

Drug and Alcohol Prevention

Tobacco Stinks!

Project and Purpose: In this lesson, students expand their knowledge of how tobacco stinks, both literally and figuratively, and explore how smoking restricts breathing.

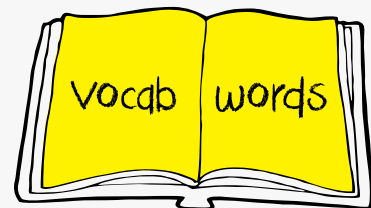
Essential
Question:

What are some
different ways
tobacco stinks?



Straws, one per child

“Action Area”: Open space for movement



damage

irritate

pump

restrict

A “Butt Jar”: Several days in advance of the lesson, fill a clear, see-through jar with cigarette butts (you may have to go out in the street to collect!) and water. Seal tightly and let sit, preferably somewhere warm, such as in the sunshine on a windowsill. The longer it sits, the worse it smells.

PreK-2

Note to teachers:

This lesson will require students to exercise, study their own breathing, and then restrict their breathing slightly by using a straw. If you have students with asthma or other breath-restricting illnesses, it is important to think about how you can adapt the activity. Ask the school health officer/nurse to assist with the exercise if you have students with such a diagnosis OR only do the exercise in the introduction.

Procedure:

Introduction:

1. Explain that today's lesson will deal with several ways that tobacco stinks.
2. Introduce the "Butt Jar" and ask students what they see. Tell them when people smoke a cigarette, the part that is left when they are done is called a "butt." This is sure to get a giggle, so let it roll!
3. Tell them you collected the cigarette butts off the road – people just threw them in the street. Where should they have put their cigarette butts?
4. Unscrew the top of the "Butt Jar" and bring it around the group for students to smell. Ask them to describe the smell. Ask, "Doesn't it stink?" Have the group say together, "Tobacco stinks!"
5. Seal the jar tightly and put it out of reach/in a safe place.

6. Discuss how sometimes we say “That stinks!” when something smells bad, but there are other ways we use the word ‘stink.’ Ask students to give you a few examples. Some possible examples might be:
- When somebody grabs your favorite dessert from your lunch.
 - When you ask nicely for something but the answer is still no.
 - When you patiently wait your turn but your favorite ice cream flavor is gone by the time you get to the front of the line.
 - When your dog or cat or other pet gets hurt.
 - When something bad happens to somebody in your family.
7. Explain that in today’s lesson, they are going to learn about how tobacco stinks in other ways than just smell.

Notes:

Direct Instruction (I do):

1. Ask students if they know some of the bad effects tobacco has on the human body. Depending on their experiences, they may know any of the following (choose the appropriate facts to share with your group):
 - Bad breath
 - Irritated eyes
 - Breathing problems
 - Reduced immune function and increased illness (it makes you sick often)
 - Tooth decay
 - Gum disease
 - Pre-cancer and cancer itself, usually to the lungs, mouth, larynx, and esophagus
 - People die prematurely from smoking and the effects of tobacco, on the average around 13-14 years earlier than non-smokers
2. Explain that one of the stinkiest things tobacco does is hurt your lungs – it's hard to breathe when you smoke or chew tobacco. Your lungs and heart cannot get enough air when you use tobacco.
3. Ask students to take a few deep breaths. Explain that when you do not use tobacco, your lungs work better than if you did, especially when you exercise.
4. Demonstrate how to do exercises in the Action Area by showing them how to do jumping jacks or run in place or another selected activity.
5. Discuss how your breathing changes and how your lungs need lots of air when you exercise. Tell students that they will experience the exercise and breathing afterwards in two ways: as a person who does NOT smoke and as a person who DOES smoke. Assure them they will NOT be smoking!

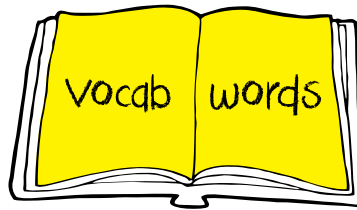
Guided Exploration (We do):

1. Have students experiment with doing the selected activity in the Action Area.
2. Ask students to describe how they are breathing after doing the selected activity. Have them feel their hearts to see how fast they are beating, and have them feel how their lungs are pumping air in and out of their bodies. Explain that their heart and lungs must do a lot of pumping to keep them breathing!
3. Explain that now you are going to give them something that will restrict their breathing – it will make breathing a little more difficult.
4. Give each student a straw and demonstrate how to breathe through the straw.
5. Have students practice breathing through the straw.
6. Ask students to remove the straw and breathe normally. Ask: Which is easier, breathing through the straw or breathing without a straw? Why?

Independent Practice (You do):

1. Now students will do the activity one more time, but as soon as you call “Stop!” they must breathe only through the straw.
2. Lead the selected activity again for at least 60 seconds, call stop, and have everyone put the straws in their mouths to breathe. If it is too challenging for students, tell them to remove the straws and just breathe normally.
3. Ask students how it felt to only be able to get a little bit of air in their bodies when they needed a lot of air. How would you feel if you could only breathe a little bit of air, even when you needed it to be a lot of air?

Vocabulary & Definitions



damage (v): Definition: harm that is done to something or problems that are caused by a mistake or a wrong action

Context: Years of smoking damaged the lady's skin, making it yellow and very saggy.

irritate (v): Definition: to make a part of your body sore or painful

Context: The smoke from the man's cigarette irritated Sabine's eyes.

pump (v): Definition: to move blood through your body by beating

Context: My heart was pumping so hard during the race that I thought I was going to pass out!

restrict (v): Definition: to limit the amount of something

Context: Smoking can restrict the air going to your lungs.