

**teaming up**

**for**

**tobacco  free**

**KIDS**

*Teachers' Resource Kit*

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## Welcome to Teaming Up for Tobacco-Free Kids

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Experimentation with tobacco is declining among Alberta youth. In 2007, 80% of 15- to 19-year-olds reported not smoking. Nearly 90% of Alberta youth are taught about smoking in school, yet many underestimate the risks related to smoking.

### How this program is different...

Teaming Up for Tobacco-Free Kids targets students in Grades 4 to 6. Emphasizing prevention, the goal of the program is to increase awareness about the dangers related to tobacco use before they form regular tobacco use patterns. The program delivers positive role modeling among peers, provides appealing t-shirts, and builds youth capacity for healthy living.

### How this resource was developed...

This Teachers' 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, Canada.

Original project partners include...



## Considerations

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### Before You Start...Some Things to Avoid

With so much at stake, it's easy to go overboard. Here are some things to watch out for:

#### **Suggesting that kids who smoke are “bad”**

More often than not, this approach backfires, especially with high-risk students, because it makes smoking a vehicle for rebellion. Furthermore, there may be some students in your classroom who are experimenting with tobacco, who could be harmed by being labeled.

#### **Implying that smoking is “dumb”**

Children need to be able to respect their parents and other adults in their lives, whether or not they smoke. By learning that nicotine is addictive, and that society has only recently realized how deadly smoking is, children can separate their own choices from the choices adult smokers 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 lives.

#### **Encouraging children to criticize smoking at home**

Even indirectly, this can be a big mistake. Parents may see the school intruding into their lives, and you could lose any support they've been giving your smoking prevention efforts. Help kids realize that many adults smoke because it's addictive and difficult to quit, not because they want to cause harm to themselves.

#### **Expecting children to assert their rights**

Kids 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 family members would do something to harm others. Support kids to separate their feelings about smoke (which is harmful) from how they feel about the person (who is addicted).

#### **Telling children smoking will kill you**

This may induce intense anxiety in kids whose parents or relatives smoke. Be sensitive in how you use information about the fatal effects of smoking by emphasizing that these risks are generally long term, and that quitting smoking can reverse this trend.

## Warning students they'll die if they smoke

Frankly, they won't believe you and research shows this threat can be more harmful than good. It's better to focus on the immediate consequences: stinky breath, hair and clothes, yellow teeth and fingers, addiction, bad breath, clinging tobacco smell, financial costs, increased coughing, illness, asthma attacks and bronchial infections.

## Thinking you've failed if a student starts smoking

Young people start smoking for many complex reasons. Sometimes it's the norm in their homes, a way of coping with stress, a rite of passage or a badge of independence. You're competing with a very powerful media machine, as well as strong cultural forces. As long as society continues to send mixed messages about smoking, young people will continue to take up the habit.

The best you can do is to foster critical thinking, boost your students' self-esteem and equip them with the skills, motivation, and information they need to build their capacity for healthy living. Especially important is to help kids develop the belief that they can resist using tobacco.

And remember: you'll probably see some of your students smoking. What you'll never see is how many didn't start because of their classroom experience.

## If you smoke...

It can be tempting to hide your own smoking from your students. But having them catch you smoking if you haven't come clean with them can lead to real disillusionment.

So why not use your position to advantage? Encourage your students to ask you questions they might normally find awkward, like "Why do you smoke, if you know it's bad for you?" and "If you smoke, why aren't you sick?" Let your students know you want to help them avoid a mistake you've made.

That said, please don't smoke in front of your students. Most school policies prohibit tobacco use on school property by both students and staff. On or off school property, you continue to be a powerful role model for them.

If you are thinking of quitting smoking, call the Smoker's Help Line (1-866-33AADAC). The Smoker's Help Line provides confidential and free information, referrals, telephone counselling and support to adult smokers who want to quit. The line is available 8 a.m. to 8 p.m. daily. If you make the decision to quit smoking, share the experience with your students so they can appreciate your decision and understand first-hand how difficult quitting can be.

## High-risk students

Many factors can put students at a higher risk of smoking.

Some of the key indicators:

- *Lower economic status*
- *Less-educated family*
- *Peers who smoke*
- *Parents and siblings who smoke*
- *Living in a community that supports the use of tobacco*
- *Periods of major transition such as moving from elementary to junior high school, family discord, etc.*
- *Lower self-esteem*
- *Poor academic record*
- *Rebellious or “deviant” behaviour patterns*

## How do you respond?

Here are some strategies:

- Deliver lessons that don't depend on literacy skills
- Involve peer discussion group leaders
- Encourage students to recognize and critically examine the factors that may lead them to smoke
- Offer a variety of provocative, student-centered activities
- Reinforce success

## Sample Letter to Parents

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*If you wish to inform parents of your classroom's participation in tobacco reduction activities, the following sample letter is provided:*

Dear Parent,

This letter is to advise you of our school's participation in Teaming Up for Tobacco-Free Kids. We'll discuss the harmful effects of tobacco as well as strategies for avoiding unhealthy situations involving tobacco and techniques for resisting peer pressure.

Tobacco use is the leading cause of preventable illness, disability, and death in Canada. Tobacco kills about 3400 Albertans each year and hundreds of non-smoking Albertans die each year from diseases caused by exposure to second-hand smoke. Almost all tobacco users began use as teens; 9.1% say they started between the ages of five and 11.

Research shows that parents who smoke can reduce the likelihood of their children smoking simply by talking with them about the dangers. If you use tobacco, it is important for you to know that we recognize the difficulties associated with quitting. Whether you use tobacco or not, your words can make a significant difference in your child's choice to remain tobacco-free.

Organizations involved in tobacco reduction focus on preventing youth from starting to smoke, informing students about the difficulty in quitting and supporting those who want to quit.

Thank you for supporting Teaming Up for Tobacco-Free Kids. Please call if you have questions or concerns, or if you would like more information about our school's efforts to prevent youth tobacco use.

Sincerely,

## Lesson Overview

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The lessons in this kit were originally developed using the Alberta Learning Health and Life Skills Kindergarten to Grade 9 Program of Studies (Draft, June 2000). This program has now been finalized and implemented. The health curriculum links listed in each lesson are very close to the approved 2002 Health and Life Skills Kindergarten to Grade 9 Program of Studies.

***To support your use of this resource, we have provided a chart clearly linking the Teaming Up lesson plans with the 2002 Health and Life Skills curriculum (see page 8).***

Teaming Up for Tobacco-Free Kids resources are based on the belief that effective prevention goes beyond providing information. Students must develop practical life skills such as effective communication and decision-making skills. They also need to develop critical thinking and learn to take personal responsibility for healthy lifestyles.

### Here are some examples:

In the first lesson for Grade 4, students examine and evaluate the health risks of tobacco use, discuss effective decision-making and then demonstrate respectful communication skills through developing and practicing refusal skills.

In the first lesson for Grade 5, students examine why people use tobacco. Then they examine the risks and consequences of tobacco use — physical, emotional and social. Students have the opportunity to acquire, practice and demonstrate refusal skills in two ways: a whole class activity and an independent study worksheet that helps preplan refusal responses.

In the second lesson for Grade 6, students experience peer pressure in a class activity and then analyze the influence of peers and older students on their decision-making. Participants look ahead to the challenges of junior high school and develop strategies to manage that transition.

We hope you enjoy using the Teaming Up for Tobacco-Free Kids resource in your classroom!

## 2002 Health and Life Skills (K-9) Curriculum Links

| General Outcome  | Specific Outcomes   |
|--|---|
| <p><b>Grade 4</b></p> <p><i>Wellness Choices:</i> Students will make responsible and informed choices to maintain health and to promote safety for self and others.</p> <p><i>Life Learning Choices:</i> Students will use resources effectively to manage and explore life roles and career opportunities and challenges.</p>   | <p><i>Personal Health - W-4.1</i> Explore the connections among physical activity, emotional wellness and social wellness</p> <p><i>Personal Health - W-4.2</i> Examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat</p> <p><i>Personal Health - W-4.6</i> Examine and evaluate the health risks associated with smoking and various forms of tobacco</p> <p><i>Learning Strategies - L-4.3</i> Demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results</p>  |
| <p><b>Grade 5</b></p> <p><i>Wellness Choices:</i> Students will make responsible and informed choices to maintain health and to promote safety for self and others.</p> <p><i>Life Learning Choices:</i> Students will use resources effectively to manage and explore life roles and career opportunities and challenges.</p> <p><i>Relationship Choices:</i> Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.</p> | <p><i>Personal Health - W-5.6</i> Examine and evaluate the impact of caffeine, alcohol and drugs on personal health/wellness; e.g., physical, emotional, social</p> <p><i>Safety and Responsibility - W-5.8</i> Promote safety practices in the school and community</p> <p><i>Life Roles and Career Development - L-5.3</i> Investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making</p> <p><i>Life Roles and Career Development - L-5.6</i> Assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media</p> <p><i>Understanding and Expressing Feelings - R-5.3</i> Recognize that stressors affect individuals differently, and outline ways individuals respond to stress</p> <p><i>Understanding and Expressing Feelings - R-5.4</i> Practice effective communication skills; e.g., active listening, perception checks</p>   |
| <p><b>Grade 6</b></p> <p><i>Wellness Choices:</i> Students will make responsible and informed choices to maintain health and to promote safety for self and others.</p> <p><i>Life Learning Choices:</i> Students will use resources effectively to manage and explore life roles and career opportunities and challenges.</p> <p><i>Relationship Choices:</i> Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.</p> | <p><i>Safety and Responsibility - W-6.7</i> Identify and communicate values and beliefs that affect healthy choices</p> <p><i>Safety and Responsibility - W-6.8</i> Analyze how laws, regulations and rules contribute to health and safety practices</p> <p><i>Learning Strategies - L-6.3</i> Analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered</p> <p><i>Life Roles and Career Development - L-6.6</i> Analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level</p> <p><i>Understanding and Expressing Feelings - R-6.1</i> Recognize that individuals can choose their own emotional reactions to events and thoughts</p> <p><i>Understanding and Expressing Feelings - R-6.3</i> Develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity</p> <p><i>Group Roles and Processes - R-6.8</i> Analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community</p> |

**For information on additional support materials, please contact your local AADAC Tobacco Reduction Counsellor.**

## Section II Grade 4

## Lesson 1

### TOBACCO'S HEALTH EFFECTS

#### Lesson Summary

This lesson gives students a chance to discuss the negative health effects of tobacco use.

#### Health Curriculum Links

##### General Outcome

Students will make responsible and informed choices to maintain health and to promote safety for themselves and others.

##### Specific Outcome

W-4.6 Examine and evaluate the health risks associated with smoking and various forms of tobacco.

L-4.3 Demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results.

#### Preparation

- Send letter home to parents
- Read fact sheets
  - Fact Sheet 2 – Your Body
  - Fact Sheet 5 – Spit Tobacco
- Photocopy
  - Student Resource 1 – The Lungs
  - Student Resource 2 – Refusal Skills

#### Lesson Duration

60 minutes

Section II Grade 4 - Lesson 1

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**Materials**

Stethoscope

*TIP: Contact your local health unit for information about stethoscope availability/access.*

**Activities**

Distribute a copy of Student Resource 1 (The Lungs) to each student. Using a stethoscope, have students listen to breathing. Have students compare the breath sounds of someone with a chest cold or asthma to clear chest sounds. Have students write down breath sound comparisons.

Have students listen to heart sounds. Ask a few students to jog in one spot for two minutes. Have the class compare the sounds of the heart after exertion with a regular heartbeat. Explain that smoking a cigarette has the same effect on the heart.

Ask students to brainstorm a list of favourite activities requiring a healthy heart and lungs (e.g., playing sports or musical instruments, climbing and running, etc.). Discuss how these activities are affected by smoking.

Talk about the dangers of using spit tobacco. Discuss how spit tobacco affects the mouth and tongue.

Give each student a copy of Student Resource 2 (Refusal Skills). Ask students what they think the word “addiction” means. Discuss various addictive habits and strategies for avoiding situations where a person may be tempted to “try it just once.”

Have students brainstorm activities that they would choose rather than using tobacco. Have your class practice using humour as a means of saying no to a cigarette or spit tobacco. Describe a peer pressure situation where several friends are smoking cigarettes or using spit tobacco and ask students to role-play refusal responses.

## Section II Grade 4

## Lesson 2

### SECOND-HAND SMOKE — THE HAZARDS

#### Lesson Summary

This lesson gives students a chance to discuss how second-hand smoke pollutes our bodies and our environment.

#### Health Curriculum Links

##### General Outcome

Students will make responsible and informed choices to maintain health and to promote safety for themselves and others.

##### Specific Outcomes

W-4.6 Examine and evaluate the health risks associated with smoking and various forms of tobacco.

W-4.2 Examine the impact of environmental factors on personal health, and develop positive environmental health habits; e.g., exposure to the sun, second-hand smoke, noise, extreme cold/heat.

#### Preparation

- Send letter home to parents
- Review fact sheets
  - Fact Sheet 2 – Your Body
  - Fact Sheet 5 – Spit Tobacco
  - Fact Sheet 6 – Second-hand Smoke

#### Lesson Duration

Each activity ranges from 10 minutes to one hour. You may need to complete this lesson over several days.

#### Materials

- Clean, light-coloured cloths or tissues
- Cup of water (clear glass)
- Food colouring
- Large sheet of paper
- Straws (one for each student)

Section II Grade 4 – Lesson 2

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**Activities****Time: 30 minutes**

Ask students to be pollution hunters. Give each pair of students a clean cloth and ask them to collect pollution samples by wiping various surfaces (e.g., dusty windows progressing to greasy surfaces) in or around the school. You may also ask them to examine the inside of a smoker's car or to observe car exhaust.

**NOTE:** *We often inhale these substances unaware. Inform students that smokers' lungs are filled with tar from inhaling tobacco smoke.*

**Time: 10 minutes**

Ask the class if they think tobacco smoke is harmful and then to describe how it is harmful. Explain that tobacco smoke contains many pollutants/chemicals that are harmful to our bodies. Explain how smoking depletes clean air and replaces it with polluted air. To illustrate this concept, show them a clean cup of water. "Pollute" the water by adding food colouring. As the students observe the colour spreading in the water, explain that the same effect occurs with tobacco smoke in the air.

**Time: 60 minutes**

Work with students to create a simple clean-air maze on a large sheet of poster paper. Have students think of clean and non-clean maze barriers. They can pass through barriers such as clean windows, rain, filters, flowers, grass and smoke-free rooms. They cannot pass through non-clear barriers such as cigarette smoke, dirt, blue/black clouds and smoke from chimneys. (You may want to make up a maze before the class.)

**Time: 15 minutes**

Smoking decreases the amount of good air tobacco users breathe because over time lung capacity decreases. Demonstrate this concept by asking students to take a deep breath while you count aloud three seconds. Then, instruct them to expel the air. Ask students to repeat the exercise, this time taking the deep breath through a straw. Have students compare the difference in the amount of expelled air.

**Time: 30 minutes**

Invite a speaker from the fire department to discuss fires and the pollution they cause. The speaker can show a firefighter's protective mask and explain how smoke damages eyes, lungs and property. Discuss actions students can take to protect their bodies and lungs from tobacco smoke.

Adapted from: *Our Health – Our Future – Our Choice Integrated Tobacco Resource: Book 1*. Board of School Trustees School District 2, 1996.

**Section II Grade 4****Lesson 3****TRADITIONAL USES VERSUS TODAY'S MISUSES****Lesson Summary**

This lesson provides students with an awareness and knowledge of Aboriginal traditional uses of tobacco.

**Health Curriculum Links****Specific Outcomes**

W-4.1 Explore the connections among physical activity, emotional wellness and social wellness.

L-4.3 Demonstrate effective decision making, focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results.

**Preparation**

- Send letter home to parents
- Read fact sheets  
Fact Sheet 9 – Tobacco: A Sacred Plant

**Lesson Duration**

60 minutes

**Materials**

Poster-making supplies

Section II Grade 4 – Lesson 2

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**Activities**

Ask students to state what they know about Aboriginal traditional tobacco use. Write their responses on the board. Flag any items questioned by students and ensure their questions are answered at the end of the lesson.

Invite a cultural teacher or Aboriginal Elder to speak with the students about traditional tobacco uses.

Discuss the ceremonial use of tobacco with the class. Ask students how and why traditional tobacco use differs from current tobacco misuse. Using information generated from the lesson, ask students to design a locker poster.

For an outdoor activity, take a little bit of tobacco and either put it on the ground or let it go in the wind, while the cultural teacher or Aboriginal Elder explains the concepts of “what it means to offer” and “respect for reciprocity” (for what we take from Mother Earth, we must give back in return). Discuss the points on Fact Sheet 9 – Tobacco: A Sacred Plant.

**Section III Grade 5****Lesson 1****THE RISKS AND CONSEQUENCES OF SMOKING****Lesson Summary**

This lesson gives students a chance to describe the immediate and long-term effects of tobacco use.

**Health Curriculum Links****General Outcome**

Students will make responsible and informed choices to maintain health and to promote safety for themselves and others.

**Specific Outcomes**

L-5.3 Investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making.

R-5.3 Recognize that stressors affect individuals differently, and outline ways individuals respond to stress.

R-5.4 Practice effective communication skills; e.g., active listening, perception checks.

**Preparation**

- Send letter home to parents
- Read fact sheets
  - Fact Sheet 2 – Your Body
  - Fact Sheet 3 – What’s in It?
  - Fact Sheet 4 – A Drug
  - Fact Sheet 6 – Second-hand Smoke
- Photocopy
  - Student Resource 2 – Refusal Skills
  - Student Resource 3 – Word Puzzle
  - Transparency 1 – What Is a Drug?
  - Transparency 2 – Drugs May Be Used for Different Reasons
  - Transparency 3 – Smoking Facts
  - Transparency 4 – What Is Dependency?

**Lesson Duration**

60 minutes

## Section III Grade 5 – Lesson 1

## Activities

**Truth or Dare – 50 minutes**

Divide students into groups of three or four. Distribute a copy of Student Resource 3 (Word Puzzle) to each student. Explain that this exercise is designed to get students thinking about the risks of smoking. Allow students 20 to 30 minutes to create their word-find or crossword puzzles. Tell students they will use the ideas on the puzzles to play a game later. Then, ask students to write their opinions about why people continue to smoke despite the risks.

To initiate discussion, ask the class to answer the following questions:

*From the word puzzle's word list, what would most likely stop you from smoking?*

*Do you think people enjoy their first smoking experience? Why? If not, why do they try it again?*

*Do you know anyone trying to quit smoking?*

*Why do you think it is difficult for them to quit?*

*What would make it easier for you (support you) to avoid tobacco use?*

*Are there any other influences that could make avoiding tobacco use difficult?*

Discuss with the class some situations that may make it difficult for them to avoid tobacco use. For example:

- If your parents or older siblings smoke, you may want to share that activity.
- You may have friends who want to try smoking.
- You know older kids who smoke and they tell you they can quit if it becomes a problem.

Explain that the first smoking experience is usually unpleasant. Possible consequences are nausea, dizziness, upset stomach and/or diarrhea. Explain the reasons why people may keep smoking.

- **To project an image** – they may be attracted to symbols that they think show others they are grown up (e.g., cigarettes).
- **To receive social support** – they may hang around with people who smoke and may be encouraged to try it again.
- **To seek acceptance** – some kids need to feel they are part of a group (in this case, a group that smokes).

*Following the discussion*

Have each student in the group develop truth questions. The truth questions should test knowledge about risk and consequences related to tobacco use and link to the class discussion. Each group member will take a turn leading the game.

**Section III Grade 5 – Lesson 1**

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The group leader will ask each student to select truth or dare. If a student chooses dare, all group members will act out a situation where one student dares another to smoke a cigarette. The student must think of a way to refuse the cigarette. If the student chooses truth, the group leader will ask one of their “truth” questions.

**Class discussion – 10 minutes**

Ask students to share their thoughts about the game. Probe with questions such as:

*What can you do to make sure you don't start smoking?*

*If you don't want to smoke, how do you resist smoking when others pressure you to try it?*

Ask students to think of situations where they may be offered a cigarette. Hand out Student Resource 2 (Refusal Skills). Explain that it is helpful to plan their responses before they are in these situations. Have students complete the worksheet and suggest they practice their responses alone or with friends. Another strategy for saying no to smoking is to avoid these situations altogether by spending more time with non-smokers.

*Provide the following information*

- 17.9% of Alberta teens (age 12 to 19) smoke.
- Smoking is no longer considered the norm; almost 75% of Canadians do not smoke.

As a final question, ask the students to do some math. Count how many students are in class. Then, have students calculate one-fifth (20%) of this number. Statistically, this is approximately how many of the students that may be smoking by the time they graduate high school. Ask the class if they feel this figure is accurate.

**Section III Grade 5****Lesson 2****THE POSITIVE EFFECTS OF BEING SMOKE-FREE****Lesson Summary**

This lesson provides students an opportunity to learn about the health benefits of being a non-smoker.

**Health Curriculum Links****General Outcome**

Students will make responsible and informed choices to maintain health and to promote safety for themselves and others.

**Specific Outcomes**

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

W-5.8 Promote safety practices in the school and community.

**Preparation**

- Send letter home to parents
- Read fact sheets
  - Fact Sheet 2 – Tobacco and Your Body
  - Fact Sheet 5 – Spit Tobacco
- Photocopy
  - Student Resource 4 – Math Puzzle

**Lesson Duration**

55 minutes

**Materials**

- Large chart paper
- Coloured pens

Section III Grade 5 – Lesson 2

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**Activities****Class brainstorming – 5 minutes**

Have students brainstorm the negative effects of smoking. List responses on the board or chart paper.

**Group webbing – 20 minutes**

Have students form small groups of four or five. Give each group a piece of large chart paper and a coloured pen (no two colours alike per group). Ask a member of each group to write the words “smoke-free” in the middle of the paper. For 5-10 minutes, have the group brainstorm the positive aspects of being a non-smoker and living in a smoke-free environment. Ask students to write their ideas on the group paper and use lines to connect their words to the word “smoke-free”. Ask each group to share their webs with the class. Have students work together to identify key words, ideas and phrases from their lists and help them compile one master list on another large sheet of chart paper. Have students use the master list to choose their top five positive aspects of being smoke-free, and read them over the morning announcements for one week.

**Creating puzzles – 30 minutes**

Hand out Student Resource 4 (Math Puzzle). Have students form groups or work individually to complete the activity. Discuss the statements on the math puzzle as a class.

## Section III Grade 5

## Lesson 3

### AT WHAT COST?

#### Lesson Summary

This lesson gives students a chance to calculate the financial costs of smoking.

#### Health Curriculum Links

##### General Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

##### Specific Outcome

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

L-5.6 Assess how roles, expectations and images of others may influence career/life role interests; e.g., influence of family, friends, role models, media.

#### Preparation

- Send letter home to parents
- Photocopy  
Student Resource 5 – The Price of Using Tobacco

#### Lesson Duration

35 minutes

#### Materials

- Newspapers
- Chart paper (optional)
- Drawing paper

#### Activities

##### Newspaper search – 10 minutes

Have students form groups of four. Provide each group with a newspaper. Ask students to look through the newspaper and choose two or three recreational items that they'd like to own (e.g., trail bike, computer game or skis).

One group member will record items and prices on the board or chart paper. Ask students to discuss how they save money (or help their families save) for leisure and recreational activities.

**Section III Grade 5 – Lesson 3**

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**Pairs check – 15 minutes**

Provide each student with Student Resource 5 (The Price of Using Tobacco). Have students work with a partner to answer the questions. One partner completes the worksheet while the other acts as coach, helping if necessary. When the worksheet is completed, the coach must agree with the answers. If the partners cannot agree on the answer, they ask for your help. After students have completed the worksheet, review the answers. Discuss how the recreational items listed on the board cost less than G.R.'s smoking expenses.

**Pictographs – 10 minutes**

Using the expense totals from the worksheet, have students draw pictures of items they could purchase with the money saved in a week (compact disc), a month (a computer program) or a year (a trip for two to Disneyland). The pictographs can be displayed and viewed by the students.



## Section IV Grade 6

## Lesson 1

### THE LAW AND TOBACCO USE

#### Lesson Summary

This lesson is an overview of why people smoke, the laws regarding smoking, and the health and social consequences of smoking.

#### Health Curriculum Links

##### General Outcome

Students will make responsible and informed choices about maintaining their own health, and promoting safety for themselves and others.

##### Specific Outcomes

W-6.7 Identify and communicate values and beliefs that affect healthy choices.

W-6.8 Analyze how laws, regulations and rules contribute to health and safety practices.

L-6.3 Analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered.

#### Preparation

- Send letter home to parents
- Read fact sheets
  - Fact Sheet 1 – The Scene
  - Fact Sheet 2 – Tobacco and Your Body
  - Fact Sheet 6 – Second-hand Smoke
  - Fact Sheet 7 – Tobacco — The Law
  - Fact Sheet 9 – Tobacco: A Sacred Plant
- Photocopy
  - Student Resource 6 – Tobacco Worksheet
  - Student Resource 7 – Tobacco Interview

**Section IV Grade 6 - Lesson 1**

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**Lesson Duration**

60 minutes

**Activities**

Ask students to estimate the percentage of youth, between the ages of 12 and 19, who smoke (see Fact Sheet 1). After revealing the actual number of youth smokers, discuss any discrepancy from their estimate.

Ask students to form small work groups. Discuss the questions listed on Student Resource 6 (Tobacco Worksheet) and have each group record its answers.

Have a class discussion about the results and fill in missing information. See Fact Sheets 1, 2, 6, 7 and 9 for the answers.

Discuss how knowing the facts about tobacco will help individuals form personal values and beliefs regarding tobacco use.

Distribute Student Resource 7 (Tobacco Interview) to students. Ask students to interview parents/guardians about their values and beliefs regarding tobacco.

Instruct students to write a one-page report about their own values and beliefs regarding tobacco use. Suggest that students include reasons why they would or would not choose to use tobacco products.

**Assessment**

- Evaluate students' participation in the classroom discussion.
- Evaluate interview worksheets.
- Evaluate one-page written reports.

**Vocabulary**

- Furnish
- Possess
- Consume

**Section IV Grade 6****Lesson 2****PEER PRESSURE****Lesson Summary**

Students will experience peer pressure within a controlled environment. Afterwards, they'll discuss their experiences and feelings. Students will learn techniques for responding to peer pressure and share thoughts about other possible pressures they may face when starting junior high next year.

**Health Curriculum Links****General Outcomes**

Students will make responsible and informed choices to maintain health and to promote safety for themselves and others.

Students will use resources effectively to manage and explore life roles and career opportunities.

**Specific Outcomes**

L-6.3 Analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered.

L-6.6 Analyze and apply effective age-appropriate strategies to manage change; e.g., predict, plan and prepare for transition to next school level.

R-6.8 Analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community.

**Lesson Duration**

60 minutes

**Preparation**

- Send letter home to parents
- Identify one or more students who are considered leaders by classmates.
- Photocopy  
Student Resource 2 – Refusal Skills

**Materials**

- Candy bowl

## Section IV Grade 6 – Lesson 2

**Activities**

Place a bowl of candies (e.g., Skittles® or Smarties®) on a desk at the front of the classroom. Assign students a small task to keep them occupied (task does not have to be health-related). Before leaving the room, ask students not to eat any candies explaining they are for a lesson later in the day.

Prior to commencing this lesson in peer pressure, confidentially speak to your identified classroom leader(s). Ask that they defy your instructions and sneak candies from the bowl. Suggest that as they sneak the candies they use statements such as, “He/She will never notice!” or “Do you think she/he counted them?”

To complete this lesson, try to catch students in the act or continue with other work until students confess.

***IMPORTANT! Explain to the class that you asked the student(s) to initiate the sneaking. Tell them that this exercise was planned to demonstrate peer pressure.***

***It is important that your class understands that their classmate(s) was defying you to assist in a demonstration only. Your assisting student must be cleared by peers of any wrongdoing.***

***Discussion***

Explain that the exercise was a peer pressure demonstration. Probe for reactions and ask the kids to explain why they chose to participate (or not participate) in “sneaking” candies. Discuss examples of other peer pressure situations. Ask students to imagine the candies had been cigarettes or spit tobacco. Would they have felt pressured to try it?

Discuss how peer pressure influences individual values and beliefs. Ask how students think they would react if an older junior high student pressured them. Have students consider possible pressures they may experience in junior high. Ask students to discuss techniques they can use to avoid feeling pressured by older kids.

Distribute Student Resource 2 (Refusal Skills) and discuss refusal techniques. Ask students to brainstorm other ideas and personalize strategies for dealing with peer pressure (especially from older students or siblings). Divide students into groups of three or four and instruct them to create short skits using the refusal strategies they have developed.

**Assessment**

- Evaluate students’ participation in the discussion.
- Evaluate content of students’ skits.

**Variations**

Any type of candy or cookie may be used.

The assisting student may be from another classroom or higher grade (if co-located with a junior high school).

Have students complete a written assignment about their personal strategies for coping with the transition to junior high.

Have students prepare skits to be performed for younger students in lower grades.

Adapted from: Howland, Rebecca, Florida State University Science – Tobacco and You, Teachers’ Resource Website. Online at [www.scienceu.fsu.edu/communications/lessonplans](http://www.scienceu.fsu.edu/communications/lessonplans).

**Section IV Grade 6****Lesson 3****THE MEDIA TRAP****Lesson Summary**

Students will assess the media's influence on their life decisions by assessing advertisements and/or television programming.

**Health Curriculum Links****General Outcome**

Students will make responsible and informed choices about maintaining their health and promoting safety for themselves and others.

**Specific Outcomes**

W-6.7 Identify and communicate values and beliefs that affect healthy choices.

R-6.1 Recognize that individuals can choose their own emotional reactions to events and thoughts.

R-6.3 Develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity.

**Lesson Duration**

60 minutes

**Preparation**

- Send letter home to parents
- Read fact sheet  
Fact Sheet 8 – Marketing
- Photocopy  
Student Resource 8 – Media Presentations
- Ask students to collect tobacco ads from magazines or to tape TV programs showing tobacco being used (examples can be found on [www.badvertising.org](http://www.badvertising.org)). If you have time constraints you may want to assign the collection of ads as homework the class before.
- If using printed examples, create an overhead transparency of one of the ads collected. If using taped examples, reserve a VCR.

Section IV Grade 6 – Lesson 3

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**Activities**

Using an overhead projector, show students one tobacco ad from a magazine.

Initiate a discussion about the tobacco industry's message. Using the appropriate section of Student Resource 8 (Media Presentations), have the class analyze the ad.

Ask students to form small work groups. Give groups a print ad or taped program segment. Using Student Resource 8 (Media Presentations), have each group analyze the advertisement or TV segment and report back to the class. Ask the groups to hand in the written analysis. Then, discuss how the media can influence values and beliefs and how tobacco companies use advertising to influence youth.

**Assessment**

- Evaluate students' participation in class discussions.
- Evaluate students' Media Presentations worksheets.

**Variation**

Instruct individual students (or student pairs) to analyze a print advertisement using Student Resource 8 (Media Presentations). To encourage parental assistance with this homework assignment, adapt the sample letter to parents (see table of contents) and send home to parents.

Discuss tobacco sponsorships and how they compare to advertising.

**Vocabulary**

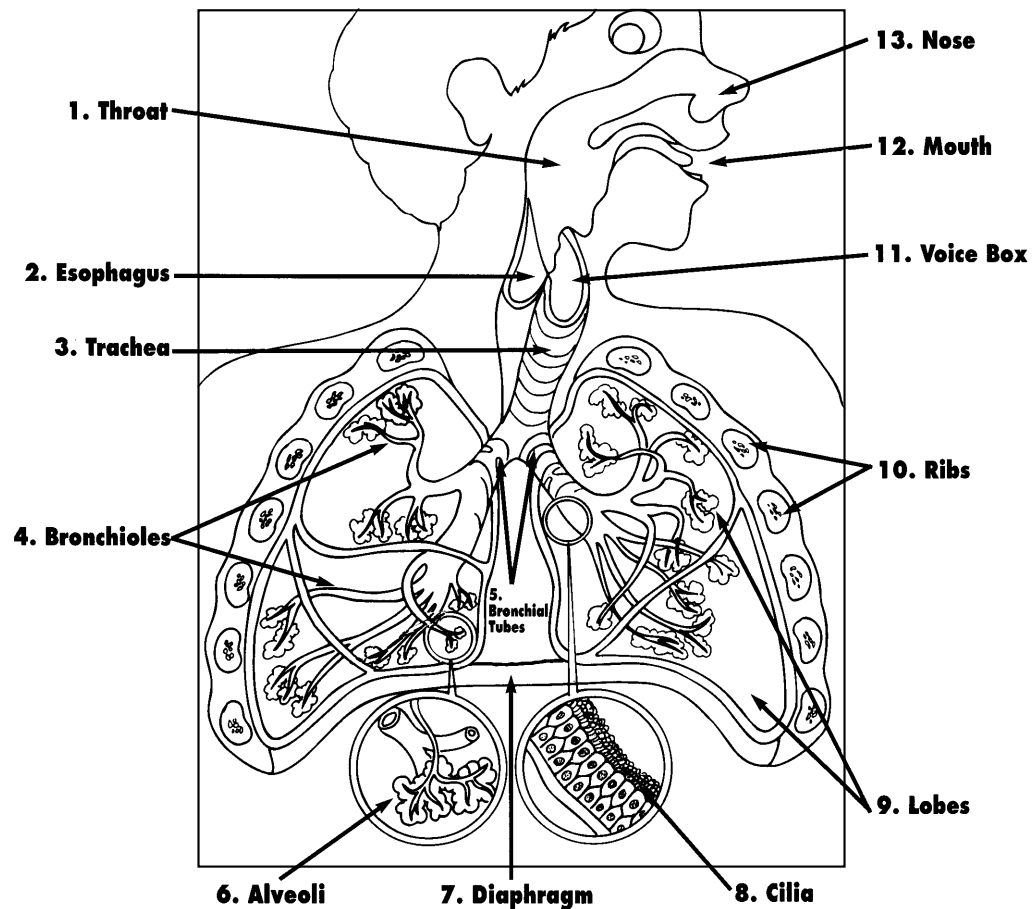
Manipulation

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Adapted from: *Media Sharp: Analyzing Tobacco and Alcohol Messages*. The Office on Smoking and Health - Centres for Disease Control, Centre for Substance Abuse Prevention Substance Abuse and Mental Health Services Administration, The American Academy of Pediatrics and National Education Association Health Information Network; *Our Health - Our Future - Our Choice Integrated Tobacco Resource: Book 1*. Board of School Trustees School District 2, 1996; Back Talk, Media Wise and Feeling Good. Health Canada.

## Student Resource 1

## The Lungs



\_\_\_\_\_ hairs that line the walls of this help clean the outside air

\_\_\_\_\_ lots of small tubes branching out from the bronchial tubes

\_\_\_\_\_ two tubes that join the windpipe and the lungs

\_\_\_\_\_ tiny hairs that move like waves, sweeping dirt and germs out of the air before it enters the alveoli

\_\_\_\_\_ food headed for your stomach goes through here

\_\_\_\_\_ these bones protect and support the lungs

\_\_\_\_\_ collects air and passes it on to the trachea

\_\_\_\_\_ a strong muscle that helps air move in and out of the lungs

\_\_\_\_\_ also referred to as the oral cavity

\_\_\_\_\_ another name for this is the windpipe

\_\_\_\_\_ small sacs at the end of the bronchioles where oxygen enters the blood

\_\_\_\_\_ the right lung has three of these, the left lung has two

\_\_\_\_\_ air passing here makes voice sounds

Name \_\_\_\_\_

Student Resource 1 – The Lungs

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**Answer Key**

- |  |   |
|--|---|
| <p>13 — hairs that line the walls of this help clean the outside air</p> <p>4 — lots of small tubes branching out from the bronchial tubes</p> <p>5 — two tubes that join the windpipe and the lungs</p> <p>8 — tiny hairs that move like waves, sweeping dirt and germs out of the air before it enters the alveoli</p> <p>2 — food headed for your stomach goes through here</p> <p>10 — these bones protect and support the lungs</p> | <p>1 — collects air and passes it on to the trachea</p> <p>7 — a strong muscle that helps air move in and out of the lungs</p> <p>12 — also referred to as the oral cavity</p> <p>3 — another name for this is the windpipe</p> <p>6 — small sacs at the end of the bronchioles where oxygen enters the blood</p> <p>9 — the right lung has three of these, the left lung has two</p> <p>11 — air passing here makes voice sounds</p> |
|--|---|

## Student Resource 2

## Refusal Skills

### When You Really Don't Want To...

At one time or another, you will probably be asked to smoke or use spit tobacco. This may be a difficult situation. You may be tempted to try it to fit in or feel grown up. To avoid feeling tempted in these situations, it's a good idea to be prepared so you're not caught off-guard. It's much easier not to start using tobacco than it is to quit after you are addicted.

Here are some ideas to help you decide the best way to say no if someone pressures you to take up the habit. Write in some of your own ideas on the lines provided.

**Suggest something else to do (something healthy and safe).**

"Let's rent a movie." or "Is anyone in for pizza?"

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**Go do something else instead. But, make sure others know they are welcome to join you (in case they are looking for a way out of the situation too).**

"I'm going to shoot hoops at the school. Who wants to come?"

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**Troubleshoot before you get in too deep.**

"What are we going to do at the park or mall?"

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**Make a joke of it.**

"I'd rather do something *safe* like skydiving." or "Yeah, just what I want...stinky clothes and bad breath."

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**Talk to your friends about the dangers of using tobacco.**

"Using tobacco is deadly." or "I don't want to get addicted to nicotine."

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## Student Resource 3

## Word Puzzle

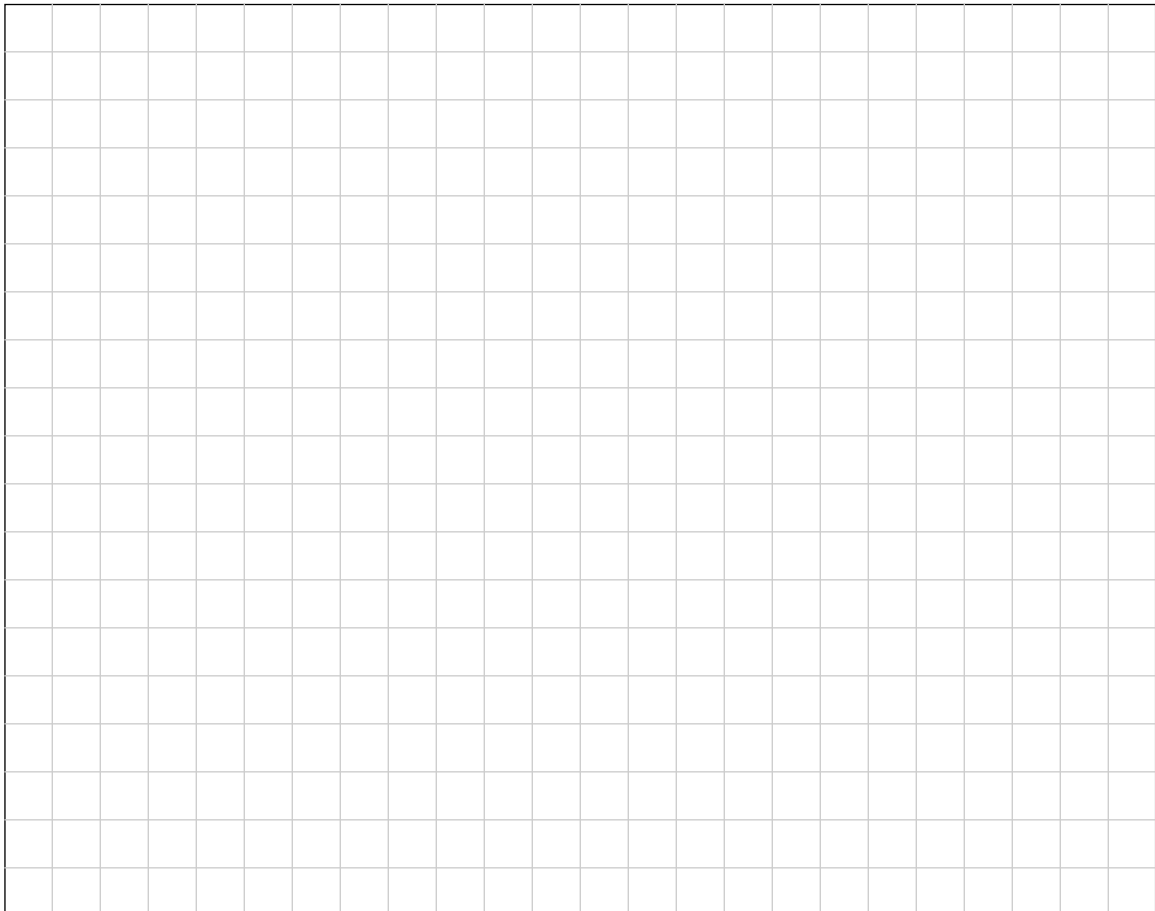
### How to play

Begin by reading the list of words. Discuss with your group how to use the words to create a word-find puzzle or crossword puzzle. Using the graph, build your puzzle.

Try to use as many words as you can!

### Word List

|                  |                 |                   |
|------------------|-----------------|-------------------|
| Addictive        | Bad breath      | Blood pressure up |
| Breathing faster | Burn holes      | Cancer            |
| Can't quit       | Cough develops  | Damaged lungs     |
| Dizzy            | Expensive       | Fire              |
| Heart disease    | Heart speeds up | Irritates people  |
| Messy            | Nausea          | Pollutes air      |
| Skin aged        | Smelly hair     | Smoke             |
| Stroke           | Tar on lungs    |                   |



Adapted from: *Sense and Non-Sense: Healthy Choices About Alcohol, Drugs and Gambling - Grade 5*. AADAC, 1997.



**Student Resource 5****The Price of Using Tobacco**

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**How much does it cost to smoke?**

**Question #1**

G.R. smokes one pack of cigarettes a day. He has smoked the same amount for the past year. There are 25 cigarettes in each pack.

G.R. smokes \_\_\_\_\_ cigarettes a day.

G.R. smokes \_\_\_\_\_ cigarettes a week.

G.R. smokes \_\_\_\_\_ cigarettes a year.

**Question #2**

Recently, the price of one package of cigarettes went up! G.R. complained that he now must pay \$8.61 (including GST) for each pack of cigarettes. There are 25 cigarettes in a package.

It costs G.R. \$ \_\_\_\_\_ to smoke one cigarette.

It costs G.R. \$ \_\_\_\_\_ per day to smoke.

It costs G.R. \$ \_\_\_\_\_ per week to smoke.

It costs G.R. \$ \_\_\_\_\_ per year to smoke.

**Question #3**

If G.R. decided to quit smoking, what could he buy with the money he would save over one year? What would you buy?

Student Resource 5 – The Price of Using Tobacco

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### Answers - Question #1

G.R. smokes  $(25 \times 1) = 25$  cigarettes a day.

G.R. smokes  $(25 \times 1 \times 7) = 175$  cigarettes a week.

G.R. smokes  $(25 \times 1 \times 365) = 9,125$  cigarettes a year.

### Answers - Question #2

It costs G.R.  $(\$8.61 / 25) = \$0.34$  to smoke one cigarette.

It costs G.R. =  $\$8.61$  per day to smoke.

It costs G.R.  $(\$8.61 \times 7 \text{ days}) = \$60.27$  per week to smoke.

It costs G.R.  $(\$8.61 \times 365 \text{ days}) = \$3142.65$  per year to smoke.

## Student Resource 6

## Tobacco Worksheet

|  |  |
|--|--|
| Why kids use tobacco                     |  |
| Health consequences of using tobacco     |  |
| Health consequences of second-hand smoke |  |
| Social consequences of tobacco           |  |
| Other uses for tobacco                   |  |
| Laws/bylaws regarding tobacco            |  |

## Student Resource 7

## Tobacco Interview

### Instructions:

Ask your parents or another adult who is significant in your life (for example, an aunt, uncle, grandparent or an adult friend) if you can interview them about tobacco use. The person you interview may or may not use tobacco products.

1. a) Have you tried using tobacco (cigarettes or spit tobacco)? If the person you are interviewing uses tobacco, answer yes and go to question 1-b and 1-c. If they answer no, go to question 2.

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- b) How old were you when you first tried cigarettes or spit tobacco?  
What made you want to try it?

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- c) Have you ever tried to quit? If yes, how hard was it?

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2. What are your current beliefs about using tobacco products?

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3. How does smoking or using spit tobacco affect a person's health?

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**Student Resource 7 – Tobacco Interview**

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4. What is your opinion of second-hand smoke? (Should people be allowed to smoke in public spaces?)

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5. What are your beliefs and wishes for me regarding using tobacco?

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6. Do you have any suggestions about how I can remain tobacco-free?

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## Student Resource 8

## Media Presentations

### A. Print Advertising

1. Study the magazine ad. Think about what you see and what messages the ad is delivering about tobacco use. Fill in the following information:

Date on magazine cover: \_\_\_\_\_

Name of magazine (if available): \_\_\_\_\_

2. Who would read this magazine? What age, gender, type of person is likely to find this attractive?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. How do the advertisement's creators get people to read this ad? What are the hooks?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Who do you think is paying for this ad?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What is shown in the ad? What type of setting is shown? Describe the characters/models in the ad (age, gender, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Would you say the advertisement (situation shown in the advertisement) is:
- very realistic    somewhat realistic    unrealistic    make believe?

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Resource 8 – Media Presentations

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7. Look at the words and pictures in the advertisement. What is the advertisement trying to tell you?

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8. What is the advertisement selling besides the product (for example, excitement, coolness, etc.)?

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9. Did the advertisement make you want to buy the product or to be like the character in the ad?

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10. Did you find the advertisement:

- very successful    somewhat successful    unsuccessful    a real turn-off?

Why? \_\_\_\_\_

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Student Resource 8 – Media Presentations

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**B. TV Program**

1. Watch the TV program segment on tape. Think about how the tobacco is used and what messages the program segment is delivering. Fill in the following information:

Date program aired (if available): \_\_\_\_\_

Title of program (if available): \_\_\_\_\_

What TV station aired the program? At what time of day?  
(if available): \_\_\_\_\_

2. Describe the characters using the tobacco. Would the characters be different if they were not using tobacco? Why? Why not?

\_\_\_\_\_  
\_\_\_\_\_

3. Is tobacco use a major activity in the program segment?

\_\_\_\_\_  
\_\_\_\_\_

4. What is the overall message about tobacco use in this program segment?  
How did the tobacco use appear? Was it cool, exciting or glamorous?

\_\_\_\_\_  
\_\_\_\_\_

Adapted from: *Media Sharp: Analyzing Tobacco and Alcohol Messages*. The Office on Smoking and Health - Centres for Disease Control, Centre for Substance Abuse Prevention Substance Abuse and Mental Health Services Administration, The American Academy of Pediatrics and National Education Association Health Information Network; *Our Health - Our Future - Our Choice Integrated Tobacco Resource: Book 1*. Board of School Trustees School District 2, 1996; Back Talk, Media Wise and Feeling Good. Health Canada.

## **Transparency Reference Index**

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### **Transparency 1 - What Is a Drug?**

*For use with: Section III/Grade 5/Lesson 1*

### **Transparency 2 - Drugs May Be Used for Different Reasons**

*For use with: Section III/Grade 5/Lesson 1*

### **Transparency 3 - Smoking Facts**

*For use with: Section III/Grade 5/Lesson 1*

### **Transparency 4 - What Is Dependency?**

*For use with: Section III/Grade 5/Lesson 1*



## What Is a Drug?

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A drug is a substance, other than food, which is taken to change the way the body or the mind functions.

### **Drugs or drug products include:**

- medicines (both prescription and non-prescription drugs)
- caffeine, alcohol, nicotine
- street (illegal) drugs



## Drugs May Be Used for Different Reasons

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Other than for medical reasons, different people use different drugs for different reasons.

**Some of the reasons people may start to use drugs include:**

- Curiosity
- Problems that cause anger, stress, boredom or anxiety
- Being influenced by other people such as famous musicians, actors or athletes who are known to use drugs
- Being influenced by a group of friends
- Regularly using other drugs



# Smoking Facts

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- In Alberta, the majority of smokers start using before age 20.
- The earlier someone starts using tobacco, the more difficult it will be to quit.
- In Alberta, the majority of youth don't use tobacco.
  - 80% of 15- to 19-year-olds don't smoke.
  - 73% of 20- to 24-year-olds don't smoke.
- 86% of Albertan students in grades 5 to 9 have never tried a cigarette.
- 75% of Albertan students in grades 7 to 12 have never smoked.
- 68% of Canadian students in grades 5 to 9 smoked their first whole cigarette between the ages of 12 and 15.

Adapted from: *Tobacco Basics Handbook: Third Edition*, AADAC, 2007. *Kick the Nic Participant Handbook*, AADAC 2002. *Canadian Tobacco Use Monitoring Survey, 2007*, Statistics Canada, 2008; *Youth Smoking, 2006/2007*, Statistics Canada, 2009. *ATRA Handbook: Tobacco Basics*, ATRA, 1999. *Sense and Non-Sense: Healthy Choices About Alcohol, Drugs and Gambling - Grade 5*. AADAC, 1997.



## What Is Drug Dependency?

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Alcohol or other drug problems exist when an individual's use of a substance results in continued negative consequences:

- **Physical:**  
negative effects on the body
- **Psychological:**  
negative effects on feelings and emotions
- **Social:**  
negative effects on relationships with other people



## Fact Sheet 1

## The Tobacco Scene

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### The Facts

- 79% of Albertans (81% of Canadians) 15 years of age and older are not smokers.
- Spit tobacco experimentation among Albertans aged 15 and older is twice the national average: 17% of Albertans aged 15 years and older report having tried chewing tobacco.
- 21% of Albertans (15+ years) are current smokers.
- 22% of males and 20% of females aged 15 years and older smoke.
- 16% of males and 24% of females aged 15 to 19 smoke.
- 30% of males and 25% of females aged 20 to 24 smoke.
- 22% of males and 19% of females who are 25 years and older smoke.
- Most smokers start smoking before age 20.
- Over 50% of Alberta students in grades 5 to 9 cited “they think it is cool” and “their friends smoke” as the top reasons youth start to smoke.
- The earlier people start smoking, the harder it is for them to quit when they are older.
- The earlier youth become addicted to nicotine, the greater their chances of developing a tobacco-related disease. Lifetime smokers who begin smoking by age 15 double their chances of dying prematurely.
- An estimated five million people die from tobacco-related disease worldwide each year. In Canada, about 37,000 people die each year from tobacco-related diseases (that’s over 100 people per day). Over 3,000 of these people are Albertans.
- Of Canadian students in grades 5 to 9 who had smoked a whole cigarette, 32% smoked their first whole cigarette by age 11 and 68% smoked their first whole cigarette between the ages of 12 and 15.
- Aboriginal Canadians have much higher smoking rates than the rest of the population; an estimated 59% of all Aboriginal Canadians smoke.
- Between 2001 and 2005, there were 29 fire-related deaths in Alberta, from fires caused by smokers’ materials.

Sources: *Tobacco Basics Handbook: Third Edition*, AADAC, 2007. *Canadian Tobacco Use Monitoring Survey, 2007*, Statistics Canada, 2008. *Youth Smoking Survey, 2006/2007*, Statistics Canada, 2009. *Fire Deaths in Alberta: A Five-Year Review*, Alberta Emergency Management Agency, 2007.

## Fact Sheet 2

## Tobacco And Your Body

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### The Facts

- When first trying smoking, it can make you feel sick to your stomach, make you dizzy or give you diarrhea.
- Nicotine causes the blood vessels to shrink so they cannot absorb as much oxygen and deliver it to the rest of the body. Oxygen is needed by all body cells in order for people to live and grow.
- Inside the lungs are tiny brush-like structures called cilia. Cilia sweep germs and dirt out of the lung to prevent infections. Cigarette smoke damages and eventually destroys these cilia. Once this happens the lungs cannot be cleaned out and they become susceptible to diseases such as chronic bronchitis or emphysema.
- A constant invasion of the lungs by polluted air (including cigarette smoke) can cause cells to change and grow improperly. Cells can grow out of control; cancerous tumors can develop. Cigarette smoke is a major cause of lung cancer.
- Smoking decreases blood flow to the skin. This can lead to leathery looking skin and wrinkles.
- Tar from cigarettes can stain your teeth and fingers.
- Smoking is a major cause of heart disease. The nicotine causes the heart rate to increase and can elevate blood pressure putting extreme stress on the heart.
- Spit tobacco has over 3,000 chemicals, including 28 known carcinogens.
- If you smoke you have a greater chance of developing cataracts — an eye problem that can cause blindness.

Sources: *Tobacco Basics Handbook: Third Edition*, AADAC, 2007. *Sense and Non-Sense: Healthy Choices About Alcohol, Drugs and Gambling - Grade 5*. AADAC, 1997. *Smoke Free Class of 2000 Some Fact About Your Lungs Grade 5*. Alberta Lung Association, 1991. *Tobacco Industry's Poster Child*. British Columbia Ministry of Health. *bc.tobaccofacts: A Tobacco Prevention Resource for Teachers - Grade 6*. British Columbia Ministry of Health and Ministry of Education, 1999. *ATRA Handbook: Tobacco Basics*. ATRA, 1999.

## Fact Sheet 3

## Tobacco — What's In It?

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### The Facts

- Tobacco smoke from a cigarette, cigar, or pipe contains 4000 chemicals — 50 of which are known to cause cancer.
- Nicotine, found in all tobacco products, is a very addictive drug that acts as a stimulant, causing your heart rate and blood pressure to rise.
- Carbon monoxide, present in tobacco smoke, is the same poisonous gas found in automobile exhaust. It decreases the amount of oxygen your blood can carry.
- The solid particles in tobacco smoke, consisting of hundreds of chemicals, are called tar. Tar prevents the normal exchange of oxygen and carbon dioxide in your lungs, contributing to shortness of breath and lack of endurance. As you smoke, tar coats your lungs and increases your risk of lung cancer.
- Other tobacco toxins include: cyanide (poisonous gas), methane (rocket fuel), formaldehyde (preservation of body tissue), arsenic (rat poison) and acetone (nail polish remover).

## Fact Sheet 4

## Tobacco — A Drug

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### The Facts

- The more a person uses tobacco, the more their body craves it. This is called an addiction.
- Nicotine, the addictive substance in tobacco, is a drug.
- Nicotine is found naturally in the leaves of tobacco plants.
- The effects of nicotine are felt quickly but also wear off quickly, resulting in the user feeling depressed or tired and craving tobacco (nicotine) again.
- An estimated 75% of chronic bronchitis and emphysema cases result from smoking.
- 70% to 90% of people who are regular users are addicted to nicotine.
- Until recently, tobacco companies have denied that tobacco is addictive and have refused to associate it with other drugs.

Sources: bc.tobaccofacts: *A Tobacco Prevention Resource for Teachers - Grade 6*. British Columbia Ministry of Health and Ministry of Education, 1999. *ATRA Handbook: Tobacco Basics*. ATRA, 1999. Let's Make Smoking History. Fact Sheet: *Tobacco Addiction and Cessation*, ATRA, 1999. *Fact Sheet #5: Tobacco*, Prevention Source BC. *Youth and Tobacco: The Chains of Addiction*. National Clearing House on Tobacco and Health, September 1993.

## Fact Sheet 5

## Spit Tobacco

### The Facts

- Spit tobacco (also known as smokeless tobacco) is tobacco that you chew or sniff. There are several different forms of spit tobacco such as snuff, chew or plug. These products are placed between the lip or cheek and your gums and then sucked on to mix with saliva, then finally spit out or swallowed.
- Smokeless doesn't mean harmless - spit tobacco is dangerous to your health. It increases the risk of: mouth cancer, throat and stomach cancer, heart disease, dental disease, stomach problems, loss of taste and smell. It also decreases physical performance.
- Spit tobacco contains nicotine and is addictive. The nicotine is rapidly absorbed through the membranes in the mouth, causing a quick "buzz."
- Spit tobacco has over 3000 chemicals including 28 known to cause cancer.
- Many kids try spit tobacco because their sports heroes use it and they believe it may improve their performance. Several sporting leagues have prohibited the use of spit tobacco by players, coaches and officials.
- The industry's self-described "graduation strategy" is the major factor in the demand of snuff. Beginners start with flavoured, nicotine-weak brands and have the "opportunity" to graduate to stronger types of snuff over time.
- 18% of Alberta males aged 15–19 have tried spit tobacco.
- Spit tobacco is not made in Canada. It is imported from the United States.
- A 1998 study showed that 56% of smokeless tobacco users developed white lesions (called oral leukoplakia) within seven days of use, at the place in their mouth where they put smokeless tobacco. Leukoplakia can become cancerous.
- Using spit tobacco results in an increased production of saliva (which is often spit on the ground). This is very unsanitary (spreads germs). Its users will often have bad breath.
- One can of snuff per day delivers as much nicotine as 60 cigarettes.

Sources: *Tobacco Basics Handbook: Third Edition*, AADAC, 2007. *Canadian Tobacco Use Monitoring Survey, 2007*, Statistics Canada, 2008. *Smokeless tobacco: Think before you chew*. American Dental Association, 1990. *Smokeless (Spit) Tobacco Health Education Resource Kit: You'd Have To Be Wacko To Chew Tobacco*. Wellness and Health Protection Branch Saskatchewan Health. bc.tobaccofacts: *A Tobacco Prevention Resource for Teachers - Grade 6*. British Columbia Ministry of Health and Ministry of Education, 1999. *Let's Make Smoking History Fact Sheet: Smokeless Tobacco*. ATRA, 1999. *ATRA Handbook: Tobacco Basics*. ATRA, 1999. *Smokeless Tobacco in Canada*, National Clearing House on Tobacco and Health, April 1997.

## Fact Sheet 6

## Second-hand Smoke

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### The Facts

- Second-hand smoke contains 50 cancer-causing chemicals that are inhaled and absorbed by non-smokers.
- More than 300 non-smokers die each year in Canada from lung cancer related to second-hand smoke.
- Children who breathe second-hand smoke are at a greater risk for wheezing, coughing, asthma, bronchitis, pneumonia and middle-ear disease.
- According to the 2007 Canadian Tobacco Use Monitoring Survey, 8% of Albertans aged 0 to 17 years were regularly exposed to second-hand smoke in their home.
- The 2006/2007 Youth Smoking Survey showed that 18% of students in grades 5 to 9 were exposed to second-hand smoke in the home every day or almost every day.
- About 700 non-smokers die each year in Canada from heart disease related to second-hand smoke.
- Studies show that modern ventilation systems do not remove the air pollutants generated by second-hand smoke.
- Second-hand smoke makes your hair and clothes stink.
- A 1992 report by the Royal College of Physicians in Britain found that children with smoking parents inhale the same amount of nicotine as if they themselves smoked 60 to 150 cigarettes a year.

Sources: *Tobacco Basics Handbook*, AADAC, 2002, 2007. *Passive Smoke: Nowhere To Hide*. Health Canada, October 1998. *ATRA Handbook: Tobacco Basics*. ATRA, 1999. *Fact Sheet Environmental Tobacco Smoke: Behind the Smoke Screen*. Heart and Stroke Foundation. *Canadian Tobacco Use Monitoring Survey, 2007*. Statistics Canada, 2008. *Youth Smoking Survey, 2006/2007*, Statistics Canada, 2009; Health Canada, 1999. *bc.tobaccofacts: A Tobacco Prevention Resource for Teachers - Grade 6*. British Columbia Ministry of Health and Ministry of Education, 1999. *ETS & The Tobacco Industry*, National Clearing House on Tobacco and Health, March 1997.

## Fact Sheet 7

## Tobacco — The Law

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### Federal Tobacco Act

- The purpose of the federal Tobacco Act is to protect the health of Canadians, protect young persons and others from advertising to promote tobacco products, protect the health of young persons by restricting access to tobacco products, and enhance public awareness of the health hazards of using tobacco products.
- The Act prohibits the giving or selling of tobacco products to minors (persons under the age of 18). Identification that includes photo, birth date and signature of the individual must be requested from any person whose age is questionable.
- Cigarette papers, tubes and filters are considered tobacco products. It is illegal to give or sell these products to minors.
- The Act requires that all retailers post a sign stating that it is against the law to provide tobacco products to minors.
- It is illegal to give single cigarettes to minors, or to sell cigarettes from an open package or in packages of fewer than 20 cigarettes to anyone.
- Lighters or matches are considered to be accessories and not tobacco products.
- If the lighters or matches contain tobacco brand elements, they must be sold; giving them free of charge to minors or adults is a prohibited promotion of the tobacco products.
- Tobacco products cannot be sold from a display that allows customers to handle the product prior to paying. To prevent self-service, the displays must be beyond the reach of customers or locked in a way that only staff has access to the tobacco.
- Tobacco enforcement officers can be employed by Health Canada to educate retailers and individuals about the Tobacco Act, and to ensure that violations of the Act are prevented through warnings and prosecution.
- Compliance checks are used by tobacco enforcement officers to evaluate compliance of retail outlets to the Tobacco Act. Compliance checks are conducted by tobacco enforcement officers and by test shoppers. A test shopper enters retail outlets in an attempt to purchase tobacco products. A retailer would fail a compliance check by selling a tobacco product to a test shopper.

**Fact Sheet 7 – Tobacco — The Law**

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- Test shoppers, aged 15 or 16, are hired by Health Canada to assist an officer in checking retailers' compliance with the Tobacco Act. Test shoppers may be required to attend court to provide evidence of the tobacco sale should a retail outlet be charged by the tobacco enforcement officer.
- Tobacco products for retail sale must contain graphic health warnings and product information provided by Health Canada. The warnings must be displayed in a way that meets minimum standards provided by Health Canada.
- You can report a violation of the Tobacco Act to Health Canada by calling 780-495-2525.

*Examples of Tobacco Violations*

There are many ways in which the Tobacco Act is violated by retailers and by individuals.

Here are a few examples.

- John, who is a minor, age 16, enters a retail outlet and is sold a package of cigarettes. The retail outlet has now violated the Tobacco Act, by selling tobacco to a minor.
- Jane, who is an adult, age 18, is asked by John to buy tobacco for him and his friends. Jane purchases the tobacco, and hands it to John, age 16. Jane has now violated the Tobacco Act, by giving the tobacco to John.
- John, who is a minor, age 16, gives or sells cigarettes to his friends who are also minors. John has now violated the Tobacco Act, by giving or selling tobacco to his friends, who are minors.

**Provincial Laws**

The Tobacco Reduction Act took effect in three phases. The first phase took effect January 1, 2008, and banned smoking in all public places and workplaces. (A public place means a place or building that is open to the public, but does not include a private dwelling.) The first phase also required that people not smoke within five metres of any door or window that opens. The second phase took effect July 1, 2008, and banned retail tobacco displays, advertising and promotion in stores that sell tobacco products (e.g., convenience stores). The third phase took effect January 1, 2009, and banned the sale of tobacco products from all health-care facilities, public post-secondary campuses, pharmacies and stores that contain a pharmacy.

**Fact Sheet 7 – Tobacco — The Law**

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The Alberta Prevention of Youth Tobacco Use Act took effect April 1, 2003. This act states that no person under the age of 18 may possess smoke or otherwise consume tobacco products in public places. Young people under age 18 found in violation of the act could be fined up to \$100.

**Municipal Bylaws**

Every municipality has the authority to create its own bylaws in relation to tobacco. These bylaws can vary depending on the community. For example, Canmore has a bylaw eliminating smoking rooms in hotels, and Okotoks has a bylaw that bans smoking in cars when someone under 18 is present.

Sources: Prevention of Youth Tobacco Use Act, [www.qp.gov.ab.ca](http://www.qp.gov.ab.ca), April 2003. Legislation Regulation & Compliance, Health Canada, [www.hc-sc.gc.ca/hecs-sesc/tobacco/legislation](http://www.hc-sc.gc.ca/hecs-sesc/tobacco/legislation). Health Canada Tobacco Enforcement Program AB/NWT & The Tobacco Act, Health Canada, April 1997.

## Fact Sheet 8

## Tobacco Marketing

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### The Facts

- Although there are tough laws against direct advertising of tobacco products in Canada, the tobacco companies have found many ways to market their products, including sponsorship, product placement in television and film, and some print advertisements through American magazines.
- For example, tobacco companies have sponsored elite sports that associate tobacco use with some or all of the following characteristics: fitness, health, excitement, risk-taking and independence. Sporting event sponsorships also provide tobacco companies with attractive and powerful role models.
- Canadian tobacco manufacturers spend an estimated \$35 million each year on sports sponsorships and an additional \$25 million on other events such as car races, jazz festivals, and rodeos.
- A Health Canada report states that young people are heavily influenced by sponsorship promotions and by tobacco advertising.
- The tobacco industry has targeted children and teenagers to replace smokers who have quit or died. Through clever advertising and promotion strategies, the industry uses provocative imagery to make its products appeal to youth.
- The following messages are common in tobacco advertising and promotion:
  - Tobacco is a rite of passage.
  - Successful, popular, independent and attractive people use tobacco.
  - Tobacco is relaxing, safe and healthful.
  - Tobacco use is the norm.
- One of the major ways of promoting a tobacco product brand name is through tobacco packaging. Tobacco packaging is carefully designed to appeal to the targeted market and becomes an ad in itself. In June 2000, the federal government passed regulations that require tobacco companies to put graphic health warning messages on the packages. These images cover 50% of the display surface of all tobacco products.
- To promote its products, the industry has signed deals with movie stars idolized by young people. For example, a tobacco company paid Sylvester Stallone \$500,000 to smoke its cigarettes in five of his movies, including Rambo.

Sources: Let's Make Smoking History. Fact Sheet: Sponsorship. ATRA, 1999; Let's Make Smoking History. Fact Sheet: Tobacco Industry Tactics. ATRA, 1999; Back Talk, Media Wise and Feeling Good, Health Canada.

## Fact Sheet 9

## Tobacco: A Sacred Plant

### Traditional Use of Tobacco in Aboriginal Cultures

In Aboriginal cultures, sacred tobacco is mostly used as an offering and as a way of talking with the Creator.

Ceremonies and traditions where tobacco is used are numerous and vary from one culture to another.

#### **Tobacco smoke — rituals**

The most common traditional use of tobacco is to burn it in a ceremony as a symbol of

- thanking and honouring the Creator
- linking thoughts, feelings and prayers with the Creator
- purification

In most common practices

- tobacco leaves are smoked in a pipe
- tobacco leaves are burned on coals or thrown on a fire
- smoke is waved around people or objects

In all these instances, tobacco smoke does not have to be inhaled to connect with the Creator. According to the ritual, other sacred plants are also mixed with tobacco (cedar leaves, sage, sweet grass, pine or juniper needles).

#### **Sacred tobacco without smoke**

In certain cultures, tobacco leaves are offered without burning them. Like smoke, the sacred plant enables one to communicate with the Creator or Mother Earth, to thank them and to be blessed by the Spirits. For example, one can ask for protection or assistance by placing tobacco leaves on the ground, on the water, or near rocks, trees and sacred places. Tobacco is offered this way as a symbol of respect and gratitude.

Worn on one's body or hung in the house, tobacco also keeps bad spirits at bay. Tobacco may also be offered as a gift to an Elder as a sign of thanks and respect.

### **The pipe ceremony**

The pipe ceremony is an important ritual of sharing and gathering. It is often conducted at the opening of an event, a meeting, a negotiation or a gathering. Pipe smoke is offered in all four directions, then towards the sky and the earth. Everyone present takes a turn blowing the smoke or waving it around his/her body to create a sense of communion with the Creator and creation.

According to tradition, this ritual's purpose is to:

- ask for guidance in projects
- protect the well being of individuals and the community

## Section VI – Additional Resources

## Contact Organizations

The following organizations can provide a variety of information including additional resources such as statistical information, videos, displays and tobacco-related lesson activities.

### Alberta Health Services–Alberta Alcohol & Drug Abuse Commission (AHS–AADAC)

Tobacco Reduction Unit  
2nd Floor, 10909 Jasper Avenue  
Edmonton, Alberta T5J 3M9  
Phone: 780-422-1350  
Fax: 780-427-2352  
www.aadac.com

### Action on Smoking and Health

Suite 1101, Empire Building  
10080-Jasper Avenue  
Edmonton, Alberta T5J 1V9  
Phone: 780-426-7862  
Fax: 780-426-7872  
www.ash.ca

### The Lung Association

P.O. Box 4500, Station South  
Edmonton, Alberta T6E 6K2  
Phone: 780-488-6995  
Toll Free: 1-888-566-LUNG (5864)  
Fax: 780-407-6829  
Email: info@ab.lung.ca  
www.ab.lung.ca

### Health Canada

Tobacco Control Programme  
P.L. 3507C  
Ottawa, Canada K1A 0K9  
Fax: 613-954-2284  
Telephone: 1-866-318-1116  
(staffed Monday through Friday  
8 AM to 4 PM ET; voice-mail available  
at all other times)  
Email: TCP-PLT-questions@hc-sc.gc.ca  
www.gosmokefree.com

### Canadian Cancer Society

Alberta/N.W.T. Division  
Suite 200, 2424-4 Street S.W.  
Calgary, Alberta T2S 2T4  
Telephone: 403-228-4487 or  
toll-free at 1 800 661-2262  
Fax: 403-228-4506  
E-mail: info@cancer.ab.ca  
For information about cancer,  
call the Cancer Information  
Service at 1-888-939-3333,  
Monday to Friday 9 AM to 6 PM

## Section VI – Additional Resources

## Useful Web Sites

The list of tobacco reduction Web sites is endless. Teaming Up for Tobacco-Free Kids has selected a few favourites. At each site you'll find even more suggested links (to keep you busily surfing in tobacco reduction cyber-world). Happy surfing!

### Teaming Up for Tobacco-Free Kids

[www.tobaccostinks.com](http://www.tobaccostinks.com)

This Web site was designed to enhance the Teaming Up program and was created specifically for students to learn about tobacco in a fun and interactive way.

### Alberta Health Services–Alberta Alcohol & Drug Abuse Commission (AHS–AADAC)

[www.aadac.com](http://www.aadac.com)

This site provides accurate and current information about tobacco, alcohol, other drugs and gambling. Check out the new tobacco section for information about preventing tobacco use, tips for quitting, and the Alberta Tobacco Reduction Strategy.

### Health Canada's Tobacco Control Program

[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)

Look here for great fact sheets, Canadian statistics about tobacco use, and other useful information about tobacco and health.

### Canadian Council for Tobacco Control/National Clearinghouse on Tobacco and Health

[www.cctc.ca](http://www.cctc.ca)

Access excellent fact sheets and resources on tobacco-related topics. You can also link to current statistics on Canadian tobacco use. This site also posts examples of tobacco companies' events sponsorships with photos of their event advertising. This site also offers an expansive list of tobacco links.

### British Columbia Ministry of Health

[www.tobaccofacts.org](http://www.tobaccofacts.org)

A great site for kids and adults. Information includes how to keep your child smoke-free and what the tobacco industry didn't tell us. Kids will love the Kids Zone section that includes such features as the "Puke Page".

### Canadian Cancer Society

[www.cancer.ca](http://www.cancer.ca)

A great site for finding statistical information and facts on tobacco use and the damage it causes our bodies. Information on quitting smoking is also available online.

### The Canadian Lung Association

[www.lung.ca](http://www.lung.ca)

Canada's premiere source for respiratory health information! A convenient A-Z directory makes it easy to find information about lung diseases and factors that influence lung health. The site also contains a teachers' resource page that hosts information and guides for teaching lung function related to tobacco use.

Section VI – Additional Resources — Useful Web Sites

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**Centre for Disease Control (CDC)**

**[www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)**

This site includes a Tips 4 Kids page and information on a variety of superb tobacco reduction programs across the United States. Find out how to order free posters and resources on media manipulation!

**Health In Action**

**[www.health-in-action.org](http://www.health-in-action.org)**

This site contains an inventory of programs, resources, public policy and research in Alberta, as well as an archive of Alberta's past tobacco reduction projects.

**The World Health Organization**

**[www.who.int/health\\_topics/tobacco/en](http://www.who.int/health_topics/tobacco/en)**

This site provides an international look at tobacco control and includes descriptions of activities, reports, news and events.

**Section VI – Additional Resources****References****AHS–AADAC**

Tobacco Basic's Handbook: Third Edition, 2002

Sense and Non-Sense: Healthy Choices About Alcohol, Drugs and Gambling - Grade 5, 1997.

**Alberta Learning**

Health and Life Skills, Kindergarten - Grade 9 Program of Studies Specific Outcomes.  
Draft, June 2000.

Queens Printer, Alberta Government  
Prevention of Youth Tobacco Use Act, April 2003.

**The Lung Association**

Smoke Free Class of 2000 Just for Fun!, 1991.

Smoke Free Class of 2000 Physical Education Grade 5 Lesson 4, 1991.

Smoke Free Class of 2000 Some Fact About Your Lungs Grade 5, 1991.

Smoke Free Class I Can Make a Choice, Grade 6, Lesson 3, 1991.

**ATRA**

ATRA Handbook: Tobacco Basics, 1999.

How Albertans View Tobacco (Public Opinion Survey), 1999.

Let's Make Smoking History. Fact Sheet: Second-hand Smoke, 1999.

Let's Make Smoking History. Fact Sheet: Tobacco Addiction and Cessation, 1999.

Let's Make Smoking History Fact Sheet: Smokeless Tobacco, 1999.

Let's Make Smoking History. Fact Sheet: Tobacco and Youth, 1999.

Let's Make Smoking History. Fact Sheet: Tobacco Industry Tactics, 1999.

Let's Make Smoking History. Fact Sheet: Sponsorship, 1999.

**Board of School Trustees School District 2**

Our Health - Our Future - Our Choice Integrated Tobacco Resource: Book 1. Moncton,  
New Brunswick. 1996.

Our Health - Our Future - Our Choice Integrated Tobacco Resource: Book 2. Moncton,  
New Brunswick. 1996.

## **British Columbia Ministry of Health and Ministry of Education**

bc.tobaccofacts: A Tobacco Prevention Resource for Teachers - Grade 6, 1999.

bc.tobaccofacts: A Tobacco Prevention Resource for Teachers - Grade 7, 1999.

Tobacco Industry's Poster Child (Poster).

Capital Health, Edmonton Public Schools & Tobacco Free Capital Region  
Creating Tobacco Free Schools: A Resource Guide, 1998.

Direction de la sante publique de Montreal-Centre and Health Canada.

Yes, I Quit Program Facilitator's Guide: Group cessation method for First Nations, 1997.

## **Health Canada.**

Back Talk, Media Wise and Feeling Good.

[www.hc-sc.gc.ca/hppb/tobaccoreduction/media.html](http://www.hc-sc.gc.ca/hppb/tobaccoreduction/media.html)

Break-Free All-Stars.

Improving the Odds.

Passive Smoke: Nowhere To Hide, October 1998.

The Tobacco Act, April 1999.

Tobacco Use Among High Priority Groups. Fact Sheets: Tobacco Use Among Aboriginal Peoples, 1995.

Canadian Tobacco Use Monitoring Survey Wave 1 February - June 1999.

Legislation Regulation & Compliance, Retrieved April 11, 2003 from [www.hc-sc.gc.ca/hecs-sesc/tobacco/legislation](http://www.hc-sc.gc.ca/hecs-sesc/tobacco/legislation)

## **Heart and Stroke Foundation**

Fact Sheet Environmental Tobacco Smoke: Behind the Smoke Screen.

## **Howland, Rebecca**

Lesson Plan Submission on Florida State University Science, Tobacco and You Teachers Resource Web site, [www.scienceu.fsu.edu/communications/lessonplans](http://www.scienceu.fsu.edu/communications/lessonplans).

## **National Clearing House on Tobacco and Health**

ETS & The Tobacco Industry, March 1997.

Youth and Tobacco: The Chains of Addiction, September 1993.

Smokeless Tobacco in Canada, April 1997.

The Office on Smoking and Health - Centres for Disease Control, Centre for Substance Abuse Prevention Substance Abuse and Mental Health Services Administration, The American Academy of Pediatrics and National Education Association Health Information Network.

Media Sharp: Analyzing Tobacco and Alcohol Messages.

**Prevention Source BC**

Fact Sheet 5: Tobacco.

**Wellness and Health Protection Branch Saskatchewan Health**

Smokeless (Spit) Tobacco Health Education Resource Kit: You'd Have To Be Wacko To Chew Tobacco.



For more information, contact your local AADAC office,  
call 1-866-332-2322, or check our website [aadac.com](http://aadac.com)