



**4-H Youth Development  
Children, Youth and Family Programs  
Michigan State University Extension**



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# Life's a Kick: Youth Tobacco Use Prevention Project

## Acknowledgments

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This curriculum received approval from the Tobacco Section of the Michigan Department of Community Health in 2001.

### Other Contributors

This curriculum was edited by Rebecca McKee, Editor, and designed and illustrated by Marian Reiter, Graphic Artist. Both are from 4-H Youth Development, Michigan State University Extension. Marian Reiter is also the Michigan 4-H Curriculum Development Support Team liaison to this project.

## Let Us Know What You Think!

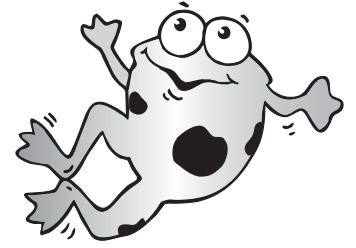
Individuals using this curriculum are encouraged to direct questions, comments and suggestions to Kalli Baird, 4-H Associate Program Leader ([bairdk@msue.msu.edu](mailto:bairdk@msue.msu.edu)) or Cyndi Mark, Ph.D., 4-H Program Leader ([markc@msue.msu.edu](mailto:markc@msue.msu.edu)).

## 4-H Mission Statement

Michigan 4-H Youth Development involves volunteers in providing positive, experiential, educational opportunities for and with youth. Our mission is to create environments, through collaborations, that build strong, healthy youth who are proactive in a complex and changing world.



# What Adult and Teen Volunteer Leaders Need to Know



By the time most Michigan young people reach middle school, regardless of where they live, they know about the negative effects of tobacco use and have made decisions about using tobacco. Although many schools already provide information to young people about tobacco, schools, youth organizations and families must work together in a multiple strategy approach to help decrease tobacco use.

While we work together to prevent kids from using tobacco, tobacco companies and our kids' peers are trying to influence their decisions to use or not use tobacco. If we're to help kids learn to refuse to use tobacco, it's extremely important that we begin to educate them early and consistently about the negative effects of tobacco use.

According to the U.S. Centers for Disease Control and Prevention (CDC), smoking rates for students in grades 9 to 12 increased from 27.5 percent in 1991 to 34.8 percent in 1999. During the same period, 72 percent of students in grades 9 to 12 reported that they had tried cigarettes.

Very little data about kids under 12 related to smoking is regularly collected, but the peak ages for first trying smoking appear to be ages 11 and 12 (sixth and seventh grades), with a considerable number starting even earlier according to the *National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1997* by the National Institutes of Health. According to the U.S.

Surgeon General's Report on Reducing Tobacco Use, implementing effective educational programs for tobacco use could postpone or prevent smoking onset in 20 percent to 40 percent of adolescents.

This information indicates a need to educate children about the effects of tobacco use when they're young. The goal of the 4-H Life's a Kick: Youth Tobacco Use Prevention Project is to prevent children from using tobacco before they reach the age of 15.

The "Life's a Kick" curriculum uses the CDC guidelines for effective tobacco prevention education. Instruction focuses on the short- and long-term negative mental, physical and social consequences of tobacco use, and helps young people develop effective tobacco-refusal skills. The curriculum was designed to train adults and older teens to work primarily with children in grades 4 to 8 in community-based, out-of-school environments.

The "Life's A Kick" project offers six sessions or meetings that help young people in grades 4 to 8 (aged 9 to 13):

- Learn about the effects of tobacco use on the human body.
- Develop or improve the decision-making skills they need to help them choose not to use tobacco.
- Cope with stress and peer pressure.

- Recognize the effects of advertising on decision-making.

These tobacco prevention materials can be used in 4-H clubs and groups and in afterschool programs. The materials are designed to allow older teens to work with kids who are at least two years younger than the teen volunteers. In the process, the teen volunteers will develop leadership skills and provide a valuable community service. They will also increase their own knowledge about the negative health effects of tobacco.

## Activities and Experiential Learning

The 4-H "Life's a Kick" materials are designed around the 4-H experiential learning, or "learn by doing" model. As young people actively engage in the session content and interact with other kids and adults, they will further develop their life skills in communications, problem-solving and decision-making.

During any "Life's a Kick" session, it's important for young people to follow the 4-H "Do - Reflect - Apply" experiential learning model.

- **Do** - The young people do or experience an activity. This could involve making something, playing a game or solving a problem. Whatever form the activity takes, the kids are actively involved in learning.

- **Reflect** – The young people share what they think happened during the activity. They think about what they did, how it felt, whether it was easy or difficult, and more. They also process or analyze the experience by reflecting on problems or issues that came up for them.

- **Apply** – Next, the young people generalize the experience by connecting what they have learned to real-world examples and situations. This is the “so what?” portion of experiential learning. And finally, they apply what they’ve learned by thinking about it in terms of new situations that might happen now or in the future.

Each session has a series of questions designed to help young people reflect on their experiences and apply their new knowledge to their own lives.

## Getting Started

The “Life’s a Kick” program is designed to be used in six 1-hour sessions. Each session includes one or more activities that take anywhere from 5 to 30 minutes to complete, but you can adjust the number and length of sessions to suit the needs of your group (for example, by decreasing the length of each session to 20 or 30 minutes). We’ve provided background information with most sessions to help you feel comfortable and confident with the session content.

Sessions are designed to teach life skills and knowledge around the major areas related to youth tobacco use preventions, such as:

- Coping with stress
- Decision-making
- Problem-solving
- Understanding the impact of smoking on one’s health

- Peer pressure
- Family influence
- Media influence

Some of the young people you will be working with have family members who smoke, so it’s very important that you be sensitive to both the young people and their families and explain that the addictive nature of tobacco makes it very hard to quit using it. It is also good to remind the young people that more information has become available in recent years than was probably available when their family members started using tobacco. If people who use tobacco now had had more information about tobacco before they started using it, they might have made different decisions about starting.

## Other Things to Do

Young people enjoy a variety of activities in different situations. As you plan your group sessions or meetings, think about ways you can provide different experiences for the kids, such as by:

- Bringing in guest speakers who are experiencing or have experienced the effects of tobacco use (such as emphysema or cancer).
- Taking the young people on field trips to convenience stores or having them watch various events or programs on television to see for themselves how tobacco companies advertise their products.
- Visiting with local and state government representatives to learn more about issues related to passing stricter tobacco laws.
- Encouraging them to participate in community service projects (including setting up information booths, passing out stickers or informational flyers, or organizing antitobacco poster contests at local events).

## Additional Resources

Several resources and sources of more information and ideas on how to help kids choose not to use tobacco follow.

- **Media Sharp: Analyzing Tobacco and Alcohol Messages.** This kit is a creative learning tool for teaching critical thinking, problem solving and production techniques in a nonjudgmental, nonauthoritarian style that appeals to young people in middle and high school. Using alcohol and tobacco as its focus, it aims to engage educators and youth leaders – and ultimately young people themselves – in a critical analysis of overt ads and hidden media messages. To get a free copy of the “Media Sharp” kit, send a postcard to the Office on Smoking and Health, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, Publications Catalog, Mail Stop K-50, 4770 Buford Hwy. NE, Atlanta, GA 30341-3717; call the CDC’s toll-free telephone number, 800-CDC-1311; or send an e-mail message to [tobaccoinfo@cdc.gov](mailto:tobaccoinfo@cdc.gov).

- **Michigan 4-H Youth Development Health Web Site**– The health pages on the Michigan 4-H Youth Development Web site are at <http://www.msue.msu.edu/cyf/youth/health.html>. (From the main Michigan 4-H Youth Development page at <http://www.msue.msu.edu/cyf/youth/index.html>, you can also follow the links in the drop-down menu on the left side of the page.)

- **Other Web Sites** – Several tobacco use prevention Web sites are listed here. You can also use Internet search engines to find other antitobacco sites. Try

searching on terms such as antitobacco, tobacco use, tobacco use prevention, antismoking and substance abuse prevention.

- **Campaign for Tobacco-Free Kids** <http://www.tobaccofreekids.org>
- **Centers for Disease Control and Prevention** <http://www.cdc.gov/tobacco>
- **COST (Children Opposed to Smoking Tobacco)** <http://www.costkids.org>
- **The Tale of Samantha Skunk: Why Smoking Stinks** <http://www.unh.edu/skat>
- **KidsHealth** <http://www.kidshealth.org>
- **Smoke-Free Class of 2000** (American Lung Association) <http://lungusa.org/smokefreeclass>
- **The Truth** <http://www.thetruth.com>

## Working With Early Adolescents and Older Teens

### Understanding Youth Aged 9 to 13

Early adolescence, the stage of life between childhood and adolescence, is usually thought of as the ages of 10 to 14 or 9 to 15. Major changes take place in young people during early adolescence:

- **Cognitive (Thinking) Development** – Early adolescents are starting to develop higher level thinking skills. They are now coming up with their own ideas and are envisioning personal futures. You may begin to see young people question old beliefs and explore new ones, as well as criticize the adults in their lives.
- **Physical Development** – Many physical changes (such as growth spurts) and hormonal changes

(such as breast development in girls and facial hair growth in boys) occur in early adolescents' bodies. Early adolescents experience many changes in their appearance as their bodies develop.

- **Social Development** – Early adolescents are becoming more independent, and for many reasons, their peers become increasingly important to them. Their "peers" may now be both males and females, instead of just their own gender. Parents and society also contribute to the social changes taking place among early adolescents by allowing them more freedom and responsibility.

- **Emotional Development** – The changes taking place inside and outside early adolescents sometimes cause them to feel unsure of themselves and to need the support of adults. At times they act like children, while at other times they exhibit more adult-like behavior.

### Older Teens as Leaders

As older teens are changing emotionally, physically and socially, they need to take on different roles than they did when they were younger. Give them the chance to be facilitators and to take on more leadership roles. The adults in their lives must become mentors or advisors to older youth and allow them new experiences by giving them more responsibility and independence. Older youth often look to adults as resources, friends and sources of guidance.

Almost nine out of ten kids tell us that they would volunteer if they knew how to help and where they could help. Adults partnering with teens can become resources to

help young people get things done.

Dedicated adult volunteers can be instrumental in facilitating youth community service projects, from helping youth with ideas for projects and working with other adults in community service agencies, to shuttling youth and supplies to program sites. Some agencies may require adult chaperones for youth service projects, and adults can set a powerful example for young people through service to the community.

Adults are into helping teens volunteer:

- To help teens learn the values of service and community involvement.
- To help teens build self-esteem, self-confidence and responsibility, and learn to temper youthful energy with adult experience.
- To address their shared concerns about issues that affect their communities and the world.
- To build meaningful relationships and to make a difference.

By helping to facilitate a "Life's A Kick" program, teens:

- Learn the value of helping others.
- Develop leadership, communication and organizational skills, and a sense of empowerment.
- Learn how to cooperate with one another and work as a team with diverse groups of people including adults, peers and younger kids with different backgrounds and experiences.
- Succeed in an area different from academics, athletics or popularity.
- Build self-esteem from the positive results of their service.
- Develop problem-solving skills

by applying their knowledge to real-world situations.

- Develop a sense of responsibility for their communities and a sense that citizenship requires them to actively participate in their communities.

Carrying out service activities can strengthen a club or group because it:

- Boosts member commitment and involvement by giving members meaningful activities.
- Can involve families and youth in a joint activity.
- Fulfills the “hands to larger service” part of the 4-H pledge.
- Builds unity among members, allowing them to function better as a team.
- Allows members to get to know one another better as they work together on a common goal.
- Helps young people become invested in their club and community.
- Shows the community how young people can be resources and how they can get things done.

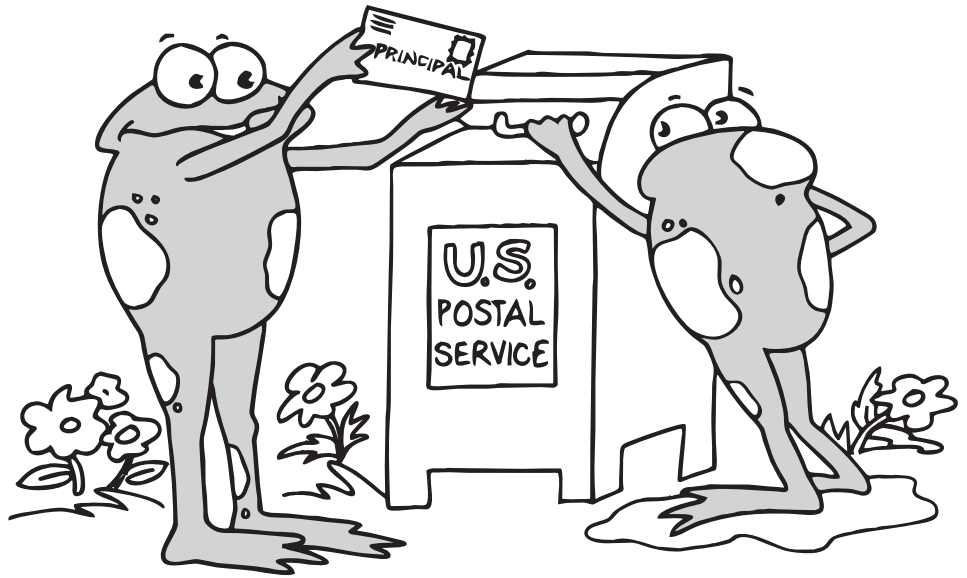
## Recruiting Teens as Volunteers for “Life’s a Kick”

The fundamentals of effective volunteer recruitment apply to teens as well as to adults:

- Clear job descriptions
- Enthusiastic presentations
- A targeted approach according to the skills the program needs
- Choosing recruiting techniques to match different audiences

You can recruit teens from three major sectors: schools, youth organizations such as 4-H, and the general public.

Recruiting is a small part of the whole process and doesn’t have to be difficult. You have presumably



asked the question “Why teen volunteers?” and now have a vision for what teen volunteers can do to help run a “Life’s a Kick” program. Enlisting the help of resourceful teens in your community will allow you to stretch your creativity. Make sure you’ve defined and organized the volunteer positions well, clearly state what you need from volunteers, and explain how they will benefit from their involvement. It’s always important to tailor your message to your target audience (in this case, potential teen volunteers).

The better you can network with individual schools and youth organizations such as 4-H, the more successful you’ll be in recruiting volunteers. The networking strategies that follow can serve as a starting point, but don’t stop there. Don’t overlook teens who aren’t “super achievers”; you can find excellent teen volunteers who aren’t necessarily in the National Honor Society or sport team captains. There’s no one right way to network and make your program successful. Instead, there are many different ways to recruit teens who will be

effective in helping you realize the goals of your program. Be creative, and find the methods that work best for you. Some simple strategies for interesting teens in facilitating a “Life’s a Kick” program follow.

- Write a letter to the junior high and high school principals in your community outlining the opportunities available to youth through your program. Ask about the possibility of addressing their students about volunteering.
- Approach volunteer centers with posters, flyers or presentations that you or a current youth volunteer in the program could deliver.
- Communicate with youth organizations by introducing audio-visual and personal presentations, and by writing articles for their newsletters.
- Organize an open house.
- Contact a local media personality who is known to have an interest in youth and community involvement. Send the person a positive message about your organization and the contribution that you hope to make by involving youth volunteers. Suggest that the

person run a story on your program and your recruiting efforts.

- Develop publicity tools such as brochures, pamphlets and posters; bulletin boards at churches, schools, libraries and supermarkets; displays at conferences; public service announcements; and articles in other organizations' newsletters.

Probably the best recruiting method is word of mouth. When young volunteers project a positive, professional image, this image is transferred to the general public and to their peers (your potential volunteers). Eventually you may find yourself doing less and less advertising to recruit volunteers.

### Who to Contact

Your first contact when recruiting teen volunteers might be the administrator of a community youth group or school. The second step is to contact individual youth coordinators, teachers or other professional staff such as librarians, resource people and counselors. Ongoing

communication with these important contacts is essential. When possible, make your pitch directly to youth, too. Speak to them individually or in groups at their schools, faith organizations or community organizations.

Anywhere from a handful to hundreds of organizations may serve youth in your area, depending on the size and demographics of your community. Consider contacting established youth groups such as 4-H. Advancing self-esteem and promoting volunteerism are goals of many youth programs. Tobacco prevention is compatible with both of these goals, but some groups may be committed to tackling only one issue, for example, nutrition and fitness or teen pregnancy prevention. Tobacco use prevention may not be their "hot issue."

"Life's a Kick" can help with youth empowerment. It gives teens the opportunity to develop and practice important skills using tobacco as the focus. Then they will be able to apply their knowledge and experience to other issues in various situations.

### Recruit a Diverse Group of Teens

It's important to involve a diverse group of teens in your efforts. But remember, stopping tobacco use may not be a high priority for some teens. Tobacco use prevention must compete for teen activists' attention with violence prevention, teen unemployment, HIV/AIDS and a multitude of other problems that confront young people everywhere.

Emphasize that the skills teens learn from participating in "Life's a Kick" can be applied to other public health and safety issues and to social and justice campaigns. Furthermore, preventing tobacco use is an ideal issue to use to develop and practice peer teaching skills because it's so universal. Virtually all major groups and organizations believe youth should not use tobacco!

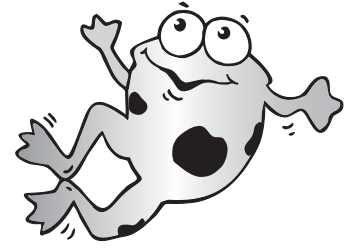
School principals and adults affiliated with youth-serving organizations will usually recommend top-notch students to you as volunteers. These high-achievers can contribute enormously to "Life's a Kick" and they often represent diverse population groups. However, you might also ask school administrators about approaching students who've been caught smoking or using spit tobacco on school grounds or at school functions. Chances are good that you'll discover a handful of tobacco users who wish they had never started. If invited, they might seize the opportunity to warn younger kids to never start.





## LESSON 1:

# What's Up With Tobacco?



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### BACKGROUND INFORMATION:

## What We Know

### About Tobacco

Tobacco has been around for thousands of years, and has been used for religious and ceremonial purposes in the Americas for hundreds of years. The first successful commercial tobacco crop was cultivated in Virginia in 1612. Today, more than 130,000 U.S. farms (mainly in southern states) grow tobacco, making it the seventh-largest U.S. cash crop and an important export commodity.

The tobacco leaves are harvested and placed in barns or sheds to dry, where they change from

green or yellow to brown. These drying sheds are not sterile, and bugs, birds and bats roam freely in them, contaminating the tobacco leaves. When the leaves have dried, they're auctioned to cigarette, chewing tobacco and cigar manufacturers. The leaves are not cleaned or sterilized before they're made into tobacco products.

### Nicotine

The stimulant nicotine is a liquid that is naturally found in the tobacco plant. It is one of the most powerful addictive substances known. When nicotine enters the human blood stream, the arteries constrict (become smaller) and the blood platelets become sticky and cluster together. Once in the bloodstream, nicotine penetrates the cell linings of the respiratory tract and travels to the brain and throughout the rest of the body. Nicotine makes the heart beat faster, which then increases blood pressure. This increases the risk of strokes and heart attacks. Nicotine is also used as an insecticide, and if given to humans in its purest form, is usually instantly fatal. As the director of behavioral research for the Phillip Morris tobacco company stated in a confidential presentation to industry colleagues almost 30 years ago:

*Without nicotine . . . there would be no smoking . . . No one has ever become a cigarette smoker by smoking cigarettes without nicotine . . . Think of the cigarette pack*

*as a storage container for a day's supply of nicotine . . . Think of the cigarette as a dispenser for a dose unit of nicotine . . . Think of a puff of smoke as the vehicle of nicotine . . . Smoke is beyond question the most optimized vehicle of nicotine and [the] cigarette the most optimized dispenser of smoke.*

To capitalize on their knowledge of the impact of addiction in maintaining high worldwide smoking rates, cigarette manufacturers developed a sophisticated arsenal of methods to control nicotine delivery with extreme precision. These techniques include the following:

- Adjusting tobacco blends by using high-nicotine tobaccos and higher nicotine parts of the tobacco leaf to raise nicotine levels in so-called lower-tar cigarettes.
- Adding extraneous nicotine to fortify tobacco stems, scraps and other waste products, which are processed into "reconstituted tobacco," an artificial, manufactured material not found in nature that is used in large quantities in almost all major cigarette brands.
- Adding ammonia compounds, which the companies claim is used for taste, but that prompt a chemical reaction that speeds the delivery of free nicotine to the smoker, causing the nicotine to be absorbed more quickly into the bloodstream.
- Using filter and ventilation systems that remove a higher percentage of tar than nicotine,

thus sustaining the impact of nicotine.

- Genetically engineering tobacco plants to double or even triple nicotine content, as Brown and Williamston did by producing and using in mass-marketed cigarettes the once-secret “Y1” tobacco.

Nicotine is not the only harmful substance in tobacco. It also contains thousands of other chemicals, including some that cause cancer (see the “Chemicals in Cigarette Smoke/Building a Cigarette” handout on pg. 17).

## Spit Tobacco

Spit tobacco comes in two forms: chewing tobacco, which is loose leaf tobacco, and snuff, which is finely ground tobacco. The user puts a wad of chewing tobacco or a pinch of snuff between the cheek and gum. When the tobacco juices and saliva build up in the mouth, most users spit them out, rather than swallowing them. Smokeless tobacco users absorb two or three times more nicotine than is delivered by a cigarette, and the nicotine stays in the smokeless tobacco user’s bloodstream longer. Smokeless tobacco also harms users’ health and contains at least 28 cancer-causing chemicals.

If tobacco is chewed or “dipped,” nicotine mixes with saliva and enters the bloodstream by being absorbed through the lining of the mouth, the stomach and the intestines. From there it travels to the nervous system.

## Addiction

Nicotine, which is a natural part of the tobacco leaf, is very addictive. Young people become dependent on nicotine as quickly as adults do. Studies have found that young people who have

smoked as few as 100 cigarettes reported that they wanted to quit but could not. Trying to quit smoking is as hard as quitting heroin, cocaine or alcohol.

When you inhale nicotine, it reaches your brain faster than drugs that enter your body intravenously. It also increases your heartbeat and breathing rate, and makes your body use more oxygen. Nicotine can also act as a depressant (that is, it slows down the body).

Tar is a product of the burned resin of tobacco leaves. It is the brownish goo found on the filter tip of a cigarette. (The same brownish goo winds up being deposited in the respiratory tract of a smoker.)

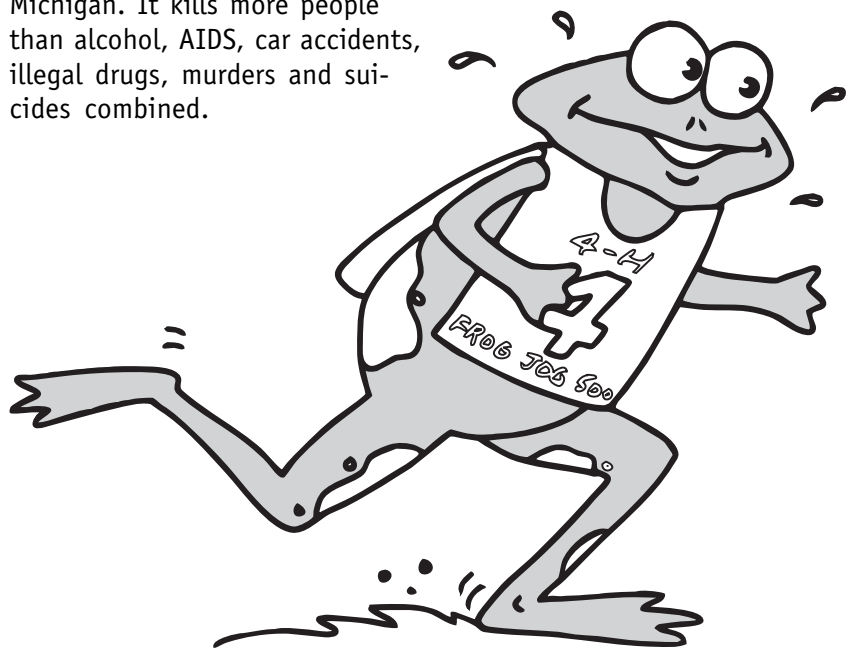
According to information from the Michigan Department of Community Health, in Michigan in 1997, about 1.8 million adults smoked, and nearly 16,000 smokers and 1,900 nonsmokers died of tobacco-related disease and second-hand smoke.

Smoking is the single most preventable cause of death in Michigan. It kills more people than alcohol, AIDS, car accidents, illegal drugs, murders and suicides combined.

## Sources

Information in this section came from the following sources:

- Douglas, C. E., (Autumn 1998). “Taking aim at the bull’s-eye: The nicotine in tobacco products.” *Tobacco Control: An Internal Journal*. 7:215–218. Retrieved March 28, 2002, from <http://tc.bmjournals.com/cgi/content/full/7/3/215>.
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## LESSON PLAN:

# What's Up With Tobacco?

## OBJECTIVES:

- To provide kids with an overview of the six sessions.
- To help kids learn about the chemicals in tobacco.

## ACTIVITIES,

## AUDIENCE AND TIME:

**Overview** (5 minutes)

**Activity 1:** Building a Life's a Kick Team

- 1A: Galaxy Twist (grades 4 to 6; 5–10 minutes)
- 1B: Meteor Juggle (grades 7 and 8; 5–10 minutes)

**Activity 2:** Setting the Stage With Videos

- *Too Smart to Start, Too Cool to Smoke* video (grades 4 to 6; 17 minutes)
- *Smoking: Truth or Dare* video (grades 7 and 8; 34 minutes)

**Activity 3:** Chemicals in Cigarette Smoke (grades 4 to 8; 10–15 minutes)

**Activity 4:** The Cost of a Cigarette (grades 7 and 8; 15 minutes)

**Supplemental Activity:** Build a Model Cigarette (grades 4 to 8; 45 minutes)

## MATERIALS:

- “What We Know About Tobacco” background information
- Material lists for individual activities appear on the activity sheets

## LESSON OVERVIEW:

### Before the lesson:

1. Read the “What We Know About Tobacco” background information sheet.
2. Decide which activities are most appropriate for the age and experience levels of your group members.
3. Review the *Too Smart to Start, Too Cool to Smoke* or the *Smoking: Truth or Dare* video and any accompanying materials.

### During the lesson:

1. Start the meeting by telling the kids that they'll be spending some time in this and later sessions talking about the following tobacco-related issues and the health effects of using tobacco:

- What they know about tobacco.
- Building a tobacco prevention team.
- The chemicals in tobacco and cigarette smoke and the effects of those substances.
- Decision-making.
- Peer pressure.
- Advertising.

2. Complete the activities that are most appropriate for the age and experience levels of your group members.

### Talking It Over:

After the group has completed the activities in the session, have them sit in a circle and ask them the following questions:

- What did you like about the activities we did today?
- What didn't you like about the activities we did today?
- Were you surprised to discover some of the chemicals that are found in tobacco and cigarette smoke?
- What one thing did you learn that you will share with someone in your family or with a friend?

## SOURCES:

Information and activities in this session were adapted from materials developed by:

- Michigan Department of Community Health, including the Michigan Model for Comprehensive School Health Education (also known as “The Michigan Model”), 1995.
- Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996). *Teens Against Tobacco Use* (TATU). New York, NY: American Cancer Society, American Heart Association & American Lung Association.
- Michigan 4-H Youth Development of Michigan State University Extension's Children, Youth and Family Programs.

## ACTIVITY 1A:

# Building a Life's a Kick Team: Galaxy Twist\*

\* Adapted with permission from Michigan 4-H Youth Programs (1991). *Shared Space: Learning How Space Is Shared* (4-H 1498). East Lansing, MI: Michigan State University Extension.

### FOCUS:

Teamwork and group cohesiveness

### OBJECTIVES:

- To help the kids feel relaxed with one another.
- To get the kids involved in working toward a common goal.

### AUDIENCE:

Grades 4 to 6

### MATERIALS:

None

### SETTING:

A comfortable room or yard

### TIME:

5–10 minutes

### PROCEDURE:

1. Explain to the kids that they're going to do the "Galaxy Twist."
2. Ask the kids to stand and hold hands so they create a circle. Now tell them to keep holding hands while they move about so they become entangled like a knot.
3. Once they've created the knot, tell the kids that their task is to untangle the "Galaxy Twist" without separating their hands. They should end up back in the circle they began with.

### TALKING IT OVER:

After the groups are untangled, have the participants sit in small groups and ask them the following questions:

- How did your group achieve success? How does this activity help build a team? What did you see that demonstrated each success?
- How does this activity relate to achieving a tobacco-free society? *(You may need to point out that the activity required a diverse group to work together toward the goal and that everyone had to do his or her part to help the group reach the goal.)*

### TRY THIS, TOO:

Have the kids stand in a tight circle, reach in and grab the hands of two different people. Then have them untangle the "Galaxy Twist" without letting go of the other kids' hands.

## ACTIVITY 1B:

# Building a Life's a Kick Team: Meteor Juggle\*

\* Adapted with permission from Michigan 4-H Youth Programs (1991). *Shared Space: Similarities and Differences of the Earth's Peoples* (4-H 1494). East Lansing, MI: Michigan State University Extension.

### FOCUS:

Resolving conflicts and building teamwork

### OBJECTIVES:

- To enhance the cooperative, cohesive group spirit.
- To accomplish a task in a fun way.

### AUDIENCE:

Grades 7 and 8

### MATERIALS:

Several pairs of clean, old socks, each pair rolled into a ball (vary the number of sock pairs according to the size of the group)

### TIME:

5–10 minutes

### PROCEDURE:

1. Set the stage by reading aloud the following instructions:

*Zillions of meteors are flying through the universe and they've started crashing into planets and each other. Our challenge is to prevent the meteors from crashing into the Earth. If we channel all of our cosmic energy together cooperatively, we can prevent the meteors from falling out of the sky.*

2. Ask the kids to stand in a big circle (you may need more than one circle if you have a large group) with space between each person. Tell them to raise their hands head high.

3. Start with one meteor (sock ball) and throw it to someone around the circle. The person who catches it should throw it to someone else. Each person should remember who threw the meteor to him or her, and the person he or she threw it to. (When someone catches a meteor, the person must put both hands down so the group knows who has already had a turn.) The last catcher throws the meteor back to the person who started the sequence.

4. Run through the sequence again for practice.

5. Start a meteor on its way around the circle, and then add another so that two are in the air at the same time. Continue the catch-and-toss pattern, adding still more meteors, depending on the size of your group.

6. To help the kids learn each other's names, have each person say the name of the person to whom they are tossing the meteor.

7. Once the group is juggling successfully, you can start to wind the game down. Have the person who started the cycle take the meteors out of orbit.

### TALKING IT OVER:

After the game is over, have the participants sit in small groups and ask them the following questions:

- How did your group achieve success? (*You may need to point out that the activity took cooperation, teamwork and communication.*) What did you see that demonstrated each success?
- How does this activity relate to achieving a tobacco-free society? (*You may need to point out that the activity required a diverse group working together toward the goal and that everyone had to do his or her part for the group to reach the goal.*)

## ACTIVITY 2:

# Setting the Stage With Videos

### FOCUS:

Getting the kids to start thinking about tobacco

### OBJECTIVES:

- To help the kids understand that tobacco is addictive.
- To help the kids understand the harmful effects of tobacco use.

### AUDIENCE:

- *Too Smart to Start, Too Cool to Smoke* video – Grades 4 to 6
- *Smoking: Truth or Dare* video – Grades 7 and 8

### MATERIALS:

☐ *Too Smart to Start, Too Cool to Smoke* video (for grades 4 to 6), available from Smoke Free Class of 2000, American Lung Association, 1726 M St. NW, Washington, DC, 20036, phone 202-785-3355

☐ *Smoking: Truth Or Dare* video (for grades 7 and 8), available from AIMS Multimedia, 9710 DeSoto Ave., Chatsworth, CA 91311-4409, toll-free phone 800-367-2467, Internet <http://www.aimsmultimedia.com/aims/index.htm>.

☐ Television and videocassette player

### TIME:

- *Too Smart to Start, Too Cool to Smoke* video – 17 minutes
- *Smoking: Truth or Dare* video – 34 minutes

### PROCEDURE:

1. Tell the group that they'll be watching a video about tobacco use. Ask them to look for one tobacco fact that is new to them.

2. Show the video.

### TALKING IT OVER:

1. After the video has ended, discuss the following questions with the group:

- What was one new fact you learned? (*Get about three or four responses.*)
- What do you think was most effective about the video? Least effective?
- What is one question that you would like to ask tobacco company executives?
- If tobacco is so addicting and everyone knows it, why do you think anyone starts smoking?

2. If you showed the *Smoking: Truth or Dare* video, ask the following questions, too:

- In the video, Walter said that he enjoys smoking on his porch because people who drive by can see him. How do you feel about his comment?
- Many people feel that smokers are only hurting themselves. What did you learn in this video that disproves that belief?
- Which story in the video had the greatest impact on you? Why?



## ACTIVITY 3:

# Chemicals in Cigarette Smoke

### FOCUS:

Chemicals in cigarette smoke

### OBJECTIVE:

To help kids learn about the common household chemicals found in cigarette smoke.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Large spoon
- Large bucket, pail or pan
- Common household items that represent a few of the chemicals found in cigarette smoke (from the “Chemicals in Cigarette Smoke/Build a Model Cigarette” handout). **WARNING:** *Because of the risk of hazardous chemical reactions, do not use actual containers (empty or full) of the chemicals listed.*
- Large cigarette built from a cardboard mailing tube
- Fake recipe card

### TIME:

20 minutes

#### Leader’s Note:

For this activity, pretend to be a witch, wizard or chef mixing up a batch of the most addictive, health-reducing “brew” you can make. Keep adding chemicals to the brew until the final product emerges – a giant cigarette.

### PROCEDURE:

#### Before the meeting:

1. Gather the “ingredients” for the concoction. Refer to the “Chemicals in Cigarette Smoke/Build a Model Cigarette” handout for a list of common household products that contain some of the chemicals found in cigarette smoke.
2. Decorate a cardboard mailing tube to look like a giant cigarette.
3. Make a “recipe card” for your brew.
4. Practice your “patter” as you add the ingredients, one at a time, to the brew.

#### During the meeting:

1. Tell the kids, in character, that you’re going to make a very toxic, cancerous, addictive product today. Pretend you’re reading from a recipe for your product.
2. Keep up a running commentary as you begin adding ingredients from the recipe. For example: “The first ingredient I’m going to put in my concoction is ‘acetone.’ Ahhh, yes, I will use nail polish remover because it has acetone in it. Next, the recipe calls for ‘acetic acid.’ Let me add some vinegar...”
3. Keep adding household items that represent the chemicals found in a cigarette, while “stirring” your brew. The kids will wonder what you’re making.
4. When you’re done concocting your brew, ask the group what they think you made. Also ask them who would make such a toxic thing that people would actually use. (*Tobacco companies.*)
5. Finally, with all of the drama you can muster, pull out your “monster cigarette.”
6. Tell the kids that the chemicals that you added to your brew are all actually found in cigarette smoke.

### TALKING IT OVER:

Ask the group the following questions:

1. Do you know how many different chemicals are found in cigarette smoke? (*More than 4000.*)
2. Do you know how many of those chemicals are known to cause cancer? (*More than 40 of them.*)
3. Were you surprised at the kinds of chemicals found in cigarette smoke? Why or why not?

## ACTIVITY 4:

# The Cost of a Cigarette

### FOCUS:

Tobacco costs

### OBJECTIVE:

To help the kids understand how expensive a smoking habit can be.

### AUDIENCE:

Grades 7 and 8

### TIME:

5 minutes

### MATERIALS:

- “The Cost of a Cigarette” worksheet (one per person)
- Pencils or pens

### PROCEDURE:

#### Before the meeting:

Check the current cost of pack of cigarettes at a local store.

#### During the meeting:

1. Pass out the “Cost of a Cigarette” handout and pencils or pens.
2. Ask the kids what they think a pack of cigarettes costs. *(If the answers are wildly inaccurate based on your research, you may need to help them out by supplying a ballpark estimate.)*
3. Tell them they’re going to use the worksheet to find out how much a smoking habit could cost them over the course of a day, a week, a year and 5 years. Tell them they’ll have about 5 minutes to use their estimate of what a pack of cigarettes costs to complete the handout.

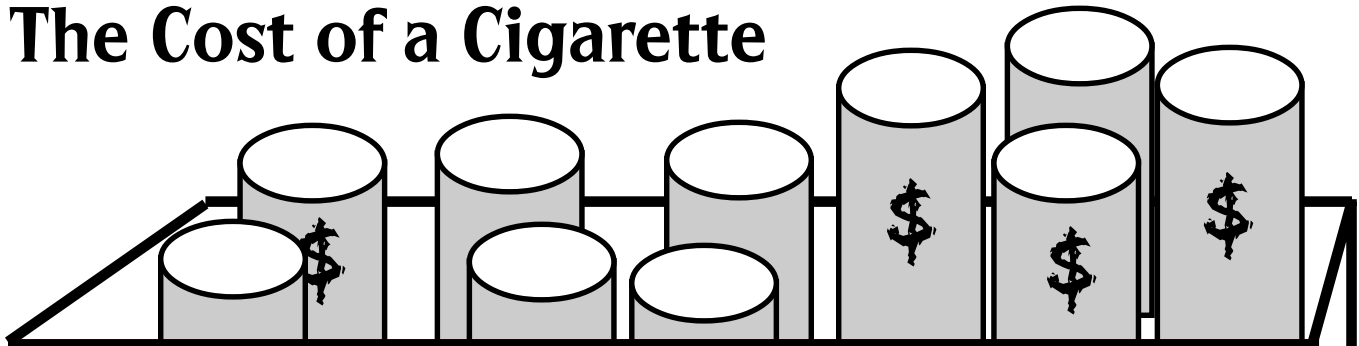
#### TALKING IT OVER:

Ask for volunteers to share what they found out about the cost of smoking and to talk about what they could or would use the different amounts of money for instead of cigarettes.



**WORKSHEET:**

# The Cost of a Cigarette



**How much does a pack of cigarettes cost? Give your best estimates of the costs of cigarette smoking in the spaces below.**

1. One pack of cigarettes costs about ..... \$ \_\_\_\_\_.
2. One pack of cigarettes a day for a week costs a total of ..... \$ \_\_\_\_\_.  
*(Hint: Multiply the cost of a pack of cigarettes by 7.)*
3. One pack of cigarettes a day for a month costs a total of ..... \$ \_\_\_\_\_.  
*(Hint: Multiply the cost of a pack of cigarettes by 30)*
4. One pack of cigarettes a day for a year costs a total of ..... \$ \_\_\_\_\_.  
*(Hint: Multiply the cost of a pack of cigarettes by 365.)*
5. One pack of cigarettes a day for 5 years costs a total of ..... \$ \_\_\_\_\_.  
*(Hint: Multiply the cost of a pack of cigarettes by 1825.)*
6. What could or would you buy with the money you save by not smoking?

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## SUPPLEMENTAL ACTIVITY:

# Build a Model Cigarette

### FOCUS:

Chemicals in cigarette smoke

### OBJECTIVE:

To help kids learn about some of the common chemicals found in cigarette smoke.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Poster board and markers or crayons, or cardboard poster mailing tube
- A variety of small, empty bottles or other containers
- Adhesive labels
- Fine-tip markers
- "Chemicals in Cigarette Smoke" handout (one per person)

### TIME:

45 minutes

### PROCEDURE:

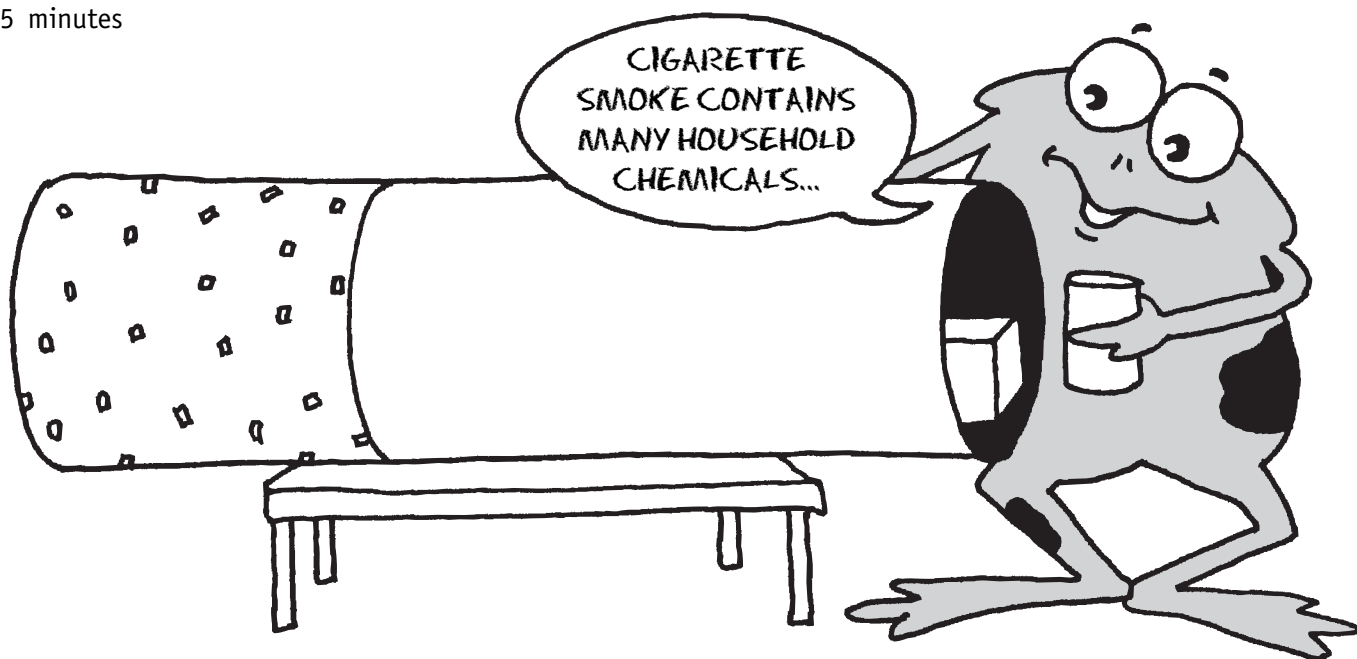
#### Before the meeting:

**WARNING:** Because of the risk of hazardous chemical reactions, **do not use actual containers (empty or full) of the chemicals listed.**

1. Build a model of a cigarette using poster board and construction paper, or decorate a poster mailing tube to look like a huge cigarette.
2. Gather small, empty bottles or other containers and label them with the names of chemicals found in cigarette smoke (see the list in the "Chemicals in Cigarette Smoke/Build a Model Cigarette" handout for examples). It may be easiest to represent some of the chemicals on the list with small objects (such as a toy car for carbon monoxide or a whoopie cushion for methane gas) rather than containers.

#### During the meeting:

1. Use the model cigarette to demonstrate to your group some of the chemicals that are found in cigarette smoke. Start out by setting out the giant cigarette and the containers labeled with the names of common household chemicals found in cigarettes.
2. Hold up each container so the audience can see it clearly, and ask whether they think that chemical is found in cigarette smoke. As each container is identified, put its container into the giant cigarette.
3. End your presentation by sharing some other facts about tobacco and the effects of tobacco use.



## HANDOUT:

# Chemicals in Cigarette Smoke/ Build a Model Cigarette\*

On this page are just some of the more than 4000 chemicals found in cigarette smoke and common items that contain those chemicals. (Suggestions for safe ways to represent these chemicals for the "Build a Model Cigarette" activity are noted in parenthesis.)

### ACETONE

Nail polish remover  
(Small bottle)

### CARBON MONOXIDE

Vehicle exhaust fumes  
(Small toy car)

### NITROUS OXIDE

### PHENOLS

Turpentine and some  
cleaning products  
(Medium bottle)

### ACETIC ACID

Vinegar  
(Medium bottle)

### ETHANOL

Ethyl alcohol  
(Small bottle)

### STEARIC ACID

Candle wax  
(Wax blocks or small candle)

### AMMONIA

Floor or toilet bowl  
cleaner  
(Small bottle)

### HEXAMINE

Barbecue grill lighter fluid  
(Medium bottle)

### TAR

Road tar  
(Small jar of molasses)

### ARSENIC

Some rat and ant poisons  
(Small box)

### METHANE GAS

Sewer gas  
(Whoopie cushion)

### VINYL CHLORIDE

PVC plumbing pipes  
(Short piece of PVC [polyvinyl  
chloride] pipe)

### BUTANE

Cigarette lighter fluid  
(Empty cigarette lighter)

### NAPHTHALENE

Moth balls  
(Medium box)

### CADMIUM

Rechargeable batteries  
(Batteries)

### NICOTINE

Insecticide  
(Empty bag)

**WARNING:** *Because of the risk of hazardous chemical reactions, do not use actual containers (empty or full) of the chemicals listed. Empty plastic bottles can be purchased from the cosmetics department of many drug stores.*

\* Adapted from Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996) *Teens Against Tobacco Use* (TATU). New York, NY: American Cancer Society, American Heart Association & American Lung Association. 13-19; and from information developed by the Michigan Department of Community Health.

## LESSON 2:

# The Respiratory System



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### BACKGROUND INFORMATION: The Respiratory System, Cancers and Secondhand Smoke The Respiratory System

The respiratory system is vital to the human body. Its function is to take oxygen into the body and remove carbon dioxide (waste gas produced when the body uses oxygen). After the oxygen passes through the lungs, the circulatory

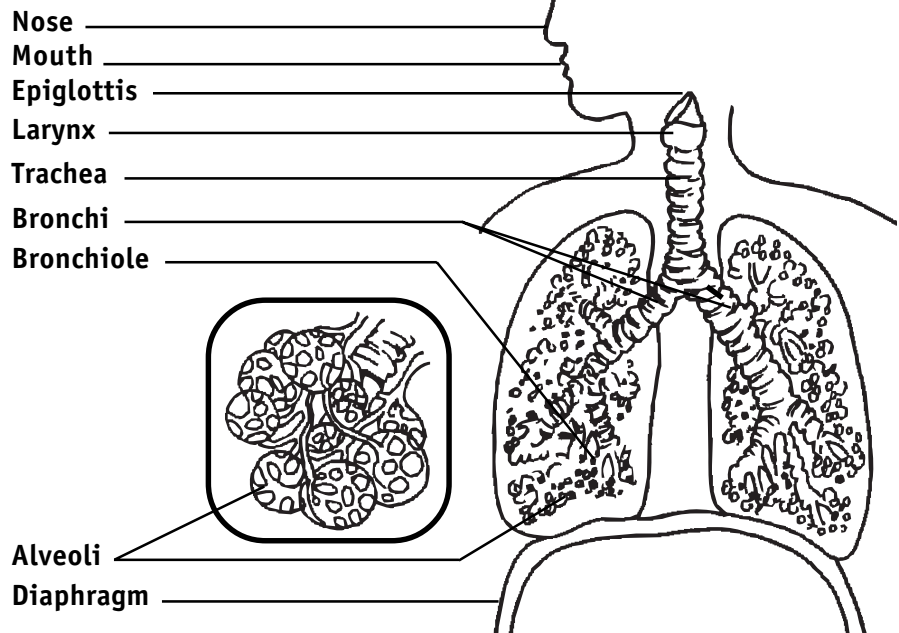
system is responsible for distributing the oxygen throughout the body by way of blood vessels. Carbon dioxide is removed by the respiratory system through exhalation.

To understand the effects of smoking and secondhand smoke, it's helpful to have a good understanding of the breathing process. The diaphragm, a muscle just below the lungs, expands and contracts. This changes the size of the chest cavity and allows air in or pushes air out of the lungs. When we inhale or breathe in, air enters the body through the nose and mouth and travels down the throat and nasal passage to the windpipe or trachea. Little hairs in the throat and nose trap

particles of dust in the air before they enter the trachea. The inside walls of the trachea are lined with little hair-like cells called cilia. The membranes of the cilia trap dirt and germs in the mucus. The cilia move the mucus out of the trachea.

Lungs are like an upside-down tree. The windpipe or trachea is the trunk, which divides into branches and twigs. The two branches are called bronchi. These are also lined with mucus and cilia, which continue to clean the air. These divide into the twigs or bronchioles. At the end of the twigs are tiny balloon-like air sacs called alveoli. The amount of air that alveoli balloons can contain is called lung capacity.

## The Respiratory System



Oxygen in the air passes through the thin walls of the air sacs and through the thin walls of tiny blood vessels into the blood stream. Blood cells carry the oxygen from the lungs to the heart. The heart pumps the oxygen-rich blood to all body cells, which need it to do their jobs and multiply. Then these same blood cells carry waste and carbon dioxide away from the body cells back to the heart, which pumps them back through the lungs. Carbon dioxide passes back through the walls of the blood vessels and through the walls of the alveoli into the lungs. Air with carbon dioxide is pushed out of the lungs by the diaphragm. It passes up through the windpipe, through the mouth and nose and out of the body when we exhale or breathe out.

Tar, combined with other carcinogenic (cancer causing) chemicals found in cigarettes, forms a sticky residue that collects in the lungs and cuts off the oxygen to the alveoli. A pack-a-day smoker pours about a quart of tar into his or her lungs each year.

## Cancers

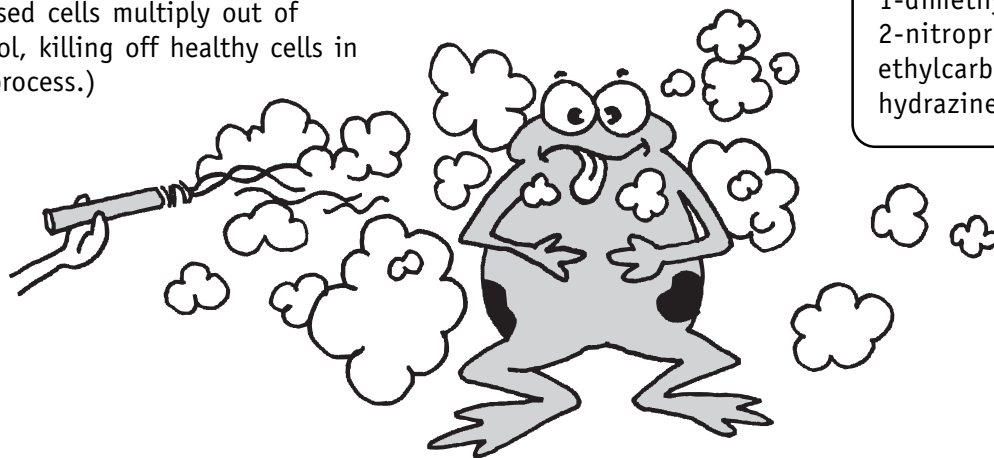
Lung cancer is the leading cause of cancer deaths in the United States. Cigarette smoking causes about 87 percent of all lung cancer. (Cancer occurs when diseased cells multiply out of control, killing off healthy cells in the process.)

More than 4000 chemical substances are found in tobacco smoke. Forty of these chemicals (see the sidebar) are known to cause cancer. Many of these dangerous, carcinogenic chemicals are invisible gases.

Mouth, throat, esophagus and larynx cancers are caused from chemicals secreted from tobacco. Tobacco also causes cavities, receding gums and oral lesions.

## Secondhand Smoke

Secondhand smoke is a mixture of the smoke given off by the burning end of a cigarette, pipe or cigar, and the smoke exhaled from the lungs of smokers. (A nonsmoker breathing in secondhand smoke gets about half of the smoke generated by a burning cigarette.) You may have also heard it called passive smoke, environmental tobacco smoke or involuntary smoke. Secondhand smoke contains more than 4000 chemicals, 40 of which have been known to cause cancer in humans or animals and many of which are strong irritants. Secondhand smoke can cause lung cancer in nonsmokers. Also, children of parents or guardians who smoke have more respiratory tract infections (such as pneumonia and bronchitis) than children of parents or guardians who are nonsmokers.



## Cancer Causing Substances

arsenic  
nickel  
chromium  
cadmium  
lead, polonium-210  
vinyl chloride  
formaldehyde  
benz(a)anthracene  
benzo[b]fluoranthene  
benzo[j]fluoranthene  
benzo[k]fluoranthene  
benzo[a]pyrene  
chrysene  
dibenz[a,h]anthracene  
dibenzo[a,l]pyrene  
indeno[1,2,3-c,d]pyrene  
5-methylchrysene  
quinoline  
dibenz[a,h]acridine  
dibenz[a,j]acridine,  
7H-dibenzo[c,g]carbazole  
N-nitrosodimethylamine  
nitrosoethylmethylamine  
N-nitrosodiethylamine  
N-nitrosopyrrolidine  
nitrosodimethylamine  
N'-nitrosoanabasine  
N-nitrosomorpholine  
2-toluidine  
2-naphthylamine  
4-aminobiphenyl  
acetaldehyde  
crotonaldehyde  
benzene  
acrylonitrile, 1  
1-dimethylhydrazine  
2-nitropropane  
ethylcarbamate  
hydrazine

## LESSON PLAN:

# Respiratory System

## OBJECTIVES:

- To help kids understand the functions and parts of the respiratory system.
- To help kids understand how tobacco and secondhand smoke can have short- and long-term effects on their bodies.

## ACTIVITIES,

## AUDIENCE AND TIME:

- **Activity 1:** The Respiratory System (*grades 4 to 8; 10–20 minutes*)
- **Activity 2A:** Human Respiratory System Diagram (*grades 4 to 6; 20 minutes*)
- **Activity 2B:** Pink T-Shirt Demonstration (*grades 4 to 8; 40–45 minutes*)
- **Activity 3:** The Effects of Smoking (*grades 4 to 8; 15 minutes*)
- **Activity 4:** The Short- and Long-Term Effects of Smoking (*grades 4 to 8; 10 minutes*)

## MATERIALS:

- “Respiratory System” background information
- Materials lists for the individual activities appear on the activity sheets

## LESSON OVERVIEW:

### Before the lesson:

1. Read the “Respiratory System” background information sheet.
2. Review the activities and decide which are most appropriate for the age and experience levels of your group members.
3. Review the “Human Respiratory System” diagram, the “Parts of the Respiratory System” labels and the “Cancer Terms” labels.
4. Make a large diagram of the human respiratory system on the poster board. **Do not attach the parts of the respiratory system labels to the diagram.**
5. Copy and cut out one set of the “Cancer Terms” and “Parts of the Respiratory System” labels.
6. Make copies of the “Human Respiratory System” diagram on 8.5-inch by 11-inch white construction paper.
7. Contact your county tobacco reduction coalition or county health department to see if they have a “Lung Model: Death of a Lung” available through their loan service. (The model displays a healthy lung, a lung with emphysema, and a lung with cancer.) Also, check to see if they have photos, slides or other printed materials that show healthy and unhealthy lungs.

### During the lesson:

Complete the activities that are most appropriate for the age and experience levels of your group members.

### Talking It Over:

After the group has completed the activities in the session, have them sit in a circle and ask them the following questions:

- What did you like about the activities we did today?
- What didn't you like about the activities we did today?
- Were you surprised about what you discovered about the effects of tobacco use on the human body?
- What one thing did you learn that you will share with someone in your family or with a friend?

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## SOURCES:

Information and activities in this session were adapted from materials developed by:

- Michigan Department of Community Health, including the Michigan Model for Comprehensive School Health Education (also known as “The Michigan Model”). 1995.
- Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996). *Teens Against Tobacco Use (TATU)*. New York, NY: American Cancer Society, American Heart Association & American Lung Association.
- National Cancer Institute. “CancerNet” <http://cancer.net.nci.nih.gov/index.html>. *Environmental Tobacco Smoke*.
- 4-H Youth Development. (2002). *Healthy Habits! A Leader's Guide to Helping Children Reduce the Risk of Cancer*. East Lansing, MI: Michigan State University Extension.

## ACTIVITY 1:

# The Respiratory System

### FOCUS:

Respiratory systems

### OBJECTIVES:

- To help the kids identify the parts of the respiratory system.
- To help the kids identify where cancer can start as a result of tobacco use.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- “Human Respiratory System” handout (one per person)
- “Parts of the Respiratory System” labels (one set)
- “Human Respiratory System” diagram (one per person)
- “Cancer Terms” labels (one set)
- Poster board or newsprint or other large paper
- Masking tape or cellophane tape
- Laminating materials or clear contact paper (optional)

### TIME:

10–20 minutes

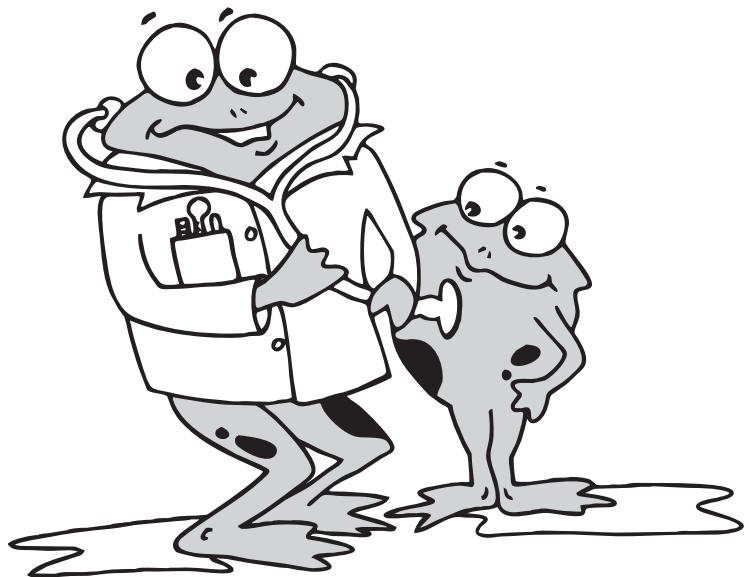
### PROCEDURE:

#### Before the meeting:

1. Enlarge onto a sheet of poster board and, if possible, laminate (or cover with clear contact paper) the “Human Respiratory System” diagram.
2. Copy and cut apart one set of the “Parts of the Respiratory System” labels and one set of the “Cancer Terms” labels.

#### During the meeting:

1. Tell the kids they’re going to help identify the parts of the respiratory system and areas where cancer can start as a result of tobacco use.
2. Distribute and discuss with the group the “Human Respiratory System” handout that identifies each part of the respiratory system. Distribute the set of “Parts of the Respiratory System” labels that you cut apart. Have the kids take turns taping their labels on the correct part of the “Human Respiratory Diagram” poster and telling the function of the body part they labeled. Make sure everyone agrees that the placing is correct. Repeat this procedure until all the labels are used.
3. Read aloud the cancer information from the “Respiratory and Circulatory Systems” background information. Pass out the “Cancer Terms” labels describing the types of cancer that tobacco can cause and have the kids help you tape the labels to the correct part of the respiratory system diagram.
4. Show how air (oxygen) flows by navigating through the respiratory system poster. Have the kids take turns identifying sites in the body most vulnerable to disease due to residue deposited by tobacco products.



**HANDOUT:**

# **Human Respiratory System**

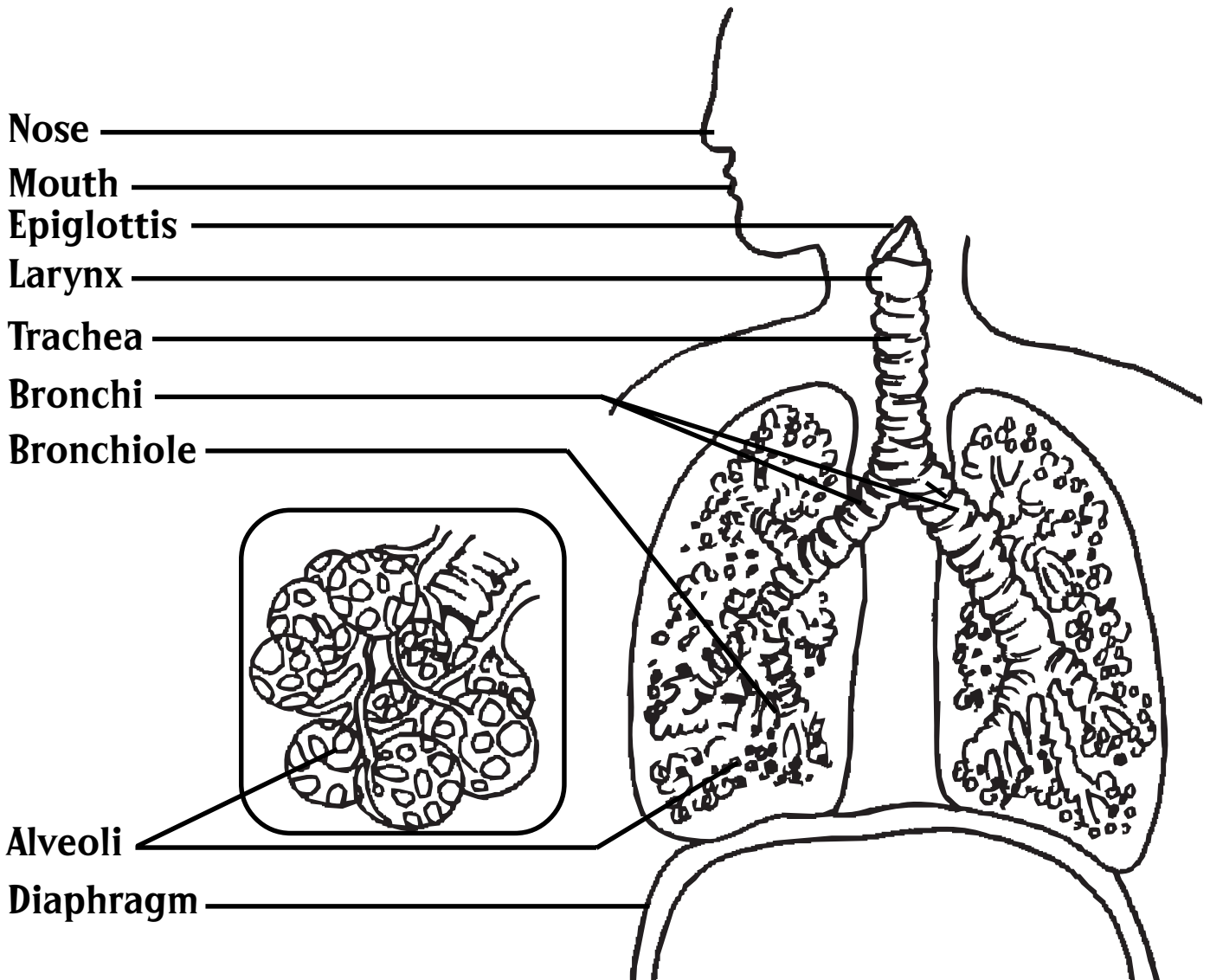
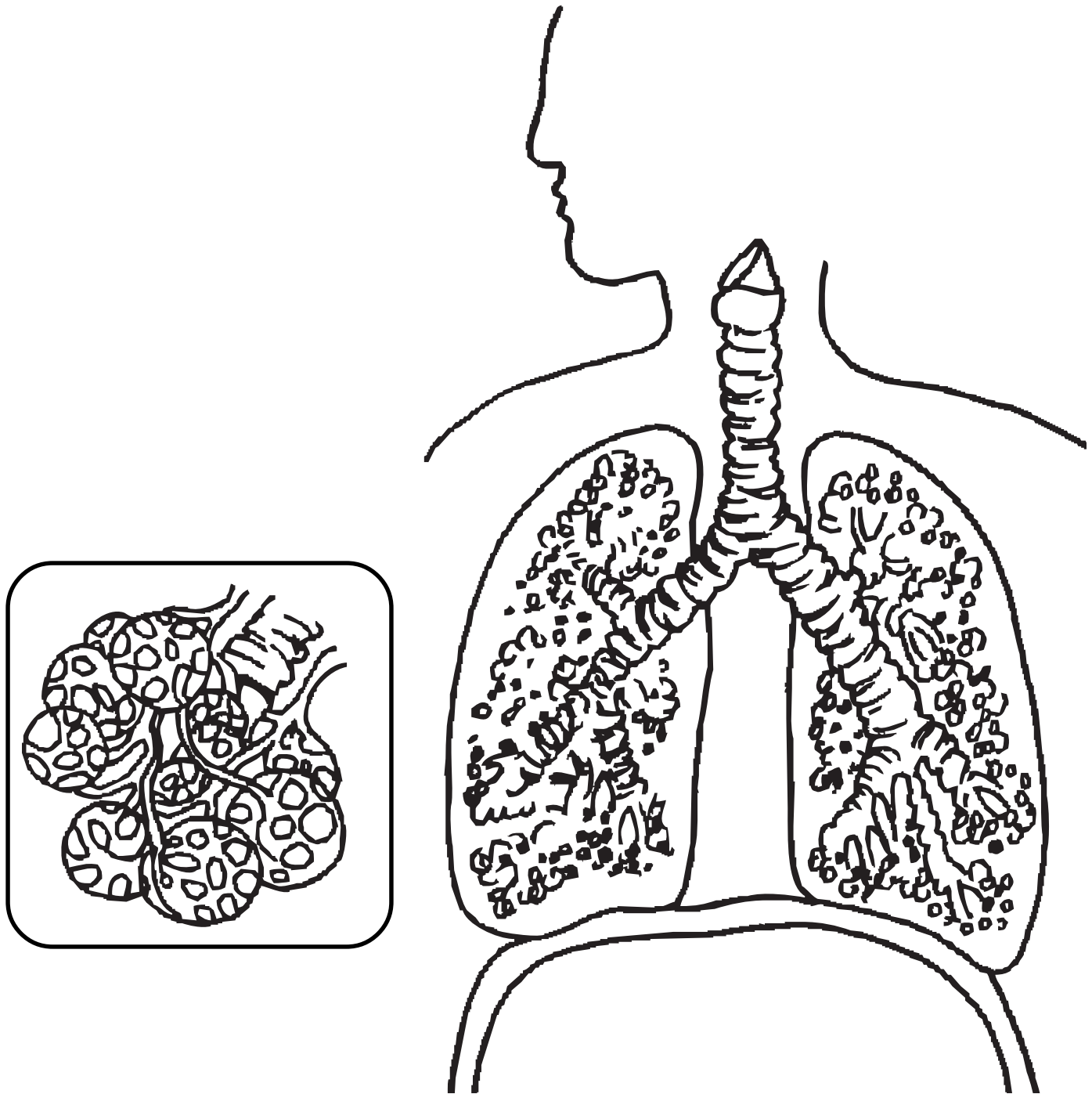




DIAGRAM:

# Human Respiratory System



## LABELS:

# Parts of the Respiratory System

Copy and cut apart these labels.

## Nose:

Air enters the human respiratory system through the nostrils, which warm, humidify and moisturize the air.

## Pharynx/Throat:

Carries the air from the nose and mouth to and from the lungs.

## Larynx:

Also called the “voice box,” the larynx allows humans to produce the sounds that make up speech. It is located on top of the trachea.

## Trachea:

A tube that starts at the larynx and goes to the bronchi.

## Bronchi:

Tubes that carry the air into the right and left lungs. In the lung, the bronchi spread in an arrangement that looks like tree branches.

## Alveoli:

Air sacs that attach to the bronchial branches in clusters. This is where oxygen is carried in and out of the blood stream.

## Lungs:

The organs where oxygen is picked up and carbon dioxide is dropped off by the blood.

## LABELS:

# Cancer Terms

Copy and cut apart these labels.

## Lung Cancer:

One of the leading causes of lung cancer is tar (contains carcinogens – the cancer causing substance) collecting in the lungs. Lung cancer is the leading cause of cancer deaths of men *and* women in the United States.

## Mouth Cancer:

The use of smokeless tobacco increases the user's risk of cancer to the lip, tongue, cheeks, gums, roof and floor of mouth.

## Larynx

### (Voice Box):

Chronic hoarseness is the major warning sign of cancer of the larynx.

## Esophagus:

A tube that carries food and liquid to the stomach. The most common sign of esophageal cancer is chronic difficulty swallowing.

## ACTIVITY 2A:

# Human Respiratory System Diagram

### FOCUS:

The human respiratory system

### OBJECTIVE:

To have kids create a respiratory system that demonstrates the negative effects of smoking.

### AUDIENCE:

Grades 4 and 5

### MATERIALS:

- White construction paper
- Markers or crayons
- Scissors
- Glue
- “Lung Model: Death of a Lung” (optional)
- Photos, slides or printed materials that contrast healthy and smoking-damaged lungs (optional)
- Pipe cleaners and ribbon (optional)

### TIME:

20–25 minutes

### PROCEDURE:

1. If you were able to borrow a “Lung Model: Death of a Lung” or if you have other resources that show healthy and diseased lungs, show the group how different parts of a lung can be affected by tobacco use.
2. Next, explain to the kids that they’re going to design a human respiratory system diagram that shows one healthy and one unhealthy lung.
3. Hand out the construction paper, markers or crayons, pipe cleaners, scissors and glue.
4. Have the kids think back to the “Respiratory System” activity (see pg. 21), which pointed out the connection between cancer and tobacco use. Give them about 20 minutes to design a respiratory system that shows where cancer can occur. Encourage them to make obvious indicators on the unhealthy lung where cancer may occur (for example, by making the cancer sites a different color).
5. When the kids are finished with their diagrams, have them pair off and take turns showing and explaining their diagrams to each other. Have each person try to identify the potential cancer sites on the other person’s diagram.

### TALKING IT OVER:

Have the teams return to the larger group and discuss the effects of cancer on the human respiratory system.

## ACTIVITY 2B:

# Pink T-Shirt Demonstration

### FOCUS:

The human respiratory system and the damage to it caused by smoking

### OBJECTIVE:

To give kids a visual demonstration of the respiratory system and the harmful effects that smoking can have on it.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Large pink T-shirt
- "Lung Pattern" handout (one copy)
- Two 12-inch by 12-inch pink felt pieces
- Two 12-inch by 12-inch black felt pieces
- One 4-inch by 4-inch light gray felt piece
- Two 8-inch by 8-inch dark gray felt pieces
- One 6-inch by 6-inch red felt piece
- 8 brown pipe cleaners
- One pair of funny looking eyeglasses
- Scissors
- Tailor's chalk or pencil
- Safety pins, needle and thread, or fabric glue
- Black fabric or permanent marker

### TIME:

Preparation time: Approximately 30 minutes

Activity time: 10–15 minutes

### PROCEDURE:

#### Before the lesson:

1. Trace lung shapes (from the "Lung Pattern" handout) onto the two pink and the two dark gray felt pieces. Cut out the four "lungs." (During the demonstration, you'll cover up the healthy pink lungs on the T-shirt with the dark gray "emphysema" lungs.)
2. Pin, sew or glue the pink lungs onto the front of the pink T-shirt.
3. Cut the gray felt pieces in the shape of a tree (without the leaves), to simulate the bronchial tubes.
4. Cut several small round shapes out of the red felt to represent the alveoli. Draw round grape shapes inside the red pieces with a black marker.
5. Cut the black felt pieces into irregular shapes to simulate cancer patches
6. Wrap the brown pipe cleaner around the bridge of the glasses (where your nose would be) to simulate nose hairs.

#### During the lesson:

1. Ask for a male volunteer to put on the T-shirt. (The volunteer has to be a boy so you don't touch a girl's breasts.) Explain that the pink T-shirt stands for what we would look like if we took off our skin. Without skin, our "guts," which are pink or red, would be visible.
2. Have the volunteer put on the glasses. Ask what the pipe cleaners are. (*Nose hairs.*) Ask the group "What are the nose hairs for?" (*They keep dirt and germs out of your nose.*) Then talk about how air comes into the nose, travels past the nose hairs, down the throat, through the voice box to the bronchial tubes.
3. Place the light gray felt "bronchial tubes" on the top half of the lungs (from the neck area to mid-lung) to demonstrate that the bronchial tubes go into the lungs. Tell the group that this is where people get bronchitis, and that when someone smokes, the bronchial tubes get irritated.
4. Next, randomly place the red "alveoli" pieces on the lungs. Explain that the alveoli are little air sacks in the lungs and that when oxygen comes into the lung the alveoli take the oxygen to the heart, then the heart pumps the oxygen all over your body. When the "waste gas" (carbon dioxide) returns from the body, it goes out through the alveoli, through the bronchial tubes and out the mouth or nose.
5. Have everyone take a deep breath in and out, then explain that the entire transfer process is completed in the time it takes to breathe in

and out, every time you take a breath, all day long. Also explain that when a person has emphysema, some alveoli harden and others burst, and then can't function very well. That's why it's very hard for someone with emphysema to breathe.

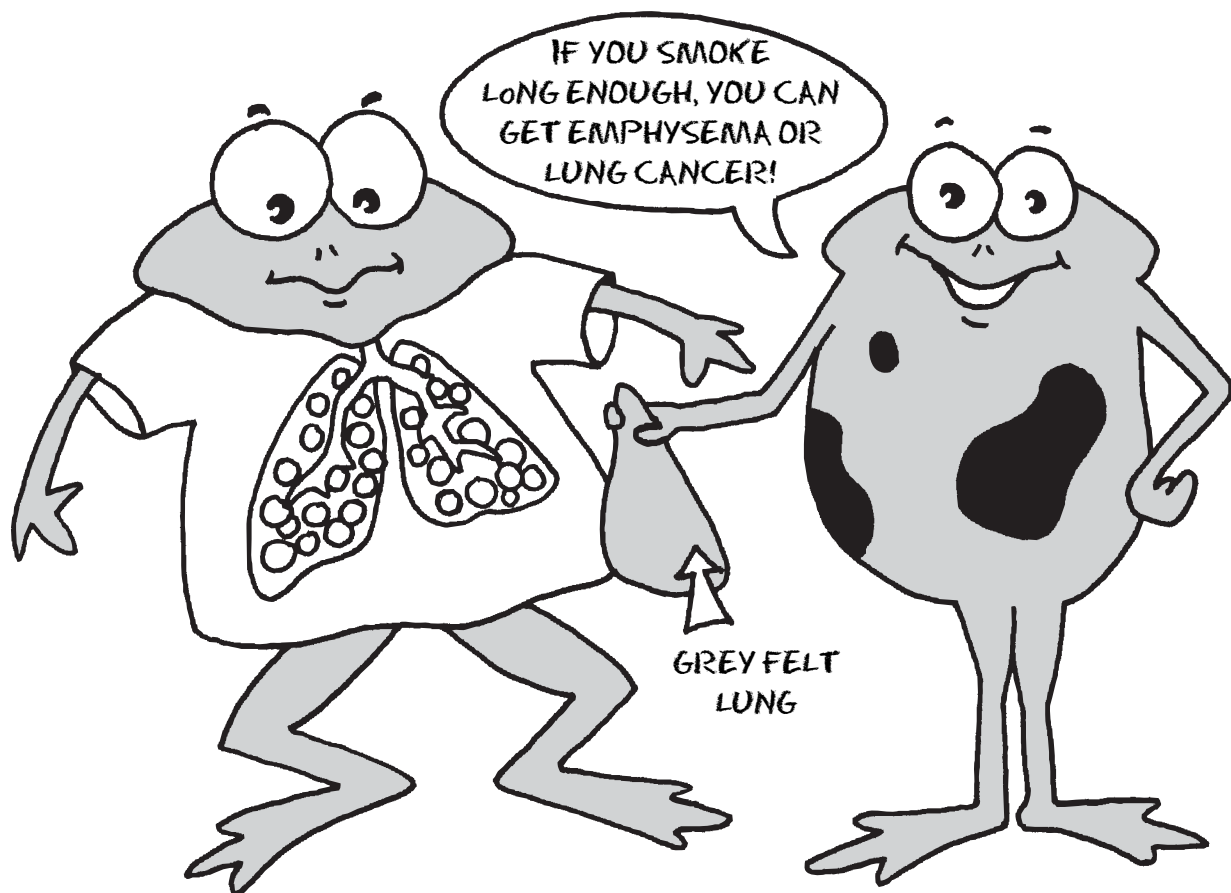
6. Explain that if we smoke or breathe in smoke, our lungs can get black spots on them. If someone smokes for a long time, the person could end up with lung cancer. Place the black felt pieces randomly on the lungs.

7. If someone smokes long enough (usually for several years), he or she may end up with emphysema. The healthy alveoli are eventually destroyed and the person will have difficulty breathing. Place the dark gray felt "lungs" over the pink lungs to show what emphysema looks like.

### TALKING IT OVER:

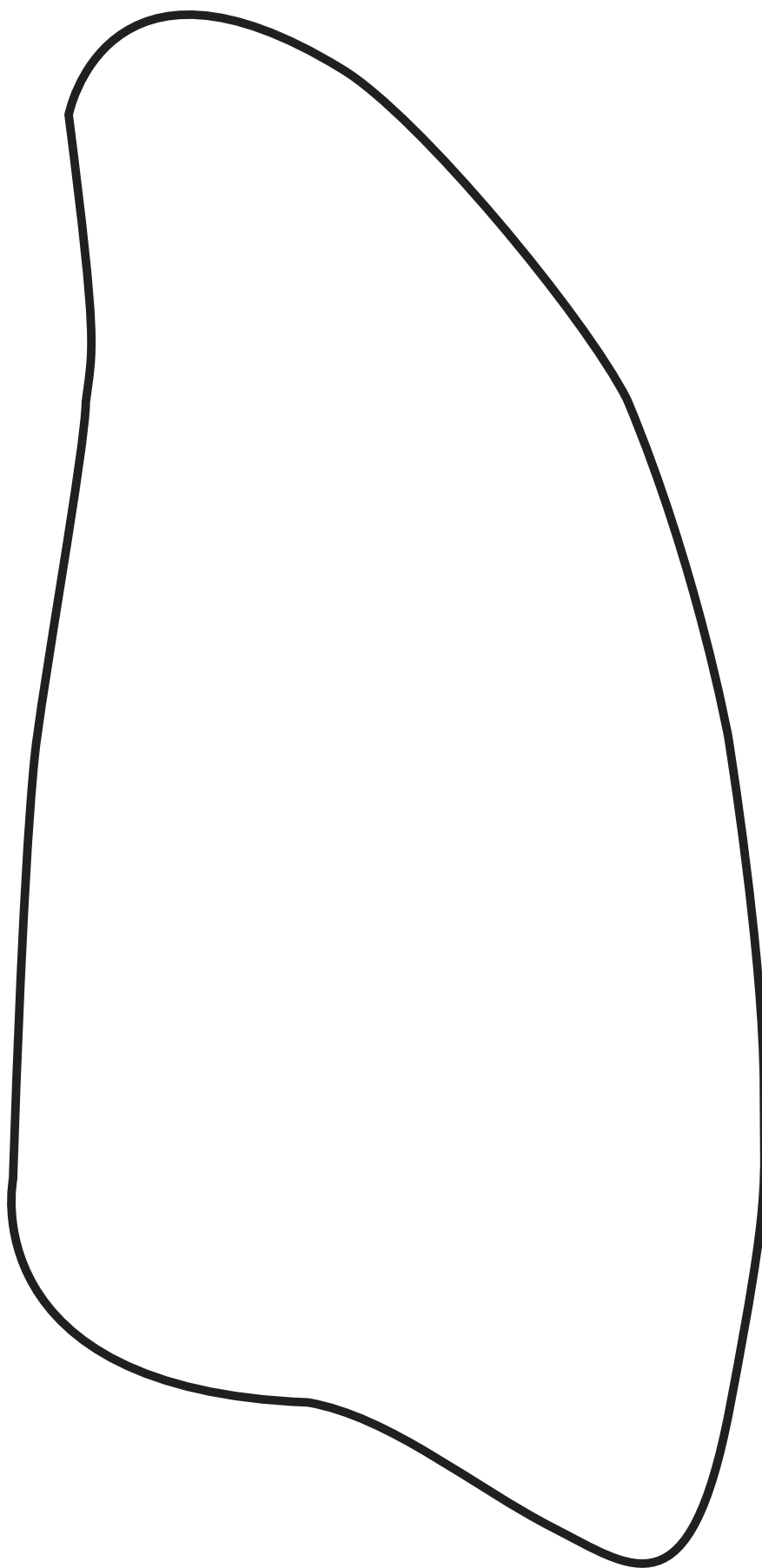
Ask the group the following questions:

- What did you learn from this demonstration that you didn't know before?
- Name some of the reasons you would choose not to smoke, based on this demonstration.



**HANDOUT:**  
**Lung Pattern**

**Cut two lung shapes  
out of pink felt and  
two out of grey felt.**



## ACTIVITY 3:

# The Effects of Smoking

**(WARNING:** Do not allow anyone who has asthma – young person or adult – to do this activity. You could involve a person with asthma in the activity by asking him or her to pass out straws or record on newsprint other participants' reactions to the difficulty of breathing through a straw.)

### FOCUS:

Effects of smoking

### OBJECTIVE:

To help the kids understand how it feels to have trouble breathing because of a smoking-related illness such as emphysema.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Drinking straws of different lengths and diameters (two or three per person)
- Newsprint or other large paper (optional)
- Markers (optional)
- Masking tape (optional)

### TIME:

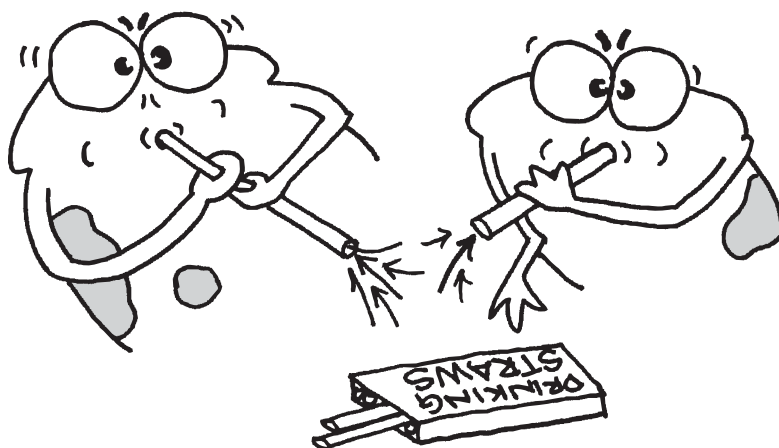
10–15 minutes

### PROCEDURE:

1. Tell the kids they're going to do a breathing exercise that will help them understand how it feels to have trouble breathing because of a smoking-related illness such as emphysema.
2. Give each person two or three drinking straws of different lengths and diameters and tell the kids to breathe through each straw in turn.
3. Now have them pinch their noses closed and breathe only through one straw at a time.
4. Next have the kids jog in place for 5 to 10 seconds, holding their noses and breathing through their largest straws only.

### TALKING IT OVER:

1. After they've tried breathing through each of the straws with their noses open and pinched closed, ask the kids the questions that follow. You may want to ask for a volunteer to record the kids' reactions on newsprint, then tape the sheets on the wall where everyone can see them. This may be a good way to involve a child who has asthma and isn't able to try breathing through the straws.
  - How easy or hard was it to breathe through the different sized straws?
  - Did it get harder or easier to breathe through the straw when you were holding your nose closed?
  - What about when you were jogging in place?
  - How did it feel to breathe through the straw?
  - What parts of your body help you breathe?
2. End the activity by sharing that during the next session they'll discover how tobacco use affects breathing.





## ACTIVITY 4:

# The Short- and Long-Term Effects of Smoking\*

\* Adapted from Botvin, G. J. (1998–99). *Life Skills Training*. Princeton, NJ: Princeton Health Press.

### FOCUS:

The consequences of smoking

### OBJECTIVE:

To help kids identify the short-term and long-term effects of tobacco use.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- “Short- and Long-Term Effects of Smoking” quiz (one per person)
- “Short- and Long-Term Effects of Smoking” answer key
- Pencils or pens

### TIME:

15 minutes

### PROCEDURE:

1. Before you begin the session, read aloud or paraphrase the following statement to the group:

“Often when people talk about the effects of smoking, you hear all of the long-term effects like cancer and heart disease. But you rarely hear about the immediate consequences of smoking as a young person. This activity will get us thinking about some of the things that can happen to you right now as a young smoker.”

2. Pass out the “Short- and Long-Term Effects of Smoking” quiz. Tell the kids they’ll have about 5 minutes to put an “S” by the words or phrases they believe are short-term (immediate) consequences of smoking and an “L” by the words or phrases they believe are long-term consequences of smoking. Remind them that some of the effects of smoking may be both short-term and long-term.

3. After about 5 minutes, use the answer key to review the correct answers with the kids.

### ANSWER KEY:

#### Short- and Long-Term Effects of Smoking

An “S” stands for short-term effect, and an “L” stands for a long-term effect of smoking.

<u>S</u> Bad breath	<u>S</u> Stained fingers
<u>S</u> Fire hazard	<u>L</u> Emphysema
<u>L</u> Emphysema	<u>S</u> Your boyfriend or girlfriend may not want to kiss you
<u>S</u> Yellow stains on teeth	<u>S/L</u> Spend a lot of money
<u>S</u> Lungs begin to turn black	<u>S/L</u> Wrinkles
<u>S</u> Get in trouble with parents	<u>L</u> Stroke
<u>L</u> Mouth cancer	<u>S/L</u> Shortness of breath
<u>S</u> Heart rate speeds up	<u>S</u> Easily tired during play
<u>S</u> Red eyes	<u>S</u> High blood pressure
<u>S/L</u> Bronchitis	<u>L</u> Cavities
<u>L</u> Heart disease	<u>S/L</u> Clothes and hair smell like smoke
<u>S/L</u> Bad cough	<u>S</u> School suspension if caught smoking
<u>S</u> Deadens taste buds	
<u>L</u> Lung cancer	

**QUIZ HANDOUT:**

# Short- and Long-Term Effects of Smoking Quiz



Put an "S" by the words that you believe are short-term effects of tobacco use. Put an "L" by the words you believe are long-term effects of tobacco use. Keep in mind some of the effects of smoking may have both short and long term effects.

- |  |  |
|--|--|
| <input type="checkbox"/> Bad breath                  | <input type="checkbox"/> Stained fingers                                       |
| <input type="checkbox"/> Fire hazard                 | <input type="checkbox"/> Emphysema   |
| <input type="checkbox"/> Emphysema                   | <input type="checkbox"/> Your boyfriend or girlfriend may not want to kiss you |
| <input type="checkbox"/> Yellow stains on teeth      | <input type="checkbox"/> Spend a lot of money                                  |
| <input type="checkbox"/> Lungs begin to turn black   | <input type="checkbox"/> Wrinkles  |
| <input type="checkbox"/> Get in trouble with parents | <input type="checkbox"/> Stroke  |
| <input type="checkbox"/> Mouth cancer                | <input type="checkbox"/> Shortness of breath                                   |
| <input type="checkbox"/> Heart rate speeds up        | <input type="checkbox"/> Easily tired during play                              |
| <input type="checkbox"/> Red eyes                    | <input type="checkbox"/> High blood pressure                                   |
| <input type="checkbox"/> Bronchitis                  | <input type="checkbox"/> Cavities  |
| <input type="checkbox"/> Heart disease               | <input type="checkbox"/> Clothes and hair smell like smoke                     |
| <input type="checkbox"/> Bad cough                   | <input type="checkbox"/> School suspension if caught smoking                   |
| <input type="checkbox"/> Deadens taste buds          |  |
| <input type="checkbox"/> Lung cancer                 |  |

## LESSON 3:

# Secondhand Smoke



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### BACKGROUND INFORMATION:

## Secondhand Smoke

Secondhand smoke is a mixture of the smoke given off by the burning end of a cigarette, pipe or cigar, and the smoke exhaled from the lungs of smokers. (A nonsmoker breathing in secondhand smoke gets about half of the smoke generated by a burning cigarette.) You may have also heard secondhand smoke called “passive smoke,” “environmental tobacco smoke” (ETS) or “involuntary smoke.” Secondhand smoke contains the same chemicals (more than 4000; 40 of which have been known to cause cancer in humans or animals and many of which are strong irritants) that smokers are exposed to. Secondhand smoke can cause lung cancer in nonsmokers. Also, children of parents or guardians who smoke have more lower respiratory tract infections (such as pneumonia and bronchitis) than children of parents or guardians who are nonsmokers.

Each year, exposure to secondhand smoke causes 150,000 to

300,000 lower respiratory tract infections in U.S. infants and children younger than 18 months of age. These infections result in 7,500 to 15,000 hospitalizations each year. Chronic cough, wheezing and phlegm production are more frequent in children whose parents smoke. Children exposed to secondhand smoke at home are more likely to have middle-ear disease and reduced lung function.

Secondhand smoke increases the number of asthma attacks and the severity of asthma in about 20 percent of this country's 2 million to 5 million asthmatic children. Each year, U.S. mothers who smoke at least 10 cigarettes (half a pack) a day can actually cause between 8,000 and 26,000 new cases of asthma among their children.

### LESSON PLAN: Communication Skills

#### OBJECTIVES:

- To help kids understand the importance of communication skills.
- To help kids understand the importance of respecting family and friends.

#### ACTIVITIES, AUDIENCE

##### AND TIME:

- **Activity 1:** Coping With Smokers (*Grades 4 to 8; 10–15 minutes*)
- **Activity 2:** Toxic Aerosol Can – Secondhand Smoke (*Grades 4 to 8; 10 minutes*)
- **Activity 3:** Create a Tobacco Use Prevention Sign (*grades 4 to 8; 20–25 minutes*)

#### MATERIALS:

Materials lists for individual activities appear on the activity sheets

#### SOURCES:

- 4-H Youth Programs (1978). *Peer-Plus II Notebook* (4-H 1009). East Lansing, MI: Michigan State University Cooperative Extension Service.
- Michigan Department of Community Health (2000). *Firsthand Facts on Secondhand Smoke*. [Brochure] Lansing, MI: Author.

#### LESSON OVERVIEW:

##### Before the lesson:

Review the activities and decide which are most appropriate for the age and experience levels of your group members.

##### During the lesson:

Complete the activities that are most appropriate for the age and experience levels of your group members.

##### Talking It Over:

After the group has completed the activities in the session, have them sit in a circle and ask them the following questions:

- What did you like about the activities we did today?
- What didn't you like about the activities we did today?
- How can you use what you've learned when you're around people who use tobacco?

# ACTIVITY 1:

## Coping With Smokers

### FOCUS:

Secondhand smoke

### OBJECTIVE:

To help the kids learn to communicate effectively with smokers.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- “Secondhand Smoke Situation Cards” (one set per small group)
- Scissors

### TIME:

10 minutes

### PROCEDURE:

#### Before the meeting:

Photocopy enough “Secondhand Smoke Situation Cards” for each group. Cut apart the situations so the small groups can read them one by one.

#### During the meeting:

1. Read aloud or paraphrase the following information:

*Most of the messages we send to people about their behavior are “you” messages – messages directed at the other person that have a high probability of putting them down, making them feel guilty, making them feel their needs are not important, and generally making them resist change. Examples of “you” messages are usually orders or commands (“Quit smoking around me.”), blaming or name-calling statements (“Your smoking is making me sick!”) or statements that give solutions (“You know, smoking is really bad for you. You should quit.”), thereby removing the responsibility for behavior change from the other person. Perhaps the worst of all the “you” messages is the “if . . . then” threat (“If you don’t . . . then I will . . .”).*

*“I messages,” on the other hand, promote positive communication, which helps to create healthy interpersonal relationships.*

*“I messages” begin with the word “I” and convey the speaker’s thoughts and feelings on a subject. For example, “I don’t like it when you smoke around me because . . .” “I wish you wouldn’t smoke because . . .” or “I feel sick when people smoke around me. Would you mind stepping outside to smoke?”*

*The first step in sending “I messages” is to become aware of your own feelings in particular situations and then to admit to owning the problem, which is some unacceptable behavior. In other words, the behavior is unacceptable because you find it unacceptable! How does that make you feel? Worried, irritated, or uncomfortable?*

*“I messages” are not intended to perform communication miracles, but rather to lead to more positive and effective communications in interpersonal situations.*

2. Divide the group into two- or three-person teams. Give each team a copy of the situation cards.

3. Have each group practice responding to the situations on the cards, using “I” messages to convey their feelings about secondhand smoke.

## TALKING IT OVER:

Ask the group the following questions:

- Was it hard to respond to these situations using “I messages”? Was it easy?
- What situation was the most difficult to respond to?
- What person was the hardest to respond to?
- Would it be hard or easy to convey your feelings and “I messages” in real-life situations?
- Do you believe you have the right to protect yourself from second-hand smoke?
- Why is it difficult to share this kind of information? (*They may be afraid that the person will get mad at them if they tell about the effects of using tobacco.*) Explain that because tobacco is addictive, many people find it difficult to quit using it. Some people try to quit several times before they succeed. Tell the group that they’ll be discussing strategies for talking to other tobacco users at one of the next sessions.



## **HANDOUT:**

# **Secondhand Smoke Situation Cards**

**You are in the car with your aunt and she lights up her cigarette without rolling down a window. You are breathing in her secondhand smoke.**

**Your family goes out to a restaurant for dinner. There is a 30-minute wait to be seated. The hostess asks your dad if he prefers to sit in the smoking or nonsmoking section.**

**You are seated in the nonsmoking section of a restaurant, and a person in the booth next to you lights up a cigarette.**

**Your grandpa is sitting in your house and lights his cigar and blows the smoke your way.**

**A neighbor starts to light a cigarette, then asks you if you mind if they smoke.**

**An older friend of yours pulls out a cigarette on the playground and starts puffing away. The smoke is blowing right in your face.**

**Your mom smokes in the house every day and it's starting to really get to you.**

## ACTIVITY 2:

# Toxic Aerosol Can – Secondhand Smoke

### FOCUS:

Secondhand smoke

### OBJECTIVE:

To demonstrate to the kids the toxicity and harmful health effects of secondhand smoke.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- “What We Know About Tobacco” background information (p. 7)
- “Chemicals in Tobacco” background information
- Empty aerosol can
- Paper
- Black marker
- Colored pencils, crayons or paints
- Tape

### TIME:

10 minutes

### PROCEDURE:

#### Before the meeting:

1. Read the “Nicotine, Addiction and Smokeless Tobacco” background information sheet.
2. Find an empty aerosol spray can, a piece of paper and a black marker.
3. Write “40 Cancer Causing Chemicals” in big black letters on a piece of paper and tape the new label around the aerosol can.

#### During the meeting:

1. Tell the kids about the cancer-causing chemicals in cigarette smoke.
2. Show the group the can labeled “40 Cancer Causing Chemicals” and ask if they would mind if you sprayed the can in the room for 10 minutes (which is about as long as a cigarette burns). Ask how they would feel if you sprayed multiple cans in the room at the same time.
3. Ask the group how spraying the aerosol can is similar to someone smoking in a room. (*Inhaling secondhand smoke has the same potential for causing health problems as smoking does.*)

### SOURCES:

- Michigan Department of Community Health (MDCH). (2000). *Youth Tobacco Prevention Presentation for Local Tobacco Reduction Coalitions, Agencies, and Youth Organizations*. Lansing, MI: Author.
- Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996). *Teens Against Tobacco Use (TATU)*. New York, NY: American Cancer Society, American Heart Association & American Lung Association.

## ACTIVITY 3:

# Create a Tobacco Use Prevention Sign

### FOCUS:

Communication skills

### OBJECTIVES:

To have the kids demonstrate what they have learned about secondhand smoke.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- "Stop Sign Outline" handout (one per person)
- 8.5-inch by 11-inch (one per person)
- Markers or crayons

### TIME:

20–25 minutes

### PROCEDURE:

#### Before the meeting:

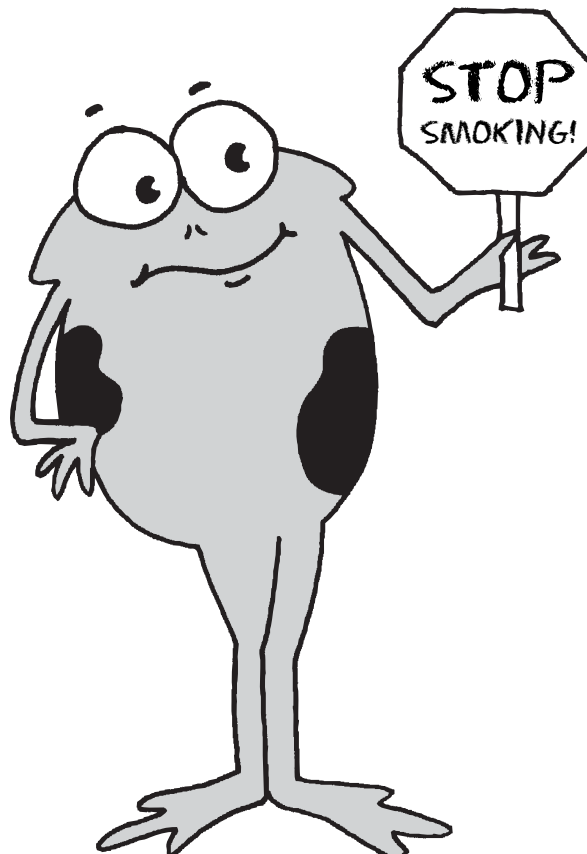
Copy one stop sign for each person onto card stock or poster board.

#### During the meeting:

1. Distribute copies of the "Stop Sign Outline" handout and markers.
2. Tell the kids they're going to have about 15 minutes to design a sign that, in a positive and polite manner, asks people not to smoke.

#### TALKING IT OVER:

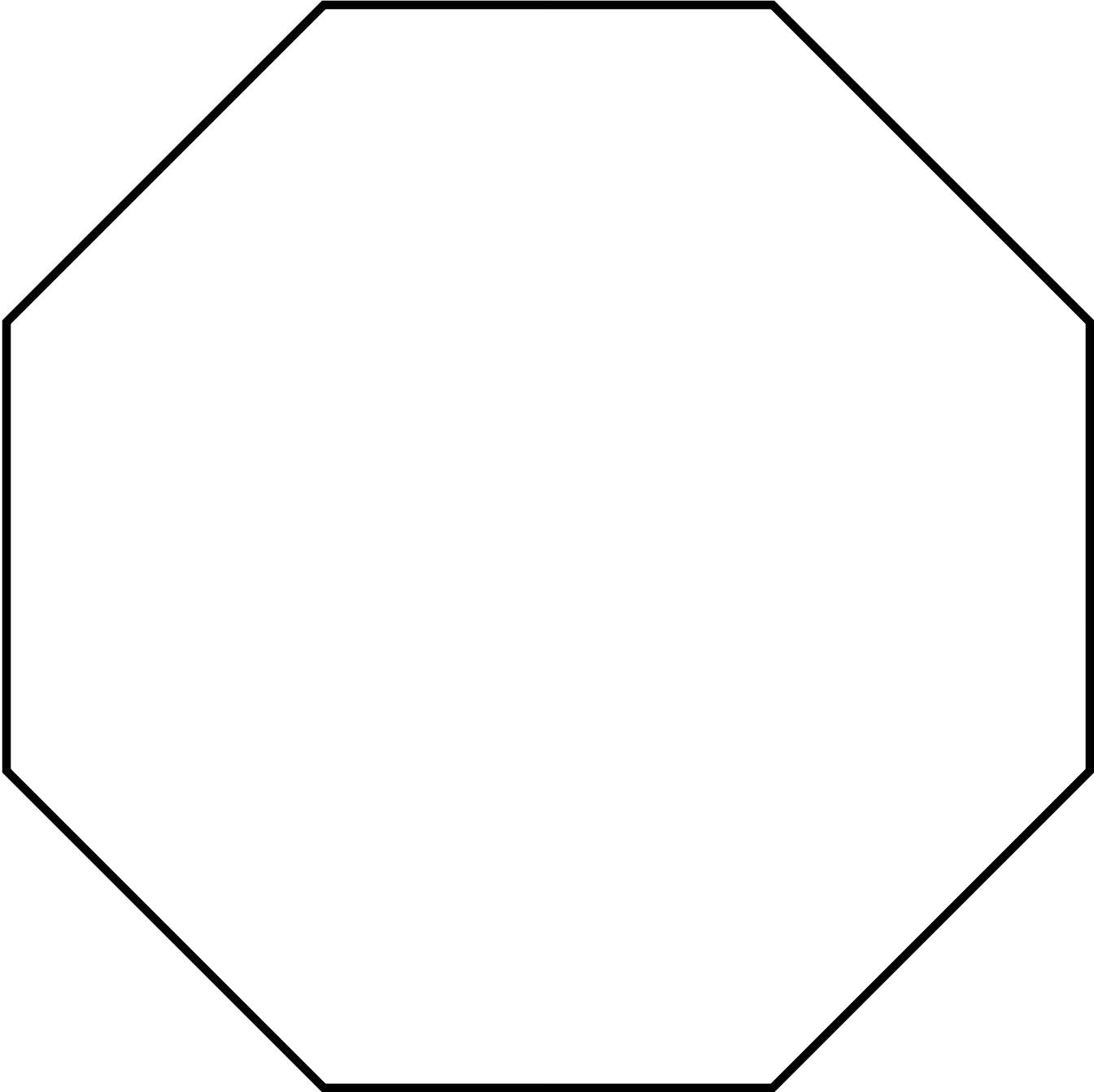
1. When the kids have finished their signs, have them rejoin the large group and ask for volunteers to explain their designs to the group.
2. Have the kids brainstorm ideas for how they could use their signs. (For example, they could hang the signs in their bedrooms, ask local businesses or government offices to display a sign, ask a teacher to hang a sign in his or her classroom.)
3. Remind the kids that they may be able to share their signs with a tobacco user without judging the person.





**HANDOUT:**

# **Stop Sign Outline**



# LESSON 4: Resisting Pressure



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### BACKGROUND INFORMATION:

## Resisting Pressure

A major pressure to use tobacco products comes from people your own age. Some kids feel they won't be accepted by others, or won't be part of the group unless they go along with the crowd and do what they think their friends expect of them. Many kids who smoke don't want to smoke but they do it so they'll feel accepted. No one wants to feel left out or rejected.

It's important for you to develop your own beliefs and stick to them, because ultimately you're responsible for your own behavior, regardless of what your friends say or do.

No one has the right to pressure another person. You have a right to say what you want, what you think and how you feel. But if the other person doesn't agree with you, then you must respect the person's right to his or her own opinions and feelings. Try talking to the person about his or her decision or feelings. You may be able to understand the other person's point of view and why it is important for the person to stick to what he or she feels is right.

### LESSON PLAN:

## Peer Pressure and Decision-Making

### OBJECTIVES:

- To help kids understand the process of decision-making and how they can use decision-making skills with their friends or peers.
- To increase participant's awareness and understanding of pressures from their peers that may influence their decisions to use or not use tobacco.

### ACTIVITIES, AUDIENCE AND

### TIME:

- **Activity 1:** Monkey See, Monkey Do (*grades 4 to 8; 30 minutes*)
- **Activity 2:** Peer Pressure and Assertiveness Techniques (*grades 7 and 8; 30 minutes*)
- **Activity 3:** Tobacco Skits (*grades 4 to 8; 30 minutes*)

### MATERIALS:

Materials lists for the individual activities appear on the activity sheets

### LESSON OVERVIEW

#### Before the lesson:

- Review the activities and decide which are most appropriate for the age and experience levels of your group members.

#### During the lesson:

- Complete the activities that are most appropriate for the age and experience levels of your group members.

#### Talking It Over:

After the group has completed the activities in the session, have them sit in a circle and ask them the following questions:

- What did you like about the activities we did today?
- What didn't you like about the activities we did today?
- Were you surprised about what you discovered about the effects of tobacco use on the human body?
- What one thing did you learn that you will share with someone in your family or with a friend?

## ACTIVITY 1:

# Monkey See, Monkey Do

### FOCUS:

Peer pressure and decision-making

### OBJECTIVE:

To help kids understand that sound decision-making can reduce the influence of peer pressure.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Newsprint or other large paper
- Markers
- Masking tape
- "Decision-Making Steps" poster

### TIME:

30 minutes

### PROCEDURE:

#### Before the meeting:

Make a newsprint sign titled "Decision-Making Steps" that includes the following:

- *Stop* – Decide what the problem, issue or situation is. What's going on? Who's involved? Why is it bothering you?
- *Think* – What are some ways to solve the problem? Think creatively: Who will it hurt? What will happen to me if I use one of the ways I've thought about to solve the problem? What's good about my decision and what may be bad about it?
- *Take Action* – Decide on the best way to solve the problem and do it. What happened? Was it a good decision? Were there any problems with your decision? Would you use the same strategy again?

#### During the meeting:

1. Read the following rhyme aloud to the group:

*Monkey see, monkey do – the monkey does the same as you.*

2. Ask whether any of them have heard the rhyme before and whether they know anyone who actually behaves like that. Point out that to some extent, we all do. Read aloud or paraphrase the following information.

*Look around at the clothes we're wearing, at the way our hair is cut. With minor variations, we all dress and behave in ways that are "in" – just like everyone else. Without even thinking, most of us choose to be like our friends – we listen to the same music, go to the same places, use the same slang terms. We go along with the crowd. Our behavior is influenced by our peers.*

*This is called **peer pressure**. It is using what the group does as a reason for our decisions. Peer pressure can be helpful and positive. Peer pressure can also be bad.*

3. Ask the group the following questions:

- When can peer pressure be positive? (Getting into sports, doing your homework, doing well in school, taking showers or baths.)
- When can peer pressure be negative? (Skipping school, drinking alcohol, using tobacco, engaging in sexual activity.)

4. Continue reading aloud or paraphrasing.

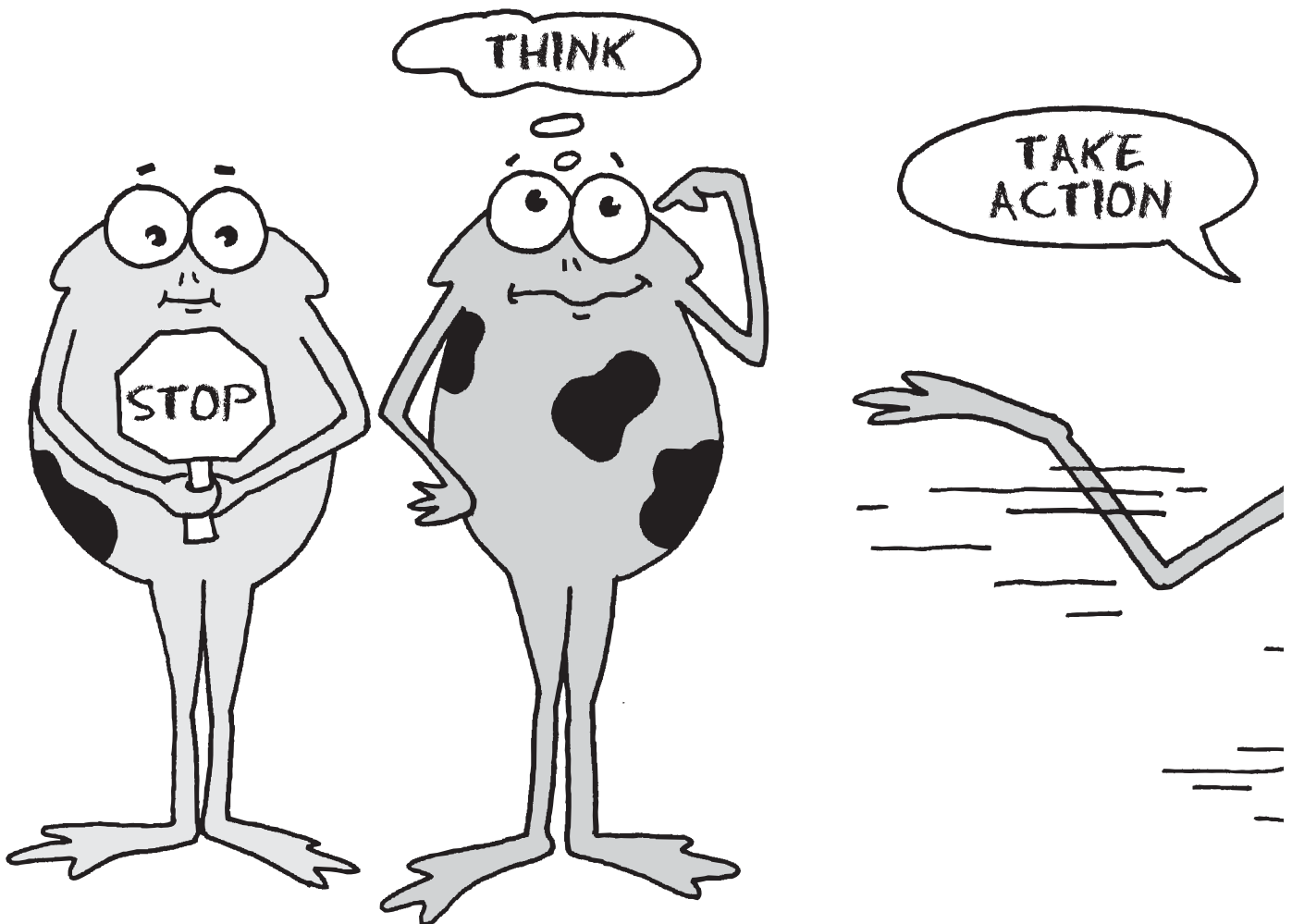
*Think about it for a minute. Have you ever given this as a reason for a decision: "But everyone's doing it!" If you have, you probably got a*

response from an adult that went something like: "Well, if everyone jumped off a bridge, would you?" Making decisions about using tobacco is also influenced by our friends. How we react to them and what they can get us to agree to can also be positive or negative. It depends on the decisions we make.

5. Brainstorm with the group the steps they can use to make a decision. Ask for a volunteer to list the steps on a sheet of newsprint.

6. Tape the list where everyone can see it and have the group compare their list to the "Decision-Making Steps" sign. Ask the group the following questions:

- What are the similarities between the lists?
- What are the differences?
- Has anything been left out of both lists? (One possible answer is how to deal with a situation in which a person has made a decision that turns out to have negative consequences – such as deciding to try smoking or deciding to lie.) If necessary, add appropriate steps to the "decision-making steps" sign.



## ACTIVITY 2:

# Peer Pressure and Assertiveness Techniques\*

\* Adapted from Howard, M. & Mitchell, M.E. (1996). *Postponing Sexual Involvement: An Education Series for Preteens*. Atlanta, GA: Adolescent Reproductive Health Center.

### FOCUS:

Standing up for yourself

### OBJECTIVES:

- To increase the kids' awareness and understanding of the pressures from their peers that influence their decisions.
- To model responses to peer pressures toward tobacco use.
- To give kids a chance to practice, in their own words, responses that say "no" to tobacco use.

### AUDIENCE:

Grades 7 and 8

### MATERIALS:

- Newsprint or other large paper
- Felt tip markers
- 3-inch by 5-inch cards

### TIME:

30 minutes

### PROCEDURE:

#### Before the meeting:

Write each of the following "pressure lines" on a separate 3-inch by 5-inch index card. Make as many sets as you will need for half of the kids in the group to get a complete set of cards.

- A lot of your friends are smoking. You're just not cool.
- Smoking makes you look so much more grown up.
- Everybody else smokes, why don't you try it?
- One cigarette won't kill you, just have one.
- Nobody I know who smokes has health problems, what are you so worried about?
- The guys/girls will think you look so cool.
- Everyone will think you're a total dork if you don't smoke.
- Your parents will never know.
- I've seen you try a cigarette before, so what's the problem now?

#### During the meeting:

1. Start by sitting in a circle and asking the group the following questions:

- What is peer pressure?
- What are some examples of good peer pressure?
- What are some examples of bad peer pressure?
- Why is having friends important?
- Why is it important for you to develop your own beliefs and stick to them?
- Why is it important to set limits on how much influence your friends have over your behavior?

2. Discuss the following techniques for being assertive and write them on newsprint. Display the sheet where the entire group can see it.

- Express your feelings in a direct and honest way without hurting the other person's feelings.
- Look the person directly in the eyes.
- Stand tall, don't fidget and look unsure of yourself.
- Stand up for your rights and the rights of others.
- State your opinion without abusing or taking advantage of others.

3. Discuss the following simple assertiveness techniques for resisting peer pressure and write them on newsprint. Display the sheet where the entire group can see it.

- Say "no" and keep repeating it. Don't offer reasons or excuses for saying "no."
- Take the offensive by telling the other person clearly what you think and how you feel.

- Tell the person how his or her continued pressure is making you feel. (*“When you keep pressuring me to have a cigarette, it makes me feel like you don’t care about how I feel, only about what YOU want.”*)
- Ask the person who is pressuring you why he or she continues to pressure you. (*“Why do you keep pressuring me after I’ve said no?”*)
- Refuse to discuss the matter any further. (*“Listen, I’ve told you no, and that’s all there is to it.”*)
- Walk away.

4. Divide the group into pairs. Have one person in each pair be the “pressure person” and the other be the “assertive response person.”

5. Give the pressure person a set of the “pressure lines” you’ve written on the index cards. Tell the pressure person on each team to read the pressure lines one by one, and give the assertive response person time to respond. Remind the assertive response person to keep in mind the assertive techniques and resisting peer pressure techniques the group discussed when he or she is responding to the pressure lines.

## TALKING IT OVER:

After the teams have gone through the cards, have them rejoin the larger group. Go over the pressure lines and ask for volunteers to share their responses. Some possible responses follow.

- *A lot of your friends are smoking. You’re just not cool.*  
What my friends decide to do is their business. I can make my own decisions.
- *Smoking makes you look so much more grown up.*  
Smoking only makes you look nasty. There are so many other ways to look grown up without a cigarette hanging out of my mouth!
- *Everybody else smokes, why don’t you try it?*  
Well, I’m not everybody, I’m me. Besides, I know that’s not true anyway.
- *One cigarette won’t kill you, just have one.*  
Just smoking a few cigarettes can addict me, and I don’t want to have an addiction.
- *Nobody I know who smokes has health problems, what are you so worried about?*  
I value my health, and know for a fact that smoking is soooo bad for your health, why would I even want to take that chance?
- *The guys/girls will think you look so cool.*  
If smoking a cigarette is the only way to make you look cool, then there’s something wrong!
- *Everyone will think you’re a total dork if you don’t smoke.*  
That’s ok, because I think people who DO smoke are dorks.
- *Your parents will never know.*  
My parents trust me, and smoking behind their backs would break that trust.
- *I’ve seen you try a cigarette before, so what’s the problem now?*  
I have the right to change my mind and I don’t ever want to try something that stupid again!

## ACTIVITY 3:

# Tobacco Skits\*

\*Adapted with permission from:

- Michigan 4-H Youth Programs (1978). *Group Dynamite Notebook* (4-H 1068). East Lansing, MI: Michigan State University Cooperative Extension Service.
- Michigan 4-H Youth Programs (1978). *Peer-Plus II Notebook* (4-H 1009). East Lansing, MI: Michigan State University Cooperative Extension Service.

### FOCUS:

Peer pressure and decision-making

### OBJECTIVE:

To help the kids learn to use sound decision-making skills to combat negative peer pressure.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Scissors
- Props (optional)

### TIME:

30 minutes

### PROCEDURE:

1. Tell the group they'll be acting out short scenes in which the characters are confronted by a peer who is pressuring them to try tobacco products. Explain that they'll use the decision-making skills and assertiveness techniques they've learned to stop this negative peer pressure.
2. Have the kids get into groups of three or four. Tell them they'll have about 10 minutes to come up with a skit that involves a tobacco use "peer pressure" situation. In the skit, they're to demonstrate a way to resist the pressure using the decision-making steps and assertive techniques they've learned.
3. Have the teams take turns acting out their skits in front of the whole group.
4. Ask the audience if they can think of other options or decisions they would use in each situation.

### TALKING IT OVER:

After each team has presented a skit, have the group sit in a circle and ask them the following questions:

- What did you like about doing the skits?
- What didn't you like about doing the skits?
- Could situations like this happen to you?
- Did you use the decision-making steps you learned when you were deciding how to react in your group's scene or in a real situation? Was it easy or difficult to use the steps? Why? (*You may need to point out that often when people make a decision there isn't time to think through the steps. Then ask what they can do to give themselves the time they need.*)
- Have any of you ever been in a situation where you've had to make a difficult decision?
- How could you use the decision-making steps when you're with your friends, in school or at home if your friends ask you to use tobacco or other addictive substances?

# LESSON 5:

## Stress



### LESSON 5 CONTENTS

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### BACKGROUND INFORMATION:

#### The Story of Stress

Everyone has stress. Stress is worry or strain caused by new or difficult situations. Most crises cause stress, so do the normal ups and downs of daily life. It's impossible to go through life without stress. And you wouldn't want to, because stress is what prepares you to handle things you're unfamiliar with or things that appear to threaten you.

Stress isn't necessarily bad for you. A little stress keeps you alert and on your toes. If you miss a class assignment, you run the risk of receiving a low grade. If you don't show up for work, you may be fired. Stress is like the tension on a guitar string. Tighten the string too much and it snaps. Loosen the string too much and it won't play.

If handled well, stress can strengthen you for the next encounter. If handled poorly, or if allowed to get out of hand, stress becomes an enemy that can cause diseases like hypertension (high blood pressure), ulcers, asthma or an overactive thyroid gland.

Unbridled stress can also contribute heavily to heart disease and the weakening of other organs in the body.

Stress can be anything from simple frustration to a huge problem. It can be short-term, such as overnight anxiety over your next quiz, or long-term, such as grappling with choosing a career.

The main causes of stress are psychological. The effects of stress are psychological and physical.

As you react to stress, changes take place in your body. The changes vary in intensity and depend on circumstances. Practically everyone experiences the early signs of stress. Biting your lips, nibbling your nails, grinding your teeth and having sweaty palms all signal emotional overload. If your stress levels continue to build, you may develop a general sense of depression.

Stress may cause "butterflies" in your stomach. Your throat may become dry, making speech difficult. Your heart may beat faster and your blood pressure may rise. Stress victims often feel grouchy and restless, can't concentrate and don't sleep well.

If you're under too much pressure, you may wheeze, ache, sneeze or break out in a rash. Repeated tensing of the head, face and neck muscles can narrow your blood vessels and trigger headaches.

Doctors report that well over half of all patients seeking treatment have no physical problems. The aches and pains are real, but they're caused by built-up emotions, not germs. When the stress is gone, the body usually returns to normal.

People have "ups and downs" of stress, and our bodies work to balance the effects. Long-term stress can damage a person's physical and mental health and produce troubling behaviors. People who deny their tension may develop serious illnesses. Others seek relief in alcohol or other drugs. Some strike out with words or fists, trying to release their anxiety and frustration. Drugs and violence are not good ways to handle stress.



## LESSON PLAN:

# Stress Management

### OBJECTIVES:

- To increase the kids' awareness of how stress can influence decisions
- To help kids recognize the everyday signs and symptoms of stress

### ACTIVITIES, AUDIENCE AND TIME

- **Activity 1:** Defusing Your Stress (*grades 4 to 8; 30 minutes*)
- **Activity 2:** Stress Inventory (*grades 4 to 6; 15 minutes*)
- **Activity 3:** Stress Less (*grades 4 to 8; 15–30 minutes*)

### MATERIALS:

Material lists for the individual activities appear on the activity sheets

### LESSON OVERVIEW:

#### Before the lesson:

Review the activities and decide which are most appropriate for the age and experience levels of your group members.

#### During the lesson:

Complete the activities that are most appropriate for the age and experience levels of your group members.

#### Talking It Over:

Questions to talk over appear at the end of each activity.



## ACTIVITY 1:

# Defusing Your Stress

### FOCUS:

Stress

### OBJECTIVES:

- To help the kids understand what stress is and how to cope with it.
- To help the kids understand how some people might think stress is a reason to use tobacco.
- To help the kids understand how developing positive methods of coping with stress may help prevent tobacco use.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- 8 balls of yarn or other soft balls
- *Teens on the Go! Understanding and Defusing Your Stress* (4-H 1549; one per person, available from your county MSU Extension office)

### SETTING:

An open area with no breakable objects

### TIME:

30 minutes

### PROCEDURES:

#### Before the meeting:

Gather the materials you need and read *Teens on the Go! Understanding and Defusing Your Stress* (4-H 1549), which is available from your county MSU Extension office. Find a space with no breakable objects nearby so that nothing is damaged when the kids toss the eight balls.

#### During the meeting:

**1.** Have the group stand in a circle. Ask them to define “stress.” After the kids have offered their definitions, read aloud the following definition of stress:

*Stress is the body’s physical and emotional reaction to events or situations that frighten, confuse or excite us. Physical reactions include contraction of muscles, increased heart beat, rapid breathing and decreased rate of digestion. Emotional reactions include feelings such as fear, happiness or anger.*

**2.** Show the kids the yarn balls and tell them that each ball represents a person or thing in their lives that causes them stress. The stressors could be school, friends, parents or other factors.

**3.** Have one person call out one stressor and toss the ball to that person. Have a second person call out another stressor and have the person holding the ball toss it to the second person. Have the group continue in the same manner until each person has called out a stressor and had the ball tossed to him or her. Tell the group that they need to remember the order in which they tossed the ball.

**4.** Now start the process over, adding one ball at a time until the group has a hard time keeping all the balls going.

**5.** Stop the ball toss. Ask the group how they felt when all of the yarn balls were flying around. Let them know that this is one form of stress – when they can’t keep up and feel overwhelmed.

**6.** Explain to the kids that stress is a common everyday phenomenon in our lives. How we cope with stress determines whether stress is good or bad.

**7.** Have the group sit in a circle to discuss ways to cope with stress. Have them list methods they use to cope with stress.

**8.** Ask the kids to list positive and negative ways to cope with stress. (*A few negative methods include using drugs such as alcohol, cocaine, marijuana, or smoking or chewing tobacco; fighting; withdrawing; and eating too much. A few positive methods include physical activity such as running, playing tennis or mowing the yard; relaxation exercises such*

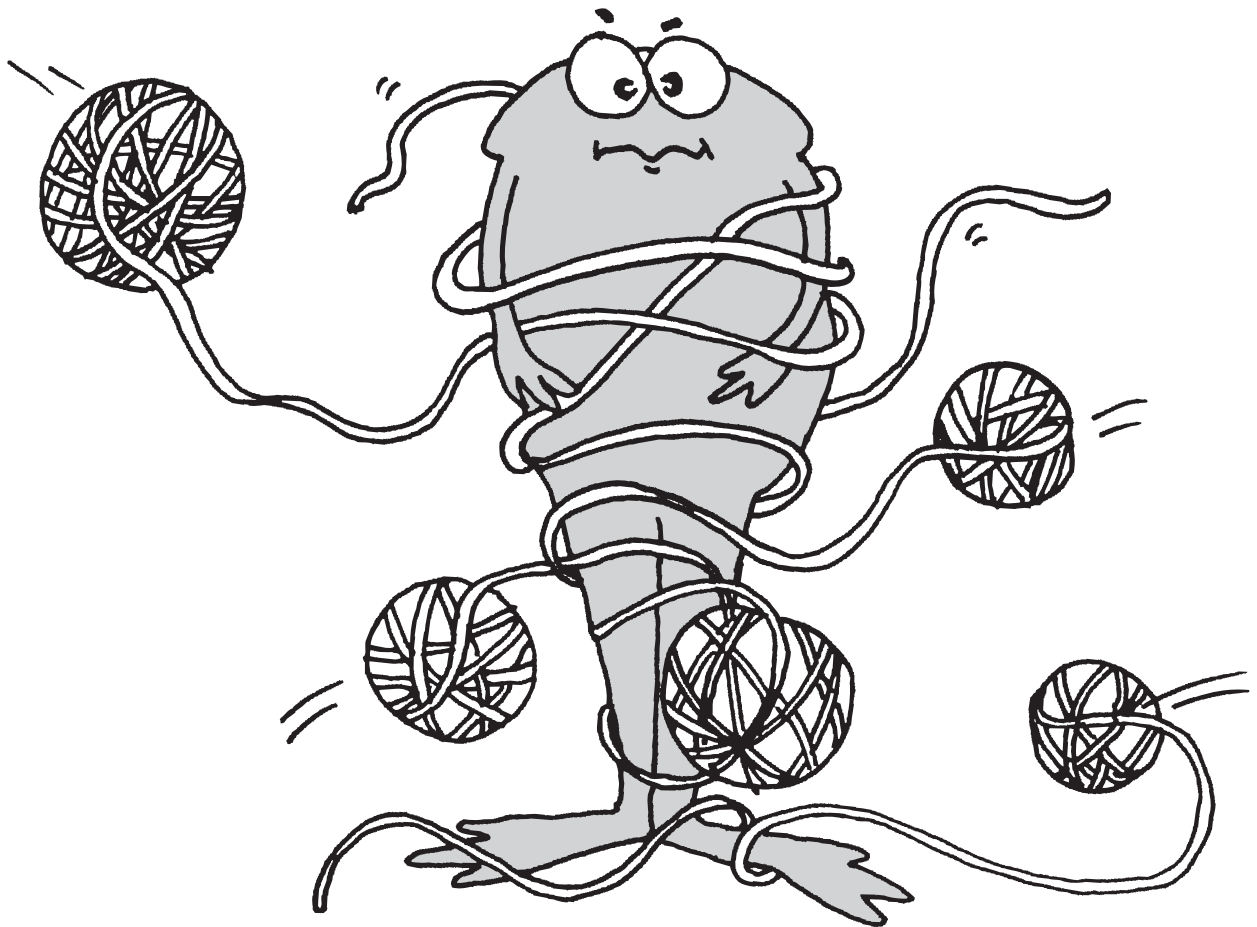
as deep breathing, stretching and listening to music; avoiding stressful situations; getting enough sleep and rest; talking over your problems with a friend, family member, teacher or counselor; avoiding drug use.)

### **TALKING IT OVER:**

Discuss with the group how they could use some of the coping ideas at home, at school or with their families or friends to avoid tobacco use.

### **SOURCES:**

- 4-H Youth Programs (1981). *Stress Connection Member's Guide Leader's Guide*. East Lansing, MI: Michigan State University Cooperative Extension Service.
- 4-H Youth Development (1997). *Teens on the Go! Understanding and Defusing Your Stress (4-H 1549)*. East Lansing, MI: Michigan State University Extension.



## ACTIVITY 2:

# Stress Inventory

### FOCUS:

Coping with stress

### OBJECTIVE:

To help kids explore some of their physical and emotional reactions to stress and ways to cope with these symptoms.

### AUDIENCE:

Grades 4 to 6

### MATERIALS:

“My Personal Stress Symptoms” handout (one per person)

Pencils

### TIME:

15 minutes

### PROCEDURES:

1. Read aloud or paraphrase the following information.

*Everyone has stress. Stress is worry or strain caused by new or difficult situations. Stress isn't necessarily bad for you. A little stress keeps you alert and on your toes. Stress can cause physical symptoms such as having an upset stomach or headache, eating too much or too little, being tired much of the time, or having difficulty sleeping. Emotional signs of stress can include being cranky or hard to get along with, being bored with school or work, being angry with others and being restless.*

2. Tell the kids they're going to do an activity designed to help them identify the different ways stress affects them physically and emotionally.

3. Give each person a copy of the “My Personal Stress Symptoms” handout and a pencil. Ask them to think about what happens when they're in a threatening or challenging situation. For example, when someone is threatening to hurt them, their heart might beat really fast. In a challenging situation such as giving a speech in front of their class, their hands may get all sweaty. Tell them they'll have 5 to 10 minutes to fill out the handout to indicate how they react to these situations.

### TALKING IT OVER:

After the kids have filled out the “My Personal Stress Symptoms” handout, have them find a partner and take turns sharing their stress symptoms. Ask them to discuss why there might be similarities and differences between their lists. Remind them that each person is affected by stress differently.

### SOURCES:

- Adapted with permission from Michigan 4-H Youth Programs (1991). *Inner Space: Coping With the Changes in My Life* (4-H 1493). East Lansing: Michigan State University Cooperative Extension Service. 1991.
- Adapted with permission from Michigan 4-H Youth Programs (1997). *Teens on the Go! Understanding and Defusing Your Stress* (4-H 1549). East Lansing, MI: Michigan State University Extension.

## STRESS INVENTORY HANDOUT:

# My Personal Stress Symptoms\*

Think about times when you're under a lot of stress. Put a check next to all those things you feel during these times.

- |  |  |
|--|--|
| <input type="checkbox"/> My head aches.                  | <input type="checkbox"/> My stomach feels upset.     |
| <input type="checkbox"/> I don't want to talk to anyone. | <input type="checkbox"/> My back aches.              |
| <input type="checkbox"/> My neck aches.                  | <input type="checkbox"/> I go to the bathroom a lot. |
| <input type="checkbox"/> I feel depressed.               | <input type="checkbox"/> I lose my appetite.         |
| <input type="checkbox"/> I can't concentrate.            | <input type="checkbox"/> I get diarrhea.             |
| <input type="checkbox"/> I grind my teeth.               | <input type="checkbox"/> I just want to eat.         |
| <input type="checkbox"/> I want to smoke.                | <input type="checkbox"/> I get heartburn.            |
| <input type="checkbox"/> My face gets flushed.           | <input type="checkbox"/> I get restless.             |
| <input type="checkbox"/> I cry.                          | <input type="checkbox"/> I want to drink alcohol.    |
| <input type="checkbox"/> I feel dizzy.                   | <input type="checkbox"/> I get really bored.         |
| <input type="checkbox"/> I bite my nails.                | <input type="checkbox"/> I just want to sleep.       |
| <input type="checkbox"/> My heart beats fast.            | <input type="checkbox"/> I feel tired.               |
| <input type="checkbox"/> My shoulders get tight.         | <input type="checkbox"/> My legs shake.              |
| <input type="checkbox"/> My throat and mouth get dry.    | <input type="checkbox"/> I can't sleep.              |
| <input type="checkbox"/> I feel like hitting someone.    | <input type="checkbox"/> I can't keep my feet still. |
| <input type="checkbox"/> My hands get cold and sweaty.   | <input type="checkbox"/> I want to use drugs.        |



\*Adapted with permission from Michigan 4-H Youth Programs (1991). *Inner Space: Coping With the Changes in My Life* (4-H 1493). East Lansing: Michigan State University Extension.

## ACTIVITY 3:

# Stress Less\*

\* Adapted with permission from Michigan 4-H Youth Programs (1981). *Stress Connection Leader Guide*. East Lansing: Michigan State University Cooperative Extension Service.

### FOCUS:

Coping with stress

### OBJECTIVES:

- To help the kids come up with methods they can use to deal with stress.
- To help the kids learn about ways other kids deal with stress.
- To help the kids identify both good and bad ways of dealing with stress.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Newsprint or other large paper
- Markers or crayons
- Masking tape

### TIME:

15–30 minutes

### PROCEDURES:

1. Ask the group what things they see in advertisements that they like.
2. Ask them to identify some positive and negative ways to cope with stress. (*Positive ways include physical exercise, music, taking time to relax. Negative ways include smoking and overeating.*)
3. Now tell the kids that they're going to have 15 to 20 minutes to draw an ad that will help them advertise positive ways to cope with stress. Suggest that they use some of the ideas they came up with on coping with stress and their personal stress symptoms in previous activities to create an advertisement.
4. Divide the group into smaller groups or let them work as individuals. Give each group or individual a sheet of newsprint and some markers or crayons.
5. When the kids have finished their ads, ask for volunteers to share their ads with the rest of the group. After each person or team has explained their ads, have them tape the drawings on the wall where everyone can see them.

### TALKING IT OVER:

Have the kids sit in a circle and ask them the following questions:

- What advertisement was the most fun?
- The most serious?
- Which ones show the most positive ways of coping with stress?
- Where else might you display these ads?



# LESSON 6: Advertising



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## BACKGROUND INFORMATION: Advertising

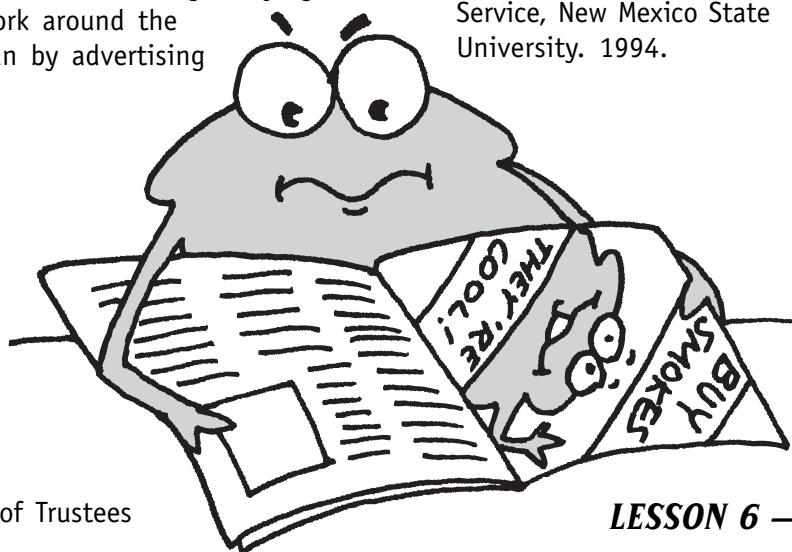
Growing, manufacturing and selling tobacco is a business, and for businesses to make a profit (earn money), they need to market their products. It has been reported that cigarette companies spend \$8.24 billion each year on advertising. Many tobacco industry documents have shown that tobacco companies direct their advertising to young people. Reports show that for tobacco companies to keep the industry profitable, they must attract 2 million new smokers each year.

Advertisers reach kids by advertising in magazines with large numbers of young readers, on clothing that one can buy by

collecting “points” from their brand of cigarettes, at concerts, at sporting events that get television coverage, and by showing actors and actresses smoking in movies. Ads are designed to appeal to kids and also target certain segments of the population such as African Americans, Hispanics and women.

In their advertising, tobacco companies portray smoking as a behavior that is attractive, sexy, macho and cool. They imply that smoking makes you laugh and have fun with your friends. They try to promote a healthy image by showing people participating in sports or activities such as swimming or water skiing. Sometimes they try to make you to think their product is healthier than other brands by using words such as “low tar” or “low nicotine” in their advertising. They also use catchy phrases and slogans, and cartoon characters.

Tobacco advertising has been banned from television since 1971. Some tobacco companies, however, have begun trying to work around the ban by advertising



that they are doing good for the community by donating money to charity. Their ads make it seem like their company cares about human needs, but in reality, tobacco companies don’t care about communities or about you. They care about making money for themselves. That’s it.

## Sources

Information came from the following sources:

- Campaign for Tobacco-Free Kids. <http://www.tobaccofreekids.org>. Accessed March 28, 2002.
- *Media Sharp*. The Office on Smoke and Health, Centers for Disease Control and Prevention (CDC), American Academy of Pediatrics, National Association Health Information Network, the Center for Substance Abuse Prevention, Substance Abuse and Mental Health Services Administration.
- New Mexico Cooperative Extension Service (1994). *Choices in a Pack*. [Software]. Las Cruces, NM: Cooperative Extension Service, New Mexico State University. 1994.

## LESSON PLAN:

# Effects of Advertising

## OBJECTIVE:

To encourage kids to think about how television commercials and tobacco ads in magazines affect them and others.

## ACTIVITIES,

## AUDIENCE AND TIME

- **Activity 1:** Selling to Kids – Television (*grades 4 to 8; 35–40 minutes*)
- **Activity 2:** Selling to Kids – Magazines (*grades 4 to 8; 20–30 minutes*)
- **Activity 3:** Create the Truth About Tobacco Ads (*grades 4 to 8; 30 minutes*)
- **Activity 4:** Smoker’s Cough Game (*grades 6 to 8; 35 minutes*)

## MATERIALS:

- “Advertising” background information
- Newsprint or other large paper
- Markers
- Masking tape
- Media Sharp: Analyzing Tobacco and Alcohol Messages* (optional), available from the Centers for Disease Control and Prevention, Office on Smoking and Health, 4770 Bulford Highway, N.E., Atlanta, GA 30341, (800) CDC 1311. <http://www.cdc.gov/tobacco>.
- Materials lists for individual activities appear on the activity sheets.

## LESSON OVERVIEW:

### Before the lesson:

1. Read the “Advertising” background information on how tobacco companies use advertising to get kids to use and buy their products.
2. Decide which activities are most appropriate for the age and experience levels of your group members.

### During the lesson:

Complete the activities that are most appropriate for the age and experience levels of your group members.

## TALKING IT OVER:

After the group has completed the activities in the session, have them sit in a circle and ask them the following questions:

- What did you like about the activities we did today?
- What didn’t you like about the activities we did today?
- Were you surprised to discover some of the tactics advertisers use to influence young consumers’ buying decisions?
- What one thing did you learn that you will share with someone in your family or with a friend?
- When you think back about all of the sessions you’ve attended, do you think the activities you’ve completed and the information you’ve learned will help you choose not to use tobacco? Why or why not?

## SOURCES:

Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996). *Teens Against Tobacco Use (TATU)*. New York, NY: American Cancer Society, American Heart Association & American Lung Association. 13–19.





## ACTIVITY 1:

# Selling to Kids – Television

### FOCUS:

Effects of advertising

### OBJECTIVE:

To help the kids understand how television commercials are designed to influence young consumers' purchasing habits.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Television and videocassette recorder (VCR)
- Videotape of a half-hour television show that's popular with young people
- Pencils or pens
- Notebook paper
- "Thinking About Commercials" sheet
- Newsprint or other large paper
- Masking tape
- Markers

### TIME:

35–40 minutes

### PROCEDURE:

#### Before the meeting:

1. Record a half-hour episode of a television show that's popular with young people. Include the commercials that run before and after the show.
2. Cue the videotape to the start of the first commercial.
3. Write the questions from the "Thinking About Commercials" sheet on newsprint large enough for the whole group to read.

#### During the meeting:

1. Begin the session by discussing the following questions:
  - What is advertising?
  - What is the purpose of advertising?
  - What does advertising do?
  - What is one example of an ad or special promotion you remember?
  - Is advertising always truthful?
2. Next, explain to the kids that they're going to explore how television commercials are designed to affect what young consumers buy.
3. Have the kids form small groups and distribute paper and pencils to each group.
4. Share the "Advertising" background information sheet with the group. Then tell them that they're going to review some television commercials and magazine ads and talk about how this advertising is designed to influence their buying decisions.
5. Tell them that first, they'll watch the commercials from a half-hour television show that's popular with young people. Ask them to write at the top of their papers how many commercials they think will air during the show.
6. Review the questions on the "Thinking About Commercials" sheet with the kids. Tell them to keep these questions in mind as they watch the commercials.
7. Start the videotape at the first commercial. Play the commercials at normal speed, and fast forward through the show.
8. When the half-hour episode is over, stop the tape and have the groups answer the questions from the "Thinking About Commercials" sheet.
9. Have the groups take turns sharing their answers and have a volunteer record the responses on newsprint. Ask the kids how many commercials were actually shown during the 30-minute show.

## SELLING TO KIDS – TELEVISION HANDOUT:

# Thinking About Commercials

Please answer this question **BEFORE** you watch the video of the television show.

- How many commercials do you think will be shown during this half-hour television show?

---

---

Please answer the following questions **AFTER** you watch the video.

- How many were actually shown?

---

---

- Was your guess higher or lower than the actual number of commercials shown? How far off was your guess?

---

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- Were you surprised by the actual number of commercials shown? Why?

---

---

- Why are there so many commercials? *(Point out that the money the advertisers pay to air the commercials helps to pay for the cost of producing the show.)*

---

---

- Do you think that commercials influence people's buying decisions? Why or why not?

---

---

- Do you think some people (kids, for example) are more susceptible to advertising's influence than others are? Why or why not?

---

---

- Different shows attract different kinds of advertisers. For example, Saturday morning cartoons often sell items kids are interested in because kids are the main viewers. Commercials for products designed for elderly people wouldn't be very effective during that time slot. What kinds of advertisers might want to buy commercial time on sporting events? On soap operas? On news shows?

---

---

- What kinds of technology do you think might be available in the future to help viewers experience products that are advertised?

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## ACTIVITY 2:

# Selling to Kids – Magazines

### FOCUS:

Effects of advertising

### OBJECTIVES:

- To help kids become aware of the powerful influence of tobacco advertising and promotion.
- To help kids understand the role tobacco advertising plays in shaping the attitudes of young people.
- To show kids that tobacco advertising is deceitful.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Several tobacco advertisements from magazines
- “Truth in Tobacco Advertising – A Reality Check” worksheet (one per person)
- Pens or pencils

### TIME:

20–30 minutes

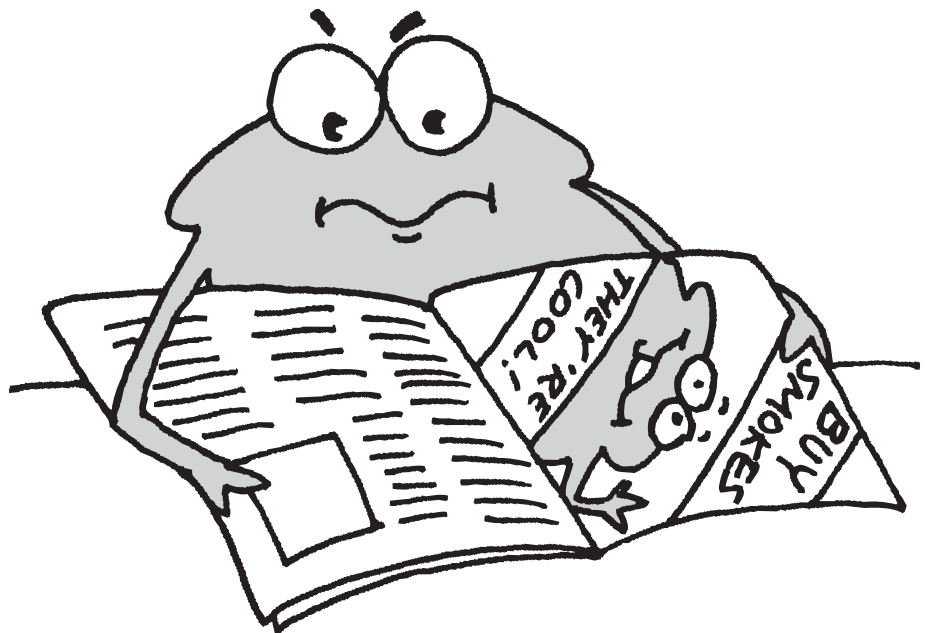
### PROCEDURE:

#### Before the meeting:

1. Collect several tobacco advertisements from magazines that are popular with youth (such as *Teen People* and *YM*).
2. Make copies of the “Truth in Tobacco Advertising – A Reality Check” worksheet.

#### During the meeting:

1. Divide the group into teams of two or three people. Give each small group two or three of the tobacco advertisements you collected. Pass out the “Truth in Tobacco Advertising – Reality Check” worksheet and pens or pencils.
2. Tell the group that each team will have about 15 minutes to pick an ad, analyze it and answer the questions on the worksheet about it.
3. After the teams have finished analyzing their ads, have them rejoin the large group. Have the teams take turns reporting their findings about the contents of the ads they examined.



## WORKSHEET:

# Truth in Tobacco Advertising – A Reality Check\*

Fill in the blanks with information from the advertisement your team chose to analyze.

1. Who do you think this ad would appeal to? \_\_\_\_\_  
\_\_\_\_\_
2. What does the picture in the ad have to do with tobacco? \_\_\_\_\_  
\_\_\_\_\_
3. What method or methods (such as humor, cool people, fun, catchy slogans) are the advertisers using in the ad to persuade you to buy and use their product? \_\_\_\_\_  
\_\_\_\_\_
4. What product is being sold in this ad? \_\_\_\_\_
5. What in the ad shows you that this is the product being advertised? \_\_\_\_\_  
\_\_\_\_\_
6. What audience is the ad trying to reach? How can you tell this? \_\_\_\_\_  
\_\_\_\_\_
7. What words or graphics deliver the message about this product? \_\_\_\_\_  
\_\_\_\_\_
8. What in the ad was appealing or interesting to you? \_\_\_\_\_  
\_\_\_\_\_
9. Do you think the claims in the ad were true or false? Why? \_\_\_\_\_  
\_\_\_\_\_
10. What does the warning label say? \_\_\_\_\_  
\_\_\_\_\_
11. Do you think tobacco advertisements influence people's decisions to buy tobacco? Why or why not?  
\_\_\_\_\_

\* Adapted from Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996). *Teens Against Tobacco Use (TATU)*. New York, NY: American Cancer Society, American Heart Association & American Lung Association. 13–19.

## ACTIVITY 3:

# Create the Truth About Tobacco Ads

### FOCUS:

Effects of advertising

### OBJECTIVE:

To have the kids use their new “media smarts” to create effective ads against tobacco use.

### AUDIENCE:

Grades 4 to 8

### MATERIALS:

- Newsprint or other large paper
- Markers
- Masking tape
- Several cigarette ads from various magazines

### TIME:

30 minutes

### PROCEDURE:

1. Divide the kids into teams of three or four people, then hand out the newsprint and markers.
2. Tell them they’ll have about 15 minutes to create ads that counter tobacco company advertising and tell the real story about the effects of tobacco use. Explain that they should also decide what magazine the ads should run in.
3. After the teams have finished their ads, have them take turns sharing the ads with the whole group.

### TALKING IT OVER:

Ask the kids to talk about some of the similarities and differences in the way television commercials and magazine ads are written.

### TRY THIS, TOO:

Have the kids use the *Communications Toolkit: Fun, Skill-Building Activities to Do With Kids* (4-H 1560), which is available from your county Michigan State University Extension office, to plan a media campaign around the antitobacco ads they’ve created.

### SOURCE:

Hisgen, J., Joyce, G., Lovelady, P., Miller, D., Reinach, J., Whiton, B., & Whiton, K. (1996). *Teens Against Tobacco Use (TATU)*. New York, NY: American Cancer Society, American Heart Association & American Lung Association. 13–19.



## ACTIVITY 4:

# Smoker's Cough Game

### FOCUS:

Retaining what you've learned

### OBJECTIVE:

To test the kids in a fun way on what they've learned during the six sessions.

### AUDIENCE:

Grades 6 to 8

### MATERIALS:

- "Smoker's Cough Game Questions" (one set)
- One dice
- Newsprint or other large paper
- Colored markers
- Small prize (such as candy) for the winning team

### TIME:

35 minutes

### PROCEDURE:

#### Before the meeting:

1. Photocopy one set of the "Smoker's Cough Game Questions" for the game leader.
2. On a sheet of newsprint, write the following:

#### Smoker's Cough Game Points and Consequences

**0–15 points:** Great job! You're well-armed with information to help you resist any pressure to start using tobacco.

**16–30 points:** You're learning more about the dangers of using tobacco all the time. Keep it up and soon you'll be an antitobacco expert, too.

**31–45 points:** Nice try. You need a little more time to brush up on the negative effects of using tobacco.

**45+ points:** Hmm. You have some big gaps in your knowledge of the dangers of using tobacco. Consider spending a little more time with the "Life's a Kick" materials so you can protect yourself from tobacco.

3. Display the newsprint where everyone can see it.

#### During the meeting:

1. Tell the kids they're going to play a game called "Smoker's Cough" in which the object of the game is to get the **least** amount of points. In this game, as players accumulate points, their risk of dying from a tobacco-related disease increases. Point out the "Smoker's Cough Points and Consequences" sheet.
2. Divide the group into teams of two to four people and have each team come up with a name.
3. Explain the rules, which are that each team will be asked a question from the Smoker's Cough Game Questions Sheet that they can discuss for 5 seconds. One team spokesperson must give the group's answer. If the answer is right, the group **doesn't** have to roll the dice. If the answer is wrong, the group **must** roll the dice. The team then earns as many points as turn up on one throw of the dice.
4. Begin reading off the questions one by one to each group in turn. Add up the points as necessary.
5. The game is over when all of the questions have been read.
6. The team with the fewest points wins the game!

## QUESTIONS:

# Smoker's Cough Game



The correct answers to these questions appear in ***bold italic*** type.

- How much would it cost someone to smoke a pack of cigarettes every day for a month?

***About \$98***

- Name five diseases or health issues that can result from smoking.

Possible answers include: ***heart disease, emphysema, ulcers, lung cancer, throat cancer, bronchitis, stroke, high blood pressure, stomach cancer, mouth cancer***

- Name five chemicals found in cigarette smoke.

Possible answers include: ***arsenic, acetone, butane, carbon monoxide, lead, meth-ane, naphthalene, stearic acid (see pg. ?? for more possible answers).***

- Name five short-term consequences of smoking.

Possible answers include: ***bad breath, loss of money, poor circulation, trouble with parents, yellow teeth.***

- How much would it cost someone to smoke a pack of cigarettes every day for one year?

***About \$1,200***

- It's as hard to quit smoking as it is to quit what three other substances?

***Heroin, cocaine and alcohol***

- Name the three most heavily advertised brands of cigarettes.

***Marlboro, Camel and Newport***

- How much would it cost to smoke a pack of cigarettes a day for one week?

***Any answer between \$17.50 and \$31.50***

- Tobacco smoke contains more than how many chemicals?

***4000***

- How many nonsmoking Americans die from lung cancer each year due to exposure to second-hand smoke?

- a. 100
- b. 1,000
- c. 3,000***
- d. 6,000

- True or False: More smokers die from heart disease that has been caused by cigarettes than from cancer.

***True***

- How many dollars do tobacco companies spend each year on advertising?

- a. About \$1 million
- b. \$6.7 million
- c. \$8.24 billion***
- d. \$11 billion

- True or False: More people die each year from smoking-related illnesses than from AIDS, homicide, suicide, alcohol abuse, cocaine use, heroin use, auto and airplane crashes, and fire combined.

***True***

- True or False: Spit (chewing) tobacco is a safe alternative to smoking tobacco.

***False***

- Smoking one cigar is like smoking how many cigarettes?

***10 cigarettes***

- How many minutes does each cigarette cut from a smoker's life?

***7 minutes***

- In what year did the first warning label appear on all cigarette packages sold in the United States? (Hint: Between 1959 and 1971)

***1965***

- Name five of the "household items" used to demonstrate the chemicals in a cigarette:

Possible answers include: ***ant poison, moth balls, nail polish remover, rat poison, recharge-able batteries, tar, toy car***

- Which one of these is **not** part of the human respiratory system?

- a. Larynx
- b. Alveoli
- c. Liver***
- d. Trachea

- What is the primary job of the human lung?

***To serve as the transfer point where the blood "picks up" oxygen from the air we inhale and "drops off" carbon dioxide to be exhaled.***

- What is the primary function of the tiny hairs in the human nose?

**To keep dirt and germs out of your nose.**

- What is emphysema?

**A lung disease that makes breathing extremely difficult.**

- All of the following are long-term effects of smoking except:

**a. Longer life expectancy**

- b. Lung cancer
- c. Stroke
- d. Emphysema

- How many of the more than 4000 chemicals found in cigarette smoke do we now know cause cancer?

- a. 1000
- b. 385

**c. 40**

- d. 16

- Name two techniques for being assertive:

Possible answers include:  
**expressing your feelings in a direct and honest way, looking other people directly in the eyes, not fidgeting, saying “no” and repeating it as often as necessary to get your point across, asking why the other person continues to pressure you**

- Use an assertive technique to respond to the following pressure line: “One cigarette won’t kill you! Just have one.”

Possible answers include: **“No.” “I don’t want to mess up lungs with even one cigarette.” “One won’t do it, but the addiction that might start with just one might kill me.” “No. No. No. No. No. No. No.”**

- Name three positive ways to cope with stress:

Possible answers include:  
**physical activity, talking the situation over with a friend or trusted adult, listening to music, relaxing, writing**

- Which of the following is **not** a negative way to cope with stress?

- a. Smoking
- b. Walking**
- c. Drinking alcohol
- d. Abusing drugs

- True or False: If a person uses tobacco, his or her friends are more likely to start using it.

**True**

True or False: The nicotine in tobacco is what causes the user to become addicted.

**True**

- True or False: All stress is bad.

**False**

- What system in the body is most affected by smoking?

- a. Circulatory system
- b. Nervous system
- c. Muscular system

**d. Respiratory system**

- e. Digestive system

What are two of the three decision-making steps? Explain.

**1. Stop.**

**2. Think.**

**3. Take action.**

## SOURCES:

- National Cancer Institute <http://www.nci.nih.gov/>. Accessed March 28, 2002.
- American Lung Association <http://www.lungusa.org>. Accessed March 28, 2002.
- Centers for Disease Prevention and Control <http://www.cdc.gov/tobacco>. Accessed March 28, 2002.
- Center for Tobacco-Free Kids <http://www.tobaccofreekids.org>. Accessed March 28, 2002.
- Kickbutt <http://kickbutt.org>. Accessed March 28, 2002.







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1P-12:02-4-H Website: [www.msue.msu.edu/cyf/youth/dst/lifes-a-kick.pdf-RM](http://www.msue.msu.edu/cyf/youth/dst/lifes-a-kick.pdf-RM)

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# Life's A Kick Curriculum Feedback Form

Reviewer's name (optional):	Date of review:
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Name of *Life's A Kick* session reviewed:

Description of reviewer: (Check all that apply)

Parent	Out-of-School Staff Member	Administrator	Volunteer
4-H Youth Staff	Classroom Teacher (grade: ___)	Other (please specify):	

Description of setting: (Check all that apply)

Afterschool program	Camp (summer or day)
Club (4-H, Girl or Boy Scouts, Campfire)	In school classroom
Recreation program	Other (please specify):

Ages of youth participants: (Check all that apply)

7 or above	8 to 10	11 to 12	13 to 14	15 or above
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<b>Directions:</b> Please use this form to review a session of the Life's A Kick curriculum. Mark whether you strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD) with each statement about curriculum. If you indicate that you disagree or strongly disagree with a statement, please explain your response at the bottom or on the back of this form. Your written comments will be very helpful.	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>
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- |  |  |  |  |  |
|--|--|--|--|--|
| 1. The title of the session was catchy.  |  |  |  |  |
| 2. The titles of the activities are catchy.  |  |  |  |  |
| 3. The objectives of the activities were clear.  |  |  |  |  |
| 4. The time allowed for each of the activities in the session was appropriate.   |  |  |  |  |
| 5. The activity descriptions were complete, well organized, easy to understand and required a minimum of preparation to carry out. |  |  |  |  |
| 6. The supplies and materials for the activities in this session are readily available.  |  |  |  |  |
| 7. The activity was appropriate for my group.  |  |  |  |  |
| 8. The content is fun and children would enjoy doing it.   |  |  |  |  |
| 9. The activity appeared to accomplish what it set out to do.  |  |  |  |  |

10. What indicated to you that the goals of the session were accomplished?

11. Which of the following life skills were addressed in this unit?

Communication skills	Healthy life style choices	Teamwork skills
Decision-making	Tobacco prevention information	Other
Disease prevention	Problem-solving	

12. Any other comments or suggestions about the session:

**To mail or fax your completed feedback form, send to:**  
 Janet Olsen, Program Leader, 4-H Youth Development, 160 Agriculture Hall, East Lansing, MI 48824-1039  
 Fax: 517/355-6748