

Tobacco Education

Teacher Resource Manual

Support Materials for Implementation of
Tobacco Education at Elementary and Junior Secondary

Resource to accompany Teacher Guides for:

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



June 2004

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.



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Introduction

Despite the warnings available about the dangers of tobacco products, more young people than ever before are using tobacco products today. It is estimated that over 90,000 Canadian teens start smoking every year. That's over 245 a day!

Surveys conducted in the north show that the rate of tobacco use among our children and youth is alarmingly high. They also show that experimentation with tobacco begins as early as the primary years. This factor is a significant concern because we know that the earlier someone starts smoking:

- the harder it is for them to quit;
- the more cigarettes they're likely to smoke per day later on in their lives; and,
- the greater their chances of developing tobacco-related disease.

The 2002 territorial youth tobacco survey indicated that almost a third of students believed that smokers can quit any time they want and a quarter of students believed that people have to smoke for years before it will hurt their health. There is also a lack of awareness of the dangers of second-hand smoke.

Tobacco has been described as a "gateway drug". Research has shown that tobacco use is a strong predictor of other drug use. Inhaling is a learned behaviour that makes smoking other drugs easier. People who learn to use nicotine to regulate mood and behaviour often go on to try alcohol and other drugs to get these effects.

Our children and youth are surrounded by influences that may lead them toward tobacco products. Young people may be attracted to tobacco because of:

- media and advertising,
- the perception that tobacco use is a sign of maturity,
- family or other role models,
- a desire to rebel against adults or "authority",
- the belief (especially among young women) that it will help to keep weight down,
- a desire to take a risk.

We need to counteract these influences and communicate the message that tobacco products are harmful, addictive, expensive and deadly. Our students need accurate information, the skills to make informed choices, and the skills to implement their choices. Research has shown that those who 'steer clear' of tobacco to the age of 18 have a 90% chance of staying smoke-free for life. Schools working together with family and community agencies have the best chance of achieving this goal.

This Tobacco Education program has been carefully designed to include research based 'best practices' in tobacco use prevention. It focuses on identifying the social influences prompting youth to use tobacco products and teaches skills to resist such influences.

There are four components to this program: Teacher Resource Manual (containing tobacco use statistics for the NWT and teaching tips) and Teacher Guides for the three targeted implementation levels, grade 3 or 4, 5 or 6 and 8 or 9.

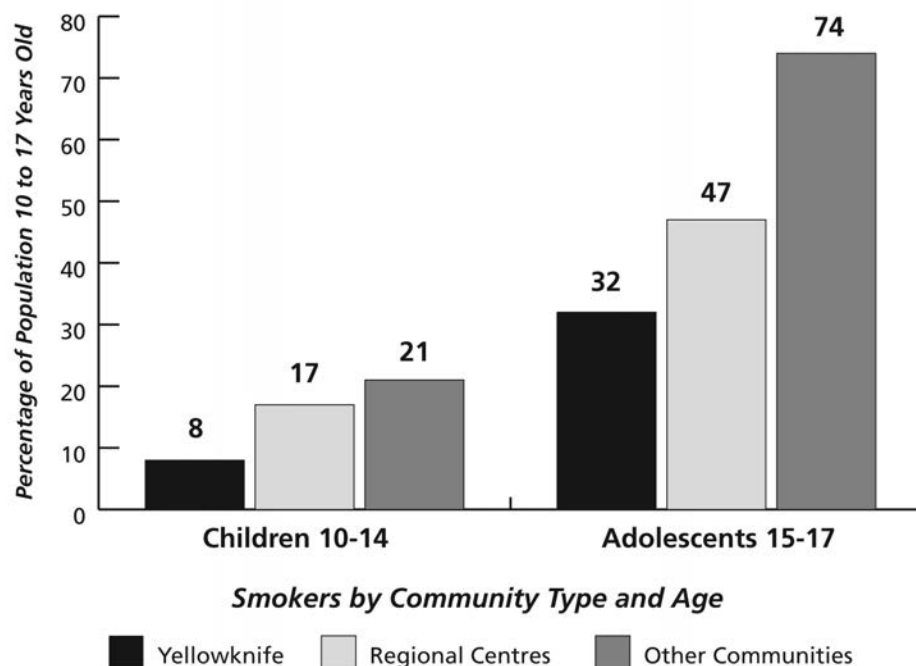


The Statistics Are Startling!

- At least 47,000 Canadians die every year and many more get sick because of tobacco products. In fact, tobacco use is a significant financial burden on our health care system.
- Half of all smokers who start in their youth, and don't quit will die from a smoking related illness.
- Smoking is the number one preventable cause of death.
- Smoking kills on average, three times as many people as AIDS, illicit drugs, car accidents, suicides, and murders COMBINED.

What About NWT Statistics?

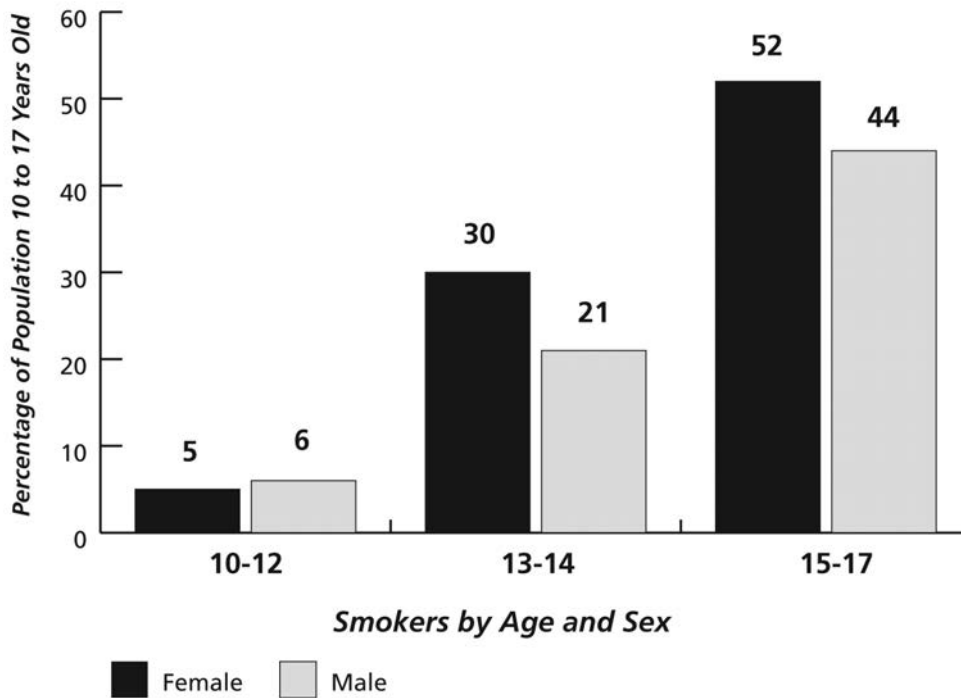
Child and Adolescent Smokers by Community Type and Age, 1999



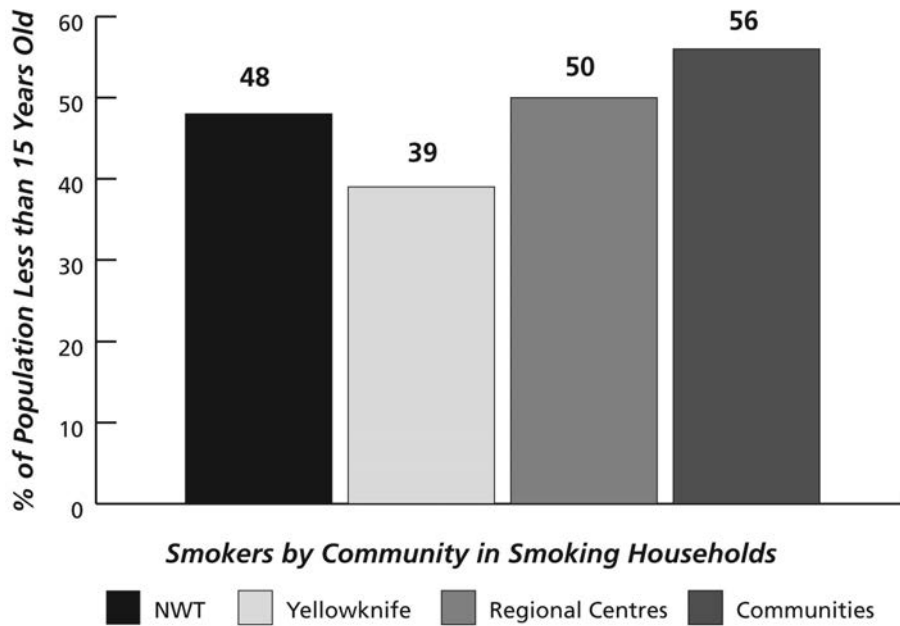
The following statistics come from NWT School Tobacco Survey, Summary Report 2002 and NWT Alcohol and Drug Survey, 2003.

- Overall, 46% of all adults in the NWT smoke.
- Men and women smoke at approximately the same rate.
- However, if you look at 10 to 17 year olds, more girls smoke than boys.
- Sex differences in smoking behaviour begin to appear when adolescents reach 13 and 14 years of age. Females are more likely to be current smokers in this age group. This pattern of smoking behaviour holds for 15 to 17 year olds.
- Smoking rates among school children in the NWT increase sharply between 10 and 17 years of age. About 10% of children between 10 and 12 years of age smoke. About 27% of 13 and 14 year olds smoke. And about 42% of 15 to 17 year olds smoke (see graph).
- The odds of being a current smoker are 2.38 times higher for youth where at least one parent smoked compared to those where neither of the parents smoked.

Child and Adolescent Smokers by Age and Sex NWT, 1999



Children Less than 15 Years of Age in Regular Smoking Households by Community Type NWT, 1999



Some School Based “Best Practices”

Storytelling is a powerful way to communicate a lesson. There are many storytellers you could invite to your classroom. Consider the stories that might be told by:

- a doctor or nurse who sees the health effects of tobacco use;
- a long-time smoker who thought he/she was in control of tobacco and now can't quit;
- someone who has successfully quit smoking;
- a high school student that has stayed clear of tobacco use and how that was achieved;
- a high school student that wishes he/she had never started.

Also, use a range of instructional strategies that will allow students to quietly reflect and effective small and large group interaction. Consider using:

- Brainstorming – in a structured format, every student gives input to a question in an environment where all ideas are accepted, originality is encouraged, and variety and breadth of ideas are the end products.
- Small and large group discussion – small group discussion ensures everyone gets a voice and the large group discussions allow sharing of ideas and perspectives beyond those normally presented in a smaller grouping.
- Peer Leadership – preparing some students to provide leadership in specific activities.
- Mind Mapping – or semantic webbing – is a good tool for determining what students already know on a subject or it can be used to review what has already been learned.
- Individual time/journaling and/or reflection time – students need time to think about the topics being discussed and how they feel about it. They often have more to contribute to discussions and small group activities if given time to gather their thoughts on a topic before moving into an activity.
- Role-Play – Students can learn how to deal with peer pressure or decision-making/refusal skills by practicing those skills in a safe setting. Having students represent various points of view may also make them more tolerant of the position of others on various topics being studied.
- Consider doing some lessons/activities with only the females or only the males. Research has shown that girls in particular will benefit from an opportunity to discuss tobacco issues in a 'girls only' grouping. Many girls start smoking because they think it will help them to lose weight. A study conducted in the U.S. with 4,000 young people who have been smokers that successfully quit were 34% more likely to gain weight than those who had never smoked. In other words, if you're concerned about your weight, don't start smoking. For more information go to www.apa.org/releases/teensmoke.html.

Where possible, reinforce the tobacco education themes in other subject strands. “How do tobacco companies market to teens” could be an assigned research topic or reviewing tobacco education sites could be assigned in technology studies.

Host a school-wide event on national “Weedless Wednesday” with public health personnel on hand, penny carnival booths with games and events that promote anti-tobacco messages, and a celebration of those who choose to be smoke-free.

Pitfalls in Tobacco Education²

There are many pitfalls to consider before embarking on tobacco education with your students. Watch out for these pitfalls:

- ***Suggesting that people who smoke are bad*** – more often than not, this approach backfires, especially with high-risk students because it makes smoking a vehicle for rebellion. It also labels those students who may be experimenting with tobacco.
- ***Implying that smoking is dumb*** – children and youth need to be able to respect their parents and other adults in their lives whether they smoke or not. By learning that nicotine is addictive, and that society has only recently realized how deadly smoking is, students can separate their own choices from the choices adult members have made in the past.
- ***Excluding students who have already decided not to smoke*** – some students may have already decided not to smoke. If this is the case, they can learn ways to support others to choose not to use tobacco. They will also learn skills that will help them make healthy choices in other parts of their life.
- ***Expecting children to assert their rights at home*** – students will learn that second-hand smoke is harmful and they will learn the skills to negotiate difficult social situations. But they may experience conflict, fear, and/or embarrassment that a family member would do something to harm others. Support students to separate their feelings about smoke (which is harmful) from how they feel about the person (who is addicted). Be sensitive to issues involving adults in their lives. This is not about students learning to run home and “take on” their parents and significant others who smoke.
- ***Telling children “smoking will kill you”*** – this may induce anxiety in students whose parents or relatives smoke. Be sensitive in how you use information about fatal diseases by emphasizing that these risks are generally long term, and that quitting smoking can reverse this trend.
- ***Emphasizing only long term impacts*** – Frankly, many students won’t believe you. It’s better to focus on the immediate consequences: stinky breath, hair and clothes, yellow teeth and fingers, addiction, clinging tobacco smell, financial costs, increase coughing, illness, asthma attacks, bronchial infections, and a decreased capacity for sports.
- ***Thinking you’ve failed if a student starts smoking*** – young students start smoking for a variety of complex reasons – home influences, coping with stress, rite of passage, badge of independence. The best you can do is foster critical thinking, boost your students’ self-esteem and equip them with skills, motivation, and information they need to make their own positive lifestyle choices. Especially important is to help students develop the belief that they can resist using tobacco.
- ***Hiding your habit if you are a tobacco user*** – kids somehow manage to “sniff out” the truth. Use this reality to support the outcomes of this program. You might be able to provide honest first-hand information that will help your students steer clear of tobacco. They would be interested to know why you smoke if you know that it’s bad for you, why you don’t appear to be sick and whether you’ve tried to quit. Try not to smoke in front of your students – like it or not, you are still a powerful role model for them.

² Adapted from Teaming Up for Tobacco-Free Kids



NWT Curriculum Correlations and Tobacco Education

General Curriculum Overview

There are three main themes and one minor theme in the NWT School Health Program (GNWT) related to Tobacco Education. As well, reference has been made to Alberta Health and Life Skills Curriculum (AB).

NWT School Health Program Themes Goals: To enable students to...

Mental and Emotional Well-Being

- Increase self-awareness
- Develop decision-making skills which can be applied to all aspects of health
- Develop communication skills, which assist in the formation of meaningful interpersonal relationships
- Develop coping skills
- Adopt lifestyle practices that enhance mental and emotional health

Growth and Development

- Acquire factual information about the body systems
- Understand how to maintain and enhance physical health
- Adopt lifestyle practices which maintain and enhance physical health

Alcohol and Other Drugs

- Acquire factual information on alcohol and other drugs
- Make informed choices regarding the use of drugs in their own lives
- Adopt lifestyle practices related to the use of alcohol and other drugs which maintain and enhance health

Dental Health

- Acquire factual information about dental health
- Develop skills and adopt lifestyle practices which enhance dental health

Areas Within Health and Life Skills Curriculum (AB)

Wellness Choices – Personal Health and Safety and Responsibility

- Make responsible and informed choices to maintain health and to promote safety for self and others

Relationship Choices

- Develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions



Grade Specific Correlations to Tobacco Education

(Note: Concepts in Italics could relate to but were not specific to Tobacco Education)

Grade 3

NWT School Health Program

Theme: Mental and Emotional Well-Being

Decision-Making

- *Decisions are made from the choices available in a given situation*
- *Identify the choices in a given situation*
- *Many situations require decisions*
- *Identify situations requiring decisions*
- *Identify personal decisions*

Theme: Alcohol and Other Drugs

Tobacco

- A drug is anything you put into your body that makes it work differently
- Tobacco contains a drug
- Identify commonly used substances which contain drugs
- Identify effects of tobacco on body
- Examine their own values related to tobacco use

Well-Being

- Certain behaviours improving our well-being
- Identify some behaviours which will improve their own well-being

Health and Life Skills Curriculum (AB)

Wellness Choices

- Personal health –
W 3.6 describe the importance of decision-making and refusal skills when offered inappropriate substances e.g. tobacco

Relationship Choices

- *Understanding and expressing feelings*
R 3.3 develop, with guidance, strategies to deal with stress/change

Grade 4

Theme: Mental and Emotional Well-Being

Decision-Making

- *Better decisions can be made by considering possible effects of various choices*
- *Identify the possible effects of choices*
- *Identify reasons for individual decisions*

Peers influence decisions

- *Identify decisions that peers may influence*
- *Identify ways peers influence them*

Peers may influence decisions

- *Identify ways of resisting peer pressure*
- *Demonstrate ways of resisting peer influence*

Theme: Alcohol and Other Drugs

Drugs

- A drug is anything you put into your body that makes it work differently
- Identify specific drugs in commonly used substances

Tobacco

- Tobacco products contain a drug called nicotine which is harmful to the health
- Identify nicotine as a drug
- Identify substances containing nicotine
- Identify the effects of nicotine on the body

Health and Life Skills Curriculum (AB)

Wellness Choices

- Personal health
- W 4.2 examine the impact of environmental factors on personal health, and develop positive environmental health habits e.g. second hand smoke
- W 4.6 examine and evaluate health risks associated with smoking and various forms of tobacco

Relationship Choices

- *Understanding and expressing feelings*
R 4.3 recognize that management of positive/negative stress affects health



Grade 5

NWT School Health Program

Theme: Mental and Emotional Well-Being

Decision-Making

- *Advertising is designed to influence decisions*
- *Identify advertising techniques used to persuade*
- *Practice designing an advertisement using one or more persuasion techniques*

Coping

- *Signs of stress are identifiable*
- *Identify situations that cause stress*
- *Identify signs of stress*
- *Specific actions can be taken to help cope with stress*
- *Identify specific ways of dealing with stress*
- *Practice behaviours which help to deal with stress*

Theme: Growth and Development

Body Systems

- *Respiratory system/circulatory system*
- *Lifestyle behaviours for a healthy cardiovascular system*

Theme: Dental

Oral Hygiene

- Factors affecting dental health
- Effects of tobacco products on oral health

Grade 5

NWT School Health Program

Theme: Alcohol and Other Drugs

Drugs

- Specific drugs in commonly used substances

Tobacco

- Using tobacco affects the body
- Tobacco affects the heart
- Explain that tobacco contains a drug
- There are many factors which influence our decision to use or not use drugs (e.g. peer pressure/advertising)
- Identify factors which will influence our decision to use or not use drugs
- Peer pressure is one factor that can influence our decisions about the use of drugs
- Explain how peer pressure influences decisions
- Demonstrate some ways of resisting peer pressure

Health and Life Skills Curriculum (AB)

Wellness Choices

- Personal health
- W 5.6 examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness e.g. physical, emotional, social

Relationship Choices

- *Understanding and expressing feelings*
- *R 5.3 recognize that stressors affect individuals differently, and outline ways individuals respond to stress*



Grade 6**NWT School Health Program****Theme: Mental and Emotional Well-Being***Decision-Making*

- *Responsible decisions come from a developed value system*
- *Identify what is important to them*

Lifestyle

- *Self-knowledge is the first step to self-improvement*
- *Assessing personal characteristics related to mental and emotional well-being*

Theme: Growth and Development*Body Systems*

- *Excretory/nervous system*

Grade 6**NWT School Health Program****Theme: Alcohol and Other Drugs***Drugs*

- Everyone is responsible for the decisions he/she makes regarding tobacco use
- Personal responsibility for decisions about drug use
- Values related to tobacco use
- There are many factors which influence our decision to use or not use drugs (e.g. peer pressure/advertising)
- Identify factors which influence our decisions about the use of drugs
- Peer pressure is one factor that can influence our decisions about the use of drugs
- Explain how peer pressure influences decisions
- Apply the decision-making process to peer pressure situations
- Advertising is one factor that can influence our decisions about the use of drugs
- Identify the main reasons for advertising
- Look critically at advertisements

Health and Life Skills Curriculum (AB)*Relationship Choices*

- *Understanding and expressing feelings*
- *R 6.3 develop personal strategies for dealing with stress/change e.g. use humour, relaxation, physical activity*



Grade 8

NWT School Health Program

Theme: Mental and Emotional Well-Being

Coping

- *Causes of stress*
- *Dealing with stress*

Theme: Alcohol and Other Drugs

Drugs

- *Advertising influences decisions about drug use*
- *Identify techniques used in advertising to influence people's decisions*
- *Interpret information from the advertisements*
- *Design an advertisement*

Health and Life Skills Curriculum (AB)

Wellness Choices

- *Personal Health*
- *W 8.1 examine the relationship between choices and resulting consequences e.g. how choosing to smoke affects how one looks, feels and performs*
- *W 8.2 analyze the impact of positive and changing choices on health throughout the life span*
- *W 8.6 Analyze possible negative consequences of substance use and abuse*

Relationship Choices

- *Understanding and expressing feelings*
- *R8.3 evaluate the relationship between risk management and stress management e.g. reducing stress, managing stress can reduce impulsive behaviours*

Grade 9

NWT School Health Program

Theme: Growth and Development

Lifestyle

- *Positive lifestyle practices that promote healthy growth and development*
- *Health care system*
- *Economics of health care*

Theme: Alcohol and Other Drugs

Drugs

- *Different drug groups have different characteristics*
- *Explain possible consequences of drug use*
- *Explain that any drug may produce a side-effect*

Well-Being

- *People make their own decisions about the use of drugs*
- *Examine their own attitudes towards the use of drugs in their own lives*

Health and Life Skills Curriculum (AB)

Wellness Choices

- *Personal Health*
- *W 9.6 analyze addictions e.g. stages, kinds and resources available to treat addictions*
- *Safety and Responsibility*
- *W 9.10 assess the quality and reliability of health information provided by different sources e.g. on the Internet*

Relationship Choices

- *Understanding and expressing feelings*
- *R 9.3 analyze, evaluate and refine personal strategies for managing stress/crises*

Suggested Combined Curriculum Correlations

The following chart provides suggested combined curriculum objectives for the 3 or 4, 5 or 6 and the 8 or 9 levels.

Suggested Combined Curriculum Concepts

Grade 3/4

- 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 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 5/6

- 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 8/9

- 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 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 (e.g. economics of health care).



Brief Description of Suggested Lessons for Grade 3 or 4, 5 or 6, and 8 or 9

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 and 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 and also what they are feeling/thinking about tobacco use.

Extension Activities

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

Suggested Videos – See page 21 for video information

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.
- What About Tobacco?

Lesson Overviews Grade 5 or 6

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 explores the effects of smoking and smoking vocabulary including second-hand smoke. Student attitudes towards tobacco use is explored as well as student generated statistics about who smokes, reasons for smoking and reasons why people may have quit smoking.

Lesson 2

In this activity, students are provided with some basic information on the respiratory system. They then perform simple experiments to demonstrate how the diaphragm and lungs work as well as a simulated smoking exercise. You will need to use a cigarette for this activity so be sure to get permission from administration to burn a cigarette in the classroom or on school grounds and check for any possible student allergies.

Lesson 3

The cost of smoking cigarettes (and chew tobacco) is explored in this lesson. Students also learn that there may be more costs associated with tobacco usage than just the out-of-pocket expenses related to buying tobacco products. As an extension activity, students are encouraged to develop posters showing financial costs associated with tobacco usage.

Lesson 4

Students explore the use of a decision-making model called **IBEAR**

Identify Brainstorm Evaluate Act Re-evaluate

Through role-plays and both presented and student-generated case studies, students practice the steps in the decision-making model. Some saying no strategies are introduced.

Lesson 5

Students take a critical look at advertisements in terms of advertising methods and type of influence/persuasion used by ads. Students also discuss the restrictions on tobacco advertising in Canada and whether they think it is effective.

Lesson 6

This 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

Tobacco-free posters, and individual and small group projects are presented.

Suggested Videos – See pages 22-23 for video information

Four videos are suggested for this grade level:

- Smoke Screen (activity sheet provided)
- The Teen Files: Smoking – Truth or Dare (activity sheet provided)
- Smokeless Tobacco: A Wad of Trouble (optional)
- Up in Smoke (optional)



Lesson Overviews Grade 8 or 9

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

Students perform a pre-test that will be revisited at the end of the unit. They also explore their opinions about tobacco and tobacco related issues as well as the personal cost of smoking.

Lesson 2

Students conduct surveys to validate research on reasons why people smoke and why many people choose not to. Using this information, students develop social marketing campaigns to reduce smoking. Students create “Dear Abbie” type letters about quitting smoking or awkward situations they may find themselves in and generate responses in the context of self-assertion and/or refusal skills.

Lesson 3

Students explore advertising and personal attitudes towards smoking as well as anti-smoking advertisements. Students discuss the quality and reliability of information available to them.

Lesson 4

Students prepare for and participate in a role-play (simulation) involving presentations to a local council (town council or band council). Some students act as councillor who have to listen to the information presented by a variety of stakeholders, assess the quality and reliability of the presentations, and make decisions on non-smoking bylaws. Two alternate role-plays are identified.

Lesson 5 (To be used if culturally appropriate)

This lesson focuses on the use of a guest speaker to address traditional aboriginal use of tobacco.

Lesson 6

Students learn the five stages of change associated with the decision and act of quitting smoking as well as alternatives, techniques, and tips for quitting and staying healthy.

Lesson 7

This 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

Individual and group project ideas are presented, including producing a short anti-smoking commercial and generating the top 10 reasons for not using tobacco products.

Suggested Videos – See pages 24-25 for video information

Seven videos are suggested at this level:

- The Teen Files: Smoking – Truth or Dare (activity sheet provided)
- Diary of a Teenage Smoker (activity sheet provided)
- Tobacco and You (activity sheet provided)
- Up in Smoke
- Tobacco “X” Files (optional)
- It’s a Good Day to Quit
- Barb Tarbox – A life cut short by tobacco



Additional Print Resources on Tobacco Education

This list includes additional resources the teacher might find useful. Each write-up includes a brief description of the resource and information on availability.

Tar Wars	Grade 4 and 5	<p>A pro-health tobacco-free education program and poster contest for fourth and fifth graders. The key elements of the program are its interactive format, community involvement and education by health professionals (doctors or nurses).</p> <p>Lessons look at who is smoking/non-smoking; short-term tobacco effects; reasons why people smoke; tobacco and advertising; and developing tobacco-free posters.</p> <p>Available from 1-800-TAR-WARS or website www.tarwars.org</p>
Lungs Are For Life	K-12	<p>Lungs Are For Life is a teaching program for educators in Ontario. Teaching manuals for each grade level are available free of charge if downloaded over the Internet at www.on.lung.ca or call 1-800-972-2636 (\$25.00/manual). Resources are available for K, 1, 2, 3, 4, 5, 6, 7, 8, 9/10, 11/12 and adult.</p>
bc.tobacco facts: A Tobacco Prevention Resource for Teachers	K-12	<p>From Kindergarten through Grade 12 bc.tobaccofacts provides curricula on tobacco prevention.</p> <p>It highlights five themes: effects of tobacco use; social norms; social influences; reasons for using tobacco; and resistance skills.</p> <p>Available from Prevention source at 1-800-663-1880. To learn more, visit them at bc.tobaccofacts.org</p>
Teaming Up for Tobacco-Free Kids	Grade 4, 5 and 6	<p>This resource kit is one component of the Teaming Up for Tobacco-Free Kids Campaign and draws upon the experiences and resources of those active in preventing tobacco use among children. It was developed with the assistance of teachers, health professionals, and project partners to facilitate the tobacco prevention education efforts of teachers in Alberta. Available from Health Canada's AB/NWT regional website at http://www.tobaccostinks.com</p>
Health Check	Junior High and up	<p>This program is geared to young adults and is written in plain language. Topics include lessons on smoking, alcohol, healthy eating, active living, relationships, STDs and AIDS, Self-Esteem and Suicide. Available from NWT Literacy Council.</p>
Kids Act To Control Tobacco	Middle Schools	<p>Kids Act is a program designed to provide opportunities for middle school kids to advocate by taking action to promote a tobacco-free environment for themselves. Includes four different advocacy activities for each of grades 6 through 8 using an interdisciplinary approach. Available from National Education Association, Health Information Network, 1201 16th Street, N.W., Suite 521, Washington D.C. US 20036-3290.</p>

Additional Print Resources of Special Northern Interest

<p>Smoke Alarm: A Summary Report of Smoking in the Northwest Territories, April 2000</p> <p>NWT Tobacco Fact Sheets, January 2001</p> <p>What Everyone Should Know About Smoking</p> <p>What Everyone Should Know About Smoke</p> <p>Quit 4 Life</p> <p>How To Stop Smoking</p> <p>Hidden Danger (poster)</p>	<p>General Audience</p>	<p>Reports, Fact Sheets, and Posters available from:</p> <p>Health Promotion Specialist, Government of the Northwest Territories, Box 1320, Yellowknife, NT X1A 2L9 Phone: 1-867-920-8826 E-mail: Miriam_wideman@gov.nt.ca</p>
<p>Tobacco: The Sacred Gift – The Truth About Smoking... for Native Youth</p>	<p>General Audience</p>	<p>Assembly of First Nations, 1 Nicholas St., 10th Floor, Ottawa, Ontario K1N 3G8 Phone: 613-241-6789</p>
<p>Yes, I Quit Program: Facilitator's Guide, Group Cessation Method for First Nations</p> <p>My Personal Diary: Yes I Quit</p>	<p>General Audience</p>	<p>Health Canada 4835 ave. Christophe-Colomb, Montreal, Quebec H2J 3G8 Phone: 514-528-2400</p>
<p>A New Start in Life: About Pregnancy and Smoking</p>	<p>General Audience</p>	<p>Canadian Council on Smoking and Health Suite 1000, 170 Laurier Ave. West Ottawa. Ontario K1P 5V5 Fax: 613-567-2730</p>

Videos Suitable For Grade 3 or 4 Level

Smokeless Tobacco: A Spittin Image (14 min.)	Grade 3, 4 and up	<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 Grades 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>
What About Tobacco? (15 min.)	Grade 3, 4 and up	<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 teacher’s guide with 12 student activity sheets, game, and Send-Home pages.</p>



Videos Suitable For Grade 5 or 6 Level

<p>Take the Challenge to be Smoke Free! (20 min.)</p>	<p>Grade 5, 6 and up</p>	<p>Guided by teen host Eugene Boulanger and the animated character Butthead, the viewer is taken through a series of personal experiences about smoking from youth and adults across the Northwest Territories. The personal stories cover a wide range of topics, including: how peer pressure influenced them to try their first cigarette, how easy it was to become addicted to nicotine, how hard it is to quit, how they finally quit, and what made them quit. Some of the video participants continue their struggle with tobacco, while some battle life-threatening illnesses. The video also includes facts about smoking and a message from youth non-smokers to encourage and challenge kids to be smoke free for life.</p>
<p>Smoke Screen (20 min.)</p>	<p>Grade 5, 6 and up</p>	<p>A former model and cigarette ads “Winston Man” tour schools in the US to tell children and teenagers about the lies the tobacco industry uses to “hook” young people to smoking for life. The ex-heavy smoker is convincing when he talks about the dangers of smoking and how UN-cool it is to smoke. He explains how the ads manipulate young people into doing something they know is bad for them. This video refers to 8 or 9 year olds and 12 year olds during the presentation the “Winston Man” is giving to grade 6/7 students.</p>
<p>Smokeless Tobacco: A Wad of Trouble (26 min.)</p>	<p>Grade 5, 6 and up</p>	<p>Made for mid to older teens. This video covers the physical effects of using smokeless tobacco. It explores the social aspects of “chew” use through interviews with users. Techniques for quitting are presented.</p>
<p>The Teen Files: Smoking Truth or Dare (30 min.)</p>	<p>Grade 5, 6 and up</p>	<p>This video has lots of mid to late teen appeal – music, fast pace, and real life stories. Suitable for ages 12 to adult, it is presented as a TV show on smoking and teens, hosted by Liza Gibbons.</p> <p>This video shows examples of a cancer survivor with a voice box removed; a study on twins showing faster aging (wrinkles) for the smoking twin; autopsy room exhibits – enlarged heart, blocked arteries, blackened lungs, emphysema; and a baseball player with half his jawbone removed after diagnosis of lung cancer at the age of 26. This video graphically demonstrates to teens who use tobacco (cigarettes and chewing tobacco) what this deadly habit is doing to them. Graphic scenes include visiting a morgue and seeing an enlarged heart and lungs; scenes of mouth cancer; and being present when a person is told that they are going to die from their illness. Appearance by supermodel Christy Turlington, Leeza Gibbons, and Boyz II Men.</p>



Videos Suitable For Grade 5 or 6 Level

Up In Smoke (30 min.)	Aimed at grade 8 or 9 but suitable for 5 or 6	This northern video made in close association with northern teenagers talks in a fun, forceful way about the real problems of using tobacco: the serious threats to your health, and the struggle to quit. Very good production based on reliable facts and statistics about youth and smoking. Teachers of younger grades may need to read the screen prompts when various northern statistics are displayed. Refers to a Health Canada resource called "Improving The Odds" throughout the video but a copy of the resource is not necessary for viewing of the video. In this video, northern high school students talk about how they got started smoking and how they have tried (in some cases) to quit smoking. Other topics include self-esteem, peer pressure, independence versus dependence, advertising to young people, and tobacco and young women.
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Videos Suitable For Grade 8 or 9 Level

<p>The Teen Files: Smoking – Truth or Dare (30 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This video has lots of mid to late teen appeal – music, fast pace, and real life stories. Suitable for ages 12 to adult, it is presented as a TV show on smoking and teens, hosted by Liza Gibbons. This video shows examples of a cancer survivor with a voice box removed; a study on twins showing faster aging (wrinkles) for the smoking twin; autopsy room exhibits – enlarged heart, blocked arteries, blackened lungs, emphysema; and a baseball player with half his jawbone removed after diagnosis of lung cancer at the age of 26. This video graphically demonstrates to teens who use tobacco (cigarettes and chewing tobacco) what this deadly habit is doing to them. Graphic scenes include visiting a morgue and seeing an enlarged heart and lungs; scenes of mouth cancer; and being present when a person is told that they are going to die from their illness. Appearance by supermodel Christy Turlington, and Boyz II Men.</p>
<p>Diary of a Teenage Smoker (26 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This upbeat, modern video focuses primarily on female smokers but is useful for a mixed audience. It addresses underlying reasons why young people smoke and is designed to help them reflect on their own experiences with tobacco and growing up.</p>
<p>Tobacco and You (20 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This video uses a teen talk show format to highlight situations teens find themselves in making choices about tobacco use. It reaches young people just starting to smoke. The language level is junior high and up. Note: USA statistics are used but NWT stats are even higher.</p>
<p>Tobacco “X” Files (28 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This teen video uses the “X” files TV concept to expose tobacco as a deadly enemy. Tobacco is presented as a devious killer. The results of tobacco use, and killing qualities are presented.</p>
<p>It’s A Good Day To Quit (15 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This northern video follows three smokers through their journey to become ex-smokers. Each story tells a different approach to quitting smoking based on the person’s reasons for smoking and motivations to quit. Approaches discussed include: patch, nicotine gum, talking with someone who can support you, use of relaxation techniques e.g. deep breathing, exercise and physical activity, eating healthier foods, avoiding places/activities where smoking occurs, and finding new activities/routines to keep you busy. Suitable for grade 8 or 9 audience but could be used with a mature 5 or 6 audience. Available from the NWT unit of the Canadian Cancer Society. Available in English, French, Chipewyan, Dogrib, and Slavey.</p>

Videos Suitable For Grade 8 or 9 Level

<p>I Quit! How to stop smoking. (18 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This video reviews some of the health effects of smoking and how addiction to nicotine develops. It provides a step by step process to quitting including making a plan, the use of medicated quitting aids, helpful behavioural strategies and quit tips. Produced by Oh Boy Productions for the BC Lung Association.</p>
<p>Barb Tarbox – A life cut short by tobacco (16:30 min.)</p>	<p>Grade 8, 9 and up</p>	<p>Barb Tarbox, a 42 year old woman from Edmonton, Alberta was diagnosed with terminal lung cancer after smoking since grade 7. Refusing to let cigarettes take another life, she began to speak to students across Alberta, warning of the dangers of tobacco use. This video captures the passion of her presentations to students in the last months of her life. <i>The video contains emotional material that may be disturbing to preteens.</i> Teachers are advised to view it first and be prepared to discuss it with students after showing.</p>



Videos Suitable for Young Women and/or Young Mothers

<p>Baby's Coming – Baby's Home (10 min.)</p>	<p>Grade 8, 9 and up</p>	<p>This is an educational video designed to help young mothers and their families create smoke-free environments for babies.</p> <p>Along with providing valuable information on the effects of smoking during pregnancy and second hand-smoke on babies, the video presents ideas to help women and their families make their homes smoke-free.</p>
<p>The Feminine Mistake: The Next Generation (32 min.)</p>	<p>Grade 8, 9 and up</p>	<p>Hosted by Meridith Baxter, the video focuses on the feminine perspective of smoking.</p> <p>Shown are a smoker tested after not smoking for 12 hours, and again after 1 cigarette, showing decreased lung capacity and circulation, increased blood pressure and heart rate.</p> <p>A cigarette-addicted mother is counseled re: effects on her baby, and realizes the baby ceases to move for a period of time after each cigarette she smokes.</p> <p>A cancer survivor whose voice box has been surgically removed uses "burp-talk" to address a high school class.</p> <p>A teenage girl trying to quit attends a Fresh Start program for support.</p> <p>Candid interviews – good pace – personal stories.</p>
<p>Holding Our Own (24 min.)</p>	<p>Grade 8, 9</p>	<p>Young native and non-native mothers who belong to the same quit-smoking support group talk about their personal reasons for smoking, and for wanting to stop.</p> <p>This Health Canada video suggests alternative strategies to deal with stress, guilt, peer pressure, weight gain, etc. suitable for young adults and adults.</p>
<p>Poisoning Our Children (12 min.)</p>	<p>High School to Adult</p>	<p>This video is aimed at adults. It presents a strong case for not smoking around children. Doctors explain the risks and medical conditions related to second-hand smoke.</p> <p>Animated graphics show how smoke harms the baby.</p>

Websites To Explore

<p>http://www.cyberisle.org</p>	<p>This website designed by the University of Toronto has a lot of health information aimed at young people, including a tobacco site. This virtual island has beaches, a dance club, and a health clinic with clickable objects which link to health bulletins, chat rooms, quizzes, games, and other websites related to youth health issues. Teens will enjoy the cool, anonymous and informative nature of this site.</p>
<p>http://www.tobaccofacts.org</p>	<p>This is a BC Ministry of Health website aimed at teens – it focuses specifically on youth cessation and prevention. This educational site has information on smoking for parents, teachers, and teen smokers, downloadable posters, and graphic pictures of the effects of smoking on the body.</p>
<p>http://www.quit4life.com</p>	<p>This is a website to help young people quit smoking. This interactive site follows four teens – Tony, Nathalie, Zoe and Mathew as they meet the challenge of overcoming their smoking habit. The site is a joint project between Health Canada, the Lung Association, and the Canadian Dental Association.</p>
<p>http://www.smokingsucks.nfld.net</p>	<p>This youth-oriented website contains tobacco facts and a “chamber of horrors” as well as information on the tactics of the tobacco industry.</p>
<p>http://www.hc-sc.gc.ca/hecs-sesc/tobacco/youth/index.html</p>	<p>“You and Me Smoke-Free” is a brand new Health Canada website aimed at encouraging young Canadians not to take up smoking. Includes a section on “Cigarettes, Inside and Out” which describes some of the 4000 chemicals found in cigarette smoke, as well as a section on the real cost of smoking. There’s also a good section on the Tobacco Industry and how their marketing strategies target teens.</p>
<p>http://www.hc-sc.gc.ca/hecs-sesc/tobacco/facts/blueribbon/index.html</p>	<p>This website describes the blue ribbon campaign. Started by students in B.C. in 1999, the campaign symbolizes the desire for clean air free of second-hand smoke.</p>



Websites To Explore

http://whyquit.com	WhyQuit.Com brings together three independent cessation sites and five proven disciplines – motivation, education, skills development, counselling, and support – to form what may possibly be the internet's most effective online nicotine cessation program.
http://www.thetruth.com	This is a youth oriented site that aims to raise awareness about the hard facts of tobacco use and expose manipulative, profit-driven marketing techniques used by tobacco companies to sell their products for what they are. This website includes a human body that you can click on to discover the health effects of smoking on various parts of the body.
http://www.ayn.ca/quit/en/home.asp	This is an excellent tobacco cessation website developed by the Aboriginal Youth Network. The site is entitled “A Tribe Called Quit” and is geared toward First Nation Youth, although there are sections for teachers and other role models. The site includes sections for non-smokers, smokers, and ex-smokers with sections addressing the spiritual use versus tobacco abuse, information on the tobacco industry, and specifics on tobacco use by aboriginal youth in Canada. Other interesting aspects of this site include the online healing circle and an educational video.
http://www.tobaccofreekids.org	This US website includes a look at how tobacco companies advertise to kids. Includes sample ads.
http://roswell.tobaccodocuments.org	This sites hosts a collection of tobacco advertising.
http://www.teachervision.com	This website has numerous lesson plans for teachers on many topics including tobacco use and smoking.
http://www.lung.ca	The Canadian Lung Association’s website provides some useful fact sheets on smoking in Canada with links to an on-line smoking cessation guide and on-line support groups.
http://www.cdc.gov/tobacco/quit/canquit.htm	This is an on-line version of the consumer guide entitled “You Can Quit Smoking”. This brochure provides practical information and helpful tips for those who plan to quit smoking.
http://www.infotobacco.com	This is a Health Canada website with information on smoking cessation and background information on the health warning labels applied to tobacco products in Canada.

Websites To Explore

http://www.quitnet.org	Launched in 1995, Quitnet was one of the first smoking cessation sites on-line. This is an interactive resource designed to support smokers trying to quit. Operates in association with Boston University.
http://www.fray.com/drugs/smoking	This website is a record of personal anecdotes that individuals have submitted about their smoking. Topics include: How I started; What it was like; and How I quit.
http://www.badvertising.org	This website includes parodies on tobacco ads with an attempt to display what the real truth about tobacco use is all about. It uses ads from magazines with more honest, superimposed images.



Additional Websites To Consider

<http://www.ocat.org> (excellent source of info for municipal advocacy)

<http://www.tobaccoscam.com>

http://www.smoke-free.ca/Health/pscissues_secondhandsmoke.htm

<http://www.cleanaircoalitionbc.com/>

<http://www.nsra-adnf.ca/>

http://www.smoke-free.ca/Health/pscissues_secondhandsmoke.htm

<http://www.no-smoke.org/>

<http://www.ohd.hr.state.or.us/tobacco/secrets.cfm>

<http://tobacco.health.usyd.edu.au>, Dr. Simon Chapman's tobacco control supersite

Examples of other tobacco control sites, including industry de-normalization campaigns.

<http://www.ncth.ca/NCTHweb.nsf>

<http://www.tobaccofreekids.org/>

<http://www.americanlegacy.org/>

<http://www.essentialaction.org/tobacco/qofm/0202a.html>

