



Congratulations SWAT N:Formerz Teachers!

Thank you for your commitment to keeping our youth healthy and tobacco-free, by incorporating these interactive classroom prevention lesson plans into your existing curricula. The Tobacco Use Prevention Service is proud of dedicated teachers like you who work hard every day to educate our youths.

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

The materials are designed for student participation and each lesson's objectives meet the Priority Academic Student Skills Competencies in several areas. Therefore, you can use these lesson plans while teaching reading, writing, and social studies, 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 youth every day, and have a great influence on their lives.

Sincerely,

**Dave Wattenbarger, MS
School Programs Coordinator
Oklahoma State Department of Health**

**Jennifer Wilson
Statewide SWAT Program Coordinator
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Priority Academic Student Skills

Lesson Plan # 1

- Health and Safety Literacy Standard 1,2,3,4,5 & 6

Lesson Plan # 2

- Health and Safety Literacy Standard 1 & 5

Lesson Plan # 3

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

Lesson Plan # 4

- Health and Safety Literacy Standard 2 & 3
- Language Arts/Visual Literacy Standard 2

Lesson Plan # 5

- Health and Safety Literacy Standard 5
- Contact your SWAT Regional Coordinator to borrow the video *Behind the Smoke Screen: Facts about Tobacco*.



**CDC Chart of Instructional Concepts
Informers
9-12**

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

Knowledge	
Most young persons and adults do not smoke	Lesson Plan #1
Tobacco use has short and long term physiologic, cosmetic, social, and economic consequences	Lesson Plan #1 Lesson Plan #2 Lesson Plan #5
Cigarette smoking and smokeless tobacco use have direct health consequences	Lesson Plan #1 Lesson Plan #2 Lesson Plan #5
Tobacco use is an unhealthy way to manage stress or weight	Lesson Plan #5
Tobacco use during pregnancy has harmful effects on the fetus.	Lesson Plan #5
Many persons find it hard to stop using tobacco, despite knowledge about the health hazards of tobacco use	Lesson Plan 5
Tobacco contains other harmful substances in addition to nicotine	Lesson Plan #5
Attitudes	
A personal commitment not to use tobacco	Lesson Plan #1 Lesson Plan #2 Lesson Plan #3
Pride about choosing not to use tobacco	Lesson Plan #1 Lesson Plan #2 Lesson Plan #3
Responsibility for personal health	Lesson Plan #1 Lesson Plan #2 Lesson Plan #3 Lesson Plan #5
Support for others' decisions not to use tobacco	Lesson Plan #2 Lesson Plan #3
Confidence in personal ability to resist tobacco use	Lesson Plan #1 Lesson Plan #2 Lesson Plan #3



Willingness to use school and community resources for information about, and help with, resisting or quitting tobacco use.	Lesson Plan #3
Skills	
Encourage other persons not to use tobacco	Lesson Plan #3
Support persons who are trying to stop using tobacco	Lesson Plan #1 Lesson Plan #3
Communicate knowledge and personal attitudes about tobacco use	Lesson Plan #1 Lesson Plan #2 Lesson Plan #3
Demonstrate skills to resist tobacco use	Lesson Plan #3
Identify and counter strategies used in tobacco advertisements and other promotional materials	Lesson Plan #4 Lesson Plan #5
Develop methods for coping with tobacco use by parents and with other difficult personal situations, such as peer pressure to use tobacco	Lesson Plan #3
Use school and community resources for information about and help with, resisting or quitting tobacco use.	Lesson Plan #3



MYTH AND FACTS ABOUT TOBACCO

- Myth** - Smoking is not a drug problem.

Fact - The nicotine found in tobacco products is very addictive. The power of nicotine addiction has been compared to cocaine and heroin addiction. It does cause withdrawal symptoms such as irritability, insomnia, and nervousness.

* Special note: Carbonated drinks, coffee, and alcohol will increase one's craving for tobacco.
Getchell, Popen, Varves; Perspectives on Health, DC Health & Comp Lexuiten 1994

* Special note: Tobacco users can suffer from nicotine poisoning. The signs of nicotine poisoning are dizziness, nausea, and diarrhea.
Getchell, Popen, Varves; Perspectives on Health, DC Health & Comp Lexuiten 1994
- Myth** - Only adults smoke cigarettes.

Fact - The average age a person begins smoking is at 13. The average person begins using smokeless/spit tobacco at 12 - 25 years. Most new tobacco users are adolescents, not adults.
- Myth** - Once you are addicted to tobacco, there is no use in trying to quit using. The damage is done.

Fact - When a person quits smoking/dipping the body immediately starts repairing itself. For example, blood pressure and pulse rates go back to normal range after 20 minutes of not using tobacco. Nerve endings start growing back and lung function improves after one week of not smoking. After 10 -15 years of not smoking, risks of all tobacco related diseases are greatly reduced.

* Special note: It takes most people an average of 5 tries before they can successfully stop smoking.
Kranteler, Milner Tobacco Health Facts ETR Associates 1996
- Myth** - Smoking helps my body to relax.

Fact - Nicotine is a stimulant. Stimulants speed your body up; they do not calm your body down. Plus, no other drug keeps a user as busy as smoking.

For instance: in a day, a 2 pack a day cigarette smoker spends 3 to 4 hours with a cigarette in his/her mouth, hand, or ashtray.

Remember that there are many positive ways to relax without smoking.
Getchell, Popen, Varves; Perspectives on Health, DC Health & Comp. Lexuiten 1994



5. **Myth** - Smoking will help me lose weight or I will gain weight if I quit smoking.

Fact - For new smokers and ex-smokers about 1/3 gain weight, about 1/3 lose weight, and about 1/3 stay the same weight. When it comes to weight loss, it is much smarter and safer to exercise and make positive changes in your diet than to use tobacco products.

* Special note: The idea of cigarettes = weight loss comes from a tobacco company's advertising campaign from the early - mid 1900's. What better way to get a person's attention than to say you will look better and lose weight easily if you use our product. Something to think about - Why are most "women's" cigarettes called "slim" or "light?"



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Lesson Plan # 1

Theme: Decision Making Skills

Objectives: Students will learn the steps in making good decisions and practice these skills by completing worksheets.

Materials: Paper, pencil and worksheets: "Decisions, Decisions, Decisions!" and "To Smoke or Not to Smoke"

Activity: On the chalkboard, write, "What decisions have you made today?" Students will brainstorm a list for the question.

Introduction:

Open the lesson by asking a few of the students to read their list from the activity. Some of the responses you may get will include:

- (1) Getting out of bed
- (2) What to eat for breakfast
- (3) Coming to class
- (4) What to wear

Discuss how some decisions they make are easy while other decisions will take time and a lot of thought before an action is taken. During the discussion include the steps for making good decisions.

Steps for making the best decisions:

1. Identify the problem
2. Get information
3. Identify the options
4. Examine positive and negative outcomes
5. Make the decision
6. Review the decision

Example:

1. I want to be on the high school dance team
2. Talk to parents, talk to members of the team, talk to sponsor of the team, talk to dance instructor
3. Option 1: Try out for the team this spring
Option 2: Try out for the team next year
Option 3: Do not try out



4. Option 1: – **(POS)** I have a chance to be on the team this year and gain experience performing **(NEG)** I do not have the dance/performing experience like the other girls do

Option 2: **(POS)** I will have time to practice and get more experience **(NEG)** I **will** have to wait to be on the team

Option 3: **(POS)** I will not be nervous about the tryouts, I will not fail **(NEG)** I will always wonder if I could have made the team

5. The decision - Tryout in the spring!

6. All the options have a down side to them. I picked the best for me. Even if I don't make the team this year, I will gain positive experience.

Activity:

Give each student a copy of **Worksheet: “Decisions, Decisions, Decisions!”** and tell the students to complete the worksheet. They need to define a problem that concerns them.

Discuss the worksheet:

Handout **Worksheet: “To Smoke or Not to Smoke”** and tell students to complete the worksheet.

Closing:

The students will discuss the worksheet **“To Smoke or Not to Smoke”**. Remind students that not all teenagers smoke. They do have a choice!

**Note: If the students give positive statements for smoking, give them the facts about the harmful effects of tobacco use.*



Worksheet: Decisions, Decisions, Decisions

We make decisions about our actions all the time. Think of an important decision you will have to make in the next month and complete the questions below.

1. Identify the problem and the decision that needs to be made.

2. Where can you get information to make to best choice? (people, books)

1. _____ 3. _____

2. _____ 4. _____

3. What are your options?

Option 1

Option 2

Option 3

4. Examine positive and negative outcomes of your options.

Option 1

Option 2

Option 3

+ _____ + _____ + _____

- _____ - _____ - _____

5. Make the decision.

6. Review the decision.



Worksheet: To Smoke or Not to Smoke?

Why do some people choose not to smoke and other people choose to smoke?
Complete the decision worksheet to find the best answer for you.

1. Identify the problem/decision that needs to be made.

I am with a group of friends and one of them asks me if I want a cigarette. Do I want to try smoking or not?

2. Where can you get information to make to best choice? (people, books)

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

2. What are your options?

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Examine positive and negative outcomes of your options.

<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
+ _____	+ _____	+ _____
_____	_____	_____
_____	_____	_____
- _____	- _____	- _____
_____	_____	_____
_____	_____	_____

4. Make the decision.

5. Review the decision.



Lesson Plan # 2

Theme: Setting goals

Objectives: Students will examine their short and long term goals.

Materials: Pencil, worksheet: "Goals"

Activity: On the chalkboard, write "Define and give an example of (1) short term goal and (2) long term goal."

Introduction: Discuss the student definitions from the activity. Then give the following definitions:

Definitions:

1. GOAL - an end, an objective, what you are aiming for.
2. SHORT-TERM GOAL- an objective will be reached in a short amount of time such as an hour, day, week, month, or year.
3. LONG-TERM GOAL - an objective will be reached after a number of years.

Activity:

Give each student a copy of **Worksheet: "Goals"**. Tell the students that it is important to think about their future. Knowing what they want for their life will help them make good decisions. The worksheet is designed to make them think about long and short-term goals. Fill out the worksheet and be sure to give "possible completion dates". Ask for student remarks from the activity.

Example:

If you smoke or use tobacco products, not only are you affecting your health but it could also have long-term effects on your career, family, and personal goals. Employees who smoke need more breaks, they are sick more often than non-smokers, and they cost the employer more because their insurance rates are higher. Family members are sick more often when someone smokes around them.

Closing:

Whenever you put your goals in writing it can help you stay focused on what's important and will allow you to make better decisions no matter what circumstances you are facing. The decisions you are making today can affect the rest of your life.



Worksheet:

Goals

It is very important for everyone to have goals. Making plans will help you make good decisions about your future.

Write a short-term goal and long-term goal for each section below. Fill in the date you would like to complete the goal.

HIGH SCHOOL, COLLEGE, TECHNICAL SCHOOL

Short-term goal: _____ Long-term goal: _____

Possible completion date: _____ Possible completion date: _____

CAREER

Short-term goal: _____ Long-term goal: _____

Possible completion date: _____ Possible completion date: _____

FAMILY

Short-term goal: _____ Long-term goal: _____

Possible completion date: _____ Possible completion date: _____



PERSONAL

Short-term goal: _____ Long-term goal: _____

Possible completion date: _____ Possible completion date: _____



Lesson Plan # 3

Theme: Communication Skills and Refusal Skills

Objectives: Students will discuss the power of verbal and non-verbal communication.

Materials: pencil, worksheet: "Scenarios"

Activity:

The class will play a game of charades. The teacher will ask students to take turns acting out an emotion in front of the class. Emotions: Happy, Sad, In Love, Angry, Scared, and Proud. The actors cannot say a word. The rest of the class will try to guess which emotion they are acting out.

Introduction:

The teacher will start the lesson by asking the students what kind of communication the actors were using. They should say non-verbal. The teacher will ask the students to think about how much information they know about other people's thoughts and feelings just by their non-verbal cues. The teacher will give the following definitions:

Definitions:

1. Verbal Communication - using words/voice to express thoughts, feelings, and ideas
2. Non-Verbal Communication - using facial expressions and body language to express thoughts, feelings, and ideas.

We also need to think about what kind of messages we are sending to other people. When faced with a difficult situation, does your body language match what you are saying? If someone approached you about using tobacco, how would you react verbally and non-verbally? Knowing appropriate refusal skills are an important part of standing up for your values. Once you make the right decision for you, stand up for your feelings. The teacher will give the following definitions and examples:

Assertive - standing up for one's own rights in a firm, but positive way.

Passive - giving up, giving in, or backing down without standing up for one's own rights and needs.

Pass out **Worksheet: "Scenarios"** and discuss the examples.



After discussing the examples, the teacher can ask for a volunteer to walk across the classroom in an assertive way and passive way.

Activities:

#1 - Activity

Brainstorm all the ways to say “no”. The teacher will write the responses on the board. When the activity is over, discuss the results. Comment on how you can say what needs to be said and not hurt yourself or other people’s feelings.

#2 -Optional Activities:

1. Students will stand facing a partner of the opposite sex (preferably).
 2. Tell the couple to look at each other’s face and follow the teacher’s cues.
 3. Tell the male partner to say “ No thanks”. Each male partner should say it to the female partner.
 4. Next tell the female partner to say, “I don’t smoke”. Each female partner should say it to the male partner.
- * The students will probably be laughing at this point. Tell them to say the next statements as seriously as they can. They should practice using appropriate body language and being assertive.
5. Tell the male partner to ask the female partner if she wants to smoke. The female partner will say “No thanks! Cigarettes stink”. (watch their posture)
 6. Tell the female partner to ask the male partner if he wants to smoke. The male partner will say, “No, I don’t smoke and I wish you did not either”. (Watch their posture)
- * Continue the exercise using the brainstorming comments from the previous activity.

3 - Activity:

Let the students read the scenarios and answer them in a way that shows they can make good health decisions, communicate clearly, and be assertive.

Closing:

The closing activity will be a class discussion about the answers the students gave for the scenario activity.



Worksheet: SCENARIOS

Examples

COMMUNICATION

Verbal

ASSERTIVE

speaking clearly
speaking confidently

PASSIVE

speaking softly
voice shaking

Facial

make eye contact
friendly, not threatening

looks down

Body Language

stand tall/straight
shoulders back

slouching
fidgeting

1. Vivian's boyfriend, Tyrone, smokes. She hates being around him because his breath stinks, and his clothes smell. She really hates to see him spend 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 break up with her if she tries to get him to quit. What should Vivian do?
2. Kyle has earned a starting position as a freshman on the high school baseball team. He has noticed that several of the juniors and seniors chew tobacco at every practice. He knows it's against school policy, and his teammates don't seem to care about the effects of tobacco on their mouth. How do you think Kyle should handle this situation?
3. Zack's older brother is going to get some burgers with a few of his college friends. He asked Zack to come along. Once in the car, everyone, including his brother, lights a cigarette and they ask him if he wants one. What should he do?
4. Janice goes to a small party at a friend's house when she notices her best friend Eleanor smoking a cigarette. Janice has never seen her smoke before, but she knows Eleanor has been dealing with a lot of stressful situations at home. Janice does not want to see her start smoking. What should Janice do?
5. Shonda was reading a magazine when she noticed a picture of one of her favorite actresses smoking a cigarette. Shonda has heard that smoking will help you lose weight and wonders if that's how the actress stays so thin. Shonda wonders if she could lose a few extra pounds before summer vacation if she starts smoking. What advice would you give Shonda?
6. You and two of your friends who smoke have just arrived at a popular restaurant for dinner. Your friends want to sit in the smoking section, but you prefer to sit in the non-smoking section. How should you handle the situation?



7. Jamal is on the high school newspaper staff and is in charge of the advertising section. A local cigar and tobacco shop owner has inquired about purchasing a large page advertisement for the next issue. The shop owner has children attending the school. Should Jamal accept the request? Why or why not?



Lesson Plan # 4

Theme: Media influence toward tobacco use

Objectives: Students will examine how the media tries to influence our decisions.

Materials: pencil, worksheet: "Name That Advertisement!"

Introduction:

Since the mid 1990's, it has been estimated that tobacco industries have spent over six billion dollars per year on marketing and advertisements. The industry is not permitted to advertise near schools, but they can display their ads around school neighborhoods, buses, and convenience stores. Also in the late 90's, it became illegal and fines were enforced to store owners who sold cigarettes and tobacco products to teenagers. The tobacco industry knows that 90% of their customers begin using their products before they are 18 years old. Therefore, these ads appear regularly in many popular teen and sports magazines, in movies, and at athletic events. Most of the ads try to suggest that good-looking young men who smoke will appear more self-assured, athletic, and even adventurous (especially to women). Cigarette ads for women usually show them to be lean, sexy, healthy, and more popular to everyone around them. We believe the best way to oppose the impact of these advertisement strategies is to educate our students about the wrong messages in these ads and help them understand how advertising companies sell ads that appeal to our senses and emotions. Hopefully after completing this lesson, students will be able to separate the "facts" from the "claims".

Activity:

1. Give each student a copy of **Worksheet: "Name That Advertisement!"**.
2. Read the directions and give each student time to complete it.
3. Next, have the students tell the examples they gave to the rest of the class.

Example: Say, "One technique advertisers use is humor." These ads are supposed to make you laugh. Who can give me a good example of a humorous ad?" Listen to 3 or 4 examples then go to the next technique.

* Let students give examples and discuss the ads for as long as time allows.



Closing:

When the ad activity is over, say, “They got you! Look at how many ads you have named today. The marketing people have done an excellent job. Look at how many ads your brain has stored.” No one wants to think they are influenced by advertisements. We feel we are smarter than the industry so we are not taken in by this stuff. That is why we need to think about how advertisements affect our decisions. We need to start challenging advertisements. When you see an ad, ask these questions:

1. What is the advertiser trying to sell?
2. Does the real product compare to the advertiser’s claim?
3. What techniques or feelings are the advertisers trying to get across?



Worksheet: Name That Advertisement!

Marketing firms have conducted studies to find out what catches our attention. They know what pictures we like, our favorite songs, and our emotions. All this information helps them to sell the product they want to sell.

The following list gives a description of techniques used to make advertisements. Read the description and give an example of a commercial or magazine/billboard ad you have seen that matches the definition. The first one has been done for you.

1. Price appeals - If you buy this product you will be saving money and getting the best deal. You are the smart shopper.
Example: Buy one get one free sale!
2. Humor - These advertisements make you, laugh; this product is associated with fun.
Example:
3. Bandwagon appeal - Be a part of the group; everyone else is doing it, why not you.
Example:
4. Sense appeal - These advertisements show pictures of beautiful places or colors. They can also appeal to the sense of sound.
Example:
5. Testimonial - Advertisers use famous entertainers or athletes to sell their products. If it is good enough for them, it is good enough for me.
Example:
6. Emotional Appeals - These advertisements bring out emotions like being in love, happiness, and pleasant memories of past events.
Example:
7. Transfer - These ads have pictures of beautiful people; implying if you use this product you will be more attractive.
Example:



Lesson Plan # 5

Theme: The physical and social consequences of using tobacco.

Objectives: Students will learn about the physical and social affects of smoking.

Materials: Pencil, worksheet: "Now and Later" a, worksheet: "Now and Later" b, Worksheet: "Video Review", video - "Behind the Smoke Screen"

* TV, VCR

Activity: On the chalkboard, write, "List reasons why people start to smoke". Tell the students to answer the question on the board.

Introduction:

Ask for student responses to the activity. Some of the responses may include: peer influence, media influence, stress, experimenting, weight loss, boredom, or rebellion. Tell students that we will be discussing the physical and social effects of tobacco use today. Give students the following definitions:

Types of tobacco products:

1. Smokeless tobacco - snuff and chewing tobacco
2. Smoke tobacco - cigarettes, cigars, and specialty cigarettes (clove)

Chemicals and dangers of smoking/dipping tobacco:

All tobacco products are dangerous to your health. There are over 4000 chemicals in the smoke of a burning cigarette. Many of these chemicals are carcinogens. Give students the following ingredients.

1. Carcinogens - cancer-causing substance
2. Nicotine - the addictive drug in tobacco products
3. Tar - thick, sticky, dark fluid produced when tobacco is burned
4. Carbon dioxide - colorless, odorless, poisonous gas in cigarette smoke that reduces the amount of oxygen in blood.
5. Addiction - a physiological and psychological dependence on a substance. Nicotine is the addictive substance in tobacco.
6. Passive smoke - smoke inhaled by a nonsmoker from other people's smoke



Activity:

Next, hand out Worksheets: "Now and Later" a & b. Tell the students to write down as many consequences of smoking and dipping as they can think of. Review the worksheets and help them fill in all the information needed. Then hand out the movie review Worksheet "Video Review". Tell the students they will watch the movie and fill in the blanks. The answers to the questions are in the video.



Worksheet a

Name: _____

NOW AND LATER

List the consequences of Smoking **NOW**

PERSONAL APPEARANCE

HEART

LUNGS

OTHER CONSEQUENCES

List the consequences of Smoking **LATER**

PERSONAL APPEARANCE

HEART

LUNGS

OTHER CONSEQUENCES



Worksheet b

Name: _____

NOW AND LATER

List the consequences of spit tobacco NOW

PERSONAL APPEARANCE

HEART

MOUTH/ TEETH/ GUMS

OTHER CONSEQUENCES

List the consequences of spit tobacco years LATER

PERSONAL APPEARANCE

HEART

MOUTH/ TEETH/ GUMS

OTHER CONSEQUENCES



11. Why can't a person feel pain in the lungs due to damage caused by cigarette smoke? _____
12. Carbon dioxide _____ the amount of oxygen in the blood.
13. What health problem is associated with smoking cigars? _____
14. Do low tar/low nicotine cigarettes decrease your chances of having a heart attack?

15. Is smokeless tobacco as addictive as cigarette smoking? _____
16. List the possible cancers caused by smokeless tobacco that were talked about in the video.

(A) (C) (E)

(B) (D)
17. _____ is the smoke burning off the end of a cigarette.
18. How many deaths are caused by side-stream smoke each year?

19. List ways a person can quit smoking.

(A) (B) (C)
20. _____ young people start using tobacco everyday.



Name: _____

Date: _____

Tobacco Test

I. Write True beside each true statement or False beside each false statement. (3pts each)

- ____ 1. People who smoke suffer from colds and flu more often than do nonsmokers.
- ____ 2. Cigar and pipe smokers who do not inhale are at lower risk of oral cancer compared to lung cancer.
- ____ 3. Smoking will not affect one's appearance.
- ____ 4. Tar adds flavor to cigarettes.
- ____ 5. Carbonated drinks, coffee and alcohol will increase ones craving for tobacco.
- ____ 6. Smoking lowers blood pressure.
- ____ 7. A burning cigarette contains over 4000 chemicals.
- ____ 8. Nicotine constricts blood vessels. This will cause a smoker's feet to be colder than normal.
- ____ 9. It is legal for stores to sell tobacco products to minors.
- ____ 10. Smokeless tobacco has more carcinogens than cigarette smoke.
- ____ 11. Not all teenagers use tobacco products.
- ____ 12. Smoking cigarettes is a positive way to reduce stress.
- ____ 13. Knowing appropriate refusal skills is an important part of standing up for your values.
- ____ 14. Nicotine is the substance that causes a smoker's teeth and fingers to turn yellow.
- ____ 15. Bronchi are two tubes that lead to the lungs.

II. Fill in the blank: Complete each statement with the correct word. (3pts each)

- 1. Tobacco companies use the _____ to persuade teens to experiment/use tobacco products.
- 2. _____ smoke is the smoke inhaled by the nonsmoker.
- 3. A stimulant is a drug that _____ the activity of the central nervous system.
- 4. Cigarette smoking during pregnancy increases the chances of having babies born with birth defects and _____ birth weights.
- 5. Low tar/low nicotine cigarettes _____ chances of having a heart attack.



III. Matching: Place the letter of the term that best describes the statement in the blanks provided. (3pts each)

- _____ 1. The single most preventable cause of death in America.
- _____ 2. Substances that cause cancers.
- _____ 3. Tiny particles in cigarette smoke that form a sticky mixture in the air passages and lungs.
- _____ 4. Tiny hair-like structures that keep your airway clean.
- _____ 5. The addictive substance in cigarettes, cigars, and smokeless tobacco.
- _____ 6. A substance that takes the place of oxygen in the blood.
- _____ 7. White patches on the gums, lips, tongue, or inner-cheek of a tobacco user.
- _____ 8. A disease in which lung tissue is destroyed and air sacs are lost.
- _____ 9. A strong physical and psychological need for a substance.
- _____ 10. Using words/voice to express thoughts, feelings and ideas.
- _____ 11. Facial expression and body language.
- _____ 12. Standing up for one's own rights in a firm, but positive, way.
- _____ 13. Giving up or backing down without standing up for one's needs.
- _____ 14. An objective will be reached after a number of years.
- _____ 15. An objective will be reached in a short amount of time (ex. - a month).

- | | | |
|--------------------|--------------------|-----------------------------|
| A. addiction | G. cilia | M. non-verbal communication |
| B. advertising | H. emphysema | N. passive |
| C. assertive | I. Leukoplakia | O. short-term goal |
| D. bronchitis | J. long-term goals | P. smoking |
| E. carbon monoxide | K. nicotine | Q. tar |
| F. carcinogens | L. nitrogen | R. verbal communication |



IV. Discussion (10 pts)

A good friend has started smoking. Write him/her a letter telling them about the physical and social consequences of their decision to smoke.



Answer Key:

Worksheet "Now and Later" a

NOW

Personal Appearance –

Stinking clothes, bad breath, yellow teeth, yellow fingers

Heart-

Smaller blood vessels, increased heart rate, increased blood pressure

Lungs-

Cough, shortness of breath, irritated throat, more colds / flu

Other-

Stinking home/ car, burned clothing, irritated eyes

LATER

Personal Appearance-

Wrinkles, stained teeth and fingers

Heart-

Increased heart rate, increased blood pressure, heart attack, stroke, higher cholesterol

Lungs-

Cough, shortness of breath, irritated throat, more colds/flu, emphysema, chronic bronchitis, allergies

Cancers-

Oral, lung, throat, larynx, bladder, kidney, pancreas

Other-

Unsuccessful pregnancy, more birth defects, smaller babies

Worksheet "Now and Later" b

NOW

Personal Appearance-

Black stuff in teeth

Heart-

Increased heart rate, higher blood pressure, smaller blood vessels

Mouth, Teeth, Gums-

Decreased taste and smell, bad breath, damage to tooth enamel

Other-

Stomach upset b/c swallowed juice

LATER

Personal Appearance- Stained teeth

Heart- Higher blood pressure, heart attacks, strokes

Mouth- Teeth, Gums- Decreased taste and smell, bad breath, damage to tooth enamel, tooth decay and loss, gum recession

Cancers- Tongue, Lip, Gum, Esophagus, Larynx

Other- Peptic ulcer disease



Worksheet "Video Review"

1. 400,000
2. no
3. smell bad, change in voice, wrinkles/aging, changes in teeth, coughing,
4. \$69.00
5. higher insurance cost, use more sick days, take more breaks
6. nicotine
7. 7 seconds
8. money
9. over 4,000
10. tar
11. there are no nerve endings in the lungs
12. decreases
13. cancer
14. no
15. yes
16. lip, gum, nasal, tongue, voice box/ larynx
17. side stream smoke
18. 40,000
19. cold turkey, nicotine patches, decreasing amount smoked
20. 3,000

Closing:

Discuss the video and go over the worksheets.

Answer Key Word Unscramble

1. cigarette
2. halitosis
3. cancer
4. addiction
5. snuff
6. leukoplakia
7. emphysema
8. nicotine
9. carcinogens
10. drugs



Tobacco Test Answer Key

I.

1.T 2.F 3.F 4.T 5.T 6.F 7.T 8.T 9.F 10.T 11.T 12.F 13.T 14.F 15.T

II.

1. Media
2. Passive or Sidestream
3. Increases
4. Lowers
5. Increases

III.

1.P 2.F 3.Q 4. G 5.K 6.E 7.I 8.H 9.A 10.R 11.M 12.C 13.N 14. J 15.O