the past year? Read the items in the life events column. If you have experienced this event in the past year, circle the number beside the item. When complete, add up your circled numbers – your score. Compare your score with the table at the bottom of the next page.

- 101 Getting married
- 92 Being pregnant and single
- 87 Having a parent die
- 81 Getting a visible deformity
- 77 Having parents divorce
- 77 Becoming a single father
- 76 Getting involved with drugs or alcohol
- 75 Having a parent jailed for a year or more
- 69 Going through a parent's separation
- 68 Having a brother or sister die
- 67 Experiencing a change in peers' acceptance
- 64 Having a single pregnant teenage sister
- 64 Discovering that you are adopted
- 63 Having a parent get married again
- 62 Experiencing a close friend's death
- 62 Having a visible deformity since birth
- 58 Being seriously ill and requiring hospitalization
- 56 Moving to a new school district
- 56 Failing a grade in school
- 55 Not making a team or extracurricular activity
- 55 Having a parent become seriously ill
- 53 Breaking up with a boyfriend or girlfriend
- 53 Having a parent go to jail for 30 days or less
- 51 Beginning to date

## SWAT:ALLIES

- 50 Being suspended from school
- 50 Getting a newborn brother or sister
- 47 Getting in more disagreements with parents
- 46 Having an outstanding personal achievement
- 46 Seeing more arguments between parents
- 46 Having a parent lose his or her job
- 45 Having a change in parents' financial status
- 43 Being accepted at a college of your choice
- 41 Having a brother or sister become seriously ill
- 38 Having a parent be more absent from home due to a change in occupation
- 37 Having a brother or sister leave home
- 36 Experiencing the death of a grandparent
- 34 Having a third adult added to the family
- 31 Becoming a fully committed member of a religion
- 27 Experiencing a decrease in parent's arguments
- 26 Having a mother begin work outside the home

Scale:           150 or less: Your life has not changed very much  
                    150 – 300: Moderate change – moderate stress  
                    Over 300: You have experienced a great deal of change – pay  
                                  extra attention to how you handle your stress

## **Lesson Plan # 8**

### **Theme: Tobacco Use and Advertising**

**Objectives:** Students will become more aware of the media's influence on people.

**Materials:** Plain paper or construction paper, markers, tobacco ads from magazines, worksheet "Advertising Intelligence"

**Activity 1:** Students will become more aware of how the tobacco industry advertises its products to youth.

**Part 1:** Give each student a piece of plain paper or construction paper and markers. Tell them to think of any type product they use often. Instruct them to create an ad for the product, being creative and giving factual information about the product. When complete, instruct students to share their ads with the class. Give them the worksheet "Advertising Intelligence" and let them answer the questions about their ad:

1. What product is being advertised?
2. What message(s) are the pictures giving?
3. What message(s) are the words in the ad giving?
4. Do the pictures and words give the same message?
5. What age person would like this ad the best?
6. Are the messages true?

**Part 2:** Now, let students look at the real tobacco ads from magazines. Still using the worksheet "Advertising Intelligence" let them answer the same questions about the tobacco ads. When complete, discuss the worksheet.

**Introduction:** Ask students for their responses to the activity. Their answers should include: magazines, billboards, on buses, on clothing, in grocery stores, race car events, in movies, in TV shows.

## **Lecture:**

Many tobacco companies have huge wealth and political power. They spend millions of dollars every day on advertising. They need to replace the smokers who quit or die because of tobacco related illness. They not only put ads in magazines, they pay retailers for prime shelf space, they use advertisements on caps, t-shirts, etc., sponsor sporting events and concerts, and give away free samples of their products.

Ask students, “Who is more likely to start smoking or dipping for the first time, a 15 year old person or a 53 year old person? The 15 year old would probably be the first time smoker. Tobacco advertisers know this and they commonly use messages or themes like:

- A. Tobacco is a rite of passage to adulthood
- B. Success
- C. Beautiful, thin people
- D. Healthy and/or safety
- E. Relaxation

## **Closing:**

Ask students if they have any questions or comments. Remind them that they do have a choice about using tobacco or not. Don't be influenced by the messages tobacco companies are trying to send.

**Activity # 2: Worksheet: Advertising Intelligence**

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

**Advertising Intelligence**

Part 1: Look at the **ads you have created** and answer the following questions:

1. What product is being advertised?
2. What message(s) are the pictures giving?
3. What message(s) are the words giving?
4. Do the pictures and words give the same message?
5. What age person would like this ad the best?
6. Are the messages true?

Part 2: Look at the **tobacco ads from magazines** and answer the following questions:

1. What product is being advertised?
2. What message(s) are the pictures giving?
3. What message(s) are the words giving?
4. Do the pictures and words give the same message?
5. What age person would like this ad the best?
6. Are the messages true?

## **Lesson Plan # 9**

**Theme: Benefits of being a Nonsmoker/ Dangers of tobacco use**

**Objectives:** Students will discuss the dangers of using tobacco.

**Activity 1:** Ask students to list ten benefits of being a non-smoker and five benefits of not being a spit-tobacco user. Discuss their answers and write comments on the board. A few answers are listed below:

**Nonsmoker:**

- Decrease # of house fires
- More money
- Decrease halitosis
- Whiter teeth
- Healthier gums
- Taste buds work correctly
- Smelling works better
- Decrease phlegm
- Decrease coughing
- Healthier heart and blood vessels
- Fewer colds
- If you get sick, you feel better quicker
- Lungs work better
- Better athletic performance
- No stained fingers
- Fewer allergy attacks
- Decrease chance of heart disease/strokes
- Less chance of developing cancer
- Breathe deeply
- Warmer hands and feet
- Fewer, later developing wrinkles
- Cars, clothes and hair smell better
- Feel better
- Live longer

## **Non Smoker / Spit-tobacco user:**

- Whiter teeth
- Less tooth loss
- Better smelling breath
- No spit bottles or cups
- Decrease chance of cancers
- Healthier gums
- Fewer mouth sores
- No black grains in teeth
- Taste buds work better
- Fewer stomach problems
- Fewer cavities
- No leukoplakia
- More money
- Smelling ability is better
- Wounds heal faster

**Lecture:** A burning cigarette contains more than 4,000 chemicals. When these chemicals are inhaled into the body, they cause negative changes. There are many carcinogens, cancer-causing chemicals, in tobacco smoke. These chemicals are also found in things like road and roof tar, car exhaust, toilet cleaner, chemicals that preserves dead frogs for biology labs, mothballs, bombs, batteries, pesticides, and PVC pipes.

**Activity 2:** Give each student a copy of worksheet “Smoker /NonSmoker” Ask the students to read the worksheet and fill in as many blanks as they can. Next, discuss the healthy body and the body parts damaged by smoke. Students will fill in the blanks as each item is discussed. This can be done as a group review activity. Previous lesson plans cover this material.

**Activity 2 Answers**

**NONSMOKER**

NOSE: warms and moisturizes the **air** we breathe. The hair and mucus in the nose catches dirt and germs we inhale.

**Mouth:** warms and cools the air that we breathe.

TRACHEA or **windpipe**

LARYNX or **vocal cords**

BRONCHI: where the trachea divides into two tubes that go to **the lungs**.

LUNGS: are spongy and elastic, which helps all the **respiratory** system do their jobs. Alveoli are found in the lungs

**Alveoli:** tiny air sacs that look like grapes. Where air is exchanged between the body and the environment.

**Cilia:** tiny **hairs** that line the respiratory tract that remove dust and germs out of the lungs.

**Mucous:** sticky substance that lines the respiratory system. It catches dirt and germs.

HEART, BLOOD & BLOOD VESSELS: are responsible for transporting **oxygen** and nutrients to all parts of the body.

**SMOKER/SPIT TOBACCO USER**

NOSE: tar **paralyzes** the cilia – chances for colds and flu increases each time you inhale smoke – decreased sense of smell.

MOUTH: **increased** chances of mouth sores, cancers, bad breath, yellow teeth, decreased sense of taste, hairy tongue

Tar paralyzes the cilia and alveoli so the body is at higher risk for **cancers**.

HEART: **Nicotine** makes the heart work harder and faster, increasing the risk of heart attack.

BLOOD: **Smoking** increases amount of blood fat → higher cholesterol, increased chance for heart attacks and strokes.

BLOOD VESSELS: **Nicotine** constricts or decreases the size of vessels – that's why smokers have cold hands and feet – oxygen nutrients don't get to tissue properly.

Tar paralyzes the cilia and alveoli so the body is at higher risk for **illness**.



**Lesson plan # 9: Worksheet: “Smoker/Nonsmoker”**

Name: \_\_\_\_\_

**NONSMOKER**

NOSE: warms and moisturizes the \_\_\_\_\_ we breathe. The hair and mucus in the nose catches dirt and germs we inhale.

\_\_\_\_\_: warms and cools the air that we breathe.

TRACHEA or \_\_\_\_\_

LARYNX or \_\_\_\_\_

BRONCHI: where the trachea divides into two tubes that go to the \_\_\_\_\_.

LUNGS: are spongy and elastic, which helps all the \_\_\_\_\_ system do their jobs. Alveoli are found in the lungs

\_\_\_\_\_: tiny air sacs that look like grapes. Where air is exchanged between the body and the environment.

\_\_\_\_\_: tiny \_\_\_\_\_ that line the respiratory tract that remove dust and germs out of the lungs.

\_\_\_\_\_: sticky substance that lines the respiratory system. It catches dirt and germs.

HEART, BLOOD & BLOOD VESSELS: are responsible for transporting \_\_\_\_\_ and nutrients to all parts of the body.

**SMOKER**

NOSE: tar \_\_\_\_\_ the cilia – chances for colds and flu increases each time you inhale smoke – decreased sense of smell.

MOUTH: \_\_\_\_\_ chances of mouth sores, cancers, bad breath, yellow teeth, decreased sense of taste, hairy tongue

Tar paralyzes the cilia and alveoli so the body is at higher risk for \_\_\_\_\_.

HEART: \_\_\_\_\_ makes the heart work harder and faster, increasing the risk of heart attack.

BLOOD: \_\_\_\_\_ increases amount of blood fat → higher cholesterol, increased chance for heart attacks and strokes.

BLOOD VESSELS: \_\_\_\_\_ constricts or decreases the size of vessels – that’s why smokers have cold hands and feet – oxygen nutrients don’t get to tissue properly.

Tar paralyzes the cilia and alveoli so the body is at higher risk for \_\_\_\_\_.

## **Lesson Plan #10**

### **Theme: Dangers of Spit Tobacco**

**Objectives:** Students will learn the dangers of using spit tobacco.

**Materials:** Pamphlet: "Cold Hard Facts About Dip", and worksheet "Cold Hard Facts About Dip". (The free pamphlet can be ordered toll free at 1-800-227-2345).

### **Opening Activity**

On the board write, "How can using spit tobacco negatively affect your social life?" After students have time to answer the question, ask for their responses and write them on the board. (Responses should include comments about: bad breath, black stains on teeth, no kisses, rotten teeth, looks stupid spitting, less money for fun activities because extra money used to buy snuff, grounded by parents, punished at school if you use...)

### **Lecture:**

Some people think that spit tobacco is a safe alternative to smoking but the truth is that spit tobacco is dangerous – in some ways it is more damaging than smoking – for example, there are more carcinogens in spit tobacco than cigarettes. The nicotine in spit tobacco is addictive. The nicotine is absorbed through the tissues in the mouth and through the digestive tract. People who use spit tobacco produce more saliva. They spit out some of the brownish-black saliva, but some of it is swallowed. That is why spit tobacco users develop mouth and stomach problems. When a person puts snuff or chew between their cheek and gums, they may feel a tingling sensation – this means the tissues in the mouth are being damaged! Over time, sores and spots called leukoplakia develop. Leukoplakia is thickened, white, leathery-appearing spots on the inside of a smokeless tobacco user's mouth that can develop into cancer of the mouth.

### **Activity 1:**

Ask student if dipping or chewing is a safe alternative to smoking. Tell them to write on a sheet of paper why they answered YES or NO.

### **Introduction:**

Give each student a copy of the pamphlet "Cold Hard Facts About Dip", then have the students complete the worksheet "The Cold Hard Facts About Dip".

### **Closing:**

Discuss the answers to the worksheet and the pictures. Ask students if they have any questions.

# **BELIEVE WHAT YOU READ. IT'S RIGHT ON THE CAN.**

**THIS PRODUCT MAY  
CAUSE MOUTH CANCER.**

**It's a fact.** Dipping causes lip, cheek, tongue, and other types of oral cancer. And the longer you dip, the greater your chances of getting oral cancer become.

**THIS PRODUCT MAY CAUSE GUM  
DISEASE AND RESULT IN TOOTH LOSS.**

A dipper's gums start receding. Dip damages mouth tissue beyond repair. And mouth sores that look like grayish white places on the inner cheek begin to appear. Nearly 90% of all oral cancers start from these mouth sores.

**THIS PRODUCT IS NOT A SAFE  
ALTERNATIVE TO CIGARETTE SMOKING.**

When he was 12 years old, Sean Marsee began dipping. He thought it was safe. Six years later, he had cancer in the very spot where he once put dip. At 19, Sean Marsee was dead.



## **WHAT YOU DON'T KNOW ABOUT DIP.**

The tobacco companies start you out on sugary, long cut dip that's easy for a new dipper to handle. As you get used to the buzz from the nicotine, you want more.

You start dipping more. You start trying finer cut brands with more nicotine to satisfy your need. That's exactly what the tobacco companies want you to do.

Dipping is addictive. Period. The nicotine in dip is a drug. Why do you think you felt high the first time you tried it?

For more information, call toll free any time 1-800-ACS-2345 or visit our Web site at [www.cancer.org](http://www.cancer.org).





**Worksheet Key**

**THE COLD HARD FACTS ABOUT DIP**

1. List 3 types of oral cancers.  
***Lip, cheek, gum***
2. What increases your chances of getting oral cancer?  
***Longer time a person uses***
3. Nearly 90% of all oral cancers start from mouth sores.
4. How many years did Sean Marsee dip?  
***6 years***
5. How do tobacco companies ease a new "dipper" into the habit?  
***Start them out on sugary, long cut dip***
6. What is tolerance?  
***You get used to a drug and need more to get the same feeling***
7. Once a person starts dipping, what do tobacco companies want people to start using?  
***Finer cut brands of tobacco with more nicotine***
8. Is dipping addictive?  
***Yes - very***
9. What is the addictive substance in dip/chew?  
***Nicotine***
10. Is nicotine a drug?  
***Yes***

**Lesson Plan #10**

**Student Worksheet**

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

**THE COLD HARD FACTS ABOUT DIP**

1. List 3 types of oral cancers.
2. What increases your chances of getting oral cancer?
3. Nearly \_\_\_\_\_ of all oral cancers start from mouth sores.
4. How many years did Sean Marsee dip?
5. How do tobacco companies ease a new "dipper" into the habit?
6. What is tolerance?
7. Once a person starts dipping, what do tobacco companies want people to start using?
8. Is dipping addictive?

## **Lesson Plan # 11**

### **Theme: Tobacco Unit Review**

**Objectives:** Students will review information discussed during this unit of study as they play Tobacco Jeopardy.

**Materials:** Marker board and markers, teacher's "Tobacco Jeopardy" Key

### **Activity:**

1. Divide the class into 2 teams.
2. Write the 4 column topics on the board then put the dollar amounts under each.
3. Flip a coin to see which team begins the game.
4. Ask a question to each team and give points for correct answers and subtract points for incorrect answers – same as it is played on TV.
5. The team with the most points at the end of the game is the winner!

### **Closing:**

Ask students if they have any questions or comments.

# TOBACCO JEOPARDY KEY

## Questions and Answers:

### SMOKE TOBACCO:

- \$100 - The addictive substance in cigarette smoke (Nicotine)
- \$200 - The way cigarette smoke enters the body (Inhalation)
- \$300 - Another name for cancer causing chemicals (Carcinogens)
- \$400 - The chemical in cigarette smoke that stains fingers and teeth (Tar)
- \$500 - Dangerous chemicals in cigarette smoke inhaled by nonsmokers (Second hand smoke)

### SMOKELESS/Spit TOBACCO:

- \$100 - Causes rotten teeth and mouth sores (Smokeless/spit tobacco)
- \$200 - Dip causes a tingling sensation in the mouth when \_\_\_\_\_ (Tissue is being damaged)
- \$300 - Swallowed dip juice causes health problems in the \_\_\_\_\_ (Stomach)
- \$400 - Needing more of a drug for the same effect (Tolerance)
- \$500 - Thickened, white spots in the mouth where dip is held (Leukoplakia)

### HEALTH PROBLEMS:

- \$100 - Tar paralyzes these tiny hairs and they cannot clean the respiratory system (Cilia)
- \$200 - The places where cigar smokers hold smoke and develop health problems (Mouth and Throat)
- \$300 - This chemical is released when one is under stress or when one smokes or dips (Adrenaline)
- \$400 - Irritated bronchi that causes more coughing and mucus secretions (Bronchitis)
- \$500 - Destroyed alveoli can not exchange oxygen and carbon dioxide in the lungs (Emphysema)

### HEALTHY CHOICES:

- \$100 – Standing up for your rights in a firm positive way (Assertive)
- \$200 – Ways to reduce stress (Exercise, breathing exercises, laughter and time management skills)
- \$300 – Use clear body language that backs up your words (Nonverbal communication)
- \$400 - Saying "No thanks" in an assertive way (Refusal skills)
- \$500 - Good stress that motivates us to study and have improved athletic performances (Positive stress)