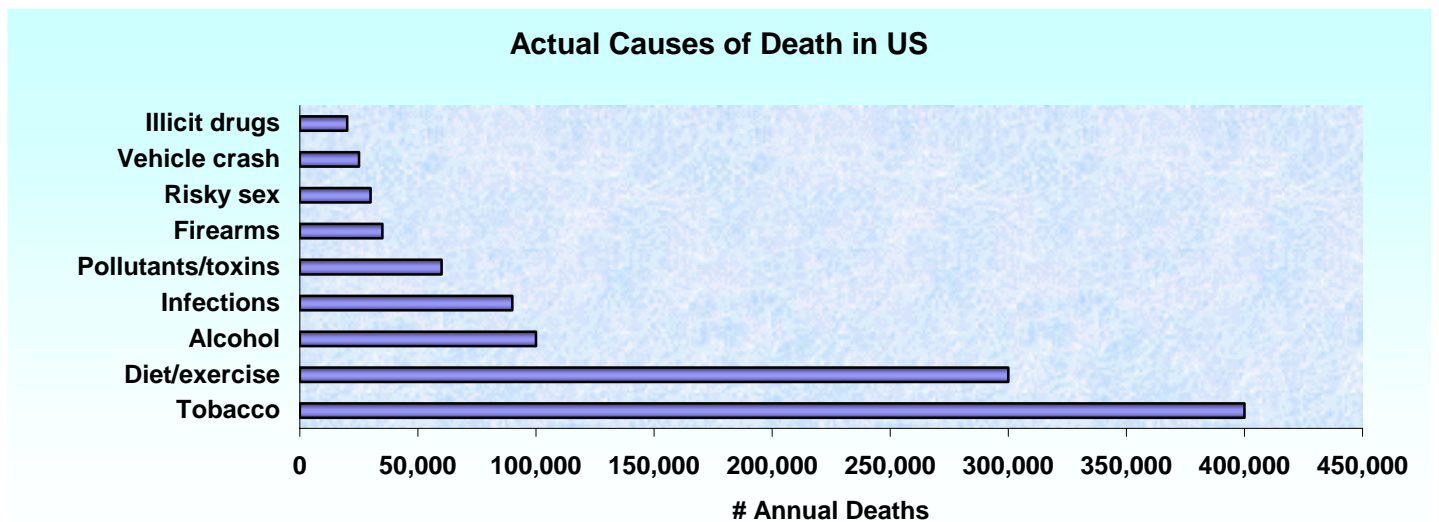


TOBACCO SMALL GROUP

Learning how to help people change their behaviors is an essential skill for all healthcare professionals.



Funding for enhancement of this project has been provided by the Department of Health, Division of Health Awareness and Tobacco. UF activities are supported by the University of Florida Health Science Center Colleges, the North Florida Area Health Education Centers Program and HRSA/Amersa/CSAP/SAMSHA Project Mainstream. Original development was funded by: The Josiah Macy Jr. Foundation and the The Ounce of Prevention Fund of Florida

Acknowledgements:

Andree Aubrey, LCSW	Big Bend AHEC	Robert Klein, DO	Nova Southeastern Univ.
Jamie R. Bellah, DVM	University of Florida	Joyce Lawrence, MD	University of Miami
Richard Botelho, MD	University of Rochester	Jessie Legros, MPH	Nova Southeastern Univ. AHEC Prog.
Bryan Bogнар, MD	University of South Florida	Christy Lemak, PhD	University of Florida
James Carreira, MPH	University of Miami	Barbara Redding, RN, EdD	University of South Florida
Joan B. Castleman, RN, MS	University of Florida	Carolyn Schlede, MD	Univ. of South Florida
Paul L. Doering, MS	University of Florida	Cynthia S. Selleck, ARNP, DSN	Univ. of South Florida AHEC
David A. Fairweather, MBA	Florida Department of Health	Daniel E. Shaw, MEd, EdS, PhD	Nova Southeastern Univ.
Rosebud Foster, EdD	Nova Southeastern Univ. AHEC Prog.	Natalie Small, PhD	University of Florida
Arthur M. Fournier, MD	University of Miami AHEC	Parker A. Small, Jr., MD	University of Florida
Mark S. Gold, MD	University of Florida	Anita Smart, MEd	University of Florida
J. Ocie Harris, MD	Florida State University	Venita J. Sposetti, DMD	University of Florida
Alan W. Jameson, MPH	University of Florida AHEC	James P. Thompson, PhD, DVM	University of Florida
Jon D. Kassel, PhD	University of Florida	Edward J. Trapido, ScD	University of Miami
Annie G. King	University of Florida AHEC	Lynn M. Vinson	Florida Department of Health
Maureen A. Novak, MD	University of Florida	Steven B. Zucker, DMD	Nova Southeastern Univ. AHEC Prog.

Health-professional students like you have delivered tobacco education to ~275,000 Florida middle-school students via PIPSA since 1998.

You will teach middle-school students later this semester.

Save a life.

Small Group Session

Instructions

This Workbook is designed for five students. You should have (1) taken the pretest and (2) completed homework to prepare for this session.

Scenario 1

“Motivation For and Resistance to Change”

Blue is the discussion leader for this scenario

The goal of this scenario is to discuss each others’ reactions to the Preparation Activities, wherein you looked at one of your own behaviors. We do not want you to discuss the specific habit you worked through in the homework, but rather the impact the process had on you.

1. *Blue, ask the group to introduce themselves, their college, and discuss what role their profession plays in tobacco prevention and tobacco use cessation. Talk to each other about how your profession is uniquely qualified to contribute to solving this problem.*
2. *Discuss: Why have students from different professions been brought together to learn about motivating people to change unhealthy behaviors?*
3. *Discuss: Which profession “owns”, or is primarily responsible for motivating people to change unhealthy behaviors?*
4. *Discuss: In the preparation packet, how did looking at a behavior you’d like to change feel? Remember, you’re talking about the process, not the behavior.*
5. *Discuss: How would you feel if a healthcare provider confronted you about the unhealthy behavior that you must change?*
6. *Discuss: How would you like to be approached about changing an unhealthy behavior?*
7. *Discuss: “Given that half of all deaths and many chronic disease conditions (emphysema, diabetes, periodontal disease etc.) are due to unhealthy behaviors, what did each of you learn from the activity that will be of help with patients?”*

Scenario 2

“Time for a Change”

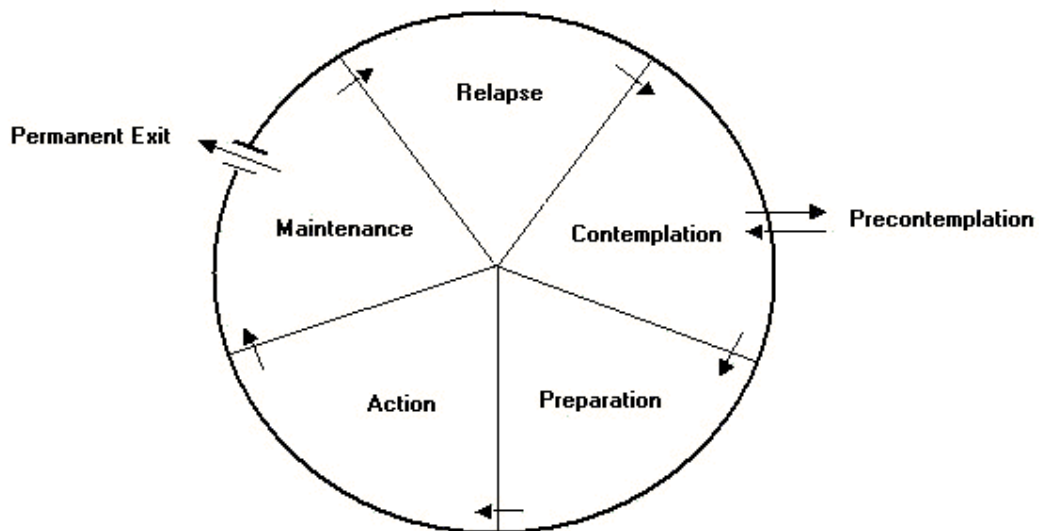
Green and Orange are the discussion leaders for this scenario. Green will read a paragraph about Sally.

- Sally’s mother, age 48, diagnosed with lung cancer.
- Mom smoked 1 1/2 packs of cigarettes a day since age 16
- Sally, age 21, smokes over one pack a day, since age 14.

Individually review the Stage Model of the Process of Change below and individually answer the following question. Then Green will lead a discussion of your answers.

1. At which stage is Sally at in the Stage Model of the Process of Change?

**Figure 1: Adapted from "A Stage Model of the Process of Change"
(Prochaska and DiClemente)**



(Segment size is not representative of the percentage of people in each stage.)

Listen while Green reads:

SALLY’S DECISION BALANCE: TO STAY THE SAME OR CHANGE (Appendix Preparation Packet)

Reasons to stay the same	Reasons to change
Benefits What do you like about...?	Concerns What concerns you about...?
Relaxes her Goes with her morning coffee	Even more worried about cancer with her mom’s recent diagnosis Feels guilty as a smoking health professional Spends over \$1,000/year Boyfriend objects to her habit & associated odor
Concerns What concerns would you have if you were to change?	Benefits What are the benefits of change?
Worried about weight gain	Save money Improve relationship with boyfriend Be better role model as a health professional
Circle Resistance Score 0 1 2 3 4 5 6 7 8 9 10	Circle Motivation Score 0 1 2 3 4 5 6 7 8 9 10

Used with permission of author: R. J. Botelho.

Green will ask the group the following questions & then share Sally’s scores.

2. What scores (0-10) do you think Sally will give herself for “Resistance to Change” and “Motivation to Change” after listening to her interview?

Circle Resistance Score 0 1 2 3 4 5 6 7 8 9 10	Circle Motivation Score 0 1 2 3 4 5 6 7 8 9 10
---	---

Listen while Green reads Sally’s scores and reasons.

3. What would you say to Sally about weight gain when quitting smoking to reduce her resistance to quitting?

After discussion, Green reads about weight-gain concerns.

Listen while Green reads.

4. Discuss as a group: What is the next step in helping Sally to quit?

Listen while Orange, reads:

Listen while Orange reads Sally's history:

5. Now, individually complete the Fagerstrom Test for Nicotine Dependence for Sally and calculate her score.

FAGERSTROM TEST FOR NICOTINE DEPENDENCE			
This is a tool used to assess the degree of nicotine dependence. It provides an objective score of an individual's degree of nicotine dependence			
QUESTIONS	ANSWERS	POINTS	Score
1. How soon after you wake up do you smoke your first cigarette?	Within 5 minutes	3	_____
	6-30 minutes	2	
	31-60 minutes	1	
	After 60 minutes	0	
2. Do you find it difficult to refrain from smoking in places where it is forbidden, e.g. church, library, movies, etc.?	Yes	1	_____
	No	0	
3. Which cigarette would you hate most to give up?	The first one in the morning	1	_____
	All others	0	
4. How many cigarettes per day do you smoke?	10 or less	0	_____
	11-20	1	
	21-30	2	
	31 or more	3	
5. Do you smoke more frequently during the first hours after waking than during the rest of the day?	Yes	1	_____
	No	0	
6. Do you smoke if you are so ill that you are in bed most of the day?	Yes	1	_____
	No	0	
TOTAL			_____
Scores can range from 0-10. A score of 5 or greater is likely indicative of nicotine dependence.			

Sally's score = _____

You could also use the following:

6. Sally filled out the Dependence Questionnaire as follows:

SALLY'S DEPENDENCE ON CIGARETTES QUESTIONNAIRE		
FIND OUT HOW YOU SCORE		
<p>This questionnaire will help you to decide whether your smoking is driven by nicotine addiction, habit and/or psychological dependence. 2 or 3 yes's mean that that component is an important factor in controlling you. See patient handout for more information.</p>		
ADDICTION:		
1. Is it extremely difficult for you to go one-half day without smoking?	<input type="radio"/> YES	<input type="radio"/> NO
2. Is there intense recurring hunger for cigarettes?	<input type="radio"/> YES	<input type="radio"/> NO
3. Is there a need to smoke a certain minimal number of cigarettes each day?	<input type="radio"/> YES	<input type="radio"/> NO
HABIT:		
4. Do you ever find that you are smoking and were not aware that you lit up?	<input type="radio"/> YES	<input checked="" type="radio"/> NO
5. Do you link your smoking with other behaviors, like drinking coffee, driving a car or talking on the phone?	<input checked="" type="radio"/> YES	<input type="radio"/> NO
6. Do you sometimes unintentionally go a whole day without smoking?	<input type="radio"/> YES	<input checked="" type="radio"/> NO
PSYCHOLOGICAL DEPENDENCE:		
7. Do you smoke more after having an argument with someone?	<input type="radio"/> YES	<input checked="" type="radio"/> NO
8. Is smoking one of the most important pleasures in your life?	<input type="radio"/> YES	<input checked="" type="radio"/> NO
9. Does the thought of never again smoking make you feel unhappy?	<input type="radio"/> YES	<input checked="" type="radio"/> NO

- You could also use the “Why Do You Smoke” pamphlet.

7. What do you conclude about Sally’s dependence on nicotine?

Orange will ask your group the following 2 questions. Be sure to discuss the bulleted items in Orange’s packet.

8. Having moved Sally to the Preparation stage in the Stage Model of the Process of Change, what treatments are available for her when she is ready to quit?

9. Which of the therapies would you recommend for Sally and why?

Scenario 3**“Effective Strategies: Middle School Students”**

Pink is the leader for Scenario 3; listen as Pink reads.

You will spend a day in a middle school classroom talking to the students about tobacco and other drugs.

This is to help you handle the common questions middle school students are likely to ask you. Please understand that unlike a multiple-choice test, there is no one “right answer” to many of their questions. What is appropriate for one person is entirely different for someone else. Some of you will come away from this with different answers or solutions.

Although it is never easy to step outside of your comfort level, middle-school age students think people in college (like you) are the epitome of COOL and most middle-school students wish they were your age. This is a big plus for you.

As we go through this discussion, please:

- think about the question asked, then
- brainstorm with each other about possible answers,
- listen to each other and finally
- draw some conclusions on reasonable solutions /answers to these questions.

Remember, what might be right for one person often will be something entirely different for another person.

1. What were some of the thoughts, ideas, and emotions that you remember when you were in middle school? In other words, when you were middle school age, how did you feel and act?

Pink, for each question, please encourage everyone in the group to contribute to the discussion. Use the following list to “check off” the following probable items as they’re mentioned, and offer ones not mentioned by the group.

Possible Answers:

- feelings of awkwardness, uncoordinated
- mood swings, being happy one minute, sad the next
- self-conscious about body, felt too tall, short, fat, thin
- excited about high school
- wanting to be older, to be able to date, to drive a car

Pink now sums up the discussion:

- People undergo more rapid and profound changes during the years between age 10 and 15 than at any other period of their lives.
- Youngsters of the same chronological age will look and act markedly different.
- Some students behave as if they are very bored, tired or sleepy while others are animated, lively, and talkative.
- Middle school students are very impressionable and this is the age that research shows they will make decisions about smoking, alcohol, and other drugs and sex that will have lasting effects on their lives.
- You are a role model for these kids. They will remember you and what you say and do.

2. Reflect on your experiences as a middle-school student. Brainstorm some effective strategies for teaching that age students?

Possible Answers:

- Make the subject interesting and fun.
- Be prepared and know the information you are giving
- Don’t talk down to the students
- Be friendly /smile
- Hand out candy or prizes – ask teacher permission first, don’t throw candy, no gum, collect candy wrappers

Pink now sums up the discussion:

Research shows that personalizing (relevant to their lives) middle school curriculum is important for the child to understand the material. This is relatively easy to do with the subject of tobacco and other drugs.

You will be provided with teaching kit along with video vignettes and activities. Most middle school students have short attention spans and need to change learning styles often.

Giving information for basic factual knowledge should not last longer than five minutes without some type of modality change. A good example of a lesson is:

- introduce yourself / team
- give some facts/information about drugs
- show video
- lead a discussion
- do an activity
- discuss the activity
- give more facts
- question / answer period

Pink still leads the questions and discussion:

- 3. Some middle school students in the past have asked questions about health profession students' personal use of cigarettes, pot, and drinking. How would you answer if a student asks a personal question that would make you feel uncomfortable answering?**

Possible Answers:

1. *At the beginning of each class:*

Middle school students are curious about you; so when you introduce yourself, you can give a bit of information and include something unique or fun. Ex: "Hi, my name is _____; I am a _____ student and I like to _____." This humanizes and makes you real to the student. Then set the stage for staying away from "OFF LIMITS" topics by stating that you've already shared everything interesting about yourself, so today's discussions will be about them--not about you--and that you have a lot to talk about today. (Exception: your career choice—work that in if they ask.)

2. *Asking a question is another way to redirect discussion and to keep the question asker engaged in the discussion.* Ex:

- "Do you know how harmful getting drunk is to your body?"
- "What happens when you drink too much?"
- "How much do you think you can drink before it is illegal to drive a car?"
- "Remember how we said today's discussion will be about you and not about us?"
- "We have way too much to cover with you today to get into our personal lives."
- "Me, go out and get drunk? It's just not my thing."

3. *Use humor to refocus the student.* Ex: By exclaiming that you have absolutely no time to discuss yourself because this class would be sooooo bored if you got on the subject of yourself.

Pharmacy students please place the CD from the table in your laptop. Copy both files onto your hard drive. Remove the CD. Close all programs except Windows Media Player.

Using Windows Media Player, view the video clip: "Promoting Health in Our Middle Schools" from your hard drive. It is an 8-minute video of middle school teachers and former HSC students talking about the middle school experience in this program. The video is also available online at <http://www.flahec.org/tob/videos.htm> if you want to view it again prior to your middle-school visit.

Scenario 4**“Middle School Teaching Kit”**

Purple is the discussion leader for Scenario 4.

For your middle school visit you will be given:

1. A “Middle School Survival Guide” - instructions that include how to use the 6 lesson plans, video and activities in the middle school.
2. “Scenes in Substance Abuse 2006-7” – Video clips to use with the lesson plans. View them from your hard drive as you go through the Middle School Survival Guide today; they will be placed on VHS cassettes for your classroom visits.
3. Other teaching aids in your kit will be noted as you go along.

Now you will go through the lesson plans you will use in the middle school. For Lesson 1, Purple will play the role of the teacher and the rest of the group are students. Some answers are only in the “teacher’s” booklet. Try to simulate what you’ll do in the middle school classroom.

If you have any questions or recommendations while going through these lessons, note them on the feedback form, the last sheet in your workbook.

Middle School Survival Guide: Lesson Plans



LESSON PLANS

Lesson 1: Media Manipulation - Purple is the Teacher for Lesson 1.

Instructor's note: Your goal in this lesson is to help students understand that the tobacco industry has worked long and hard to get young people to use tobacco. Awareness of this is a giant step toward resisting these messages.

Materials: Video, big buck



Preparation:

- **Ask** class why they think people spend money to do something as unhealthy as using tobacco. **ANS:** *Ideas should include advertising, peer pressure, to look older, to look cool, because movie stars/ athletes/ models/family members do it, nicotine addiction. If they don't come up with "advertising", point it out and say that we're going to see a short video clip made by Florida middle and high school students about this.*

Video Clip One:

- **Show** the "Media Manipulation" (SWAT casket) video clip and **STOP** the tape.
- **Remind** class that middle and high school students in Florida made this video.

Note: Only Purple has the boxed answers.

Classroom Activity:

- **Ask** the class
 - How much money they think the tobacco industry spends on advertising a year in Florida.

ANS:
 - Why do they think the industry spends so much on advertising?
ANS: *They need new users. Young people will smoke for more years and spend more money on tobacco products. This is more money for the companies.*
 - What places do they think the tobacco industry uses to advertise tobacco use (cigarettes, cigars and spit tobacco) in Florida?
ANS: *Will vary – movies, convenience stores, car races, sports events, rodeos, magazines should be included.*
 - In what ways does the tobacco advertising glamorize tobacco use?
ANS: *Associates it with wealthy, beautiful, athletes, famous people.*

Play game today in your group.

- **Price is Right game:**

Ask for 4 -5 volunteers who think they know what things cost and who would like to play a "Price is Right" type game. Rules: Contestants guess the cost of each item. If they go over the actual price, they lose. The person closest to the actual price, without going over, wins.

- **Q #1:** How much did the tobacco industry spend nationally last year on advertising tobacco products?

ANS:

- **Q #2:** How much does it cost a smoker in Florida to smoke a pack of cigarettes a day for 1 year?

ANS:

- **Show class big dollar from teaching kit.**

- **Q #3:** How many IPODs could you buy with the money spent smoking a pack of cigarettes a day for a year?

ANS:

- **Q #4:** How many of your friends could you take to Disney World with the money spent smoking a pack of cigarettes a day for a year?

ANS:

Optional Activity: (for longer classes or Optional Teacher Use later)

	Packs per day	# of days	Cost per pack	Answers / Totals
1 day	2	1	\$3	\$6
1 week	2	7	\$3	\$42
1 month	2	30	\$3	\$180
1 year	2	365	\$3	\$2,190
5 years	2	1,825	\$3	\$10,950
20 years	2	7,300	\$3	\$43,800
40 years	2	14,600	\$3	\$87,600
60 years	2	21,900	\$3	\$131,400

- Discussion questions:**
- o With this amount of money in a year what could you buy?
 - o In five years, what could you have bought if you did not need to buy cigarettes?
 - o In 20 years, what could you buy?
 - o In 60 years, what could you have done with the money a lifetime of buying cigarettes cost?

- **ADDITIONAL CLASSROOM ACTIVITY FOR TEACHERS:**
- Select a volunteer to draw on the board as the class creates an original ad for a tobacco product. Solicit suggestions from the class to create an ad discouraging use of tobacco products. (Ex. Cemetery named Marlboro Country)
- Have your students write a letter to Hollywood telling them they are tired of seeing their favorite actors glamorize tobacco use in the movies. Go to www.smokefree.org for addresses.

Lesson 2: Deaths Due to Tobacco - *Orange is the Teacher for Lesson 2.*

Instructor's note: Your goal in this lesson is to make kids aware of the mortality and morbidity related to tobacco use in the USA. In middle school, most kids overestimate tobacco use by other kids their age. This overestimate can then be used to justify their own tobacco use. Make sure the kids know that tobacco use by kids their age is less than they probably think.

Materials: video

Note: Only Orange has the boxed answers.

Preparation:

- **Ask** the class to guess how many people in the USA die every day from using tobacco. Put their choices on the board and have them vote to bring the group to consensus on their answer.

ANS:

Video Clip Two:

- **Show** the Video "Deaths Due to Tobacco" (*NCAA '06 Championship game*). **Stop the videotape.**

Classroom Activity:

- **Ask** class how many people they think the NCAA auditorium they saw holds. **ANS:** *about 70,000*
- **Ask class to calculate** the following at their seats (1-2 volunteers can also do it at the board) and raise their hands when they know the answer.
- **Math activity:** "How many days would it take before you could fill the entire auditorium with people who died from tobacco use this past year?" **ANS:** *70,000 /1,200 = 59 days or about 2 months. Every 59 days, an entire basketball auditorium fills with people who would have lived if they hadn't used tobacco.*
- Write on board.
- **Ask** the class what percentage of middle school kids in the entire USA use tobacco. Settle on a number.

ANS:

- **Ask** what percentage of middle school kids in Florida use tobacco. Settle on a number again.

ANS:

- **Ask** if they think more boys or more girls use tobacco? Or it is equal? **ANS:** *more middle school boys use tobacco (15.6%), than girls (11.2%).*
- **Ask** why they think this is? **ANS:** *We really don't know. Rural boys tend to have higher rates of spit tobacco use and this may be driving the figures up in this age group. Listen to what the kids in your class have to say.*
- **Ask** why tobacco companies would want kids for customers? **ANS:** *Remember the first video? Earlier use is more likely to result in lifelong smoking, which leads to more profits for the tobacco company. Teens that start using tobacco are likely to become lifelong tobacco users.*

Lesson 3: What’s in Smoke? - *Blue is the Teacher for Lesson 3.*

Instructor’s note: The point here is that tobacco and smoke have a lot of harmful ingredients. The only real difference between tobacco smoke and marijuana smoke is nicotine versus THC (tetrahydrocannabinol). Use the card game to involve the kids and to make it fun.

Materials: video, blue and green cards (miniature sample next page)

Preparation:

- Draw a K-W-L chart on the board: (*Instructor’s Note: K-W-L is a technique the students may be very familiar with.*) Draw a 3 column chart on the board below the title “What’s in Tobacco and Smoke?” The headings for the columns should be 1. What I **K**now, 2. What I **W**ill Learn, and 3. What I **L**earned.

What’s in Tobacco and Smoke?

1. What I K now	2. What I W ill Learn	3. What I L earned

- **Ask** the class what they **K**now is in tobacco and its smoke. **Write** all their suggestions in the first column
- **Ask** what they think they **W**ill learn about the health effects of tobacco and smoke. **Write** in column 2.

Video Clip Three:

- **Show** the “What’s in Smoke?” video, both Part 1 and Part 2.

Classroom Activity:

- **Ask** class: What did you learn from the videotape? Write responses in last column on board.
- **Play** the “What’s in Tobacco and Smoke?” Card Game

Game Instructions:

(Important: This game is designed for at least 12 students: 6 definitions/6words. For smaller classes, pass out fewer cards, making sure the #'s of the words and definitions passed out match.)

You don’t need to play this game today. You will have cards in your middle-school kit.

- Pass out blue Word Cards to 6 students.
- Pass out green Definition Slips to 6 different students.
- Tell students: “The cards have common things found in tobacco. See if you can match up the definitions with the things found in tobacco.”
- Have each student with a green Definition Slip stand up and read the definition to the class. Then, have the students with the blue Word Cards try to match their tobacco ingredient with the green Definition.
- End the lesson when you have matched up all of the cards and summarize going back to the KWL chart to see if they learned anything new from the game.
- Ask students how many chemicals they think are contained in tobacco smoke?

ANS:

- Ask students what they think is in marijuana smoke.
ANS: *essentially the same as tobacco smoke with THC instead of nicotine.*

Collect cards and slips to use with the next class.

“What’s In Tobacco and Smoke” Card Game

Slips similar to the following will be in the final kits.

Blue Word Cards:

<p>1 Carbon Monoxide</p>	<p>4 Formaldehyde (Embalming Fluid)</p>
<p>2 Arsenic</p>	<p>5 Cyanide</p>
<p>3 Ammonia</p>	<p>6 Acetone</p>

Green Definition Slips:

<p>1. What is a deadly poisonous gas if you breathe it? It replaces the oxygen in the blood and makes people die by keeping oxygen from their cells.</p>	<p>4. What chemical has a very strong smell and is used in preserving tissue samples for lab tests and also for embalming dead animals like for science class dissections? It is irritating to the eyes, nose, throat and skin and causes cancer.</p>
<p>2. What is the poison used to kill gophers, moles and rats?</p>	<p>5. What is a colorless very strong poison that smells like bitter almonds? Spies use it to quickly die when captured.</p>
<p>3. What window-washing chemical is a clear, very strong smelling gas that goes by the chemical formula, NH₃? Because of its strong smell, it is still used today to wake people up when they have fainted.</p>	<p>6. What is a strong-smelling main ingredient in nail polish remover?</p>

Lesson 4: Disease due to Tobacco - Part 1 Short Term Effects *Green is the Teacher.*

Instructor’s note: Your goal in this lesson is to increase awareness of short-term and long-term effects of tobacco use. The first activity focuses on the tobacco industry and short-term effects of tobacco use that middle school kids are more likely to experience right now. The second activity and video focuses on one disease developed over the long term, cancer.

Materials: Video, straws, board or overhead projector

Preparation:

- **Tell** class: “Tobacco use has both long-term and short-term effects.” Discuss the difference between long-term and short-term effects. (*Note: long-term effects take years to occur and are harder to reverse; short-term effects occur quickly and are nearly always reversible. Middle and high school smokers are most likely to have short term effects.*)

Today, have everyone give this a try on a sheet of paper.

Classroom Activity: Short-term Effects of Smoking

- **Tell** the class: “Let’s talk about the short-term effects of tobacco use that may affect a middle-school student.”
- **Ask** for an artistic volunteer to come to the board and draw a stick person of a middle school student. This drawing needs to be **big** enough for everyone in the class to be able to see. Ask for a show of hands to name this person. Write the name on the board.
- Now **ask** students to think of things that would happen to a middle school kid who is smoking now. Ask for a volunteer to name one short-term effect of smoking tobacco. Have that person come up to the board and draw that change on the stick person. Repeat with new students and try for the stuff below: **Note:** Focus on cosmetic changes kids are likely to experience:

Suggestions:

o	o
o	o
o	o
o	o
o	o
o	o

- **Ask** “What would happen to our kid if s/he stopped smoking today?” *ANS: all of these would reverse themselves.*
- **Erase** the drawing until the stick person looks the way it did at the beginning. Emphasize that you can do this because the changes you have been talking about are still the reversible changes caused by tobacco.

Lesson 4 Disease due to Tobacco - Part 2 Long Term Effects

Long-term Effects of Smoking

- **Tell** the class: “Let’s talk about the diseases caused by tobacco use.” **Have a student list** them on the board as the class thinks of them. **Ans:** *Tobacco is the single largest preventable cause of death in the USA. Cancers of the lung, mouth, nasal cavities, larynx, pharynx, esophagus, liver, stomach, pancreas, kidney, bladder, uterus, cervix, and myeloid leukemia, (30% of all cancer deaths, including 87% of lung cancer deaths are due to tobacco - American Cancer Society, 2003); besides cancers, chronic lung disease, coronary artery disease, stroke, aortic aneurism, peripheral vascular disease, cataracts, periodontal disease, gastric and duodenal ulcers, low birth weight babies, and more...*
- **Summarize** for class: tobacco causes many diseases besides lung cancer.
- **Tell** kids that not all diseases due to tobacco are reversible and that you are going to show them a video clip of some patients who have cancer from smoking.

- **Tell** them that these videos are graphic--“gross” may be a better word--and that they may not want to look at them.
- **Tell them they do not have to watch this part of the video and can put their heads down on their desks** if they want to.
- **Tell** them we are showing them these videos because we want them to know the reality of diseases from tobacco smoking.
- **Show Video** “Disease Due to Tobacco - Cancer is Not Pretty”. **Stop** the tape.
- **Ask** the class what they thought about the tape. Take your time with this and let kids talk. If anyone seems upset by this, ask the teacher discreetly to talk to the child or take him/her to the guidance counselor.
- Discussion Items:
 - The first person had oral cancer from tobacco that spread to the eye. Tobacco like cigarettes, cigars, spit tobacco or chew tobacco all cause cancer.
 - The other people have lost the ability to use their voice boxes. This means they breathe through a tube in their necks called a tracheotomy. Covering the hole in the tube allows them to speak, though usually with difficulty.
 - One man is still smoking despite his terrible disease. Why is that? Instructor’s Hint: Tobacco is very addictive.
- **Ask** the class whether they think tobacco smoking is so much fun that they would like to risk getting a disease like cancer from it. Ask them why they think people keep smoking if they know it is bad for them?
ANS: *should bring up the topic of addiction. Discuss the fact that nicotine is addicting and that is what makes it so hard to stop smoking even if you want to stop.*

Classroom Activity:

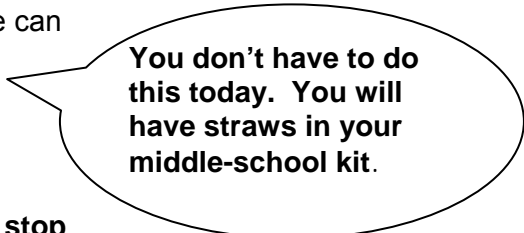
This activity illustrates how reduced airway diameter as in lung disease can affect the individual’s ability to be physically active.

Be sure to ask for volunteers who think they can run in place in front of the class with no problem.

Monitor the students carefully during the activity and ask them to stop when they start to have any difficulty at all.

Ask the teacher to also monitor students closely for safety reasons.

- **Ask** for 3 –4 volunteers who think they are good at running in place and have them come to the front of the class. Students must have no history of cardiac or respiratory problems.
- **Tell** students to run in place for 1 minute while you time them. Stop them after 1 minute of running in place.
- **Ask** the students:
 - a. How do you feel?
 - b. How is your breathing?
- Now, **give** each student a drinking straw. **Tell** the students to pinch their nose, put the straw in their **mouth**, breathe through the straw and run in place again for 1 minute.
- It will become clear that the students are not able to get enough air into their lungs to perform the running activity. **STOP the activity** when the students begin to have difficulty. They do not have to run for the entire minute.
- **Ask** the students:
 - a. Is it harder to catch your breath now or last time?
 - b. Is your breathing more like the man on the videotape now?
 - c. What do you think about narrowed airways and ability to exercise?



You don’t have to do this today. You will have straws in your middle-school kit.

Lesson 5: Second Hand Smoke and Peer Pressure - *Pink is the Teacher.*

Instructor’s note: One goal in this lesson is to make kids aware of mortality and morbidity related to second hand smoke (ETS). A second goal is to show students that they can influence change, introducing them to SWAT (Students Working Against Tobacco).

Materials: video, SWAT materials that may possibly come available at the last moment

Preparation:

- **Ask** the class to tell you what law was passed in Florida to impact their daily exposure to tobacco smoke.

ANS: *The Florida Clean Indoor Air Act, effective July 2003. A person may not smoke in an enclosed work place (except as otherwise provided, e.g. standalone bar).*

- **Ask** them if they have noticed a difference in the air since the law went into effect in 2003. **ANS:** They may bring up restaurants, bowling alleys, and the lack of designated non-smoking areas. Students who have traveled to other states or countries may be able to comment on the differences. You could also ask where it might have affected their parents’ air quality (work places).
- **Ask** if any one knows what second hand smoke is. **ANS:** *Also known as Environmental Tobacco Smoke (ETS). It is side stream smoke, smoke emitted from burning tobacco when the smoker is not inhaling plus mainstream smoke, the smoke exhaled by the smoker.*
- **Ask** if there are health risks to inhaling another person’s tobacco smoke?

ANS: *YES! The health consequences are similar to smoking. ETS has been designated a carcinogen by the Environmental Protection Agency. In June, 2006, U.S. Surgeon announced there is no risk-free level of exposure to secondhand smoke. Nonsmokers increase their risk of developing heart disease by 25 to 30 percent and lung cancer by 20 to 30 percent. Nearly half of all nonsmoking Americans are still regularly exposed to secondhand smoke.*

- **Show** video clip “Second-Hand Smoke” (“No Pee” video clip). **Stop** the videotape.
- **Ask** the class to compare pee in pool water to smoke in a room and its effect on air quality. Can you separate peeing from non-peeing sections in a pool? Can you separate smoking and non-smoking areas of a room?
- **Tell the class:** “This law was passed because of the action of people. People like you got angry and took action to change things. Now I’m going to show you some more people like you, middle and high school students in Florida, who are working to change things today.
- **Show** video clip “**SWAT - Candy Cigarettes**”. **Stop** the videotape.
- **Ask** class what they think about this issue.
 - √ Do they think tobacco companies are marketing their deadly product to young people?
 - √ What do they think about making cigarettes taste like candy?
 - √ What do they think about the way the product is packaged and the advertising shown in the video?
 - √ Is it directed at young people?
- **Tell** the class that SWAT is a youth organization that was very strong in Florida’s schools. It was very strong a few years ago, but then it lost most of its funding. Now it’s making a comeback in Florida’s schools. “SWAT leaders hope to have a SWAT Coordinator in every county soon. Do you know if there’s one in your county yet? Who is it?” Invite your students to get involved to make things better
- **Distribute** any SWAT giveaways or contact information or for the county you’re visiting that are in your kit, or put it on the board and ask students to write it down.

Lesson 6: "We're Rich, You're Dead" - Purple is the Teacher for Lesson 6:

Instructor's note: This lesson is to demonstrate that the tobacco industry's motive in its marketing is financial gain. Tobacco companies focus, without conscience for disease and deaths caused by their product, on their own bottom line.

Materials: video, big buck, eleven \$100 bills, pie chart



Preparation:

Show the "We're Rich, You're Dead" video clip.

- **Ask the class to figure how much it costs a person to smoke 2 packs of cigarettes a day for a year.**
ANS: They should remember \$1,095 from lesson one. If a pack of cigarettes averages \$3 a pack, a one-pack-a-day smoker spends how much in a year: [Answer: $\$3 \times 365 = \$1,095$. $\$1,095 \times 2 \text{ years} = \$2,190$.
Show the class the big dollar. Also, the total cost of smoking will rise if you smoke more as time goes by, and/or the cost of cigarettes rises (ex. Cigarettes cost 25 cents a pack in 1972)
- Hold up the big dollar from lesson one again to illustrate the cost.

Your kit will contain fake money. Today, just use paper and pencil to keep track.

Classroom Activity : "Where Does the Tobacco Money Go?"

- **Ask class, where** do you think all the money people pay for tobacco goes? Ask class for ideas. **ANS:** should include Tobacco Farmers, Tobacco Companies, Stores, and don't forget the Tax Collector, as tobacco products are heavily taxed.
- **Write** (wide apart) at top of board: Tobacco Farmer, Tobacco Company, Store, Tax Collector
- **Ask** for a volunteer to stand underneath each word on board, i.e.: "Who wants to be a Tobacco Farmer?"
- **Take** the fake \$ from the kit. "Here's the money a pack-a-day smoker would spend on cigarettes, about \$1,100. Here are eleven \$100 bills. Who gets this money?"
- **Ask** the class to tell you how to divide the \$ up between the: Tobacco Farmer, Tobacco Company, Store, and Tax Collector Have some fun with this.
- (Instructor's Note: Florida is an agricultural state and some students' families may depend on income from a tobacco allotment.) **Ask:** "Do you think it's easy to grow tobacco? Or is planting, fertilizing, irrigating, harvesting, and drying, etc. hard work. Shouldn't the Farmer should get the biggest chunk?"
- **Rearrange** the \$ if they want you to.
- **Say:** "OK, let's see what the experts say."
- **Display** the pie chart poster from the kit.

Another instructor should **move the \$ around** as necessary (so class can see what's happening) to reflect the real percentages on the chart:
ANS:

- o **Ask** the Farmer "Is that ok with you?" Let the class discuss.

Sum up: This illustrates that a tobacco farmer gets only a tiny bit of total tobacco income. Farmers who also use the product may spend more on buying products and on medical care to fight its bad health effects than they earned by growing tobacco in the first place.

Thanks to COM reproducing the CDs, Med students have first dibs, then others; or it can be left on the table.
