Everything You Need to Know about Tobacco in 22 Minutes

LESSON PLAN

By Leanne Arnow
B.A. Vassar College
M.A. NYU, Steinhardt School
Teaching Point:
Everything You Need to Know about Tobacco in 22 Minutes

Subject Area: Health Education

Grade Level: 9-12

Time Frame: One class period

Relevant Standards:
(National Health Education Standards, Grades 9-12)

1.12.3 Analyze how environment and personal health are interrelated.

1.12.4 Analyze how genetics and family history can impact personal health.

2.12.5 Evaluate the effect of media on personal and family health.

2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

5.12.6 Defend the healthy choice when making decisions.

7.12.1 Analyze the role of individual responsibility for enhancing health.

Learning Objectives:
Students will be able to…

- Explain how nicotine affects the brain and causes addiction.
- Name some of the toxic chemicals found in cigarette smoke.
- Describe the short- and long-term health risks of using tobacco.
- Recognize ways in which tobacco companies target young people through advertising.
- Compare the dangers of smoking cigarettes to the dangers of using smokeless tobacco or inhaling secondhand smoke.
- Support a person’s decision to quit smoking with reasons why quitting is beneficial.
Materials:

- *Everything You Need To Know About Tobacco in 22 Minutes* video
- 4 pieces of chart paper
- 4 small sticky notes or tabs per student (notes or tabs with a strong adhesive are best)
- pre-/post-test for each student (see attached page 9 for template)
- homework assignment page for each student (see attached page 12 for template)
- 2 copies of pre/post assessment rubric (see attached page 8 for template)
- video vocabulary handout for each English Language Learner
- **optional**: a few sample anti-smoking ads

Advanced Preparation:

- Prepare four charts, each with one of the questions and scale below. Post the charts around the classroom, low enough for students to reach.

  **How dangerous is cigarette smoke?**
  **How addictive is nicotine?**
  **How problematic is a smoking habit?**
  **How acceptable is smoking to you?**

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>at all</td>
</tr>
<tr>
<td>Somewhat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be sure to leave enough space between the question and the scale for students to place their sticky notes as shown in the example to the right:

- **Optional**: Give students the pre-test and fill in the pre-assessment rubric before teaching the lesson. Use the data to help you differentiate the lesson.
- **Optional**: Bring in a few anti-smoking ads to use as examples for the homework assignment. You can find them in magazines or print them from the internet.
Procedure:

Do Now

- Tell students that they will be taking a brief opinion poll today. Point out the four charts you posted around the classroom (see “Advanced Preparation”). Read each question, explain the rating scale, and clarify any confusion. Make sure students know that nicotine is the drug found in cigarettes.

  **Teacher Note:** Some questions are intentionally open to interpretation. If students ask a question like *How many cigarettes a day constitute a “smoking habit”?* tell them that they can decide.

- Explain that students will get four sticky notes each and will have five minutes to walk around the room and place a sticky note on each chart above the number they choose. If multiple students choose the same number, they should place their sticky notes vertically above the number, as they would on a bar graph. Tell the class that only three students may respond to a chart at one time, and that students should step back and be patient while waiting for a chart. Explain that, even though the poll is not private, students should help one another feel comfortable answering the questions honestly by not watching anyone place their sticky notes on the charts or discussing anyone else’s ratings.

- Give out sticky notes and begin the activity.

- As students finish, have them go back to their seats and look at the responses on each chart. Then allow students to briefly share their reactions to the poll. As you look over each chart with the class, ask for students who chose high, medium, and low numbers to volunteer to explain their thinking.

Show the video

- Tell students that they will be watching a video called *Everything You Need to know About Tobacco in 22 Minutes*, then show the video.
Discussion

- Invite students to briefly share their thoughts and reactions to the video. Then direct their attention back to the class opinion poll. Ask students to reflect on their initial ratings and allow them to move their sticky notes if they have changed their opinion about any question after watching the video. Ask students who move their sticky notes to explain why they changed their rating. Allow students to comment on the overall poll results and to individual responses on each scale without using other students’ names.

- As students discuss and change their responses to the poll, review important content from the video and engage the class in a discussion, using the questions below as a guide. You may want to begin filling out the post-assessment rubric as you listen to students’ comments.

Discussion Questions

- Why is smoking more dangerous for teenagers than it is for adults?

- Why is it so easy to start smoking and so difficult to quit?

- What evidence do we have that nicotine is powerfully addictive? Think about scientific research on the brain as well as personal stories of addicts like Brendon.

- Given how unhealthy tobacco is, why do you think so many people still use it?

- Everyone has seen images of happy, healthy, attractive people smoking on T.V., in magazines, or on billboards. How realistic are these images? Why?

- Research studies have shown that a third of underage experimentation with smoking can be attributed to tobacco company advertising and promotion. What do you think the other two-thirds of underage experimentation can be attributed to?

- Why do you think that almost all smokers start smoking as teenagers?
Discussion Questions continued

- Cigarettes don’t just affect the person who is smoking them. Who else can be harmed by cigarette smoking and how?

Teacher Note: Possible responses include comments about secondhand smoke, smoking while pregnant, friends and families of individuals with diseases caused by smoking, and young people who see someone smoke and decide to try it themselves.

- What would you tell a friend’s parent who has smoked for twenty years and says it is too late to quit because the damage has already been done?

Adaptation for gifted students:

If your students have mastery of the lesson content, encourage deeper thinking by challenging them to apply, analyze, and evaluate the information they learned. The following questions about tobacco and the law can be used to fuel an in-depth discussion or a debate:

- Medical care for smoking-related health problems is very costly. The tobacco industry spends about $10 billion per year on advertising. Should tobacco companies be required to pay for people’s smoking-related medical expenses?

- Most states have banned smoking in public places like restaurants and malls because of the dangers of secondhand smoke. Do you support this ban? Why or why not? Do you think smoking should be banned anywhere else? If so, where?

- There are many laws controlling the sale and use of tobacco products, such as a minimum legal age to purchase tobacco, advertising restrictions, and smoking bans in certain places. Do you support laws like these? Why or why not?

- Do you think tobacco products should be banned in the United States? Why or why not? Would this even be possible? What would happen if a law was passed banning tobacco in the United States?

- Raising the cost of cigarettes by 10% has been estimated to reduce cigarette consumption among young people by 4%, so the government has raised taxes on cigarettes to deter people from smoking. Some people say that the increase unfairly punishes poor people who already smoke. Do you support raising cigarette taxes? Why or why not?
Wrap up/Assessment

- Cover the charts on the wall and pass out the post-test. Give students about 5 minutes to complete it.

- As you grade the tests, finish filling out the post-assessment rubric.

Homework

- Pass out the homework assignment page and explain the directions. Ask students to describe anti-smoking ads they have seen and their reactions to each. Show a few sample ads if you brought any in (see Advanced Preparation). Discuss what makes anti-smoking ads powerful: a strong point, disturbing image and simple but startling fact or statistic. Explain to students that they should make their ads powerful by making one strong point about why smoking is dangerous. Tell them to use information from the video in their ads. Plan for students to share their ads during the next class.

Video Vocabulary

The Chemistry of Tobacco
- additives
- carbon monoxide
- hydrogen cyanide
- arsenic
- benzene
- formaldehyde
- ammonia
- nicotine

Health Effects
- stroke
- amputate

Smokeless Tobacco
- snuff
- tobacco

Secondhand Smoke
- secondhand smoke
- mainstream smoke
- sidestream smoke

Tobacco and the Brain
- dopamine
- frontal cortex
- malleable

Quitting
- addiction
- craving
- dependent
- trigger
- withdrawal
**Pre/Post Assessment Rubric**

Record each student's performance by writing a 1, 2, or 3 in each box, or use your own grading scale.

**Key:** 1 = not meeting expectations  
2 = approaching expectations  
3 = meets expectations

<table>
<thead>
<tr>
<th>Student:</th>
<th>Explain how nicotine affects the brain and causes addiction</th>
<th>Name some of the toxic chemicals found in cigarette smoke</th>
<th>Describe the short- and long-term health risks of using tobacco</th>
<th>Recognize ways in which tobacco companies target young people through advertising</th>
<th>Compare the dangers of smoking cigarettes vs. smokeless tobacco or inhaling secondhand smoke</th>
<th>Support a person's decision to quit smoking with reasons why quitting is beneficial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pre/Post Test

Name: ____________________________________________________________

Directions: Answer each multiple choice question by circling the correct response.

1. Cigarette smoke contains 4,700 chemicals, including 60 that are proven to
   a. be addictive
   b. cause diabetes
   c. reduce circulation
   d. cause cancer

2. Which statement about smokeless tobacco is true?
   a. it is less addictive than cigarettes
   b. it does not contain cancer-causing chemicals like cigarettes do
   c. it can cause oral cancer
   d. it is safe to use if you brush your teeth afterwards

3. Secondhand smoke
   a. is only toxic if someone exhales it directly into your face
   b. is most dangerous in an enclosed space like a car
   c. cannot cause lung cancer
   d. is something you cannot avoid being exposed to

4. Because their brains are still developing, adolescents
   a. are particularly susceptible to addiction
   b. are unlikely to develop an addiction
   c. feel the effects of smoking less than adults do
   d. can never recover from addiction

5. Even in young people, tobacco’s effects on the heart and lungs can cause
   a. shortness of breath
   b. cavities
   c. paralysis
   d. vision loss
6. Which of the following effects does quitting have on a heavy smoker?
   a. it causes permanent withdrawal symptoms
   b. it has no immediate health benefits
   c. it reduces the risk of cancer, stroke, and coronary heart disease
   d. it causes shortness of breath

7. Every year in the United States, tobacco causes more deaths than
   a. alcohol
   b. HIV/AIDS
   c. suicide
   d. all of the above, combined

8. Tobacco companies mostly target which group of people through advertising?
   a. women
   b. teenagers and young adults
   c. the upper class
   d. adults age 35-55

9. Nicotine causes pleasurable feelings by raising levels of which chemical?
   a. endorphin
   b. histamines
   c. dopamine
   d. caffeine

10. How much money would a pack-a-day smoker save by quitting?
    a. about $100 a year
    b. about $500 a year
    c. between $500 and $1,000 a year
    d. well over $2,000 a year
Post-Test Answer Key

1. d
2. c
3. b
4. a
5. a
6. c
7. d
8. b
9. c
10. d
Homework Assignment:

Directions: You may have seen anti-smoking ads on billboards, posters, or magazines. These ads are powerful because they use a disturbing image and simple but startling fact or statistic to make a strong point. For example, an ad might show a smoker with a tracheotomy saying “Smoking gave me throat cancer.” Make your own anti-smoking ad in the space below. Use these topics from the video to help you think of an idea: health risks, addiction, chemicals found in cigarettes, how smoking affects the brain, smokeless tobacco, secondhand smoke, the financial impact of smoking, and tobacco advertising.
Additional Titles in this Video/Print Series for Grades 7 – 12

Everything You Need to Know about...

...Alcohol in 22 Minutes

...Tobacco in 22 Minutes

...Marijuana in 22 Minutes

...Drugs and the Teen Brain in 22 Minutes

...Prescription & OTC Drugs in 22 Minutes

...Substance Abuse in 22 Minutes

Free lesson plan available for each title. Click here.
Or send an email request to freedownloads@hrmvideo.com

More Titles in Drug Education and Health

Do I Have a Problem?
Recognizing Drug and Alcohol Addiction

Drinking Games, Alcohol Abuse and Overdose

High on Spice: The Dangers of Synthetic Marijuana

Bath Salts: The Deadly Facts

Essential Health
Comprehensive High School Health Curriculum

Visit our website for detailed descriptions of all these programs and many more titles.

www.hrmvideo.com