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CHAPTER

1

TOBACCO



Tobacco Icebreaker

Icebreaker: Tobacco People Hunt

Time Needed

10–20 minutes

National Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objectives

1. Students will initiate discussion regarding the use of tobacco products and their effect on health.
2. Students will interview classmates regarding their personal opinions, attitudes, and experiences with tobacco products.

Materials & Preparation

1. Duplicate the Tobacco People Hunt worksheet, one copy per student.
2. The teacher should make sure he or she knows the answers to the boxes in the

Tools for Teaching Health

People Hunt game.

3. Arrange the desks around the perimeter of the classroom so there is space in the middle of the room to circulate.

Procedures

1. Explain to the class that they are going to begin a unit on *tobacco*. The first activity of the unit will be to play a game called Tobacco People Hunt!
2. Hand out the Tobacco People Hunt worksheets.
3. Advise students to write their name on top of their worksheet so that they do not lose it in the shuffle.
4. Tell students to read over the statements on the worksheet. The object of the game is to obtain as many signatures as they can before time runs out.
5. Students can sign only if they can answer or they fall into the category indicated. **NO CHEATING!**
6. No person may sign more than once on a page. Students may not sign anything on their own worksheet.
7. Tell students that they will circulate around the room and greet their classmates. Tell students to find out whether the students they speak to can sign anything on their worksheet, or vice versa. Remind students not to forget to find out the answer to what their classmates sign. The first student to get all their signatures wins! If no one has all the statements signed within the time allotted, the student with the most signatures wins.
8. Tell the students to start collecting signatures. You may want to consider telling them that they cannot obtain their first signatures from people sitting next to them. This will encourage them to get up out of their seats and circulate.
9. Continue the activity until the first student yells "Finished!" At this point all students should sit down. The winner must read off the statements that were signed, point out who signed them, and share the answers.
10. The teacher should go through the other statements and have students take turns sharing what they learned from their classmates. Discussion should separate myth from fact, clarify terms and definitions, and be fun!
11. Teachers can modify questions so they can be up-to-date and developmentally appropriate to their students' grade level.

Teacher Background Information: Suggested Answers to Tobacco People Hunt

Since answers and personal experience with tobacco will vary greatly from class to class, it is possible, and even likely, that some boxes will be left blank.

- Snuff is finely ground tobacco that may be snorted up the nose or placed in the mouth.
- Nicotine constricts blood vessels.
- The Surgeon General is the chief medical officer of the United States, appointed by the president and approved by Congress. The present Surgeon General (2006)

is Dr. Richard H. Carmona.

- Cigarette ads were banned from television and radio in 1971.
- Four different warnings.
- Three main chemicals in smoke are tar, nicotine, and carbon monoxide.
- COPD stands for chronic obstructive pulmonary disease.
- A lit cigarette may burn anywhere from 6 to 12 minutes, depending on how it is smoked.
- Alveoli are microscopic air sacs in the lungs where the exchange of oxygen and carbon dioxide occurs.
- Mainstream smoke is the smoke inhaled directly into the mouth. Side stream smoke is the smoke that enters the environment from burning tobacco.
- A Group A carcinogen is a chemical that has been scientifically proven to cause cancer.
- The only industry that spends more money on advertising is the automobile industry.
- 85 to 90 percent of all regular smokers begin before the age of 18.

Conclude by telling the class that the topics that they discussed today were a preview of some of the tobacco-related topics the class will be discussing in more detail over the rest of the unit.

Assessment

- Participation in the Tobacco People Hunt activity.



WORKSHEET 1.1

NAME _____

DATE _____

Tobacco People Hunt

Instructions

Walk around the room and try to find a person who *can provide the answer* in the *spaces* below. When you find someone, have them *print* their first name on that *line*. No individual may sign more than two *lines*. You may sign no more than two *lines* yourself. Your objective is to have as many *lines* filled in as possible within the time limit.

Find Someone Who . . .

- Knows what snuff is _____
- Knows what nicotine does to blood vessels _____
- Has never smoked a cigarette _____
- Is allergic to cigarette smoke _____
- Is an ex-smoker _____
- Knows who the Surgeon General is _____
- Can remember when cigarette ads were on TV _____
- Thinks it's sexy for a 16-year-old girl to smoke _____
- Thinks it's cool for a 16-year-old boy to smoke _____
- Knows the three main chemicals in cigarettes _____
- Knows what one of the warnings on a pack of cigarettes says _____
- Knows what "COPD" stands for _____
- Would rather date a nonsmoker _____
- Knows about how many minutes a lit cigarette will burn _____
- Knows the difference between alveoli and ravioli _____
- Knows the difference between mainstream and side-stream smoke _____
- Knows what a Group A carcinogen is _____
- Knows the only industry that spends more \$ than tobacco companies on advertising _____
- Knows what percentage of all smokers begin smoking before age 18 _____

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Tobacco Lessons

Lesson 1: Tobacco Grab Bag

Time Needed

One 40–50 minute class period

National Standards

- Students will analyze the influence of culture, media, technology, and other factors on health.

Objectives

1. Students will brainstorm what they know about various tobacco-related products.
2. Students will differentiate myths from facts in regard to smoking and health.

Materials & Preparation

Large bag (for example, shopping, grocery, canvas) with tobacco-related products or props—enough for one per student. Suggested items include

- Cigarette pack
- Canadian cigarette pack (more obvious, explicit warnings—in French and English)
- Smokeless tobacco tin
- Tobacco advertisement from magazine
- Roofing tar
- Model of a healthy lung versus a cancerous lung
- Bubble gum or candy cigarettes
- “Free” logo items (camel hat, Marlboro T-shirt)
- A model of a heart
- Running shoe
- A used cigarette filter
- A photograph of stained teeth
- Blood pressure cuff
- “No smoking” sign
- Anti-tobacco poster
- Surgeon General’s warning from side of pack
- A sign that reads “\$2,190.00” (amount a pack-a-day smoker spends in one year—for example, $\$6.00 \times 365$ —revise that amount if the price per pack is different in your local area)
- An article of clothing that smells strongly of smoke
- A cup used for “spit” tobacco

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- Cough drops
- Breath spray
- Toothpaste for smokers
- Model of an embryo
- Nicotine patch or gum
- Sign that says “Third Thursday in November” (National Smoke out Day)
- Picture of an older woman with “wrinkles.”

Procedures

1. Ask the group whether they have ever heard the expression “a bag of goodies?” Tell them, “Well, today, I’ve brought along a Bag of Baddies, because many of the items in this bag are not very good for your health.”
2. Explain that you will ask each student to come up and reach in the bag and pull out an item. You would then like them to tell the class what they know about the item and how it relates to the topic of Tobacco and Health.
3. If a student is stumped, ask if anyone else in the class has an idea about what the object has to do with the topic.
4. The teacher should facilitate discussion, clarify information, and give “hints” for some of the more abstract items.
5. Proceed with the activity until all the objects have been utilized.
6. Conclude by asking students to think of all the products that were discussed today. Point out that most or all of the items discussed were in some way related to the negative effects that tobacco has on physical mental, social, spiritual and intellectual health.

Assessment

- Participation in the Grab Bag activity
- Participation in class discussion

Lesson 2: Demonstration of Tobacco's Harmful Effects

Time Needed

One 40–50 minute class period

National Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Objectives

1. Students will list many harmful effects of tobacco smoke.
2. Students will describe several negative effects of tobacco smoke.
3. Students will discuss the dangers of secondhand smoke.

Materials & Preparation

1. One dry hard sponge, one damp moist sponge, one sheet of small packing bubbles.
2. A jar of dark molasses, a tall, thin clear glass cup (8 ounces or more).
3. One pack of cigarettes, one pouch of chewing tobacco, a cigar, a pipe, a tin of dip, and a tin of snuff.
4. Tell Me What You Know handout.

Procedures

1. Have students complete the Tell Me What You Know activity by writing down any information that they already know about tobacco smoke and second-hand smoke.
2. Review the assignment with the class.
3. Explain to students that they are about to take part in several activities that will give them a deeper understanding of the harmful effects of tobacco smoke.
4. Perform the Tobacco Demonstrations 1–4.
5. Conclude with a discussion in which students can share their responses to the activities that were performed.

Assessment

- Completion of the Tell Me What You Know worksheet.
- Participation in the Tobacco Demonstrations 1–4.

Demonstration #1: Nicotine Is a Stimulant

Time

7–10 minutes

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Objectives

1. Students will practice taking their pulse.
2. Students will compare resting heart rate to a (simulated) heart rate after smoking a cigarette.
3. Students will discuss the relationship between increased heart rate and cardiovascular disease.

Procedures

1. Ask the students if they know what ingredient in tobacco is addictive (*nicotine*).
2. Explain to students that nicotine is a drug that is called a stimulant. Like other stimulants (*caffeine, cocaine, crack*), nicotine speeds up the body.
3. Show the students where and how to take their pulses (*radial, on the thumb side of the wrist, and carotid, on either side of the neck*). Remind them that they cannot take their pulse with their thumb, because the thumb has its own pulse. They should feel for their pulse with their index and/or middle finger.
4. When all students have found their pulse, explain to the class that pulse is always counted in *beats per minute* (BPM). Explain to the students that they could count for 60 seconds, but there is an easier way to do it. Ask the students if they know the easier way (*some will have learned how to take their pulse in science*). The easier way would be to count the pulse rate for 30 seconds and multiply the number by 2, or count for 20 seconds and multiply the number by 3, or count for 15 seconds and multiply the number by 4, or count for 10 seconds and multiply the number by 6, or, finally, count the pulse rate for 6 seconds and multiply the number by 10. Explain to the class that the way they are going to count the BPM is to count how many pulses they feel in 30 seconds and multiply that number by 2.
5. Tell the class to make sure they have found their pulse and to start counting when you say “go.” Start them counting and stop them after 30 seconds is up. Tell them to *write* the number down (*otherwise they will forget it*) and multiply it by 2.
6. Write the following categories on the board: *50 and under, 51–60, 61–70, 71–80, 81–90, 91–100, 101–110, 111–120, and 121+*. Ask the students for a show of hands and tally how many students had resting heart rates in each category.
7. Then tell the students that they are going to pretend that they have smoked a cigarette. Remind them that nicotine is a stimulant, and it speeds up the body. Ask them if they can think of a way to speed up their bodies (*exercise*). Get the students up and lead them through jogging in place, jumping jacks, “Rocky” punches, and twists. Do this for 45–60 seconds, then tell the students to sit down and find their pulses. Once again, lead the students through a 30-second identification of their pulse rates and tally the rates on the board, in a second column next to where the resting heart rates were tallied (*it helps if you can do the tallies in different colored chalk for visual effect*).
8. Students will be amazed that their pulse rates are so high the second time around. Tell them to imagine that this same thing would happen to their hearts

every time they smoked a cigarette. What might happen to their hearts (*get tired, wear out, heart attack*)?

9. Some students may then ask, “Well, isn’t exercise good for you?” The answer to that question is that the heart is a muscle and exercise is a healthy way to strengthen that muscle, just as doing biceps curls strengthens the biceps muscle. Nicotine is an artificial, chemical product that speeds up the heart rate; it could be compared to steroids. It is not healthy. Also, when people exercise, they do it for 30–60 minutes a few times a week and the heart has a chance to rest in between. But the way that some people smoke, such as chain smokers, the heart never gets any rest.
10. Conclude by discussing how nicotine is a stimulant that artificially speeds up the heart rate. That is why people who smoke are at increased risk of heart disease and high blood pressure.

Demonstration #2: Simulated Emphysema

Time

5 minutes

Objectives

1. Students will see and feel the difference between a healthy lung and a tar-filled lung.
2. Students will hear and observe what happens to the alveoli when a person smokes.

Procedures

1. Show students the two sponges. Tell them that the damp, soft sponge is like healthy lung tissue. The dry hard sponge is like lung tissue that has been hardened by tar.
2. Allow students to compare the feel between the two sponges.
3. Tell students that alveoli are little air sacs in the lungs that hold the oxygen when we breathe.
4. Tell students that once the alveoli get hard, like in the dry sponge, they pop. This is called emphysema.
5. Hold the sheet of small packing bubbles up as a audiovisual effect. Slowly pop single air bubbles one by one. Tell students: “*The more a person smokes, the more alveoli they pop.*” Continue popping the air bubbles. The more the alveoli pop, the worse a person’s emphysema gets. Most of the time, the person knows that they are getting sicker and sicker, but they still won’t quit smoking. They are that addicted to the nicotine.
6. Ask students if they know what happens when alveoli pop (it gets harder to breathe). A person is breathing in oxygen, but there are fewer places for it to go because the alveoli are popped and they don’t grow back.
7. Conclude by discussing how alveoli function as air sacs in the lungs. If a person smokes, the nice soft lung tissue becomes hard and dry. When this happens

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the alveoli can pop, making it harder to breathe. When a person's alveoli pop, he or she gets a disease called emphysema.

Demonstration #3: A Year's Worth of Tar

Time Needed

2–5 minutes

Objectives

1. Students will observe how much tar passes through the lungs of a pack-a-day smoker.
2. Students will visualize what tar from cigarettes looks like in the lungs.

Procedures

1. Hold up the jar of molasses and allow the students to look at the dark, sticky fluid.
2. Tell students that this is what tar looks like, the tar that is in cigarettes. (*Students may comment that the molasses looks like the tar on their driveways. Agree.*)
3. Show students the clear glass. Ask them whether they can guess how much tar would be in the lungs if a person smoked a pack of cigarettes a day.
4. Pour a little molasses in the glass. Ask them, "Is that enough?"
5. Continue pouring in a little molasses at a time until the glass contains 8 ounces.
6. Tell students that this is how much tar would pass through a person's lungs if they smoked a pack a day, according to the American Cancer Society. That is why a person's lungs turn black when they smoke—the tar makes them black.
7. Conclude by discussing how smoking cigarettes places the lungs at risk. Tar collects in the lungs and makes them turn black. The body tries to get rid of the tar, but usually the person is smoking faster than the body can get rid of the tar. The good news is that once a person stops smoking, the tar starts being processed out of the body. Eventually, if the person doesn't start smoking again, the tar will be completely gone after a year or two (but alveoli can't repair themselves).

Demonstration #4: Cigarettes, Cigars, Pipes, Chewing Tobacco, and Snuff

Time Needed

7–10 minutes

Objectives

1. Students will compare the different types of tobacco products.

Procedures

1. Begin by showing the students the pack of cigarettes. Take out a cigarette and walk around the room so the students can examine it.
2. Point out that if you hold it “upside down” the tobacco doesn’t fall out. Point out that there are chemicals put in the cigarette so that the tobacco won’t fall out, the cigarette will feel nice and smooth, and the tobacco won’t rot on the shelves.
3. Ask the students what the filter (the white spongy pad at the lip-side of a cigarette) is and which side of the cigarette it is on (the white side). Ask what the point of the filter is (to filter out some of the chemicals). Ask the students whether the filter is perfect (no, it only filters out some of the chemicals, not all). Explain to the students that the filter is designed so that some of the chemicals get caught in it. Point out that some cigarettes are made without filters because people don’t want them; that if you roll your own cigarette (which is possible to do), it probably wouldn’t have a filter in it; and that there have been some health problems with little pieces of the filter being breathed in and getting caught in people’s lungs.
4. Next show the students the pouch of chewing tobacco. Walk around the room and let the students smell the putrid smell. (*Warning: don’t let them take too big a whiff, they may become nauseated.*) Pinch a few pieces of the tobacco and hold it up for the students to see. Note that chewing tobacco is merely the dried up tobacco leaves with chemicals in it.
5. Tell the students that people will put this in the side of their mouth between their cheek and their gums and suck on it. They don’t chew it. They don’t swallow it; that can make you throw up. Instead they spit out their saliva, which turns brown. This is what they see the baseball players using, although some chew gum or seeds now. (Ask whether any remember the movie *The Sandlot*, in which some kids get sick from chewing tobacco.) The students will ask, “*Why do people use it?*” Tell them that there is a “high,” a “buzz” that people get from tobacco. Nicotine is a drug, so people are willing to do some disgusting things to get that feeling.
6. Next show the students the chewing tobacco in the circular container. Point out that this is the same stuff as in the pouch, but it is just chopped up a little finer.
7. Then show the snuff. Pinch some and hold it up and let it fall back into the container like sand or dirt. Walk around the room and do this so that all the students can see. Ask the class what the difference between chewing tobacco and snuff is (snuff is finer). Ask whether anyone knows why snuff is ground so finely (so you can sniff it like cocaine). You sniff snuff, although in this country, people don’t really do that anymore. They used to, in “Paul Revere” days. They still sniff snuff quite a bit in Europe. It’s just a different way to experience the effects of nicotine.
8. Show the students what the pipe and cigar look like. They are just different ways to use tobacco products.

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9. Finally, alternately hold the products up and ask students from the back of the room to read what they can off the different sides of the products. Invariably, they will be able to see the symbols, and maybe the brand name, but never the Surgeon General's Warning. Discuss that they do this on purpose. If the tobacco companies didn't have to put the warning on the package, they wouldn't. As it is, they make it as small as possible.
10. Conclude by discussing how companies that sell tobacco products try to manipulate young people to encourage them to smoke.

Handout 1.1



NAME _____

DATE _____

Tell Me What You Know About Tobacco

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Lesson 3: Tobacco No-No

Time Needed

One to two 40–50 minute class periods

National Standards

- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Objectives

1. Students will define assertive communication.
2. Students will practice Refusal Skills related to tobacco use.

Materials & Preparation

1. Duplicate the Refusal Skills handout—one copy per student.
2. Props for scenarios (cigarettes, tobacco tin, and so forth).
3. Cut apart the 7 role-play scenarios
4. Write or tape a big sign on chalkboard entitled “We all have special reasons not to use tobacco.”

Procedures

1. Ask students to think of times that they let someone talk them into doing something they didn’t want to do. Ask the following questions:
 - How did you feel about what you did?
 - Do you have any regrets?
 - Since then, have you given any more thought to how you could have avoided that situation?
 - What would you do differently, if you could?
2. Discuss peer pressure and give examples. Conclude that peer pressure can have positive or negative consequences. If people consider consequences and risks, they can choose to accept or reject encouragement (pressure) from others.
3. Pass out the Refusal Skills worksheet and instruct students to look over the Ways to Say No. Discuss various methods. (Many students have had some exposure to these skills in their elementary school. This can be a reinforcement for them.) Tell them that it is important to plan for situations in which tobacco may be in use. Using Refusal Skills can help them avoid getting involved in something that they might regret, like picking up the smoking habit.
4. Break the class up into seven groups and assign each group one of the following scenarios to act out, using the Refusal Skills just reviewed. Allow 3–5 minutes for groups to assign roles and practice. After each, have the class evaluate

how they resisted (for example, which Refusal Skill they used).

5. Point to the big sign on chalkboard: “We Have Special Reasons Not to Use Tobacco.”
6. Then tell students:
 - “If you are an athlete or exercise regularly, please come up and stand under the sign.”
 - “If you play a brass or wind instrument, stand under the sign.”
 - “If you, or anyone in your family, has allergies, asthma, problems breathing, chronic colds, or coughs, please come up.”
 - “If you have a younger brother or sister and you don’t want them to smoke, please come up.”
 - “If you think that someday you may become a parent, please come up.”
 - “If you want to live a full, healthy life and lower your risk of cancer, lung disease, or heart attacks, please come up.”
 - “If you like having white teeth, nice breath, and clean-smelling hair, skin, and clothes, please come up.”
 - “If you are not a millionaire and don’t want to waste your money on cigarettes, please come up.”
7. Finally, join the group yourself, and close by pointing out that everyone has special reasons for not using tobacco.

Assessment

- Participation in the refusal skill role play.
- Participation in class discussion.

Extension Activity

- Scenarios can be videotaped and played back to students and parents at Open House.



HANDOUT 1.2

NAME _____

DATE _____

Ways to Say No

1. Broken record—say no and say no over and over.
When someone pressures you, simply say no and turn away.
2. Keep saying no (broken record).
If the pressure continues, repeat the word no. Don't offer excuses or explanations.
3. Give a reason.
Explain why you choose to refuse.
4. Make an excuse.
"I have an allergy" or "I tried it once and got sick."
5. Leave the situation.
As soon as you feel pressured, leave. Don't wait a minute longer.
6. Suggest something else to do.
"How about shooting a few baskets?" or "I'm on my way to the library."
7. Ignore the problem.
Change the subject or pretend you didn't hear.
8. Make a joke of it.
"If I want to hang around smoke, I'll join the fire department."

HANDOUT 1.3



NAME _____

DATE _____

Refusal Skill Scenarios

1. Your best friend's dad got two free hats from a cigarette company by sending in two thousand labels. Your friend wants to give you one. You think it's ugly and don't want to be a walking advertisement for cigarettes.
2. The captain of your baseball team takes out a little round tin and sticks a wad of "dip" tobacco in his mouth. You never knew this person was a tobacco user and you think it is gross. He offers some to you, saying, "A lot of baseball players use it." He says it will relax you and you'll play better.
3. You are with some friends after school. Sam, an older kid, takes out a pack of cigarettes and offers some to the group. Everyone takes one but you. Sam offers it to you again, saying, "What are you, a wimp?"
4. You are in a restaurant in a no-smoking section. The person at the next table lights up a cigarette.
5. Your favorite aunt just found out she is pregnant for the first time. She is a heavy smoker. She reaches for a cigarette and begins to light it up.
6. Your older sister just started smoking. She says she wants to lose weight and look like the models in the cigarette ads.
7. Your friend's dad has agreed to drive you and two other kids to a soccer tournament 50 miles away. After five minutes on the road, he lights up a cigar. It is cold out and all the windows are closed. You are allergic to tobacco smoke.

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Lesson 4: Tobacco Decision Making

Time Needed

One 40–50 minute class period

National Standards

- Students will demonstrate the ability to use decision-making skills to enhance health.

Objectives

1. Students will define the word *risk*.
2. Students will apply the G.R.E.A.T. decision-making model to common problems that kids their age face.

Materials & Preparation

1. G.R.E.A.T. handout (Handout 1.4)
2. Scenario handout (Handout 1.3)

Procedures

1. As students enter the class, the teacher will instruct them to begin the Do Now question written on the board: “What kinds of decisions have you made today?”
2. Students will take out notebooks and begin “Do Now” immediately.
3. After students complete the “Do Now,” the teacher will ask students at random one decision they have made today.
4. After each student has gone at least once, the teacher will ask the students some discussion questions leading toward activity.
5. Ask students:
 - What is a risk?
 - Is it OK to take a risk? Why or why not?
 - Why might people take risks?
 - What kinds of risks are worth taking?
6. The teacher will hand out the G.R.E.A.T. decision-making handout (Handout 1.4).
7. The teacher will review the G.R.E.A.T. model with students.
 - G: Give thought to the decision and problem.
 - R: Review all options.
 - E: Evaluate outcomes and each option.
 - A: Assess and choose the best option.
 - T: Think it over afterward. Would you make the same decision next time?
8. Pass out the worksheet and break the students up into dyads or triads to complete it.

9. Allow students 8–10 minutes to work together to complete the assignment.
10. Bring the class together and review student responses.
11. Conclude the lesson by asking the following questions:
 - What have you learned from this lesson?
 - Do you think it is worth it to take the risk to smoke cigarettes or do drugs? Why or why not?
 - Do you think G.R.E.A.T. could help you in the future?

Assessment

- Completion of the G.R.E.A.T. decision-making model worksheet.
- Participation in class discussion.



HANDOUT 1.4

NAME _____

DATE _____

G.R.E.A.T. Decision-Making Model

Give thought to the decision or problem

Review all your options

Evaluate outcomes and each option

Assess and choose the best option

Think it over afterwards—would you make the same decision next time?

WORKSHEET 1.2



NAME _____

DATE _____

Practicing G.R.E.A.T. Decisions

Apply the G.R.E.A.T. Decision-Making model to the following scenario:

You are a high school junior. While going to class, you walk behind the building and find two of your friends and someone you have been wanting to ask out for a while smoking. They offer you a cigarette. You've tried it a few times and didn't like it. Another concern, if you get caught, is the loss of your parking privileges.

Give thought to the decision or problem. What is the problem?

Review all options. List them below.

Evaluate the outcome of each option. What are the consequences of each option?

Assess and choose the best option. What is it and why?

Think it over afterward. Would you make the same decision next time?

Tools for Teaching Health

Lesson 5: Tobacco Talk Show

Time Needed

One 40–50 minute class period

National Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Objectives

1. Students will analyze a multitude of physical, social, and economic factors associated with smoking and tobacco use.
2. Students will synthesize their knowledge of tobacco and related concepts through an interactive role-play exercise.
3. Students will practice critical thinking skills in question-answer format.
4. Students will review the effects of tobacco products on lung and mouth cancer, prenatal development, and other health problems.

Materials & Preparation

Fake wireless microphone, and large name cards and props to identify characters:

- Danny Dip (baseball player who uses chewing tobacco)—baseball hat, spittoon or cup, black licorice
- Mr. Phil Mypockets (tobacco company executive)—dress shirt and tie
- Dr. I. C. Cancer (cancer doctor)—white lab coat, glasses
- Barbie Beautiful (cigarette ad model)—sunglasses and pearls
- Mrs. M. Bryo (pregnant mother who smokes)—extra large shirt, pillow to look pregnant, and a baby doll
- Chris Kidd (sixth grader)—school jacket, shirt, or sweatshirt

Procedures

1. Tell the students that today they will be simulating a TV talk show. Explain the format for the talk show. The teacher will be the talk show host, or the moderator, and the class will be the audience. Volunteers are needed to serve as talk show panelists.
2. Obtain six volunteers to play the parts and bring them into the hall. Assign the volunteers their roles and provide them with the background information and props necessary to get “in character.”
3. While the panelists are getting ready, tell the audience what and who the panelists are. While the audience is waiting for the panelists to get into their costumes, tell them to prepare at least one question for each of the panelists so the audience is prepared to ask questions right away when the panelists begin.

4. When the panelists have their roles ready and costumes on, escort them into the room and introduce them. The panelists should sit in front of the room at desks with their characters' name-tag visible to the audience.
5. Tell the audience that the topic for today's show is, "Should Tobacco Be Banned in the United States?"
6. Explain that Chris Kidd is undecided about choosing whether to smoke or not. He (or she) was invited to the show to help him make a decision about whether to smoke or not.
7. The teacher should facilitate the lesson, allowing the audience to ask questions and the panelists to answer them. The teacher should attempt to evenly spread out the questions among the panelists. As moderator, the teacher can guide the discussion, acting as devil's advocate, throwing fuel on the fire. Allow the discussion to go on as long as it continues to be productive. The teacher can also "plant" some questions in the audience to generate discussion and stay on track.
8. With one or two minutes left in the "show," bring closure by asking Chris Kidd what he thinks about tobacco now that he has heard all the panelists. Will Chris start using tobacco or not?
9. Thank the panelists for playing their roles. This serves as a subtle reminder that panelists were merely playing a part and that they do not necessarily believe what they said in character. This is important, especially if the discussion becomes heated.
10. Conclude by asking students what the point of this exercise was. Was it a good review? Why or why not?

Assessment

- Participation in the Talk Show as a panelist or audience member.
- Participation in class discussion.

Follow-up Activities

Arrange to have the "show" videotaped or performed before a larger audience in the auditorium. Segments can be used at Open House for parents.

Tobacco Home–School Connection

Home–School Connection: Smoking Interview

Time Needed to Complete

3–5 days

Time Needed to Present

20 minutes during one class period

National Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objectives

1. Students will interview a family member about tobacco use.
2. Students will document responses to interview questions.

Materials & Preparation

1. Duplicate the Where There’s Smoke worksheet—one copy per student.

Procedures

1. Explain to the class that they are going to have an assignment to complete with a family member. This should not be a sibling—unless the sibling is more than 10 years older than the student. The interview should be completed in person, if possible.
2. Distribute the Where There’s Smoke worksheet and review.
3. Assign the due date for the assignment.
4. On the day that the assignment is due, students can share the results of their interview. This can take as much or as little time as is available.
5. Following are some process questions that can be asked to facilitate discussion:
 - Prior to completing this activity, did anyone ever have a conversation with their family member about smoking?
 - Which family member did you choose to speak to? How many of you spoke to more than one at the same time? Did anyone speak to someone other than a parent? Who?
 - What was it like talking to family members about this topic?
 - What did you find out? Does anyone want to share?

Tobacco

- Did anything surprise you during your conversation?
- Did any other issues come up during your conversation?
- What did you learn from this activity? What did your family member(s) learn?
- Are there any other comments or questions?

Assessment

Submission of the completed smoking interview.



WORKSHEET 1.3

NAME _____

DATE _____

Where There's Smoke: Smoking Interview

Due Date: _____

Directions

1. Choose a family member (or neighbor if you must) to interview.
2. Create ten or more questions to ask the relative about smoking.
 - (a) If the relative smokes, ask questions such as, "How and why did you start smoking? Do you have any suggestions for people my age about smoking?" . . .
 - (b) If the relative has quit smoking, ask questions such as, "How did you quit? Why did you quit?" . . .
 - (c) If the relative has never smoked, ask questions such as, "Why did you never smoke?" . . .
3. All of the questions should be open-ended questions. In other words, the person has to describe an answer. No questions should be close-ended. Close-ended questions are when the person can answer either "yes" or "no."
4. Write or type out the questions and answers. Make sure you write your name and the name and relationship of the person you interviewed on the interview paper before you turn it in.
5. At the end of the interview, have the person you interviewed write a short paragraph about what they feel is important for you to know about smoking. Attach this paragraph to your interview when you submit it.

Tobacco Project

Project: Multiple Intelligence Tobacco Project

Time Needed to Complete

3–7 days

Time Needed to Present

20 minutes during one class period

National Standards

1. Students will demonstrate the ability to advocate for personal, family, and community health.

Objective

1. Students will create a project that advertises the negative effects of tobacco use.

Materials & Preparation

1. Duplicate the Tobacco Prevention Experts student handout—one copy per student.
2. Duplicate the Tobacco Prevention Experts rubric—one copy per student.

Procedures

1. Begin the lesson by asking students whether they have ever seen advertisements to purchase tobacco. Where? Can anyone describe any of the ads?
2. Ask students whether they have seen advertisements for tobacco in places other than magazines. (For example, on T-shirts, shopping carts, baseball hats.)
3. Explain to students that they are going to create their own advertisements—but their advertisements will be advertising against tobacco. Their advertisements can take the form of a song, a letter, a poster, or any of the other options listed on the directions sheet.
4. Distribute and review the Tobacco Prevention Experts student handout and the corresponding rubric.
5. Once students understand what is expected of them, give the due date for the assignment and have students write the due date on their project handout.
6. On the day the assignment is due have students share their project with the class.
7. Use the following process questions to lead discussion:
 - Would anyone like to share his or her project with the class?
 - What did you learn from completing the project?

Tools for Teaching Health

- Do you think your project would prevent others from using tobacco? Why or why not?
8. Conclude by pointing out that if students believe tobacco is unhealthy, they should be more vocal in speaking out against it. Teens are more likely to listen to other teens than they are to listen to adults. The only thing better than not using tobacco is to convince others not to use it either!

Assessment

- Completion of tobacco prevention project. See attached rubric.

WORKSHEET 1.4



NAME _____

DATE _____

Tobacco Prevention Experts!

Due Date: _____

Choose one of the following projects to complete.

- Write a letter encouraging a loved one to quit smoking. Make sure you include how you will support him or her through the effort and acknowledge that you are aware of how difficult it can be to break an addiction.
- Write a letter to a loved one congratulating him or her for quitting smoking. Make sure to include how that decision benefited both himself or herself and the friends and families.
- Create an advertisement to counteract the tobacco company advertisements.
- Write a letter about a tobacco issue you feel strongly about to a politician and voice your concerns.
- Make a poster that illustrates the dangers of tobacco use.
- Write a song, using a popular tune, about tobacco. Convey your message about tobacco prevention.
- Write a poem or series of poems about the consequences of using tobacco or dip.
- Create a bumper sticker, a game, or an educational video. Be creative! You may choose any project you wish as long as the outcome is based on one or more of the issues discussed in class. If you are opting to do a unique assignment, please check with the teacher before you begin to make sure your idea is acceptable.

Project Guidelines

The following guidelines apply to all types of projects:

- The project must contain at least seven facts about tobacco.
- The project must aim to convince others not to use tobacco.
- The project must be eye-catching and attractive to look at.
- The project must be free from spelling errors and be grammatically correct.



WORKSHEET 1.5

NAME _____

DATE _____

Tobacco Prevention Experts Rubric

	EXCELLENT 19–20 points	GOOD 16–18 points	FAIR 11–15 points	POOR 10 points or less	TOTAL SCORE
KNOWLEDGE	Project contains 7 or more facts about tobacco use.	Project contains 5–6 facts about tobacco use.	Project contains 3–4 facts about tobacco use.	Project contains 0–2 facts about tobacco use.	
APPEARANCE	Project is very neat—there are no obvious mistakes or corrections made on it. If applicable, the project uses a lot of color and arts-and-crafts items. People will stop to look at it or read it!	Project is neat—there are no obvious mistakes or corrections made on it. If applicable, the project uses some color and arts-and-crafts items. Most people will stop to look at it or read it!	Project is somewhat neat—there are some mistakes or corrections made on it. People may stop to look at it or read it.	Project is sloppy. People will not stop to look at it—except in disbelief.	
CREATIVITY	Project is entirely unique and creative.	Project shows a lot of thought and creativity.	Project is somewhat creative.	Project is not creative at all.	
CONVINCING	Project is very convincing! After reading or observing your project no one would ever, ever use tobacco again!	Project is convincing! After reading or observing your project most people would never use tobacco again!	Project is somewhat convincing! After reading or observing your project some people would never use tobacco again!	Project is not convincing. People would continue to use tobacco after reading or observing your project.	
SPELLING & GRAMMAR	There are no spelling or grammar errors in project.	There is 1 spelling or grammar error.	There are 2–3 spelling or grammar errors.	There are many spelling and grammar errors throughout project.	

Final Score: _____

Tobacco Assessment

Assessment: Functional Knowledge and Skills Exam

Time Needed

One 40–50 minute class period

National Standards

- Students will comprehend concepts related to health promotion and disease prevention to enhance health.
- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Objectives

1. Students demonstrate knowledge and skills related to tobacco prevention.

Materials & Preparation

1. Duplicate the Functional Knowledge and Skills Exam—one copy per student.
2. Arrange the desks as needed for exam format.

Procedures

1. As students enter the room, advise them to take their seats, put their books and notebooks under their chairs, and place a pen or pencil on their desk.
2. Explain the test-taking rules to the class. Following are some suggestions:
 - No talking.
 - No “borrowing” answers from a neighbor—if caught cheating, students will receive a zero and a phone call to home.
 - If students have a question, they should raise their hand. The teacher will come to them, not the other way around.
 - When students are done, they should pass in their test and work quietly on a different assignment or read a book while waiting for the rest of the class to finish.
3. Students take varying amounts of time to complete exams. It may be advisable to have some type of activity for quick test takers to work on while they are waiting for slower test takers to finish.
4. Be prepared with an activity for the entire class in case all students finish the test prior to the end of the period. The *Kids Book of Questions* by Gregory Stock provides wonderful questions to spark class discussion on topics related to self-esteem, mental health and other health-related issues. Students enjoy talking about answers to the questions and it may be a relaxing way to conclude an otherwise stressful class period for them.

Tools for Teaching Health

Assessment

Score on the exam

Answers to Multiple-Choice Questions

1. D
2. C
3. B
4. B
5. B
6. A
7. A
8. B
9. A
10. A
11. D
12. B
13. A
14. D
15. B
16. C
17. D
18. B
19. C
20. C

Constructed Response Question

Evaluate the role of advertising and the media on personal and family health.

Possible Answers: Content

Success, sex appeal, or romance (all are young and have white teeth); adventure (guys hiking up a mountain, but are not short of breath); health (“ours has less tar”); humor (everyone in the ad is smiling or having fun); catchy slogan or jingle; everyone is doing it; special promotions (hats, shirts, buy one get one free).

Possible Answers: Skills (Influence of Media)

Internal: curiosity, likes-dislikes, self-esteem, desire to fit in, lose weight, look like models.

External: peers, family, media, free stuff, norm in your school (do most kids smoke?).

WORKSHEET 1.6



NAME _____

DATE _____

Directions

This exam consists of twenty multiple-choice questions and two constructed-response (essay) questions. Please answer all questions.

Multiple Choice

Please circle the correct answer.

1. Tobacco advertisements are designed to make smoking appear . . .
 - a. fun
 - b. pleasurable and enjoyable
 - c. romantic or sexy
 - d. all of these
2. At a nationwide average cost of \$5.00 per pack, how much money does the *average* smoker spend a year on cigarettes?
 - a. \$725
 - b. \$1,095
 - c. \$1,825
 - d. \$3,004
3. The main health risk of smokeless tobacco is . . .
 - a. lung cancer
 - b. oral cancer
 - c. emphysema
 - d. osteoporosis
4. Which of the following is true?
 - a. Doctors can now cure all forms of cancer.
 - b. Lung cancer is now the number one cause of cancer death for women.
 - c. There is no scientific evidence that smoking increases the risk of lung cancer.
 - d. Lung cancer is one of the deadliest forms of the disease.
5. A serious smoking-related disease in which the air sacs (alveoli) become damaged and lose their elasticity is called . . .
 - a. atherosclerosis
 - b. emphysema
 - c. chronic erythrothrombosis
 - d. carcinogenesis

(Continued)



WORKSHEET 1.6 (Continued)

NAME _____

DATE _____

6. What group of Americans makes up the largest percentage of new smokers?
 - a. young teens
 - b. the poor
 - c. minorities
 - d. people over the age of 30
7. If someone has been a regular smoker for a couple of years and then quits . . .
 - a. lung tissue begins to repair itself
 - b. emphysema can be reversed
 - c. lung cancer will get better
 - d. he or she will have an increase in carbon monoxide in the bloodstream
8. Curiosity is an example of . . .
 - a. parental influence
 - b. an internal influence
 - c. an external influence
 - d. a societal influence
9. Lung cancer deaths today, compared to fifty years ago, have . . .
 - a. increased greatly
 - b. decreased greatly
 - c. stayed the same
 - d. none of these
10. Premature aging and increased facial wrinkles of smokers is a result of . . .
 - a. reduced blood flow to facial capillaries
 - b. the fact that smokers use tanning booths more often than do nonsmokers
 - c. a buildup of tar in the blood vessels
 - d. a buildup of formaldehyde in the epidermal layer of the skin
11. The main ingredient in the "patch" used to help people quit smoking is . . .
 - a. carbon monoxide
 - b. cocaine
 - c. lidocaine
 - d. nicotine
12. Peer pressure is an example of . . .
 - a. an internal influence
 - b. an external influence
 - c. a physiological influence
 - d. heredity

WORKSHEET 1.6 (Continued)



NAME _____

DATE _____

13. Smoking even one cigarette . . .
 - a. speeds up the heart
 - b. slows down the heart
 - c. decreases reaction time
 - d. none of these
14. Cigarettes are not allowed to be advertised on any of these except . . .
 - a. television
 - b. billboards
 - c. radio
 - d. race cars
15. If someone has asthma, they must be careful around secondhand smoke because . . .
 - a. it opens up the trachea
 - b. it irritates the bronchial lining
 - c. it decreases blood pressure
 - d. the carbon dioxide causes a decrease in the air flow, especially in enclosed spaces
16. According to life insurance company statistics, a heavy smoker . . .
 - a. has about the same life expectancy as a nonsmoker
 - b. lives about 1–2 years more than a nonsmoker
 - c. lives about 7–8 years less than a nonsmoker
 - d. lives about 12–15 years less than a nonsmoker
17. If a woman quits smoking before becoming pregnant . . .
 - a. she still runs a high risk of having a low-birth-weight baby
 - b. she still runs a moderate risk of having a premature birth
 - c. she has a higher chance of having a baby with respiratory problems
 - d. she is more likely to have a normal weight baby
18. What is the first step in the decision-making model?
 - a. List your choices.
 - b. Give thought to the decision or problem.
 - c. Look at the positive and negative consequences of your choices.
 - d. Think it over and consider if you would make the same decision next time.

(Continued)

