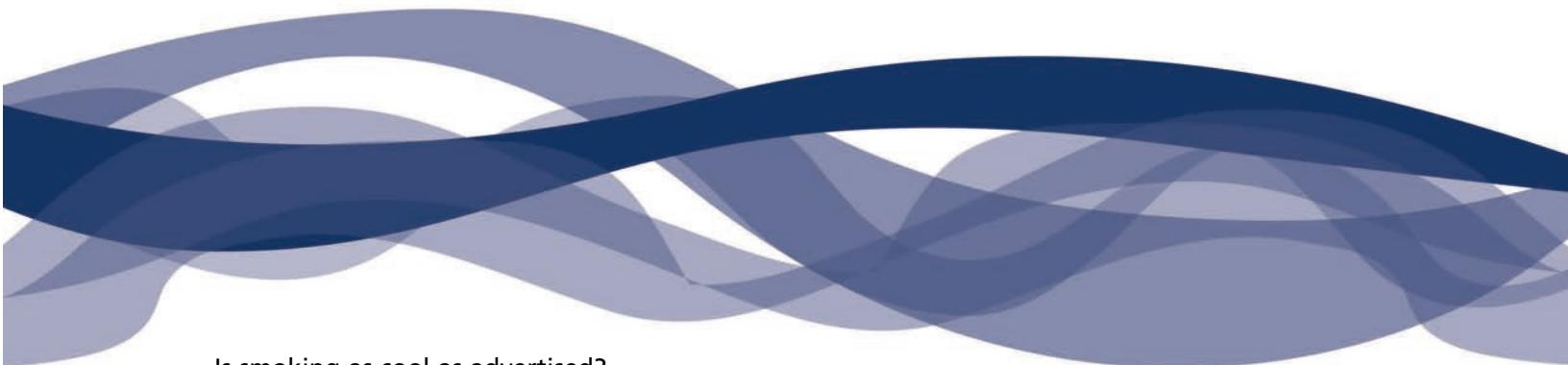


Tobacco Education

Grade 3 or 4 Teacher Guide



Is smoking as cool as advertised?

Does it do the things it claims?
Or are you being sold a lie
By the advertising game.

Smoking tobacco doesn't make you
Thin or cool or chic.

What smoking tobacco does for you
Is to make your body sick.

It turns your fingers yellow
And your lungs a dark, dark brown.
It stains your teeth and leaves a smell,
Just take a look around.

Is smoking as cool as advertised?
Does it do the things it claims?
Or are you being sold a lie
By the advertising game.



Tobacco Education

Important Note to School Principals:

Tobacco use rates in the NWT are among the highest in Canada. Forty-six per cent of NWT adults smoke, as do:

- 10% of children aged 10-12,
- 27% of youth aged 13-14, and
- 42% of 15-17 year olds.

Age of smoking experimentation varies across our territory but can start as early as the primary years.

To respond to this health-hazardous reality, a new program that targets three levels of delivery has been developed. Some flexibility for delivery has been built into the materials so that communities can select the best delivery option based on the age at which students start to experiment with tobacco products and the best fit with existing school programming.

The three sets of lessons meet NWT School Health Program learning outcomes at grade-grouped levels (see pages 10-15 of the Teacher Resource Manual). A decision should be made at the school/community level whether these lessons will be delivered at:

- Grade 3 or 4;
- Grade 5 or 6;
- Grade 8 or 9.

Administrators (in consultation with staff and community members) at the school level need to determine which grades will be targeted for program delivery (or which years for multi-age groupings) so that you do not have overlap. To maintain student interest it is important to target delivery of these units at three specific levels.

Please take the time to meet with staff and community members to select the best delivery option for your students and take steps to ensure consistency in program delivery. If you have further questions, do not hesitate to contact the Early Childhood Division of ECE.

Obtaining recommended videos:

A set of videos to accompany these program materials has been sent to all NWT schools that have programs within the range of grade 3 to grade 9. Please take steps to ensure that these videos are, and remain accessible to teachers implementing this program. Information regarding ordering replacement or additional copies can be obtained on the ECE website www.gov.nt.ca, following links to the NWT Health Program, or by contacting the Early Childhood and School Services division, 867-873-7176.



Some material in this program has been adapted from *Lungs are for Life* and *BC Tobacco Facts*. The GNWT acknowledges the governments of Ontario and British Columbia, respectively, for permission to use these materials.

NWT School Health Program Themes

Grade 3 or 4

- Peers can influence individual decisions.
- Individuals can make better decisions by considering the possible effects of their choices.
- Many situations require decision-making and/or refusal skills (e.g. peer influences).
- Tobacco contains a drug called nicotine. A drug is anything you put into your body that makes it work differently. Tobacco also contains specific harmful substances or chemicals. Most smokers would quit if they could, but they are addicted.
- There are health risks associated with smoking, second-hand smoke, and various forms of tobacco (chew, snuff, or dipping).
- Individuals have different personal attitudes and values related to tobacco use.

Grade 5 or 6

- Peer Pressure is one factor that can influence one's decisions about tobacco use.
- Individuals can apply decision-making and/or refusal skills to peer pressure situations.
- Advertising is one factor that can influence one's decisions about tobacco use (e.g. persuasion techniques; looking critically at advertisements).
- Tobacco products and nicotine have an impact on one's personal health (respiratory, circulatory, nervous, and cardiovascular systems as well as one's dental health).

Grade 8 or 9

- Advertising influences one's decisions about tobacco use (e.g. advertising techniques, interpreting information from advertisements; designing advertisements).
- Tobacco addictions can be overcome and there are different resources available to treat addictions. There are various supports that, if put in place, will help someone to quit smoking.
- Individuals need to understand the relationship between one's choices and the resulting consequences (e.g. effects of tobacco use).
- Individuals should assess the quality and reliability of health information provided by different sources.
- Tobacco use impacts economics on both an individual level as well as a health care systems level.

Lesson Overviews Grade 3 or 4

Each lesson focuses on a group of outcomes and may take more than one session to complete. Each lesson has one or more activities and may include handout sheets.

Lesson 1

This lesson serves as an introduction to smoking, exploring general effects of smoking the students may already know as well as smoking vocabulary/ terminology. Reasons for smoking or not smoking are explored and revisited after each lesson throughout this unit.

Lesson 2

Students learn about the effects of smoking on their respiratory system (lungs) through the use of hands-on activities including making paper 'lungs', using a sponge to model lung tissue, and breathing through a straw.

Lesson 3

Students use a matching activity to identify both short-term (happens right away) and long-term (takes a while to develop) effects of smoking.

Lesson 4

Posters depicting the composition and dangers of cigarettes and second-hand smoke are used by students as they learn more about the hazards of smoking and create their own unique individual models of a cigarette. Students also explore the dangers of second-hand smoke as well as create posters depicting messages about second-hand smoke.

Lesson 5

Students learn a simple decision-making model (STAR) and practice its use in a variety of situations. Ways to say 'no' are introduced and practiced.

Lesson 6

Students develop their writing skills in a creative language arts activity. Students respond to a newspaper personal ad where a cigarette has placed an ad looking for a new set of lungs. As well, a reflection activity provides students the opportunity to reflect on what they have learned from this unit as well as what they are feeling/thinking about tobacco use.

Extension Activities

Extension activities include a smoking board game and anti-smoking project ideas.

Suggested Videos

Two videos are suggested for this grade level.

- Smokeless Tobacco: A Spittin Image (activity sheet provided). This video should be used in communities where smokeless tobacco is an issue. Check if your health centre has a copy or check the ordering information on the ECE website under NWT School Health Program.
- What About Tobacco?

Lesson 1

Activity 1

Provide students with copies of handout 1-a entitled "Did You Know?" Have students work in small groups to compare and discuss responses. In a large group format, take up their responses and discuss any differences of opinion.

Answer key for handout 1-a (1,2,4,6,8 and 10 are true, and 3,5,7,9, are false).

Activity 2

Provide students with copies of handout 1-b entitled "Things You Might Already Know About Smoking" and give the students 10 minutes to individually complete the matching activity. Take up their responses as a large group discussion.

Answer key for handout 1-b (1i, 2d, 3a, 4g, 5j, 6e, 7b, 8c, 9h, 10f).

Activity 3

Create a chart on flipchart paper or on a bulletin board with two headings:

REASONS TO USE	REASONS NOT TO USE TOBACCO PRODUCTS

Based on the knowledge students have generated to date in this unit, help them to track their knowledge of why people use tobacco products as well as reasons not to use tobacco products. At the end of each lesson, revisit the chart and add to it based on new information.

Did You Know?

Name: _____ Date: _____

Tobacco can have many different effects on your body. Read each of the statements below. If you think it is true, put a large "T" in the space beside it. If you think it is false, write a large "F" in the space beside it.

- _____ 1. Tobacco can cause a disease called cancer.
- _____ 2. People who do not smoke are healthier than people who smoke.
- _____ 3. Tobacco helps you make friends.
- _____ 4. Most young people in Canada do not smoke.
- _____ 5. Smokers harm only their own health.
- _____ 6. Smokers are more likely to have a heart attack than non-smokers.
- _____ 7. In Canada, people are allowed to smoke anywhere they would like to.
- _____ 8. Tobacco companies pay a lot of money to show people smoking in the movies you watch.
- _____ 9. Chewing tobacco is a safe way to use tobacco.
- _____ 10. The number one reason why kids smoke is to fit in with their friends.

Answer Key For Handout 1-a

Did You Know?

True 1. Tobacco can cause a disease called cancer.
Tobacco can cause a wide variety of cancers, especially lung and throat cancer.

True 2. People who do not smoke are healthier than people who smoke.
People who smoke are sick more often than people who do not smoke. Tobacco is the leading preventable cause of illness in Canada. Every year, about 45,000 smokers die from diseases caused by cigarette smoking.

False 3. Tobacco helps you make friends.
Many young people smoke to try and fit in with the crowd. It may seem like smoking made you friends but real friends don't pressure you to use cigarettes.

True 4. Most young people in Canada do not smoke.
In most of Canada, smokers are in the minority but in the NWT, smokers are in the majority.

False 5. Smokers harm only their own health.
Second-hand smoke from cigarettes is a major health concern. Second-hand smoke has as much or more tar, nicotine, carbon monoxide and cancer causing agents than smoke inhaled by the smoker. You can breathe in as much cancer-causing compound in one hour in a smoky room as you would get from one cigarette.

True 6. Smokers are more likely to have a heart attack than non-smokers.
Yes, smoking can increase your risk of heart disease. Smoking affects your respiratory, nervous, circulatory and cardiovascular systems.

False 7. In Canada, people are allowed to smoke anywhere they would like to.
In Canada, it is against the law to smoke in any restaurant, building, school, etc. that has been designated a smoke free area.

True 8. Tobacco companies pay a lot of money to show people smoking in the movies you watch.
In some cases, Hollywood actors have received as much as \$400,000 to use certain brands of cigarettes in their movies.

False 9. Chewing tobacco is a safe way to use tobacco.
Chewing tobacco is every bit as dangerous as smoking cigarettes.

True 10. The number one reason why kids smoke is to fit in with their friends.
One of the main reasons teens take up smoking is peer influence. Research shows that external peer pressure is less of an influence than most people thought, since most friends respect each other's opinions. Internal pressures that teens put on themselves to be cool and to fit in are more of an influence to smoke.

Things You Might Already Know About Smoking

Name: _____ Date: _____

a) Teeth	b) Lungs	c) Tobacco	d) Taste	e) Nose
f) Oxygen	g) Clothes	h) Nicotine	i) Money	j) Sick

Complete the sentences by filling in the missing word.

Smoking cigarettes...

1. costs a lot of _____.
2. makes it hard to smell and _____ food.
3. stains your _____.
4. makes the smoker's _____ smell.
5. makes people _____.
6. makes your _____ stuffy.
7. makes your _____ "dirty" so that it is hard to breathe.
8. Cigarettes are made of _____ leaves.
9. Cigarettes contain a drug called _____.
10. A poison called carbon monoxide replaces _____ in the blood.

Lesson 2

Activity 1

Show students the model of lungs from the handout 1-c entitled "Our Lungs". Explain the various parts that make up our lungs. Tell them that they are going to do an activity that will help them understand more about their lungs. They will need a large mouth plastic bottle, red, and black crayons. Hand each student a sheet of white paper and have them scribble red lines all over both sides. Students crumple the papers and place them into the plastic bottle until it is full. The red lines represent the many blood vessels in each of the small compartments found in a real lung. Have students remove the crumpled papers, open them up and scatter big black patches on both sides of the sheets.

Crumple the pages again and insert them into the plastic bottle. Can they see the black patches in the lung tissue? Explain to the students that the paper lung is like a real lung. The walls of the lung are thin like paper. A real lung has many tiny compartments or sacs that trap the air when we breathe (alveoli). The red scribbles are like blood vessels. Explain that there are dangerous and poisonous substances in tobacco products. Tar and nicotine are just two of these substances. Each black compartment represents a sticky tar blob. Oxygen can't pass very well through these parts of the lung because of the tar. Also the sticky tar holds the sickness-causing nicotine next to the lung tissue causing damage.

Activity 2

Have students examine two identical large kitchen sponges. Have them pick small holes in one of the sponges to represent the effect of smoking on the lung tissues. Different size holes as well as the number of holes could represent different levels of smoking from light to heavy smoker. Allow each sponge to soak in water. Pick up each sponge one at a time, and wring the water out of them into a container. Is each sponge capable of holding the same amount of water? Explain to students that this is similar to what happens in real lung tissue. Damaged lung tissue is not able to hold as much air as healthy tissue. As a result, oxygen transfer is not happening where there is damaged lung tissue.

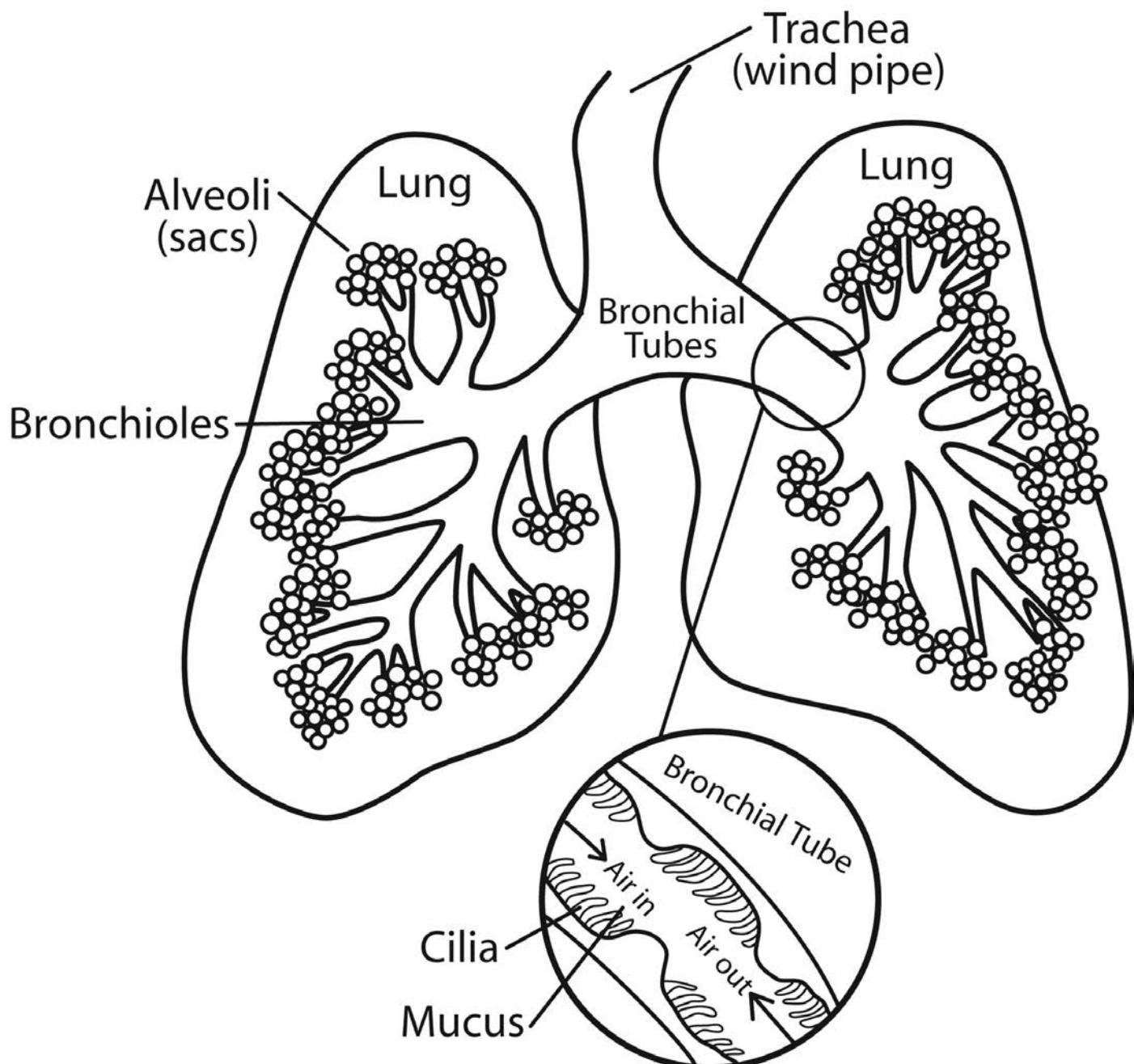
Activity 3

Have students spend a few moments breathing normal breaths in and out. Repeat the activity using a fairly wide (large) straw. Is there any difference in their ability to breathe in and out? Have students repeat the activity using a narrower width straw or a coffee stir-stick. How does it affect their breathing? Discuss with students how smoking could restrict your ability to breathe normally. Have students perform some simple exercises followed by breathing through the straws or stir sticks. What implications can they think of where the ability to breathe could become a factor? e.g. physical activity, walking upstairs.

Activity 4

Help students to track new learnings by referring back to the REASONS TO USE /REASONS NOT TO USE TOBACCO PRODUCTS flipchart or bulletin board (from Lesson 1) and adding any new information that has been learned.

Our Lungs



Lesson 3

Activity 1

Start this activity with a class discussion on what the words “short-term” and “long-term” mean. Look for responses such as “happens right away” and “takes a while to develop”. Ask them for examples of each. Explain that there are many effects of tobacco and in this activity they will work in small groups to explore different effects of smoking on their health. Each group is given a copy of handout 1-d entitled “The Short and Long Of It” with various words on it. One person (a team leader) cuts out each word and stacks them on top of each other, and mixes them up.

Have the leader introduce one word at a time to the group. The group discusses the word – what it might mean and if it is a short-term effect (happens right away) or a long-term effect (takes a while to happen) of smoking. Each group arranges their words into three piles. One pile is for short-term effects, another pile for long-term effects and a third pile for words they don’t know or understand.

To review this activity, invite each group, in turns, to bring one word forward and explain why they think it is a short-term or long-term effect. Ask the other groups if they concur and discuss any discrepancies.

Be sure to discuss responses related to the third pile – words I don’t know or understand.

Assign different groups one word each and tell them they can use a dictionary to look up certain words if they are unsure what it means. Have each group report back to the larger group with definitions for their word as well as whether they think it is a short-term or long-term effect.

An alternate activity would be to cut the words up ahead of time and put them into an envelope. Each group would pick one word at a time from the envelope and determine whether it is a short-term or a long-term effect of tobacco use.

Note: On handout 1-d, the short-term effects are in the left hand column and the long-term effects are in the right hand column of the table.

Activity 2

Help students to track new learnings by referring back to the REASONS TO USE /REASONS NOT TO USE TOBACCO PRODUCTS flipchart or bulletin board and adding any new information that has been learned.

The Short and Long Of It

Allergies	Addiction
Bad Breath	Heart Disease
A Cough That Doesn't Want To Go Away	Asthma
Colds	Babies Born Early or Low Birth Weight
Cuts on Skin Take Longer to Heal	Cancer
Higher Blood Pressure	Pneumonia
Makes Heart Beat Faster	Chronic Bronchitis
Slows Healing Acne	Poor Circulation
Shortness of Breath	Blocked Arteries
Smelly Hair	Early Wrinkles
Sore Throat	Damaged Lung Tissue
Poor Sense of Taste & Smell	Stroke

Lesson 4

Activity 1

In this activity students make a model of a cigarette using hard construction paper or Bristol board. They will need scissors, tape (or a stapler or glue) and coloured pencils or markers. Distribute to students copies of handout 1-e entitled "Hidden Danger". If you have full sized colour posters of these handouts, use them with your students. Go over the handout (and posters, if available) with your students – reading various sections and stopping for discussions. Most students will find the chemical contents of cigarettes "gross" and will have lots to say about it.

Explain that each student will be asked to create a model of a cigarette with some specific information on it that reflects what they have learned and what they are thinking about tobacco use.

Have students design their cigarette by rolling construction paper and taping it or stapling it together. Have them create sections on their cigarette (minimum of five and maximum of nine) and follow specific instructions as to what goes in each section.

For example,

- Top section – tear edges to make it look like lit end of cigarette; burn marks or puffs of smoke
- 2nd section - place a symbol to represent dangers of smoking e.g. danger sign, stop sign
- 3rd section – Place a symbol to represent addiction. Explain that an addiction is a change in the brain of someone who is exposed to an addiction-causing substance abuse. When someone has an addiction, they don't feel right unless they get more of the thing they are addicted to. Nicotine is very addictive. The symbol they might use to represent addiction could be a trap, quicksand, muskeg.
- 4th section – name one substance found in cigarettes e.g. arsenic
- 5th section – picture/graphic to represent substance from 4th section e.g. dead rat, poison symbol
- 6th section – optional – name an additional chemical found in cigarettes e.g. formaldehyde
- 7th section – optional – picture/graphic to represent substance from 6th section e.g. pickled frog in jar
- 8th and 9th section – optional – reasons not to smoke or words to describe their reaction to smoking
- Bottom section – filter of cigarette

Some students may find it easier to design their cigarette and fold it together after it has been created.

As an extension activity, create a huge cigarette to hang from the ceiling. Have students write personal thoughts or messages about smoking on strips of paper that will be used to go around the outside of the cigarette and totally redecorate the outside of the cigarette with their messages.



Activity 2

Try to draw information from students on what they already know about second-hand smoke. Refer to the chart/bulletin board they have been adding to at the end of each lesson. Does this information apply to second-hand smoke? Ask students where they might be exposed to second-hand smoke? Can they think of any strategies they might use to avoid second-hand smoke? Distribute to students copies of handout 1-f entitled “Second-Hand Smoke” and review it with them.

Ask students to create a poster on second-hand smoke for a specific audience such as parents, employers, and other students.

Activity 3

Help students to track new learnings by referring back to the REASONS TO USE /REASONS NOT TO USE TOBACCO PRODUCTS flipchart or bulletin board and adding any new information that has been learned.

Hidden Danger

METHOPRENE

A chemical used to get rid of fleas on your pets.



TURPENTINE

Used as a paint stripper or thinner.



ACETONE

A chemical in nail polish remover.



CADMIUM

Can cause damage to liver and kidneys and stays in the body for years.



BENZENE

This cancer-causing chemical is used to kill insects, and in detergents and gasoline.



BUTANE

Highly flammable, butane is found in gasoline. It burns very easily.



AMMONIA

Helps the body absorb more nicotine – keeps a smoker “hooked” on smoking.

FORMALDEHYDE

Causes cancer and damages skin, lungs and digestive system.

LEAD

Very dangerous for young and unborn children.

BENZOPYRENE

Found in coal, tar, and cigarette smoke. It's one of the strongest cancer-causing agents in the world.

ARSENIC

This poison makes your lips burn and your breath smell bad. It is also used to kill rats.

PROPYLENE GLYCOL

Helps get nicotine – tobacco's addictive drug – to the brain.

There are over 4,000 chemicals in cigarettes and cigarette smoke.
At least 50 of these are known to cause cancer.

IT'S AN ADDICTION

NICOTINE IS A DRUG IN TOBACCO THAT KEEPS PEOPLE HOOKED.
ONCE SOMEONE IS HOOKED ON NICOTINE, IT IS VERY HARD TO QUIT.

Second-Hand Smoke

Second-hand smoke harms others

Children are especially sensitive as their lungs are still developing and they breathe more rapidly.

Children who live in homes where there is smoking:

- Have more colds and illnesses like colds and breathing problems.
- Have more ear infections.
- Have reduced lung function.
- Have more chance of developing asthma or allergies.

Steps you can take:

- Make your own home and vehicle smoke free.
- Ask your local government to ban smoking in public places like community halls and offices.
- Ask people not to smoke in front of you.
- Support and encourage those who are trying to quit.



Facts... Facts... Facts...

Almost half of all NWT children under 15 live in a home where smoking occurs regularly.

Lesson 5

Activity 1

Start this activity by asking students what they did when they had to make a really hard decision. How did they decide on what to do? What process did they use?

Introduce the STAR model for decision-making.

Stop Think Act Reflect

Review handout 1-g entitled “STAR Decision-Making Model” with students. The four stages of the STAR decision-making model are introduced as well as some key questions students can ask themselves.

Activity 2

Using handout 1-h entitled “Decision-Making Time” and handout 1-l entitled “Decision-Making Planning Sheet”, have students practice using the STAR decision-making model on some of the short case studies presented. You may choose to have students work individually on some of the case studies and share responses in small groups with the best agreed upon responses from each group coming forward. This activity could be done individually, in pairs or in small groups. You might want to do one of the case studies as a whole class to serve as a model for students to follow.

Activity 3

Have students work in pairs to create as many short responses as possible to the question “DO YOU WANT A CIGARETTE?”

Have students bring some of their best responses forward and put them on flipchart paper or on the whiteboard.

Share the following seven strategies for refusal. Select some of the student-generated responses and see which category they belong to. Have students work in small groups to think of one or two more responses for each category.

Compare their responses from group to group for each strategy. Ask which type of response they think is best for them and to state why they have chosen it.

The Polite Way	<p>“You want a cigarette?”</p> <p>“No thanks, I don’t smoke.”</p>
Be Funny	<p>“You want a cigarette?”</p> <p>“Yeah right! I’d rather play in traffic.”</p>
Show Your Knowledge	<p>“You want a cigarette?”</p> <p>“Just thinking about breathing in over 40 poisonous chemicals isn’t my idea of a good time.”</p>

Echo Technique	<p>"You want a cigarette?"</p> <p>" No thanks."</p> <p>"You want a cigarette?"</p> <p>" No thanks."</p>
Leave	<p>"You want a cigarette?"</p> <p>"No thanks, I gotta go right now."</p>
Too Busy	<p>"You want a cigarette?"</p> <p>(Continue what you were doing) and say "I'm busy right now."</p>
Strength in Numbers	<p>"You want a cigarette?"</p> <p>It's a lot easier to say no when you have friends who agree with you. Make friends who have the same interests you do.</p>

Activity 4

Help students to track new learnings by referring back to the REASONS TO USE / REASONS NOT TO USE TOBACCO PRODUCTS flipchart or bulletin board and adding any new information that has been learned.

STAR Decision-Making Model

Stop

What's going on?
Is there a problem?
Are my feelings telling
me something?

Think

What is the problem?
What are my choices?

Act

I made a choice.
I tried it!

Reflect

What happened?
What did I learn?
What will I do
the next time?

Decision-Making Time

<p>Your friend has a cigar and asks you to meet him after school to smoke it. Some of your other friends have decided to go.</p> <p>What will you do?</p>	<p>You are at a sleepover with some friends. Your friend has an older sister who comes into the room smoking a cigarette.</p> <p>What will you do?</p>
<p>It's a beautiful summer day. You and your friends are hanging around not doing very much. One of your friends pulls out a tobacco pipe and some matches. "Let's try it" someone says, "There's nothing else to do."</p> <p>What will you do?</p>	<p>Your friend invites you over to her house. While showing you her room, you notice many posters showing famous people with cigarettes. Your friend comments "Don't they look cool!"</p> <p>What will you do?</p>
<p>You are over at a friend's house for lunch. Your friend's parents work so you are the only ones in the house. After lunch your friend pulls out a cigarette from a package that has been sitting on the counter. You know your friend's parents smoke and that the package belongs to them. You are offered a cigarette and your friend says to you "There is nothing wrong with it. Lots of people smoke."</p> <p>What should you do?</p>	<p>You and your best friend are playing near your home. You hear voices from behind. Your brother and his friends come walking up to you and they are chewing tobacco and spitting on the ground. They offer you some "chew" and your brother says, "Don't be such a baby. All the other kids chew tobacco."</p> <p>What do you do?</p>

Decision-Making Planning Sheet

Name: _____ Date: _____

Stop	What's going on? Is there a problem? Are my feelings telling me something?	
Think	What is the problem? What are my choices?	
Act	I made a choice. I tried it!	
Reflect	What happened? What did I learn? What will I do the next time?	

Lesson 6

Activity 1

Pretend that you are looking at a personal ad in a local newspaper and read it out to the students.

PERSONAL AD

Lonely cigarette looking for a fresh pair of lungs for a short or long term relationship. Apply in writing to "Let's Hook Up" and include a picture (of your lungs).

Have students write a response to this ad using information they have learned in this unit. Post responses so that class members can read each other's work.

Activity 2

Student handout 1-j entitled "Reflecting On My Learning About Cigarettes and Tobacco Products" can serve as a basic review and look back on the unit for students. Students are asked to identify:

- Some things they were surprised to learn.
- Three examples of short-term effects.
- Three examples of long-term effects.
- Some other things they learned about cigarettes and tobacco products.
- Some questions they still have about tobacco use.
- Some personal thoughts about what the learner will do with new knowledge.

Reflecting

On My Learning About Tobacco and Tobacco Products

Name: _____ Date: _____

I was surprised to learn that...

Three examples of the short-term effects of tobacco use that I remember are:

Three examples of the long-terms effects of tobacco use that I remember are:

Some other things I learned about cigarettes and tobacco products...

Here are some questions I still have about tobacco use...

?

?

?

Because of my learning in this unit, I will / or I would like to...

Extension Ideas

- A smoking board game similar to snakes and ladders is included as handout 1-k.
- Anti-Smoking Project Ideas:
 - Construct a giant cigarette model with at least 10 chemicals associated with tobacco effects.
 - Construct a poster or make a collage that will illustrate an anti-smoking theme.
 - Create a cartoon strip illustrating a refusal technique (saying no).
 - Write a poem, story or song that has a non-smoking message.

Suggested Videos

Two videos are suggested for this grade level.

- Smokeless Tobacco: A Spittin Image (see handout 1-L)

Have students respond to questions on handout sheet 1-L as they watch the video (14 minutes duration). After the video, allow students to work in small groups to discuss each of the questions and check their responses. Use a whole class discussion format to discuss points of interest or answer any lingering questions. (This video should only be used if you suspect or know that smokeless tobacco is an issue in your community).

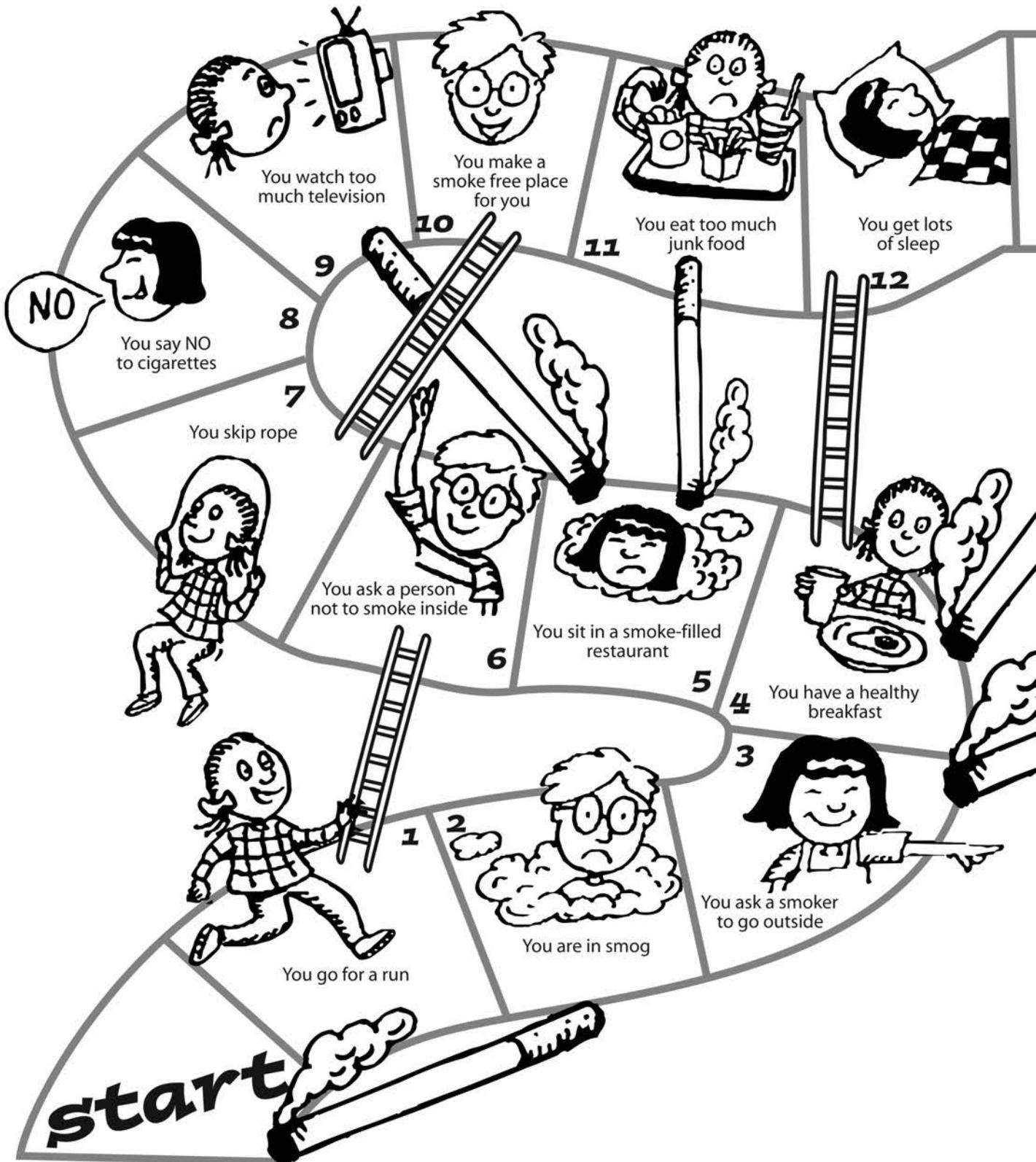
- What About Tobacco? (This video has a companion discussion guide.)

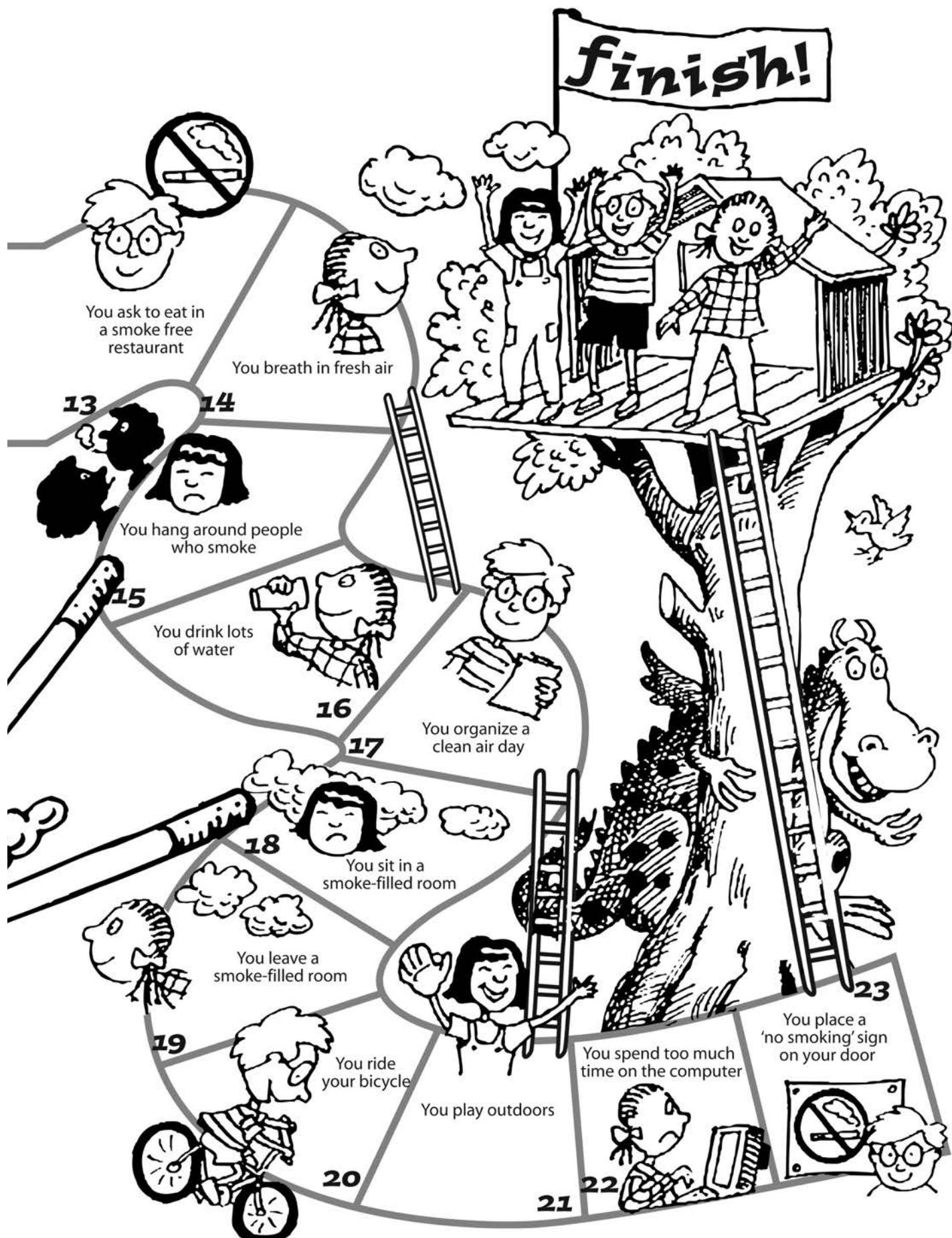
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Videos Suitable For Grade 3 or 4 Level

<p>Smokeless Tobacco: A Spittin Image (14 min.)</p>	<p>Grade 3, 4 and up</p>	<p>This made in Texas video contains detailed information on the wide range of health problems caused by smokeless tobacco (snuff): from bad breath, mouth sores to gum disease, and cancer (as shown in graphic pictures). Also stresses how addictive "dipping" is. BE SMART - DON'T START.</p> <p>Video includes teenagers talking about how "un-cool" chew tobacco can be. Video stresses that chew tobacco is not a safe alternative to cigarettes.</p> <p>The main messages are presented in easy to follow format:</p> <ul style="list-style-type: none"> • It's not a good way to get or keep friends • Smokeless tobacco does not make them a better person • It's expensive • You look and smell funny • It's habit forming (addictive) • It's bad for you • And it's deadly <p>Also talks about how to develop good habits – just do the same thing for 21 days in a row and it will become a good habit.</p> <p>Short term effects include decreased sense of smell, reduced sense of taste, dental problems, bad breath, and stained teeth.</p> <p>Long term problems include effects to nervous system, irritation to mouth tissue, leathery patches in mouth, cancer of tongue, lip, throat or mouth, gum disease, and tooth loss.</p> <p>Video shows older teens but they refer to when they were in Grade 3 or 4 and/or 5 or 6. This video has early teen appeal even though it is southern based and many of the teenagers have a Texas accent.</p>
<p>What About Tobacco? (15 min.)</p>	<p>Grade 3, 4 and up</p>	<p>Presents age appropriate, straightforward facts about the harmful effects of tobacco to deliver a powerful anti-smoking message. With the help of peer hosts, colourful graphics, animation and music, identifies the substances in cigarettes and shows how the two most harmful – tar and nicotine – affect heart and lung function. Helps students understand the addictive nature of nicotine and why it is against the law for children to buy cigarettes. Describes the effects of cigars and chewing tobacco on health. Also, looks at the dangers of second-hand smoke and suggests ways for viewers to avoid it. Includes a teachers guide with 12 student activity sheets, game, and Send-Home pages.</p>

Gameboard





Smokeless Tobacco: A Spittin' Image

As you watch the video, write down your responses to the following questions.

1. What are some of the main messages about tobacco and smokeless tobacco?

2. What are some of the short-term effects of smokeless tobacco?

3. What are some of the long-term effects of smokeless tobacco?

4. What are some other names for smokeless tobacco?

5. What is one way to develop a new (good) habit?

Smokeless Tobacco: A Spittin Image

Activity

1. Have students respond to questions on the handout sheet as they watch the video (14 minutes duration).
2. After the video, allow students to work in small groups to discuss each of the questions and check their responses.
3. Use a whole class discussion format to discuss points of interest or answer any lingering questions.

Answers to Questions on Handout Sheet

The main messages about tobacco and smokeless tobacco are:

Responses could include:

- It's not a good way to get or keep friends
- Smokeless tobacco does not make them a better person
- It's expensive
- You look and smell funny
- It's habit forming (addictive)
- It's bad for you
- It's deadly

Short-term effects include:

Responses could include:

- Decreased sense of smell
- Reduced sense of taste
- Dental problems
- Bad breath
- Stained teeth

Long-term problems include:

Responses could include:

- Affects nervous system
- Irritates mouth tissue
- Causes leathery patches in mouth
- Can cause cancer of tongue, lip or mouth
- Causes gum disease and tooth loss

Smokeless tobacco is also called:

Responses could include:

- Chew
- Snuff
- Dipping

How to develop good habits – just do the same thing for 21 days in a row and it will become a good habit.