

STEP8

Stopping Tobacco with Education and Prevention

Lessons & Activities for Eighth Grade

**Texas Statewide Tobacco Education &
Prevention**

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STEP8

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Overview

STEP8 - Stopping Tobacco with Education and Prevention, Lessons & Activities for Eighth Grade, is a five lesson program designed to follow-up and reinforce our sixth grade tobacco prevention program, STEP6. Both share the same common goal: To prevent tobacco use by Texas youth by teaching resistance, cessation, and tobacco-free advocacy.

STEP8 utilizes developmentally appropriate strategies with both independent and cooperative group learning activities in areas of high interest to early adolescents. It provides latest research and information about tobacco to teach skill building by sharing, cooperating and interacting. Lessons can be taught by trained teachers, law enforcement officers, other school staff, or parent volunteers. It targets middle school students and can be integrated into any subject or content area. While it was developed for use with eighth grade students, information and activities are appropriate for seventh or ninth grade students as well.

STEP8 is research-based and helps prevention programs meet Principles of Effectiveness as required by Title IV Safe and Drug Free Schools and Communities. The Principles of Effectiveness are:

1. Base prevention programs on a thorough assessment of objective data about drugs and violence in the schools and communities served.
2. Establish measurable goals and objectives with the help of an advisory council, and design the prevention program to meet those goals and objectives.
3. Design and implement activities based on research that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior among youth.

4. Evaluate programs periodically and use results to refine, improve and strengthen program, and refine goals and objectives, as appropriate.

The curriculum is aligned with key elements for effective drug prevention according to *Making the Grade: A Guide to School Drug Prevention Guides*. These are helping students to recognize internal and external pressures such as peer attitudes and advertising; developing social, personal, and refusal skills; teaching that drug use is not the norm, while promoting positive norms; providing developmentally appropriate materials and activities using interactive teaching methods such as discussions, brainstorming, and cooperative learning; covering necessary prevention elements in well-designed lessons; actively involving the family and community; providing training and support for teachers; and containing material that is easy for teachers to implement. STEP8 meets all of these.

The Centers for Disease Control in Atlanta, Georgia developed guidelines for quality school programs to prevent tobacco use. The seven recommendations include developing a school policy on tobacco use; instruction covering consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and communication, decision-making and goal setting skills; tobacco prevention curriculum in grades K through 12; provide teacher training; involve families; support cessation efforts of students and staff; and review and evaluate tobacco prevention programs periodically. Implementation of STEP8, as well as STEP6, and effective school tobacco prevention policies can help meet the CDC guidelines.

Each lesson can be taught independently and implemented in any order. They cover the stated topic's concept, the purpose, an objective, and any materials and supplies needed. Each lesson contains three activities. Instructors may review and select the activity that best meets the needs of their students and the instructional setting. Most of the activities require the standard forty-five to fifty minute teaching period. For block schedules, two activities could be combined for one teaching period. A suggested evaluation is at the end of each activity.

Topics include the latest research on tobacco; successful, effective refusal skills; misrepresentation by tobacco advertisements; cessation assistance; and tobacco-free advocacy. Lesson titles are "What's in the News?", "You Use...You Lose!", "Ads That Don't Ad Up!", "Dying to Quit!", and "Advocacy Is the Answer!"

Additional components that teachers may find helpful are included in the curriculum. These are pre- and post-tests, Parent Meeting Guide, Student Mentoring Plan, Staff Development for Teachers, Glossary, Resource List including relevant vendors and helpful web sites, and a Compendium of STEP8 Alignment with Texas Essential Knowledge and Skills. A Course Evaluation at the end provides opportunity for input by instructors who have used the curriculum. For more information about STEP8, contact Texas Statewide Tobacco Education and Prevention, at 1-888-STEP-123.

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Pre-test

- _____ of adult smokers started before the age of eighteen.
a. 75% b. 33% c. 60% d. 18%
- _____ of young people age 12 to 17 own at least one tobacco company promotional item regardless of whether they smoke or not.
a. 3% b. 28% c. 30% d. 40%
- Even short-term tobacco use causes your heart to beat as much as _____ beats per minute faster.
a. 3 b. 13 c. 25 d. 33
- _____ prohibits use or possession of tobacco at school or at school related activities on or off school property.
a. Senate Bill 55 b. Senate Bill 15 c. Senate Bill 1 d. Senate Bill 451
- Spit tobacco has as many as _____ times the number of carcinogens or cancer causing substances, as cigarettes.
a. 5 b. 10 c. 15 d. 20
- The broken record technique of refusal skills is _____.
a. walk away c. keep saying no
b. give excuse d. change subject
- To avoid a situation where you know tobacco will be used _____.
a. play computer games c. talk on the telephone
b. roller blade with a friend d. all of the these

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LESSON 1: WHAT'S IN THE NEWS:

Latest Research on Tobacco

Concept: More and more information is being learned about the dangers of tobacco and the damage that it does. Research is conducted daily by both opponents and proponents of tobacco use.

Purpose: To inform students of new research about dangers of tobacco use, tobacco products, and resistance skills.

Demonstration: To remind students of the dangers of any tobacco use, take one peeled, cubed

(Optional) apple, and one, peeled cubed potato. Pieces should be approximately the same size, about 1/2" to 3/4." Place them in separate sealable plastic bags, out of sight. (This is done before class.) Ask for a student volunteer. Explain that he or she will help illustrate one effect of tobacco use. Tell the student that nothing harmful will be done to him or her. Blindfold that person, and ask them to clamp their nose shut using their fingers. Take out both bags, and ask the student to taste the contents of each bag and identify what the food is. The student will not be able to tell the difference between the apple and the potato, just like people who use tobacco lose their senses of taste and smell. Explain that when people quit using tobacco, they are amazed at how good food tastes again. Ask students if they can imagine what it would be like not to be able to taste the food they eat. Ask why anyone would want to make that choice. Explain that this is just one danger of tobacco use.

Activity One – Catching Up

- Objective:** Students will review STEP6 - Stopping Tobacco with Education and Prevention, and will become aware of recent tobacco research and news.
- Materials:** STEP8 Letter to Parents (one for each student)
Fact Sheet #1.1 – Review of STEP6 - Stopping Tobacco with Education and Prevention
Fact Sheet #1.2 – Review of the Short Term and Long Term Risks of Tobacco Use
Fact Sheet # 1.4 – Recent Tobacco Research and News (for each student)
- Procedures:**
1. If appropriate, ask students if they recall having taken the STEP6 class. If so, ask students what the class was about. Explain that this class is STEP8, and it is a follow-up to STEP6. These lessons are called “booster” lessons because they review and reinforce earlier learning. Read and discuss Fact Sheet #1.1 – Review of STEP6 - Stopping Tobacco with Education and Prevention.
 2. Distribute and read copies of the Letter to Parents. Ask students to take the letter home and to tell their parents about STEP8.
 3. Ask students to recall what they learned in STEP6. Read and briefly discuss Fact Sheet #1.2 – Review of the Short Term and Long Term Risks of Tobacco Use.
 4. Distribute copies of Fact Sheet # 1.4 – Recent Tobacco Research and News. In cooperative learning groups, ask students to read and discuss information on Fact Sheet #1.4 - Recent Tobacco Research and News.
 5. After groups have had time to read and discuss Fact Sheet # 1.4 - Recent Tobacco Research and News, call on student volunteers to name one thing that they have learned today. Allow as many students to respond as time allows.

Evaluation: To demonstrate 80% mastery, students will participate in reading and group discussion.

(School Letterhead)

Today's Date

Dear Parent,

Your son or daughter will begin a class called STEP8 - Stopping Tobacco with Education and Prevention, Lessons & Activities for Eighth Grade in the next few days. Tobacco use is the single leading preventable cause of death in the United States. Eighty percent of all smokers begin in their teenage years. In Texas, laws have been passed to prevent underage tobacco use and provide for compliance education. We plan to provide tobacco prevention information to middle school classes using the STEP8 curriculum.

STEP8 - Stopping Tobacco with Education and Prevention, Lessons & Activities for Eighth Grade was developed for Texas schools by Texas STEP (Texas Statewide Tobacco Education and Prevention) at Texas State University in San Marcos, Texas, as a follow-up to STEP6 - Stopping Tobacco with Education and Prevention. It contains five lessons that teach scientific research on tobacco & nicotine dangers, skills to resist tobacco use, misrepresentation by tobacco ads, cessation information and tobacco-free advocacy. A trained instructor will teach the classes during your son or daughter's regular school day.

Our goal is to teach students how to remain healthy and tobacco-free. By working together, parents and schools can help students be the very best they can be.

Sincerely,

Handout

STEP8 Fact Sheet #1.1 – Review of STEP6 - Stopping Tobacco with Education and Prevention

- Lesson 1 [Why Do People Choose to Use? Reasons Why People Use Tobacco](#)
- Lesson 2 [The Tobacco Industry is Blowing Smoke: Strategies of the Tobacco Industry](#)
- Lesson 3 [The Long and Short of Tobacco Use: Long Term and Short Term Risks](#)
- Lesson 4 [Laws You Ought To Know: Legal Consequences of Tobacco Use](#)
- Lesson 5 [Smokeless is Not Harmless Tobacco: Dangers of Smokeless Tobacco](#)
- Lesson 6 [Refuse to Be Outsmarted! Refusal Skills - Part I](#)
- Lesson 7 [Refuse To Be A Loser! Refusal Skills - Part II](#)
- Lesson 8 [When Someone You Care About Uses Tobacco: Intervention Strategies](#)
- Lesson 9 [Becoming A Tobacco-Free Advocate: Skills to Prevent Others' Tobacco Use](#)
- Lesson 10 [How To Be A Quitter: Cessation plan](#)

[STEP6 - Stopping Tobacco with Education and Prevention Transparency Master](#)

STEP8 Fact Sheet #1.2 – Review of the Short Term and Long Term Risks of Tobacco Use

Short-term Physical Consequences of Smoking and Other Tobacco

- Makes breath smell bad
- Makes clothes and hair smell
- Brown or yellow teeth and fingers
- Makes heart beat as much as thirty-three beats per minute faster
- Increases breathing rate
- Stimulates central nervous system
- Stomach acid increases
- Headaches
- Dulls sense of taste and smell
- Irritates gum, lips, mouth and throat
- Irritates lining of trachea and lungs
- Decreases circulation of the blood, increases blood pressure, narrows arteries
- Decreases oxygen intake, thickens blood
- Decreases skin temperature
- Temporary alertness is followed by tiredness and irritability

Long-term Physical Consequences of Smoking and Other Tobacco

- Decreased athletic performance
- Dryness and wrinkling of the skin
- Depletion of vitamin C
- Reduction in effectiveness of immune system
- Stroke, high blood pressure, blockage of blood vessels, heart disease and heart attacks. Smoking is the cause one in four fatal heart attacks
- Increased frequency of respiratory diseases, from the common cold to chronic bronchitis to pneumonia
- Stomach ulcers, weight loss
- Emphysema -- scarring or collapse of air sacs which causes breathing difficulty and possibly death
- Cancer of the mouth, throat, lungs, upper respiratory tract
- Injury to fetus, higher rates of miscarriages, stillbirths, crib death, low birth weight, and premature births

*Sources: American Cancer Society; American Lung Association
Transparency Master*

STEP8 Fact Sheet # 1.4 - Tobacco Research and News

- According to National Youth Tobacco Survey results, released by the Centers for Disease Control and Prevention in October, 2000, 12.8 percent of middle school students and 34.8 percent of high school students use tobacco products, a decline of high school students from 36.4 percent. The majority of youth do not use tobacco.
- Teens who smoke are three times more likely than nonsmokers to use alcohol, eight times more likely to use marijuana, and twenty-two times more likely to use cocaine. Smoking is also associated with a host of other risky behaviors, such as fighting and engaging in unprotected sex according to reports from the Centers for Disease Control and Prevention.
- In its October, 2000 report, "Cigarette Smoking Among Adults - United States," the Centers for Disease Control and Prevention indicates that 24 percent of adults smoke. Adults with sixteen years or more of education had the lowest rate of smokers.
- In a study conducted by the University of Chicago and reported in the journal Neuron in August, 2000, brain scientists have found that a single cigarette can start an addiction. That amount of nicotine changes the brain's pleasure center the same as heroin and cocaine. Other research has also indicated that youth become addicted more easily than adults.
- Researchers at the University of Rochester School of Medicine in New York said in August, 2000, that a study of sixth graders indicated that those who had eaten candy cigarettes were twice as likely to become smokers, regardless of whether or not their parents smoked. It is believed that tobacco companies allowed trademark infringement and package design copying as part of its plan to encourage youth to smoke.
- In March 2000, the United States Supreme Court ruled that the Food and Drug Administration does not have the authority to regulate tobacco products.
- The President of the United States, in a statement released in October 2000, stated that although 400,000 Americans die each year from smoking related diseases, tobacco companies are spending ten times more to market tobacco products than all fifty states combined are spending on tobacco prevention and cessation.

- Tobacco companies spend \$360 million a year on advertising in Texas, reports [Facts about Tobacco](#) from the Texas Department of Health
- Secondhand smoke affects children the most. Because of their growing bodies, children are especially in danger of respiratory diseases and under developed lungs if they are exposed to second hand smoke. Even dogs have an increased risk of lung cancer when they are around tobacco smoke says the Centers for Disease Control and Prevention.
- The National Center for Tobacco Free Kids, in October 1999 reported that the Phillip Morris tobacco company is spending \$100 million dollars on a campaign to improve its corporate image.
- In December 1999, a Florida pharmaceutical firm, Nabi, announced that it has developed a nicotine vaccine to prevent and treat nicotine addiction. The vaccine works by triggering antibodies that prevents the nicotine from reaching the brain. The vaccine is called NicVAX, and is still in safety and clinical studies.
- A new type of low smoke, low risk cigarette developed by R. J. Reynolds tobacco company is suffering from disappointing low product awareness, due to advertising restrictions, reported the [Fort Worth Star-Telegram](#) in August 2000.
- The Texas Department of Health reports that cigarette butts are the number one source of pollution on beaches, with cigarette butts taking three to five years to decompose.
- The United States hosted the 11th World Conference on Tobacco or Health in August 2000 in Chicago, Illinois. A goal of the conference was to strengthen global leadership dedicated to prevention.

Sources: Various

Handout

Activity Two – News and Information

- Objective:** Students will become aware of recent tobacco research and news and practice goal setting and decision-making.
- Materials:** Fact Sheet # 1.4 Recent Tobacco Research and News (one for each student)
Pens or pencils
Notebook paper
- Procedures:**
1. Ask students to review Fact Sheet # 1.4 Recent Tobacco Research and News. Ask students what was information was to them. Ask them what information they had heard before.
 2. Ask students the following questions about information in their handout:
 - What percentages of middle school students use tobacco? high school students? Is that number increasing or decreasing?
 - What is tobacco use associated with? What does it increase?
 - How many adults smoke? What group smokes the least?
 - What can start an addiction to nicotine?
 - Do candy cigarettes promote smoking?
 - Does the FDA regulate tobacco?
 - How much is spent on tobacco ads in Texas?
 - Who is most affected by secondhand smoke?
 - Why is Phillip Morris spending \$100 million?
 - What pollutes beaches the most?
 3. Ask students to think about decisions that they make. Ask them to define goal setting. Ask students if decision-making and goal setting are the same, or they different? Ask student volunteers to give examples of setting a goal, and making a decision, and to explain them. Tell students that to remain tobacco-free, they will be making some important decisions and will have to set goals for themselves.
 4. Tell students the steps of decision-making include:
 - stating the problem or situation in one sentence

- listing all options
- reviewing possible outcomes of each option
- choosing the outcome that you like the best
- taking action.

Ask students to write these steps on paper.

5. Ask students to list on paper three goals that they have for themselves, and three decisions that they have made. After students have finished writing, allow student volunteers to share their answers.

6. Ask students to think about how goal setting and decision making relate to tobacco use prevention. Ask them to write, on the same paper, how goal setting and decision-making can help them be tobacco free. What decisions have they already made about tobacco use? What decisions will they make? What goals have they set about their health and well-being? What goals will they set? Allow student volunteers to share their answers.

Evaluation:

To demonstrate 80% mastery, students should be able to answer twelve of the fourteen questions.

Activity Three – Stay Out of Trouble!

Objective: Students will become aware of laws related to underage tobacco use and consequences.

Materials: Fact Sheet #1.3 – Review of Recent Tobacco Laws
Pens or pencils
Notebook paper

Procedures:

1. Distribute and review the tobacco related laws listed on Fact Sheet #1.3 – Review of Recent Tobacco Laws to students.
2. Explain to students the importance of knowing the tobacco laws and efforts made to protect young people.
3. Focus attention of the students on 1997-98 – Senate Bill 55 portion of law that details specific legal consequences to underage tobacco users (fine, loss of drivers license, tobacco awareness class). Emphasize to student some important details such as:
 - parents can be court ordered to attend tobacco awareness class along with student
 - possible delay when you apply for license at age 16- even if offense occurred at younger age
 - disciplinary action if offense occurs at school
4. Ask students if they think their fellow students know about these laws. Discuss with students various avenues for educating other students about the legal consequences of tobacco use. Examples may include: one on one discussions, educational flyers, school articles, etc.
5. Ask the student if they would like to participate in a class project that focuses on educating other students about the legal consequences of tobacco use. Tell students that they will be developing and distributing an educational flyer. In small learning groups, ask each group to design a flyer. Provide assistance as needed.
6. Once the flyers are completed, ask each group to show the class their flyer and discuss how they developed it. Once all

groups are finished, make copies of the flyers. With campus administration permission, post them in various locations throughout the school.

Evaluation: To demonstrate 80% mastery, students will design and display an educational flyer detailing legal consequences of underage tobacco use.

STEP8 Fact Sheet #1.3 – Review of Relevant Tobacco Laws

- 1994 – Public Law 103-227 -- Pro-Children Act of 1994: Prohibits smoking and environmental tobacco smoke in any indoor federal agency facility that provides services to children up to the age of 18.
- 1995 -- Senate Bill 1 -- Tobacco Free Schools: Prohibits use or possession of tobacco at school or at school related activities on or off school property.
- 1997-98 – Senate Bill 55: Prohibits tobacco sales to minors; tobacco sales personnel must ask customers appearing younger than 27 for identification; vendors are required to post warning signs by vending machines and at retail sales counters that tobacco possession or use by anyone under age 18 is illegal; vendors must notify employees of the law and keep records of having done so; tobacco products cannot be served in a serve-served manner; free samples or coupons may not be distributed to minors; vendor may not redeem coupons from minors; comptroller shall partner with sheriffs and police chiefs to enforce youth access tobacco laws; comptroller may grant funds to counties and cities for enforcement and requires enforcement by unannounced inspections; local laws are not preempted; activity reports from law enforcement due date; bi-annual reports to state government on status of tobacco use; no tobacco advertising within 1,000 feet of church or school, outdoor advertising fee on tobacco product; use of these fees for education, enforcement, education promotion, and youth grants; authorizes penalties for advertising violation; prohibits minor possession, purchase or consumption of tobacco products with \$250 fine, tobacco awareness program attendance, community service, driver's license suspension or denial for non-compliance; and expungement of record for compliance, sets jurisdiction of courts, and exempts family code law. Also, requires Department of Health to establish a tobacco awareness campaign and grant programs for youth groups, authorizes and modifies tobacco permit fees, revenue and penalties, authorizes retailer suspension and requires employee training; prohibits sale of "kiddie" packs, or packages of less than 20 cigarettes.
- 1999 – Senate Bill 1122: Prohibits placing a tax stamp on cigarettes that were manufactured for export and makes illegal selling improperly stamped cigarettes.

- 1999 – Senate Bill 451: Exempts package store (liquor store) permit holders from prohibiting direct access to tobacco products, because minors must be accompanied by an adult to enter package stores.
- 1999 – Senate Bill 15: Removes sale of “loose” cigarettes from the list of Class A misdemeanors.
- 1999 – Senate Bill 16: Requires local law enforcement agencies to enforce tobacco control laws.
- 1999 -- Senate Bill 17: Establishes provisions about hearings regarding marketing and distribution of cigarettes
- 1999 – House Bill 1161: Establishes the \$15 billion tobacco settlement permanent trust account

Sources: Various

Transparency Master

WHAT'S IN THE NEWS?

The Research on Tobacco

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LESSON 2: YOU USE, YOU LOSE:

Refusal Skills that Work!

Concept: To be effective, refusal skills should be repeated by students until the skills become internalized.

Purpose: To help students act out and verbalize a variety of ways to resist tobacco and other drugs.

Demonstration: To remind students of the dangers of any tobacco use, secure a piece of

(Optional) plastic bubble wrap, as used in packaging. It should be large enough for students to see, at least twelve inches square, or so. Tell students that the plastic bubbles are like the air sacs in a person's lungs. (Pop one bubble.) A healthy person has air sacs that are inflated, like the bubbles in the plastic. (Pop another bubble.) Emphysema and other lung diseases caused by smoking cause the air sacs to expand into "blebs" and lose their ability to hold air. (Pop several of the plastic bubbles.) Explain that this is what happens to a smoker's lungs. When this happens, smokers can't "catch their breath"—ever. Ask students to imagine how it must feel to not be able to breathe. Ask them if this is a choice they want to make.

Activity One – What a Situation!

Objective: Students will review the definition of peer pressure, review four types of peer pressure, and practice ways to avoid giving in to peer pressure.

Materials: one photocopy of the following two pages
two pages of white unlined paper 8 1/2 X 11
two envelopes, letter size or larger
Fact Sheet # 2.1 Ways to Say No

- Procedures:**
1. Before class: Mark two envelopes, one with the words, “ Ways to Say No” and the other, “ Situation.”
 2. Photocopy Fact Sheet 2.1. Cut the each bullet- “Ways to Say No” into strips. Fold strips once and place in the “Ways to Say No” envelope.
 3. On more strips of blank paper, describe individual situations where tobacco might be offered to middle school students, such as in the restroom at a school football game, on Saturday at the mall, at a friend’s house working on his or her bike, and at home playing video games with an older brother or sister. Cut these into strips, fold once and place in the “Situation” envelope.
 4. Ask students to define “refusal skill.” Call on a student volunteer to give the definition. Correct and reteach as necessary. Review with students ways to say no that they have heard about by reading Fact Sheet # 2.1 Ways to Say No:
 5. Ask students if they have heard these “refusal skills” before. Call on a student volunteer to answer. Remind students that we teach these refusal skills because we know that they work.
 6. Discuss types of responses that people give:
 - Passive
 - Unsure of themselves
 - No eye contact
 - Nervous

- Poor posture
- Aggressive
 - Demanding
 - Stomping foot
 - Disregards others
 - Leans forward
- Assertive
 - Confident
 - Stand up straight

7. Call on two students at a time to draw one strip of paper from each envelope. (The two students will share one strip from the “Ways to Say No” envelope and one strip from “Situation” envelope.)

8. Ask the two students to study their two strips and role-play using that way of refusing tobacco in the stated situation. Have students to return the strips back to the correct envelope when finished so that they can be reused.

9. If time permits, let every student in the class practice ways of saying no in a specific situation.

10. Ask students to verbally list the nine ways of saying no.

Evaluation: To demonstrate 80% mastery, students should list five refusal slogans and five refusal phrases.

Activity Two – Where’s Jesse?

Objective: Students will understand that peer pressure can be positive or negative, and will review four types of peer pressure.

Materials: Pens or pencils
Notebook paper
Stapler or binder

Procedures:

1. Ask students to define the term, “peer pressure.” Ask them if they ever hear that term, and if so, where. Ask them how it is used. Who uses it?
2. Explain to students that peer pressure is when someone is urged to do something to be like others, whether they really want to do it or not. Sometimes the pressure is intrinsic, from inside themselves. This is when they have the desire to be like their friends. Another kind of peer pressure is extrinsic. This comes from others pushing you to do what they want, rather than what you want.
3. Remind students that peer pressure is not always bad. Peer pressure can be positive, like “Let’s get our homework done and go the mall.” Or, it can be negative, like “Let’s see if we can take this without being caught.” Whether it is good or bad can be determined by the choices made. Are they healthy and legal? Or, will the results of your actions get you in trouble?
4. Ask students if they know what four types of peer pressure they might encounter. Explain that the four types are friendly, teasing, indirect (tempting), and heavy. Define and discuss each type with students. Give examples, and then ask students to respond with more examples.
5. Explain that the class is going to write a book. The title of the book is, The Young and the Resistless. Ask each student to choose a partner. Say that the two will be responsible for one page of the book.

6. Ask each team of students to take one page of notebook paper and list the name of one of the four types of peer pressure at the top of the page. Ask them to write the definition of that peer pressure type in their own words.

7. Next, ask students to create and write a brief story (two to three paragraphs) illustrating that type of peer pressure. The main character of the story is Jesse. Jesse must always refuse tobacco, regardless of what type of pressure is used. Remind students that their scenarios must be brief, and must fit on that one page. Students may be creative in their stories, and include humor.

8. When time is called, ask several student volunteers to read the story part of their pages aloud to the class. Present it like a daytime drama, with “Jesse” having many episodes of having to refuse tobacco and other drugs in several different settings.

9. Ask two students to make a cover with the title for the book, and staple all of the pages together. Or, the pages can be placed in a binder. If all chapters are not read aloud, the book can be saved for another day when students can read their chapters to the class.

10. Later in the school year, if time permits, the class can add more chapters to Jesse’s story, where Jessie always gets pressured to use tobacco, and always refuses.

Evaluation: To demonstrate 80% mastery, student teams should be able to name correctly the four types of peer pressure.

Activity Three – Take One-Action!

Objective: Students will work in groups to plan skits to be presented to the class about refusal skills and peer pressure. The skits can be presented in person by the STEP8 class, or videotaped for future use.

Materials: Pens and pencils
Notebook paper
Video equipment, optional

Procedures: 1. Explain that it is important that students know that they have the right to take care of themselves, the right to say no to someone who wants to harm them or who wants to encourage them to make a bad decision. Ask them to give examples of bad decisions that students could make.

2. Divide the class into groups of three or four. Ask each group to write a meaningful skit focusing on refusal skills, peer pressure and legal consequences. Provide sufficient time for students to write, edit and practice their skits. Monitor each group's progress. Allow students to use whatever props are available and appropriate.

3. Allow each group to perform their skit, with feedback afterward.

4. Keep in mind that these skits maybe presented to other classes during events such as Red Ribbon Week, Great American Smokeout Day, or any other time that it is convenient. The skits can also be videotaped for future use.

Evaluation: To demonstrate 80% mastery, students should be able to tell in their own words why younger students need to aware of refusal skills and peer pressure.

STEP8 Fact Sheet #2.1

Ways to Refuse

Refer to legal consequences	It's illegal, I don't want to get into trouble! I don't want to mess up my chances of getting my drivers license!
Say, No thanks	Do you want to try my cigarette? No way- no thanks!
Give a reason or excuse	Want a puff? No thanks, I don't want to trash my lungs.
Repeat your refusal. Keep saying No. It is called the broken record technique	Let's take some of my dad's cigarettes. No. We won't get caught. No. He'll never miss them. No. Want to change your mind? No.
Walk away	Want to see something cool a friend gave me? No thanks! (walk-away from person)
Change the subject	Do you want me to show you how to smoke? No, I 'd rather go rollerblading.
Avoid the situation	Want to go to a cool party Saturday night? Melissa's parents won't be home. No, sorry, I've made other plans
Give the cold shoulder	I've got some free cigarettes, want one? (Just ignore person) I said, I have some free cigarettes, want one? (Just ignore person)
Stay with non-users, there's strength in numbers	Let's go hang out at the bowling alley. No thanks, I think I would rather go swimming instead- a lot less smoke.

Transparency Master

YOU USE...YOU LOSE!

Refusal Skills that Work

Transparency Master

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LESSON 3: ADS THAT DON'T ADD UP:

Tricky Advertising

Concept: The tobacco industry's only goal is making a profit for their companies. Through their vast corporate holdings, they are able to spend billions of dollars each year on advertising in order to make more money. With billions of dollars of profits at stake, tobacco companies will say anything to sell their products.

Purpose: To help students understand that you can't always believe advertisements.

Demonstration: To remind students of the dangers of any tobacco use, playfully ask the

(Optional) class if anyone has one hundred dollars that you can borrow. When no one does, ask if anyone has fifty dollars with them that you can borrow; then ask for twenty dollars. Ask if anyone would like to have over one thousand dollars for his or her own. Hand out oversize bank checks (sample is on the next page) to each student. Ask them to think of what they would do with \$1100. Allow a few student volunteers to tell how they would spend their money. Ask students to make out the checks to themselves for one thousand, one hundred and eight-six dollars. Ask them to use today's date, and write their own name on the "Pay to the order of" line. Instruct them to use the number amount on the line on the right side, and to spell out the amount in words on the line beneath their names. On the line in the lower left hand corner of the check, the memo line, ask students to write what they would buy with their \$1186.

When everyone has their checks made out ready for you to sign, ask them to tear their checks into very small pieces, and pile the pieces into a stack on their desks. Explain that this is the

amount of money that a one pack a day smoker spends in a year on cigarettes. This is what goes up in smoke. Remind students that many smokers spend much more than that, as their tolerance to nicotine requires more and more tobacco. Some smokers spend as much as four thousand dollars per year on their addiction. What would four thousand dollars a year buy after a few years? Is smoking worth it?

STEP8 SAMPLE CHECK

	1234
	Date _____
Pay to the order of _____	<input type="text"/>
_____	dollars
Bank of Smokerville 210 Carton Drive Smokerville, USA	
For _____	_____
	Signature

Handout

Activity One – “To Whom It May Concern”

Objective: Students will participate in contacting tobacco companies in writing to express their personal disapproval of the deceptive, misleading, inappropriate advertising practices of the tobacco industry.

Materials: Pens or pencils
Notebook paper or white unlined 8 1/2 X 11 paper
Letter-sized envelopes
Postage stamps
Tobacco-Free Pledge

Procedures: 1. Explain to students that they are going to write a letter to tobacco companies to express their disapproval of fraudulent, misleading advertisements about tobacco products. Read and discuss Fact Sheet #3.1 Advertising Strategies of the Tobacco Industry.

2. Tell students that according to the Texas State Department of Health Services, tobacco companies spend sixteen million dollars every day advertising their products. In Texas alone, three hundred-sixty million dollars is spent each year on advertising tobacco products. According to the Federal Trade Commission, tobacco companies in the United States spend more than \$5.6 billion dollars for advertising each year. Tobacco companies are sneaky. They cannot, by law, advertise on television. However, during one Gran Prix race telecast, the Marlboro logo was seen or mentioned nearly 6,000 times. The Marlboro logo was visible for 46 of the 94 minutes of the race. Thirty six-percent of cigarette ads are placed in magazines that teenagers read.

3. Tell students that in groups of three, they are to write a draft of a letter to one of the tobacco companies. Ask them to review the company names listed on the overhead. In the students' own words, the letter should make four points:

- That they are students studying about the dangers of tobacco use.

- That they know tobacco ads do not tell the truth about the effects of tobacco.
- That they will never use tobacco products, and they will encourage their friends not to use them.
- That underage tobacco use is illegal.

4. Proof read the letter of each group and make corrections or additions as necessary.

5. Ask the group to write (or type) the final copy of its letter. Ask them to address the envelope for the letter. Collect the letters for mailing.

6. Hand out copies of the Tobacco-Free Pledge. Discuss what signing the pledge means. Encourage, but do not require, students to sign the pledge to be tobacco free. Ask students to take the signed pledge home and post it in their rooms as a reminder to be tobacco-free.

Evaluation: To demonstrate 80% mastery, students should be responsible for writing a portion of the letter, and listening to the explanation of the tobacco free pledge.

Tobacco Company Addresses

Phillip Morris Companies, Inc.
120 Park Avenue
New York, New York 10017

Brown and Williamson Tobacco Corp.
200 Brown & Williamson Tower
401 S. 4th Street
Louisville, Kentucky 40202

Lorillard Tobacco Company
714 Green Valley Road
Greensboro, NC 27408

R. J. Reynolds Tobacco Holdings, Inc.
401 N. Main Street
Winston-Salem, NC 27102

Transparency Master

Tobacco Free Pledge

I, _____,
recognizing the health effects and legal
consequences of any tobacco use, do solemnly
promise to avoid tobacco use as though my life
depends on it – which it does.

Furthermore, I will promote and endorse a
tobacco-free lifestyle to my friends, family, and
others.

Signed,

Date

Student's Name

Handout

Activity Two – Pack of Lies

Objective: Students design a series of posters detailing deceptive tobacco advertising strategies. The title of the posters series is “Pack of Lies.”

Materials: Markers
Magazines with tobacco ads
Classroom tobacco prevention resources
Poster board
Glue or other adhesive

Procedures:

1. Ask a student volunteer to explain what the title, “Pack of Lies” refers to. Ask students to review Fact Sheet # 3.1 Advertising Strategies of the Tobacco Industry:
 - **Association** – “You can be like me.” Cool, grown-up, sophisticated, good looking, wealthy, healthy, strong. This is the most common approach.
 - **Bandwagon** – Implies that everyone is using this product, and that you will be more popular if you use it, too.
 - **Comparison** – Suggests that the product is better than others. Words like “The best, the only, more than any other” are used.
 - **Factual** – Makes strong statements about product, but no actual facts are given as proof.
 - **Testimonial** – Provides a personal story about the benefits of the product.
 - **Rewards** – Offers free prize or coupons for purchasing the product.
 - **Humor** – Ads use funny or clever words or phrases.
 - **Sensory** – Images or sounds appeal to the senses, viewer uses imagination.
 - **Repetition** – Repeats the same pictures, words or slogans that eventually viewers believe.
2. Explain that all students need to know that tobacco advertising is deceptive and dishonest. Tobacco companies never tell the real truth about the effects of tobacco use.
3. Divide the students into small groups and assign each group one of the strategies listed above. Each group will design a

poster that focuses on that strategy. Once all of the posters are completed, they will be displayed as a group in a visible location for other students to view. The title, "Pack of Lies" along with a brief description of the project will need to be placed near the posters. As a whole, the project should educate others about deceptive tobacco advertising and the dangers of tobacco use. Explain to students that they can use actual magazine ads and other resources to illustrate their assigned strategy.

4. Monitor and review students' work.

5. Once the posters are completed, ask each group to show their poster and share information they hope other students will learn from the poster.

6. Make arrangements to display the project within the school to educate other students.

Evaluation:

To demonstrate 80% mastery, students should participate with their group in planning and designing their poster.

Activity Three – Don't Believe It!

Objective: Students will use technology by planning, researching and developing a PowerPoint presentation about how tobacco companies use advertisements to mislead the public. This lesson will require more than one class period if home computers are not available to students.

Materials: Computer lab
Tech support if needed
Website Resources
Classroom tobacco prevention resource materials

Procedures:

1. Tell the students that they will be developing a PowerPoint presentation detailing how tobacco companies don't always tell the truth in their advertisements.
2. Begin the discussion by asking students to describe magazine ads that they have recently seen. Were some of those ads for tobacco products? What did they look like? What did the ads say? Were they colorful? Was there a model? What did he or she look like?
3. Discuss with students the parts of the PowerPoint – a title page, an introduction that provides an overview of advertising strategies, examples of at least three strategies, information or facts about the topic, and the legal consequences of tobacco use.
4. Ask students to work with a partner to develop the presentation. Students will spend time researching Internet resources in the planning phase of this activity.
5. Review Fact sheet #3.1 Advertising Strategies of the Tobacco Industry and include the information in the presentation:
 - **Association** – “You can be like me.” Cool, grown-up, sophisticated, good looking, wealthy, healthy, strong. This is the most common approach.
 - **Bandwagon** – Implies that everyone is using this product, and that you will be more popular if you use it, too.

- **Comparison** – Suggests that the product is better than others. Words like “The best, the only, more than any other” are used.
- **Factual** – Makes strong statements about product, but no actual facts are given as proof.
- **Testimonial** – Provides a personal story about the benefits of the product.
- **Rewards** – Offers free prize or coupons for purchasing the product.
- **Humor** – Ads use funny or clever words or phrases.
- **Sensory** – Images or sounds appeal to the senses, viewer uses imagination.
- **Repetition** – Repeats the same pictures, words or slogans that eventually viewers believe.

6. As each team prepares its PowerPoint presentation, monitor and assist as needed.

7. When presentations are completed, ask each team to present their PowerPoint to other students in the class.

Evaluation: To demonstrate 80% mastery, students should participate with a partner in preparing the PowerPoint presentation.

STEP8 Fact Sheet # 3.1 Advertising Strategies of the Tobacco Industry

Association “You can be like me.” Cool, grown-up, sophisticated, good looking, wealthy, healthy, strong. This is the most common approach.

Bandwagon Implies that everyone is using this product, and that you will be more popular if you use it, too.

Comparison – Suggests that the product is better than others. Words like “The best, the only, more than any other” are used.

Factual Makes strong statements about product, but no actual facts are given as proof.

Testimonial Provides a personal story about the benefits of the product.

Rewards Offers free prize or coupons for purchasing the product.

Humor Ads use funny or clever words or phrases.

Sensory Images or sounds appeal to the senses, viewer uses imagination.

Repetition Repeats the same pictures, words or slogans that eventually viewers believe.

Transparency Master

ADS THAT DON'T ADD UP:

Misrepresentation by Advertising

Transparency Master

STEP8

Stopping Tobacco with Education and Prevention Lessons & Activities for Eighth Grade

LESSON 4: DYING TO QUIT:

Cessation Assistance

Concept: Research indicates that the number of students who use tobacco is growing, both in middle school and high school. Schools and parents need assistance with helping youth break their addiction to nicotine. In the National Youth Tobacco Survey, released by the Centers for Disease Control and Prevention, fifty-one percent of middle school tobacco users and fifty-four percent of high school users said they want to stop.

Purpose: To provide students tools that they need to quit tobacco or to help their friends or family members to quit.

Demonstration: To remind students of the dangers of any tobacco use, assemble a 1 1/2 qt.

(Optional) plastic jar with tight fitting lid, one quart of dark molasses, and one or two empty cigarette packages. As you place the cigarette packages in the jar, pour the molasses into the jar and remind students that the syrup is like tar. Tar is the sticky residue that is left in the lungs by burning tobacco. The tar sticks to the cilia – tiny hairs that rid the lungs of mucous – and paralyzes them. The body is no longer able to rid itself of the poisons being ingested in tobacco smoke. Lift the jar and swirl it around so that students can see the thick coating it makes inside the jar. Explain that this is the amount of tar that an average smoker gets in his or her lungs each year. Explain that this is why smokers get dangerous respiratory infections such as bronchitis, pneumonia, and then, emphysema or lung cancer. Tell students that there is no cure for emphysema or lung cancer.

Activity One – Reasons Why... and Why Not

Objective: Students will learn about two types of tobacco users, and will brainstorm individual reasons for not using any tobacco products.

Materials: Pens or pencils
Notebook paper

Procedures:

1. Ask students if they think tobacco is a drug. Explain to them that it is considered to be a drug because it is a substance that can cause changes in the function of the body, and/or the mind of the user. The many chemicals, along with highly addictive nicotine that occurs naturally in tobacco, combine to become both a stimulant and a depressant. Nicotine is the substance that causes the craving. Ironically, nicotine is a poison, and can be fatal if taken in high concentrations. Explain to students that tobacco products many other deadly ingredients, too. Out of the thousand of chemicals known to be in cigarettes, at least 400 are known to be carcinogenic, or cancer causing. A sticky residue of burning tobacco is tar, which coats the linings of the lungs. Carbon dioxide in tobacco smoke replaces oxygen in the smoker's blood, so cells are deprived of the oxygen that they need.
2. Explain to students that there is an immediate "kick" after nicotine intake. A flood of adrenaline triggers a release of blood sugar, or glucose, and heart rate, blood pressure, and respiration increases. Dopamine, a chemical in the brain, is released and provides a sense of pleasure. At other times, nicotine can be a sedative, depending on the user's own nervous system. The metabolite, or product that remains from all of the reactions of nicotine to chemicals, is cotinine. This is how users are "hooked" on tobacco.
3. Tell students that nicotine is metabolized by the body rapidly and is excreted from the body within a few hours. A tolerance develops throughout the day, and cigarettes become less effective, requiring more and more. Nicotine withdrawal symptoms may last months, and include irritability, craving,

attention deficits, sleep disturbances, problems with concentration, and increased appetite.

4. Explain that tobacco users fall into two categories.
 - The first type uses tobacco when he or she feels good, and wants those good feelings to increase. This is called “sensation seeking,” and research indicates that a substitute for smoking or dipping will work best when this user attempts to quit. If the tobacco user uses for relaxation, he or she will have a better chance of breaking the nicotine habit. Explain that according to research done after a survey on current and former smokers conducted by the Hazelden Foundation in 1999, it takes an average of eleven attempts before a tobacco user quits for the last time.
 - The second type uses tobacco to make bad times better. The majority of smokers, dippers, and chewers are in this group. Using substitutes alone will not help. The individual must learn to handle being tense or upset without using tobacco as a crutch.

Source: Behavioral Expressions and Biosocial Bases of Cessation Seeking by M. Zuckerman, Cambridge Press, New York, 1994.

5. Ask students to list on paper as many reasons as they can think of for not smoking. Encourage students to give reasons that are meaningful to them, with each student making his or her own list. *(Reasons will range from general wellness and concern for health, to being clean and sweet smelling, to the names of family members or close friends. All are acceptable answers.)*

6. When time is called, see which student has the most reasons for not smoking. Allow sufficient time for most students to tell the class about their reasons.

7. Tell students that carrying their lists in their wallets or another safe place is a very good strategy for quitting tobacco, or not starting. That way, the information will be available whenever they need it for themselves or a friend. Each time a craving starts, they should review the list, and recall their reasons for not using.

8. Optional: If time allows, the teacher can display pictures of his or her family members, tell about them, and explain that this is why he or she does not use tobacco.

Evaluation: To demonstrate 80% mastery, students must participate in brainstorming activity and list a minimum of eight reasons for not using tobacco.

Activity Two – Good Advice

Objective: Students will learn what works in cessation programs and three types of tobacco cessation. They will review the do's and don'ts of helping friends or family quitting tobacco.

Materials: Notebook paper
Pens or pencils
Fact Sheet # 4.1 - Do's and Don'ts of Talking to Family and Friends About Smoking

Procedures: 1. Explain to students that research says that to be successful, cessation programs must:

- focus on immediate problems like bad breath, smelly clothes and breaking the laws at school
- use written contracts to quit using
- have support of friends and family
- teach users how to avoid and refuse tobacco
- teach how to deal with stress
- give opportunities for practice and evaluation
- offer help to both the heavy user as well as the occasional user
- provide strong motivation

Source: Journal of School Health, Vol. 58, 1988.

2. Share with students that individuals must use similar strategies when encouraging friends and family to quit tobacco. Tell students that according to J.O. Prochaska in the [American Psychologist](#), there are several stages all tobacco users go through when quitting:

- Precontemplation (doesn't perceive tobacco use as a problem,)
- Contemplation (sees tobacco as a problem but has not committed to quit,)
- Preparation (has decided to quit,)
- Action (has recently quit,)
- Maintenance (has not used for an extended period of time,) and
- Relapse (starting to use again.)

3. Tell students that there are three types of tobacco cessation. These are cold turkey, tapering off, and nicotine replacement. Ask students if they know what they are.

- Cold turkey – stopping immediately, all at once.
- Tapering – reducing tobacco use each week by twenty-five percent until none is being used.
- Nicotine replacement system – a substitute for nicotine the body craves; sold as patches, gum, nasal sprays, and inhalers; should be used with counseling and information.)

4. Ask students to tell what they think are the advantages and disadvantages of each type of cessation.

5. Remind students that there are certain things to say and not to say when helping someone they care about by reviewing Fact Sheet # 4.1 Do's and Don'ts of Talking to Family and Friends About Smoking:

The Do's and Don'ts of Talking to Family and Friends About Smoking:

Do's:

- Do share what you learn about the dangers of using tobacco.
- Do talk about your own decision not to use tobacco and explain exactly why you have made the decision.
- Do plan when, where and how you will tell your family member or friend you want him or her to quit.
- Do practice what you will say out loud. You may want to practice with a trusted adult or other friend.
- Do put your thoughts in a letter, and give it to your family member or friend.
- Do choose a time when you can talk without interruptions
- Do stay calm and talk quietly.
- Do be patient. It may take some time for your family member or friend to make the decision to quit. It may take time for him or her to choose a treatment. It also may take some time before changes can be seen.

Don'ts:

- Don't nag your family member or friend.
- Don't throw away your family member or friend's tobacco products.

*Source: Statewide Technical Assistance and Training Service,
Life Skills Bulletin*

6. Ask students to get with a partner and discuss the do's and don'ts.

7. After the discussion, allow student volunteers to tell what they have learned about characteristics of successful cessation programs, types of tobacco cessation, and do's and don'ts of talking to family and friends about smoking.

Evaluation: To demonstrate 80% mastery, students should be able to list at least eight of the do's and don'ts of talking to someone about tobacco.

Activity Three – Something Else

Objective: Students will be able to list alternatives to using tobacco when someone is trying to quit using, or trying not to start. In other words, quitters need to learn to do something else.

Materials: Paper bag with several small hand toys
Notebook paper
Pens or pencils
Fact Sheet 4.2 – The Eight D’s

Procedures: 1. Explain to students that there are Eight D’s that help people who are trying not to use tobacco. In the STEP6 program we discussed them. Ask students if they can recall what they are. Allow volunteers to provide answers, correct as necessary:

- Delay the urge to smoke – it will pass without smoking
- Deep breathing exercises – increases blood oxygen
- Drink water – it’s healthy!
- Do something - to take your mind off smoking
- Do exercises to relieve stress
- Don’t be around smokers for this time period
- Do activities and go places where you can’t smoke
- Do anything but smoke – doodle, take a walk, call a friend

Source: American Cancer Society

2. Review Fact Sheet #4. 2 – The Eight D’s and ask students to write the Eight D’s on a piece of paper and place it in their wallets or another safe place. That way, the information will be available whenever they need it for themselves or a friend.

3. Ask students what might be some good ways for someone trying to quit to keep his or her hands busy, the “Do something” and the “Do anything but smoke” parts of the Eight D’s. Explain that having items close at hand to stay busy with will help with the urges and cravings

4. Display a bag of toys that could be useful quitting aids. Remove several examples from the bag, such as Koosh Balls or coffee stirrers. Ask students what other small items they can think of that could be used to keep someone’s hands busy.

5. Ask a student to explain how these would help someone who is quitting.

Organize students into small learning groups. Distribute the items in the bag. Ask each group to prepare a list of other similar items that would be useful in keeping hands busy.

(Answers may include a small Slinky, cocktail straws, a sand balloon, small, smooth stones, a hand exerciser, Silly Putty, worry beads, a stress ball, coffee stirrers, and others.)

6. When time is called, allow groups to read their lists to the class.

Tell students that other "survival" ideas to help quit are sunflower seeds, toothpicks, sugar-free hard candy, Fireballs candy, sugar-free gum, snapping a rubber band worn on wrist, and pencil and paper for doodling.

7. Provide copies of the "I Quit Contract" that they may use with family members or friends who have decided to quit using tobacco.

Evaluation:

To demonstrate 80% mastery, students will list correctly five appropriate items that would help keep someone's hands busy to help them resist using tobacco.

I Quit Contract

I, _____, make the commitment to quit using tobacco products of any type for the health and safety of myself, my family and my friends.

I promise myself that if I begin using, I will try to quit again, so that I can be the best me that I can be.

Signature

Witness

Date

Handout

STEP8 Fact Sheet # 4.1 Do's and Don'ts of Talking to Family and Friends About Smoking:

Do's

- Do share what you learn about the dangers of using tobacco.
- Do talk about your own decision not to use tobacco and explain exactly why you have made the decision.
- Do plan when, where and how you will tell your family member or friend you want him or her to quit.
- Do practice what you will say out loud. You may want to practice with a trusted adult or other friend.
- Do put your thoughts in a letter, and give it to your family member or friend.
- Do choose a time when you can talk without interruptions
- Do stay calm and talk quietly.
- Do be patient. It may take some time for your family member or friend to make the decision to quit. It may take time for him or her to choose a treatment. It also may take some time before changes can be seen.

Don'ts

- Don't nag your family member or friend.
- Don't throw away your family member or friend's tobacco products.

*Source: Statewide Technical Assistance and Training Service
Life Skills Bulletin*

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STEP8 Fact Sheet # 4. 2 – The Eight D's

- Delay the urge to smoke – it will pass without smoking
- Deep breathing exercises – increases blood oxygen
- Drink water – it's healthy!
- Do something - to take your mind off smoking
- Do exercises to relieve stress
- Don't be around smokers for this time period
- Do activities and go places where you can't smoke
- Do anything but smoke – doodle, take a walk, call a friend

Source: American Cancer Society

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DYING TO QUIT!

Cessation Assistance

Transparency Master

STEP8

Stopping Tobacco with Education and Prevention Lessons & Activities for Eighth Grade

LESSON 5: ADVOCACY IS THE ANSWER:

Promoting Tobacco Resistance

Concept: Even a small group of students or other individuals can have a powerful impact when they band together to work for a common cause. Students across the United States are doing just that: Working to prevent underage tobacco use, to prevent illegal sale of tobacco products, to prevent secondhand smoking, and to demand greater enforcement of tobacco laws. Advocacy encourages youth initiative through participation.

Purpose: To help students understand how to promote change by actively participating in activities to speak out to prevent tobacco use.

Demonstration: To remind students of the dangers of any tobacco use, cut one piece of

(Optional) white butcher or craft paper 5' X 20", collect several old newspapers, markers, and clear tape. Ask three student volunteers to help you make a point about the dangers of tobacco. Instruct them to quickly color and label the piece of paper like an actual lit cigarette while you talk. Ask them to use crushed newspaper as the "tobacco" inside. Tell them to roll the paper into a cylinder and tape it, allowing about a two-inch overlap down the side.

While students are constructing the cigarette, remind the class about what is actually in tobacco: Dirt, up to one and one-half worms, and thousands of chemicals, 400 of which are known carcinogens – causes of cancer.

Just a few of the chemicals in tobacco and other uses for the chemicals are:

- Butane -used in lighter fluid

- Naphthalene-ingredient in mothballs
- Ammonia-household cleaner
- Carbon monoxide-lethal gas found in car fumes
- Cadmium-used in batteries
- Arsenic-rat poison
- DDT and Methoprene-insecticides
- Formaldehyde-preserved for dead things

When students are finished stuffing and taping the giant cigarette, ask them to hold it up for the class to see. Tell the class that this is approximately the amount of tobacco that a one pack per day smoker uses in a year. Thank students for their help. Keep the cigarette displayed in the classroom as a reminder.

Activity One – Who Are the Users?

Objective: Students will conduct a needs assessment by using an anonymous tobacco use survey to identify percentages of tobacco users and the types of tobacco used.

Materials: Pens or pencils
Unlined paper, 8 1/2 X 11
Chalkboard and chalk, or dry erase board and markers
Calculators

Procedures:

1. Discuss with students reasons for conducting a survey of tobacco use. Explain that surveys must be anonymous – no names used – to be truthful and effective. Ask students who they think should be surveyed, students and parents, only students, or only parents. (Teachers may be reluctant to participate in this survey.) Have the class come to a consensus about the group to be targeted.
2. Secure permission from campus administration by explaining the purpose of the project, and naming the group that the STEP8 class has voted to survey.
3. Ask class to determine what information and data should be collected on a tobacco use survey, and how the survey will be given out and collected. Discuss how the results will be tabulated and used. Decide who will get copies of the results.
4. Help students develop a draft of the survey questionnaire on the chalkboard, or on a dry erase board. Limit the number of questions, and provided standardized answers for easy tabulation. Limit the survey to one page or less. Make revisions to the draft as needed. (Depending on resources available and the numbers of participants to be surveyed, Scantron response forms may be useful.) Ask a student to type the survey on a classroom computer after the draft document is completed. Proofread the typed survey and photocopy the master copy of the survey for distribution.
5. Distribute copies of the survey according to the class's earlier decision.

Explain the turn around time for responses and how they are to be returned to the STEP8 class.

6. When surveys are in, ask STEP8 students to compile responses to tabulate results. This will be accomplished more easily if a tabulation form has been prepared, and several groups divide surveys. When groups are finished, combine tabulation forms. Compile percentages by dividing the number of individual responses by the total number of surveys returned. Prepare response percentages for each question asked by the survey.

7. As a group, have students review and discuss tabulated results of the tobacco use survey. Prepare a narrative report of the findings of the survey. Include that the STEP8 class gave the survey, why it was given, and what the results were. Inform readers that while the survey was not scientific, it does provide useful information about the number of participants who use tobacco. Proofread the narrative report before printing.

8. Before students release the report of the results of the survey, provide campus administration the first copy for review. With their approval, the report can then be released to the school newspaper, the local newspaper, or other media.

Evaluation: To demonstrate 80% mastery, students will participate in developing, preparing, tabulating and releasing the survey of tobacco use.

Activity Two – Keeping Our School Healthy

Objective: Students will plan and organize a mini tobacco prevention fair for students at their school. The mini tobacco prevention fair will include one to three local agencies that provide tobacco prevention services such as American Lung Association, American Cancer Society, Department of Health, Prevention Resource Center and local police. The agencies will be asked to man a booth in a designated area of the school such as the library, school entrance or outside the lunchroom. Student will have the opportunity to stop by the booths for materials and information.

Materials: Pens and pencils
Unlined paper, 8 1/2 X 11
Envelopes for mailing invitations and thank you letters
Postage stamps
Poster board
Telephone directory

Procedures:

1. Secure permission from school administrators for this activity. Seek advice on location and date to hold the mini fair. Contact local agencies for availability and services they have to offer.
2. Explain to class the purpose of the mini tobacco prevention fair. Finalize the location, date, and time of the fair. Ask students to select a catchy name for the mini fair. Decide who will be invited to set up booths, displays, exhibits, and/or activities. Use telephone book listings for agencies and addresses. Prepare an invitation to participate, including name of the event, purpose and timelines. Tell prospective participants that the tobacco prevention mini fair will be organized by the STEP8 Class. All exhibitors must provide tobacco awareness information.
3. Discuss any guidelines for participating organizations and agencies. Encourage exhibitors to provide handouts and promotional giveaways. Explain that they will need to furnish their own tables, extension cords, signage, and other

equipment. Have students prepare a draft copy of the guidelines. Proof read and revise as needed. Mail out invitations to participants, copies of rules or guidelines, and stamped, self-addressed return envelopes. Be sure to include a deadline for responses.

4. Have students decide how the students will be notified. Determine options for advertising. Ask for volunteers to design and distribute flyers. Publicity should include school announcements and school newspapers.

5. Assign exhibitors spaces as they commit to participate and assign one or two students to each organization that has expressed intent to participate. They will meet and greet their agency or organization the day of the event and assist them through out the fair. Don't forget to assign a student to take photos of the event.

6. After the mini tobacco prevention fair is over, all students in the class will assist in clean up and restoring the facility to its original condition

7. All students will help write and prepare individual thank you letters to each organization that participated in the mini fair.

Note: You might want to provide handouts of information you have covered in the STEP 8 classes for the students such as legal consequences information. This information can be included in a bookmark, flyer or on a small card.

Evaluation: To demonstrate 80% mastery, students should participate in each phase of the planning, facilitation, and follow up activities.

Activity Three – Great American Smokeout

Objective: Students will plan and organize a tobacco-free day. The Great American Smokeout. This annual event is held nationally (on the third Thursday of November) to promote total tobacco abstinence. The goal is to encourage smokers and dippers to stop, and non-users not to start.

Materials: Pens or pencils
Poster board
Colored markers
Unlined white 8 1/2 X 11 paper

- Procedures:**
1. Ask students if they have ever heard of The Great American Smokeout. Explain that it is a day where no one uses tobacco. Its purpose is to encourage smokers and dippers to make the decision to quit, and non-users not to start. For twenty-four hours, there is no second hand smoke!
 2. Explain that the STEP8 class will be in charge of planning The Great American Smokeout for the school. Have students use the Internet to research the event, and other information. Have other students contact local and state agencies and other resources for information and free literature. Order free resource materials for teachers to use. (Web sites are listed in the back of the STEP8 curriculum.)
 3. Have the class discuss how the event should be conducted. Decide who will be involved, how information will be delivered, and what activities should be held. Plan how publicity will be arranged.
 4. After general plans are made, ask for a group of student volunteers to make an appointment with campus administrators to explain The Great American Smokeout and get their approval.
 5. Ask students to prepare an information sheet for teachers, and posters to be displayed around the school. Other students can write a series of brief public service announcements to be read with morning announcements to the student body.

Another group of students can write press releases for the school and local newspapers about the event.

5. Arrange for each teacher to take a few minutes on the day of the event to teach tobacco prevention. STEP8 students will provide tobacco education resources available to teachers (STEP6 and STEP8 lessons can be used), and have them work with the campus librarian to prepare a display of available tobacco prevention materials that will be readily available for teacher use.

7. After the Great American Smokeout is over, have students prepare an evaluation and send to teachers and administrators for their input and suggestions for improvement. As a group, have the class read the evaluations and process the responses. File the evaluations for review before planning the next Great American Smokeout Day.

8. Remind students that there are many other ways to be a tobacco-free advocate. Just a few are:

- Share information that you've learned about the risks of smoking with other students.
- Put stickers, buttons, and signs up in your home, work and car.
- Ask for nonsmoking seats and rooms at restaurants and hotels.
- Write letters of complaint to businesses that permit smoking.
- Encourage no smoking at meetings, parties, or other groups.
- Promote the concept of smoke-free families.
- Read about legislation to protect nonsmokers' rights, and about smoking laws.
- Write to your congressman or congresswoman to express your views about smoking and the rights of nonsmokers.
- Contact the American Cancer Society, the American Lung Association, and the American Heart Association for information about how you can volunteer to become active in the effort to reduce smoking in your area and others.
- Form a speakers' bureau of students to give presentations at civic organizations, school board meetings, PTA/PTO meetings, youth camps, YMCAs, church groups and other meetings.

- Investigate whether smoking is permitted in public places, and promote a no smoking policy to owners or officials.
- Visit stores and speak with retailers about not placing tobacco ads near candy, comic book, and other child-oriented products.
- Organize a group to participate in World No Tobacco Day in May
- Work with other classes at school to develop tobacco free songs, raps, poems, posters, brochures or other media.
- Plan and participate in an area-wide teen summit to share and promote advocacy information.
- Join state and regional anti-tobacco campaigns.
- Present tobacco awareness information to the school board.

Evaluation: To demonstrate 80% mastery, students should participate in planning, organizing and evaluating the Great American Smokeout Day for their school.

**ADVOCACY IS THE
ANSWER!**

*Promoting Tobacco
Resistance*

STEP8

Stopping Tobacco with Education and Prevention Lessons & Activities for Eighth Grade

Appendix 1: Parent Meeting Guide

Agenda

1. Welcome and Introductions – Welcome parents and introduce yourself with your name, job title, where you work.

2. Purpose and Goal of Program

a. Explain the Texas Statewide Education and Prevention Program – Texas S.T.E. P.

1. Statewide initiative
2. Funded by State Comptroller’s Office
3. Goal is to prevent tobacco use by Texas youth

3. Describe Texas S.T.E.P. Program

a. Funding for staff, materials, supplies to teach tobacco education

b. Compliance activities for tobacco use prevention and intervention

c. Optional research-based curriculum targeting sixth and eighth grade students with individual and group interactive lessons called Stopping Tobacco with Education and Prevention. STEP 6 is ten lessons taught in the fifth, sixth or seventh grade, and STEP8 is five booster lessons designed to supplement and reinforce STEP6 in the seventh, eighth or ninth grade.

d. Booster lessons developed for grade eight include fifteen activities in five lessons that reinforce information learned in STEP6 and provide additional, updated research to teach tobacco resistance, cessation, and tobacco-free advocacy.

4. Dangers of Tobacco Use

- a. Read and discuss risks of tobacco, using Fact Sheet - Understanding Short -term and Long-term Risks of Tobacco Use.
- b. Allow time for questions and answers about tobacco use.

5. Current Tobacco Laws

- a. Read and discuss tobacco laws, using Fact Sheet - [Tobacco Control Legislation](#). (one copy for each parent)
- b. Allow time for questions and answers about tobacco legislation.

6. Needs Assessment

- a. Read and discuss Fact Sheet - Tobacco Use by School Age Youth in the United States and Table 1: Monitoring the Future. (one copy of each for every parent)
- b. Discuss local surveys, discipline reports, newspaper articles or other information about tobacco use by youth in the area, if available. (Secure and review these in advance.)

7. Describe Curriculum

- a. The STEP8 curriculum is five booster lessons developed for grade eight that include fifteen activities. These reinforce information learned in STEP6 and provide additional, updated research to teach tobacco resistance, cessation, and tobacco-free advocacy.
- b. It can be taught by trained teachers, law enforcement officers, trained parent volunteers and others
- c. Targets middle school students: Designed for eighth graders, it can be used in seventh or ninth grade as well.
- d. Can be integrated into any subject or content area
- e. Research-based and meets Principles of Effectiveness as required by Title IV Safe and Drug Free Schools and Communities, the guidelines of [Making the Grade](#), an evaluation of national prevention programs, and the Centers for Disease Control's [Guidelines for School Health Programs to Prevent Tobacco Use](#).

- f. Lesson topics include:
- Lesson 1 --What's In the News? Latest Research on Tobacco
 - Lesson 2 – You Use...You Lose! Refusal Skills that Work
 - Lesson 3 – Ads that Don't Ad Up: Misrepresentation by Advertising
 - Lesson 4 – Dying to Quit! Cessation Assistance
 - Lesson 5 – Advocacy Is the Answer! Teaching Tobacco Resistance

8. Sample Demonstration - Lesson Four

- a. Explain that the objective of this demonstration is to explain breathing difficulties experienced by smokers.
- b. To remind parents of the dangers of any tobacco use, assemble a 1 1/2 qt. plastic jar with tight fitting lid, one quart of dark molasses, and one or two empty cigarette packages.

As you place the cigarette packages in the jar, then pour the molasses into the jar, remind parents that the syrup is like tar. Tar is the sticky residue that is left in the lungs by burning tobacco. The tar sticks to the cilia – tiny hairs that rid the lungs of mucous – and paralyzes them. The body is no longer able to rid itself of the poisons being ingested in tobacco smoke.

Place the jar lid on tightly, and lift the jar and swirl it around so that parents can see the thick coating it makes inside the jar. Explain that is the amount of tar that an average smoker gets in his or her lungs each year. Explain that this is why smokers get dangerous respiratory infections such as upper respiratory infections, chronic bronchitis, asthma, pneumonia, emphysema and lung cancer. Ask parents if they think these are short term or long-term effects. Remind group that any tobacco product harms the body.

9. What Parents Can Do

- a. Set a good example by not using tobacco. Give clear, consistent messages about the dangers of tobacco to your children.
- b. Provide your children with a tobacco-free environment at home.
- c. Support school programs, and insist that tobacco education and prevention be included.

- d. If your child already uses tobacco, help him or her set realistic goals for stopping; give him or her positive reinforcement and encouragement; try to help him or her understand his or her underlying reasons for using tobacco; and help him or her substitute positive alternatives, such as physical activity or stress management.
- e. Help your child analyze messages that glamorize tobacco use on television, in movies, and in magazines.
- f. Join a school committee to guide school policies toward tobacco use.
- g. Volunteer at school to help with tobacco prevention activities.
- h. Encourage local school board to provide assistance programs rather than punishment for students who violate school tobacco-use policies.
- i. Share tobacco prevention information to your children and talk with them about related assignments and projects.
- j. Ask parents if they can think of other ways to help.

Source: Center for Disease Control, Tobacco Information and Prevention Source

10. Questions and Answers

11. Displays, Exhibits, Brochures

- a. Thank parents for attending this meeting.
- b. Encourage parents to view tobacco education exhibits, models, and materials that are on display.
- c. Ask them to take home any of the brochures or handouts that they feel would be helpful to them or their families.

Texas STEP Fact Sheet - Understanding the Short -term and Long-term Risks of Tobacco Use

Short-term Physical Consequences of Smoking and Other Tobacco Use

- Makes breath smell bad
- Makes clothes and hair smell
- Brown or yellow teeth and fingers
- Makes heart beat as much as twenty beats per minute faster
- Increases breathing rate
- Stimulates central nervous system
- Stomach acid increases
- Headaches
- Dulls sense of taste and smell
- Irritates gum, lips, mouth and throat
- Irritates lining of trachea and lungs
- Decreases circulation of the blood, increases blood pressure, narrows arteries
- Decreases oxygen intake, thickens blood
- Decreases skin temperature
- Temporary alertness is followed by tiredness and irritability
- Can cause burns and smoking-related fires. Thousands of people die each year in fires related to smoking.

Long-term Physical Consequences of Smoking and Other Tobacco Use

- Decreased athletic performance
- Dryness and wrinkling of the skin
- Depletion of vitamin C
- Reduction in effectiveness of immune system
- Stroke, high blood pressure, blockage of blood vessels, heart disease and heart attacks. Smoking causes one in four fatal heart attacks
- Increased frequency of respiratory diseases, from the common cold to chronic bronchitis to pneumonia
- Stomach ulcers, weight loss
- Emphysema -- scarring or collapse of air sacs which causes breathing difficulty and possibly death
- Cancer of the mouth, throat, lungs, upper respiratory tract,
- Injury to fetus, higher rates of miscarriages, stillbirths, crib death, low birth weight, and premature births

*Sources: American Cancer Society, Texas Division
American Lung Association*

Handout

Texas STEP Fact Sheet – Tobacco Control Legislation

- 1994 – Public Law 103-227 -- Pro-Children Act of 1994: Prohibits smoking and environmental tobacco smoke in any indoor federal agency facility that provides services to children up to the age of 18.
- 1995 - Senate Bill 1 - Tobacco Free Schools: Prohibits use or possession of tobacco at school or at school related activities on or off school property.
- 1997-98 – Senate Bill 55: Prohibits tobacco sales to minors; tobacco sales personnel must ask customers appearing younger than 27 for identification; vendors are required to post warning signs by vending machines and at retail sales counters that tobacco possession or use by anyone under age 18 is illegal; vendors must notify employees of the law and keep records of having done so; tobacco products cannot be served in a serve-served manner; free samples or coupons may not be distributed to minors; vendor may not redeem coupons from minors; comptroller shall partner with sheriffs and police chiefs to enforce youth access tobacco laws; comptroller may grant funds to counties and cities for enforcement and requires enforcement by unannounced inspections; local laws are not preempted; activity reports from law enforcement due date; bi-annual reports to state government on status of tobacco use; no tobacco advertising within 1,000 feet of church or school, outdoor advertising fee on tobacco product; use of these fees for education, enforcement, education promotion, and youth grants; authorizes penalties for advertising violation; prohibits minor possession, purchase or consumption of tobacco products with \$250 fine, tobacco awareness program attendance, community service, driver's license suspension or denial for non-compliance; and expungement of record for compliance, sets jurisdiction of courts, and exempts family code law. Also, requires Department of Health to establish a tobacco awareness campaign and grant programs for youth groups, authorizes and modifies tobacco permit fees, revenue and penalties, authorizes retailer suspension and requires employee training; prohibits sale of "kiddie" packs, or packages of less than 20 cigarettes.
- 1999 – Senate Bill 1122: Prohibits placing a tax stamp on cigarettes that were manufactured for export and makes illegal selling improperly stamped cigarettes.

- 1999 – Senate Bill 451: Exempts package store (liquor store) permit holders from prohibiting direct access to tobacco products, because minors must be accompanied by an adult to enter package stores.
- 1999 – Senate Bill 15: Removes sale of “loose” cigarettes from the list of Class A misdemeanors.
- 1999 – Senate Bill 16: Requires local law enforcement agencies to enforce tobacco control laws.
- 1999 - Senate Bill 17: Establishes provisions about hearings regarding marketing and distribution of cigarettes
- 1999 – House Bill 1161: Establishes the \$15 billion Tobacco Settlement Permanent Trust Account

Texas STEP Fact Sheet – Tobacco Use by School Age Youth in the United States

- More than five million children living today will die prematurely because of a decision they will make as adolescents – the decision to smoke cigarettes.
- One out of three young people who become regular smokers will die of a smoking-related disease.
- Nationally, only 55% of eighth-graders think that smoking one pack of cigarettes a day is harmful.
- Accessibility to cigarettes has been falling since 1996, but two-thirds of all eighth and tenth graders say that they can obtain cigarettes “fairly easily or “very easy.”
- Since 1997, research indicates that twelfth grade students express increasing disapproval of cigarette smoking.
- Traditionally, there have been large smoking differences between college-bound and non-college bound students, with the non-college bound being the largest number of smokers.
- In 1998, 35.1% of all high school seniors in the nation smoked. Males smoked at a 36.3% rate, while female seniors smoked at the rate of 33.3%
- Different ethnicities of twelfth graders smoked at various rates according to 1998 research. Whites smoked at a 41.7% rate, African-Americans at a 14.9% rate and 26.6% of Hispanic students when surveyed by the “Monitoring the Future” study by the University of Michigan. The study indicates that smoking is up in every category surveyed.
- The number of adolescents who became daily smokers before the age of eighteen increased by 73% from 1988 to 1996.
- Since the late 1980’s, the rate of young adults’ first daily smoking was similar for teenagers 12-17 as young adults 18-25.
- The 1999 “Monitoring the Future” survey indicated a slight decline of teenage cigarette smokers.

- Nationally, one-in-six students is an active smoker as early as the eighth grade.
- Nicotine addiction usually starts at an early age. Eighty-nine percent of adult daily smokers started before the age of eighteen.
- Every year, tobacco companies, much of it targeted to youth, spend billions of dollars on advertising.
- In Texas, 31% of Texas public middle school students and 43% of Texas public high school students are current tobacco users, according to the 1998 Texas Youth Tobacco Survey. Other findings from that survey include:
 - Twenty one percent of Texas public middle school students and 33% of Texas high school students currently smoke cigarettes.
 - Six percent of Texas public middle school students and 9% of Texas high school students currently use spit tobacco.
 - Fourteen percent of Texas public middle school students and 19% of Texas high school students currently cigars.
 - Eight percent of Texas public middle school students and 8% of Texas high school students currently use pipes with tobacco.
 - Male are more likely to report tobacco use than females, both in middle school and high school.
 - Among Texas public middle school students, the prevalence of current use of any tobacco is highest in African American students (37%), and lowest in white, non-Hispanic students (27%).
 - Among Texas public high school students, the prevalence of current use of any tobacco is highest in white, non-Hispanic students (47%), and lowest in African American students (33%),
- In the report, *Growing Up Tobacco-Free: Preventing Nicotine Addiction in children and Youth* from the Institute of Medicine, three ways of preventing tobacco use are recommended, a higher tax on tobacco products, tougher regulation of tobacco ads directed towards youth, and increased support for policies that keep tobacco from youth.

STEP8

Stopping Tobacco with Education and Prevention Lessons & Activities for Eighth Grade

Appendix 2: Student Mentoring Plan

Purpose: Promotional advertising by the tobacco industry and peer approval of tobacco use have the strongest impact on whether or not students make the decision to use tobacco products. When students mentor other students about deceptive advertising practices of the tobacco industry, tobacco dangers, the cost of tobacco use, and other immediate topics, there is the greatest probability of tobacco resistance by students.

Procedures:

- 1. Goals of Student Mentors**
In the Student Mentoring Plan, STEP 8 students serve as credible role models for successfully resisting negative pressure to follow the crowd; and act as group facilitators and decision leaders. The age difference between the middle school helpers and students they help in younger grades enhances the maturity, experience, and judgment level of the trained student mentor. The goal of STEP8 mentors is to prevent tobacco use by other youth.

- 2. Student Mentor Traits**
Student mentors should have the ability to develop leadership traits. These include having a positive self-image, being an effective communicator, having the ability to get others to do what you ask, and being a team player. They do not have to be straight A students, but should have passing grades and good citizenship. Most importantly, mentors must serve as a positive, drug free role model for students. Hopefully, by encouraging students to aim at meeting the traits needed to be a mentor, their own position about no tobacco use will be decided and actualized.

- 3. Mentoring Activities**

Activities conducted by mentors should be varied. The objective of mentoring activities is to teach the tobacco resistance skill being presented by the lesson with direct instruction and information on a peer level. Mentors model the foundation on which the curriculum stands – reinforcement and validation, resistance, self-efficacy, respect and enthusiasm. Suggestions for activities for mentors and the students they help include:

- **Patchwork**

The STEP8 class divides into groups of three or four. Each group plans and prepares a different tobacco prevention lesson (either from the STEP8 - Stopping Tobacco with Education and Prevention, Lessons & Activities for Eighth Grade curriculum or from other recognized resources.) Demonstration lessons are very effective. Each STEP8 group visits a younger grade class and teaches the lesson. The STEP8 groups rotate through classes each visit until all younger classes have heard all of the lessons.

- **Write It Out**

The STEP8 class divides into two groups. Each group writes a script for a one act play or skit about the dangers of tobacco or tobacco refusal skills. Students conduct research as needed using classroom resources or the Internet.

One group writes its script to be performed for younger students; some of the STEP8 class are the actors. The other group writes a play in which the younger students will be the actors. Scripts should be proof-read, legibly re-written or typed, and photocopied. Simple props add to the effect. Depending on the length of the plays, the two groups of STEP8 students can conduct visitations to classes together and perform both plays or skits to one class (STEP8 performers in one and younger student performers in the other,) or visit different classes for a briefer period.

- **Take Five**

STEP8 students develop tobacco prevention lesson(s) and practice teaching them, dividing tasks to allow as many students as possible to teach. Have students videotape the lesson and then watch it and evaluate it. Make

changes or corrections as needed. Make additional copies of the video if desired.

The STEP8 class takes the video to classrooms of younger students and uses the video for instruction. (If multiple copies of the video are available, the STEP8 class can divide into smaller groups and teach more classes.)

- **Listen Up**

A similar project could be planned using audiocassettes rather than videos. STEP8 students plan and prepared a tobacco prevention lesson and record it on a cassette. A story telling approach can be effective for younger students. Or, a make believe advertisement for a tobacco product could effectively teach about deceptive advertising. STEP8 students prepare a simple worksheet, on a younger grade level, that students will complete as they listen to the cassette. A discussion afterward will be important to correct answers, to provide more information, and to help younger students draw accurate conclusions.

- **STEP-Buddies**

STEP8 students are assigned specific students in younger grades who have been selected by the school counselor. STEP8 students visit the younger students' schools, have lunch, snack time, or recess with the student on an individual basis. As the friendship develops, STEP8 students encourage being tobacco free to the younger students.

Many issues, in addition to tobacco resistance, can be successfully handled during these one-on-one meetings. (STEP8 mentors should be made aware of rules and guidelines concerning appropriate language, confidentiality, manner of dress, and acceptable topics for discussion before they meet with their younger students.) Students need to be aware that some issues shared by younger students may require adult intervention.

4. Time Schedule

The number of lessons or sessions taught can be adapted to meet the needs of the STEP8 class or the school schedules of younger students being mentored. One or two visits per week is recommended for mentoring, with no more than one week

between visits. Mentor visits may continue after STEP8 class has been completed, with the support of the classroom teacher.

5. Training

STEP8 mentors must receive training prior to their first visits to younger classes. Training should include the five lessons in the STEP8 curriculum, as well as group dynamics, teambuilding, facilitating discussions, and group motivation.

6. Teachers Role

Teachers or instructors who work with mentors must share the responsibility for the teaching them the curriculum. In addition to teaching tobacco education and mentor training, planning will be needed to coordinate with younger classes and their teachers. Teachers will help mentors plan, coordinate, dress rehearse, present, analyze, and improve upon classroom performance.

7. Evaluation

When visitations are finished for the semester or year, host teachers and students who received mentoring should be given the opportunity to provide feedback regarding the mentoring process, and its effectiveness. Mentors may design three response forms, one for teachers, and one for mentored students, and one for mentors, and submit them to those involved. The STEP8 teacher should collect responses. Responses should be reviewed and evaluated by mentors and STEP8 teacher as a group.

STEP8

Stopping Tobacco with Education and Prevention Lessons & Activities for Eighth Grade

Appendix 3: Staff Development Training for Teachers

Agenda

1. **Welcome and Introductions** – Welcome administrators, teachers and other staff members and introduce yourself with your name, job title, where you work.
2. **Purpose and Goal of Program**
 - a. Explain the Texas Statewide Education and Prevention Program S.T.E. P.
 1. Statewide initiative
 2. Funded by tobacco settlements through State Comptroller's Office
 3. Goal is to prevent tobacco use by Texas youth
3. **Describe Texas S.T.E.P. Program**
 - a. Funding for staff, materials, supplies to teach tobacco education
 - b. Compliance activities for tobacco use prevention and intervention
 - c. Optional research-based curriculum targeting sixth and eighth grade students with individual and group interactive lessons called Stopping Tobacco with Education and Prevention. STEP 6 is ten lessons taught in the fifth, sixth or seventh grade, and STEP8 is five booster lessons designed to supplement and reinforce STEP6 in the seventh, eighth or ninth grade.
4. **Dangers of Tobacco Use**
 - a. Read and discuss risks of tobacco, using Fact Sheet #11.1 Understanding Short-term and Long-term Risks of Tobacco Use.

- b. Allow time for questions and answers about tobacco use.

5. Current Tobacco Laws

- a. Read and discuss tobacco laws, using Fact Sheet #11.2 [Tobacco Control Legislation](#). (one copy for every staff member)
- b. Allow time for questions and answers about tobacco legislation.

6. Needs Assessment

- a. Read and discuss Fact Sheet #11.3 Tobacco Use by School Age Youth in the United States and Table 1: Monitoring the Future. (one copy of each for every staff member)
- b. Discuss local surveys, discipline reports, newspaper articles or other information about tobacco use by youth in the area, if available. (Secure and review these in advance.)

7. Describe Curriculum

- a. Hand out copies of curriculum or sample pages. Ask participants to review the copies. Explain that the STEP8 curriculum is five booster lessons developed for grade eight that include fifteen activities.
- b. Can be taught by trained teachers, law enforcement officers, other staff members or trained parent volunteers
- c. Targets middle school students: Developed for eighth grade students, but can be taught in seventh or ninth.
- d. Can be taught integrated into any subject or content area
- e. Research-based and meets the [Principles of Effectiveness](#) as required by Title IV Safe and Drug Free Schools and Communities, the guidelines of [Making the Grade](#), an evaluation of national prevention programs, and the Centers for Disease Control's [Guidelines for School Health Programs to Prevent Tobacco Use](#).
- f. [STEP8](#) lesson topics include:
 - Lesson 1 --What's In the News? Latest Research on Tobacco
 - Lesson 2 – You Use...You Lose! Refusal Skills that Work
 - Lesson 3 – Ads that Don't Ad Up: Misrepresentation by Advertising
 - Lesson 4 – Dying to Quit! Cessation Assistance
 - Lesson 5 – Advocacy Is the Answer! Teaching Tobacco Resistance

- g. Lessons are independent and non-sequential. They can be utilized in any order.
- h. Lessons cover the stated topic's concept, the purpose, an objective, and any materials and supplies needed. A suggested evaluation of the lesson is at the end.
- i. Each lesson has three different activities. One or more activities may be selected from each lesson, designed to fit teaching time available, and the local level of need about that particular topic
- j. Lesson contains project-based activities to be completed independently by students, to be done with a partner, but mostly cooperative learning group activities.
- k. Handout and review the Glossary (one copy for each participant). Explain that additional information teachers may find helpful is included in the curriculum. These are pre- and post- tests, a Parent Meeting Guide, a Student Mentoring Plan, a Glossary and a Resource List, including relevant vendors and helpful web sites. Also, there is a Compendium of STEP8 Aligned with the Texas Essential Knowledge and Skills.

8 Sample Demonstration – Lesson 2

- a. Explain that the objective of this demonstration is to demonstrate breathing difficulties experienced by smokers. (Have a piece of plastic bubble wrap that is used in packaging, approximately 12 inches square.)
- b. Say to staff members that this a demonstration from [STEP8 - Stopping Tobacco with Education and Prevention, Lessons & Activities for Eighth Grade](#) about how smoking affects a person's lungs. As smokers inhale, hundreds of thousands of air sacs throughout the bronchial system are the air passages of the lungs. (Pop one bubble of the plastic wrap.) They are irritated by the tobacco's tar of chemicals and gasses. (Pop one bubble.) Cilia in normal conditions filter the air passages, but they become paralyzed and are ineffective. (Pop one or two bubbles.) As the tar continues to collect with every smoke, cells are altered, and begin to grow inward. (Pop several bubbles.) This type growth results in lung cancer. (Pop several bubbles.) At the same time, the tiny air sacs are being stretched and eventually ruptured by the tobacco smoke chemicals and gasses. (Pop most of the remaining bubbles.) This causes blebs, or balloon-like bulges in the surface of the lungs. Lung tissue degenerates to string-like shreds. Lung tissue loses its elasticity, and can no longer function efficiently. This is emphysema. Other lung diseases

that can develop or worsen due to smoking include asthma, upper respiratory infections, pneumonia and chronic bronchitis. Ask staff members if they think these are short term or long-term effects. Remind group that any tobacco product harms the body.

9. What Schools Can Do to Prevent Tobacco Use

- Develop and enforce a school policy on tobacco use.
- Provide instruction about the short-term and long-term negative physical and social consequences of tobacco use; social influences; and peer norms. Teach communication, decision-making and goal-setting skills.
- Provide tobacco-use prevention education in grades K – 12.
- Provide program specific training for teachers.
- Involve parents or families in support of school-based programs to prevent tobacco use.
- Support cessation efforts among students and staff who use tobacco.
- Assess the tobacco use prevention program at regular intervals.

Source: Centers for Disease Control, Tobacco Information and Prevention Source

10. What Teachers Can Do to Prevent Tobacco Use

- Set a good example by not using tobacco
- Use research-based curricula and teaching methods that follow the Principles of Effectiveness and Center for Disease Control's Guidelines.
- Work with school staff members to coordinate tobacco-use prevention efforts and give students consistent, reinforced messages.
- Integrate tobacco use prevention in a variety of classes, such as science, history, and English.
- Help students improve their skills to critically analyze messages that glamorize tobacco use on television, in movies, in magazines, and in other print media.
- Encourage and support the efforts of students and school staff to quit using tobacco.
- Prohibit tobacco use by students participating in sports and stress the adverse effects of tobacco on sports performance.
- Involve families and community organizations in tobacco-use prevention activities.
- Evaluate tobacco use prevention activities and student progress.
- Find and use national, state and local resources for tobacco-use prevention education.
- Take part in tobacco use prevention training and share experiences with other teachers.

Source: Centers for Disease Control, Tobacco Information and Prevention Source

11. Questions and Answers (Either by trainer, or by a panel of tobacco prevention specialists)

12. Displays, Exhibits, Brochures

- a. Thank administrators, teachers and other staff members for attending this training.
- b. Encourage participants to view tobacco education exhibits, models, and materials that are on display.
- c. Ask them to take brochures or handouts that they feel would be helpful to them and their students.

Texas STEP Fact Sheet - Understanding the Short Term and Long Term Risks of Tobacco Use

Short-term Physical Consequences of Smoking and Other Tobacco

- Makes breath smell bad
- Makes clothes and hair smell
- Brown or yellow teeth and fingers
- Makes heart beat as much as twenty beats per minute faster
- Increases breathing rate
- Stimulates central nervous system
- Stomach acid increases
- Headaches
- Dulls sense of taste and smell
- Irritates gum, lips, mouth and throat
- Irritates lining of trachea and lungs
- Decreases circulation of the blood, increases blood pressure, narrows arteries
- Decreases oxygen intake, thickens blood
- Decreases skin temperature

Long-term Physical Consequences of Smoking and Other Tobacco

- Decreased athletic performance
- Dryness and wrinkling of the skin
- Depletion of vitamin C
- Reduction in effectiveness of immune system
- Stroke, high blood pressure, blockage of blood vessels, heart disease and heart attacks. Smoking causes one in four fatal heart attacks
- Increased frequency of respiratory diseases, from the common cold to chronic bronchitis to pneumonia
- Stomach ulcers, weight loss
- Emphysema - scarring or collapse of air sacs which causes breathing difficulty and possibly death
- Cancer of the mouth, throat, lungs, upper respiratory tract,
- Injury to fetus, higher rates of miscarriages, stillbirths, crib death, low birth weight, and premature births

*Sources: American Cancer Society, Texas Division;
Handout*

American Lung Association

Texas STEP Fact Sheet – Tobacco Control Legislation

- 1994 – Public Law 103-227 - Pro-Children Act of 1994: Prohibits smoking and environmental tobacco smoke in any indoor federal agency facility that provides services to children up to the age of 18.
- 1995 - Senate Bill 1 – Tobacco-Free Schools: Prohibits use or possession of tobacco at school or at school related activities on or off school property.
- 1997-98 – Senate Bill 55: Prohibits tobacco sales to minors; tobacco sales personnel must ask customers appearing younger than 27 for identification; vendors are required to post warning signs by vending machines and at retail sales counters that tobacco possession or use by anyone under age 18 is illegal; vendors must notify employees of the law and keep records of having done so; tobacco products cannot be served in a serve-served manner; free samples or coupons may not be distributed to minors; vendor may not redeem coupons from minors; comptroller shall partner with sheriffs and police chiefs to enforce youth access tobacco laws; comptroller may grant funds to counties and cities for enforcement and requires enforcement by unannounced inspections; local laws are not preempted; activity reports from law enforcement due date; bi-annual reports to state government on status of tobacco use; no tobacco advertising within 1,000 feet of church or school, outdoor advertising fee on tobacco product; use of these fees for education, enforcement, education promotion, and youth grants; authorizes penalties for advertising violation; prohibits minor possession, purchase or consumption of tobacco products with \$250 fine, tobacco awareness program attendance, community service, driver’s license suspension or denial for non-compliance; and expungement of record for compliance, sets jurisdiction of courts, and exempts family code law. Also, requires Department of Health to establish a tobacco awareness campaign and grant programs for youth groups, authorizes and modifies tobacco permit fees, revenue and penalties, authorizes retailer suspension and requires employee training; prohibits sale of “kiddie” packs, or packages of less than 20 cigarettes.
- 1999 – Senate Bill 1122: Prohibits placing a tax stamp on cigarettes that were manufactured for export and makes illegal selling improperly stamped cigarettes.

- 1999 – Senate Bill 451: Exempts package store (liquor store) permit holders from prohibiting direct access to tobacco products, because minors must be accompanied by an adult to enter package stores.
- 1999 – Senate Bill 15: Removes sale of “loose” cigarettes from the list of Class A misdemeanors.
- 1999 – Senate Bill 16: Requires local law enforcement agencies to enforce tobacco control laws.
- 1999 - Senate Bill 17: Establishes provisions about hearings regarding marketing and distribution of cigarettes
- 1999 – House Bill 1161: Establishes the \$15 billion tobacco settlement permanent trust account.

Source: Various

Handout

Texas STEP Fact Sheet – Tobacco Use by School Age Youth in the United States

- More than five million children living today will die prematurely because of a decision they will make as adolescents – the decision to smoke cigarettes.
- One out of three young people who become regular smokers will die of a smoking-related disease.
- Nationally, only 55% of eighth-graders think that smoking one pack of cigarettes a day is harmful.
- Accessibility to cigarettes has been falling since 1996, but two-thirds of all eighth and tenth graders say that they can obtain cigarettes “fairly easily or “very easy.”
- Since 1997, research indicates that twelfth grade students express increasing disapproval of cigarette smoking.
- Traditionally, there have been large smoking differences between college-bound and non-college bound students, with the non-college bound being the largest number of smokers.
- In 1998, 35.1% of all high school seniors in the nation smoked. Males smoked at a 36.3% rate, while female seniors smoked at the rate of 33.3%
- Different ethnicities of twelfth graders smoked at various rates according to 1998 research. Whites smoked at a 41.7% rate, African-Americans at a 14.9% rate and 26.6% of Hispanic students when surveyed by the “Monitoring the Future” study by the University of Michigan. study indicates that smoking is up in every category surveyed.
- The number of adolescents who became daily smokers before the age of eighteen increased by 73% from 1988 to 1996.
- Since the late 1980’s, the rate of young adult’s first daily smoking was similar for teenagers 12-17 as young adults 18-25.
- Each day, over 3,000 school age youth become daily smokers.
- Nationally, one in six students is an active smoker as early as the eighth grade.

- Nicotine addiction usually starts at an early age. Eighty-nine percent of adult daily smokers started before the age of eighteen.
- Every year, \$5.6 billion (\$15 million each day) is spent on advertising by tobacco companies, much of it targeted to youth.
- In Texas, 31% of Texas public middle school students and 43% of Texas public high school students are current tobacco users, according to the 1998 Texas Youth Tobacco Survey. Other findings from that survey include:
 - Twenty one percent of Texas public middle school students and 33% of Texas high school students currently smoke cigarettes.
 - Six percent of Texas public middle school students and 9% of Texas high school students currently use spit tobacco.
 - Fourteen percent of Texas public middle school students and 19% of Texas high school students currently cigars.
 - Eight percent of Texas public middle school students and 8% of Texas high school students currently use pipes with tobacco.
 - Male are more likely to report tobacco use than females, both in middle school and high school.
 - Among Texas public middle school students, the prevalence of current use of any tobacco is highest in African American students (37%), and lowest in white, non-Hispanic students (27%).
 - Among Texas public high school students, the prevalence of current use of any tobacco is highest in white, non-Hispanic students (47%), and lowest in African American students (33%),
- In the report, *Growing Up Tobacco-Free: Preventing Nicotine Addiction in children and Youth* from the Institute of Medicine, three ways of preventing tobacco use are recommended, a higher tax on tobacco products, tougher regulation of tobacco ads directed towards youth, and increased support for policies that keep tobacco from youth.

Sources: Various

Handout

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Stopping Tobacco with Education and Prevention Lessons & Activities for Eighth Grade

Appendix 4: Glossary

abstinence – the decision not to participate

addiction – strong physical or emotional dependence on tobacco or other drugs requiring use of increasing amounts

advocate – speaking or writing in support of something

anxiety – overly nervous or worried mental state

anxious – uneasy or worried

asthma – a lung disease where air passages constrict and reduce airflow

awareness – to gain knowledge of or about

bidis,(or beedies) – small, unfiltered, flavored 100% tobacco cigarette popular with teenagers in flavors such as chocolate, cinnamon, strawberry, vanilla, cherry, licorice, menthol and mango; produced in sweat-shop factories in India by children ages ten and older; growing in popularity in the United States; contains five times more tar and three times more carbon monoxide than American cigarettes; harder to keep lit, so user must inhale much more deeply and more frequently.

blebs – balloon-like bulges in the surface of the lungs, associated with emphysema

blunts – a cigar that has been hollowed out and filled with marijuana

brainstorm – consider every possible choice or answer

bronchitis – a chronic lung disease that limits breathing and physical activity

bull's eyes – slang for Lucky Strike

butts – slang for cigarettes

cancer sticks – slang for cigarettes

carbon monoxide -- a colorless, odorless, poisonous gas by-product of burning tobacco which hinders the release of oxygen into the bloodstream; smokers have six to fifty times more carbon monoxide than non-smokers; known to impair vision, judgement and increases tiredness, therefore it is dangerous to drivers

carcinogens, carcinogenic – substances proven to cause cancer in humans; many chemicals in tobacco are carcinogens

central nervous system – spinal cord and attached nerves

cessation – a plan to stop or quit

chaw – slang for chewing tobacco

chew – slang for chewing tobacco

chewing tobacco – shredded tobacco, often sweetened or flavored, placed directed inside mouth

cigs – slang for cigarettes

cigarettes – shredded or ground tobacco wrapped in paper

cigars – a tobacco product made with chopped tobacco filler and a binder rolled in a tobacco leaf wrapper

cilia – microscopic, short, fine, hair-like structures that help move body fluids

coffin nails – slang for cigarettes

cold turkey – quitting smoking by stopping immediately and completely, rather than tapering off or delaying

compassion -- with understanding and consideration

consequences – the results or what will happen if you do something

cowboys – slang for Marlboro brand cigarettes

cut – slang for chewing tobacco

cycle of addiction – drug (nicotine) is used, drug (nicotine) takes effect, tolerance develops to drug (nicotine), dosages of drug (nicotine) increases, withdrawal from drug (nicotine) causes pain

deceptive – misleading

dip – slang term for snuff

dipping – placing moist snuff between cheek and gum

dopamine – the chemical in the brain that causes a pleasurable sensation

emphysema -- a disease that breaks down the walls of the air sacs throughout the lungs making it increasingly difficult to breathe; kills an estimated 16,000 people in the United States each year; fifth leading killer; also called C. O. P. D. or Chronic Obstructive Pulmonary Disease; not curable

EPA – Environmental Protection Agency; government agency that monitors and regulates safe use and conservation of the natural resources of air, soil, minerals, and water; estimates that 3,800 to 50,000 deaths per year are due to passive smoking

estimates – guesses or opinions based on prior information

ETS – Environmental Tobacco Smoke; secondhand smoke

extrinsic – pressure from outside sources

fags – slang for cigarettes

frys – cigars soaked in embalming fluid, laced with PCP

gum recession – skin around teeth pulls away and shrinks; also called gingival recession

habituated - addicted

heart disease -- a disease of the circulatory system where arteries and veins become hardened with plaque; can lead to high blood pressure or heart failure

heart rate – number of heart beats per minute

humps – slang for Camel brand cigarettes

influence – a power directly affecting a person or an action

intrinsic – from within, from inside yourself

involuntary smoking – inhaling smoke indirectly from others' tobacco products

kreteks – cigarettes made with two-thirds tobacco and one-third cloves; imported from Indonesia

leukoplakia – rough white patches inside mouth that will turn into cancer if tobacco use continues, usually caused by chewing or dipping tobacco

Looks – slang for Kool brand cigarettes

long-term – over a long period of time

loose leaf tobacco – chewing tobacco that has leaves cut into small pieces and sold in a pouch; sweetened and flavored with licorice

lung cancer -- the uncontrolled growth of abnormal cells in the lung caused by chemicals released by burning tobacco or other substances

mainstream smoke – inhaled into lungs by smoker, than exhaled into the room

metabolite – a product produced as a result of various chemical reactions in the human body; an example is nicotine becoming cotinine

minority – smaller of two or more groups forming a whole

misconception – incorrect interpretation of information

nicotine – a major substance occurring naturally in tobacco that causes smokers to become addicted, is a stimulant to humans but is also used as a poison for insects

nicotine replacement system – a substitute for nicotine the body craves; sold as patches, gum, nasal sprays, and inhalers; should be used with counseling and information

nicotine transdermal patch – provides doses of nicotine to relieve withdrawal symptoms to allow time for behaviors to change

nicotine gum – prescription medication that provides doses of nicotine to relieve withdrawal symptoms

NicVAX – a vaccine currently in research stages being successfully used to prevent nicotine from reaching the brain, therefore reducing pleasure to the user; developed to prevent addiction or relapses into addiction

olfactory sensors – gives ability to smell different aromas; causes smokers to lose ability to smell

passive smoking – indirect inhalation of smoke from cigarettes being smoked by other people; secondhand smoke; third most preventable cause of death behind smoking and alcohol

peer pressure – others' influence on you; four types, friendly, teasing, indirect, and heavy

pinch – slang for snuff

pipe tobacco – shredded tobacco often sweetened by and flavored with honey, sugar, or vanilla

plug – slang for chewing tobacco

plug tobacco – chewing tobacco that is moist tobacco leaves cut and pressed into a block, flavored with sweeteners and licorice

pressure – to force with overpowering influence or persuasion

pulse – the rhythmic surge of blood in the arteries caused by the contraction of the heart muscle; the number of heart beats per minute

ready-rolls – slang for cigarettes

refusal skills – effective ways to say no

risk factor – increased chances of developing a disease or condition based on genetics or lifestyle

secondhand smoke – smoke from someone else's cigarette or cigar that breathed in by everyone around; two types – mainstream and sidestream

shorts – slang for cigarettes

short term – effects are of a short duration or happen fairly quickly

sidestream smoke – smoke coming directly from the burning tip of a cigarette or cigar; has not been inhaled by the smoker

SIDS – Sudden Infant Death Syndrome: unexpected death of a young infant during sleep, also called crib death; higher incidence in families where adults smoke

smokeless tobacco – snuff and chewing tobacco; is placed directly in mouth rather than burned

smokes – slang term for cigarette

snuff – finely ground tobacco sold in small containers; it is placed directly in mouth; comes in two forms, dry or moist; dry snuff may also be sniffed

socially acceptable – generally approved by members of the community

spit tobacco – a general term for chewing tobacco and snuff, also called smokeless tobacco because it is used directly in mouth rather than being burned

stages of quitting tobacco – pre-contemplation, contemplation, preparation, action, maintenance, relapse

starter products – tobacco products targeted to entice younger, inexperienced non-smokers

stogie – slang term for cigar

Surgeon General – a member of the Presidents' Cabinet who is the chief medical officer of the United States

tact – speaking with kindness and respect

tapering off – reducing tobacco use approximately twenty-five per-cent per week until use discontinues

tar – dark, sticky residue from by-products of burning tobacco leaves; can be seen in filter tips of cigarettes; adheres to and blocks air passages in lungs.

tendu – broad, dried leaves that shredded, flavored tobacco is rolled in to make bidis

Tobacco Institute – an association group of tobacco manufactures who serve as researches and lobbyists who promote legislation to benefit the political and economic interests of the tobacco industry

tobacco resistance -- choosing to abstain from tobacco use

tolerance – capacity to take larger quantities of a substance with lessened effects

toxic – poisonous

twist – chewing tobacco that is treated with a tar-like leaf extract and twisted by hand into strands, then dried; sold by pieces of the rope; usually no sweeteners or flavoring is added

worm dirt – slang for snuff

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Appendix 5: Resource List

Action on Smoking and Health

2013 H Street, NW
Washington, D.C. 20006
(202) 659-4310
www.ash.org

American Cancer Society

National Home Office
1599 Clifton Road, N.E.
Atlanta, GA 30329
1-800-227-2345
www.cancer.org

American Council for Drug Education

www.acde.org

Americans for Nonsmokers' Rights

2530 San Pablo Ave. Ste J
Berkeley, CA 94702
(510) 841-3032
www.no-smoke.org

American Heart Association

National Center
7272 Greenville Avenue
Dallas, TX 75231
1-800-242-8721 or your local office
www.americanheart.org

American Legacy Foundation

1001 G Street, NW, Suite 800
Washington, DC 20001
(202) 454-5555
www.americanlegacy.org

American Lung Association

1740 Broadway
New York, NY 100019-4274
1-800-252-5864 or your local office
www.lungusa.org

American Medical Association

515 North State Street
Chicago, IL 60610
(312) 646-5000
www.ama.-assn.org

BADvertising Institute

world.std.com/-batteryb/

Campaign For Tobacco-Free Kids

Coordinating Committee to Prevent Tobacco Use by Youth
1707 L Street NW Ste 400
Washington D. C. 20036
(202) 296-5469

Children, Tobacco, and the FDA Action

www.fda.gov/opacom/campaigns/tobacco.html

Connect for Kids

www.connectforkids.org/

Community Intervention , Inc.

529 South Seventh Street Ste 570
Minneapolis, MN 55415
1(800) 328-0417
FAX (612) 342-2388

Drug Abuse USA

www.drug-abuse.com/

Drug Enforcement Administration

www.usdoj.gov/dea/

Doctors Ought to Care

5615 Kirby Drive Ste 440
Houston, TX 77005
(713) 528-1487
FAX (713) 528-2146
www.bcm.tmc.edu/doc

Environmental Protection Agency

Indoor Air Quality Information Clearinghouse
P.O. Box 37133
Washington, D.C. 20013-7133
1-800-438-4318
www.epa.gov

Florida Kids Campaign Against Tobacco

team.state.fl.us/

Hazelden Foundation

www.hazelden.org

Join Together

441 Stuart Street
Boston, MA 02116
(617) 437-1500
www.jointogether.org

Kickbutt

www.kickbutt.org/youth

Kids On the Web

www.zen.org/-brendan/kids.html

Monitoring the Future

www.isr.umich.edu/src/mtf/

National Cancer Institute

Office of Cancer Communications
Building 31, Room 10A24
9000 Rockville Pike
Bethesda, MD 20892
1-800-422-6237
www.icicc.nci.nih.gov

National Center for Tobacco-Free Kids

1707 L. Street, NW Ste 800
Washington, DC 20036
1-800-284-5437
www.tobaccofreekids.org

National Clearinghouse for Alcohol and Drug Information

P. O. Box 2345
Rockville, MD 20847-2345
1-800-729-6686
www.health.org

National Council on Alcoholism and Drug Dependence

www.ncadd.org

National Drug and Alcohol Treatment Hotline

800-662-HELP

National Families in Action

www.emory.edu/NFIA

National Institute on Drug Abuse

www.nida.nih.gov

National PTA

www.pta.org

President's Office of National Drug Control Policy

www.whitehousedrugpolicy.gov/

ONCOLINK - The University of Pennsylvania Cancer Center Resource

oncolink.upenn.edu/

Texas Department of State Health Services

1100 W. 49th Street
Austin, TX 78756
1-800-345-8647
(512) 458-7402
www.worthit.com
www.dshs.state.tx.us/otpc

Office on Smoking and Health - Centers for Disease Control and Prevention

Mailstop K-50
4770 Buford Highway, N.E.
Atlanta, GA 30341-3724

1-800-232-1311
(404) 488-5705
www.cdc.gov/tobacco

Parents' Resource Institute for Drug Education
www.prideusa.com

Partnership for a Drug-Free America
www.drugfreeamerica.org

PATCH Project - Program Against Teen Chewing
4301 W. Markham, Slot 529
Little Rock, AR 72205
1-888-784-8347
(501) 603-1200
www.patchproject.org

Prevention Online
www.health.org/

Skyshapers
www.skyshapers.com/

Smokescreen Action Network
www.smokescreen.org

Spit Tobacco Prevention Network-STOPN
1946 South Interregional, Box 109
Austin, TX 78704
1-888-817-7748
www.flash.net/-stopn

Stop Teenage Addiction to Tobacco (STAT)
Northeastern University
360 Hunting Avenue
241 Cushing Hall
Boston, MA 02115
(617) 373-7828
www.stat.org

Surgeon General's Reports
www.cdc.gov/nccdphp/osh/sgrpage.htm

Texas Statewide Tobacco Education Program (Texas STEP)

Texas State University-San Marcos
San Marcos, TX 78666-4610
1-888-STEP-123
(512) 245-3841
www.texas-step.org

The Advocacy Institute

1629 K Street, NW Ste 200
Washington, D.C. 20006-1629
(202) 659-8475
www.scarcnet.org

The QuitNet

www.quitnet.org

Tobacco Control Resource Center, Inc.

102 The Fenway Ste 117
Boston, MA 02115
(617) 373-2026
www.tobacco.neu.edu

Tobacco Free Washington

www.spokanecountry.org/health/PA/index.htm

Tobacco.org

www.tobacco.org

Web of Addictions

www.well.com/user/woa/

Weekly Reader

www.nida.nih.gov/WeeklyReader/Resours/html

Youth Media Network

17872 Moro Road
Prunedale, CA 93907
(831) 663-9208
www.ymn.org

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Vendor List

Altschul GroupCorp/United Learning

1560 Sherman Avenue Suite100
Evanston, IL 60201
1-800-323-9084
www.agunited.com
(videos)

Channing L. Bete Co., Inc.

200 State Road
South Deerfield, MA 01373-0200
1-800-628-7733
(brochures, promotional items)

Disney Educational Productions

105 Terry Drive Ste 120
Newtown, PA 18940-3425
1(800) 295-5010
FAX (215) 579-8589
(Sean Marsee Story video # 68792)

ETR Associates

P. O. Box 1830
Santa Cruz, CA 95061-1830
1-800-321-4407
www.etr.org
(brochures, videos, displays)

Health Edco

P.O. Box 21207
Waco, Texas 76702-1207
1-800-299-3366 ext. 295
(brochures, posters, slides, educational
models, displays)

Journeyworks

P. O. Box 8466
Santa Cruz, CA 95061-8466
1-800-775-1998
www.journeyworks.com
(brochures)

Massachusetts Tobacco Education Clearinghouse

44 Farnsworth Street
Boston, MA 02210-1211
(617) 482-9485
(brochures)

Positive Promotions

40-01 168th Street
Flushing, New York 11358
1-(800) 635-2666
FAX 1(800) 635-2329

State of Health Products

300 First Avenue North
Minneapolis, MN 55401
1-888-428-8868
www.buttout.com
(promotional items)

Syndistar

5801 River Road
New Orleans, LA 70123-5106
1-800-841-9532
www.syndistar.com
(brochures, videos, promotional items)

The Bureau for At-Risk Youth

135 Dupont Street/P. O. Box 760
Plainview, NY 11803-0760
1-800-999-6884
www.at-risk.com
(brochures, videos, promotional items,
posters, curricula)

The Health Connection

55 West Oak Ridge Drive
Hagerstown, MD 21740

1-800-548-8700

www.healthconnection.org

(brochures, videos, curricula,
educational models, displays)

Tobacco Education Clearinghouse of California

P. O. Box 1830

Santa Cruz, CA 95061-1830

(831) 438-4822

www.tecc.org

(brochures, posters, promotional items, videos, materials targeting special
populations)

Tools to Help Youth

Community Intervention

529 South 7th Street, Suite 570

Minneapolis, MN 55415

1-800-328-0417

www.youthtobacco.com

(videos, curricula, educational models)

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Post-test

- _____ of adult smokers started before the age of eighteen.
a. 75% b. 33% c. 60% d. 18%
- _____ of young people age 12 to 17 own at least one tobacco company promotional item regardless of whether they smoke or not.
a. 3% b. 28% c. 30% d. 40%
- Even short-term tobacco use causes your heart to beat as much as _____ beats per minute faster.
a. 3 b. 13 c. 25 d. 33
- _____ prohibits use or possession of tobacco at school or at school related activities on or off school property.
a. Senate Bill 55 b. Senate Bill 15 c. Senate Bill 1 d. Senate Bill 451
- Spit tobacco has as many as _____ times the number of carcinogens or cancer causing substances, as cigarettes.
a. 5 b. 10 c. 15 d. 20
- The broken record technique of refusal skills is _____.
a. walk away c. keep saying no
b. give excuse d. change subject
- To avoid a situation where you know tobacco will be used _____.
a. play computer games c. talk on the telephone
b. roller blade with a friend d. all of the these

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Evaluation

Please use the following scale to answer questions about the Texas Statewide Tobacco Education and Prevention curriculum:

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

1. These tobacco education activities were meaningful and enjoyable.

2. A great deal of information about tobacco was included in these lessons.

3. The tobacco information presented was clear and easy to understand.

4. I know more about tobacco now than I did before these lessons.

5. The lessons were about the right length for the class period.

6. The wording and language of the lessons were about right for my grade level. _____
7. The facts about tobacco that were given were accurate and up to date.

8. I have parents and/or friends who I would like to hear this information.

9. This class will help me avoid or quit using tobacco products.

10. I would recommend this class to others.

Comments:

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