

Teach & Talk

Tobacco Free



ETR Associates

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HEALTHSmart® Connection Series

Teach & Talk: Tobacco Free

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Santa Cruz, California

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. ETR Associates is a leading producer of comprehensive health education curricula and resources that empower students in grades K–12 with the information and skills to make positive health choices. Learn more about our high-quality materials by contacting us at 1-800-321-4407 or visiting our website at www.etr.org/pub.

Portions of *Teach & Talk: Tobacco Free* are based on *Tobacco Talk* by Carol D’Onofrio.

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How to Use This Book

Tobacco is a very real issue for elementary school students. It will probably be the first drug offered to them. Some have their first chance to try tobacco in third or fourth grade. Most will have been confronted with this choice by fifth or sixth grade.

There are three broad goals to keep in mind when teaching and talking with young children about tobacco:

1. We want to help children strengthen their commitment to stay tobacco free.
2. We want them to find the support and learn the skills that will keep them tobacco free.
3. We want to give them the guidance they need to manage and resolve their confusion about tobacco, especially in situations where family members are users.

This book can enhance your effectiveness in tobacco prevention efforts. It gives you the following tools and support:

- ♦ **The health imperative**—rationales that explain why it is so important to teach tobacco-prevention skills to elementary school students.
- ♦ **Developmental perspectives**—an overview of children's thoughts, questions and perspectives; how these change as children grow; and how teachers can help children move forward developmentally to strengthen their resolve to be tobacco free.

- ◆ **Answers to questions and ways to use teachable moments**—the language, concepts and strategies you can use to respond to children’s concerns and reinforce their intention to stay tobacco free.
- ◆ **Ways to join with peers**—strategies for establishing tobacco-free norms and building a sense of belonging and community among peers who share tobacco-free values.
- ◆ **Background information**—facts that will give you the expertise to teach effectively, including information about tobacco history, the consequences of use, addiction, and trends.
- ◆ **Ways to join with families**—strategies to strengthen students’ skills and help them develop and clarify values through family activities and discussions.
- ◆ **Curriculum integration**—ways to reinforce important health concepts about tobacco in other subject areas.
- ◆ **Resources**—where you can go for more information or ideas.
- ◆ **Classroom activities**—a variety of interactive activities that help students learn about tobacco and practice skills for staying tobacco free. Each activity uses one or more of the following research-proven approaches:
 - building power through knowledge
 - building attitudes that support being tobacco free
 - building power through skills
 - building power through support systems
 - shaping peer norms for being tobacco free

1 Why Teach About Tobacco?

Tobacco education raises challenges

for teachers. But teaching tobacco prevention can also be an exciting and rewarding task for any educator. It has the potential to fulfill your best purposes in teaching and inspire some of your most creative work.

The Rewards

Teachers already have plenty of other tough issues to address. Why should they focus on tobacco? There are many compelling reasons. Teaching about tobacco helps students, benefits teachers and strengthens families.

Work with Children Creatively

Children can use all their creativity to deepen their understanding about the dangers of tobacco and strengthen their own commitment to stay tobacco free.

What kinds of activities do your students enjoy? Theater? Art? Writing? Roleplays? Community service? Research on the Internet? Sports? Problem solving? Music? You can use any and all of these approaches to get them involved in learning about tobacco.

Your students can:

- ◆ **Write and perform plays** about the ways tobacco companies try to trick people.
- ◆ **Put together public service announcements** for local radio stations about the dangers environmental tobacco smoke presents to children.

- ♦ **Write poems or songs** about how to say no to tobacco.
- ♦ **Reflect** on how much they enjoy their healthy lungs, and brainstorm ways they can use their healthy bodies to stay active and strong.

Join with Families

Families want their children to stay healthy. Older siblings want to be good role models for younger children. Most parents want their children to stay tobacco free, even if they use tobacco themselves. Teachers and families share the same mission when it comes to children and tobacco.

Class projects and family activities can give students the chance to think and talk about tobacco in ways that enhance their connection to their families and strengthen their resolve to stay tobacco free.

Teach Topics That Really Matter

Children are fascinated by the world around them. They care about their families, their classmates and their community. They want other people to be OK.

One of the hardest lessons of childhood is coming to terms with some of the problems in the world. It is difficult to know what to

The Ultimate Goal

- Tobacco use is the leading cause of preventable death in the United States today. Over 400,000 people die every year of tobacco-related causes.
- Environmental tobacco smoke (ETS) is the third leading cause of preventable death.

If you can help your students stay tobacco free and teach them smart and appropriate ways to avoid other people's smoke, you'll be saving lives.

do about homelessness, people who are hungry, war or violent crime.

Tobacco prevention offers an empowering vehicle for children who are concerned about social problems. There are specific, concrete steps individual children can take that will make a genuine difference to them, their peers and their community. They can make a commitment to stay tobacco free. They can speak up to support others who do the same. They can learn skills to say no to pressures to use tobacco. They can inform themselves and others about the risks.

Through these steps, children learn the power of small, individual actions, and the remarkable possibilities of being part of a community with shared values about tobacco prevention.

Help Children Learn Transferable Skills

Tobacco prevention is relevant for young students. Tobacco use is already happening among children they know. This makes lessons about tobacco much more powerful than instruction about topics more likely to touch their lives at a later time, such as cocaine use or drinking and driving.

Tobacco is also considered a gateway drug. Almost every teen who uses alcohol or other drugs starts out using tobacco as a child or young adolescent.

Children who learn tobacco prevention skills will be able to transfer these skills to other situations and make smart and healthy choices in many arenas as they grow. **For example:**

- ◆ **They'll learn to evaluate** the sneaky parts of tobacco advertising messages. They'll see some of the same tricks in ads for high-fat snacks or sugary cereals.
- ◆ **They'll make a commitment** to avoid tobacco so they can stay healthy. After this, making other commitments to stay healthy (e.g., eating fruits and vegetables, being physically active,

being smart about safety) will seem logical, too.

- ♦ **They'll identify friends and adults who can support them** in staying tobacco free. These are the same people who will support them in making smart choices when they need to be safe around traffic, think about safety belt use, take a swim, or figure out what to do when a peer is playing with fire.
- ♦ **They'll identify reasons** they don't want to put the poisons in tobacco into their bodies. Later, they'll be able to come up with good reasons not to put other kinds of dangerous substances (especially alcohol or other drugs) into their bodies.
- ♦ **They'll learn refusal skills** so they can stand up against peer pressure to try tobacco. These are the same skills that will help them when they're older and need to resist pressure to try alcohol or other drugs, to get in a car driven by someone who's been drinking, to take sexual risks, or to participate in bullying or hazing.

You can get a lot of mileage from tobacco prevention education! It's great material. Students get it. They're curious about it. It's relevant to their lives and their world. Plus, they can do something about it. They feel empowered. They build self-esteem. They feel part of something as they join in community efforts.

For all these reasons, tobacco prevention education can be some of the most rewarding work you do.

What You're Up Against

Teachers and parents who talk with children about tobacco usually have one goal uppermost in their minds—to prevent children from using the substance, either now or in the future. Unfortunately, children are also receiving a barrage of messages in their social environment that encourage smoking and the use of chew and snuff.

Children are exposed to thousands of advertisements for tobacco in the course of a year. These ads link smoking and chewing with

good looks, good times and good health. Compared to the excitement and color of the ad, the legally required warning messages printed in small type in the corner look small and unimportant.

The ready availability of tobacco products sends a message too. Tobacco is sold in grocery stores, drug stores and convenience stores. It's everywhere. The message given is that many people use tobacco and like it. Children (and many adults) find it hard to believe that a product so available could be harmful.

People whom children love and admire send even more powerful messages. Sometimes parents and teachers who tell children not to smoke are smokers themselves. Many coaches chew tobacco, and children who watch baseball on television are sure to see some of

Look at the Numbers

- 3,000 young people in America will start to smoke today.
- 1 in 3 of these will die of tobacco-related causes.
- 5 million children living today will die early from preventable, tobacco-related causes.
- 7 out of 10 U.S. high school students have tried smoking.
- 28% of high school seniors are current smokers.
- The rate of smoking among U.S. adolescents has been increasing since 1972.
- Once people begin smoking, the median period they will smoke is about 20 years for males and 30 years for females.

Real Numbers in Your Class

If you have 25 students...

- about 17 will try smoking before they are out of high school.
- about 7 of those will go on to smoke daily.
- 2 or 3 of those will die early because of smoking.

their favorite players spit tobacco juice as they step up to the plate. Children don't have to look far to find role models who use tobacco.

Over the past few years, there has been an alarming increase in the number of characters in movies, music videos and TV who are smoking. Directors claim they are trying to depict more realistic characters on screen. They also like the cool effects they can film through a haze of smoke. But the sheer number of smokers portrayed in film and television serves to normalize smoking. Children and adolescents respond to this role modeling, especially when an actor or character they admire smokes.

And, of course, tobacco companies have developed advertising campaigns specifically designed to appeal to children and teens. They use bright colors, cartoon characters, sixties retro designs (remember psychedelic?), hip-looking disaffected rebels (remember James Dean?) and puerile humor (remember *Mad Magazine*?).

Kids and Chew

- Each year over 800,000 young people ages 11–19 try smokeless tobacco.
- About 300,000 become regular users.
- In a regional study of urban public school students, 20% of males and 5% of females had tried smokeless tobacco at least once.

Kids and Cigars

- In 1996, an estimated 6 million teens ages 14–19 had smoked a cigar in the previous year.
- Nearly 2 out of 6 of these were female.
- In a smaller regional study, 10% of sixth graders and 22% of middle school students had smoked cigars.

Cigarette packaging is attractive and enticing, more compelling than that of candy bars. This is some of the most sophisticated advertising that has ever been developed.

Whispers and Lies

Here are some of the false messages children hear through advertising and in the social environment, compared to the truths about tobacco.

False Message

Truth

- | | |
|--|--|
| ▪ Everyone does it. | ▪ Most people do not smoke and do not like to be around smoke. |
| ▪ It's grown up. | ▪ Grown-ups rarely start smoking. New smokers start as children and adolescents. Starting to smoke is actually a sign of immaturity and youthfulness. |
| ▪ It's good for you. | ▪ Tobacco causes both immediate and long-term health problems. |
| ▪ It's attractive. | ▪ It's not. Smoking is ugly and makes you look ugly—skin problems, yellow teeth, stained fingers and bad breath, just to start. |
| ▪ It's fun and enjoyable. | ▪ Most smokers wish they didn't smoke and would like to quit. |
| ▪ It's cool and will make you popular. | ▪ Smokers have fewer choices for friends because a lot of people don't want to be around smoke. |
| ▪ It's an act of independence and freedom. | ▪ Smokers may feel independent when they start, but they soon have to keep smoking because they're addicted. This is the absolute antithesis of freedom. |

What Works?

The power of pro-tobacco messages in children's lives is fierce. These messages are produced by some of the most skillful propagandists in history. But we tobacco opponents have our own superheroes. Education and health researchers have faced the tobacco companies fearlessly (in many cases, risking their careers) to get answers. Thanks to their work, we *can* teach kids to choose to be tobacco free.

Here's what works:

- ♦ **Teach children that not “everyone” smokes.** Most people do not smoke and never have. Most people do not like to be around smokers.
- ♦ **Teach the negative consequences of tobacco use.** There are short- and long-term health effects, social consequences, and immediate unpleasantness (e.g., smells, smoke).
- ♦ **Support children in developing personal values to be tobacco free.** Encourage them to state all the good reasons they do not want to use tobacco, ever.

If You Smoke

Teachers who smoke may wonder how well they can pass along the tobacco-free message. You are a very important role model to your students. Even if you smoke, you can be an effective tobacco prevention educator by using these simple strategies:

- Avoid smoking where your students can see you.
- Be honest with them about some of the problems you experience from smoking.
- Use your own story as an example of how hard it can be to quit, and why it is better never to start.
- Make a sincere effort to quit.

(Refer to Appendix A for a more detailed discussion.)

- ◆ **Give children an opportunity to identify with their families' values.** Virtually all families believe it is better for children to be tobacco free.
- ◆ **Help children identify with their peers' values.** Give them a sense of belonging within an active and opinionated peer group that values being tobacco free.
- ◆ **Provide appropriate role models.** Offer opportunities for them to name and relate to role models (parents, teachers, athletes, musicians, actors) who value being tobacco free.
- ◆ **Help them develop critical-thinking skills.** Critical thinkers can consider the values and actions of peers, tobacco ads, older students, teachers and family members, and how these relate to their own values and actions.
- ◆ **Present opportunities to develop and practice behavioral skills that can keep them tobacco free.** They can learn refusal skills, how to choose peers who share healthy values, and assertiveness skills that let them say no convincingly. These skills build the self-esteem it takes to believe they are worth the efforts to stay healthy.

Alcohol and Other Drug Prevention

It's easy for teachers to feel overburdened with too many topics in a health curriculum. Good news: for children up to fourth grade, a focus on tobacco is the most effective way to communicate a general drug use prevention message. You don't need to set aside time for a marijuana prevention unit because you'll cover what is needed when you teach about tobacco.

Here's why it makes sense to emphasize tobacco prevention with younger elementary students:

- ◆ **The messages are clear.** Unambiguous messages are easiest for children this age to understand. Tobacco prevention offers many clear and concrete health messages:

- There are no safe ways to use tobacco.
- It is never a smart choice to use tobacco.
- Most people do not use tobacco and do not want to.
- ♦ **There are short-term consequences.** Immediate consequences are clearer to young children than long-term risks. They can see for themselves that tobacco is “yucky,” tastes bad, looks ugly, stinks, burns lungs, makes people who use it smell, and burns their eyes.
- ♦ **It’s relevant.** Some children will have opportunities to use tobacco refusal skills by third or fourth grade. Most will face these choices by fifth or sixth grade. They and their peers will have real-life opportunities to put what they’ve learned into practice.
- ♦ **Real-life practice makes these skills stick.** When children see they can apply tobacco refusal skills with competence and success, they’ll remember *how* to use these skills and the *rewards* of using them. Such skills then become well-established tools among children’s strategies for coping with the world around them.
- ♦ **Tobacco-free skills transfer to other situations.** These tools can be *transferred* to new peer groups, new schools, new situations, and other substances (alcohol, marijuana).

Transferring Tobacco-Free Skills

Children who begin to smoke are at increased risk for other substance use. Compared with nonsmokers, teens who smoke are

- 3 times more likely to use alcohol
- 8 times more likely to smoke marijuana
- 22 times more likely to use cocaine

Children who learn to resist tobacco are well equipped to resist other pressures as well.

A Plan for Schools and Teachers

Schools and teachers can take steps to make tobacco prevention exciting, empowering, effective and energizing by looking at four areas:

- 1. Curriculum.** Include tobacco prevention as part of comprehensive health curriculum. Use an approach that teaches critical thinking, skills development, expression of tobacco-free values, peer connectedness and positive role modeling.
- 2. Classroom Activities.** Arrange special classroom activities that emphasize tobacco prevention messages. These might include speakers, films, discussions of current events, or class projects.
- 3. Advocacy.** Advocate for appropriate school policies that support the tobacco-free message. These might include:
 - No smoking on or around school grounds.
 - No promotional products from tobacco companies allowed at school (notebooks, jackets, hats, CD cases).
 - Clear disciplinary measures that will be taken if students bring tobacco products on campus.
- 4. Reinforcement.** Look for opportunities to provide environmental and contextual reinforcement of the no-tobacco message.
 - Use teachable moments to emphasize tobacco-free values.
 - Use opportunities to emphasize the values of having a healthy body, making healthy choices, enjoying fresh air, noticing smells, and so on. Do this outside the context of tobacco lessons, so the values are broadly reinforced and genuinely appreciated among students.
 - Promote self-esteem among students. Children with healthy self-esteem are less likely to become smokers.

Give the Tobacco Companies a Real Fight

Tobacco companies have engaged in an appalling campaign to addict children and adolescents to one of the most destructive and dangerous substances on the planet. They do this out of financial necessity. Close to 400,000 customers die of tobacco-related causes every year. Thousands more quit. To remain viable, the companies must find a way to replace these huge numbers of lost consumers.

They know it's very hard to persuade adults to start smoking. This is why tobacco companies have developed advertising campaigns that appeal to children and youth. The impact of these campaigns is enormous. Five million children alive today will die prematurely as adults from tobacco-related causes.

Tobacco companies have broken laws, conspired, lied, obfuscated and basically acted without moral compunction. They are, without question, the bad guys in this scenario. But teachers can be one of the tobacco companies' greatest adversaries.

If there is a "secret ingredient" to this work, it is your willingness to cultivate a sense of inspiration about tobacco-prevention teaching. As an adult who cares deeply for children's welfare, you may be seething with outrage at the callousness of tobacco companies and the ways they exploit the vulnerabilities of children.

The Problem with Promotions

Many students own promotional items distributed by tobacco companies. In one regional study, 1 in 3 students (grades 6–12) owned such items. Jackets, T-shirts, hats, backpacks, lighters, camping gear and electronics are among the most popular.

These items are highly visible when brought into school settings, and contribute to social and environmental messages normalizing smoking. Children who owned these products were 4 times more likely to be smokers than those who did not.

So go ahead—be an “educational avenger” who knows how to teach kids to “kick butt”! There isn’t an industry out there that deserves it more.

You’re the Expert!

The very qualities that can make teaching children about tobacco a challenge are also your allies in this important work.

- ◆ **Children are curious.** Teachers can use that wonderful curiosity to raise children’s interest about tobacco, or human behavior, or what is right and wrong.
- ◆ **Children are honest and have great sensibility.** They are capable of seeing the hypocrisy behind tobacco messages. Teachers can lend great strength to the prevention message by acknowledging this.
- ◆ **Children are enthusiastic, creative and resilient.** Teachers can use these qualities to encourage students’ efforts to resolve the problems tobacco raises for them. Students, in turn, can then support their peers, family and community in making healthy choices.

You don’t have to be an expert about tobacco to teach about tobacco prevention. What works is being an expert about children, especially about your students. Your love of teaching and your own special ways of reaching your students will help you accomplish great things.

Because you know what concerns your students, what grabs their attention and what helps them build a sense of community and competency, you are one of the most qualified tobacco prevention teachers on the planet.

2 Helping Children Learn About Tobacco

By the time you raise the issue in your classroom, children have already learned a great deal about tobacco. They have gathered facts, attitudes and opinions from their family, the media, public places and friends' homes.

They may have learned that using tobacco is acceptable. They may have learned that it is not. They may have been taught to move away from other people's smoke, or not to raise a fuss about it. Almost certainly, they have found some of the things they have learned confusing.

Some of your most effective teaching can come out of recognizing children's confusion about tobacco. What are they feeling? How do they make sense of the information that comes to them? What continues to puzzle them?

You can also take advantage of your students' age-influenced interests and competencies to select learning activities that will resonate with them. What do they like to do? What kinds of things are they good at? How do they like to interact with their peers? with their families?

As you teach your lessons on tobacco, it is essential to bring an awareness and sensitivity to the confusion children feel about tobacco, and to give students tools to work with this in a productive way.

Sources of Confusion

Who is responsible for children's confusion about tobacco? In a sense, we all are. Children may hear from family and school that tobacco use is never a good thing, but see compelling billboards or point-of-sale ads that are very attractive.

They are taught that smoking and chewing are bad for health, but then see athletes using tobacco and claiming it helps improve their game. Classroom curricula point out how unattractive smoking is, but handsome people in ads, movies and music videos smoke.

Even more puzzling for young children is the question of why people would do something that is bad for them. Children tend to be concrete thinkers. They wonder if the people doing these "bad" things are bad people. If smoking is really dangerous, why would a police officer or a teacher smoke? If chew is terrible, why are their older brothers trying it?

Things are particularly complicated for children who have family or friends who use tobacco. They may face uncomfortable choices.

If they accept the information they are given in the classroom, they may feel troubled about their family relationships. They may wonder if the death of a family member who smokes is imminent and inevitable. They may sense a need to keep what they are learning in school a secret to protect a parent. They may feel a

SAVVY STRATEGIES

Knowing About Kids Makes Your Teaching Better

This chapter includes "Savvy Strategies" sections that show how you can use what you already know about your students to bring powerful tobacco-free teaching to your classroom. Students will greet this learning with enthusiasm because it matches their developmental interests.

grave sense of responsibility to persuade someone they love to quit smoking.

On the other hand, if such children cope by denying the information in their school lessons, they face other kinds of consequences. They may feel set against teacher and peers, have less sense of belonging in their school community and have more uncertainty about what is true and what they themselves value.

It's the Behavior, Not the Person

Many parents who smoke have complained that schools are teaching their children to be disrespectful when they tell them to confront their parents about tobacco risks or environmental tobacco smoke. This is why it is so important to use a balanced and nonjudgmental approach when discussing people who smoke.

We want students to understand that it is the *behavior* of using tobacco that is a problem, not the user. Sometimes this distinction is a challenge for young children. Fortunately, it's a challenge that can be well met.

While concrete thinking may be the easiest way for children to see the world, they are not utterly wedded to it. Even very young children are capable of surprisingly sophisticated assessments of the people and events around them.

When we help children grapple with ambiguity and abstract thinking, we invite them to move along developmentally. They can become better thinkers in all kinds of ways with this support.

Children's attachment to good and bad, right and wrong, mine and yours, by the rules or not isn't much different from what adults sometimes feel. The world seems easier to deal with when we know who the villains are. The problem with tobacco prevention is that it becomes more complicated, rather than simpler, if we use such a concrete approach.

You can help children understand the distinction between the act of using tobacco (a risky behavior) and the person who uses tobacco (someone who deserves our compassion and respect). It's possible to get the tobacco-prevention message across without showing disrespect for adults who have made the choice to smoke or chew.

Here are some concepts to teach:

- ◆ Tobacco use is not an acceptable activity for children.
- ◆ Most people who use tobacco started when they were teenagers.
- ◆ They made a choice that wasn't very smart when they tried tobacco. Today, many of them regret that choice.
- ◆ Everyone makes mistakes. The problem with making a poor choice about tobacco is that it can stay with a person for a long time. Once people start using tobacco, it's usually very hard for them to quit.
- ◆ Most adults who use tobacco wish they had never started. They would like to quit but have not yet been able to. They are addicted.
- ◆ Tobacco is not a good thing to use, but people who use tobacco are not bad. When they started using tobacco, maybe they didn't know as much as you do about why tobacco is dangerous. Maybe they didn't have friends to help them stay tobacco free.
- ◆ Almost every adult would prefer that children never start using tobacco.
- ◆ You can learn important things about the problems with tobacco from people who use it. If you understand why they made the choices they made, you'll know more about how to stay tobacco free yourself.
- ◆ Most adults who do not smoke made the decision not to use tobacco when they were children. This is why what you decide now is so important.

Kid Values: Tobacco Is Yucky

One of the exciting aspects of teaching young children tobacco prevention is that they share an almost universal set of values about tobacco. Nearly every child under age 12 will agree that:

- ♦ Tobacco is yucky. It smells bad and looks bad.
- ♦ Tobacco is bad for you.
- ♦ I am never going to use tobacco.

You can use these values in your teaching. Students' wide agreement helps you establish a strong and persuasive sense of peer

SAVVY STRATEGIES

Kids Are Influenced by Adult Role Models

What you can do:

- Use your own influence as an important adult in students' lives to offer reinforcement for healthy values.
- Give students a sense of valid social norms by emphasizing that most people do not smoke.
- Use family activities as part of classroom lessons so students can discuss the importance of tobacco-free values with parents and other family members.
- Role-model effective and appropriate ways to avoid ETS (e.g., tell stories about how you do this in your own life; move students away from smokers during field trips).
- Give students opportunities to see the ways adults expect them to be tobacco free (e.g., rules about tobacco use, products or promotional items at school; inviting special speakers to the class; discussing relevant current events such as presidential speeches or health reports).

See Chapters 3 and 6 for more ideas.

norms and a feeling of identity and belonging with the peer community. Classroom activities can make use of kids' natural values and responses to tobacco.

What Changes and Why?

Somewhere along the way, children's tobacco-free values can shift. Around age 12 or 13, some children decide that smoking is cool, chew is fine and the benefits of using tobacco outweigh everything they have learned about the problems. What happens? Why do some kids go on to become smokers, while others do not?

A number of research studies have identified characteristics of children who begin using tobacco early. Not all children who fit these descriptions become tobacco users. But those with combinations of the following qualities are more likely to do so.

Family Members Use Tobacco

Parents, older siblings and other relatives provide powerful role models for children. Adolescents who began smoking or chewing early sometimes report that a family member introduced them to tobacco. "While we were out in the boat fishing, Dad took the cigarette out of his mouth and offered me a puff." Or, "My sister gave me a cigarette for my birthday, and told me now I was old enough to smoke."

Friends Use Tobacco

Children learn by observing and imitating admired peers, both same-age and older. The chances they will use tobacco increase when members of their peer group use.

When Do Smokers Start?

The average smoker begins smoking at age 13,
and becomes a daily smoker by age 15.

Tobacco Is Condoned by Society

In the United States, the use of tobacco is prevalent and its promotion pervasive. Even children who are not exposed to smoking and chewing in their homes or friendship groups will see the behavior attractively modeled in the community and media.

There are beginning to be some shifts in these trends. Tobacco's social influence is diminished when families don't permit smoking and chewing in the home, policies prohibit tobacco use on school grounds, communities restrict smoking and advertising in public places, and laws against selling tobacco to minors are enforced.

On the other hand, when smoking and chewing are integrated into patterns of everyday life, children accept these behaviors as normal.

SAVVY STRATEGIES

Kids Are Interested in What Their Peers Think and Do

What you can do:

- Build peer norms for being tobacco free.
- Give individual students opportunities to tell the class or community members (parents, other classes, broader community) why they want to be tobacco free.
- Have students work in small groups to tell their stories about how they are following through on their commitment to stay tobacco free.
- Encourage students to listen to and think about other children's stories, in class, on the Internet, in videos and books.
- Link personal values to wider peer norms—"Your pledge to stay tobacco free, Samuel, is something many other people in this class are doing, too."

See Chapter 4 for more ideas.

They observe that sharing a cigarette helps forge a common bond between smokers. They see that lighting another person's cigarette symbolizes friendship and consideration. They notice that someone who doesn't know what to say can buy time by puffing on a cigarette or filling the mouth with chew.

Weak Attachments to Community

Children are at lower risk for tobacco use when they identify closely with families, friends, clubs, schools, churches and other groups that do not use tobacco or endorse its use by others. Children with little attachment to family, community or community institutions appear to be at very high risk for tobacco use.

Recent findings show that latchkey children are at high risk for smoking, suggesting that an absence of adult attention and supervision may also play a role.

Authoritarian Parenting Style

The way parents relate to their children affects many aspects of development, including patterns of substance use. This is a complicated area and much remains to be learned. However, research suggests that parents who set arbitrary rules, insist on unquestioning obedience and impose excessively severe discipline tend to

The Best Protection

The best protection against tobacco and other substance use appears to come from parents who set behavioral standards and help children adhere to them through consistent and loving guidance.

By encouraging children's individuality, self-expression, initiative, and questioning attitudes, and by tolerating a certain amount of aggressiveness, these parents foster children's competence and independence.

produce anxious, less socially responsible children. This parenting style appears to increase the risk that children will become regular users of tobacco and other substances.

Children of parents who are lax or inconsistent in discipline also appear more likely to become users of tobacco and other drugs. These children tend to be less independent than others and more immature.

Low School Achievement

Children who earn low grades and have little involvement in school activities are more likely to start smoking at a young age than high academic achievers. It is possible that children who don't do well in school don't identify with school values and norms that discourage smoking and chewing. Another possibility is that young people who aren't doing well in school, either academically or socially, compensate by "being first" in substance use.

Different Rate of Development

Children whose developmental course is different from most of their peer group may be at special risk. Boys who are small and slow to develop physically may smoke to establish their toughness and independence. Girls who develop physically and socially ahead of their classmates may smoke to set themselves apart from their same-age peers and signal their maturity to older boys and girls.

Limited Problem-Solving and Coping Skills

Some evidence indicates that young children who use tobacco are less able than their nonsmoking peers to cope with and resolve the problems of daily living. Children who act first and think later, who can identify few alternatives for action, and who consider only the very immediate consequences of their behaviors appear more likely to smoke and chew.

Low Self-Esteem

Children with low self-esteem and a poor self-image are more likely to begin smoking than children who are self-confident. Again, tobacco use may be a way to compensate for their sense of inadequacy.

The Developmental Path

Tobacco use by young children is not only a result of influences that affect their development. It is also a reflection of the course their development is following. Children who try smoking or chewing once or twice may simply be demonstrating a natural curiosity. But they are also signaling that they identify, at least to some extent, with people who use tobacco.

SAVVY STRATEGIES

Kids Like Thinking and Doing

What you can do:

- Give students a range of creative ways to gather meaningful information about tobacco (especially hands-on stuff such as the yucky smell of cigarettes; the way cigarette butts trash playgrounds or parks; the thoughts, feelings, recommendations of adults about tobacco).
- Use theater pieces, poetry recitals, musical performances, art projects or other physically active approaches that allow students to build resolve to stay tobacco free.
- Give students opportunities to practice refusal skills and peer support strategies through roleplays (especially grades 2–4).
- Have students identify friends and adults who support their tobacco-free goal.

Check out the Classroom Activities at the end of this chapter, and see Chapters 3, 4 and 6 for more ideas.

Children who try tobacco more frequently or begin to use it regularly send out signals too. They are trying to define their individuality and autonomy. They are striving to increase the sphere of behaviors in which they are competent. They are seeking to establish their place in family and peer group. They want to win greater social acceptance. And they may want to show that they feel older, that they are growing up.

These sound like good aims. They are, in fact, attempts to meet basic, normal developmental needs. Young smokers and chewers are trying to assume adult social roles, with accompanying rights and privileges.

The problem, of course, is that tobacco is addictive. Children who begin to smoke or chew for social reasons quickly develop psychological and physiological dependence that leads to more frequent, regular and prolonged use.

Tobacco use also represents a shortcut to the successful completion of normal developmental tasks. Advertising promotes tobacco as a deceptively quick and easy route to popularity, success and an

Developmental Forces

Many of the forces that affect the likelihood that children will start to smoke or chew are the same elements that influence their overall development. Developmentalist John Clausen (1986) grouped them into **4** broad categories:

- 1. *Children's special characteristics***, including biology, personality, temperament, intelligence and appearance.
- 2. *Sources of socialization, support and guidance***, such as family, school, community institutions and media.
- 3. *Opportunities and obstacles*** in their environment, influenced by social class, ethnicity, age, gender and the nature of the times.
- 4. *Investments*** that children and others make on their behalf.

attractive self-image. Instead of building important competencies, children use tobacco to cope with the stresses of growing up and the problems of daily living.

Children who take this shortcut miss opportunities to master age-appropriate abilities. They are cheated of the chance to gain the self-knowledge and self-respect earned only through genuine accomplishment.

Stages of Learning to Smoke

Late childhood and early adolescence are peak times to start smoking, but readiness to smoke begins much earlier. Experts now think the adoption of smoking occurs in several distinct stages. Until recently, few children used chew and snuff, so less is known

SAVVY STRATEGIES

Kids Respond Well to Current Concerns and Short-Term Consequences

What you can do:

- Emphasize negative consequences of tobacco use that are short term and immediate.
- Talk about the financial costs of smoking and engage children in discussions of how they might better spend that money.
- Describe the manipulations of tobacco advertisers and have students discuss their reactions to such efforts (especially grades 3-4).
- Avoid medical horror stories; these will not help children build skills but may inflame their concerns for family members who smoke.

See Chapter 3 for more ideas.

about smokeless tobacco use. However, similar processes are thought to be involved in learning how to use both cigarettes and chew.

Preparation

Most children age 10 and under are in the first stage of smoking initiation—preparation. During this stage, intentions to smoke are developed, but children haven't actually tried a cigarette. This may be the most effective time to prevent smoking.

Through early learning from their environment, children develop attitudes about smoking, images of what smoking is like and a sense of why people do it. Those who come to view tobacco use as a pleasurable and socially acceptable adult behavior develop intentions to use tobacco themselves in future years. Cigarette smoke may evoke agreeable thoughts in children who associate the smell with favorite people.

In addition, as children observe smokers, they begin to anticipate the personal experience of smoking. They often imitate smokers by using a straw or pencil as a practice cigarette. On cold days when they can see their breath in the air, they may pretend they're smoking and even try blowing smoke rings. Children who are allowed to handle cigarettes, lighters, matches and ashtrays may imitate smoking with these materials.

Starting Early

- Infants are conscious of cigarette smoke as early as 4 months of age.
- By the time they are 3 years old, over 90% of children recognize the odor.
- Interviews with young children have shown that the smell of tobacco smoke may be among their earliest memories.

Initiation

During the initiation stage, children try their first cigarette. Nearly 3 out of 4 adolescents will try smoking, and of these more than a third will go on to be daily smokers during high school.

The average age at which children try their first cigarette appears to be dropping. Two recent surveys of high school students show that about one-fourth of those who had ever smoked tried their first cigarette by sixth grade.

Children often first use tobacco with a friend. Most parents do not know when this has happened. In a survey of students in grades 3–12, 41% reported they had smoked a cigarette. But only 14% of the parents thought their child had smoked.

Experimentation

When children enter the experimental stage, they smoke cigarettes more frequently. They learn how to handle cigarettes and how tobacco affects them under different conditions.

Although children at this stage are not strongly addicted to nicotine, they begin to inhale and this starts the addictive process. The

What Did You Do?

Think back to some of your own experiences concerning tobacco. Take a moment to reflect on these questions.

- When were you first offered a chance to try cigarettes?
- How did you feel about it?
- Did you eventually choose to be a smoker or not?
- What experiences in your childhood influenced your decision?
- What aspects of your experiences will be useful in your work with students?

major reasons for smoking are still probably social and psychological, but physiological factors begin to become more important. Children at this stage are able to quit smoking with little difficulty. Many do.

By the fifth grade, 2–5% of children report smoking monthly or more often. The proportion of children who experiment with tobacco increases sharply in middle school. Further increases occur at each grade level.

Maintenance

The fourth and final stage of becoming a smoker involves regular use of cigarettes. Although children age 10 and under rarely reach this stage, those who first try smoking in early childhood are at highest risk of becoming confirmed smokers in later years.

Adolescents and adults who began smoking at a young age also find that quitting is more difficult compared to those who started when they were older. For this reason, people who start smoking as children are most likely to go on to use cigarettes for many years, greatly increasing their chances of developing a chronic disease and dying prematurely.

Using Developmental Strategies for Prevention

Clearly, some of the developmental characteristics of young children increase their susceptibility to the dangers of smoking. Interestingly, these are also the same characteristics that can make your prevention lessons exciting, powerful and effective.

The chart on the following 2 pages can help you think about ways your students' interests and values can both increase and decrease tobacco risks.

Characteristics of Children (K–4)	Potential Susceptibilities (increases tobacco risks)	Sources of Support (decreases tobacco risks)
Enthusiastic and curious	May try tobacco products	Like to learn new things and use the power of information
Strong reliance on senses for learning	Tobacco use may look interesting; chew smells sweet; handling products is fun	Can clearly see/smell that smoking stinks, chew is ugly
Responsiveness to rules (especially K–2)	Tendency to rebel can lead to tobacco experimentation	Strong identification with the purpose of no-smoking rules
Interest in what peers believe and do	Peers who smoke and chew can make use appealing	Peers who are tobacco free are strong motivators to stay tobacco free
Interest in personal values, concern for others, desire to make the world better (especially 3–4)	Responsive to “friendship” offerings of tobacco products	Committed to “big picture” of tobacco problems; strong resolve to stay tobacco free
Enjoy thinking and doing	Handling tobacco products is intriguing	Approach all kinds of prevention activities with great enthusiasm

Characteristics of Children (K-4)

Potential Susceptibilities (increases tobacco risks)

Sources of Support (decreases tobacco risks)

Creative

Can come up with clever rationalizations for tobacco use

Can come up with excellent rationales for staying tobacco free, and deliver them to others with conviction

Strongly influenced by admired adults: parents, teachers, performers

Tobacco users as role models increase likelihood of use

Tobacco-free role models and users who explain the problems of tobacco can support tobacco-free choices

Like to practice leadership among peers

May encourage others to try tobacco

Enjoy opportunities to express tobacco-free values with authority and in leadership roles

Enjoy problem solving

Tobacco use has appeal as an easy solution for social problems

Can come up with ways to support peers and community to stay tobacco free

Emphasis on immediate and short-term consequences

Long-range health dangers are not effective deterrents

Short-term consequences (social, physical) are persuasive deterrents

Want to be grown up and independent

May turn to tobacco use as a “shortcut” to growing up, or as a sign of rebellion

Hate being manipulated by tobacco companies; can appreciate the maturity of staying tobacco free

Children's Values Make a Difference

Children are still forming many of their values and commitments. Some of the things they hold most dear while young will shift and change as they grow.

Carl proclaims in kindergarten that he will marry his classmate Adriane, but can't even remember her name by the eighth grade. Shawna wants to be a firefighter in first grade, but grows up and becomes a computer programmer. Francesca has been shy and retiring, but discovers in third grade that she has a talent for dance, which helps her blossom socially and physically.

Watching children make these changes is one of the things that makes working with them so rewarding. By cultivating a quality of experiment and possibility, we encourage students to pursue many interests and dreams.

But there are some values that are good for children to adopt while young and maintain their whole lives. These include a sense of respect for their own health and the health of their families, peers and community. Tobacco has no place in the life of someone with these values.

When children feel validated and supported in the development of healthy ideals, they have the opportunity to internalize these values in ways that stay with them throughout their lives. Even during periods of rebellion, they are often relating to these values.

The more they feel their concerns, ideas, inspirations and feelings are taken seriously, the more worth they can attribute to themselves and their commitments. Validating their healthy values is a powerful way to help children stay tobacco free.

Classroom Activities

The following activities reinforce the concepts in this chapter. Adapt activities to suit the needs of your students and classroom.

What Does Your Nose Tell You About Tobacco?

Ask children to think about what they've learned about tobacco from their noses.

- Have you ever smelled cigarette smoke? Where? How did it smell to you?
 - What are some smells you really enjoy?
 - What happens if cigarette smoke or an ashtray with old cigarettes is around something you like to smell?
 - Have you ever been in a place where no one was smoking, but you could still smell cigarettes? What was that like?
 - Your nose is a good detective. What does it tell you about tobacco?
-

What Do Your Eyes Tell You About Tobacco?

Ask children to think about what they've learned about tobacco from their eyes.

- Have you seen a package of cigarettes or a can of chewing tobacco? Are these packages pretty? Why do you suppose the companies that sell tobacco put their products in such pretty packages?

(continued)

- Have you ever seen loose tobacco? It's a real mess. The little pieces of it can get scattered around. Tobacco companies put tobacco into neat packages like cigarettes so they won't look messy.
 - What are some of the other things you have seen about tobacco that aren't so pretty? (Ashtrays, old ashes in the trash, cigarette butts on the ground, cigar butts, the chewed-up end of a cigar, the stuff people spit when they chew.)
 - What are some words you might use to describe the way these things look? (Yucky, ugly, disgusting, terrible.)
-

Smoke Is....

Try this game to help children describe what they see and smell when they are around tobacco smoke.

- Ask students to see how many words they can think of to describe tobacco smoke. Take turns, letting each child come up with a word.
 - Help children get started with ideas if necessary. "I can see you're thinking. Are you thinking about *smelly*? Are you thinking about *dirty*? Maybe you are thinking about *stale*."
 - Have fun. Exclaim at words the children produce. After a few exchanges, look stumped when it is your turn. Make a face to show you're thinking. After the children have had a chance to laugh, provide a word and continue with the game.
-

Celebrate Fresh Air

This activity can be done anywhere outdoors, but might be especially fun in a park or on a lawn.

- Have at least one inflated balloon on a string for each child. Three balloons for each would add to the fun.

- Give students the balloons. “Let’s give our lungs a treat. Let’s treat them to some extra nice, fresh air. To show our lungs that we appreciate them, we’ll each carry a balloon. We’ll pretend that our balloons are air sacs in our lungs.”
- Have students jump up and down. Do their balloons jump too? Have them run in a big circle. Do their balloons follow? Have them run with the balloon over to a particular spot and back again. Did their balloons fly along behind them?
- Have students sit down and rest. “Did your pretend air sacs like exercising with you? I know your lungs and real air sacs did. You gave them some extra fresh air!”
- *Option:* With older students, give teams of 3–4 students uninflated balloons. Ask each team to come up with a way they could use the balloons to teach younger students about healthy lungs and the dangers of smoking. Have teams give their presentations to the class.

Balloon Blow-Out

To demonstrate how air sacs work, use uninflated balloons. Be sure to use balloons that young children can easily blow up.

- Explain that the air sacs in our lungs are like many, many tiny balloons. Give each student a balloon. Tell them to use their good, strong lungs to blow it up and to hold the end closed when they have finished.
- Have students slowly loosen their fingers around the mouth of the balloon and let the air come out. When the balloon is empty, have them blow it up again, then let the air out again.
- Explain that every time they breathe, the air sacs in their lungs do this. “Think how hard your air sacs work! Think how strong they are to fill and empty over and over again.”

(continued)

- Explain that when people smoke, the smoke gets into their lungs and air sacs. The air sacs are covered with sticky tar. They can't stretch as well. They can't hold as much fresh air as they used to. This is one way that cigarette smoke really hurts the body.
-

Smoking Is the (Tar) Pits

To demonstrate how much tar gets into the lungs of a smoker, you need a bottle of dark molasses and a 1-cup glass measuring cup.

- Remind students that people who smoke cigarettes get sticky dark tar in their lungs. If a smoker smoked one pack of cigarettes every day, how much tar do they think would get into the smoker's lungs in one year?
 - Have students pretend that the molasses is tar from cigarette smoke. Tell them to tell you to stop pouring when they think the cup holds as much tar as would get into the smoker's lungs in one year. Start pouring the molasses into the measuring cup. Stop when the cup is full.
 - Explain that tar from cigarette smoke stays in the lungs of a smoker for a very long time. This tar makes the lungs turn from healthy pink to black. The tar covers the air sacs in the lungs and gets hard. Then the air sacs can't work as well. They are just like balloons that are hard to blow up. Good fresh air has trouble getting into them.
-

Sticky Tar

If students have easy access to a sink, try this activity with molasses.

- Pour some molasses in a thin layer on a plate. Explain that the molasses will give students an idea of how tar from cigarette smoke coats the lungs.
 - Have each student coat two fingers with molasses. Tell them to touch the molasses with their pointer fingers, then rub the pointer finger on the other hand with the sticky finger.
 - Ask students: How do your two fingers look? Are they sticky? Did they turn a different color? Explain that the lungs of smokers get sticky and turn very dark in color. They are covered with tobacco tar.
 - Have students wash their fingers. Tell them that they are lucky—molasses will wash off with soap and water. But smokers aren't so lucky. When tobacco tar gets into the lungs of a smoker, it won't wash away.
-

3 Talking with Students About Tobacco

You probably figured out tobacco years ago. Most adults answered their big questions about tobacco by the time they finished their teens: Will I be a smoker or not? Will I have friends who are smokers? Will I live with smokers? Do I feel differently about chew, snuff or cigars than I do about cigarettes?

You are interested in tobacco now because you want your students to understand that it is an addictive substance, that it poses serious short- and long-term health risks, and that they will be better off if they never start smoking.

Children, however, are interested in smoking and chewing for different reasons than adults. Your discussions with them will be richer when you bring your own genuine quality of interest and discovery to the process.

Don't try to have all the answers beforehand. Help children share their questions and observations about tobacco. Support them as they deal with the confusing messages they encounter about tobacco. Provide opportunities for them to unscramble some of their own puzzles—to teach themselves and each other some of the things about tobacco we adults already take for granted.

Goals and Questions to Keep in Mind

Remember these **three broad goals** when teaching and talking with children about tobacco. These goals can help guide your work.

1. We want to help children strengthen their commitment to stay tobacco free.
2. We want them to find the support and learn the skills that will keep them tobacco free.
3. We want to give them the guidance they need to manage and resolve their confusion about tobacco, especially in situations where family members are users.

Here are three good questions to keep in mind when you talk with your students about tobacco:

1. **What will be most useful?** Do students need facts and information? A chance to explore and clarify values? An opportunity to practice skills? An experience of sharing tobacco-free values with peers? Do they need help coping with confusing or ambiguous information?
2. **What can you bring to this learning opportunity?** Do you have information that will be helpful? Are there ways you can encourage your students' enthusiasm for learning? Can you refer to a recent classroom activity or experience that is relevant? Can you suggest ways to practice a skill or support a peer? What will students sense about your own interest in these topics and their concerns?
3. **What can students bring to the discussion?** What can students do for themselves? The more they can take responsibility and ownership for the learning, the more powerfully they will identify with tobacco-free values. Can they do research for more information? show how they would support peers in a similar situation? share their own values about the circumstances? talk about what they would want their friends to do?

Areas that are usually compelling to elementary school children include:

- ◆ The sneakiness of tobacco, tobacco companies and tobacco advertising. Kids hate being lied to or tricked.
- ◆ The ways children can affirm their own strength, independence, maturity and good health by choosing to be tobacco free. Kids love to feel empowered.
- ◆ Strategies for supporting peers and being a role model for younger children. Kids care about their families and communities.
- ◆ The short-term and obvious drawbacks to using tobacco. Kids can see for themselves that it stinks and makes users stink, that it's a silly choice, that it looks childish instead of grown-up.

The Challenge of Being Honest

Even if you pride yourself on being truthful with children generally, you may find that talking about tobacco challenges your capacity for candor. Sometimes the challenge lies in coming up with simple, accurate ways to explain complex information. Sometimes it requires deciding how much of your own experience to reveal, or how far to go in discussing the behavior and values of others. Sometimes it means confronting contradictions in society that children see clearly, but you may overlook because you've come to take them for granted.

Children's general knowledge about tobacco is usually very good. They know about cigarettes, pipes, cigars and chew. They know tobacco is bad for people's health. They know what tobacco products look like and how they are used. They know that other people's smoke is bad for them, bad for babies, and bad for developing fetuses.

It's good to plan how to answer children's basic informational questions. But be prepared for some surprises, too! Children are often eager to tackle questions about values and behaviors that most adults are hard-pressed to answer. ("Why would someone smoke around a baby if it's bad for the baby?")

Effective tobacco-prevention education doesn't shy away from these kinds of questions. It does find ways to help children cope with a puzzling world, while holding true to their vision of staying tobacco free their entire lives.

Talking about tobacco also gives you the chance to show students that you will tell the truth about sensitive issues and help them work out problems that don't have easy answers. Gaining children's trust on these matters can help you guide their decision-making not only about tobacco use, but also about many other issues they will face as they grow up.

Types of Questions and Concerns

Students' questions and concerns about tobacco fall into 3 general areas. Children don't usually make such distinctions themselves, but thinking in these terms may help you plan your responses.

Factual Questions

Gaps in students' knowledge about tobacco need to be filled. You may provide the answer for them, or find a way for students to research their own answers. You can usually give straightforward, simply stated responses. It's also a good idea to check back after giving an answer to see what students understand.

These kinds of questions are a good stepping-off point for further discussions about values or skills.

Values Questions

Values questions have to do with human behavior. Why does someone choose to smoke? Why would a friend ask another friend to smoke? Why do parents sometimes smoke around their children when they know it's bad for kids?

Questions like these take children out of the comfortable confines of concrete thinking. This is a hard journey, as they learn that people are neither all good nor all bad and that they may like a person but dislike a *behavior* of that person—perhaps their father smokes, or their best friend sometimes teases them too much, or their favorite teacher is distracted and inattentive one day.

You may be able to offer factual information to help children grapple with a values question. For example, an explanation of tobacco and addiction can help children better understand why people keep smoking.

Values questions about tobacco can be tough. But if you can stay present and honest with students, you model skills they will be able to use to acknowledge and cope with life's ambiguities.

Skills Questions

Any time you can give students a chance to practice and refine tobacco-free skills, go for it! You probably won't have many students asking "How can I be more effective in my tobacco-refusal skills?" But you can use teachable moments, including discussions about facts or values, to give students a chance to practice.

You might ask, "What would you say to your friend if he asked you to try a cigarette?" Or, "What's a way you could tell your friend's mother that you don't want to be around the smoke from her cigarettes?" Or, "What are some of the things the person in this story could do instead of trying a cigarette?"

Sample Questions and Answers

There is no single correct way to answer any question about tobacco. Your answers will depend on the circumstances in which the question arises. Are you talking to a single student or to many? Do you have plenty of time, or are you in a rush to get students off to an assembly? Is the parent of one of your students battling lung cancer? How old are your students? Have you already covered the information in classroom lessons, or is the material entirely new?

The following sample questions and answers give you models to build on, using some of the questions you'll probably hear from your students. Adapt these as appropriate for your circumstances. Work within the style of your own relationship with your students.

Answering Factual Questions

When answering factual questions, try these steps:

- 1. Ask** what the student already thinks or knows about the question. Then, give a simple, straightforward response.
- 2. Check back** to see what the student understands, and whether there are additional questions.
- 3. Offer more information** as requested.
- 4. Use the question as a stepping-off point** for values- and skills-related discussions when appropriate.

Here's an example, using the steps.

How does smoking hurt you?

- 1.** What do your nose and eyes tell you about smoking? (It stinks, it stings, makes me cough or choke, hurts my eyes.) What else have you heard about how smoking can hurt you? (You get cancer, you die, you can't breathe.)

You're right. There are 2 different ways smoking can hurt someone. First, it hurts right away. It hurts the eyes, nose, throat

and lungs. Second, it hurts over time. People who smoke get more colds. They can't breathe as well, so they can't run and be active like people who don't smoke. Over a very long time—many, many years—some people who smoke get other illnesses, such as cancer or heart disease. These illnesses can make people very sick, and, in some cases, people die from these illnesses.

2. Have you heard other things about how smoking can hurt people? (It hurts babies.)
3. Yes. If someone smokes around babies or young children, it can make the children sick. A baby might have trouble breathing and have to go to the doctor. If a pregnant woman smokes, it can hurt the baby before it's born. Her baby might be born early, or be smaller than other babies, or have health problems.
4. It's good that you know these things about smoking. You can make smart decisions when you know this much. What do you think you'll decide? (I'm never going to smoke!)

Other Factual Questions

Why do people start smoking?

People make a *choice* to start smoking. They might think it makes them look grown up. They might like how it gives them something to do. At first, these things about smoking seem good.

Later, there are things they don't like. It costs a lot of money. It takes time. It makes them cough and smell bad. But once people have started, it's very hard to quit.

If people know it's bad for them, why don't they just quit?

Almost everyone who smokes wants to quit. But it's very hard to do. People have *habits* about smoking. They're used to smoking after they eat, or while they're waiting for someone, or while they drive.

The body also becomes *addicted* to the drug in tobacco. This drug is called "nicotine." People addicted to nicotine get sick when they don't smoke. They get headaches. They get nervous. They can't

think about anything except smoking another cigarette so they'll stop feeling sick.

Smokers can quit. But they have to go through a time of feeling sick and nervous. Most people have to try many times before they succeed.

Do people get high from cigarettes (or chew)?

Nicotine can give smokers and chewers energy. It's kind of like drinking a cola or a cup of coffee. That's not what most people think of when they talk about being "high."

The first time people smoke or chew, the nicotine will probably make them dizzy. It can make them sick to the stomach. The body feels this way because it is being poisoned by the nicotine.

Sometimes, kids or teens who smoke for the first time talk about being "high," but they're really talking about being sick.

If tobacco is so bad, how come stores are allowed to sell it?

Long ago, people didn't know all the facts about tobacco. They thought it was good for you. So farmers planted tobacco, and stores sold it. A lot of people made money from tobacco. And a lot of people became addicted to it.

Now we know how dangerous tobacco is. But the people who make money from tobacco want to keep selling it. And people who are addicted to tobacco want to keep buying it. So they work very hard to keep the laws in place that allow people to buy and sell tobacco.

Isn't chew better than cigarettes?

No. Chew has nicotine in it. It makes people sick. They can get gum and tooth problems. They will have bad breath. They can get sick to the stomach. Over many years, they can have more serious problems, even cancer of the mouth and throat.

People who use chew smell bad and have to spit out ugly brown juice. After a while, they usually want to quit. But by then, they are addicted to the nicotine. Quitting is possible, but it is very hard.

Is it OK to smoke cigars?

No. Cigars have nicotine in them. Just like cigarettes or chew, people can get addicted to the nicotine. People who smoke cigars smell bad. They may have problems with coughing. They may get sick more often than people who don't smoke. After many years, they can have more serious problems, such as cancer of the mouth and throat.

If someone doesn't inhale, is that OK?

No. Sometimes when people start to smoke they think if they don't inhale they won't get hooked. This doesn't work.

After the first few cigarettes, the body starts to want more nicotine. This is because people get addicted. They have more and more of an urge to inhale. Pretty soon, they start to inhale. They become a regular smoker just like someone who inhaled the first time.

Why do chewers have to spit?

When people put tobacco into their mouths, it bothers their gums. Their mouths start to water, kind of like the way your mouth would if you chewed on a piece of lemon. Pretty soon, there is so much saliva, they have to either spit or swallow. If they swallow, they will get sick to the stomach. So they spit instead.

TEACHABLE MOMENT

I'm Out of Breath!

- When children are panting for breath after running, ask them to notice how it feels.
- Tell them that smoking often makes people struggle for breath like this all the time.

Is it OK to smoke just a few cigarettes?

No. Just about everyone who smokes today started out smoking “just a few cigarettes.” People think they’ll try it for a while and then quit. But tobacco is sneaky. It takes only a small number of cigarettes to get addicted to nicotine. Once people are addicted, it’s very hard to quit.

Where does the smoke go?

The smoke is made up of very tiny pieces of ash, tar and poison gases. When smokers inhale, some of the tar and gases stay in their body. They stay in the lungs and in the blood. This can make people sick.

When smokers exhale, the smoke goes into the air. It gets thinner and thinner in the air, until you can no longer see it. But if you have ever been around someone who is smoking, you know this doesn’t happen soon enough! Even outdoors, smoke smells bad and can make other people cough and choke.

Why does smoke sting? (make me choke? give me a stomach ache? smell so bad?)

Cigarette (cigar, pipe) smoke has poisons in it. Your body knows this. The stinging (choking, stomach ache, bad smell) is the way your body tells you the smoke is bad for you, and to get away from it.

What will happen to me if I have to be around someone who smokes?

The poison in other people’s smoke can make you sick. It might make your eyes burn, or give you a stomach ache or a headache. You smell bad from the smoke. You get more colds. Kids who have asthma often have more trouble if they’re around smoke.

When you can stay away from other people’s smoke, you will feel better and be happier. There are lots of smart ways kids can take steps to breathe fresh air instead of smoke. (See “Keeping Away from Other People’s Smoke”, p. 58, for ideas.)

What do cigarettes do to babies?

Other people's smoke can make babies and very young children sick. They get even sicker than older kids like you. They may have trouble breathing and have to go to the doctor. They may get asthma.

If pregnant women smoke, it can hurt the baby before it is born. The baby might be born unhealthy. It might be born early, or be smaller than other babies.

How does smoke get to the baby when it hasn't been born yet?

When people smoke, the poisons go into their lungs. Then the poisons go into their blood and move all through the body.

When a woman is pregnant, her blood helps feed the baby. Her blood brings the baby oxygen and keeps it healthy.

If she smokes, her blood has cigarette poisons in it. The poisons take up space in the blood that should have oxygen in it. The baby doesn't get as much oxygen as it needs. The poisons can make the baby sick.

TEACHABLE MOMENT

Tar on the Road

When you see a road being paved or a roof being tarred, pause with your students.

- Point out the tar. "Look at all that thick black tar! I wouldn't like to touch it. It's hot, sticky and gooey. It smells bad."
- Have students share their reaction to the sight and smell of the tar.
- Explain that when people smoke, they are putting small amounts of tar like this into their bodies.

Does everyone who smokes get sick?

Yes. When people smoke, their bodies cannot stay as healthy as if they did not smoke. If they smoke for even a few months, they will start to get sick more often than people who don't smoke. They may get sore throats. They may get colds. They may have a stuffy nose. They may have trouble breathing.

When people have smoked for years, they usually start having more serious problems. Not all smokers get something as serious as cancer or heart disease, but they almost always have some kind of sickness that bothers them.

Answering Values Questions

When answering values questions, try these steps:

- 1. Acknowledge** that this is a hard question.
- 2. Give a framework** that separates the *person* from the *behavior*. (“Sometimes, people do things that aren’t good for them, or aren’t good for other people. This doesn’t mean they’re bad people. But we might not like their choices or actions.”)
- 3. Give factual information** that increases understanding of the issues.
- 4. Ask** the child what he or she thinks.
- 5. Follow up** at a later time with especially difficult or confusing issues to see if the child has more questions.

Here’s an example, using the steps:

Why does a mom with a baby or little kid smoke if she knows it’s bad for her child?

- 1.** This is a hard question.
- 2.** Everyone does things sometimes that aren’t good for them. Maybe someone eats too much ice cream and doesn’t have room for dinner. Maybe someone stays up late watching TV and is sleepy at school or work the next day. Or maybe someone does

something more serious, such as smoking. This doesn't make someone a bad person, even if we might not like what he or she is doing.

3. When people start to smoke, they get addicted to the nicotine in tobacco. After a while, if they don't smoke they get sick. They feel nervous. They might get a headache. A mom with a little baby doesn't want to feel sick or nervous, so she smokes. It's not good for the baby, but the mom feels that she doesn't have a choice. That's one of the things addiction to nicotine does to people—it takes away the feeling that they have a choice.
4. What do you think about that? What's the smartest choice for you to make? (I'm never going to smoke!)

Other Values Questions

Are my mom and dad going to die because they smoke?

Smoking is not a healthy thing to do. People who smoke get sick from it. After many years, some smokers get serious illnesses, such as cancer or heart disease. Some smokers even die from these illnesses.

But not all smokers die from smoking. We hope that's true for your mom and dad. Even better, if they can quit smoking, their bodies can get very healthy again.

This is scary to think about. But remember that there is hope for smokers. Some smokers quit. Some smokers never get a serious illness from smoking.

My aunt smoked and her baby was born dead. Did she kill the baby?

We know that when pregnant women smoke, it can make their babies sick. But we don't know if smoking hurt your aunt's baby. Sometimes it's hard for doctors to know why a baby doesn't live. Many different things can go wrong. Most of these things your aunt had no control over.

The best choice for a pregnant woman is not to smoke. But, remember, once someone makes a choice to start smoking, it becomes very hard to quit. What's the best choice going to be for you?

If it's bad for you, why does my dad smoke?

When your dad made the choice to start smoking, maybe he didn't know as much as you do about tobacco. Maybe he didn't know how bad it is for you. Maybe he didn't know how sneaky tobacco is.

After he had smoked for a few weeks, he might have found things he didn't like about it. But by then, he was addicted to nicotine. It was very hard not to smoke, and very hard to quit.

What kinds of choices do you think your dad wants you to make about tobacco?

If they love me, why do they smoke around me?

People who are addicted to nicotine feel sick and nervous when they don't smoke. Your parents (grandparents, aunt, uncle) love you. But they don't want to feel sick, so they smoke.

There are things you can do so you don't have to be around their smoke as much. Let's talk about some things you can try.

My older brother smokes. Should I tell on him?

What do you think would happen if you did?

If your brother has just started smoking in the last few weeks or months, it might be easier for him to quit now. The longer he keeps smoking, the harder it will be to quit.

If you think telling your parents might help your brother quit, it might be a good idea to talk to them.

Why do actors in movies smoke if it's supposed to look so bad?

Some people must think it looks good to have actors in movies smoke. I know I don't like it. What do you think?

Why do baseball players chew if it's bad for them?

Why do you think a baseball player might start using chew?

Chew is just like cigarettes in many ways. People start using chew to try it. They think they'll be able to quit when they want to. Then they find that they feel sick if they don't use it, because they've become addicted to the nicotine.

Baseball players make a bad choice when they start using chew. Then they find it's hard to quit. What's the best choice going to be for you?

Answering Skills Questions

When answering skills questions, try these steps:

- 1. Praise** students for thinking about how to stay healthy.
- 2. Explain or review** how planning ahead can help them stay healthy. Use specific skills as examples.
- 3. Practice** the skill with students.

Here's an example, using the steps:

How do I tell grown-ups not to smoke around me without them getting mad?

- 1.** What a good question! I'm glad you're thinking about ways to stay healthy.
- 2.** When you think ahead like this, you can make a plan that will work. Do you have any ideas about how you might ask a grown-up not to smoke around you? (I don't like your smoke. It's making me sick. I want you to stop.) That's a great start. Here's a hint that might help you. Most grown-ups really like it when children are polite.
- 3.** What's the most polite way you can think of to ask a grown-up not to smoke around you? (*Have students practice.*) What's the strongest way you can say you don't want them to smoke around you? (*Practice.*) What's the whiniest way? (*Practice.*) What's the

funniest way? (*Practice.*) Which way do you think would work with the grown-ups you know who smoke? (*Discuss.*) What are some other ways you can stay away from other people's smoke? (*Discuss and explain.*)

Other Skills Questions

How do kids keep away from other people's smoke? (at home? at friends' homes?)

Skill: Avoiding Environmental Tobacco Smoke

There are lots of things kids can do to keep away from other people's smoke. These things may not work all the time if you live with people who smoke. But if you try them, you can be around smoke a lot less.

Let's talk about some ideas. We'll see which ones you think might work for you. Then here in class, we can practice asking grown-ups to help you stay away from other people's smoke. (*Review strategies and practice skills.*)

I know I'm never going to smoke.

Skill: Practicing Clear and Convincing "No" Messages

What a great plan! I'm glad to hear it! Let's imagine that you were around some older kids who wanted to give you a cigarette. What would you say? (*Practice.*)

What if a really good friend of yours handed you a cigarette. What would you say? (*Practice.*)

Smoking and chewing are stupid.

Skills: Building Self-Esteem; Building a Sense of Group Norms

Yes. Starting to smoke or chew is a bad choice. Why do you suppose some people make the choice to start? (*Discuss.*) What are the ways you're different from those people? (*Discuss.*) What about your friends? Are they the kind of people who might smoke or chew?

So, you and your friends really want to stay healthy. It sounds as if you'll never need to worry about quitting smoking or chewing because you'll never start.

I would never be friends with someone who smoked.

Skills: Appropriate Refusal Skills; Thinking of Alternatives to Smoking

What would it be like to be friends with someone who smoked? What would be hard about it? What do you suppose you would do if someone who was already a friend of yours started to smoke? What if someone you liked a lot offered you a cigarette, because he or she thought it was a nice thing to do?

What are some things you like to do that are better than smoking?

That guy in the movie was really cool.

Skill: Looking at Messages About Tobacco in the Media

What were the things that made him cool? What do you think about the fact that he smoked? Did that make him more interesting (handsome, tough, strong, brave)? Would smoking really help him be a more interesting person? When someone smokes in the movies, what kinds of things is it saying to people who watch the movie?

The Big Question

If it's bad for you, why do people smoke?

This is the biggest question for children, and one that comes out in all kinds of ways. Why does a pregnant woman smoke? Why do actors smoke? Why would people do something that is bad for them?

A good general approach is to emphasize that people make a choice to *start* smoking, but that once someone is addicted to nicotine it is very hard not to smoke. Quitting is very hard and this is why it is better never to start smoking.

Keeping Away from Other People's Smoke

Here are some things children can try:

- Ask the person not to smoke around them.
- Ask their families to set a rule that the house and car be smoke-free.
- Ask to have some rooms in the house be smoke free.
- Ask to have their own rooms be smoke free.
- Open windows when people are smoking (in a car, in a home). Sit near the open window.
- Go outside, or into another room, when people are smoking.
- Sit in a different part of the room when people are smoking.
- If someone is smoking at a meal, sit as far away from the smoker as possible.
- Ask to go to smoke-free restaurants, or to sit in the nonsmoking sections.

Classroom Activities

The following activities reinforce the concepts in this chapter. Adapt activities to suit the needs of your students and classroom.

Tobacco Tells You What to Do

This activity helps build attitudes that support being tobacco free.

- Ask students to think about a time they didn't get to do what they wanted. Maybe they wanted to stay out at recess longer, and their teacher made them come back to class. Maybe they wanted to stay up late when friends were visiting and their parents made them go to bed. Maybe they wanted to play with their older brother, and he said no.
- Explain that most children want to grow up so they can make more choices for themselves, but the funny thing about kids who start to smoke is that they are giving up all kinds of choices that grown-ups usually like to make. Tell them that tobacco tells them what to do more than their parents ever dreamed of doing!
- Ask students: Would any of you like to have tobacco make these kinds of choices for you?
 - You can't feel awake until you've had some tobacco.
 - You can't get your work done unless you have some tobacco.
 - You can't have fun or relax unless you have some tobacco.
 - You can't buy a CD or go to the movies because you need to spend your money on tobacco.
 - You know that using tobacco is making you sick, but you still need to keep using it.

(continued)

- You want to get to a party on time, but you've run out of tobacco. So you stop on the way to buy some more, and are late.
 - You are having a good time when you get to the party, but you have to keep getting up and leaving the fun because you need to go outside to smoke.
 - When you are in class or at work, you spend more time thinking about your next cigarette than about the work you're trying to do. You get a headache that gets worse until you find a way to smoke a cigarette.
 - You can't get to sleep at night until you've had some tobacco.
- Have students draw a picture or write a paragraph about choices they can make for themselves because they are tobacco free.
-

Tobacco Makes People Look Bad

- Ask children to think about what they see when they see someone smoke. How does the person look? What does he or she do? Are these things attractive?
- Some points to cover:
- Smokers suck very hard on a burning, rolled-up piece of tobacco.
 - Smokers blow smoke out of their noses or their mouths.
 - Some teenagers think they look grown up when they smoke.
 - Many smokers and chewers have brown stains on their teeth.
 - Many chewers have white patches and sores on their mouths and gums.
 - Smokers may get brown stains on their fingers.
- Have students draw a picture showing some of the unattractive things about smoking.
-

Tobacco Makes People Smell Bad

- Ask students to think about what they smell when they are around someone who smokes. What do they think of the smells?
 - Ask if these things smell nice:
 - A cigarette burning in an ashtray.
 - The smoke that comes out of someone's nose or mouth.
 - Cigarette smells on smokers' clothes or in their homes or cars.
 - The smell on a smoker's breath and hair.
 - The smell of ashtrays full of old cigarette butts.
 - Tell students that after thinking about all these unpleasant smells, they need to give their brains and noses a break. Have some pleasant-smelling things for students to notice with their healthy, tobacco-free noses. You could have a lemon, a rose, some cinnamon, sage or other fragrant items for them to smell.
-

Tobacco Makes People Sound Bad

- Ask children to think about things they've heard when they are around people who smoke or chew. What do they think of these sounds? Do they like them?
 - Cover the following points:
 - Smokers cough a lot. Sometimes they have lots of short, dry coughs. Sometimes they have big, deep coughs to clear gobs of phlegm and mucus out of their throats.
 - Smokers usually spit these gobs of phlegm out.
 - People who've smoked a long time may have raspy voices.
 - Chewers make noise when they spit out the brown juice.
 - Chewers spit a lot, even without tobacco in their mouths.
-

Special Delivery Bloodmobile

Use this activity to show how oxygen travels in the body.

- Have a toy truck or train that can carry small marbles. You will need several marbles in each of 3 colors: red, blue and yellow.
- Ask children to imagine a giant's body lying on the floor. Have some students stand where the feet would be, and some others stand where the arms, head, stomach and heart would be. Give each "body part" a blue marble.
- Name the giant person. Call him Goliath. Ask: Who is Goliath's head? Who is his stomach? Who is his feet? Now we need someone to be Goliath's blood. Who will do that?
- Explain that Blood's job is to deliver fresh air to all the body parts, and then to pick up air the body has used. "We'll use red marbles for the fresh air and blue marbles for the used air. I'll be the air sacs in Goliath's lungs. I'm going to give red marbles of fresh air to Goliath's blood. I'll put the red marbles in Blood's truck."
- Have the student who is being Blood drive the red marbles around Goliath's body. Each time Blood comes to a body part, have those students take a red marble of fresh air out of the truck and put a blue marble of used air back in the truck.
- Have Blood take the truck around to the different body parts and make the exchanges. "Now, Blood can bring the truckload of blue marbles back to me. I will trade all the used air (blue marbles) for more fresh air (red marbles). Then Blood can travel around the body again."
- After the truck has made two or three trips around the body, put the yellow marbles down by the lungs. "Oops. Goliath made a bad mistake. He smoked a cigarette. Now there is poison gas in his lungs. These yellow marbles are carbon monoxide from his cigarette smoke. The yellow marbles are going to get on Blood's

truck. They are going to steal the place of the fresh air (red marbles).”

- Ask students what will happen when Blood travels around the body this time. Explain that there is no fresh air to pick up from the blood and no space on the truck for the used air. The carbon monoxide is taking up all the space. How do they suppose Goliath’s body feels when it isn’t getting enough fresh air?
 - Discuss the activity with students. How do they feel about what tobacco has done? Are they angry? What would they like to tell Goliath about smoking? What do they want to say to tobacco?
-

Please Don’t Smoke

Play this game to give children practice in asking others not to smoke around them.

- Explain that there are many polite ways to ask a person not to smoke. Tell students they will practice some of these so they can choose the one they like best. Tell them to listen carefully, and then repeat what you say so they can see how it feels. Here’s the first way:
 - “Please don’t smoke around me.”
- Have students say it. Ask how it felt.
- Try some other ways. Have students repeat each statement after you.
 - “Smoking bothers me. Please don’t do it.”
 - “Please don’t smoke while I’m eating.”
 - “I wish you wouldn’t smoke right now.”
 - “Please extinguish your cigarette.”
 - “Could you please smoke outside.”
- Ask students to think of some ways of their own. Have the class try student suggestions.

(continued)

Chapter 3

- Explain that students have tried a lot of different ways to ask people not to smoke, just as people try on different shoes at the shoe store to see which pair fits. Ask which way they like best.
 - Have students practice these phrases with each other.
 - Discuss some of the responses they might get when asking people not to smoke, and what choices they have in those situations. (*Note:* You want to help children learn assertiveness skills, but it is important to emphasize courtesy and flexibility rather than confrontation and rigidity.)
 - Have students make and decorate signs with the phrases they think are most effective. Hang these in the classroom or around the school.
-

4 **Shaping Peer Norms**

Peer relationships have a significant influence on whether children stay tobacco free. Children whose peers disapprove of smoking are less likely to smoke themselves. Children who have a strong sense of connectedness to peers with tobacco-free values are more likely to stay tobacco free.

Of course, the other side of this is that children are more likely to use tobacco if they are connected to peers who think this use is acceptable. Children and adolescents who are not well connected to a peer group, who do not feel part of a school community, or who do not value academic achievement are also more likely to become tobacco users.

Schools can play an important role in building a strong peer foundation in children's lives. This is an excellent strategy for promoting all kinds of healthy behaviors, including the commitment to stay tobacco free.

Build Connectedness and Belonging

Separate and apart from any tobacco-specific education, teachers and schools can build a sense of community and connectedness among students. It is important for children to practice leadership among small or larger groups of peers. They can also develop skills that help them listen to others, cooperate with peers and let others lead.

Provide a range of opportunities for students so that every student has the chance to do something well in a peer group. The emphasis

might be music, math, playground activities, poetry or telling stories about families. The chance to shine among peers helps children build that essential sense of identification and belonging.

Build Tobacco-Free Values and Norms

Children, like all people, have a set of values about life, responsibility and behavior. *Values* are the personal beliefs they have developed through the influence of parents and other family members, friends, media and their own experience. Virtually all early elementary students have tobacco-free values.

They love the things they are able to do when their healthy bodies are not being hurt by tobacco. They feel a sense of pride and certainty about this issue. They feel grown up because they have made such a mature decision. They look forward to the freedom they will enjoy by being tobacco free.

Norms are what children understand about other people's values and behaviors. A child's personal value to remain tobacco free is strengthened when he or she sees that it is shared by peers. The reinforcement is even greater when peers as a group choose actions that promote a tobacco-free lifestyle.

One the other hand, children may feel their tobacco-free resolve weaken when others' behaviors are at odds with this value. Does an older sibling say that smoking is just part of growing up, something everyone does? Do they see a group of older kids sneak cigarettes before school? Do they want to be more like beautiful people in movies who smoke?

Perceived norms are often inconsistent with actual community behaviors. But, with both children and adults, perceptions are very powerful. For example, children consistently overestimate the number of peers and adults who smoke, usually by quite a bit. Those who make the greatest errors in these estimates—who

believe smoking is common—are most likely to go on to smoke themselves.

Tobacco-free values, though strongly felt when young, are harder to sustain over time if they seem to be held in isolation. The media in particular misrepresent norms about tobacco behaviors. This is why it is so important for children to clarify that the norm among their peers and in the community at large is to be tobacco free, both in values and behaviors.

Give students lots of opportunities to declare their tobacco-free values in front of peers, to hear their peers declare themselves, to see these values promoted by older kids and adults, and to discover all the ways their community practices and embraces tobacco-free behaviors. Students also need to be able to express their differences within their peer group and to think critically about what they see in the movies and other media.

Activities can offer ways for students to:

- ◆ **State their commitment** to be tobacco free in small and large groups.
- ◆ **Hear peers' commitments** to stay tobacco free.
- ◆ **Discuss values** about community and friendship using tobacco as a model.
- ◆ **Experience individualism** within their peer group.
- ◆ **Examine false “norms”** presented by tobacco advertising.

These different types of peer interactions provide a range of supports that can help children achieve the goal of staying tobacco free for life.

Declaring Commitment

Classroom activities where students describe and explain their commitment to stay tobacco free individually, in pairs or in small groups give children the understanding that their tobacco-free values are shared across the board.

Hearing Peers

Many children focus on what they themselves have to share and say. Tobacco prevention education offers excellent opportunities to help them build skills in careful listening as well. Classroom activities can help students hear what others say, restate and reflect what they hear, and further strengthen their own resolve by gaining new ideas from others.

There are also resources that show peer role models from outside the classroom. Videos, books and articles, computer programs and Internet sites include peer statements from children across the country.

Discussing Community Values

Tobacco education is a wonderful means to explore many larger social issues: What are the qualities of a good friend? of a healthy family? of a good member of the community? If friends want their

Headed for Trouble

Smoking and smokeless tobacco use are the result of a complex interplay of social, behavioral and biological mechanisms. However, adolescent tobacco use is associated with a number of other troublesome behaviors, including:

- alcohol use
- other drug use
- fighting
- carrying weapons
- attempting suicide
- engaging in high-risk sexual behaviors

Helping students develop the skills to stay tobacco free may help prevent these behaviors as well.

friends to be safe and healthy, what kinds of choices would they support around tobacco? What kinds of activities would they ask their friends to do?

By third or fourth grade, children are ready for more complex discussions. They could think about some of the reasons teens do or don't try tobacco, including ways teens might be influenced by their friends. Or they might talk about the qualities they want in their friendships (having fun? being trustworthy? being loyal?), and what people bring to a friendship if they want sharing tobacco to be a part of it.

Classroom activities can help students explore tobacco issues in the wider arena of community norms and values.

Handling Differences

Children with a healthy connection to a peer group share many of the values of that group. But there will also be times when their individual preferences may be at odds with the group. What they choose to do in these situations will have an impact on the way peers influence them in the future.

Younger children are especially fluid in their social groups, and may have new “best friends” every week or two. If they don't agree with someone, they may just find a new friend or a new group to hang out with. But by third and fourth grade, most children have more stable friendships and are developing strategies that help them struggle through the challenges of belonging.

What do they do if they have a fight with another member of the group, or a disagreement with a perceived group leader? Would they inform an adult about misbehavior by someone in the group, or choose to hide the transgression? What do they do to ensure their continued place in the group? How is a sense of community responsibility viewed by their group, and how does this affect their own attitudes and behaviors?

Help students think through the consequences of their answers to these questions. What might happen if they don't tell an adult when another child is making risky or unhealthy choices? How could this affect others in the community? What might happen if they *did* tell?

Classroom activities that give children an opportunity to see similarities and differences within groups can help them develop tolerance. They can also build greater confidence in themselves, their experiences and their opinions. They will have less need to take unwise steps (such as smoking) to guarantee a place in their peer groups in the future.

Examining Advertising

Media, especially advertising, often distorts perception of tobacco use and behaviors. It is imperative that children learn to view tobacco advertising with a critical eye. Classroom activities that help children examine media messages can be linked to the idea of norms and the peer group.

For example, tobacco ads often show lively images of friendship. Children can talk about what's wrong with these images, and what the qualities of a true friend would be. They can describe the ways tobacco and tobacco advertising tricks people, and how they would protect their friends from these tricks.

Classroom Activities

The following activities reinforce the concepts in this chapter. Adapt activities to suit the needs of your students and classroom.

Group Greeting

This is a great “energy builder” or a fun transition . It helps students feel connected and see the positive effect welcoming behavior can have on others.

- Talk about ways of greeting people—saying hello, shaking hands, giving a hug, doing a high five.
 - Ask students how it feels when they are greeted warmly by a friend or family member.
 - Have students stand and walk around the room sharing greetings with their classmates.
-

I Show Respect

This activity allows students to state their own commitments and hear some of the ways others show respect.

- Describe the concept of respect. Ask students for examples of respectful behaviors. Explain that one of the things that makes a community strong is a quality of respect among its members.
 - Talk about how important respect is in the classroom, and how it helps everyone feel safe and strong.
 - Ask each student to stand and complete the statement “I show respect to my classmates by...”
 - *Other ideas:* Ask students to complete these statements: “I respect someone who...” “I feel respected when...”
-

I Take Care of Others

This activity helps build a sense of community and belonging.

- Explain that people are part of a community not only when they feel safe there, but when they know their own contributions make a difference. Community support can consist of both broad gestures that help at a community level, or smaller efforts that support one or two others.
 - Talk about some of the ways people take care of their communities. Most people belong to many different communities. This could include home and family, a neighborhood, a church or temple, or the school.
 - Ask each student to stand and complete the statement “I take care of my school community by...”
-

Awards for Tobacco-Free Me!

- Make badges out of colored paper that say “Tobacco-Free Me!”
 - Ask each student to state a good reason to stay tobacco free.
 - As students state their reasons, award them with a badge. Students who have already received badges can help tape awards on those who follow.
 - *Option:* With older students, you could assign tasks to teams. One team could design and make the badges. Another could make up certificates of merit. Another could develop tobacco-free pledge cards each student could sign. Another could prepare “fresh air balloons,” blowing up balloons and using wide-tipped markers to draw fresh air images like flowers, suns, clouds or trees.
-

No Smoking Here!

- Have students make their own “No Smoking” signs.
 - Encourage them to post their signs in the classroom, around the school, in a community setting or in their rooms at home.
-

It’s Creative!

Many creative activities give students a chance to state and confirm their commitment to stay tobacco free individually, in pairs or in small groups. Here are some ideas:

- **Songs and raps:** Have students write new words to a familiar song or rap, using tobacco-free messages.
 - **Poems:** Ask students to write a poem using made-up words that express their feelings about tobacco (“yuckity-ick”). Or have students in pairs write an 11-line poem together, where the first letter of each line spells out the phrase “TOBACCO FREE.”
 - **Cheers:** Ask small groups write their own tobacco-free cheers. Have a special classroom event where each group performs their cheer for the class. (This can be a big hit in serious sports towns, and your students may never be able to forget their cheer, even if they try!)
-

We’ve Got the Power—Dramatically!

- Break students into teams and have teams prepare skits that show some of the ways kids can take power back from the tobacco companies and stay tobacco free.
- You might assign specific topics to different teams. Here are some ideas:

(continued)

Build Power Through Knowledge!

- Ask a team to demonstrate how a healthy organ, such as the lungs, heart, throat or eyes, works. Then have them show what happens when the organ is exposed to smoke or chew.

Build Attitudes Toward Being Tobacco Free!

- Ask a team to respond to the statement “I’m staying tobacco free and here’s why.”

Build Power Through Skills!

- Ask a team to respond to the statement “I’m staying tobacco free and here’s how.”

Build Power Through Support Systems!

- Ask a team to respond to the statement “I’m staying tobacco free and here’s who’s going to help.”

Shape Peer Norms for Being Tobacco Free!

- Ask a team to show what tobacco companies want kids to think, and what smart kids who know the facts about tobacco actually think.

I Have an Announcement

- Assign students to teams and ask them to develop Public Service Announcements (PSAs) supporting the choice to stay tobacco free.
- Have teams record their announcements on cassettes and play them for the class. These could be played at a special class party, between music or other activities.

The Wide-Reaching Web of Tobacco Prevention

- If your school has an Internet site, your class can make tobacco-prevention contributions to the site. These could include

drawings, stories, poems or essays about the dangers of tobacco; the freedom kids gain by staying tobacco free; or the ways friends can support friends to stay tobacco free.

- Some kid-oriented websites include tobacco-prevention messages by other elementary school children. The power of tobacco-free values is enhanced by the sense that children in other parts of the country and world share this commitment.

(*Note:* Students may come across “anti-tobacco” websites sponsored by tobacco companies or their proponents. This is a good reason to monitor students’ Internet work and have them report back on their findings.)

See the Resources section for some specific websites that might be of use.

Extra! Extra! Read All About It!

- Assign topics to different groups for a tobacco-free newsletter. Each group can write an article, draw a picture, do a cartoon or interview people.
- Put the articles and pictures into a newsletter format and make copies for students to take home for their families or share with the grade below.

I Hear You

This activity can help students practice listening skills.

- Read a short story, newspaper article or paragraph about tobacco prevention. Or have a student talk to the class for 1 minute about the reasons he or she will never use tobacco.
 - Ask students to listen carefully, and then write an essay or draw a picture about one of the things they heard in the reading or talk.
-

Let's Clean Up This Town!

Your class can do its own environmental clean-up.

- Provide each child or team with a paper bag and disposable gloves.
 - Take a walk, visit a park, or look on your own school campus. Pick up cigarette butts you find on the way. (*Note:* Some kinds of trash can be hazardous, so be sure students know they should only pick up cigarette butts.)
 - After you return from the walk, dispose of the gloves and the butts collected. Have students wash their hands. Then talk about the experience.
 - Did you find a lot of cigarette butts?
 - How did the butts look? How did they smell?
 - Cigarettes can sure make a lot of trash. Did the park look cleaner after we picked up the butts?
 - Encourage students to be expressive about their impressions. Did they find it disgusting to pick up someone else's butts? gross? yucky? annoying?
-

Hat Talk

Play this simple game to give children a chance to state and hear values about tobacco.

- Have one or more hats and a “microphone” (which you can make with a wooden spoon, an empty bottle or just your fist).
- Hold the microphone in front of your mouth and play the interviewer. “This is your favorite television reporter. Today, we want to find out how people feel about being around cigarette smoke.”

- Place a hat on a child’s head. “Ms. Jones, tell us, how do you feel about being around cigarette smoke?” Put the microphone in front of the child’s mouth and listen to her opinion.
- Repeat this process, changing hats and assigning pretend adult names until several viewpoints have been expressed. Change questions by asking about smokeless tobacco, cigars or pipes.
- Summarize your findings at the end. “We’ve heard from some people who don’t like being around cigarette smoke at all (and possibly from some who don’t seem to mind it and some who say they enjoy it). From asking thousands of people, we know that most Americans don’t like being around tobacco smoke.

“We also know that people have a lot of different feelings about this, so remember: what you hear depends on who you ask! Ladies and gentlemen, thank you so much for sharing your feelings with us today. We hope to talk to you again soon!”

I’d Help My Friend

- Share some short vignettes about friends faced with choices about tobacco.
- In discussion, drawings or essays, have students describe what they would do to support a friend in this situation.

Sample story:

James and Frank find a pack of cigarettes. Frank wants to try the tobacco (because it would be fun, interesting, cool, grown-up, etc.).

Ask students: What would you do if you were James? How would you support your friend?

- *Option:* With older students, you might write some roleplays to read in front of the class. The roleplays could be scripted up to the point where the person has to make a decision. Then discuss with the class what some of the choices are, and what choices they would make.

Lots of Good Reasons

Involve the class in an interview project.

- Ask students to talk to adults and teens who do not use tobacco. They can ask 1 or more of the following questions:
 - What are your reasons for being tobacco free?
 - What made you able to stay tobacco free when other people you knew were using tobacco?
 - Who gave you support for staying tobacco free? How did these people help you?
 - Have students report back to the class on what they learn. You might write down the ideas and information students gather on strips of paper and post them on a bulletin board under headings such as “Reasons,” “Skills,” and “Support.”
-

That’s a Great Story!

- Look for stories you can read to your class that address issues of individualism, especially the idea that a person can make his or her own decisions and still belong to a group.
- *Option:* Older students can write and perform plays about situations where a friend asks someone to try tobacco, and the person finds a way to refuse without alienating the friend.

See the Resources section for websites that have searchable databases on children’s literature and classroom topics.

Here's What I Would Do

- Use vignettes to help students think about and discuss ways they would stay tobacco free in tricky situations.

Sample story:

Kelly has always wanted to be friends with Bridgette. But Bridgette has never seemed interested. One day, Bridgette asks Kelly if she wants to share a cigarette. It's the first time she's been friendly to Kelly.

- Ask students: What might Kelly be feeling? What would you do?
 - *Option:* With older students, you could ask them to come up with three responses and choose the one that would be best for them. They could do this work in teams.
-

In Ads I See...

- Have a magazine tobacco advertisement for each student.
 - Put an ad face down in front of each student. "I have put a tobacco ad in front of you, face down so you can't see it. When I give the signal, turn the ad right side up. Then tell me the first thing you see. Are you ready? Get set....Go!"
 - Ask students to take turns holding up their ads and saying what they saw first. For discussion, ask other students what kinds of things they notice in each ad.
 - What catches your attention? Big things? Bright colors? Things in the middle of the page? Something you like?
 - Why do you suppose tobacco companies put these kinds of things in their ads? What do they want people to pay attention to? This is one way people are tricked by tobacco companies.
 - Show students the warning messages the government makes tobacco companies put into ads. Point out that the ads do not draw attention to these warning messages.
-

You Be the Judge

If you have already worked with your students on the ways tobacco companies trick people into smoking, this is a good activity.

- Have a tobacco ad for each student or team. You will also need a bell and a toy horn that can be sounded by squeezing.
 - Ask students to look at the tobacco ads and talk about what they see. Explain that they are going to judge whether each ad tells the truth or plays tricks about tobacco.
 - Guide students' analyses of the ads with the following questions:
 - Does your ad have people in it? Do they look healthy? If they do, the ad isn't telling the truth. It's tricking people into believing they can smoke and be healthy.
 - Do people in your ad look popular? Here is another trick. Most people don't like to be around smokers and chewers.
 - Does the picture show clean air? If it does, it is not telling the truth. Cigarette smoke makes the air dirty and unpleasant.
 - Tell students it's their turn to be the judge. Have them come to the front of the room one by one and hold the ad so the class can see it. Tell them to ring the bell if the ad is telling the truth about tobacco, or toot the horn if the ad does *not* tell the truth or tries to trick people.
 - Based on what happens in the activity, discuss the kinds of tricks tobacco ads use. Ask students if they think most tobacco ads are telling the truth about tobacco.
-

5 Information for Teachers

This chapter reviews information that will give you a better foundation for your teaching. It may also answer some of your own questions about tobacco. The information provided may go beyond what children usually want to hear, but will give you a full menu of facts and ideas to draw on as you take advantage of all the teachable moments that come your way.

Teachable Moments Make It Happen

Opportunities for tobacco education will arise every day. Use teachable moments to strengthen your prevention message.

Here are some situations that can be used to reinforce tobacco-free values, highlight tobacco-free norms among peers, build refusal skills and sharpen resolve.

- ♦ **Sporting events.** Tobacco advertising is common at car races and rodeos. Many professional baseball players use chew. When students talk about attending these events, ask them about the tobacco use behaviors and advertising they see. What are the tricks in the ads? How do they think an athlete gets tricked into using tobacco? How did it feel to be around people who were smoking and chewing?
- ♦ **Media.** Cigarettes are shown frequently in movies. They are even common in G-rated films. Trendy young stars pose for magazine interviews holding cigarettes. Tobacco ads are appealingly designed. What do students think about these things? Why would grown-ups want to be photographed smoking? How have some of these people been tricked by tobacco?

- ◆ **Smoking by teachers and other school staff.** Children notice the smokers around school. They see them standing off-site to smoke at breaks. They smell cigarette smoke on smokers' clothes. How do they feel when they see and sense these things? What are their hopes and wishes for these people? What knowledge and attitudes do students have that will keep them from becoming addicted to tobacco?
- ◆ **Rewards of a healthy body.** How does it feel to run? to jump? to breathe deeply? to speak quietly? to shout? to have lots of energy? to feel free? How are these things different when someone smokes or chews?
- ◆ **Smoking by pregnant women.** What do students think and feel when they see a pregnant woman smoking? What are their thoughts about the baby? about the mom? Why do they think a woman would do something like smoking if she knows it's bad during pregnancy? What are their hopes and wishes for the mother and baby? What would they say to the mom if they could? to the baby?
- ◆ **People getting sick from using tobacco.** How do students feel when someone they love gets sick? What are their concerns? Do they worry that a family member's illness is related to smoking? Why do they think people use tobacco if it can make them sick? What are some of the ways students can keep themselves and their friends tobacco free and healthy?
- ◆ **Students getting caught smoking.** Students in grades 5 or 6 may get caught smoking on campus. Other students hear about it. What do they think about this? What were those kids who were smoking trying to do? How are your students different from these kids? Are there ways they might be similar? What might have helped these kids choose not to smoke?
- ◆ **Being resourceful.** Students are learning to do all kinds of cool things—read, do math, run and play kickball, draw and paint, have good friends. Sometimes it's hard, because they don't know just how to do something, or feel bad about not doing well. Strong kids learn how to go through these ups and downs.

They support their friends when they're having a hard time. When you see students being resourceful in these ways, praise them. Ask them how someone who isn't as strong, or doesn't have good friends, might be lured into smoking. Why are your students different from someone like this?

- ◆ **Wanting to be grown up.** Children want to grow up. They want to be responsible, to be looked up to, to feel pride. Help your students identify older kids they admire who have these qualities. Help them recognize these qualities in themselves and peers. When they are basking in the glow of their greater maturity, remind them that trying tobacco is somewhat childish, and that grown-ups almost never start to smoke.
- ◆ **Being a friend and having friends.** Comment on the behaviors you see that show good friendship skills. Ask children to talk about the qualities they like in a friend and the things they bring to a friendship themselves. Pose some puzzles for them to consider. What if a friend offered them a cigarette? What if a friend started to smoke? What would they say if a friend was going to try some cigarettes? What are some ways good friends help each other stay tobacco free?

An Interesting History

The peoples of the Americas were drying and smoking leaves of tobacco plants for centuries before Europeans arrived. Tobacco was a powerful and stimulating substance, regarded with reverence and respect. It was used in ritual offerings and ceremonies and was a symbol of great trust and friendship.

The Europeans did not consider tobacco sacred but did enjoy its pleasures. Columbus brought back seeds and samples from his trips to the new world. As a result, the Spanish held one of the earliest world monopolies in the tobacco trade. They soon faced competition from the English, who set up plantations in the rich soils of the American south. At first, tobacco was an indulgence of the very rich, literally worth its weight in silver. In a matter of a few

decades, however, it had become so widespread that almost everyone could afford it.

Most people at this time believed that tobacco was healthy. It was used as a medical treatment for many conditions. Its rewards were considerable. Tobacco was considered one of the good things in life.

Tobacco was also lucrative. Great fortunes were made by growers and traffickers. Governments who at first felt some moral qualms about supporting the tobacco industry discovered they could generate huge revenues through tobacco taxes. Laws supporting the cultivation and sale of tobacco began to emerge.

The primary objections to tobacco through the seventeenth century were social and moral. To religious-minded people, anything that gave this much pleasure was suspect. But European arrogance played a part, too. Many saw tobacco use as a custom of “savage” and “barbaric” peoples in the Americas that should not be imitated by the presumably more “civilized” members of European society.

A Miracle of Medical Science

In the sixteenth and seventeenth centuries, tobacco was made into poultices, teas, aromatics and snuffs that were inhaled, chewed, drunk, swallowed, used in enemas, or injected into the vagina. It was used to address a range of medical conditions:

- preventive for plague
- disinfectant for wounds and rashes
- cure for gonorrhea
- laxative
- antitoxin
- tooth whitener (the ashes)
- treatment for depression
- memory enhancer

This does not mean there was no evidence of tobacco’s strange power over people. Even where it was prohibited, and severe punishments meted out for use, people kept trying to obtain the leaf. Users literally risked life and limb for the pleasures of a good smoke or chew.

The social cost of the tobacco trade was also significant and had worldwide impact. Lands that could have been used for food crops were turned over to tobacco cultivation. Tribal lands in Africa were sold or traded for tobacco. Human beings were sold to the slave trade in exchange for tobacco. The earliest American plantations used slaves to grow tobacco, a difficult, backbreaking crop that took even more out of laborers than cotton growing did.

Politics and money continue to play a big role in the tobacco market today. The government provides subsidies for tobacco farmers. The tobacco lobby wields influence to support politicians who will protect its interests. Political representatives in tobacco states promote the welfare of tobacco companies, even when it means compromising the health of their constituents. Tobacco companies search out new markets in Asia, Africa and Eastern Europe.

Power and money are the driving interests of the “big players” in this drama—politicians, growers, tobacco companies. But the small players—elementary school teachers, parents and families, and health providers—have the benefits of their own wits and children’s natural intelligence to help expose the truth about tobacco.

A Worldwide Problem

- There are currently 1.2 billion adult smokers in the world.
- An estimated 700 million children—almost half the world’s population—are exposed to environmental tobacco smoke.

Tobacco Effects: What Does It Do?

Nicotine is a powerful drug. In its pure form, it can be surprisingly toxic. Small amounts of concentrated nicotine can actually cause death in children. It was once used as a pesticide, but has now been banned because it is so dangerous.

This powerful drug has a range of effects on people:

- ♦ **Nicotine is poison and makes you sick.** When people smoke for the first time, they usually feel sick. Effects may include burning throat or eyes, nausea, headache and dizziness. These are symptoms of acute nicotine poisoning. The symptoms will pass after a relatively short time (probably an hour or two), because the body acclimates to nicotine quickly. After the first few cigarettes, smokers no longer feel ill.
- ♦ **Nicotine is a “perfect” drug for many users.** Tobacco is an unusual drug because it can provide both stimulant and sedative effects, depending on the manner in which it is used. For a person who is sleepy and needs to wake up, lots of quick, short puffs on a cigarette can cause energetic feelings and greater alertness. For someone who is anxious and needs to calm down, a few long, slow drags can cause feelings of greater security and relaxation. This makes tobacco very attractive to people who want or need help in managing their emotions.
- ♦ **Cigarettes are an ideal way to establish an addiction.** A drug ingested by smoking hits the blood stream quickly. The body feels the effects almost instantly. When a person craves nicotine, a cigarette gives instant relief. Over time, this immediate and frequent dosing leads to greater dependency. Someone who smokes a pack a day is receiving over 200 hits of tobacco every 24 hours—and more than **70,000** hits a year! This is a formidable addiction to break.
- ♦ **Nicotine is highly addictive.** Nicotine is one of the most addictive drugs known. It is as difficult to stop using cigarettes as it is to stop using cocaine. Many people who have detoxed

from alcohol or heroin before quitting smoking say it was harder to give up cigarettes than these other drugs.

Addiction, Habit, Psychological Dependence—What’s the Difference?

Sometimes these words are used carelessly and interchangeably, but they have different meanings.

- A **habit** is a combination of behavior and environment that is customary and comfortable. For example, many smokers have a habit of smoking after a meal. Changing a habit can involve mild to moderate discomfort. It often helps to substitute a new behavior for the old.
- An **addiction** is a physiological state in which the body has developed a dependence on a substance such as nicotine, alcohol or heroin. If the substance is not available, the person will go through a period of physical illness.

Withdrawal will continue either until the substance is again made available, or until the substance is cleared from the body and the addiction is broken. Nicotine usually takes 72 hours to clear from the body. Withdrawal symptoms include irritability, headaches, anxiety, sleeplessness and nausea.

- A **psychological dependence** is a state that develops when a person’s substance use has compensated for social skills and coping techniques. For example, a smoker may feel unable to wait at the dentist’s office, take a test at school, tolerate a slow checker at the market, or deal with a major loss such as the death of a family member. In the absence of the substance, the person may feel great anxiety about his or her ability to manage day-to-day life. The craving to use the substance can be very strong—as strong as it is during physical withdrawal.

Many professionals working in the field of addiction now use the general term ***dependency***, rather than making distinctions

This Stuff Wrecks Your Health!

Through the eighteenth century, there was little interest in the long-range health effects of tobacco use. In those times, most people died by middle adulthood, so there weren't many chances for people to notice the long-term effects of tobacco.

The first published clinical report was in 1761, when a London physician described a number of cases of nasal and esophageal cancer among users of snuff. Similar reports continued to emerge concerning snuff and chew. Many physicians believed that smoking was the safer choice because users did not come into direct contact with tobacco leaves.

In 1828, French scientists isolated nicotine. The addictive and destructive nature of this substance slowly began to be understood. Where tobacco had once been seen as a general treatment for a wide range of ills, it now began to be blamed for many troubles. Some of these linkages were less than accurate.

We know today, for example, that tobacco does not cause DTs (delirium tremens), perverted sexuality or insanity. But by the mid-nineteenth century, some of the other complications of tobacco use were more widely recognized, including heart and lung problems, stroke, and the extraordinary craving users developed for the stuff.

It's Expensive!

- Smoking-related illnesses cost the nation more than \$100 billion a year. This includes \$50 billion in medical expenses and \$50 billion in indirect costs, such as missed days of work.
- Depending on local taxes, there are places where a pack-a-day smoker can spend nearly \$1,500 a year on cigarettes.
- The tobacco industry spends \$4 billion a year to advertise and promote cigarettes.

What About Cigars?

Cigars are popular among some men and women—and among some boys and girls. Like all other forms of tobacco, cigars can lead to short- and long-term health problems, including cancers and respiratory problems.

People who quit smoking cigarettes and switch to pipes or cigars often think they are choosing a “safer” way to use tobacco. But the nicotine in pipes and cigars is just as addictive, the craving to use can become just as strong over time, and the health risks are severe and life-threatening.

There is no safe kind of tobacco to use.

By the early 1900s, the increasing industrialization of the United States had led to a faster-paced lifestyle. Workers found cigarettes convenient and gratifying. Use increased, and health experts continued to believe cigarettes were an appropriate outlet for relaxation and pleasure.

More sophisticated scientific studies suggesting a relationship between smoking and cancer didn't come to light until the 1930s. But, in comparison with the dramatic political tragedies Europe had just survived (and was heading toward again), the health risks of tobacco didn't seem particularly important to most Americans. After World War I, tobacco companies found a brand new market among soldiers who learned to smoke in the trenches and returned addicted to nicotine. During World War II, cigarettes were felt to be so important to the morale of troops that they actually took on a patriotic quality.

After World War II, tobacco advertising grew exponentially. Ads began to recognize the stirrings of public concerns about smoking and health. Different manufacturers touted the “smoothness” of their products, had physicians describe why one cigarette was less irritating than its competitors, and printed testimonials by famous athletes and singers praising a brand's mildness.

As evidence of the dangers of tobacco mounted, the tobacco companies established their own “research” institute, which publicized and sometimes funded any study that questioned the links between smoking and poor health, no matter how flawed. The public generally continued to believe smoking was a pleasurable indulgence posing little risk.

This changed in 1964, when the first Surgeon General’s report on smoking was released. This rigorously assembled report stated clearly and unambiguously that smoking was linked to cancer and early death. The report received a great deal of press attention and began to influence Americans’ attitudes about smoking. In 1965, warning labels were required on all cigarette packages. A ban on television advertising went into effect on January 1, 1971.

What a Surprise— Tobacco Advertising Today

- Nearly all first use of tobacco occurs before high school graduation.
- Research studies show that adolescents with lower levels of school achievement, fewer social resistance skills and lower self-esteem are more likely to use tobacco.
- Adolescents consistently overestimate the number of people who smoke. Those who make the highest overestimates are most likely to become smokers.
- Tobacco companies devote nearly \$4 billion annually to advertising and promotion, including sponsoring community and sporting events that appeal to youth, to give the impression that smoking is more common than it is.
- The most frequent messages in tobacco print ads suggest that lots of people smoke and that smoking resolves the kinds of social dilemmas adolescents often face. These messages appeal strongly to those young people who are already most likely to start smoking.

In 1993, the Environmental Protection Agency (EPA) released a report on the dangers of environmental tobacco smoke (ETS). Secondhand smoke was described as “a serious and substantial public health risk,” causing over 50,000 deaths a year. It was also known to be related to some 150,000 to 300,000 cases of pneumonia and bronchitis in infants and toddlers, and to complicate already-existing asthma for 200,000 to 1 million children. Smoking in public places began to be restricted. Smoking started becoming inconvenient and socially burdensome.

Per capita consumption of cigarettes began to drop as Americans found ways to break the addiction to nicotine. It has become widely recognized among health providers and educators that the best choice for everyone is never to start smoking, and that elementary school students are probably the most important audience for smoking prevention efforts.

Things We Know

There are a number of well-documented health risks associated with tobacco use. These stem from the presence of carcinogens and other toxins in the tobacco, the tissue damage caused by smoke and tar, and the ways tobacco use can interfere with the body’s normal processes.

It’s Poison

- ◆ Over 50 substances in tobacco are known carcinogens in animals and/or humans.
- ◆ Over 4,000 separate chemicals have been identified in environmental tobacco smoke. Here are just a few:

methane	acetylene	carbon monoxide
ammonia	hydrogen cyanide	dimethylnitrosamine
tar	nicotine	toluene
phenol	naphthalene	hydrazine

It's Bad in the Short Run

Immediate and short-term consequences of tobacco use include:

- ◆ greater risk of colds and flu
- ◆ decreased response to influenza vaccinations
- ◆ pneumonia
- ◆ acute asthma exacerbations
- ◆ acute increase in blood pressure (during and shortly after use)
- ◆ staining of fingers and teeth
- ◆ bad breath
- ◆ skin problems
- ◆ increased coughing, sore throat, burning and itching eyes

It's Very Bad in the Long Run

Longer-term health risks of tobacco use include:

- ◆ heart disease
- ◆ stroke
- ◆ early death
- ◆ cancers—lung, mouth, throat, esophagus, bladder, cervix, pancreas and stomach
- ◆ chronic bronchitis
- ◆ emphysema and other severe lung diseases
- ◆ hypertension
- ◆ worsening of the overall course of asthma
- ◆ more frequent acute and chronic illnesses (more days sick in bed; more days of limited activity; more sick days)
- ◆ aggravation of other disease processes (diabetes, peptic ulcers)
- ◆ back pain
- ◆ heartburn

- ◆ delayed healing of wounds
- ◆ oral and dental disease, dental staining, bad breath
- ◆ decreased ability to taste and smell
- ◆ increased risk of hip fracture
- ◆ premature wrinkling of skin, poor skin tone and color (especially for Caucasians)
- ◆ nutritional problems (smokers often have poorer diets, and tobacco use affects the body's ability to use some vitamins and minerals)

It's Not Good for Men

In men, tobacco use can lead to:

- ◆ erectile dysfunction (difficulty achieving or maintaining an erection)
- ◆ increased levels of estrogen and decreased levels of testosterone
- ◆ reduced fertility (decreased sperm production, low sperm count, impaired sperm density, motility and duration of movement, and reduced volume of ejaculation)

It's Not Good for Women

In women, tobacco use can lead to:

- ◆ early menopause
- ◆ osteoporosis
- ◆ reduced fertility

Smokeless Tobacco Is Bad Too

Health risks of smokeless tobacco are also significant, and include:

- ◆ higher cholesterol levels
- ◆ high blood pressure
- ◆ *greatly* increased risk of oral cancer

- ♦ other cancers—nasal cavity, pharynx, larynx, esophagus, urinary tract, pancreas, stomach
- ♦ dental and oral diseases
- ♦ possible effects on already existing illnesses (as with smoking)

It's Hard on Pregnancies

Women who smoke during pregnancy face many increased risks, including:

- ♦ placenta previa, placenta abruptio and vaginal bleeding
- ♦ lower than average birth weight
- ♦ miscarriage
- ♦ prematurity
- ♦ fetal death (stillborn)
- ♦ neonatal death or sudden infant death

It's Very Hard on Newborns

Newborns whose mothers smoked have a greater risk of:

- ♦ cleft lip and palate
- ♦ hyperactivity
- ♦ lower IQ scores
- ♦ lower Apgar scores (tests for health and function of newborns) at 1 and 5 minutes
- ♦ bronchitis
- ♦ pneumonia
- ♦ respiratory disease
- ♦ slower physical growth
- ♦ psychological or learning problems
- ♦ criminal behavior as an adolescent or adult

It's Bad for Adolescents

Health problems for regular smokers begin to develop within months of starting. Adolescents who smoke have the following problems:

- ◆ reduced rate of lung growth
- ◆ lower level of maximum lung function
- ◆ poorer physical fitness
- ◆ shortness of breath
- ◆ coughing spells, phlegm production, wheezing
- ◆ poorer overall health than nonsmoking peers
- ◆ clinically significant signs of atherosclerosis
- ◆ high cholesterol

Environmental Tobacco Smoke

Environmental tobacco smoke (ETS) includes both the smoke from the burning end of a cigarette, cigar or pipe, and the smoke exhaled by a tobacco user.

Here are some facts about ETS:

- ◆ ETS is the third leading preventable cause of death in the United States. It's responsible for 53,000 deaths each year among nonsmokers, most from cardiovascular disease.
- ◆ Regular exposure to ETS nearly doubles the risk of heart attack among nonsmoking women.
- ◆ Each year, ETS causes an estimated 3,000 nonsmoking Americans to die of lung cancer.
- ◆ The greater the extent of exposure to ETS, the greater the risk of disease and death.
- ◆ Every year, 150,000–300,000 children under 18 months of age suffer from respiratory tract infections (pneumonia and bronchitis) caused by ETS. Thousands of hospitalizations result.

- ◆ ETS increases the risk of asthma in children and exacerbates the illness of up to 1 million children annually.
- ◆ For children under age 18, exposure to ETS results in more coughing and wheezing, decrease in lung function and increase in fluid in the middle ear.
- ◆ Proven biological effects of ETS exposure include:
 - reduction of the body's ability to deliver and utilize oxygen
 - damage to arteries
 - adverse effects on platelet function
- ◆ Nonsmokers appear to suffer more severe health effects from ETS than smokers (perhaps because smokers' bodies have become more acclimated to the toxins in cigarettes).
- ◆ Most nonsmoking Americans can show physical effects from ETS. In a 1996 study, nearly 9 in 10 nonusers had measurable levels of cotinine—a substance the body metabolizes after exposure to nicotine—in their blood.

Smoke-Free Bars? What a Concept!

In California, laws banning smoking in restaurants and bars went into effect in 1998. Despite dire warnings by tobacco lobbies that economic disaster would follow, here's what's actually happened:

- Researchers have documented a rapid improvement in the respiratory health of bartenders, who no longer have to spend hours every day exposed to ETS.
- No negative financial impact has been shown.
- Some evidence indicates mild financial gain among bars and clubs.

Just think about the 75% of people who don't smoke. They now can go to their local club to dance or hear music without coming out smelling of other people's smoke. This could be fun!

Reasons to Smoke

Tobacco is sneaky. This is one of the most important lessons we can teach children. The addiction to nicotine is extraordinarily intense, and has been likened by many to addiction to cocaine or heroin.

Adults who smoke, or have quit, know only too well how desperately smokers reach to rationalize their continuing use. Richard Kluger (1997) in *Ashes to Ashes*, his excellent survey of the history of the tobacco trade, lists some of the creative reasons people give for continuing to smoke. Here is excellent evidence that tobacco *is* a mind-altering drug.

Smokers say:

- ◆ Statistics show that only 1 in 4 smokers will die from smoking. These aren't such bad odds.
- ◆ Everyone's got to die of something. At least I'm getting pleasure from the thing that might kill me.
- ◆ If I die of smoking-related causes, it will be late in life. I'm not exactly losing the best years of my life at that point.
- ◆ I might get hit by a truck tomorrow. Life is full of dangers. I'm ready to enjoy myself to the fullest capacity I can right now, and smoking is part of that.
- ◆ If it weren't for the way smoking helps me relax, I'd have probably gotten ill years ago from being so stressed out. I think smoking is keeping me healthy.
- ◆ This is really a personal issue, none of your business, and not something you need to concern yourself about.
- ◆ It's karma. When it's your time, it's your time. Can't mess with that!

What It Takes to Quit

Research on behavior change and smoking cessation has defined five distinct stages most people go through before they succeed:

- 1. Precontemplation**—not thinking about quitting.
- 2. Contemplation**—thinking about quitting, but not doing anything about it. This stage can last for years.
- 3. Preparation**—taking some preliminary steps toward quitting, such as cutting down, going 24 hours without smoking to see what it’s like, setting a quit date. Preparation is a time to practice skills and build motivation and confidence.
- 4. Action**—quitting. Staying quit takes a lot of planning and effort. The action stage lasts up to 6 months.
- 5. Maintenance**—staying quit for longer than 6 months. Gradually the changes feel more natural—“who I really am”—even though urges to smoke may continue.

People may also *relapse* at any stage, and move back to an earlier stage. For people who have quit smoking, having a single cigarette will lead to a return to smoking 8 out of 10 times.

Strategies that may assist in quitting include:

- ♦ **Nicotine replacement therapy (NRT).** In the form of patch, gum, nasal spray or inhaler, these products help minimize the effects of physical withdrawal from nicotine. However, the psychological need to smoke continues unabated, so for greatest

Hope for Smokers: Quitting Is Possible

Quitting is difficult, but possible. Among adults in the United States today:

- 47 million are current smokers
- 44 million are former smokers
- 99 million have never smoked

success, NRT should be used in combination with other supports, such as a stop-smoking group, a buddy who quits at the same time, or a personal contract with a health provider.

- ◆ **Other medications.** People may find help with other kinds of medications as well. For example, Xyban (bupropion) is classed as an antidepressant, but has shown promise in increasing success for quitters. It may help regulate some of the emotional ups and downs people experience when they stop smoking.
- ◆ **Social support.** Most people are more successful at quitting when they get strong social support for doing it. Stop-smoking groups, support from family and friends, or 12-step programs such as Nicotine Anonymous can help.
- ◆ **A willingness to try and try again.** Most people make several serious efforts before they succeed at quitting. Each time they try, they learn a little more about what’s going to work for them. Another quit date is always worth it!

What About Weight Gain?

The desire to be thin is a powerful motivator for adolescents who start smoking, especially for girls. Fears of weight gain present a great obstacle to many people who would like to quit. Gaining weight after quitting is a major reason for relapse, especially among women.

Smoking causes the body to process food less efficiently, so smokers do, on average, weigh less than their nonsmoking counterparts. Not much less, however. And the health risks of smoking far outweigh any dangers presented by gaining the few pounds associated with quitting.

There are also far healthier and more gratifying ways to manage weight, including eating a varied diet that includes lots of fruits and vegetables and staying physically active.

Weight gain for people who quit smoking usually averages 5–10 pounds, but many people who quit don’t gain weight.

Hope for Children

Educators and others who care about children's well-being carry an important dream—the hope that tobacco prevention can work. By cultivating children's resourcefulness and intelligence, and adding school prevention programs and our own talents as educators, we can have an impact on trends in tobacco use in the near future.

It's a big dream, but there's good reason to believe in it. It's informed by good research and reasoned thinking, and we have an excellent chance of succeeding.

Benefits of Quitting

The physical benefits of being a former smoker increase the longer someone is smoke free. Here's what people get after they quit for:

- **20 minutes:** Blood pressure and pulse return to normal.
- **8 hours:** Oxygen in blood increases to normal.
- **24 hours:** Risk of heart attack begins to drop.
- **2 days:** Nerve endings start to regrow; smell and taste improve.
- **3 days:** Breathing gets easier; lung capacity increases.
- **1 week:** Circulation is improving.
- **2 weeks:** Walking without getting winded is easier.
- **1 month:** More energy; skin tone and complexion improve.
- **2 months:** Coughing, sinus problems and shortness of breath are decreasing.
- **3 months:** Lung function has improved up to 30%.
- **6 months:** Fewer episodes of illness.
- **1 year:** Risk of heart attack significantly decreased; respiratory infections reduced.
- **2 years:** Risk of stroke significantly decreased.

6 Making the Family and Parent Connection

Involving families in tobacco prevention is an all-around great idea. Parents want their children to grow up tobacco free. This means there is a great deal of support for school-based efforts to teach children the skills and knowledge they need to resist tobacco.

Children care about parents' values about tobacco. They benefit from the presence of adults in their lives who support their tobacco-free choices. For these reasons, family activities can add excitement and strength to tobacco prevention efforts.

What Is a Parent?

Children may have many adults in their lives filling parental roles. They may have biological, adoptive, step or foster parents. They may have other legal guardians. Some children have older siblings, aunts and uncles, grandparents and family friends who care for them and give them support. Some of your students may find parental figures in the leaders of after-school recreation programs or in their teachers.

Children can build a sense of belonging and high self-esteem through many sources. In this chapter, parents are defined in somewhat conventional terms—as adults who hold primary responsibility for the child's well-being—but many other “parents” can also help children stay tobacco free.

How Families Can Help

Families are immensely important in giving children their most important resources for staying tobacco free—a sense of belonging, self-confidence and high self-esteem. Specific family traits that correlate with children remaining tobacco free include:

- ◆ The family disapproves of smoking, and states this expressly.
- ◆ Parents and other family members are involved in free-time activities with their children.
- ◆ The family engages in discussions of health matters, including conversations between children and adults.
- ◆ The family encourages children’s involvement in school, and values and rewards academic achievement.

Schools and community programs can genuinely consider *any* activity a help in tobacco prevention if it enhances communication and connectedness within a family, or builds pride in a family’s unique traditions and qualities.

What Do Parents Want?

Parents want their children to be healthy, vibrant, happy and secure. This means they look for reasonable and straightforward teaching from schools and health programs, including tobacco prevention efforts. Parents want:

- ◆ Children to develop the skills they need to adopt healthy behaviors.
- ◆ Children to be tobacco free.
- ◆ School to be a place where children learn about healthy choices and actions, not a place where they are initiated into harmful behaviors.
- ◆ The important role of the family to be recognized and respected.

Parents do *not* want to be “set up” with questions they can’t answer or activities they don’t understand.

Most people in the United States, including those who use tobacco, favor restrictive policies that limit tobacco use among children and teens. For example:

- ◆ Mandated tobacco education in schools
- ◆ A complete ban on smoking on school grounds
- ◆ Additional restrictions on tobacco advertising and promotion
- ◆ Stronger prohibitions on sale of tobacco to minors

This kind of interest and support makes planning for family involvement exciting and rewarding. Parents want to help their children stay tobacco free, and like participating in the school's efforts in this goal.

Goals for Family Involvement

Tobacco prevention curricula can and should keep parents in the loop. Parents can be informed of the general focus of tobacco prevention at back-to-school or parent nights or through letters. As with other health education programs, parents can be invited to review teaching plans or other materials, and to call with any questions or concerns.

There is also a rich opportunity for active parent involvement through family activities. Students can take home worksheets or other assignments that encourage them to talk with their parents about tobacco issues. Students can ask parents what happened when they were young, what helped them stay tobacco free or what influenced them to try tobacco. Students and parents can talk about the ways attitudes toward smoking have changed.

The most useful family activities in tobacco prevention:

- ◆ Enhance parent-child communication.
- ◆ Give children a chance to learn more about their parents' values.

- ◆ Give parents a chance to learn more about their children's concerns and questions.
- ◆ Give parents a chance to support their children's choice to stay tobacco free.
- ◆ Give everyone in the family opportunities to talk about tobacco and other tough issues.

Tips for Parents

Parents may ask you for guidance in talking to their children about tobacco and other drugs. **Here are some suggestions:**

- ◆ **Talk with your child about tobacco and other drugs.** Use open-ended questions, stories and examples, and “teachable moments.” Ask your child his or her opinion about these things.
- ◆ **Have clear rules and consequences for tobacco use and explain them.** Use concrete reasons (“Tobacco use is illegal and unhealthy for children”) as well as sharing your personal values (“I would be sorry if anyone, especially you, started to smoke, because smoking hurts people”).
- ◆ **Give your child opportunities to express his or her commitment to stay tobacco free.** In casual conversation or in more formal ways (signing a contract together, writing a letter to a grandparent), let your child describe the reasons a tobacco-free choice is best.
- ◆ **Build your child's self-esteem, self-confidence and sense of belonging.** Praise your child's efforts. Help your child try new things, as well as pursue activities he or she can already do well. Give your child specific roles and responsibilities in the family.
- ◆ **Help your child see that smoking is not the norm.** Most people do not smoke and do not like to be around smokers. Children usually overestimate the number of teens and adults who smoke.

- ◆ **Set an example your child can admire.** Let your child see that you take tobacco seriously. Protect your child from other people's smoke (for example, have no-smoking rules in the car and home). If you don't smoke, tell your child why. If you do, tell your child the reasons you wish you had never started.
- ◆ **Support your child's interest in healthy, creative activities.** Show your child how much you value academic achievement, school-based activities, extracurricular clubs, lessons or service work.
- ◆ **Have ongoing discussions about values.** Talk with your child about the kinds of qualities that make someone a good friend, a good parent, a good member of the community. Share what's important to you. Ask your child what is important to him or her.

Families and ETS

Families are probably the primary resource for helping children avoid other people's smoke. If you are sending home newsletters or information sheets, you can give parents information about the dangers of ETS, stressing the importance of helping children learn skills to avoid exposure.

Be sure to give families a range of suggestions for dealing with ETS. Some family members who smoke will be unable or unwilling to stop smoking around others. Some parents may not feel it is appropriate to use assertive steps when they are in other people's homes, or with their own parents or other family members.

Do Teen Smokers' Parents Smoke?

- Fifty percent of teen smokers have a parent who smokes. But this means 50% of teen smokers do not.
- Peer group attitudes also have a great influence on whether a young person begins to smoke.

We are engaged in an ongoing process of education on the issue of ETS. Attitudes and behaviors are changing. Most families willingly recognize that ETS is a clear danger to children. Every step families take to avoid exposure, no matter how small, is a move in the right direction.

When Family Members Smoke

There is no question that the issue of family members who smoke is complicated. Children may be concerned that their loved one may become ill or die, confused about mixed messages about tobacco, or angry that a parent won't quit.

Parents also have concerns. They may worry that they will disappoint their children, or that their children will lose respect for them. They may interpret their children's concern as confrontation or an act of disobedience. They may become frustrated or angry if they feel the school is alienating their children in any way.

Sometimes, families also complain that their children are worrying unnecessarily about the health of a smoking parent. This is especially challenging. It is hard for children to come to terms with a parent who is taking this kind of health risk. But it is also very difficult for many people who use tobacco to look realistically at the dangers of their behavior. Tobacco users tend to have high levels of denial about their personal vulnerability to serious or life-threatening illness.

A school tobacco prevention program is best served by a sensitive and detached approach to these situations. A good tobacco education curriculum does not alienate children from parents, whether or not the parents are smokers. The choice to begin using tobacco can be framed as a poor or uninformed choice that you hope students will never make, but the continuing use of tobacco is not the result of personal weakness. Tobacco is an extraordinarily difficult addiction to break—perhaps the most difficult of any substance.

A compassionate way of framing the danger of tobacco serves both children and parents. The blame falls on the power of this terribly addictive drug, not on the individual who makes the mistake of trying it. The message to children is clear: the way to stay tobacco free is never to try tobacco. And the message to parents is reassuring: if you smoke, your child has a reasonable and compassionate concern, but his or her respect for you remains intact.

There are many resources for adults who smoke that can help them address the specific and significant health risks of continuing to use tobacco and make plans to quit. While teachers may make referrals to these resources when asked, direct confrontation of a parent about tobacco use is not reasonably within the scope of the teacher's role.

Tips for Parents Who Smoke

Parents who smoke have a greater risk of having children who smoke, but they can take steps to lower this risk. Some ideas:

- Clearly state tobacco-free values. Let your child know that the best choice for everyone is to never start smoking.
- Describe the problems with smoking—physical complaints, costs, the feeling of being “run” by the addiction.
- Make a sincere effort to quit. If you fail, set a new quit date and try again.
- Do not smoke around your child. Help your child avoid other people's smoke.
- Encourage your child to connect with activities and peer groups where tobacco use is discouraged or disapproved (e.g., team sports, religious groups, service groups).

Family Activities

The following activities reinforce the concepts discussed in this chapter. Adapt activities to suit the needs of your students and their families.

This Body's Terrific!

- Use family activity sheets to encourage parents and children to talk about the benefits of a healthy body. These discussions about health and vigor help lay a positive foundation for later discussions about problems with tobacco.
 - Here are some possible topics:
 - What I like about being in clean, fresh air.
 - What my lungs can do for me.
 - My favorite smell.
 - Some of my favorite things to taste.
 - What I like best about being able to run and jump.
 - Something we could do together that gives us a chance to enjoy our healthy bodies.
-

What Would You Want Me to Do?

- Have students ask a parent, “What would you like me to do if someone offers me cigarettes or chew?” They can write this question or draw a picture on a family activity sheet as a reminder.
 - Have students report what they heard from their families in small groups or to the class.
-

What Was It Like for You?

- Have children interview parents about their early experiences with tobacco.
 - Possible questions to ask:
 - What did kids think about tobacco when you were my age? What did people think about kids smoking? about adults smoking?
 - How old were you the first time you had a chance to try tobacco?
 - What did you do?
 - What could a kid today, like me, learn from the things that happened to you?
-

Here's What I See

- In family activity sheets or class newsletters, encourage families to talk about the kinds of tobacco advertising they see on the road, at cultural or sporting events, in stores and in magazines.
 - They can talk about what they like or don't like about the images, how the ads make them feel, the tricks they see in the ads, or how they think other people might feel about the ads.
-

In the Movies!

- Children and parents can look for characters who smoke in the movies. Even some movies designed expressly for young children show smoking (usually by bad guys or exotic characters).
 - Families can talk about the kind of messages about smoking given by the movies.
-

They Can't Trick Me!

If you've talked in class about the deceptions in tobacco ads, you can have students share their learning at home.

- If you've given students a copy of a tobacco ad and talked about how it tricks people, you could ask them to take the ad home and talk about the tricks with their parents. Students could tell their parents why they won't fall for this trick.
 - Students and parents could look at another tobacco ad in a magazine or on a billboard and figure out together what tricks it uses to make smoking look attractive.
-

My Tobacco-Free Poster

- Have students draw posters that address some element of staying tobacco free. It might be healthy kids enjoying their bodies, someone refusing a cigarette, a kid moving away from someone else's smoke, or a slogan.
 - Ask families to display the posters somewhere in the home.
-

Will You Help?

Students can ask their parents for support in staying tobacco free.

- Send home family pledges that children and parents can sign, a list of questions students can ask, or activity sheets that include drawings or stories about children getting support from adults.
- Some things students can ask:
 - Will you help me stay tobacco free?
 - Can I tell you my reasons for wanting to be tobacco free?

- Will you tell me why you want me to be tobacco free?
 - Will you help me stay away from other people's smoke?
-

No Smoke Near Me!

Parents and children can work together on a plan to help children avoid ETS in the home.

- Students could take home a list of different strategies. Parents and children could mark the steps that will work for their family and post the plan in their home.
 - Offer a range of ideas, from something very strong and committed (“There will be no smoking inside the house”) to something easier for families with smokers (“Children can be excused from the dinner table once the adults begin to smoke”). Once families have taken a step in this direction, further and more effective steps are more likely.
-

Appendix A: If You Smoke

As a tobacco user, you probably are well acquainted with scientific findings on the health hazards of smoking and chewing. You also know from direct experience that cigarette smoking and other forms of tobacco use are addictive and that quitting is difficult. By sharing your personal story, you can help children learn some important lessons about tobacco.

When They Ask

Your students may ask why you smoke or chew when you know tobacco use is harmful. Answering this question requires honest self-appraisal. If you respond thoughtfully and truthfully, you can help children learn a crucial lesson. Chances are your answer is related to the difficulty of quitting. Nicotine is a terribly difficult addiction to break, and your own experience can help children understand this.

Try not to soften the impact of your answer with rationalizations or excuses. It may seem easier to tell students that you don't smoke much, that tobacco is helping you deal with a stressful period in your life, or that you find the pleasure of smoking is worth the risk. But children will be most impressed if you let them know that there are things you don't like about smoking, but that you have not been able to quit yet.

Couldn't We Just Not Mention It?

You may be tempted to conceal your smoking or chewing from your students. But hiding tobacco use is very difficult. Children are

One Teacher's Experience

One fall, Ms. Hubbard welcomed a student named Zack to her third grade class. He had always been well liked in the school, and started out in her class friendly and gregarious. After a couple of months, though, he began to withdraw.

He complained at home about “hating school,” an attitude which was completely new for him. He made critical comments about his teacher. More than once, he was disciplined for disrespectful behavior toward her.

Zack's mother finally had a very serious talk with him, demanding to know what was going on. “Ms. Hubbard smokes,” he told his mother angrily. “She keeps telling us to take care of ourselves and make smart choices. Then she sneaks out and smokes during the recess. Why should I respect her?” He had tears in his eyes as he told this.

Zack's mother wasn't sure what to do. She saw Zack's concern for his teacher and his anger at what he saw as hypocrisy. So she went to speak to the principal.

It turned out that Zack's mother was the third parent to come to the principal about this issue. The principal arranged a meeting with Ms. Hubbard to talk about the problem. The teacher was devastated to learn that her smoking, which she thought she was handling discreetly, was having such a far-reaching and negative effect on her students.

Ms. Hubbard made a new commitment to quit. In the past, quitting to take care of herself simply hadn't been enough to carry her through the process. But now she felt highly motivated by the belief that it would help her students be more successful in school. She also knew it would help them believe in their own abilities to make smart choices and stay tobacco free.

astute observers of adult behavior, and sooner or later one of your students will see you smoking or chewing, hear about it from someone else, smell it on your clothing, or detect some other shred of evidence. If you don't tell students about your tobacco use, they'll probably find out anyway.

The Wages of Concealment

With this discovery will come disillusionment. You haven't been honest. You've been telling them not to do something that you yourself do. Discovery of this deception can lead children to believe you might deceive them in other ways.

Worse, if you weren't truthful with them, they may conclude they don't need to be truthful with you. Such outcomes can damage the quality of communication and relationship between students and teacher. Ultimately, it will be easier, and more useful for your students, to be up front about your tobacco use from the beginning.

What Will They Think?

Perhaps you're concerned that your smoking or chewing offers a role model for tobacco use that children might imitate. You're probably right. This is why it's a good idea to avoid smoking or chewing in the presence of children.

You may worry that your students will regard your smoking or chewing as a weakness. But children are bound to discover sooner or later that you aren't perfect. You can help them learn this difficult lesson by talking with them frankly about your tobacco use.

Such conversations also help children understand that they may not always agree with adult decisions, and that even trusted adults don't always do what is best. Talking about this provides a good opportunity to point out that because you care about them, you want to help them avoid some of the problems you've encountered.

If You Want to Quit

If you are like most tobacco users, you would like to quit. Perhaps this is a good time to do it. If you decide that it is, tell the children in your life how they can help.

If you are irritable while quitting, or if you slip, use your experience to show your students how very addictive tobacco use can be. A smoker or chewer who wants to quit but can't do it provides a powerful demonstration of why it's best never to start.

Most smokers and chewers make repeated attempts before they are able to quit. Show children that determination and persistence pay off by sticking with your plan until you are tobacco free. As you reach milestones of progress, such as not using tobacco for a day, a week or a month, do something special with your students to celebrate. Kids are really happy when an adult they know and like quits!

If You're Not Ready to Quit

If you aren't yet ready to quit, be honest with your students about this too. Let them express their feelings about your tobacco use. You, in turn, should tell them how you feel. You can use this situation as a further reinforcement of your commitment to helping your students stay tobacco free.

You're a Great Teacher!

Your students are learning from you all the time, even when you're not teaching directly. You send messages by your actions and by what you do and don't discuss with them. Talking about tobacco and the difficulties it has presented in your life will help your students understand the great importance of their own decision to stay tobacco free.

Appendix B: Curriculum Integration

Here are some ways teaching about tobacco prevention can be integrated across the curriculum. Although this is by no means a comprehensive list, it may identify ways you are already addressing tobacco prevention, as well as suggest new approaches that will enhance your teaching.

Subject	Lessons Thematically Related to Tobacco Prevention
Social Studies/ History	<ol style="list-style-type: none">1. History of tobacco use and trade.2. History of attitudes about tobacco use (especially in recent decades).3. Family histories exploring number of smokers in past and current generations.4. How attitudes about making healthy choices have changed (e.g., in the past, health seemed more a matter of fate).
Math	<ol style="list-style-type: none">1. Calculate amounts of money smokers spend on cigarettes in a day, week, year.2. Study perceived vs. actual norms (e.g., make guesses about how many students plan to stay tobacco free, how many teens or adults smoke, compare these with actual numbers).3. Figure out some of the things smokers could do with their time if they give up smoking. (It takes 7 minutes to smoke a cigarette.)4. Use figures about tobacco use to study fractions and percentages (especially number of kids committed to staying tobacco free, numbers of adults and teens who don't smoke).

Subject	Lessons Thematically Related to Tobacco Prevention
Language	<ol style="list-style-type: none"> 1. Read and discuss stories about decision making, thinking about the future, or supporting friends in healthy decisions. 2. Teach communication skills, decision-making skills, and how to talk about feelings. 3. Teach media literacy, especially the ways movies, videos and ads trick kids into thinking smoking is cool. 4. Write about commitments to stay tobacco free and enjoy a healthy body.
Science	<ol style="list-style-type: none"> 1. How the lungs, heart and blood work. 2. How tobacco makes people sick (including environmental tobacco smoke). 3. The things a healthy body can do (air capacity, energy, running distances, etc.). 4. How the senses work—pleasant smells, tastes, things to see.
Community Involvement	<ol style="list-style-type: none"> 1. Invite guest speakers who are former smokers. 2. Do clean-ups of playgrounds or parks. 3. Have students tutor or teach younger students about staying tobacco free, making healthy choices, being active and enjoying the body. 4. Share positive health messages with others through writing, posters, wearing badges, making statements in class, or creating public service messages.

Resources

Tobacco

Kluger, R. 1997. *Ashes to Ashes: America's Hundred-Year Cigarette War, the Public Health, and the Unabashed Triumph of Philip Morris*. New York: Vintage Books.

Great history of tobacco companies' efforts to promote tobacco.

Lynch, B. S., and R. J. Bonnie, eds. 1994. *Growing Up Tobacco Free: Preventing Nicotine Addiction in Children and Youths*. Washington, DC: National Academy Press.

Self-Esteem

Berne, P., and L. Savary. 1996. *Building Self-Esteem in Children*. New York: Crossroad Publishing.

Narrative book describes the dynamics of healthy self-esteem. Provides lots of pragmatic suggestions for ways to encourage and enhance self-esteem in children. Focuses on ideas for parents, but is useful for teachers and others who work with children as well.

Borba, M. 1989. *Esteem Builders: A K-8 Self-Esteem Curriculum for Improving Student Achievement, Behavior and School Climate*. Torrance, CA: Jalmar Press.

A collection of over 250 activities addressing 5 essential elements of successful self-esteem. Appropriately tailored to students by age levels, based on self-esteem research.

Canfield, J., and H. C. Wells. 1994. *100 Ways to Enhance Self-Concept in the Classroom*. Boston: Allyn and Bacon.

Resources

Book filled with fun, easy-to-do activities that build self-esteem and a sense of belonging. Some take only moments; others are more indepth.

Khalsa, S. 1996. *Group Exercises for Enhancing Social Skills and Self-Esteem*. Sarasota, FL: Professional Resource Press.

Good ideas and activities. Many involve worksheets and writing better suited to older students, but some can be adapted for younger children.

Seligman, M. 1996. *The Optimistic Child: A Proven Program to Safeguard Children Against Depression and Build Lifelong Resilience*. New York: Harper Perennial.

Written for teachers and parents, reviews Seligman's long-term research on what makes children resilient. Provides clear, research-based rationales for the useful recommendations and suggestions.

Community

Bukowski, W. M., A. F. Newcomb and W. W. Hartup, eds. 1998. *The Company They Keep: Friendship in Childhood and Adolescence*. New York: Cambridge University Press.

Anthology of somewhat scholarly articles about the benefits and mechanisms of children's friendships.

Quiroz, H. C. 1996. *Start with the Kids: 5 Days to Building a Classroom Community*. Santa Cruz, CA: ETR Associates.

Practical and creative strategies to give students a sense of belonging and responsibility.

Child Development

Wood, C. 1997. *Yardsticks: Children in the Classroom Ages 4-14: A Resource for Parents and Teachers*. Greenfield, MA: Northeast Foundation for Children.

Sources for Classroom Activities or Information

American Cancer Society www.cancer.org

One of the oldest voluntary organizations in the United States seeks to prevent cancer through education, research and advocacy. Website includes many articles and fact sheets of use to teachers.

American Lung Association www.lungusa.org

Website includes a section on school programs, smoke-free materials developed by teens, fact sheets and statistics.

American Medical Association www.ama-assn.org

Do a search on “tobacco” and “kids” to locate articles, fact sheets, press releases and kids’ activities.

Awesome Library www.neat-schoolhouse.org

Website offers links to reviewed sites of interest to teachers, kids, parents and teens. Click on “Lessons” to see a list of lesson plans.

Campaign for Tobacco-Free Kids www.tobaccofreekids.org

A comprehensive site developed by the largest nongovernmental initiative to protect children from tobacco addiction. Includes articles, facts, news reports and activities for kids.

Carol Hurst’s Children’s Literature Site

www.carolhurst.com

Website reviews children’s literature and suggests ways to use books and stories in classroom activities.

Centers for Disease Control and Prevention www.cdc.gov

Provides information, updates and statistics. Try a site search on “tobacco” and “children.”

continued

Resources

Children's Picture Book Database at Miami University

www.lib.muohio.edu/pictbks

Website has abstracts of over 4000 children's picture books that can be searched by key words for specific subjects or messages.

Health Finder www.healthfinder.gov

Links to other websites addressing tobacco use and other health matters.

Lessonplan Page www.lessonplanspage.com

Includes teacher-contributed lesson plans on many different topics, including physical education.

National Clearinghouse for Alcohol and Drug Information www.health.org

This is a service of SAMHSA (The Substance Abuse and Mental Health Services Administration), an agency of the U.S. Department of Health and Human Services. Follow links to "Kids Area" or "Alcohol & Drug Facts" to find information, articles and activities about tobacco.

Check out the Surgeon General's Report for Kids About Smoking for articles and activities of interest to kids:
www.health.org/kidsarea/pubs/sgr4kids/sgrmenu.htm

Look up the Model Programs section of the Center for Substance Abuse Prevention's site for descriptions of research-proven programs to prevent substance use/abuse:
www.samhsa.gov/csap/modelprograms/hmcontent.htm

U.S. Environmental Protection Agency www.epa.gov

Provides articles, information and statistics on environmental tobacco smoke. Includes a kids' center with activities and information, but no tobacco-specific materials at the time of this writing.

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