

Alcohol, Tobacco & Other Drugs: Tobacco

Lesson Goal: Students will understand the risks associated with drinking physically and socially.

Major Objectives:

After the lesson is completed, students will be able to list five (5) ingredients found in cigarettes.

After the lesson is complete, students will be able to identify how a cigarette affects the human body and how long its effects stay in your body.

After the lesson is complete, students will be able to understand reasons smoking is harmful both to themselves and others.

Total Time needed: 45 minutes

Materials Needed:

Cigarette Make-Up Transparency
Tobacco's Death Wish Transparency
Glass Jar
One cup Dark Brown Karo Syrup
Packaging Tape
Picture of tar-filled lungs
Preserved frog in a jar of formaldehyde
Bottle of antifreeze
Box of rat poison
Picture of a bomb
Picture of a dead person
Oil paints
Jar of rubber cement
Picture of a prison or death chamber
Straws

Special Preparation: Print transparencies. Gather ingredients and pictures for presentation.

Vocabulary:

Formaldehyde: A colorless, pungent gas in solution made by oxidizing methanol

Propylene Glycol: A liquid alcohol that is used as a solvent; in antifreeze, and in the food, plastics, and perfume industries.

Toulene: Glue used to embalm a dead person's body.

Cadmium: A chemical found in artist's oil paints.

Hydrogen Cyanide: Poisonous gas used in the death chamber.

Tar: A dark, thick, flammable liquid distilled from wood or coal.

Leukoplakia: A mucous membrane disease characterized by white patches on the tongue caused from smoking.

Emphysema: A condition in the lungs in which the air sacs are damaged, causing breathlessness.

Curriculum Integration Ideas: Math, Communication Skills, Critical Thinking, Problem Solving, Spelling, and Language Arts.

Procedure:

Time:	Step By Step Lesson Design:	Resources Needed:
10 minutes	<p>Set up all the ingredients on a table up front.</p> <p>Ask students one at a time to identify the materials on the table. Help the students identify them and their use.</p> <p>“What do all these chemicals have in common?” “Where could I get all these chemicals at one time?”</p> <p>Show Tobacco Death List Transparency – Discuss each ingredient and how they are inside a cigarette.</p> <p>Show Cigarette Make-Up Transparency</p>	<p>Preserved Frog Bottle of Antifreeze Rat Poison Picture of Bomb Picture of Dead Person Oil Paints Jar of Rubber Cement Picture of Death Chamber</p> <p>Tobacco Death List Transparency</p> <p>Cigarette Make-Up Transparency</p>
15 minutes	<p>What happens when you smoke cigarettes daily to your body?</p> <p>How do the lungs look after so many cigarettes have been smoked?</p> <p>Pass around picture of tar lungs. Pour one cup of the Karo syrup in the jar and seal it. Explain that this is approximately how much tar one gets into their lungs if they smoke one pack of cigarettes a day for one year.</p> <p>Tar is a carcinogen and causes cancer. The black lungs you see on the picture show the tar in a person’s lungs. If a person stops smoking, and only if they quit, the tar will start to leave the body. It takes up to 15 years for the body to get rid of most of it, but if a person already has emphysema or lung cancer caused by smoking, quitting smoking will not stop the disease from killing the person. If a person is close to a smoker, they can inhale the tar and be putting themselves at risk for tobacco related illnesses.</p>	<p>One glass jar One Cup Karo Brown Syrup Packaging Tape Picture of Tar Filled Lungs</p>
15 minutes	<p>Start discussing Tobacco Related Diseases</p> <p>How do you get rid of these diseases? Are they curable?</p> <p>Talk about emphysema – Tell students they are going to do an activity that simulates what having emphysema feels like.</p> <p>Have each student reflect on how they are breathing – Discuss with a partner kinds of activities they enjoy doing.</p>	<p>Straws</p>

	<p>Have students get up and do some form of physical activity for one minute. (ie: jumping jacks, jog in place, etc.)</p> <p>Give each students a clean straw and have the students plug their noses and breath ONLY through the straw for 1 minute.</p> <p>After a minute, have students continue to breathe through the straw and do some sort of physical activity while breathing through the straw.</p> <p>After the activity is done, have students try to breathe through the straw for as long as possible.</p> <p>Reflect with students that this is what it would feel like to have emphysema and how hard to was for their lungs to get oxygen.</p> <p>Would they like to live the rest of their lives that way?</p>	
5 minutes	<p>Closure – Review of concepts learned today</p> <p>How do we prevent ourselves from in taking secondhand smoke? What are some ways to discourage someone from smoking around us?</p>	

Assessment: The only assessment I will use during this lesson is an observational type of assessment. I am just going to check if the students are actively participating in the lecture and activities.

Home Work or Family Involvement: Have your parent’s attempt to do the straw activity. If parents are smokers, discuss with them the effects of secondhand smoke and the knowledge piece of the tar. Discuss ways of quitting the habit.

Resources:

Tackmann, D. (2006). *Outrageous Teaching Techniques in Health Education*. Eau Claire, WI: Self Published.

National Health Education Standard(s):

Standard #1: Students will comprehend concepts related to health promotion and disease prevention.

Standard #4: Students will analyze the influence of culture, media, technology, and other factors on health.

Standard #5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard #6: Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.

Performance Indicator(s): Students will:

- Be able to list the five ingredients in a cigarette.
- Be able to list several tobacco related diseases and ways to prevent them.
- Understand the benefits of staying smoke free.