PROGRAM GOALS AND OBJECTIVES

To empower the youth to say "NO" to tobacco products.

To educate and motivate the youth to choose a healthy lifestyle.

To encourage the involvement and interaction of SNMA with the community that we serve.

To motivate the youth to educate others about the health effects of smoking tobacco products.

To encourage medical students to educate and motivate their patients smoking cessation and prevention.
COMPREHENSIVE SOCIAL SKILLS (TRAINING MODEL 1)

Setting up the Program
As suggested by the Surgeon General, the program should target children in the sixth or seventh grade. Contact a middle or junior high school in your area to arrange class time for the program. Find out what smoking prevention/educational programs the school already has in place so that the sessions best serve the students.

Training Facilitators
Each session should have at least two members of the SNMA chapter participating. Remember that the sessions must be in a non-lecture format whenever possible. For the ‘20-’21 academic year, if the school distinct is doing non-traditional learning at home, consider creative pre-activity and post-activity videos. Emphasize discussions, experiments, role-playing, films, etc. Get the students involved and keep their interest. Try to involve parents, by giving homework assignments for example. Experiments should be tried before a session is conducted to ensure that it will work and is safe. Please consider that this protocol is written for an audience of medical school students, not sixth and seventh graders. Facilitators must present important concepts and information in a manner that can be comprehended. Also, recall the Surgeon General’s eighth element: “the program should be socially and culturally acceptable to each community” (4). That is, it is the duty of each facilitator to make him- or herself aware of the reality that their audience faces inside, and especially, outside the classroom.

Lesson Outline
Below are essential topics to be dealt with over the course of the program. A typical program would run for five weeks with one one-hour session each week plus a booster session to follow some months later as a means of follow-up. Due to the emphasis of social skills training, a holistic approach combining this protocol with other protocols, such as Teen Health and Sexuality and Violence Prevention, could be a very effective way to present this information. It is left up to the individual chapters to determine the final format for their smoking prevention program.
SESSION 1: ACTIVE LISTENING

Facilitators introduce themselves and share a little bit about who they are and why they are participating in the program. Explain the purpose of the program (to encourage a smoke-free lifestyle through social skills training) and give a brief outline of the program’s activities. Facilitators should use this session to begin learning the names of the students and to appreciate the dynamics between students in the class and between the students and the teacher.

Ask students what it means to be an active listener. Ask students to tell you ways that you can listen actively. Explain importance of active listening. Let students know that this is what you expect from them during every session.

Now is also a good time to establish ground rules for the sessions, such as no talking while someone else is talking, no one shall put down anyone else’s ideas or comments, no question is a dumb question, all questions are welcomed and the facilitators will try to answer questions to the best of their ability or will direct students to an appropriate resource, etc.

Students should be asked to complete a self-evaluation about their experience with smoking (questions that may be included in the evaluation are listed below). Facilitators should encourage students not to complete the evaluation if they feel they cannot answer all the questions honestly. Evaluations should be collected in a manner to ensure that responders remain anonymous (students can place folded evaluations in a closed box). Students should not put their names on the evaluations. Facilitators should explain that the purpose of the evaluations is to determine the impact of the program and ways to improve the program.
SESSION 2: COURSE OF TOBACCO USE AND CONSEQUENCES

Short-term consequences should be emphasized. Students should also learn about long term effects of smoking. Such information can be found in the Smoking Prevention Position Paper or in the listed references and resources. A copy of the American Cancer Society program “Don’t Choke on Smoke” has been included as a resource because it provides helpful information, illustrations, and experiment designs for this session.

Students should realize the effect of carbon monoxide on oxygen carrying capacity and what this implies about their performance in sports and other activities. Also, reduced oxygen tension can promote the onset of sickle cell painful crises.

An example of a simple experiment: cover the unlit portion of a cigarette with a filter or tissue, attach a piece of tubing and create suction with a pipette bulb, show the student the stain that is created on the filter (5).
SESSION 3: PEER PRESSURE

Students learn how to deal with peer pressure and recognize what peer pressure is. Students should realize that peer pressure is only as powerful as they allow it to be and that compliance with peer pressure is the opposite of being independent.

Students should practice different ways of dealing with peer pressure. Facilitators can use role-playing: present a situation to the class and ask the students to come up with ways to handle the situation in a positive manner, small groups of students can get together to develop their ideas and come up with a brief skit to present to the rest of the class. Alternatively, the facilitators can play the pressuring peers and have a student play the role of the peer who does not succumb to the pressure.

Self-esteem: Students practice ways to improve or reinforce self-esteem by acknowledging their positive characteristics. This should be an ongoing process during the program. A homework assignment could involve the parents and allows parents to provide a supportive role: have students get their parents or guardian to tell them five characteristics that they admire about their child while the child writes them down. These assignments do not have to be shared in class, but facilitators should get a general idea of whether or not the class did the assignment at the next session.
SESSION 4: IMAGES

Students learn the ways in which the media portrays tobacco “social images” and influence people to use tobacco. Students should come away with an understanding of how some adolescents may use tobacco to improve self-image. Facilitators should explain the importance of children as a market for cigarette manufacturers in search of new impressionable consumers. An excellent module on decoding tobacco advertising can be found in A Manual on Smoking and Children (5).

Social Activism: Students begin to learn what it means to be a social activist. As a homework assignment, students can practice writing letters advocating tobacco-free lifestyles or design anti-tobacco/pro-nonsmoking posters.
SESSION 5: PUBLIC COMMITMENT USING VIDEOTAPE AND CONCLUSION

Students can perform a skit or make a video using a news program format to summarize what they have learned, answer questions from their peers, and share their commitment regarding tobacco. The posters and letters assigned to promote social activism can be used in the video. For example, the posters can be used for a backdrop or samples from letters can be shared. Students should be given the option to participate or not. A student should not be made to make a commitment that he or she does not intend to keep. Students can identify a friend or friends in the class to make the non-smoking commitment with (the buddy system) and sign a contract that they write out themselves.

Students should be given a true/false quiz or play a quiz game to be sure that they learned the important points of each session. The results of such quizzes can also help facilitators decide which points need to be better emphasized (Possible questions are listed below). Facilitators should explain that this will not be graded but is to show how well the facilitators did.

Students should be asked what they liked and did not like about the program so that it can be improved. Students can write down comments if they do not feel comfortable expressing them orally. Facilitators should remain in touch with the class to see how they are doing and to provide support.
Since the effects of smoking prevention programs have been shown to be short lived in the absence of follow-up and reinforcement, it is recommended that at least one booster session is conducted (4). This session can be planned by each chapter depending on the dynamics between the class and the facilitators during the previous sessions.

The session should be held the following year or after a few months have passed. The session can be a discussion about how they have used what they learned during the earlier sessions or problems or pressures that they have encountered. Another suggestion might be to assemble the class for a less formal smoke-free gathering outside the classroom setting. Self-evaluations should be completed again, compiled, and compared to results of the initial evaluations.
SUGGESTED SELF-EVALUATION AND QUIZ TOPICS

Suggested Questions:
- ever tried cigarette smoking
- age when first smoked a whole cigarette
- ever smoked cigarettes regularly (one cigarette a day for 30 days) age when first smoked regularly
- number of days during past month that cigarettes were smoked
- number of cigarettes smoked per day during past month
- number of days during past month that cigarettes were smoked on school property
- ever tried to quit smoking cigarettes during past six months
- any use of chewing tobacco or snuff during past month
- any use of chewing tobacco or snuff during past month on school property

Suggested Quiz Topics:
- a drug is a chemical that changes how the body works
- all forms of tobacco contain a drug called nicotine, which is addictive
- tobacco contains other harmful substance in addition to nicotine
- tobacco use includes cigarettes and smokeless tobacco
- tobacco use had short-term and long-term physiologic and cosmetic consequences
- tobacco use during pregnancy has harmful effects on the fetus
- stopping tobacco use has short-term and long-term benefits
- many people who use tobacco have trouble stopping
- some advertisements try to persuade people to use tobacco
SUGGESTED SELF-EVALUATION AND QUIZ TOPICS

Suggested Quiz Topics continued

- tobacco advertisement is often directed toward young people
- personal feelings, family, peers, and media influence decisions about tobacco use
- young people can resist pressure to use tobacco
- most young people and adults do not use tobacco
- people who choose to use tobacco are not bad people
- environmental tobacco smoke is dangerous to health
- there are laws, rules, and policies that regulate the sale and use of tobacco
- community organizations have information about tobacco use and can help people stop using tobacco
- schools and community organizations can promote smoke-free environments; smoking cessation programs can be successful (3)
DON'T CHOKE ON SMOKE

This program can also be used for as a single session program versus the more comprehensive five session program. A self evaluation should be distributed and collected to the students before the day of the program and a quiz should be left with the class’ teacher to assess the effectiveness of the session. A booster session is recommended. Activities #2 and #3 are great additions to this program.

OUTLINE

Introduction (5 minutes)
Presenter introduces self w/o reference to American Cancer Society or topic of program. “We’re going to discuss a serious topic today, but we’re going to have fun doing it.”

Pictionary Game
The presenter encourages students to guess the name of the program through a series of pictures drawn by the presenter. Each picture represents a word or part of a word. (Answer: Don't Choke on Smoke)

Brief (2-3 minutes) intro to topic (i.e., Today, we’re going to talk about smoking, how it’s bad for your health, and how you can avoid getting hooked.)

Smoking and Your Body (10 minutes)
“Non-lecture” presentation on smoking and how it affects your body (experiment, several games, and visuals accompany this)“Rank the Killers” game.

Brief intro of smoking statistics, followed by “1 in 4 game”
Brief outline of all the various body parts affected by smoking
How the lungs work - description of how the lungs get oxygen to the body via the circulatory system and how tobacco smoke interferes with this process.
Smoking Bottle Experiment. Use this as an opportunity to talk about second-hand smoke. 4700 compounds in cigarettes.

Short-term/social effects of smoking (Q & A style)
DON'T CHOKE ON SMOKE

Role Playing (30 minutes)
Break the class into two groups. One (group of 3 or 4 kids) will be responsible for applying the pressure tactics. The other group will practice techniques for saying no. One presenter directs discussion for each group. The pressure group is given scenarios to play out. The “Say No” group discussed general techniques for saying NO to a variety of situations. The groups come back together to practice their situations. Each situation should take only 2 or 3 minutes with 5 minutes for discussion and Q & A. After the performances, the presenter can summarize additional situations that may confront students.

Conclusion Reminder of how to say no! It’s your choice. It’s your power.
OUTLINE DETAILS: PICTONARY

The presentation will begin with a game of Pictionary based on the theme: “Don’t Choke on Smoke”

Prior to this game, no mention will be made of the topic of the presentation. All the kids will know is that medical students will be talking to them. The reason for this is to get them engaged in the presentation before they realize it’s about smoking. In other words, they should never have the chance to think of this as a lecture and tune us out.

We’ve chosen a theme that rhymes, that is easy to remember, and that accurately represents the presentation topic. Be sure to repeat this theme often throughout the presentation, so that they’ll remember it.

Finally, you’ll be doing the drawing to make this activity as interactive as possible. Be sure to practice so that what you’re drawing is recognizable to the kids; we want to make this puzzle relatively easy for them to solve.

Okay. The Pictionary game is over, and all the kids are having fun and they have guessed the topic. The next major part of the presentation is the “non-lecture” and we have to make sure that we don’t lose their attention.

It’s a good idea at this point to 1) provide a short introduction to the topic, 2) Outline the major parts of the presentation, and 3) set the ground rules for the next 45 minutes or so.
OUTLINE DETAILS: PICTIONARY

Here is a sample of what you might say. Today, we are going to talk about smoking, what it does to you body and how you can avoid getting hooked. It’s a very serious topic, but I hope we’re going to have fun with it! First, (presenter 2 name) will give you a few quick smoking and medical facts and tell you more about some of the ways that smoking hurts your body.

Pay close attention to what (presenter 2 name) tells you because next we are going to act out some situations where people might pressure you to have a cigarette. We’ll teach you different ways to say no and you’ll have a chance to practice them.

We hope you learn a lot from this presentation. If you have any questions any time, raise your hand and we’ll try to answer them.

The most important thing to remember is that we just got the kids attention with a fun game. And, we want the rest of the presentation to be just as fun, so don’t lecture them...
The purpose of the “NON-lecture” portion of the presentation is to teach the students why they should not smoke. This is not intended to be the main part of the overall presentation; ideally, it should only last 10 minutes. This information can and should be used in the role-playing segment of the presentation. When reviewing this information with the students, the process should be as interactive as possible. Ask the kids questions and let the kids ask questions of you at any time. Feel free to use any interactive tactics which come to mind.

Remember, you’re talking to 9- to 12-year-olds, not medical students. Keep it simple. Keep it fun!

“Rank the Killers” Game

This game is similar to one of the games on “The Price is Right” game show. Five of the top killers (i.e., smoking, accidents, pneumonia, AIDS, and guns) will be written/drawn individually on cards to be given to 5 students that you choose. All 5 of the students will go to the flip chart at once to match their card to the correct number of annual deaths, which will be listed in order, on the chart.

The students will have to collaborate (the actual players and those watching) so that all the cards are finally matched up to the correct numbers. The facilitator will tell them only how many cards are correct each time they think they have it right (not which ones are correct). The students will continue trying until all of the cards are matched up to their correct number of deaths.
OUTLINE DETAILS: SMOKING AND YOUR BODY (A NON-LECTURE)

RANK THE KILLERS
1 - 434,000
2 - 86,000
3 - 75,000
4 - 33,000
5 - 26,000

These are the number of people who die each year from these causes. The correct order is:
1) Smoking 2) Accidents 3) Pneumonia 4) AIDS 5) Guns

“What Happens to Smokers?”
1. Most smokers will die 5-8 years earlier than non-smokers.
2. 1 in 4 smokers will die early.
3. 2 or more of these
4 will suffer from diseases caused by smoking: emphysema, lung cancer, chronic cough, etc.
4. “1 in 4 Game” - have the students count off 1 through 4 until everyone has a number. Have all the 1’s in each group lie down to represent the ones who will die; have the 2’s and 3’s cough and get sick. This will get the kids involved and demonstrate how drastic these statistics are.
5. Ask the kids why they think smokers get sick and die.

How the Body is Affected by Smoking
Use drawing on the easel pas to point to different body parts. Make this a quick run-down of the list of organs, with very little details. We want to emphasize that smoking affects more than just the heart and lungs. This can be done by Facilitator 1.
Normal Breathing Process
Facilitator 1 will be setting up the smoking water bottle experiment while F2 is speaking.

1. Breathing In (Refer to graphic on flip chart)
   a. Air fills your lungs, where blood cells absorb oxygen.
   b. Blood carries oxygen from the lungs to the heart, and the heart pumps it throughout your body.
   c. Oxygen helps your cells do their job, and lets your body function the way it should.

2. Breathing Out
   a. Blood cells carry away carbon dioxide from body cells back to the lungs.
   b. When you breathe out, you force the carbon dioxide out of your body.

3. How Smoking Affects this Process (refer to experiment in Progress; have kids come up and watch)
   a. If you smoke, you breathe in chemicals like tar and carbon monoxide, which can’t be breathed out.
   b. These chemicals stay behind and can cause cells to change, which may become cancer.
   c. Tell them that carbon monoxide is in the pollution that comes from the tailpipes of cars...it keeps oxygen from getting to the cells in your body, and can cause headaches, dizziness, and lack of energy.
Second-Hand Smoke (F1) Show the students what second-hand smoke is while the experiment is smoking the cigarette.
1. Second-hand smoke is produced by the burning cigarette between puffs. This is different from the smoke that smokers inhale directly into their lungs.
2. Second-hand smoke contains MORE of some chemicals, like carbon monoxide.
3. People who smoke hurt others around them as well as themselves.
OUTLINE DETAILS: SMOKING
WATER BOTTLE EXPERIMENT

Materials Needed
Clear Glass bottle, 1 gallon, such as used for bleach, apple cider, vinegar, etc.
Two-hole rubber cork that will fit the bottle red
Clear glass or plastic tubing - ¼" diameter by 4" long (to be flared at one end
and bent as a mouth and throat piece)Rubber or plastic hose - 3/16" diameter,
4' long
Gallon bottle or bucket (to catch water)Matches or lighter
Ash tray
Solid rubber cork (for shaking up water and smoke)
Pipe cleaner

Assembling Instructions
Insert the 4-foot-long tubing in one hole of the cork long enough to reach
about 1" from the bottom of the bottle. This will be the siphon tube. Bend and
flare a ¼" by 4" long glass tubing. The bend should be 45 to 90 degrees and the
end flared to accommodate a cigarette. This can be done by heating with a
Bunsen burner, bending or flaring and then cooling the tubing. Insert this
mouth and throat piece through the other hole in the cork extending about ½
inch into the bottle. Fill the bottle full of water.
Demonstration
Blow into the short tube thereby creating a positive pressure and starting the siphon. Put a cigarette into the short tube and light it. As the water goes out, the smoke from the cigarette will be drawn in. Call attention to the smoke streaming into the bottle. This is one of the reasons smokers have congested lungs and don’t live as long.

Take a cigarette butt out before it burns to the filter. When the water level reaches about 2”, remove the cork with siphon tube and mouthpiece. Place a solid cork or hand on the bottle. Shake the contents in the bottle. Let the audience “try” smelling it.

Take a pipe cleaner, wipe out the mouth and throat piece and paint the hands of the on-lookers with the tar from the cigarette. These tars cause cancers.

Compounds in Cigarettes/Tobacco
Ask the students to guess how many different compounds can be found in one cigarette. Then show the list on the easel pad >4700 chemical compounds, including carbon monoxide, cyanide, formaldehyde, nicotine, and arsenic are found in tobacco.
Nicotine is one of the chemicals in cigarettes. Nicotine is a DRUG. It is more addictive than cocaine.
OUTLINE DETAILS: SMOKING WATER BOTTLE EXPERIMENT

Short Term Effects
Make this a Question/Answer exercise. Tell the students that smoking does bad things to the outside of your body, too. Ask them what they notice about people who smoke and list their answers on the flip chart. Add any of the following which are not mentioned.
1. Speeds up your heart rate and gives you higher blood pressure.
2. Irritates your eyes.
4. Stains your teeth and fingers yellow.
5. Gives you bad breath; odor in hair, clothes.
6. Gives you a constant sore throat and cough.
7. Reduces blood flow to the extremities: cold hands and feet.

Transition
It will be important to make an effective transition between the “non-lecture” and the role-playing portion of the presentation. Now, we want the kids to learn about saying NO when someone offers them a cigarette. But we also want them to make use of the information they just received as ammunition.

An example of how you might word this transition is: Now that you know why smoking is so bad for you, let’s put what you’ve learned to use. We are going to act out some situations where some of you will pressure others to smoke. You know how dangerous smoking can be, so use these new facts to say no to smoking.

Remember, the role-playing portion of this presentation is really the most important part. This is where the kids will internalize our message on not smoking; this is where the kids will learn to put the preceding information to use. The role-playing is the real test of how successful we are in getting our message across.
INSTRUCTION FOR ROLE-PLAYING EXERCISE

The main message we are trying to get across in this presentation is just to “SAY NO TO SMOKING!” In the role-playing exercise, we are arming them with a variety of ways to say no, which will hopefully help them to deal with different types of pressure.

The purpose of Role-playing is to give the kids a chance to practice saying “no” in situations that they might be faced with in the future (or in the present) and to understand what it feels like to say “NO”. It is a fun way for them to interact with other kids, while reinforcing the “just say NO to smoking” message.

Facilitators should meet/talk with the group leader or teacher prior to the presentation to learn more about the composition of the class (i.e., personalities, characteristics, ability to focus on a project, cliques, etc.)

On the following couple of pages, you’ll see three options for conducting a role-playing exercise. For each option, you should begin with this step. Discuss the cards on “levels of Pressure” and “Techniques for Saying No” with the total class before dividing into subgroups. Inform children that these are suggested techniques to use in their role-playing scenarios. However, they should create their own dialogue, so collect all the cards before you split the class into groups.

Facilitators should observe whether or not children actually use these techniques in their role-play. Give this information to group leaders or teachers so they can utilize this for any post-presentation classes.
INSTRUCTION FOR ROLE-PLAYING EXERCISE

OPTION ONE

1. Divide the class into two groups. The group size will depend on the size of the class.

2. One presenter will direct discussion in one group, while the other presenter directs discussion in the second group.

3. In each subgroup, there will be 4-6 children as role-players and the rest will be observers/critiquers. If time allows, the players and observers can switch tasks.

4. Role players will consist of pressurers and those who say “NO.” Suggestions for selecting role players include:- consider the more outgoing children to play a reverse role of those who say “NO”- consider the more outgoing children to do the critiquing- the quieter, more passive children should be given the role of pressurerThese suggestions allow children to understand and feel what it is like to put themselves in another character, develop confidence or humility by playing a role opposite their own personality.

5. Place scenarios in a hat or box and let the children pick them at random to add suspense.

6. Facilitators explain the characters of each scenario. You can use the character cards provided for each scenario to help you do this. Give the children 5 minutes to prepare their scene (a time limit must be set to keep them focused). Collect the cards before the scene begins.
INSTRUCTION FOR ROLE-PLAYING EXERCISE

7. Facilitators should meet with the observers/critiquers to discuss the importance of listening while the role players are preparing their scene.
8. Allow each scenario 2-3 minutes to play out before the critique phase begins within each subgroup. There is no need to bring the whole class back together for the critique session. Encourage them to discuss what happened, get their feedback, and talk about other ways they might have dealt with that situation differently.
INSTRUCTION FOR ROLE-PLAYING EXERCISE

OPTION TWO
This option should be used with kids who are “acting out” or who may have trouble focusing on the task at hand. This option gives the facilitators much more control over the situation and the children’s response to the material.

1. Again, split the class into two smaller groups. Try to break up any cliques and try to distribute the more difficult children between the two groups.

2. One presenter will direct discussion in one group, while the other presenter directs discussion in the second group.

3. The role playing in this option consists of the facilitator who acts as the pressurer and all of the children who say “NO.” Suggestions for selecting these role players include.

4. Place the scenarios in a hat or box and let the children pick them at random to add suspense.

5. Facilitators should explain the scenario. You can use the character cards provided for each scenario to help you do this. However, since you are the only pressurer here and all of the children are trying to say “NO” you will have to modify the scene slightly.

6. Allow 3-5 minutes for each scenario, then spend a few minutes talking about ways they might have dealt with that situation differently. Repeat while you have time left in the period.
OPTION THREE

This option gives the kids much more freedom to create their own situations, situations that have more relevance to their own lives. This option, however, requires that the children are very mature about this topic and are highly focused on the task at hand.

1. Divide the class into two groups. The group size will depend on the size of the class.
2. One presenter will direct discussion in one group, while the other presenter directs discussion in the second group.
3. Begin a short discussion with the children about situations they have encountered where they have been pressured to smoke. Have the children choose one of these situations to act out.
4. For each situation, there should be 4-6 children as role-players and the rest should be observers/critiquers. If time allows, the children can choose another situation and the players and observers can switch tasks.
5. Role players will consist of the pressurers and those who say “NO.” If the children are very focused and mature, they can self-select their roles. However, you can still make some suggestions, including:- the more outgoing children to play a reverse role of those who say “NO”- or, the more outgoing children to so critiquing- the quieter, more passive children can be encouraged to take the role of pressurer.

These suggestions allow children to understand and feel what it is like to put themselves in another character, develop confidence or humility by playing a role opposite their own personality.
6. Give the children 5 minutes to prepare their scene (a time limit must be set to keep them focused).
OPTION THREE

7. Facilitators should meet with the observers/critiquers to discuss the importance of listening while the role players are preparing their scene.

8. Allow each scenario 2-3 minutes to play out before the critique phase begins within each subgroup. There is no need to bring the whole class back together for the critique session. Encourage them to discuss what happened, get their feedback, and talk about other ways they might have dealt with that situation differently.
INSTRUCTION FOR ROLE-
SAMPLE ROLE PLAY SITUATIONS

1. Marco is a handsome, macho football player who gets good grades. He goes out on a date with Jasmine who is a smart “fly girl.” She offers Marco a cigarette and he refuses.

2. Mary Lou is your regular type of high school girl on the cheerleading squad. She wants to fit in at her new school. When the leader of the cheerleading squad offers her a cigarette in front of all the other girls, she wants to say no.

3. Luis hangs out with his friends. One day his best buddy passes half of his cigarette to Luis. Luis wonders what it feels like to smoke, but he also wants to say no. He has seen how yellow his father’s teeth are from smoking and has second thoughts.

4. Donna is a naïve girl, unsure if herself, and comes from a family of smokers. Luckily none of her friend’s smoke. One day a cool girl offers Donna a cigarette. Donna wants the girl to think she’s cool too, and starts to take the cigarette, but Donna’s friends talk her out of it.

5. Tyrone hates cigarettes and is familiar with smoking facts. His parents both smokes. They feel Tyrone is too fanatical about second-hand smoke; but they respect his position and do not smoke in his presence. Recently, Tyrone learned that his younger sister, Channel, had been experimenting with cigarettes. He decided to talk to her. Channel felt it was okay to smoke since her parents did nothing to discourage it.
INSTRUCTION FOR ROLE-SAMPLE ROLE PLAY SITUATIONS

CONCLUSION
Once all of the role-playing is over, your job is to tie everything together for the kids and to reinforce again the main messages.
1. Smoking hurts your body and can even kill you
2. Summarize the techniques for saying NO
3. Don’t Choke on Smoke

Also, quickly summarize for the kids some of the major points of the presentation. Use the flip chart to write these down.
1. Kill over half a million people every year.
2. They make it harder to breathe.
3. Cigarettes stink.
4. They can make you sick.

If you have time, you can use this conclusion as a chance to quiz the kids to see what they have learned. Giving them the opportunity to repeat some of the key phrases and information can also help reinforce our message.

End the program by handing out some of the brochures and book markers so that the children have something “tangible” after the program is over.

Finally, we will be sending curriculum book to all of the program directors so that they can follow up with additional anti-smoking exercises and activities. While you are there, you should talk with the program director to encourage them to follow up regularly. The more positive messages the kids are exposed to, the more likely they will be to just say “NO” to cigarettes.
TRAINING MODEL 2

This model uses the Smoke Screeners program created by the Centers for Disease Control and Prevention. It is an educational program to aid young people in being more aware of the negative messages that are portrayed in movies and videos by educating young people on how to be more media literate.

Duration: 1 hour (Additional sessions can be administered for more intense activities. These activities are explained in the moderator’s guide)

Materials: Video and Moderator’s Guide (These can be obtained for free by calling the CDC – 770-488-5705 option 3, publications department or www.cdc.gov/tobacco, please allow up to 6 weeks for delivery)
TRAINING MODEL 3

This model uses the program Secrets Through the Smoke. This is an excellent educational program that speaks about the history of the tobacco industry, the harmful effects of tobacco use, and the effects of tobacco advertising.

Duration: 90 – 105 minutes

Materials: Video and Teacher’s Guide (These can be obtained for free by calling the CDC – 770-488-5705 option 3, publications department or www.cdc.gov/tobacco, please allow up to 6 weeks for delivery)
This program, Test Your Lungs, is intended for use on college campuses by setting up a table/booth. The purpose is to target smokers and place them on the path to cessation as well as to prevent others from beginning smoking.

Duration: Unlimited
Materials: Display board, white t-shirts, picture of a smoker’s teeth (a picture can be obtained from http://www.sunnetwork.com/azdental/smoke.htm), picture of a smoker’s lungs (http://www.presmark.com/htmlfile/pictures.htm), facts about smoking, what is in cigarette smoke information, survey, smoking cessation information/pamphlets

Instructions: On the display board, arrange the picture of the smoker’s teeth, lungs, and facts about smoking. Place the title (Test Your Lungs) in large, visible letters on the display board or table. Below the pictures place phrases such as (or make up your own): See the beautiful smile smoking can get you; Who would want to kiss a mouth like this?; You may look great on the outside, but this is what smoking is doing to you on the inside; Imaging breathing with lungs like these. Make sure that all information is displayed in a large and visible fashion to attract the attention of individuals walking by.

As students come to the display, have them complete the survey. If he/she is a smoker then they can ‘Test their Lungs.

‘How to test lungs: Have the individual light one of their cigarettes/cigars. After the individual inhales the smoke, have him/her place a white t-shirt on his/her mouth and blow the smoke out of his/her mouth onto the t-shirt. The t-shirt will show the effects of what smoking is doing to their lungs.

Follow up with individuals who tested their lungs
TRAINING MODEL 4

This program, Test Your Lungs, is intended for use on college campuses by setting up a table/booth. The purpose is to target smokers and place them on the path to cessation as well as to prevent others from beginning smoking.

Duration: Unlimited
Materials: Display board, white t-shirts, picture of a smoker’s teeth (a picture can be obtained from http://www.sunnetwork.com/azdental/smoke.htm), picture of a smoker’s lungs (http://www.presmark.com/htmlfile/pictures.htm), facts about smoking, what is in cigarette smoke information, survey, smoking cessation information/pamphlets

Instructions: On the display board, arrange the picture of the smoker’s teeth, lungs, and facts about smoking. Place the title (Test Your Lungs) in large, visible letters on the display board or table. Below the pictures place phrases such as (or make up your own): See the beautiful smile smoking can get you; Who would want to kiss a mouth like this?; You may look great on the outside, but this is what smoking is doing to you on the inside; Imaging breathing with lungs like these. Make sure that all information is displayed in a large and visible fashion to attract the attention of individuals walking by.

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Follow up with individuals who tested their lungs
FACTS ABOUT SMOKING - ADAPTED FROM AMERICAN CANCER SOCIETY

Smoking is the most preventable cause of death in our society. 430,700 deaths per year were attributed to smoking between 1990-1994. Smoking is the cause of about 30% of all cancers. Smoking is responsible for more than 87% of lung cancer cases overall.

In addition to the long-term negative effects of smoking - such as increased incidence of cancer, heart disease, ulcers, and emphysema - smoking can cause numerous short-term negative effects including: increased heart rate and blood pressure, eye irritation, yellow stains on teeth, reduced stamina, and throat irritation; all of which can be seen in teenage smokers.

Smoking has made lung cancer the #1 cancer killer of American women.

Smoking has been implicated as a risk factor in cancers if the mouth, pharynx, larynx, esophagus, pancreas, uterine cervix, kidney and bladder.

Cigarette smoking increases the risk of cancer if the larynx, oral cavity, and esophagus by about seven-fold and contributes to cancer of the kidney, urinary bladder, and pancreas.

Other forms of tobacco are not safe alternatives to smoking cigarettes.

Cigar use causes cancer of the larynx, mouth, esophagus, and lung. Bidis (small, brown, flavored cigarettes) are a significant health hazard to users, increasing the risk of coronary heart disease and cancer of the mouth, pharynx and larynx, lung, esophagus, stomach, and liver.
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SMOKING NICOTINE IS LINKED TO:

- Cancer
- Lung diseases & emphysema
- Heart attacks & vascular diseases
- Aneurysms
WHAT IS CIGARETTE SMOKING?

Tobacco smoke contains over 4,000 substances; 47 of them are known to cause cancer. Between 70% and 90% of non-smokers are regularly exposed to secondhand smoke. It is estimated that only 15% of cigarette smoke is inhaled by a smoker. The remaining 85% lingers in the air for everyone to breath.

What is in the air? Here, the amount of toxins from one cigarette that a smoker breathes in through a filtered tip versus the amount of toxins released into the air of the end of the same cigarette.

Smoking Cessation Information: These can be obtained for free from the American Cancer Society (www.cancer.org) or the American Lung Association (www.lungusa.org) https://www.lung.org/. Allow ~2 weeks for delivery. The American Lung Association has an online smoking cessation program that anyone can participate in for free.

Pamphlets from the American Lung Association: Facts about Cigarette Smoking; Yes, you can quit smoking For Good; Becoming a Successful Quitter. Pamphlets from the American Cancer Society: Set Yourself Free: A smoker's guide

<table>
<thead>
<tr>
<th>Chemicals found in cigarettes</th>
<th>Common Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benzene</td>
<td>Used in cleaning solvents</td>
</tr>
<tr>
<td>Arsenic</td>
<td>Poison</td>
</tr>
<tr>
<td>Acetone</td>
<td>Nail Polish</td>
</tr>
<tr>
<td>Formaldehyde</td>
<td>Preservative</td>
</tr>
<tr>
<td>Nitrosamine</td>
<td>Cancer Causing Compound</td>
</tr>
<tr>
<td>Nicotine</td>
<td>Insecticide</td>
</tr>
<tr>
<td>Methanol</td>
<td>Antifreeze</td>
</tr>
<tr>
<td>Cyanide</td>
<td>Rat Poison</td>
</tr>
<tr>
<td>Cadmium</td>
<td>Toxic Metal Batteries</td>
</tr>
<tr>
<td>Urethane</td>
<td>Furniture Finish</td>
</tr>
<tr>
<td>Benzopyrene</td>
<td>Gasoline and Road Tar</td>
</tr>
<tr>
<td>Ammonia</td>
<td>Window Cleaner</td>
</tr>
<tr>
<td>Aniline</td>
<td>Poison used in dye</td>
</tr>
<tr>
<td>Carbon Monoxide</td>
<td>Auto Exhaust</td>
</tr>
<tr>
<td>Acetylene</td>
<td>Fuel for torches</td>
</tr>
<tr>
<td>Polonium</td>
<td>Radioactive Metal</td>
</tr>
</tbody>
</table>
1. Your Age: __________________

2. Do you smoke? Yes No

3. If you smoke, what do you smoke? Cigarettes Cigars Other______________
   How many packs/day or how much/day?________________________
   How long have you smoked? ____________________________
   Have you ever tried to stop smoking? Yes No I’m going to think about quitting

   If you ‘Tested Your Lungs’, did the activity make you want to quit smoking?
   Yes No I’m going to think about quitting

4. If you ‘Tested Your Lungs’, can we call you a few months from now as a follow up to see your progression with smoking cessation?
   No, do not contact me

   Yes, I don’t mind: Name_________________________________________
   Phone Number ___________________________________________
   Email _______________________________________________________
**ADDITIONAL ACTIVITIES**

**Activity #1: Warning Labels**
Adapted from the Tobacco-Free Sorts Playbook. Department of Health and Human Services, Centers for Disease Control and Prevention. www.cdc.gov/tobacco

There are four different warning labels, which appear on cigarette packs. Go to the store or look at advertisements. Write the four warnings below:

1.
2.
3.
4.

Can you do better than these? Try writing your own warning label and tell it the way you think it should be said:
Activity #2: The Cost of Smoking
Adapted from the Tobacco-Free Sorts Playbook. Department of Health and Human Services, Centers for Disease Control and Prevention.
www.cdc.gov/tobacco

Smoking is a habit, which is not only unhealthy, it is very costly. Find out the average price for a pack of cigarettes (Marlboro, Camel and Newport are the tree brands purchased by over 80% of all teens – they are also the most expensive). Using the formula below figure what a pack-a-day habit would cost you through your teen years (from age 13-20)

\[ \text{Cost per pack} \times 365 \text{ (days per year)} \times 7 \text{ (years)} = \text{Total Cost} \]

Now list at least five things you hope to own at age 20 that cost about the same amount of money:
1.
2.
3.
4.
5.

Which would you rather have, one of the things listed above, or a head start on health problems, which will ruin your looks, kill your sports performance, and follow you the rest of your life?
Activity #3: Smoking Takes Your Breath Away
Adapted from the Tobacco-Free Sorts Playbook. Department of Health and Human Services, Centers for Disease Control and Prevention.
www.cdc.gov/tobacco
Warning: Do not attempt this exercise if you have asthma, bronchitis, or any condition, which affects your breathing. Do only with your parent’s permission.

The problem with smoking is that it damages your body gradually, and it is sometimes difficult to feel the damage right away. Try this one with a friend.

Get a drinking straw (cut in half) and two small coffee stirrers that look like a miniature straw. Take the large diameter straw; place it in your mouth. Now run in place or jump rope for 2-3 minutes while breathing only through the straw. Do you feel different than normal? This is how your breathing would feel as a young person when it is damaged by only a few years of light smoking.

While you are still out of breath, try breathing through the small diameter straw. Can you feel the difference? You may feel pressure in your chest and a panicky feeling. You may not be able to do this without breathing through your nose. That is how it feels to have emphysema, a breathing disease caused by many years of smoking. Simple acts such as standing up or walking across the room could make you feel that way. Only with emphysema, you could not go back breathing normally. Eventually, most people with emphysema have to use an oxygen tank for a few hours a day.
ADDITIONAL ACTIVITIES

Activity #4 - Jeopardy Game

Adapted from: American Cancer Society, 1599 Clifton Road, N.E. Atlanta, GA 30329

All age groups like games. It is something that will be effective for third graders to high school seniors. As a follow up to ensure that you educated the kids, the Jeopardy Game can be integrated into the "Don't Choke on Smoke" program. It’s a fun way of reviewing the information that was learned during the session. The idea is to take approximately thirty to forty-five minutes educating the students about the effects of cigarette smoking and the importance that they say “No” to this drug (nicotine). You can divide the group by sex (boys against girls), geography (right side of the room versus the children on the left side), or any pre-set division that the students may have in existence. Then, you can test their knowledge of the subject by playing Jeopardy.

The more creative SNMA members of your chapter can create a Jeopardy board. The board will consist of four columns and five rows for a total of twenty questions. The questions will increase in difficulty and simultaneously the point total will increase. Below you will find an example and you may alter the question, categories, etc. to suit your students, but be creative and integrate your own questions, too. Please make sure that you ask questions that were covering during the "Don't Choke on Smoke" sessions which means that if you use the examples below, you must incorporate more education into the sessions that covers all of the topics. At the end of this protocol, you will find some additional smoking facts that may help you with this activity.
ADDITIONAL ACTIVITIES

SMOKING PREVENTION JEOPARDY

<table>
<thead>
<tr>
<th>Health Effects</th>
<th>Numbers</th>
<th>Quitting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miscellaneous</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>100</td>
<td>200</td>
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</tbody>
</table>

Health Effects

100 - What are two types of cancer that are caused by cigarette smoking?
Ans. - lung, mouth, larynx, pharynx, esophagus, kidney, bladder, pancreas, cervical, colorectal

200 - Is nicotine addictive?
Ans. - yes

300 - Does smokeless tobacco contain nicotine?
Ans. - yes

400 - What does halitosis mean?
Ans. - chronic bad breath

500 - If you smoke, but don’t exhale, are you in any danger?
Ans. - Yes. Whenever smoke touches living cells it does harm.

Numbers

100 - How many people smoke in the United States?
Ans. - 48 million

200 - What percentage of cancer deaths are caused by tobacco use?
Ans. - 30% (one in three cancer deaths)

300 - What age is one legally able to purchase cigarettes?
Ans. - 18 (In 49 states; Virginia is the exception)

400 - What percentage of lung cancer deaths are attributed to smoking?
Ans. - 87-90%

500 - How many carcinogens (Cancer-causing substances) are found in cigarettes?
Ans. - 60
ADDITIONAL ACTIVITIES

Quitting
100 - Is it difficult for a smoker to quit?
Ans. - Yes. Nicotine, a chemical in cigarettes is more addictive than even cocaine
200 - What is the name of the day that is set aside once a year for smokers to quit?
Ans. - American Cancer Society’s Great American Smokeout.
300 - What is the purpose of nicotine replacement therapy?
Ans. - To significantly decrease or eliminate smoker’s withdrawal symptoms.
400 - What are two methods of nicotine replacement therapy
Ans. - chewing gum containing nicotine or wearing a transdermal patch (Nicorette, Nicoderm, etc.)
500 - What are two commonly used excuses as to why smokers do not quit?
Ans. - Weight gain and increased stress (“smoking calms my nerves”), etc.

Miscellaneous
100 - What is the syndrome of symptoms associated with quitting smoking?
Ans. - Withdrawal
200 - What are two things that smokers need to smoke a cigarette?
Ans. - Lighter/matches, ashtray, smoke free environment
300 - What is the ingredient in cigars and pipes that’s harmful to everyone who breathes it?
Ans. ETS
400 - What does the Surgeon General’s Warning state on cigarette packages?
Ans. - Cigarette smoke contains carbon monoxide…
500 - When do most adults have their first cigarette?
Ans. - between the ages of 10 and 14 years old.
Note: The American Cancer Society has a Spider man comic book “Battle ...Smokescreen” that can be given to the participants.
**GENERAL SMOKING FACTS**

**General comments about smoking:**
Smoking is the single most important preventable cause of death in our society.

Smoking is related to about 434,000 premature deaths each year. About 250 million people now living in developed countries will die as a result of smoking.

The estimated annual excess mortality is about 350,000 more than the total number of American lives lost in World War I, Korea, and Vietnam combined. The magnitude of the risk incurred by cigarette smokers is correlated with cumulative exposure.

In addition to the long-term negative effects of smoking - such as increased incidence of cancer, heart disease, ulcers, and emphysema - smoking can cause numerous short-term negative effects including: increased heart rate and blood pressure, eye irritation, yellow stains on teeth, reduced stamina, and throat irritation; all of which can be seen in teenage smokers.
GENERAL SMOKING FACTS

Smoking and cancer:
- Smoking is the cause of about 30% of all cancers.
- Smoking is responsible for more than 87% of lung cancer cases overall.
- Smoking increases the risk of lung cancer over tenfold.
- Smoking has made lung cancer the #1 cancer killer of American women.
- Smoking has been implicated as a risk factor in cancers of the mouth, pharynx, larynx, esophagus, pancreas, uterine cervix, kidney and bladder.
- Cigarette smoking increases the risk of cancer if the larynx, oral cavity, and esophagus by about seven-fold and contributes to cancer of the kidney, urinary bladder, and pancreas.
- Cigarette smoking compounds the likelihood of cancer in those exposed to other carcinogenic influences.

Smoking and Other Health Effects
- Smokers have twice the risk of dying of heart attacks.
- Smoking increases the risk of developing emphysema and chronic bronchitis over five-fold.
- Smoking is a major risk factor for coronary atherosclerosis underlying coronary heart disease (CHD), especially myocardial infarction. CHD causes about 560,000 deaths annually, of which it is estimated that 30% or 170,000 are attributable to smoking. One pack of cigarettes per day increases the risk of CHD two-fold.
- Smoking is a major risk factor for peripheral vascular disease. This disease is a narrowing of blood vessels that carry blood to the leg and arm muscles. If a blood clot blocks an already narrowed artery, the result could be the damage or even loss of an arm or leg.
GENERAL SMOKING FACTS

Compounds in cigarettes

- Tobacco smoke contains more than 4700 chemical compounds, including carbon monoxide, nicotine, sulfur dioxide, ammonia, vinyl chloride, hydrogen cyanide, formaldehyde, benzene, and arsenic. According to the EPA, many of these compounds are treated as hazardous when emitted into outdoor air by toxic waste dumps and chemical dumps.
- Forty-three compounds in tobacco smoke are known to cause cancer. Some substances it contains can cause permanent and often harmful changes in the genetic material of cells.

Nicotine

- Nicotine addiction is “the most widespread example of drug dependence in our country” according to the US Public Health Service.
- Nicotine is a toxic and addictive drug, and in combination with the tars and carbon monoxide found in cigarette smoke, it is a serious risk factor for lung disease, various cancers, heart disease, and other illnesses.
- Central nervous system effects of nicotine include irritability and tremors.
- Nicotine may cause intestinal cramps, diarrhea, and increased heart rate and blood pressure.
- Physical dependence on nicotine develops rapidly and is severe. A craving for tobacco is accompanied by irritability, anxiety, restless.
TEENAGERS AND TOBACCO

- Teenagers who plan to complete four years of college have smoking rates less than half of those without similar plans. (Remember, for those who want to be professional basketball or football players, attending college is necessary.)

- Most teenagers prefer to date nonsmokers, according to a survey conducted for the American Lung Association. Among boys aged 12-17, 78% said they’d prefer to date someone who doesn’t smoke cigarettes. Of the girls, 69% said they’d prefer a date with a nonsmoker. Only 1% preferred to date a smoker.

SOURCES:
“ACS Cancer Response System” Robbins Pathological Basis of Disease
Lippincott’s Illustrated Reviews -- Pharmacology