

ADDICTION: YOUNG ADULTS WINNING THE BATTLE

# TOBACCO

## Teacher's Guide



## INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Addiction: Young Adults Winning the Battle—Tobacco*. The contents in this guide will allow you to prepare your students before using the program and present follow-up activities to reinforce the program's key learning points.

In this program, teens frankly describe their experiences with tobacco. A recurring theme of their individual stories is the feeling of coolness and social acceptance that comes with smoking and “dipping”—a perception that the program's experienced addiction counselors are quick to deflate, while tarring the media and a permissive society as the primary forces behind tobacco's attraction.

## LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Describe the effects and side effects of tobacco use.
- Describe some reasons why teens begin to use smokeless tobacco.
- Understand the addictive nature of nicotine and its affects on the body.
- Realize the short and long-health consequences associated with tobacco use.
- Examine the cycle of addiction and know how to get help.

## EDUCATIONAL STANDARDS

### National Standards

This program correlates with National Standards for Family & Consumer Science Education by the Family and Consumer Science Education Association, Project 2061 Benchmarks for Science Literacy by the American Association for the Advancement of Science and the National Health Education Standards: Achieving Health Literacy by the Joint Committee on National Health Education Standards. The content has been aligned with the following educational standards and benchmarks from these organizations.

- Demonstrate nutrition and wellness practices that enhance individual and family well-being.
- Analyze the influence of culture, media, technology, and other factors on health.
- Describe and analyze how one's cultural background, messages from the media, technology, and one's friends influence health.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Identify responsible and harmful behaviors, develop health-enhancing strategies, and manage stress.
- Comprehend concepts related to health promotion and disease prevention.
- Identify what good health is, recognize health problems, and ways in which lifestyle, the environment, and public policies can promote health.
- Understand that the immune system is designed to protect against microscopic organisms and foreign substances that enter from outside the body and against some cancer cells that arise within.
- Understand that the nervous system works by electrochemical signals in the nerves and from one nerve to the next. The hormonal system exerts its influences by chemicals that circulate in the blood. These two systems also affect each other in coordinating body systems.
- Understand that communication between cells is required to coordinate their diverse activities. Some cells secrete substances that spread only to nearby cells. Others secrete hormones, mole-

cules that are carried in the bloodstream to widely distributed cells that have special receptor sites to which they attach. Along nerve cells, electrical impulses carry information much more rapidly than is possible by diffusion or blood flow. Some drugs mimic or block the molecules involved in transmitting nerve or hormone signals and therefore disturb normal operations of the brain and body.

- Understand that various body changes occur as adults age. Muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, and the senses become less acute. Women stop releasing eggs and hence can no longer reproduce. The length and quality of human life are influenced by many factors, including sanitation, diet, medical care, sex, genes, environmental conditions, and personal health behaviors.
- Understand that toxic substances, some dietary habits, and personal behavior may be bad for one's health. Some effects show up right away, others may not show up for many years. Avoiding toxic substances, such as tobacco, and changing dietary habits to reduce the intake of such things as animal fat increases the chances of living longer.
- Understand that benefits and costs of proposed choices include consequences that are long-term as well as short-term, and indirect as well as direct. The more remote the consequences of a personal or social decision, the harder it usually is to take them into account in considering alternatives. But benefits and costs may be difficult to estimate.

*This represents the work of the Joint Committee on National Health Education Standards. Copies of National Health Education Standards: Achieving Health Literacy can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society. Reprinted with permission.*

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## **English Language Arts Standards**

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries.

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## Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Demonstrate a sound understanding of the nature and operation of technology systems.
- Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Practice responsible use of technology systems, information, and software.
- Use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- Use technology resources for solving problems and making informed decisions.
- Use technology to locate, evaluate, and collect information from a variety of sources.

*The ISTE National Education Technology Standards Project standards are reprinted with permission.*

## PROGRAM OVERVIEW

In this program, the viewer gets the inside story on smoking and tobacco use among teens. The personal experiences of several smokers and ex-smokers are depicted. Topics including how and why teens begin to smoke, why they think it is cool, and the dangerous notion that “It won’t hurt me” are explored.

## MAIN TOPICS

### Topic 1: What is Tobacco?

The program begins with an introduction to tobacco—its health risks and addictive nature. Harmful components of smoke are also mentioned.

### Topic 2: Trying Tobacco

Through documentary style interviews, this section depicts how and why some teens begin smoking or chewing tobacco. The body’s response to nicotine and the effects on the user’s health are also explored.

### Topic 3: I’m Not Addicted...Am I?

This section explores a common perception among teens that they won’t get addicted, won’t get cancer, and won’t have other problems associated with tobacco use. Some warning signs that may indicate the user has become addicted are described.

### Topic 4: Kicking the Habit

The program concludes with suggestions regarding how a person may be able to overcome his or her tobacco addiction, and where to turn for help.

## FAST FACTS

- Nicotine is one of the most heavily used addictive drugs in the United States. In 2002, 30 percent of the U.S. population aged 12 and older—71.5 million people—used tobacco at least once in the month.
- Cigarette smoking has been the most popular method of taking nicotine since the beginning of the 20th century. In 1989, the U.S. Surgeon General issued a report that concluded that cigarettes and other forms of tobacco, such as cigars, pipe tobacco, and chewing tobacco, are addictive, and that nicotine is the drug in tobacco that causes addiction.

- Nicotine also is absorbed readily when tobacco is chewed. With regular use of tobacco, levels of nicotine accumulate in the body during the day and persist overnight. Thus, daily smokers or chewers are exposed to the effects of nicotine for 24 hours each day.
- Women who smoke generally have earlier menopause. If women smoke cigarettes and also take oral contraceptives, they are more prone to cardiovascular and cerebrovascular diseases than are other smokers; this is especially true for women over 30.
- Pregnant women who smoke cigarettes run an increased risk of having stillborn or premature infants or infants with low birthweight.
- Adolescent smokeless tobacco users are more likely than nonusers to become cigarette smokers.
- The tar in a cigarette, which varies from about 15 mg for a regular cigarette to 7 mg in a low-tar cigarette, exposes the user to an increased risk of lung cancer, emphysema, and bronchial disorders.
- The Environmental Protection Agency has concluded that secondhand smoke causes lung cancer in adults and greatly increases the risk of respiratory illnesses in children, and of sudden infant death.
- More than 5 million children alive today will die prematurely from smoking-related illnesses.
- Nearly every adult who smokes (almost 90%) took his or her first puff at or before the age of 18.
- As many as 20% of high school boys and 2% of high school girls use smokeless tobacco, according to the Centers for Disease Control and Prevention.
- The American Cancer Society says that spit tobacco actually delivers more nicotine than cigarettes.
- The use of smokeless tobacco also increases your risk of cancer of the esophagus, larynx, stomach, and pancreas.

## VOCABULARY TERMS

**abuse:** To use wrongly or improperly.

**addiction:** Uncontrollable use of habit-forming drugs.

**anxiety:** A state of uneasiness and apprehension, as about future uncertainties.

**carcinogen:** Any substance that causes cancer.

**craving:** A powerful, often uncontrollable desire for drugs.

**emphysema:** A lung disease in which tissue deterioration results in increased air retention and reduced exchange of gases. The result is difficult breathing and shortness of breath. It is often caused by smoking.

**nicotine:** The addictive drug in tobacco. Nicotine activates a specific type of acetylcholine receptor.

**physical dependence:** An adaptive physiological state that occurs with regular drug use and results in a withdrawal syndrome when drug use is stopped.

**receptor:** A large molecule that recognizes specific chemicals (normally neurotransmitters, hormones, and similar endogenous substances) and transmits the message carried by the chemical into the cell on which the receptor resides.

**respiratory:** Of, relating to, used in, or affecting respiration.

**stimulant:** An agent, especially a chemical agent such as caffeine, which temporarily arouses or accelerates physiological or organic activity.

**tobacco:** The leaves of the tobacco plant, smoked in cigarettes, cigars, and pipes, and also chewed as chewing tobacco. Tobacco contains the drug nicotine.

**tolerance:** A condition in which higher doses of a drug are required to produce the same effect as during initial use; often leads to physical dependence.

**withdrawal:** Symptoms that occur after chronic use of a drug is reduced or stopped.

## PRE-PROGRAM DISCUSSION QUESTIONS

1. In what ways might the media affect a person's choices regarding their health?
2. What types of behaviors make a person fit in with a group of friends?
3. Why do you think teenagers use tobacco?
4. Is chewing tobacco better or worse than smoking cigarettes?
5. What is your perception of someone who smokes or chews tobacco?

## POST-PROGRAM DISCUSSION QUESTIONS

1. What factors might influence someone to resist using drugs?
2. If you or a friend is trying to quit smoking or chewing tobacco, where could you go for help?
3. Should smoking be allowed in public places?
4. Should teens be allowed to buy cigarettes or tobacco if they wish?
5. How might the influence of family members make a teen more or less likely to use tobacco?

## GROUP ACTIVITIES

### Struggling to Quit

Call local hospitals to obtain the names of physicians who provide treatment to people trying to stop using tobacco products. Then, compose a letter to one or more of these physicians inviting them to speak to the class on the difficulties of quitting tobacco use. Prior to the visit by the physician, the students should prepare a list of questions that they would like to ask. These questions might include the following:

- How many people succeed the first or even second time they try to stop smoking?
- How many people try repeatedly to quit smoking without success?
- Do people still smoke even when they have a life-threatening illness, such as heart disease or lung cancer?

### Why Would Anyone Smoke?

In small groups, role-play a scenario where a teen is considering smoking. One member of the group should play the role of the teen and the remainder of the group should take on the roles of a trusted friend, teacher, parent, coach, etc. After each role-play scene, the class should discuss how the characters dealt with the various factors and emotions that may lead to tobacco use, including low self-esteem, peer pressure, etc.

## INDIVIDUAL STUDENT PROJECTS

### Smoke from a Single Cigarette

Conduct an experiment using the following items: a cigarette, cotton balls, transparent plastic syringe, matches, or lighter. Fill the syringe with the cotton balls. Insert the end of the syringe onto the filter of the cigarette. Light the cigarette and pull back the plunger to draw smoke into the barrel of the syringe. Have the students watch the cotton balls turn black as the smoke particles are deposited. Discuss with the students what they have observed. Students might consider what the effects of smoking several cigarettes a day for many years would have on the lungs if only one cigarette can turn a cotton ball black.

## INTERNET ACTIVITIES

### Trying to Quit

Use the Internet to locate an online discussion group for people who are trying to quit smoking or chewing tobacco. What methods have they tried? What challenges do they commonly face? How successful are they? What motivates people to quit? Summarize your findings in a short paper.

### Who is Responsible

Use the Internet to learn the details of one or more lawsuits brought against the tobacco industry. Write a newspaper editorial to voice your opinion on the following question: "Is the tobacco industry responsible for the health of a person who voluntarily chose to use their product? Why or why not?"

## ASSESSMENT QUESTIONS

**Q:** What are some reasons why teens begin smoking?

**A:** To look cool, to fit in, because their parents smoke, to overcome social anxieties, to feel grown up.

**Feedback:** Nearly every adult who smokes (almost 90%) took his or her first puff at or before the age of 18.

**Q:** Cigarette smoking helps to calm your nerves and curb hunger. (*True or False*)

**A:** False

**Feedback:** Satisfying the urge to have a cigarette actually only calms the addiction, meeting the body's need for nicotine.

**Q:** What are some of the health risks associated with cigarette smoking?

**A:** Dry skin, stroke, heart disease, cancer, premature wrinkles, bronchitis, emphysema, pneumonia, and sinus infections.

**Feedback:** One third of teens who smoke will eventually die from a tobacco related disease.

**Q:** Nicotine is more addictive than cocaine, heroin, or alcohol. (*True or False*)

**A:** True

**Feedback:** With regular use of tobacco, levels of nicotine accumulate in the body during the day and persist overnight. Thus, daily smokers or chewers are exposed to the effects of nicotine for 24 hours each day.

**Q:** Using smokeless tobacco is generally safer than smoking cigarettes. (*True or False*)

**A:** False

**Feedback:** Smokeless tobacco is just as addictive and harmful as cigarettes. The American Cancer Society says that spit tobacco actually delivers more nicotine than cigarettes.

**Q:** What are some signs that a person has formed an addiction to tobacco?

**A:** Irritability, cravings, an uncontrollable urge to have a cigarette.

**Feedback:** Teens sometimes have a "God Complex," or believe that they "can't get hurt," or that they will be able to "just quit before anything bad happens."

**Q:** What are some of the ways in which a person might try to quit using tobacco?

**A:** Chewing gum or eating hard candy, using nicotine patches or gum, using certain prescription drugs, stopping cold turkey, or tapering off usage.

**Feedback:** A common mantra of people who are trying to overcome an addiction is “Change your playground and your playmates.” This means removing yourself from the environment and/or people who tempt you to use.

**Q:** There are over 200 known poisons found in cigarettes. (*True or False*)

**A:** True

**Feedback:** There are also at least 599 additives, including ammonia, found in cigarettes.

**Q:** What are some common symptoms of withdrawal?

**A:** Mood swings, sleep problems, headaches, nausea, and elimination problems.

**Feedback:** Symptoms may be lessened by gradually reducing the amount of tobacco you use.

**Q:** What are some ways to overcome withdrawal symptoms?

**A:** Eat well, exercise, stay hydrated, join support groups, and remove yourself from tempting environments.

**Feedback:** Withdrawal symptoms usually subside within one to two weeks.

## ADDITIONAL RESOURCES

### WEB SITES

#### **U.S. Department of Health and Human Services**

[www.samhsa.gov](http://www.samhsa.gov)

#### **National Council on Alcoholism and Drug Dependence**

1-800-NCA-CALL

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

#### **National Center for Tobacco Free Kids**

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

#### **Partnership for a Drug-Free America**

[www.drugfreeamerica.org/kids\\_teens](http://www.drugfreeamerica.org/kids_teens)

### HOTLINES

#### **National Organization of Student Assistance Programs and Partners**

1-800-972-4636

#### **Center for Substance Abuse Treatment**

1-800-ALCOHOL (252-6465)

### BOOKS

*Addiction: The “High” That Brings You Down* by Miriam Smith McLaughlin, Sandra Peyser Hazouri. Enslow Publishers, Inc., 1997. ISBN: 0894909150

*Life’s Too Short!: Pull the Plug on Self-Defeating Behavior and Turn on the Power of Self-Esteem* by Abraham J. Twerski. St. Martin’s Press, 1997. ISBN: 0312155700

*A Teen’s Guide To Living Drug-Free* by Bettie B. Youngs, Jennifer Leigh Youngs, Tina Moreno. Health Communications, 2003. ISBN: 0757300413.



## OTHER PRODUCTS

### **Facts on...Drugs**, CD-ROM, Cambridge Educational

Common substances, street names, methods of ingestion, effects on the body, social situations and behavior. This CD-ROM is ideal for use in health education and family and consumer science curriculums or as a guidance resource. Correlates to the American School Health Association standards and the Joint Committee for National School Health Education and the American Cancer Society standards. A Cambridge Educational Production. (Windows/Macintosh)

Order #: 31862 [www.cambridgeeducational.com](http://www.cambridgeeducational.com), 1-800-468-4227

### **Everyday Addictions**, VHS/DVD, Films for the Humanities & Sciences

Nicotine, alcohol, and gambling—three very common addictions—are among the most preventable causes of premature death through illness or suicide in the U.S. In this program, doctors from Brown University's School of Medicine and Harvard Medical School talk with host Kat Carney about the psychological, physiological, and genetic components of addiction while considering treatments such as hypnotherapy, Naltrexone therapy, and experimental vaccines. Some of the medical outcomes of addiction, including lung cancer, cirrhosis of the liver, and clinical depression, are also discussed, as well as a new form of dependency: addiction to the Internet.

Order #: 29617, 1-800-257-5126, [www.films.com](http://www.films.com)

### **Drug-Pushing Parents: Just Say—Yes?**, VHS/DVD, Cambridge Educational

According to a new survey, one in five candidates for drug treatment at Phoenix House was introduced to drugs by his or her parents. Addiction experts including Mitchell Rosenthal, president of Phoenix House, and Alyse Booth, spokesperson for Columbia University's National Center for Addiction and Substance Abuse, agree that although the study is limited in scope, the figures are alarming. Are parents coming to view drug use as merely another teenage rite of passage? And how can drug prevention campaigns help children when their own parents do not get the message? This program goes to the heart of these questions.

Order #: 11449, [www.cambridgeeducational.com](http://www.cambridgeeducational.com), 1-800-468-4227

### **Smokeless Tobacco: A Wad of Trouble**, VHS/DVD, Cambridge Educational

Doctors and dentists look at how nicotine is readily absorbed through the lining in the mouth, while an interview with a woman who lost a brother to oral cancer provides viewers with a first-hand look at the devastating consequences of continued use. Also includes interviews with teenage users explaining how and why they began using smokeless tobacco, and victims' accounts of their medical problems.

Order #9278: [www.cambridgeeducational.com](http://www.cambridgeeducational.com), 1-800-468-4227

### **The Science of Addiction**, VHS/DVD, Cambridge Educational

Surveys show that the vast majority of high school seniors experiment with drugs and alcohol. But how many of them become hooked, mastered by the high they thought they could control? In this program, experts discuss the psychological, medical, and social aspects of chemical dependence as four teenagers come to grips with the addictions that have replaced their dreams of a happy future with a reality centered on rehabilitation and the constant threat of relapse. In addition, computer animations and PET imaging illustrate the impact of drugs on brain chemistry.

Order #: 9367, 1-800-468-4227, [www.cambridgeeducational.com](http://www.cambridgeeducational.com)



For information on other programs

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