

# TALK

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Tobacco Affects  
the Lives of Kids

**A Tobacco Prevention Program**



**Public Health Services**

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*W*elcome to Tobacco Affects the Lives of Kids (TALK),  
Revised Edition, 2007.

The goal of this program is to prevent tobacco use among young people.

The key messages of the program are:

- ∞ Life is better when you're tobacco free
- ∞ Most people don't use tobacco
- ∞ Be smart. Don't start.
- ∞ Know the truth
- ∞ I can say "No"
- ∞ Make the right choice

The program is intended to be used with Grade 5 students. It is designed for use by teachers, public health nurses or other educators interested in delivering tobacco prevention education in the classroom.



# ***Acknowledgements***

Tobacco Affects the Lives of Kids (TALK), Revised Edition, 2007, is a result of a collaborative process which benefited from the expertise of many individuals. We would like to acknowledge those who contributed to the development of this resource.

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In particular, we would like to acknowledge the contributions of Pat Miller and Mary Barilla in the creation of the manual and resources for this program. Their dedication, creativity and hard work were instrumental in the development of this resource.

Thanks also to Michelle Gisi, Brenda Hoeflicher, Heather MacKay and Leslie Topola for assisting with the visual design and formatting of the manual and resources.

We would also like to acknowledge the public health nurses, teachers and students who participated in piloting the revised program. Their contributions were invaluable.

Finally, we would like to thank all of the public health nurses within the Saskatoon Health Region for their input and support during the development of Tobacco Affects the Lives of Kids (TALK), Revised Edition, 2007.

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# ***Best Practice in Tobacco Prevention***

A number of different agencies have developed recommendations and guidelines which articulate best practice in tobacco prevention. They also support the development and implementation of a comprehensive tobacco strategy for schools.

At the broadest level, Health Canada's *Federal Tobacco Control Strategy* (1999) identifies four mutually reinforcing components - protection, prevention, cessation and harm reduction.

**Protection** creates an environment that supports non-smoking as the norm in Canada. This includes legislation for smoke free public places and ensures compliance with federal legislation.

**Prevention** discourages people, especially youth, from taking up smoking. This includes education programs and taxation aimed at reducing consumption.

**Cessation** helps people quit smoking.

**Harm reduction** recognizes that some smokers will continue to smoke, and aims to reduce the health hazards of tobacco products to the greatest extent possible.

In 1994, the Centre for Disease Control and Prevention (CDC) released the report, *Guidelines for School Health Programs to Prevent Tobacco Use and Addiction*. The report outlined seven strategies which were determined to be effective in preventing tobacco use among youth. All seven strategies should be implemented simultaneously to ensure the greatest impact. The recommendations are:

- develop and enforce school policy on tobacco use
- provide instruction about the short and long term negative physiologic and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills
- provide tobacco-use prevention education in Kindergarten through 12<sup>th</sup> grade; this instruction should be especially intensive in junior high or middle school and should be reinforced in high school
- 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 all school staff who use tobacco
- assess the tobacco-use prevention program at regular intervals.

The CDC reinforced the use of these strategies in a follow-up report in 1999.

In 2003, Public Health Services Saskatoon Health Region released the *Report of the Medical Health Officer: Tobacco or Health*. The report included recommendations regarding educational institutions. It recommended that schools:

- enact a policy that prohibits tobacco use on school grounds
- offer individual and group cessation counselling for students and staff
- implement a comprehensive tobacco prevention program for Grades 5 to 10 based on criteria for effective programs
- provide teacher training on tobacco-related issues and effective classroom strategies
- support out of classroom, peer led initiatives that support a tobacco free norm.

At the school level, *A Canadian Consensus Statement (Revised Edition, 2006)* on Comprehensive School Health identified several essential components for any school-based health promotion and prevention initiative. The components are:

- Instruction, including:
  - a comprehensive K to 12 health curriculum
  - integration of health into other subject areas
  - the development of awareness, knowledge, attitudinal change, decision making, skill-building, behavioural change and social responsibly.
- Preventive Health Services, including:
  - screening services
  - early identification
  - referrals
  - guidance services
  - treatment, post-treatment support and rehabilitation services
  - active coordination of services and programs.

- Supportive Social Support, including:
  - role modeling by school staff and others
  - media cooperation
  - community development
  - active student participation
  - extensive parental involvement.
- Healthy Physical Environment, including:
  - healthy food and nutrition policies and services
  - smoke free school policies
  - accessible and sustainable environments that promote physical activity, safety and freedom from bullying or harassment.

The comprehensive school health approach has been demonstrated to be a highly effective way to create and maintain health promoting school communities that seek to improve health and learning through meaningfully engaging students, parents and community partners, and reflecting values of fairness, respect, democracy and inclusion. ([www.safehealthyschools.org](http://www.safehealthyschools.org))

In 1994 Health Canada released the document, *Rating of School Prevention Programs-School Smoking Prevention Programs: A National Survey*. The report identified essential components for effective school-based smoking prevention programs, including:

- Focus:
  - should be on prevention
  - integrate into the curriculum
- Content:
  - health consequences
  - social consequences
  - influences to smoke
  - decision making/problem-solving
  - resisting pressures to use tobacco
- Delivery:
  - use interactive instruction methods
  - model tobacco use resistance behaviours
  - rehearse role-playing of resistance behaviours
  - have students make a public commitment not to use tobacco
  - begin education before age of highest tobacco uptake
  - distribute learning through a variety of grade levels
  - involve parents and encourage parental support
  - use teacher-led peer assisted model of learning

- Implementation:
  - offer teacher training
  - compliment tobacco prevention education with school policy
  - coordinate with community events
  - ensure the program is well organized and clear
  - potentially adapt for specific needs of students
  - potentially adapt for gender
  - be consistent with provincial guidelines
  - develop marketing and distribution strategies that support uptake of the program
  - evaluate
  - maintain long-term collaborative efforts using additional strategies to reduce tobacco use (e.g. laws).

These frameworks demonstrate that multi-layered approaches, based on best practice, are essential to support the implementation of an effective comprehensive school strategy. To achieve maximum effectiveness, school health programs aimed at preventing tobacco use must be carefully planned and systematically implemented. Teachers and school administrators should work with their local community-based agencies to develop comprehensive strategies for their schools.

Tobacco Affects the Lives of Kids addresses the instructional element of a comprehensive school strategy. To be truly effective tobacco prevention education must be offered at a variety of grade levels, be supplemented with school policies, be offered alongside cessation, and engage parents and community partners.

## TALK Evolution

In 1997 the Tobacco Reduction Program, Public Health Services, Saskatoon Health Region, introduced the *Peer Assisted Learning (PAL) Smoking Prevention Program*, which was developed by Health Canada. The program targeted grade six students, and was delivered in schools by public health nurses (PHNs), in partnership with the classroom teacher. The program was evaluated over a three year period from 1997 to 1999.

Based on the evaluation (Saskatoon District Health – Public Health Services, 1999) the following recommendations were made:

- implement a smoking prevention program before the students are 9 years of age
- examine the PAL program in light of what is known about other successful programs and modify the program to incorporate these components
- ensure the format of the program is interactive and appropriate for the school-aged child
- build an evaluation component into the development of the modified tobacco prevention program.

Based on these findings, a decision was made to modify the program. With permission from Health Canada, PAL was adapted so that it would be appropriate for use with Grade 5 students. Lesson plans were developed using a modified version of the Gagne & Briggs Model of Instructional Design. The revised program, *Tobacco Affects the Lives of Kids (TALK)*, was implemented in 2000. The program included an introductory session for students and six lessons. The program continued to include components of group work and peer assisted learning. An evaluation form was submitted to the Tobacco Reduction Program team by the PHN and teacher following completion of each TALK program.

Based on the feedback received from the PHNs and teachers, a decision was made in 2006 to review and update the lesson plans. The process included:

- reviewing the literature regarding best practices in tobacco prevention education
- surveying all PHNs in the Saskatoon Health Region to determine what components of the program were working well and what areas needed modification

- conducting a focus group with targeted PHNs to identify the key learning objectives for each lesson plan, and to discuss creative ways to achieve the learning objectives
- creating revised lesson plans and corresponding resources
- piloting the revised lesson plans in 10 classrooms
- finalizing the lesson plans based on the feedback from the PHNs and the teachers involved in the pilot sessions.

The TALK program was designed to compliment the Saskatchewan Learning Grade 5 Health Curriculum unit, *"Disease and Health: Tobacco"*. The revised program is structured so that it can be implemented by teachers, PHNs or other educators with minimal supplemental resources.

Tobacco Affects the Lives of Kids was made available to PHNs and teachers in the Saskatoon Health Region in January 2007.

## *Provincial Curriculum Links*

In 1998, Saskatchewan Education revised the Grades 1 to 5 Health Education Curriculum to reflect recognition of the need to go beyond the acquisition of health knowledge, to application of knowledge through active decision making. Students are guided to apply health knowledge into health enhancing behaviours for themselves and others around them.

The curriculum is part of a larger Health Action Model Framework extending from Grades 1 to 12. The premise underlying the Health Action Model is that curriculum serves as a guide that links the classroom to complementary programs in the community. The Health Action Model recognizes the contribution of family and community resource persons to the learning process.

The content of the curriculum is organized around four broad and interrelated topics:

- A Healthy Body
- Social Relationships
- Safety
- Self- Esteem.

Each grade level provides a developmental focus to enable students to progress towards the achievement of the curriculum goals:

- Grade 1: Becoming Models for Health
- Grade 2: Discovering Wellness Patterns
- Grade 3: Gathering Facts for Wellness
- Grade 4: Applying Decisions to Wellness
- Grade 5: Considering the Wellness of Others
- Grade 6: Affirming Standards.

In November 2002, sample units addressing tobacco use for Grades 3, 5 and 6 were made available for educators. The sample units are suggested models or examples of curriculum application:

- Grade 3: Self Esteem Strand – Resisting Media Messages
- Grade 5: Healthy Body Strand – The Harmful Effects of Tobacco
- Grade 6: Addictions and Gambling Unit

The **Grade 3** unit helps students to understand the term “self-esteem” and explore how personal self esteem affects personal health behaviour. An examination of media influences and ways to resist peer pressure are addressed.

The **Grade 5** unit helps students to identify the dangers of smoking, looks at options and consequences and supports the development of an action plan that encourages students to adopt the health enhancing behaviour of being smoke free.

The **Grade 6** unit helps students to understand how addictive behaviour is associated with health, economic and social risks. The message in this unit is that the majority of people do not engage in these behaviours.

The **Tobacco Affects the Lives of Kids (TALK)** program is designed for Grade 5 students. It offers educators an alternate set of lessons designed to address the learning objectives in the Saskatchewan Learning Health Curriculum for Grade 5 students. In addition, it reinforces and builds on lessons learned in Grade 3 and serves as prerequisite learning for the unit in Grade 6. The chart below illustrates the links between the Saskatchewan Learning Health Curriculum objectives and the content contained within the TALK Program.

<b>HEALTHY BODY STRAND: The Harmful Effects of Tobacco</b>								
Saskatchewan Learning Health Curriculum Objectives for Grade 5.  Students will:	Introduction	TALK Lesson #1	TALK Lesson #2	TALK Lesson #3	TALK Lesson #4	TALK Lesson #5	TALK Lesson #6	Review
Reflect on what they know about the topic	√	√	√	√	√	√	√	√
Identify what they want to know about the topic	√							
Establish that tobacco use is a source of risk to healthy living		√		√		√		√
Recognize the dangers of using tobacco		√		√				√
Recognize that the community provides facilities and services to help its citizens	√			√				√

Saskatchewan Learning Health Curriculum Objectives for Grade 5.  Students will:	Introduction	TALK Lesson #1	TALK Lesson #2	TALK Lesson #3	TALK Lesson #4	TALK Lesson #5	TALK Lesson #6	Review
Recognize that the job of health care professionals is to prevent disease	✓			✓				✓
Adopt attitudes and behaviours thought to be instrumental in preventing the harmful consequences of tobacco use		✓	✓	✓	✓	✓	✓	✓
Suggest several possible options and explore the decision making consequences linked to these options		✓	✓	✓		✓	✓	
Make a health-enhancing decision about tobacco on the negative health consequences of tobacco use							✓	
Identify the key elements needed for an action plan							✓	✓
Design an action plan to implement health enhancing decisions							✓	
Carry out an action plan							✓	
Become more confident in their ability to carry out a health enhancing action plan						✓	✓	✓

Saskatchewan Learning Health Curriculum Objectives for Grade 5.  Students will:	Introduction	TALK Lesson #1	TALK Lesson #2	TALK Lesson #3	TALK Lesson #4	TALK Lesson #5	TALK Lesson #6	Review
Develop their ability to communicate their knowledge about the dangers of using tobacco to their friend's family and community					√	√	√	√
<b>OTHER CURRICULUM LINKS</b>								
<b>Grade 3</b> Safety Strand: Saying No to Someone						√	√	√
<b>Grade 3</b> Self Esteem Strand: Resisting Media Messages					√			√
<b>Grade 4</b> Safety Strand: Avoiding Dangerous Situations Saying No to smoking, alcohol and drugs						√	√	√
<b>Grade 4</b> Self-Esteem Strand: Assertiveness - Preventing smoking, alcohol and drug use						√	√	√
<b>Grade 5</b> Safety Strand: Avoiding Dangerous Situations Saying No to Friends						√	√	√
<b>Grade 6</b> Drug Addictions and Gambling Unit		√	√	√		√	√	√

# ***Why Tobacco Prevention Education?***

## **Why use tobacco prevention education in your classroom?**

No single measure can affect the pattern of tobacco use among Canadian youth. School-based tobacco prevention education is an essential part of a comprehensive strategy to reduce consumption that also includes legislation, regulation, enforcement, research, public education and support for the cessation of tobacco use. Saskatchewan's rates of tobacco use are higher than the Canadian average. Grade 5 students are at the age when most young people begin thinking about whether or not to use tobacco. The younger people are when they start to use tobacco, the more likely they are to become addicted. It is time to take action and support our young people to be tobacco free.

## **Why use Tobacco Affects the Lives of Kids?**

TALK is based on scientific research and best practice guidelines.

It follows a social influence model. Tobacco prevention programs that recognize and address social influences (friends, family and media) have been statistically shown to be more effective than other approaches that provide information only, or focus solely on the development of intrapersonal strengths and values. *(Report of the Surgeon General, 2000)*

TALK has established direct links with the Saskatchewan Learning Health Education Curriculum. Parts of the program can also be linked to other subject areas such as Math, Language and Creative Arts.

It is developmentally appropriate for Grade 5 students.

TALK follows a modified version of the Gagne & Briggs Model of Instructional Design. Each lesson follows the same four steps: Engaging the Learner, Learning Activities, Learning Assessment and Enhancing.

- Engaging the Learner: This stage involves preparing the students for the lesson. It consists of 3 components: a) gaining the learners' attention b) explaining the purpose of the lesson and c) exploring what they already know about the subject and/or assessing the skills they bring to the lesson. It provides a foundation from which to build new knowledge, attitudes and skills.

- **Learning Activities:** This stage is the focus of the lesson. The learning objectives are achieved through a variety of teaching activities. The activities are intended to engage the learners on an auditory, visual and kinesthetic level.
- **Learning Assessment:** This stage provides the learners with an opportunity to practice the newly learned information, skill or attitude. This is achieved through strategies such as questioning, reflective written exercises and role playing. The educator uses this stage to determine if the lesson objectives have been achieved by the learner.
- **Enhancing:** This final stage provides learners with opportunities to apply and extend their new learning. Learning is more likely to be retained if learners are challenged to draw on the information after the lesson in the form of periodic reviews, take home material or related exercises.

TALK uses interactive instructional techniques such as discussion and role playing rather than lecture.

TALK also utilizes a teacher-led, peer-guided approach and group work is central to the program. The following excerpts from several highly rated programs help explain why these components are essential.

“A very important part of this program is the peer-assisted approach. Through peer-led small group work students experience social support for not using tobacco and hear classmates voice support for a tobacco free lifestyle. The approach supports the formation of a tobacco free peer group.” (Minnesota Smoking Prevention Program)

“Learning requires the active participation of the student. People learn in a variety of ways and at different rates. Learning is both an individual and group process.” (bc.tobaccofacts)

“Several of the activities use a small peer group discussion approach. This approach attempts to harness and direct the powerful influence of the peer group to promote desirable health behaviour.” (Lungs Are For Life)

“The peer-led approach of the program increases the appropriateness of the program for any age of students since students respond well to their peers. Same age peers are more likely than teachers or outsiders to speak the same language and have the same perspective as the students.

... Peers are often the most important factor in whether a teen begins to experiment with tobacco.

... Using the peer leaders creates a norm that tobacco use is unacceptable.

... Peer leaders seem to be a more credible source than teachers for transmitting information about the social effects of tobacco use. Teachers are a more credible source for transmitting factual information.” (MSPP)

## **TALK Overview**

- Tobacco Affects the Lives of Kids includes an introduction, six lessons and review and evaluation activities.
- The educator has the option of doing a pre and/or post-test with the students. The pre-test is found in Appendix II. The post-test is found in the TALK workbook.
- Groups and leaders are selected prior to the start of the program. Suggestions are provided for this process. The educator meets with the group leaders after the introduction in order to prepare them for their role.
- Most activities are in class, except for the interview project. The interviews must be completed before the start of the next lesson. The following lesson focuses on the interview findings and may need to be deferred until the majority of the interviews are completed.
- Enhancing activities are recommended for use between the lessons and are intended to strengthen the positive impact of the program.
- Additional supplies and preparation are needed for the enhancing activities and are not provided with the program.
- The educator should review the entire program in advance of the start date in order to determine which enhancing activities will be used, and to plan for and organize necessary supplies.

# TALK ... At a Glance

Lesson	Purpose
<b>Introduction:</b> <i>What's TALK All About?</i>	Students are introduced to the program, become familiar with the ways tobacco is used and recognize the difference between the recreational and traditional use of tobacco.
<b>Lesson 1:</b> <i>Life is Better When You're Tobacco Free</i>	Students become familiar with many of the potential consequences of tobacco use and identify the benefits of being tobacco free.
<b>Lesson 2:</b> <i>Most People Don't Use Tobacco</i>	Students identify the social pressures to use tobacco and alternatives to dealing with the pressures.
<b>Lesson 3:</b> <i>Be Smart. Don't Start</i>	Students gain an understanding of the addictive nature of tobacco.
<b>Lesson 4:</b> <i>Know the Truth</i>	Students gain an increased awareness of the influence media has on their lives, with a focus on tobacco advertising tricks. They also learn how to challenge these tricks with the truth about tobacco.
<b>Lesson 5:</b> <i>I Can Say "No"</i>	Students identify four types of peer pressure, learn effective refusal skills and have the opportunity to demonstrate a refusal skill through role play.
<b>Lesson 6:</b> <i>Make the Right Choice</i>	Students review the steps of the decision making model and apply those steps to making decisions in pressure situations. They also make a commitment to remain tobacco free and design a plan to support that decision.
<b>TALK in Review:</b> <i>A Final Look</i>	The purpose of this lesson is to review and reinforce the knowledge students have gained throughout the TALK program.

## Learner Outcomes

- identify the purpose of the program
- identify the highlights of the program
- state the ways in which tobacco is used
- identify what they want to learn during the program

- name many health and social consequences of tobacco use
- state the key message of the lesson, *Life is better when you're tobacco free*

- identify reasons why young people feel pressured to start using tobacco
- identify healthy alternatives to using tobacco
- state the key message of the lesson, *Most people don't use tobacco*

- state why tobacco is addictive
- identify reasons why tobacco users find it hard to quit
- state the key message of the lesson, *Be smart. Don't start.*

- name the tricks that tobacco companies use to influence people to buy their products
- identify the power of anti-tobacco messages
- compare the advertising tricks tobacco companies use to the truth about tobacco
- state the key message of the lesson, *Know the Truth*

- identify types of peer pressure
- identify ways to refuse the pressure to use tobacco
- demonstrate one refusal skill
- state the key message of the lesson, *I can say "No"*

- name the steps of the decision making model
- identify the steps of the decision making model as they apply to pressure situations
- choose to be tobacco free and complete a plan to support this choice
- state the key message of the lesson, *Make the right choice*

- state the key messages of the TALK program
- recall key information from each lesson
- identify personal reasons to be tobacco free
- choose to be tobacco free

# Planning Ahead

## Preparation and Materials

- **Print material requirements:**

Originals for photocopying found in Appendix II:

- “TALK Schedule” (1-2 copies)
- “Groups” – List of Groups and Leaders (1-2 copies)
- “Being a Group Leader” (1 copy per group leader)
- “Information for Parents” (1 copy per student)
- “Refusal Skills” script (1 copy)
- “I Can Say ‘No’” bookmark (1 copy per student)
- “Test Your Tobacco IQ” pre-test (1 copy per student - optional)
- TALK certificate (1 copy per student)
- TALK group leader certificate (1 copy per group leader)

Originals for photocopying found in Appendix III:

- “TALK Workbook” (1 copy per student)

- **Posters:**

- The Health Canada poster “*It Won’t Happen to Me*” is included with the TALK program for use in Lesson 1.
- Posters on tobacco related topics could be displayed throughout the classroom. These can be obtained by contacting the nearest public health office, The Lung Association, Canadian Cancer Society or Health Canada.
- All other posters are created by the educator. Using a large sheet of bristol board or flip chart size paper, design posters titled:
  - “TALK Key Messages”. Reproduce page 2 of the TALK Workbook and post it in a prominent place in the classroom. It is required in Lessons 1 through 6.
  - “*Life is better when you’re tobacco free*”. This poster is used in Lesson 1 as an enhancing activity and is optional.
  - “*Healthy Alternatives to Using Tobacco*”. This poster is used in Lesson 2 as an enhancing activity and is optional.
  - “*Trick or Truth?*” This poster is used in Lesson 4 as an enhancing activity and is optional.

- **Booklets:**

- Talk it Out: A Parent’s Guide to Kids and Smoking*. Saskatchewan Health. This booklet is sent home with each student after the Introduction. Contact your local public health office for copies.
- Are You Thinking About Quitting? You Can Do it*. Saskatoon Health Region – Public Health Services. Contact your local public health office for copies. Have a few on hand during the program. (optional)

- **Guest Speaker:**

- Arrange for a First Nations Elder to visit the classroom following “*Introduction: What’s TALK All About?*” This is an optional enhancing activity.

- **Audio Visual Resources:**

- The tobacco advertisements overhead transparencies used in Lesson 4 are included with the TALK program.
- Videos and DVDs: All videos and DVDs listed in the TALK program are used as enhancing activities and are optional. They may be borrowed by contacting your local public health office or the Resource Centre at Saskatoon Health Region – Public Health Services at (306) 655-4600. To purchase DVDs/videos, the following information is provided.

- *Circle of Smoke* Video  
Laichwiltach Family Life Society  
#200 – 1381 Cedar Street  
Campbell River, British Columbia V9W 2W6  
Phone: (250) 286-3430  
Fax: (250) 286-3483  
Email: [lfls@oberon.ark.com](mailto:lfls@oberon.ark.com)
- *Bill Nye: Respiration Enhanced Classroom Edition* DVD  
Disney Educational Productions – Teacher’s Store  
[www.disney.go.com](http://www.disney.go.com)
- *Good Practice Today* DVD  
Your Choice: Our Chance Series  
Media Group  
2710 Millar Avenue  
Saskatoon, SK S7K 4J4  
Phone: (306) 933-4212
- *Smokin’ Sam* DVD (until January 30, 2007)  
Media Group  
2710 Millar Avenue  
Saskatoon, SK S7K 4J4  
Phone: (306) 933-4212
- *Challenge to Youth/Anti-Smoking Public Service Announcements* Video  
Health Canada
- *Massachusetts Department of Public Health Historical Reel* DVD  
Arnold Communications (not available for purchase)

- **Miscellaneous:**

- 100 brightly coloured objects. 100 straws are included with the program for use in Lesson 2
- a popcorn bag is included for use in Lesson 3
- popcorn may be used in Lesson 3 as an alternate approach to gaining attention.

## Group Details

### Selecting Groups and Group Leaders

#### Groups

Select groups of four to six students. These groups should stay the same throughout the program. The educator may want to consider allocating health conscious students and those who are known to be anti-tobacco advocates among the groups. The educator may also consider gender when choosing the groups. Some literature supports the division of genders based on the unique learning styles of boys and girls. Distribute special needs students or students with behaviour problems among the groups.

Record the groups and group leaders on the form titled “*Groups*”. (Appendix II) If the educator is delivering the program with another person, provide a copy of the completed “*Groups*” list to them.

#### Group Leaders

The educator should select the groups. However, it is best if students choose the leaders as they will respond better to someone they have selected. One way of doing this is to take a few minutes prior to the start of the program to hold a class election. Give each student a piece of paper and ask them to nominate 4 to 6 students. Tell them to choose people they think would be good group leaders for an interesting program that is coming soon to their classroom. Remind students that this is not a popularity contest. The class should nominate students who:

- can work well with others
- are fair
- can get a job done in a defined length of time
- are someone others will listen to
- have good reading skills
- will be able to report back to the class.

Tally the votes privately and identify those who received the most votes. These are the group leaders. The educator has the option to choose alternate group leaders if there are serious concerns that the nominated leaders may be ineffective.

Meet with the leaders following “*Introduction: What’s TALK All About?*” to let them know what their role will be.

Reference: MSPP

## Preparing Group Leaders

After delivering “*Introduction: What’s TALK All About?*”, the educator meets with the group leaders to prepare them for their role. This will take approximately 15 to 20 minutes.

Each group leader will need their TALK Workbook and a copy of “*Being a Group Leader*”. (Appendix II)

Congratulate the group leaders on being selected by their peers to lead group discussions during the TALK program. Advise them that they will have a special role to play and reinforce your confidence in them.

Remind the leaders that they all have had experiences being part of a group: at home with their family, in school, in clubs, sports or other activities they’ve participated in. Ask if they have ever been a group leader before. If so, ask them what went well and what didn’t. Explore any concerns they may have about being a group leader. Distribute “*Being a Group Leader*” and review it with these students.

Provide the leaders with an opportunity to practice some of the skills they will need during the program. Ask the leaders if they have ever participated in a brainstorming activity and suggest that this technique will be used in most lessons to get questions answered. Explain that in brainstorming, all members of the group are asked to come up with as many different ideas as possible. Emphasize that in brainstorming there is no right or wrong answer. The goal is to hear what all the group members think. Encourage the group leader to go from person to person and encourage each one to provide an answer. They should continue doing this until all answers have been given.

Model a brainstorming activity for the leaders. Briefly describe the focus and content of “*Lesson 1: Life is Better When You’re Tobacco Free*”. Inform them that this lesson discusses the consequences of using tobacco. Ask the leaders to brainstorm a few consequences and record them on the board.

Prepare the leaders for the first group activity by referring them to the TALK Workbook, page 7. Read the question and clarify the task. Remind the leaders that they just identified some negative consequences of using tobacco. Explain that the group activity will be to turn those consequences around and look at the benefits of being tobacco free. For example, tobacco is an expensive habit, so you will have more money to spend if you don’t use it. Ask the leaders to find the opposite of the other consequences they identified.

Let the leaders know that in the actual activity, students are to record their answers in their workbooks. Advise the leaders that another part of their role will be to share their group's responses with the rest of the class.

Encourage the leaders to ask for help if they are having problems at any time. Check in with them during and after each lesson to address any issues arising from group discussions or dynamics.

# Pitfalls

*With so much at stake, it's easy to go overboard. Watch out for these pitfalls:*

## 1. Suggesting that kids who smoke are “bad”.

More often than not, this approach backfires, especially with high-risk students because it makes smoking a vehicle for rebellion. Furthermore, there may be some students in your classroom who are experimenting with tobacco, who could be harmed by being labelled.

## 2. Implying that smoking is “dumb”.

Children need to be able to respect their parents and other adults in their lives, regardless of whether or not they smoke. By learning that nicotine is addictive, and that society has only recently realized how deadly smoking is, children can separate their own choices from the choices adult smokers have made in the past.

## 3. Excluding students who have already decided not to smoke.

Some students may have already decided not to smoke. If this is the case, they can learn

ways to support others to choose not to use tobacco. They will also learn skills that will help them to make healthy choices in other parts of their lives.

## 4. Encouraging children to criticize smoking at home.

Even indirectly, this is a big mistake. Since smoking is a personal choice, parents may see the school intruding into their lives, and you could lose any support they've been giving your smoking prevention efforts. Help kids realize that many adults smoke because it's difficult to quit, not because they want to cause harm to themselves.



## **5. Expecting children to assert their rights.**

Kids will learn that second hand smoke is harmful, and they will learn the skills to negotiate difficult social situations. But they may experience conflict, fear, and/or embarrassment that family members would do something to harm others. Support kids to separate their feelings about smoke (which is harmful) from how they feel about the smoker (who is addicted).

## **6. Telling children smoking will kill you.**

This may induce intense anxiety in kids whose parents or relatives smoke. Be sensitive in how you use information about fatal disease by emphasizing that these risks are generally long-term, and that quitting smoking can reverse this trend.

## **7. Warning older students they'll die if they smoke.**

Frankly, they won't believe you and research shows this threat can do more harm than good. It's better to focus on the immediate consequences: stinky breath, hair and clothes, yellow teeth and fingers, addiction, bad breath, clinging tobacco smell, financial costs, increased coughing, illness, asthma attacks and bronchial infections.

## **8. Thinking you've failed if a student starts smoking.**

Young people start smoking for many complex reasons. Sometimes it's the norm in their homes, a way of coping with stress, a rite of passage or a badge of independence. You're competing with a very powerful media machine, as well as strong cultural forces. As long as society continues to send mixed messages about smoking, young people will continue to take up the habit.

The best you can do is to foster critical thinking, boost your students' self-esteem and equip them with the skills, motivation, and information they need to make their own positive lifestyle choices. Especially important is to help kids develop the belief that they can resist using tobacco.

And remember: you'll probably see some of your students smoking. What you'll never see is how many didn't start because of their classroom experience.

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# Things to Consider

## High Risk Students

Many factors can put students at a higher risk of using tobacco. Some of the key indicators:

- lower economic status
- less educated family
- peers who smoke
- parents and siblings who use tobacco
- living in a community that supports the use of tobacco
- periods of major transition such as moving from elementary school to junior secondary school, family discord
- lower self-esteem
- poor academic record
- rebellious behaviour patterns

How do you respond?

Here are some strategies:

- deliver lessons that don't depend on literacy skills
- involve peer discussion group leaders
- encourage students to recognize and critically examine the factors that may lead them to use tobacco
- offer a variety of provocative, student-centered activities
- reinforce success
- redirect their rebelliousness towards the marketing strategies of the tobacco industry

## If You Smoke

It can be tempting to hide your own smoking from your students. But having them catch you smoking if you haven't come clean with them can lead to real disillusionment. So why not use your position to advantage? Encourage your students to ask you questions they might normally find awkward, like "Why do you smoke, if you know it's bad for you?" and "If you smoke, why aren't you sick?" Let your students know you want to help them avoid a mistake you've made.

That said, please don't smoke in front of your students. On or off school property, you continue to be a powerful role model for them.

And, if you quit smoking, share the experience with them so they can appreciate your reasons and know first-hand how difficult quitting is.

## Creating Community Support

To be most effective, a tobacco free message should reach students in as many ways as possible. Involve others and make the most of tobacco free programming.

- include parents
- review your school division's tobacco policy
- encourage students to explore the many resources in your community
- coordinate lessons around national events

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Adapted from bc.tobaccofacts



# INTRODUCTION

## *What's TALK All About?*

### Lesson Purpose

The purpose of this lesson is to introduce the students to the TALK program. The students will also become familiar with the ways in which tobacco is used and recognize the difference between the recreational and the traditional use of tobacco.

### Learner Outcomes

Students will:

- identify the purpose of the program
- identify the highlights of the program
- state the ways in which tobacco is used
- identify what they want to learn during the program.

### Introduction – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
5 minutes	Engaging the Learner		
5 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Discussion – About Tobacco</li></ul>	Background information <ul style="list-style-type: none"><li>• Appendix 1</li></ul>	
10 minutes	Learning Activity 2 <ul style="list-style-type: none"><li>• Discussion – What's TALK All About?</li></ul>	List of groups and leaders <ul style="list-style-type: none"><li>• "Groups"</li></ul>	<ul style="list-style-type: none"><li>• TALK Workbook</li><li>• Workbook page 1</li><li>• "Information for Parents"</li><li>• <i>Talk it Out ...</i> Booklet</li></ul>
	Learning Assessment		

Time Required (approximate)	Activities	Educator Materials	Student Materials
Complete following the lesson	Enhancing	<ul style="list-style-type: none"> <li>• “Preparing Group Leaders”</li> <li>• Circle of Smoke video</li> <li>• Arrange for an Elder to visit classroom</li> <li>• Display tobacco related posters from other agencies</li> </ul>	<ul style="list-style-type: none"> <li>• “Being a Group Leader”</li> <li>• Workbook page 7</li> </ul>

## Engaging the Learner

### Note to Educator:

In this activity a game is used to solve the puzzle and reveal the name of the program. Write blank spaces on the board to represent the title of the program “Tobacco Affects the Lives of Kids”. Write the letters of the alphabet on the board beside the blanks.

\_\_\_\_\_ a b c d e f g h i j k l m  
 \_\_\_\_\_ n o p q r s t u v w x y z

**Tell** the students that they will be participating in an interesting program over the next few weeks.

**Ask** the students to help you solve the puzzle which will reveal the name of the new program. Allow the students to take turns guessing the letters. When a letter is guessed, write it in the spaces whenever it appears and cross off the choice from the alphabet. Provide the following clue: “There is a lot to TALK about.” Ask the students to raise their hands when they think they’ve solved the puzzle.

T o b a c c o   A f f e c t s   t h e   L i v e s   o f   K i d s

The educator may choose to give a small reward or a round of applause for the first student who solves the puzzle correctly.

**Ask** the students what they know or what they have heard about tobacco.

**Acknowledge** responses.

**State** the learner outcomes.

*“By the end of today’s lesson, you will know why we are doing this program, the highlights of the program and the ways in which tobacco is used.”*

# Learning Activities

## Activity 1: Discussion – About Tobacco

**Ask** the students how tobacco is used. Look for answers such as:

- smoked as cigarettes, cigars or in pipes
- dipped or chewed as smokeless or spit tobacco
- traditional use by First Nations people.

**Explain** the common uses of tobacco.

*“All of you have probably seen someone smoking tobacco as cigarettes, cigars or in a pipe. Smokeless or spit tobacco is tobacco that is placed inside the mouth between the lip or the cheek and the gum. This is called the recreational use of tobacco. People who use tobacco in these ways will become addicted. Using it also becomes a habit that is very hard to break.”*

**Explain** the traditional use of tobacco by First Nations people and how it differs from the recreational use. The following description was found on the Health Canada Tobacco website, First Nations and Inuit Health. The educator may choose to read all or part of the description to the students or summarize it, providing as much detail as desired.

### Traditional and Non-Traditional Use of Tobacco

For many First Nations people, tobacco has been used traditionally in ceremonies, rituals, and prayer for thousands of years. It is used for a variety of medicinal purposes and its' ceremonial use has powerful spiritual meaning establishing a direct communication link between the person giving and the spiritual world receiving. In the traditional sense, the most powerful way of communication with the spirits is to smoke tobacco in a sacred pipe.

The recreational use (or misuse) of tobacco is any use of tobacco in a non-traditional way. For example, smoking cigarettes, chewing tobacco or snuff, smoking non-traditional tobacco in non-sacred pipes or smoking cigars. There is an important distinction between the traditional and non-traditional use of tobacco as one is respectful of First Nations customs, the other being dangerous and harmful.

Traditional tobacco has been used by many First Nations people to:

- pray
- give thanks to the Creator and Mother Earth
- communicate with the spirits; and
- purify the mind and heal the body.

[www.hc-sc.gc.ca/fnih-spni/substan/tobac\\_tobac/index\\_e.html](http://www.hc-sc.gc.ca/fnih-spni/substan/tobac_tobac/index_e.html)

## Activity 2: Discussion – What’s TALK All About?

**Distribute** the TALK workbooks.

**Ask** the students to write their names on the front cover.

**State** *“This program was developed by public health professionals who care about your health and your future. In order for you to get the most out of TALK, and have the most fun, it is important for you to know what’s coming up.”*

**Refer** the students to *“What’s TALK All About?”*, workbook page 1, and read through it with them. The educator could ask volunteers to read a sentence or two each.

**Ask** the students to identify something they want to learn about during the program and write it in the space provided. Invite a few students to share what they wrote.

**Tell** the class that groups and leaders have been selected and reveal who is in each group. Ask the group leaders to stand for a round of applause.

**Students** may comment that close relatives such as parents or grandparents use tobacco and express concern about them. Information in the Pitfalls section will help the educator respond.

**Distribute** *“Information for Parents”* (Appendix I) and *Talk it Out: A Parent’s Guide to Kids and Smoking*. Ask students to take these home and share them with their parents.

**Explain** that these resources will help parents know what we are learning about, and how they can help us with the program.

## Learning Assessment

Assessment of learning is done in Lesson 1.

## Enhancing

- Provide the groups a few minutes to choose a name for themselves related to the topic of being tobacco free. The educator could also decide to simply number the groups, assign a color to each one or identify them by their group leader's name.
- Meet with the group leaders to prepare them for their role. (*Preparing Group Leaders*, page 19)
- In schools where there is a special interest in First Nations culture, the educator could invite an Elder to speak in more detail about the traditional use of tobacco and/or show the video *Circle of Smoke*. Use the discussion questions in the accompanying resource guide after viewing. Links may be made with other areas of the curriculum concerning First Nations culture.
- Display posters on tobacco related topics throughout the classroom. Posters can be obtained by contacting your nearest public health office, The Lung Association, Canadian Cancer Society or Health Canada.



# LESSON 1

## *Life is Better When You're Tobacco Free*

### Lesson Purpose

The purpose of this lesson is for the students to become familiar with many of the potential health and social consequences of tobacco use, and to identify the benefits of being tobacco free.

### Learner Outcomes

Students will:

- name many health and social consequences of tobacco use
- state the key message **Life is better when you're tobacco free.**

### Lesson 1 – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
5 minutes	Engaging the Learner		TALK Workbook
20 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Brainstorming and Discussion - Consequences</li></ul>	<ul style="list-style-type: none"><li>• Health Canada poster <i>"It Will Never Happen to Me"</i></li><li>• Reusable adhesive</li></ul>	
15 minutes	Learning Activity 2 <ul style="list-style-type: none"><li>• Group Work – Benefits of Being Tobacco Free</li></ul>		<ul style="list-style-type: none"><li>• Workbook page 7</li><li>• Workbook pages 3–6</li></ul>
5 minutes	Learning Assessment	Display the <i>"TALK Key Message Board"</i>	Workbook page 2
Complete following the lesson	Enhancing	<ul style="list-style-type: none"><li>• Poster <i>"Life is Better When You're Tobacco Free"</i></li><li>• <i>Bill Nye the Science Guy: Respiration</i> DVD</li></ul>	<ul style="list-style-type: none"><li>• Workbook page 8</li><li>• Pictures for collage</li></ul>

# Engaging the Learner

**Write** T A L K on the board. Leave space between each letter.

**Ask** the students what these letters stand for. Fill in **Tobacco Affects the Lives of Kids**.

**Ask** the students to recall information from the introduction regarding the purpose of the program, how tobacco is used, and the topics that will be covered.

*“Why do you think we’re doing this program?”*

Ensure the following reasons are given:

- to learn more about how tobacco affects us
- so we can make good decisions for ourselves.

*“Tobacco can be used in three different ways. Who can tell me what they are?”*

Look for responses such as:

- smoked (cigarettes, cigars, pipes)
- chewed (smokeless tobacco)
- traditional use.

*“Can you remember some of the things we will be TALKing about over the next few weeks?”*

Highlight the following topics:

- consequences
- pressures
- addiction
- tobacco advertising
- refusal skills
- decision making.

**Ask** the group leaders to stand and state their group name.

**Ask** *“Does everybody have their TALK workbook? Let’s start TALKing!!”*

**State** the learner outcomes.

*“By the end of today’s lesson, you will be able to name many health and social consequences of tobacco use. You will also be able to list the benefits of being tobacco free.”*

**Emphasize** the key message.

*“Each of the TALK lessons has a very important message. The key message from today’s lesson is **Life is better when you’re tobacco free.**”*

# Learning Activities

## Activity 1: Brainstorming and Discussion – Consequences

**Ask** students to define the word consequence.

*“Can anyone tell me what a consequence is?”*

**Summarize** responses.

*“A consequence is the result of something you do.”*

**Explain** that there are consequences for almost everything we do.

*“Consequences can be good or bad. For example, what are the possible consequences of ...*

- *studying hard for an exam?*
- *riding a bicycle without a helmet?*
- *eating too much junk food?”*

**Display** the Health Canada poster *“It Will Never Happen to Me”* in the center of the blackboard. As a large group, allow the students 2 to 3 minutes to brainstorm the consequences of tobacco use that they are already aware of.

*“Sometimes we tell ourselves that the consequences of something we do won’t happen to us. However, you can see from this poster that there can be many consequences of using tobacco. What are some of the consequences that you’ve already heard about?”*

**Record** their responses as follows: **Health** consequences on one side of the poster; **Social** consequences on the other. Add the headings **after** the students have finished giving their initial responses. Responses may include:

### Health

- increased pulse and blood pressure
- shortness of breath\*
- decreased endurance\*
- tar deposited in lungs
- lower skin temperature (poor circulation)
- dizziness
- nausea or diarrhea
- weakened immune system (get sick more often)
- cough
- dulls sense of taste and smell
- tooth and gum disease
- heal less quickly
- affects unborn babies
- shortens your life
- heart and lung diseases
- cancers

### Social

- stinky hair and clothes
- bad breath
- early wrinkles
- stained teeth and fingers
- tooth decay
- costs lots of money
- hurts the environment
- secondhand smoke affects the health of others
- addiction
- fires
- messy
- get in trouble
- annoys people
- left out
- harder to get a date

*\* When they mention these, get students to stand up and do an **in motion** activity such as running on the spot for one minute. Tell them this activity would be more difficult if they were smokers. **Note:** This activity may have to be modified for students with special health conditions.*

**Explain** the reason for separating the lists.

*“Did you notice that I’ve written the consequences in two lists? On one side are the health consequences. Some of these can happen after smoking just one cigarette. Others may not happen for years. On the other side are the social consequences.”*

**Define** social consequences.

*“A social consequence is something that affects a tobacco user in a social way. For example, it may change how they interact with other people, where they spend their time, or how they spend their money.”*

**Ask** students to think of other possible social consequences that could be added to the list.

*“Knowing that, can you think of anything else that might fit here?”*

**Acknowledge** responses.

**Emphasize** the key message.

*“It looks like **life is better when you’re tobacco free.**”*

## **Activity 2: Group Work – Benefits of Being Tobacco Free**

**Refer** students to “How will our lives be better if we don’t use tobacco?”, workbook page 7. Work through the example.

*“In your groups, you will have the chance to talk about the benefits of being tobacco free. Now that we’ve had a look at the negative consequences of using tobacco, let’s turn those facts around. For example, tobacco costs a lot of money, **so** you’d have more money to spend on other things if you don’t use it.”*

**Instruct** group leaders to guide the activity by referring to the negative consequences on the board or those found in the workbook, pages 3 to 6. Group members will look for the opposites and write them down.

**Monitor** groups. Support and encourage group leaders. Allow 5 to 10 minutes for this activity.

**Elicit** responses. Take a few answers from each group. Possible answers could include:

- live longer
- breathe easier
- clothes and hair won't smell bad
- fresher breath
- teeth and fingers won't be stained
- healthier skin
- non-smoking friends won't avoid you
- family and friends will be proud of your decision
- won't annoy others with your secondhand smoke
- increased physical endurance
- more energy
- won't become addicted
- decreased risk of cancer
- decreased risk of lung disease
- decreased risk of heart disease
- food will smell and taste better\*
- decreased pollution
- saves trees

\* When they mention this, get students to name a few of their favourite foods. Point out that they wouldn't be able to enjoy them as much if they used tobacco.

## Learning Assessment

**Instruct** students to circle the reason that is most important to them in their workbooks, page 7.

**Display** the *"TALK Key Message Board"* in a prominent place in the classroom.

**Emphasize** and record the key message on the *"TALK Key Message Board"*. ***"Life is better when you're tobacco free"***.

**Instruct** the students to record the key message in their workbooks, page 2.

## Enhancing

- Have the students complete *"The Cost of Smoking"*, workbook page 8. Discuss the results afterwards. This could be done as part of a math class.
- Have students create a collage of pictures depicting benefits of being tobacco free, or what they would purchase with the money they would save if they didn't use tobacco. The collage could be done as a group and posted in the classroom.
- Design a poster titled *"Life is Better When You're Tobacco Free"*. Ask the students to record the benefit that matters most to them on the poster.
- Show the DVD *Bill Nye the Science Guy: Respiration*. The educator could ask the students to identify all the physical activities shown in the video that require good lung function to perform. The experiments shown could be replicated in the classroom.



# LESSON 2

## *Most People Don't Use Tobacco*

### Lesson Purpose

The purpose of this lesson is to identify the social pressures to use tobacco and alternatives to dealing with the pressures.

### Learner Outcomes

Students will:

- identify reasons why young people feel pressured to start using tobacco
- identify healthy alternatives to using tobacco
- state the key message **Most people don't use tobacco.**

### Lesson 2 – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
3 minutes	Engaging the Learner		TALK Workbook
10 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Discussion – Rates of Tobacco Use</li></ul>	<ul style="list-style-type: none"><li>• 100 coloured straws or other objects</li><li>• Current smoking rates</li></ul>	
17 minutes	Learning Activity 2 <ul style="list-style-type: none"><li>• Group Work – Pressures</li></ul>		Workbook page 9
5 minutes	Learning Activity 3 <ul style="list-style-type: none"><li>• Brainstorming and Discussion – Healthy Alternatives</li></ul>		
5 minutes	Learning Assessment	<i>“TALK Key Message Board”</i>	Workbook page 2
5 minutes	Explanation of the interview project		Workbook page 10
Complete following the lesson	Enhancing	Poster <i>“Healthy Alternatives to Using Tobacco”</i>	Pictures for collage

## Engaging the Learner

**Write** the following words on the board: **smoked** **chewed** **traditional**

**Ask** “What do these things have in common?”

**Explain** “These are all ways that tobacco can be used. Today’s lesson will mainly focus on smoking.”

**Ask** “Can you tell me what some of the consequences of using tobacco are?”

**Elicit** responses.

**State** “Despite these consequences, some people still start smoking; most before the age of twenty.”

**State** the learner outcomes.

“By the end of today’s lesson, you will discover that most people don’t smoke or chew tobacco, identify reasons why young people feel pressured to start using it, and name healthy alternatives to using tobacco.”

**Emphasize** the key message.

“The key message from today’s lesson is **Most people don’t use tobacco.**”

## Learning Activities

### Activity 1: Discussion – Rates of Tobacco Use

**Note to Educator:**

Smoking rates and chewing tobacco rates for youth are found in the *Youth Smoking Survey* (YSS). Smoking rates for teens and adults are found in the *Canadian Tobacco Use Monitoring Survey* (CTUMS). The smoking rates are posted on the Health Canada website: [www.hc-sc.gc.ca/hl-vs/tobac-tabac/index\\_e.html](http://www.hc-sc.gc.ca/hl-vs/tobac-tabac/index_e.html).

**Ask** “How many of you know what a telephone survey is?”

**State** “Health Canada regularly surveys people about their use of tobacco.”

**Display** a package of 100 straws or other brightly coloured objects.

*“We’re going to pretend that these 100 straws represent people. Picture a group of 100 students (youth aged 10 to 14 years) who have been picked from across Saskatchewan. Some live in cities. Others live in towns or rural areas.”*

**Ask** *“How many do you think are current smokers?”*

**Write** the following word on the board: **youth**

**Elicit** guesses from one student from each group and calculate the average. Record the average on the board beside the age group.

**Repeat** this process for high school students (aged 15 to 19 years), young adults (aged 20 to 24) and adults (25 years and older).

**Demonstrate** the actual smoking rates for each age group, using the coloured straws. *“Now let’s look at the facts.”* For each age group, take out the appropriate number of straws to represent the number of current smokers (2 for youth, 18 for high school and 26 for young adults and 18 for adults over the age of 25). Compare these numbers to the students’ guesses and to the number of straws left in the package, saying,

*“Most youth don’t smoke. 2 out of 100 do, but 98 don’t.” \**

*“Most high school students don’t smoke. 18 out of 100 do, but 82 don’t.” \*\**

*“Most young adults don’t smoke. 26 out of 100 do, but 74 don’t.” \*\**

*“Most adults don’t smoke. 18 out of 100 do, but 82 don’t.” \*\**

\* YSS, 2004-05

\*\* CTUMS, 2005

**State** *“Wow!! In all four age groups, most people don’t smoke. The same is true for smokeless tobacco.”*

**Ask** *“Why do you think your guesses were higher than the actual numbers?”*

**Comment** *“Most people guess high because something that people actually do (like smoking), is much more noticeable than something people don’t do (like not smoking). Teens see a few people their age using tobacco and they think that everybody does it, when in fact, most high school students disapprove of it.”*

**Acknowledge** that their own personal experiences of whether or not people smoke around them would have affected their guesses.

**State** *“You can see that the highest smoking rates are in young adults. This could be due to many things such as moving away from home, being old enough to legally buy cigarettes, or having more money to spend. The rates are lower in adults over the age of 25. They are starting families, don’t want to expose others to secondhand smoke, and have more important things to spend their money on.”*

## Activity 2: Group Work – Pressures

**Inform** the students *“Most people start using tobacco when they are teenagers”*.

**Refer** students to *“List the reasons why young people might choose to use tobacco”*, workbook page 9.

*“In your groups you will be sharing ideas about the pressures some young people feel to start using tobacco. For example, one of the reasons might be that they want to look more grown up. How many other reasons can you think of?”*

**Instruct** group leaders to guide their group in the brainstorming activity by referring to the four categories at the bottom of page 9.

**Monitor** the groups. Allow 5 to 10 minutes for this activity.

**Write** the following headings on the board while the groups are working:

**Friends      Family      Media Messages      Personal Reasons**

**Explain** that most of their reasons will fall into one of these four categories.

**Inform** the students that as each group contributes their ideas, the class should suggest which category they think the reason would fall under.

**Ensure** the following responses are included:

### **Friends**

- feel accepted by friends, to belong
- to “fit in”, be liked
- appear popular, cool

### **Family**

- to rebel against parents
- imitating family members
- cigarettes are more available

### **Media Messages**

- it is glamorous, fun and sophisticated to smoke
- it is not really bad for me
- it tastes good, relaxes me, etc.

### **Personal Reasons**

- make them look older, adult-like
- curiosity
- believe it will calm their nerves, decreases stress
- something to do (boredom, just for the heck of it, to forget problems)
- weight control
- think they can quit easily

### Activity 3: Brainstorming and Discussion – Healthy Alternatives

**Explain** “Remember, **most people don’t use tobacco**. The decision to begin using tobacco is a deliberate choice. Young people like you will have all of the facts to make good decisions for yourselves. We have just looked at reasons why people might start to use tobacco. They want to look older, be accepted, have something to do with their friends or solve personal problems. It is important to think of positive, healthy alternatives to using tobacco so that you don’t start in the first place. Once you start, it is difficult to quit.”

**Ask** “Instead of using tobacco, what activities could you do on your own or with friends?”

Possible responses could include:

- join a club or sports team
- be active (shoot hoops, walking, etc.) \*
- learn to be a good friend to yourself and others
- discuss personal problems with a trusted adult
- listen to music
- read a book
- eat a healthy snack
- play a game.

\* When they mention this, get students to stand up and do an **in motion** activity such as running on the spot, jumping jacks, etc. **Note:** This activity may have to be modified for students with special health conditions.

Congratulate students on coming up with so many suggestions.

“Given all these great alternatives, you can see why **most people don’t use tobacco**.”

## Learning Assessment

**Ask** students “What have we discovered today?”

**Emphasize** and record the key message on the “TALK Key Message Board”.  
“**Most people don’t use tobacco**”.

**Instruct** the students to record the key message in their workbooks, page 2.

**Note to Educator:**

**Explain** the interview project. It is a **pre-requisite** to Lesson 3.

**Tell** students to turn to “*Interview Project*”, workbook page 10.

**Define** the three categories of people they could interview:

- a non-tobacco user – someone who never used it every day
- a regular tobacco user – someone who smokes or chews every day
- a former tobacco user – someone who smoked or chewed every day, but has quit for over a year.

**Tell** students to interview one person. Give them the option of doing more than one interview if they so wish.

**Encourage** the students to allow their subjects to review the interview form prior to agreeing to be interviewed. This will allow anyone who is uncomfortable or anxious about some questions to decline the interview.

**Emphasize** the importance of completing the interview assignment prior to Lesson 3.

The educator may offer a small reward to the group that has all its interviews completed on time. Incentives could include brightly coloured pencils, stickers, additional gym or computer time.

## Enhancing

- Design a poster titled “*Healthy Alternatives to Using Tobacco*”. Encourage the groups to create a list or picture collage of their ideas. This poster could be displayed inside or outside the classroom.

# LESSON 3

## *Be Smart. Don't Start.*

### Lesson Purpose

The purpose of this lesson is to provide the students with an understanding of the addictive nature of tobacco.

### Learner Outcomes

Students will:

- state why tobacco is addictive
- identify reasons why tobacco users find it hard to quit
- state the key message **Be smart. Don't start.**

### Lesson 3 – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
3 minutes	Engaging the Learner	<ul style="list-style-type: none"><li>• Popcorn bag</li><li>• Popcorn for each student (optional)</li></ul>	TALK Workbook
2 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Explanation – Tobacco and Addiction</li></ul>		
25 minutes	Learning Activity 2 <ul style="list-style-type: none"><li>• Discussion – Interview Project</li></ul>		Completed interviews * Workbook pages 11–13
15 minutes	Learning Assessment	<i>“TALK Key Message Board”</i>	<ul style="list-style-type: none"><li>• Workbook page 14</li><li>• Workbook page 2</li></ul>
Complete following the lesson	Enhancing	<ul style="list-style-type: none"><li>• <i>Where There's Smoke</i> by Janet Munsil</li><li>• <i>“TALK Challenge”</i></li><li>• Current information on cessation</li></ul>	<ul style="list-style-type: none"><li>• Workbook page 15</li><li>• Workbook page 16</li></ul>

\* Defer Lesson 3 until the majority of interviews have been completed.

# Engaging the Learner

**Display** the popcorn bag.

**Relate** the following situation to the students.

*“Imagine yourself in this situation. You and your friend are going to see a new movie that just came out in the theatre. As you are buying your ticket you smell that wonderful familiar scent of fresh popcorn. You realize that you won’t have enough money to buy any. But your friend does. As you are sitting down your friend offers to share, but just one handful. It is **so** good. It’s hard to resist reaching over to take another handful. You want more popcorn. You crave more popcorn.”*

**Explain** *“Someone who uses tobacco regularly will feel the same way if they can’t get tobacco. However, they feel those cravings in a much stronger way. They not only **want** the tobacco, they **need** the tobacco.”*

**State** *“Think back to our lesson on consequences. Can anyone tell me what a consequence is? Give me some examples of consequences of using tobacco.”*

**State** *“One of the consequences of using tobacco is that it is addictive.”*

**State** the learner outcomes.

*“By the end of today’s lesson, you will be able to state what addiction means. You will also be able to name the drug in tobacco that causes addiction and identify the reasons why it is hard to quit using tobacco.”*

**Emphasize** the key message.

*“The key message of today’s lesson is **Be smart. Don’t start.**”*

## Note to Educator:

An alternate way of engaging the learner is described at the end of this lesson.

# Learning Activities

## Activity 1: Explanation – Tobacco and Addiction

**Explain** the terms addiction, withdrawal and habit and identify the addictive drug in tobacco.

*“**Addiction** happens when the body becomes so used to the effect of a drug that it can only work normally when that drug is present. Tobacco contains an addictive drug called **nicotine**. Nicotine is found in all forms of tobacco; tobacco that is smoked as well as smokeless tobacco. Anyone at any age can become addicted to nicotine. Without nicotine, the person may get anxious, nervous, have trouble sleeping or become sick. This is called **withdrawal**. Most regular tobacco users try to quit many times before they succeed. It is not just the physical withdrawal that tobacco users go through. They also have to break the **habit** of using it. Smokers, for example, often light up a cigarette without really thinking about it. They may have one first thing in the morning, when they talk on the phone, after a meal or when visiting friends. If they don’t light up a cigarette when doing these things, it can seem like something is missing. Those activities are not quite right, not quite the same, if they don’t smoke. Smoking is a very hard habit to break. **Be smart. Don’t start.**”*

## Activity 2: Discussion – Interview Project

**Discuss** the interview project with the class.

*“Let’s find out what the people we interviewed had to say about using tobacco.”*

**Instruct** the students to turn to their completed interview in the workbook, pages 11 to 13.

**Take up** each question by allowing a student from each group to share the responses they received.

**Summarize** the responses and emphasize the following points:

- 1. How old were those you interviewed when they were first offered or tried tobacco?** *“Most smokers start smoking before the age of 20 years. If you can make it that far without starting to use tobacco, chances are you will never start.”*

2. **Why did they try it?** *“In Lesson 2 we talked about reasons why young people start using it. The people we interviewed showed us how much influence their family, friends, the media and their own feelings can have on them.”*

**Why didn't they try it?** *“We have also talked about ways we can have fun and be cool without tobacco.”*

**How did they refuse the offer?** *“They used many different ways to say no. We will come back to this in Lesson 5 where we talk about ways to refuse pressure. One of the reasons people give for staying tobacco free is because they are athletes.”* The educator could insert an ***in motion*** activity here.

3. **Who gave them or offered them tobacco?** *“We see that most often it is through the influence of friends or other family members that people start using tobacco. Sometimes sneaking around or stealing is involved – being dishonest is a social consequence.”*
4. **Where were they?** *“Few teens start using it on their own.”*
5. a) **How long have they or did they use tobacco?** *“Some people may use tobacco for a short time but others use it for decades. When someone starts, they don't think they will become addicted. Remember the girl in the Health Canada poster. She thinks ‘It will never happen to me’. Most people do not think they will become regular smokers or chewers when they first start experimenting. Today we learned that the drug found in tobacco is nicotine and that it is addictive. The younger someone is when they try a drug, the more likely they will become addicted.”*
- b) **How much tobacco do or did they use each day?** *“Smoking is expensive. When you did the “Cost of Smoking” calculation following Lesson 1, you saw what you could do with the money instead of buying cigarettes.”*
- c) **When do or did they like to use it?** *“The habit of smoking is another reason why it is so hard to quit.”*
- d) **Do they or did they want to quit using tobacco? Why?** *“Most people would like to quit for many reasons – health or social ones.”*
- e) **How many times have they tried to quit? What happened?** *“It often takes more than one try before they are successful. There are many different ways to quit using products that replace nicotine such as gum, the patch or inhalers. Some people quit cold turkey. Others seek help from a counsellor. Information on quitting and support is available from public health offices, doctors, nurses, pharmacists, counsellors or help lines. You are not responsible for someone quitting. It is their own decision. Many people try to quit so they can feel the way they did before they started. They feel proud of their decision to quit. They feel so much healthier.”*

6. **What advice did they have for young people?** *“They are telling us **Be smart. Don’t start.**”*

**State** *“Remember to thank those people you interviewed. We can learn a lot from the experiences of others.”*

## Learning Assessment

### Group Work: Tobacco and Addiction

**Refer** the students to *“Tobacco and Addiction”*, workbook page 14.

**Instruct** the group leaders to guide their groups in completing this activity. Allow 5 minutes.

**Monitor** the groups.

**Take up** the answers. Allow 10 minutes to hear from all of the groups.

**Emphasize** and record the key message on the *“TALK Key Message Board”* **“Be smart. Don’t start”**.

**Instruct** the students to record the key message in their workbooks, page 2.

## Enhancing

- Read the story *Where’s There’s Smoke* by Janet Munsil to the class. This story is found at the end of this lesson. Ask the students to complete *“Daisy’s Dilemma”*, workbook page 15, as a group activity. Discuss.
- Review *“TALK Challenge”*, workbook page 16, with the students. This could be done as part of a Language Arts class.
- Have current written information on cessation available if students or parents indicate a desire for it. Contact your local public health office for details.

## Note to Educator:

An alternative approach could be taken to engage the students in this lesson. This approach involves popcorn, so the educator must check for allergies before doing this activity. Hot air popped popcorn with no added salt or topping is the most healthy way to serve this snack. For convenience, the educator may choose to use microwave popcorn. The brand chosen should meet all of the following criteria.

Healthy microwave popcorn contains:

- less than 10 grams of fat
- less than 5 grams of saturated fat
- less than 0.2 grams of trans fat
- less than 450 mg of sodium
- more than 4% DV for iron
- at least 2 grams of fibre.

(reference: *Guidelines for Food and Beverage Sales in BC Schools*, Ministry of Education and Ministry of Health, 2005)

A market survey conducted in Saskatoon in October 2006, identified three brands that met the above criteria:

- Orville Redenbacher Smart Pop
- Jolly Time Healthy Pop
- Orville Redenbacher Light.

Prepare a few bags of popcorn and place a handful of kernels in paper muffin cups. Distribute one muffin cup to each student. Invite students to taste and enjoy just one kernel. Tell them not to eat the remaining kernels. Relate the movie theatre situation.

*“Imagine yourself in this situation.*

*You and your friend are going to see a new movie that just came out in the theatre. As you are buying your ticket you smell that wonderful familiar scent of fresh popcorn. You realize that you won’t have enough money to buy some, but your friend does. As you are sitting down, your friend offers to share – but just one handful. It is so good. It’s hard to resist reaching over to take another handful. You want more popcorn really badly. You crave more popcorn.”*

Ask the students the following questions:

- *“Did you find it hard to have popcorn there without eating it all?”*
- *“Did you find it hard to focus on what I was saying?”*

Tell the students:

*“It’s hard to stop at just one kernel. You usually want more. Resisting the temptation to eat it all is difficult. “*

Complete the activity by saying:

*“A tobacco user, addicted to tobacco, feels those same sensations as you do when thinking about wanting more popcorn, but in a much stronger way. They not only **want** the tobacco, they **need** the tobacco.”*

Continue with the rest of engaging starting at “Think back to our lesson on consequences.”

# Where There's Smoke

By Janet Munsil

There's something you should know about Daisy. She bites her nails like crazy. She doesn't know why. It's just something she does.

Her mom says, "*Daisy, stop biting your nails this instant. That is a disgusting habit and you will get germs. If you are that hungry, eat your sandwich.*" But Daisy isn't hungry.

Her dad says, "*Daisy, if you practise the piano more often your hands will be too busy for you to chomp on your nails.*" But Daisy doesn't like to practise the piano.

Daisy's grandma says, "*Daisy, if you stop chomping on your nails, I'll take you to the symphony.*" But so far Daisy's never been.

Daisy's friend Tim says, "*Daisy, Daisy, bites her nails like crazy!*" So Daisy punches him in the nose.

She chomps in the daytime.  
She chomps in the night.  
She chomps so loud that she wakes up the neighbourhood and everybody has to sleep with pillows tied over their ears.  
They all yell, "*Daisy! Stop chomping and let us get some sleep over here.*"

Her friend Tim always asks, "*Why do you bite your nails, Daisy? Is it 'cause you're nervous?*"  
"*I don't know,*" sighs Daisy.  
"*Are you plervous? Are you snervous? Are you quervous?*"  
"*I don't know! I don't know!*" yells Daisy.

Now, there's something you should know about Daisy's dad. He smokes cigarettes like mad. Daisy's mom says, "*Please stop smoking 'cause it makes you feel lousy.*" Daisy's grandmother says, "*When you stop smoking, I'll take you to the symphony orchestra!*"

But Daisy's dad keeps right on puffing. He puffs them in the daytime and he puffs them in the night. He smokes so much that all the neighbours think the house is on fire and they call the fire department.

On the very last night of the year, Daisy's parents always get dressed up really fancy and go cha-cha dancing at the Topaz Ballroom. When they get home very late at night, Daisy's mom wakes her up with a lipsticky kiss.

*"Happy New Year, Daisy. We've made New Year's resolutions! That's a promise you make to yourself that you want to keep all year. I resolve to learn to play a musical instrument this year!"*

*"Now, what do you resolve to do?"*

Daisy and her dad look at each other for a long time. Daisy nibbled her nails. Her dad smoked a cigarette. They pretended they didn't hear the question.

Daisy thought about it. And she chomped. And she thought. And she chomped. Think, chomp, think, chomp, think, chompchompchomp.

And then she said, *"I resolve to pick up my toys."*

*"That's a good one, but is there anything else?"* asked her mum.

*"I resolve to turn off the lights when I leave the room."*

*"Maybe a bad habit you'd like to break?"* asked her dad.

*"I resolve not to punch my friends in the nose."*

*"That's a good one,"* said her mom, *"but isn't there one other thing that you'd like to stop doing?"*

*"I don't think so,"* chomped Daisy.

Chompchompchomp.

*"Well, maybe just one, I'll stop biting my nails. I will not bite my nails ever again.*

*Now, what's your resolution, Dad?"*

*"Not to eat a whole lemon meringue pie before dinner?"* suggested Dad.

*"I can think of one for you,"* said Daisy.

*"It's something that makes the house smoky and your clothes smelly and our eyes sting-y and it makes you cough all night and all morning long."*

*"But I've tried to stop smoking lots of times and I can't,"* whined Dad.

*"I'll help you,"* said Daisy, *"and you'll help me. Starting tomorrow."*

*"It's a deal,"* said Dad.

Daisy chomped all night, since it was her last chance. Her dad puffed so much he set off the smoke detector.

Daisy woke up the next morning to the sound of her mum playing the trumpet.

SQEEeekeeSQREEkeeSWREEKEESQEEeeEEeEEe!

Her dad was wearing a deep-sea diver's helmet to keep the noise down.

*"Good morning, Daisy,"* he said. *"Ready to stop biting your nails?"*

*“Yes. Ready to stop puffing?”*

*“Yes. But all the noise from mum’s resolution is making me nervous. I’m going to go for a walk. Bye.”*

*“All this noise makes me nervous,”* said Daisy. *“I’m going to play outside. Bye.”*

Daisy didn’t REALLY want to play outside. There was something else she wanted to do. Something she hadn’t done for a long time. She wanted to bite her nails, really- really badly. But she also didn’t want to bite them, because she’d made a deal with her dad. She decided to go to her treehouse. That way, if she started to chomp by accident, nobody would see.

She went outside.

She looked all around.

She made sure nobody was following her.

She climbed up to her treehouse.

She peeked over the ledge . . .

*“DAD!”*, said Daisy.

*“Daisy!”* said Dad.

*“WHAT ARE YOU DOING HERE?”*

*“I’m having trouble with my resolution,”* said Dad.

*“Me too,”* said Daisy. *“I want to stop biting my nails like crazy, but I don’t know how.”*

*“I want to stop smoking, but I don’t know how.”*

*“We need to think of some ways to help each other out,”* said Daisy.

So they went up to Daisy’s room and thought and listened to Mom practising the tuba. And they made a plan.

Daisy gave her dad some chewing gum and a bubble pipe so he could chew and blow bubbles instead of puff. Daisy’s dad helped put bandages on all her fingers so she wouldn’t chomp. And he shared his gum.

Everything worked for a little while, but sooner or later, Daisy and her dad would catch each other in the treehouse. And they’d sit there, and sigh, and listen to mom play the drums.

So Daisy and her dad did things together to keep their minds off chomping and puffing.

They baked cookies.

They did jigsaws.

They made spice racks.

They did fingerpainting.

They built things out of frozen treat sticks.

They built things out of spaghetti.

They build things out of macaroni and cheese.

They built things out of the cookies that burned.

Daisy and her dad learned how to knit.

They knit teacosies, 100 pairs of socks, 60 hats, 59 mittens, 30 pairs of long underwear, two scarves that were a thousand metres long, and a muffler for the car. They knit mom a cover for her tuba, even though it was now on its way to the attic.

*“Well, we’ve done it, Daisy,” said her dad. “We’ve been so busy with our hobbies that we forgot all about our bad habits! Now I think I’ll go for a little walk. Bye.”*

*“Wait!”* said Daisy, who had heard that one before. *“I’ll go too.”* And they went to the corner store together.

*“We have certainly been good at keeping our resolutions!”* said Mom.

*“I’ll call Grandma right now and ask her to take us to the symphony! Oh, and thank you very much for the tuba cover, but I have decided to play the electric guitar instead.”*

Grandma came right over. *“WOW!”* she said. *“I can’t believe it! NO smoking? No chomping? Quick, everybody in the taxi!”* she yelled.

*“We’re going to the symphony orchestra!”*

Not once in the whole concert did Daisy bite her nails.

Not once did her dad cough or look in his pocket for his cigarettes.

But even though there was no chomping and no coughing, nobody could hear the music . . .

because Mom had brought along her electric guitar.

Text reprinted with permission from Janet Munsil.

*Where There’s Smoke* was written by Janet Munsil. The book was illustrated by Michael Martchenko. It was published by Annick Press Ltd. in 1993 and distributed by Firefly Books, Willowdale, Ontario.

# LESSON 4

## *Know the Truth*

### Lesson Purpose

The purpose of this lesson is to increase the students' awareness of the influence media has on their lives. There is a focus on how advertising influences an individual's decision to buy tobacco products. Students will also compare messages in advertisements to the facts about tobacco. The lesson will illustrate how advertising can be used to promote anti-tobacco messages.

### Learner Outcomes

Students will:

- name the tricks that tobacco companies use to influence people to buy their products
- identify the power of anti-tobacco messages
- compare the advertising tricks tobacco companies use to the truth about tobacco
- state the key message **Know the truth**.

### Lesson 4 – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
3 minutes	Engaging the Learner		TALK Workbook
5 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Discussion – Media Influences</li></ul>		
20 minutes	Learning Activity 2 <ul style="list-style-type: none"><li>• Discussion – Tricks Used by Tobacco Companies</li></ul>	<ul style="list-style-type: none"><li>• Information about tobacco use in current movies</li><li>• 4 overhead transparencies of tobacco advertisements</li><li>• Overhead projector</li></ul>	
2 minutes	Learning Activity 3 <ul style="list-style-type: none"><li>• Discussion – Anti-Tobacco Strategies</li></ul>	Overhead of anti-tobacco advertisement	

Time Required (approximate)	Activities	Educator Materials	Student Materials
15 minutes	Learning Assessment	<i>"TALK Key Message Board"</i>	<ul style="list-style-type: none"> <li>• Workbook page 17</li> <li>• Workbook page 2</li> </ul>
Complete following the lesson	Enhancing	<ul style="list-style-type: none"> <li>• Anti-tobacco advertising video</li> <li>• Poster <i>"Trick or Truth?"</i></li> <li>• <i>"Tell the Truth"</i></li> </ul>	<ul style="list-style-type: none"> <li>• Magazine advertisements for <i>"Trick or Truth"</i> poster</li> <li>• Workbook page 18</li> <li>• Students look for examples of tobacco promotion in magazines, movies or on TV</li> </ul>

## Engaging the Learner

**Instruct** the students *"To start the lesson today, I need you to follow the instructions if you did any of these activities in the past week:*

- **Stand up** if you looked at a magazine or newspaper.
- **Clap** your hands if you saw a billboard.
- **Stomp** your feet if you used the Internet.
- **Raise** your hand if you listened to the radio.
- **Snap** your fingers if you saw a TV commercial.
- **Whistle** if you watched an evening television program.
- **Run** on the spot if you rented a movie.
- If you went to see a movie at a theatre, **call out** the name of the show."

**Direct** students to sit down.

**Inform** students that they could have been exposed to advertising by doing any of these activities.

**Ask** *“Have you ever asked your parents to buy you something or take you somewhere because of an advertisement you saw on TV? Give me some examples.”*

Possible responses could include: toys, clothing, sports equipment, food products, restaurants, concerts, movies, video games, CDs, etc.

**Ask** *“Have you ever been disappointed because the product wasn’t as good as it looked in the commercial?”*

**State** the learner outcomes.

*“By the end of today’s lesson, you will recognize how much media can affect your lives. You will be able to recognize the tricks tobacco companies use to encourage you to buy their products and challenge the tricks with the truth about tobacco.”*

**Emphasize** the key message.

*“The key message from today’s lesson is **Know the truth.**”*

## Learning Activities

### Activity 1: Discussion – Media Influences

**State** *“Advertising affects almost every aspect of your lives. It can influence your choices about the clothes you wear, the kinds of food you eat or how you spend your free time. Did you know that teens buy the most heavily advertised brands? They are three times more affected by advertising than adults.”* (Evans, 1995)

**Ask** *“How do advertisements get your attention?”*

Look for the following responses:

- bright colors, fast-paced action, increased volume
- jingles, songs, catchy music or slogans. A slogan is a phrase that makes you think of the product like “Just do it” (Nike) or “Bet you can’t eat just one” (Lay’s potato chips)
- symbols that are easily recognized like the Golden Arches of McDonald’s or the swoosh from Nike
- gimmicks such as free merchandise, contests, lower prices, rewards, health benefits
- celebrity endorsements (famous people promoting certain products) such as athletes, popular singers or actors.

**Ask** *“Who are some of your favourite stars?”*

**Write** the following words on the board: **Star Descriptors**

**Ask** *“What words would you use to describe these people?”*  
Look for responses such as attractive, cool, exciting, talented.

**Record** responses on the board.

**State** *“Tobacco companies want you to think their products can improve your image. Know the truth.”*

## **Activity 2: Discussion – Tricks Used by Tobacco Companies**

### **Note to Educator:**

Prior to the lesson, you can obtain further information about tobacco use in current movies from the following website: **[www.scenesmoking.org](http://www.scenesmoking.org)** This site is updated weekly. Current tobacco advertisements can be reviewed at **[www.tobaccofreekids.org/adgallery](http://www.tobaccofreekids.org/adgallery)**.

**State** *“Canada’s tobacco industry spends hundreds of millions of dollars every year on advertising and they still make huge profits. They need to attract new tobacco users because their old ones are quitting or dying. In Canada, our government has stopped tobacco companies from advertising in many ways. For example, they can’t advertise on TV or radio commercials or in magazines published in Canada. However, you will still see print ads in some of the American magazines that we can buy here. There has been more tobacco use in the movies and on television shows since advertising laws have become stricter.”*

**Ask** *“Can you name any TV shows or movies where you have seen someone using tobacco?”*

**Ask** *“What words would describe the characters who use tobacco?”*

**Record** any additional responses on the board under the star descriptors.

**Summarize.** *“When leading actors glamorize tobacco use, it sends a powerful message to young people that tobacco use is acceptable and will improve your image.”*

**State** *“Tobacco companies sell tobacco so they can make a profit and stay in business. Let’s look at the tricks used in tobacco advertising and how they’re different from what we know about tobacco use.”*

**Note to Educator:**

Present overheads one at a time. The educator will guide the discussion for the overheads depicting the **Independence** and **Adventurous** tricks. The group leaders will guide the discussion for the **Popular** and **Athletic** advertisements. The educator will provide a summary for each of the four discussions.

**State** *“I’m going to show you four tobacco ads. Different people may see different things in each ad. It’s part of the plan to attract as many people as possible.”*

**Write** the following questions on the board:

**What is happening in this ad?**

**What words describe the people in the ad?**

**What message is the ad sending?**

**Present** Overhead 1 which depicts the **Independent** image. Elicit students’ responses to the three questions listed on the board.

**Summarize** *“Tobacco companies want to make you believe that using tobacco will make you independent. These ads show people who aren’t worried about other’s opinions. No one tells them what to do. They are powerful, confident people who seem to have it all. The message is that by using tobacco, you will appear more grown up and successful.”*

**Present** Overhead 2 which depicts the **Adventurous** image. Elicit students’ responses to the same three questions.

**Summarize** *“They want you to believe tobacco makes people adventurous. These ads show people who use tobacco doing some activity that takes courage. They aren’t afraid to take a risk. The message is that by using this product, you can prove that you are brave and adventurous”.*

**Display** Overhead 3 which depicts the **Popular** image.

**Instruct** group leaders to guide their groups in answering the three questions. Allow 3 minutes for this activity.

**Summarize** *“Tobacco companies tell you that popular people use tobacco. These ads show people using tobacco with attractive, fun loving friends. The women are young, beautiful, thin and are wearing nice clothes. The men are handsome, strong or cool. The message is that by using tobacco, you will look great and will fit in. You’ll have more fun, be popular and have many more friends.”*

**Display** Overhead 4 which depicts the **Athletic** image.

**Instruct** group leaders to guide their groups in answering the three questions. Allow 3 minutes for this activity.

**Summarize** *“They want to make you believe that athletic people use tobacco. This type of advertisement shows healthy looking, physically fit people involved in sporting activities. The message is that young, healthy, active people use this product and it doesn’t hurt them at all.”*

**Conclude** the activity by stating *“The ads never include the less glamorous aspects of tobacco use such as messy ashtrays, stained teeth, holes in clothing, or the negative health and social consequences.”*

### **Activity 3: Discussion – Anti-Tobacco Strategies**

**State** *“There is something in all of these ads that the tobacco companies would prefer not to include. Can you guess what it is?”* Possible responses should include the warning label.

**Confirm** *“That’s right, a warning label. These labels have to be included in tobacco ads and on tobacco packaging. In Canada, cigarette packages contain graphic picture warnings. This sends a message to children that although some adults use tobacco, other adults take it very seriously. In spite of protests by the tobacco industry, governments have been successful in getting laws changed that increase the public’s knowledge and decrease our exposure to tobacco advertising and to secondhand smoke. This includes smoking bylaws, no tobacco sales to minors and no tobacco products on display.”*

**Explain** anti-tobacco messages.

*“We have seen how tobacco companies try to influence you to buy their products. Advertising can also be used to promote an anti-tobacco message.”*

**Display** Overhead 5 of a sample anti-tobacco ad.

**State** *“You may also have seen anti-tobacco commercials on TV. In order to create anti-tobacco messages, people need to **Know the truth.**”*

# Learning Assessment

## Group Work: Trick or Truth

**Comment** *“Earlier we saw four advertisements that showed the tricks tobacco companies use to sell their products.”*

**Ask** *“Who can tell me what those four tricks are?”*

**Look** for the responses: Independent, Adventurous, Popular and Athletic.

**Refer** student to *“Trick or Truth”*, workbook page 17.

**Work** through the example.

*“In your groups, you will now have the opportunity to turn those tricks into the truth. In Lesson 1 we learned about health and social consequences. You can refer to pages 3 to 6 in your workbooks to help you with this assignment. For example, tobacco companies try to trick us into believing tobacco will make you independent. The truth would be that tobacco will make you dependent. Once you’re addicted you lose your freedom and money. You’ll be less confident. You might become stressed if you can’t get tobacco.”*

**Instruct** group leaders to lead their group in this activity for the next 5 minutes.

**Monitor** groups. Support and encourage group leaders. Elicit responses by taking a few answers from each group.

**Emphasize** and record the key message on the *“TALK Key Message Board”*. ***“Know the truth”***.

**Instruct** students to record the key message in their workbook, page 2.

## Enhancing

- Show an anti-tobacco advertising DVD such as *Massachusetts Department of Public Health Reel* (Youth Section) or Health Canada video *Challenge to Youth Anti-Smoking Public Service Announcements*.
- Design a poster titled *“Trick or Truth?”* Encourage the students to bring magazine ads from home about tobacco or other products. Create a display where the advertising trick and truth are identified.

- Instruct the students to look for examples of tobacco promotion at home in magazines or tobacco use on TV shows or in movies. Suggest they point out to family members the advertising tricks being used. They can then compare the tricks to the truth about tobacco use.
- Explain “*Tell the Truth*”, workbook page 18. Encourage them to create their own anti-tobacco message. See note to educator on the following page.

### **Note to Educator:**

The “*Tell the Truth*” activity allows students to demonstrate that they understand the concept of how tobacco company advertising works and to design an anti-tobacco message of their own. Encourage students to focus on the social images and consequences as research shows that the most effective anti-tobacco messages focus on these areas. Students may require supplies and support to complete this project.

Introduce the activity.

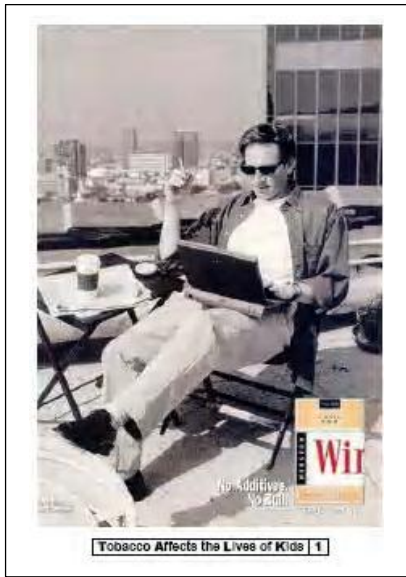
*“Tobacco advertisers want us to think that using tobacco will make us cool, popular, tough, beautiful, adventurous and in charge of our own lives. They want us to think we’ll enjoy life more if we use their products. Did you know that we can use advertising to tell the truth about tobacco? Now it’s your chance to create your own anti-tobacco message. You could decide to design an ad to convince your friends not to use tobacco. How about a poster? You might design a cigarette package that gives the real picture about tobacco use. What about an audio visual ad such as a rap, a song or a video? What about a bulletin board display or assembly presentation? Whatever you choose, focus on the social consequences rather than the health ones.”*

Variations might include:

- designing posters, collages, banners or T-shirt slogans that state an anti-tobacco message
- organizing letter writing campaigns to civic, provincial and/or federal politicians
- designing a cartoon strip that encourages kids to be tobacco free
- writing a paragraph or story explaining their feelings about tobacco
- participating in local or provincial contests
- preparing a group presentation to share what the class learned about tobacco with the rest of the school at an assembly
- video taping a classroom or assembly presentation and allowing students to take it home to show their families.

Additional ideas:

- Projects can be individual, small group, or involve all the students in the classroom.
- Display the projects inside or outside of the classroom on bulletin boards or in display cases.
- Include a notice in the school or class newsletter inviting family members to view the display when visiting the school.
- If a competitive format is desired, a contest could be held within the school.



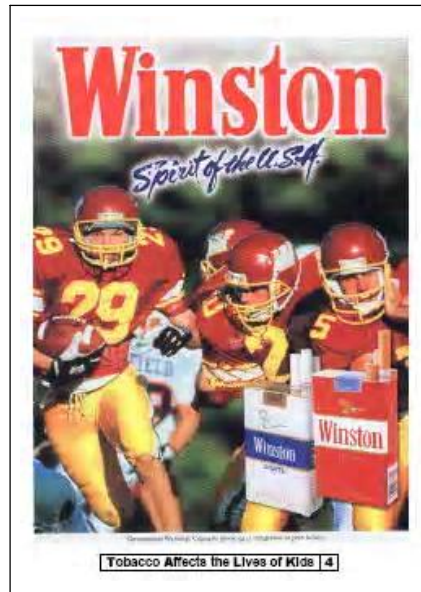
#1: INDEPENDENT



#2: ADVENTUREOUS



#3: POPULAR



#4: ATHLETIC



#5: ANTI-TOBACCO MESSAGE



# LESSON 5

## *I Can Say “No”*

### Lesson Purpose

The purpose of this lesson is to identify types of peer pressure and effective refusal skills. Students will demonstrate one refusal skill.

### Learner Outcomes

Students will:

- identify types of peer pressure
- identify ways to refuse pressure to use tobacco
- demonstrate one refusal skill
- state the key message **I can say “No”**.

### Lesson 5 – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
3 minutes	Engaging the Learner		TALK Workbook
7 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Discussion – Peer Pressure</li></ul>		
10 minutes	Learning Activity 2 <ul style="list-style-type: none"><li>• Modelling of Refusal Skills</li></ul>	<ul style="list-style-type: none"><li>• 1 additional adult</li><li>• “<i>Refusal Skills</i>” script</li></ul>	<ul style="list-style-type: none"><li>• Workbook pages 19–20</li></ul>
25 minutes	Learning Assessment	<ul style="list-style-type: none"><li>• “<i>TALK Key Message Board</i>”</li></ul>	<ul style="list-style-type: none"><li>• Workbook pages 21–27</li><li>• “<i>I Can Say ‘No’</i>” bookmark</li><li>• Workbook page 2</li></ul>
Complete following the lesson	Enhancing	<ul style="list-style-type: none"><li>• <i>Good Practice Today</i> DVD</li></ul>	

## Engaging the Learner

**State** *“Sometimes friends pressure you to do something you don’t want to do. Raise your hand if that has ever happened to you.”*

**Ask** *“Did you give in to the pressure? How did that make you feel?”*

Possible answers could include feeling bad, funny inside, uncomfortable, angry or guilty.

**State** *“In Lesson 2 we learned about four main sources of pressure that get people to use tobacco.”*

**Ask** *“Who can tell me where that pressure comes from?”*

Look for responses such as family, friends, media and personal reasons.

**State** the learner outcomes.

*“Today we are going to focus on the pressures we feel from friends. By the end of the lesson, you will name different types of peer pressure and learn ways to resist pressure. You will have a chance to practice a refusal skill”.*

**Emphasize** the key message.

*“The key message from today’s lesson is I can say ‘No’.”*

## Learning Activities

### Activity 1: Discussion – Peer Pressure

**Tell** the students to think back to the interview they did.

**Ask** *“Where were the people when they were offered their first cigarette?”*

**Summarize** that almost all of these situations involve friends.

*“Few teens begin using tobacco by themselves”.*

**Instruct** students to brainstorm other places in their own community where they might be offered tobacco. Responses might include school grounds, parking lot, car, mall, party, street corner, back alley, friend’s house, your house when your parents are gone.

**State** *“One of the main reasons young people start using tobacco is peer pressure. Peer pressure is when people your own age, or close to your own age, try to get you to do something or to act in a certain way. There are four types of peer pressure.”*

**Record** the four types of peer pressure on the board as you present them.

- “1. **Direct** – *Tobacco is directly offered to a person, or you are asked if you’d like to use it. For example: ‘Here, have a smoke,’ or ‘Want a smoke?’*
2. **Indirect** – *No offer is made. Tobacco use is just observed. You see other people using tobacco and think maybe you should try it.*
3. **Put-down** – *The person is pressured to try tobacco through teasing or name-calling. For example: ‘What’s wrong? Are you a chicken?’*
4. **Hassle** – *Continual pressure to try tobacco is aimed at you. This could include pestering, nagging, or begging a person to try it. For example: Your friends want to try it, but are scared to do so on their own so they keep asking you to try it too.*

*Remember, you are in control. It’s up to you to decide if you’re going to use tobacco. One of the best and easiest ways is to avoid the offer in the first place. Don’t go to places or get into situations where you think you might be pressured to use tobacco. There is strength in numbers, so hang out with friends who also don’t want to use tobacco. It’s much easier to say ‘No’ when you have friends who will support you. If you are offered tobacco, stick together and make ‘we’ statements. For example, ‘We don’t smoke’.*”

## **Activity 2: Modelling of Refusal Skills**

**State** “We are now going to demonstrate six different ways you can say ‘No’ when you are pressured to use tobacco. Each of you is a unique individual, with your own personality. You will probably feel more comfortable with some of these refusal skills than others. As we model how each method might be used, think about which ones will be right for you. Situations may occur where you will need to use more than one method, so don’t limit yourself by choosing only one.”

**Describe** and demonstrate six ways to refuse pressure with another adult using the “Refusal Skills” script. (Appendix II)

**Inform** students “We’ll be using the offer of a cigarette in these situations and will tell you which type of peer pressure was used.”

## 1. Just Say “No Thanks”

*“Say ‘No’ firmly and without hesitation. You can use a different tone of voice depending on the amount of pressure you are receiving – a gentle, but firm ‘No thanks’ if you are just offered a cigarette, or a more stern ‘No way’ if you are being pressured.”*

Demonstrate using ineffective body language (no eye contact, mumbling words, quiet voice, shoulders down) and ask students if they think this approach would work.

Offer:           *“Hey, you want a smoke?”*  
Response:       *“Uh, well . . . I don’t think so.”*

Demonstrate again using effective body language: make eye contact, voice firm, stand tall.

Offer:           *“Hey, you want a smoke?”*  
Response:       *“No thanks.”*

State: *“This was an example of direct pressure.”*

## 2. Walk Away

*“Sometimes actions speak louder than words. Remember ‘Three Strikes and You’re Out’. If you have said ‘No’ twice and you are pressured a third time, you should leave. Walk away with your head high and your back straight. If this person has pressured you in the past and you know they are not going to give up, you may choose to leave with the first ‘No.’ This refusal skill can be used along with other ones.”*

Offer:           *“Hey, you want a smoke?”*  
Response:       *“No thanks.”*  
Offer:           *“Come on. Just take a puff.”*  
Response:       *“I don’t want to.”*  
Offer:           *“It’s real cool. Just try it!”*  
Response:       *“I said No.” (turn and leave with head up and back straight)*

State: *“This was an example of a hassle.”*

### 3. Broken Record

*“Repeat the same response over and over; even if the pressure lines change.”*

Offer: “Hey, you want a smoke?”  
Response: “I don’t smoke.”  
Offer: “Just one puff – it won’t hurt you!”  
Response: “I don’t smoke.”  
Offer: “Is that all you can say?”  
Response: “Yes, because I said I don’t smoke!”  
Offer: “Okay, okay. I get the message.”

State: *“This was an example of a hassle.”*

### 4. Give an Excuse

*“This is one of the easiest and most effective ways to refuse pressure. The excuse works best if there is some truth in it. You will say it with more confidence and it won’t come back to haunt you later.”*

Offer: “Hey, you want a smoke?”  
Response: “No way! I don’t want to get addicted.”

State: *“This was an example of direct pressure.”*

### 5. A Better Idea

*“Quickly suggest something else to do. Start to make plans enthusiastically before your friend has a chance to think of reasons why you should smoke.”*

Offer: “Hey, you want a smoke?”  
Response: “I’ve got a better idea. Let’s go \_\_\_\_\_.”  
(Insert a realistic activity appropriate to your students.)

State: *“This was an example of direct pressure.”*

## 6. Reverse the Pressure

*“This is an effective technique to use when someone won’t stop pressuring you even after you have said ‘No.’ Put the other person on the defensive by putting the pressure on them!”*

Offer: “Hey, you want a smoke?”

Response: “No thanks.”

Offer: “What’s wrong? Are you a chicken?”

Response: “Why are you pressuring me?”

State: “This was an example of a put-down.”

**Emphasize** *“Many of these refusal skills can be combined and used together. Keep in mind the 30 second rule. You need to get out of the situation in 30 seconds or less. More time gives the other person the chance to increase the pressure and it’s likely that you’ll either give in or get into an argument. Remember, it is important not to argue at any time. You want to keep your friend. If you feel you are being bullied, talk to an adult who can help you. It’s not your job to convince the other person not to use tobacco. Your goal is to make it clear that you have chosen not use it.”*

**Refer** students to “Ways to Say ‘No’”, workbook page 19 and “How to Say ‘No’”, workbook page 20.

**Explain** the need to practice refusal skills.

*“In order to feel more comfortable with these refusal skills, it is important to practice them. It’s like learning to play a sport, dance or play a musical instrument. The more you practice, the more confident you will be when you have to ‘perform’.”*

(Refusal strategies adapted from *Peer Pressure Reversal – An Adult Guide to Developing a Responsible Child* by Sharon Scott and Project TNT.)

## Learning Assessment

### Group Work: Scripted Role Plays

**Explain** “Lights! Camera! Action!”, workbook page 21.

**Assign** role play scripts to the groups, workbook pages 22 to 27.

**Monitor** and support groups as they prepare their role play.

**Allow** groups 5 minutes to prepare.

**Announce** when it is time to present the role plays.

**Call** on each group to present their role play.

**Instruct** students to record the answers to the questions the group leaders ask at the end of each role play.

**Note to Educator:**

**Role Play**

**Type of Pressure**

**Refusal Skill**

1. Smoking at the Mall
2. DVD Dilemma
3. Skipping Snuff
4. The Dare
5. The New Kid
6. Cutting Class

Hassle  
Hassle  
Direct  
Put-down  
Direct  
Put-down

Broken record  
Better idea  
Give an excuse  
Reverse the pressure  
Say "No Thanks"  
Walk away

**State** *"Remember, there are four types of peer pressure. We have only demonstrated three in the role plays. Which one did we miss?"* The correct answer is indirect pressure. In this form of pressure, tobacco use is just observed. There is no direct offer.

**Distribute** *"I Can Say 'No'"* bookmark. (Appendix II)

**Instruct** students to read it over and complete the sentence on the back of the bookmark.

**Invite** students to share their response with their group members.

**Encourage** the students to use the bookmark in the current novel they are reading at school.

**Remind** students that the way they say "No" is just as important as what they say.

**Emphasize** and record the key message on the *"TALK Key Message Board"*.  
*"I can say 'No'."*

**Instruct** the students to record the key message in their TALK workbooks, page 2.

## Enhancing

- Encourage the students to practice different ways to say “No” in a variety of situations, not just in regard to tobacco. Suggest that sometimes they might be pressured to do something that isn’t really wrong, but it makes them feel uncomfortable. Ask students if they can think of any situations where they might use refusal skills.
- View the DVD *Good Practice Today*. Discuss the DVD using the following questions.

*“How do you think Jeff felt when he was pressured?”*

This discussion should include the pressure he felt from the members of his ball team, and the pressure his sister put on him when they practiced refusal skills. The answers may include that Jeff felt angry, frustrated, worried, distracted and preoccupied. He lacked confidence and tried to escape from his sister’s pressure lines. He couldn’t eat his dinner because he was upset about the pressure to try snuff.

*“What did Jeff do to deal with the pressure to use snuff?”*

The answers may include that Jeff confided in another adult (his sister) and asked for her advice. He practiced or role-played responses to pressure lines with his sister. He identified other people his age who didn’t want to use snuff and they supported each other.

# LESSON 6

## *Make the Right Choice*

### Lesson Purpose

The purpose of this lesson is for the students to review the steps of the decision making model and apply those steps to making decisions in pressure situations. The students make a commitment to remain tobacco free and design a plan to support that decision.

### Learner Outcomes

Students will:

- name the steps of the decision making model
- identify the steps of the decision making model as they apply to pressure situations
- choose to be tobacco free and complete a plan to support this choice
- state the key message **Make the right choice.**

### Lesson 6 – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
3 minutes	Engaging the Learner		TALK Workbook
7 minutes	Learning Activity 1 <ul style="list-style-type: none"><li>• Discussion – The Decision Making Model</li></ul>		
35 minutes	Learning Assessment	<i>“TALK Key Message Board”</i>	<ul style="list-style-type: none"><li>• Workbook pages 28–33</li><li>• Workbook page 34</li><li>• Workbook page 1</li><li>• Workbook page 2</li></ul>
Complete following the lesson	Enhancing		<ul style="list-style-type: none"><li>• Workbook pages 28–33</li><li>• Workbook page 34</li></ul>

## Engaging the Learner

**Ask** the students to rest their heads on their desks and close their eyes.

**Relate** the following situation.

*“You and a group of friends are hanging out at a friend’s house. Picture which friends you’re with and what you’re doing. It might be watching TV, listening to music, playing video games, having a snack or talking. Imagine an activity you like doing when friends are over. One of your friends pulls out something from their backpack. You see a cigarette. Your friend says, ‘Let’s sneak outside so we can try it; just one time.’ This is it; a true test. What are you going to do?”*

**Pause** to allow students a few seconds to think.

**Ask** *“Did you say no? Have you decided not to try it? Did you **make the right choice**? What have you learned about tobacco that will help you decide what to do?”*

**Look** for responses that include the key messages from previous lessons:

- **Life is better when you’re tobacco free**
- **Most people don’t use tobacco**
- **Be smart. Don’t start.**
- **Know the truth**
- **I can say “No”**

**State** the learner outcomes.

*“Today’s lesson is about making decisions. By the end of today’s lesson, you will be able to apply the steps of the decision making model to pressure situations. You will choose to make a personal commitment to be tobacco free and make a plan to help you stick to your decision.”*

**Emphasize** the key message.

*“By the end of today’s lesson you will have what you need to **Make the right choice.**”*

# Learning Activities

## Activity 1: Discussion – The Steps of the Decision Making Model

**Review** the steps of the decision making model by linking it to the traffic light symbol. *“Think about a traffic light with its’ red, yellow and green lights. We can use this symbol to help us review the steps you follow when making a decision.”*

**Describe** what the red light represents.

*“The red light means stop. In this step you need to stop and think carefully. You might ask yourself questions such as:*

- *What do I already know about this topic?*
- *Do I have all the facts I need to make a good, healthy decision?*

*In the TALK program we learned the facts on tobacco. If this were a completely new situation for you, you would get the facts about it, too. You might have to ask for help getting the information you need.”*

**Ask** the students to identify sources of information. Look for answers such as parents, teachers, public health nurse, library or internet (with parental approval).

**Describe** what the yellow light represents.

*“The yellow light stands for explore. In this step you explore your choices.”*

**State** *“If someone offers you tobacco, your choices are to accept the offer or to refuse it. You then need to consider the consequences of each choice.”*

**Ask** *“Give me some examples of consequences if you choose to accept the offer.”*

Elicit a number of consequences of tobacco use discussed in Lesson 1. Answers may include health or social consequences.

**Ask** *“Give me some examples of consequences if you choose to refuse the offer.”*

Encourage students to think back to Lesson 1 where they discussed the benefits of being tobacco free.

**Relate** this step to a new situation.

*“In a new situation you will also need to identify your choices and the consequences of each choice.”*

**State** *“Once you have done this for any situation, the next step is to decide what you will do. You make your decision.”*

**Describe** what the green light represents.

*“The green light means go. In this step you make a plan that will help you stick to your decision and put your plan into action. Then when an offer to use tobacco comes, or you are faced with another pressure situation, you are prepared. You can try out your plan and see what happens. You’ll know how it worked and if you need to make any changes.”*

**Summarize** this section.

*“Some decisions in your life will be easy. Some will be hard. When it comes to tobacco, choose to be tobacco free. It’s up to you. **Make the right choice.**”*

## Learning Assessment

### Group Work – Decisions, Decisions

**Introduce** the group activity to the students.

*“Now you will have the chance to work through a challenging situation with your group and decide together how you would handle it.”*

**Refer** the students to “*Decisions, Decisions 1*”, workbook page 28. Read the situation with the class and work through the questions together. Assign each group a situation from the remaining “*Decisions, Decisions 2 to 6*”, workbook pages 29 to 33 and instruct them to do the same. Educators may use other scenarios that are relevant to their particular class, school or community.

**Monitor** the groups as they participate in this activity. Allow 10 minutes.

**Take up** the activity by briefly summarizing each situation and asking the group leader how their group handled it. Invite the rest of the class to offer other suggestions. Allow 15 minutes to hear from all the groups.

**Summarize** the TALK program.

*“In the Tobacco Affects the Lives of Kids program, we talked about the consequences of using tobacco and learned how addictive it is. We also talked about the pressures there are on young people to try tobacco and how we can handle some difficult situations. We practiced our skills in refusing pressure. These skills will be helpful in many different situations.”*

**Refer** the students to “*TALK Commitment and Plan*”, workbook page 34.

*“Now it is time to make the decision for yourself. You will have the opportunity to make a personal commitment to be tobacco free from now on. You will also make a plan to help you stick to that decision.”*

**Ask** the students to complete the statement and design their plan.

**Invite** a few students to read their statements to the class.

**Refer** the students to “*What’s TALK All About?*”, workbook page 1. Remind the students that at the beginning of the program they identified something they wanted to learn about. Ask the students to review what they had written and if their questions have been answered during the program. Provide suggestions on how any remaining questions could be answered.

**Emphasize** and record the key message on the “*TALK Key Message Board*”.  
**“Make the right choice”**.

**Instruct** the students to record the key message in their workbooks, page 2.

## Enhancing

- Encourage students to individually review all of the “*Decisions, Decisions*”, workbook pages 28 to 33, and think about how they would handle them.
- Encourage students to share their commitment statement and plan with their families.
- Allow time in a subsequent health class for students to revisit their commitment and reassess their plan.



# TALK IN REVIEW

## *A Final Look*

### Lesson Purpose

The purpose of this lesson is to review and reinforce the knowledge students have gained throughout the TALK program.

### Learner Outcomes

Students will:

- state the key messages of the TALK program
- recall key information from each lesson
- identify personal reasons to be tobacco free
- choose to be tobacco free.

### A Final Look – Outline

Time Required (approximate)	Activities	Educator Materials	Student Materials
40 minutes	Activity 1 <ul style="list-style-type: none"><li>• DVD</li><li>• Discussion</li></ul>	<i>Smokin' Sam</i> DVD	TALK Workbook page 35
40 minutes	Activity 2 <ul style="list-style-type: none"><li>• Quiz</li><li>• Discussion</li></ul>		Workbook pages 36–37
5 minutes	Activity 3 <ul style="list-style-type: none"><li>• Presentation of certificates</li></ul>	<ul style="list-style-type: none"><li>• Completed TALK certificates</li><li>• Group Leader certificates</li></ul>	

Each lesson in the Tobacco Affects the Lives of Kids (TALK) program contains a learning assessment component, allowing the educator to monitor the students' learning throughout the program.

Once the program has been completed, the educator may review the material and evaluate the overall learning of the students in a variety of ways.

Since the program is based on a social influences model, it is recommended that students be assessed on their participation in small and large group activities.

The educator may also consider how well the students completed their workbooks, including the interview project, and any enhancing activities that were assigned.

In addition, it is recommended that the educator choose one or both of the following activities.

- View the DVD *Smokin' Sam*. Have the students complete "*Smokin' Sam*", workbook page 35, individually or in their groups. Discuss.
- Administer "*Test Your Tobacco IQ*", workbook pages 36 to 37. Have the students complete this individually or in groups. Discuss. An *in motion* activity could be incorporated.

Complete the TALK certificates (Appendix II) and hold a presentation ceremony to distribute them. Ensure the group leaders are recognized for their contribution. Complete one of the special certificates (Appendix II) for each group leader and distribute them. Encourage the students to share their certificates with their families.

Congratulate all the students on completing the program.

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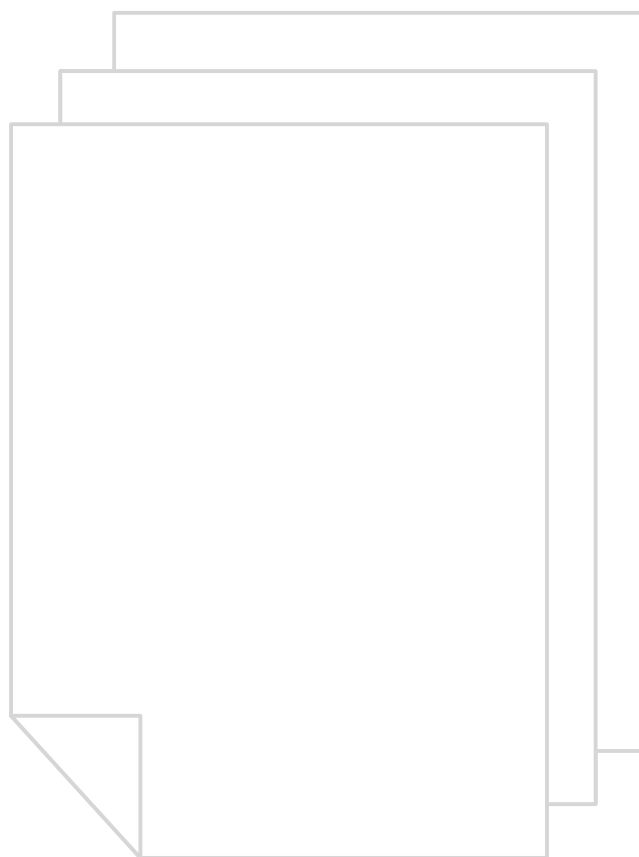
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# ***APPENDICES***



## Appendix I:

- Tobacco 101
- Supplementary Resources
- On the Net ... Tobacco Related Information Online

# Tobacco 101

More than 1600 Saskatchewan residents die every year as a result of tobacco use...over 40,000 Canadians, six times more than vehicle collisions, suicides, murders and AIDS combined...over five million world-wide. One person every 6.5 seconds of a tobacco related disease somewhere in the world dies.

Thousands more die as a result of secondhand smoke or environmental tobacco smoke (ETS). Cigarettes burn for approximately twelve minutes and as a result, smokers and non-smokers alike are breathing in:

- mainstream smoke - the smoke first inhaled by the smoker and then exhaled
- sidestream smoke - the smoke that goes into the air from the end of a burning cigarette.

Some health risks of secondhand smoke include cancers of the lungs, sinuses, leukemia, heart disease and stroke, asthma, allergies, reduced ability to take in oxygen, increased heart rate and blood pressure, eye irritation, headache, nasal discomfort, sneezing, sore throat, nausea and dizziness.

Children are mainly exposed to secondhand smoke at home and in a vehicle. In vehicles, it can be more toxic due to the smaller enclosed space. Secondhand smoke exposure by children can lead to an increased risk of developing cancer and heart disease, impaired lung function, ear infections, allergies, an increased risk of sudden infant death syndrome (SIDS), chronic respiratory illness such as asthma and possible impact on behaviour, attention and cognitive impairment.

Tobacco is found in many forms: cigarettes, cigars, pipe and smokeless or spit tobacco. All forms of tobacco are harmful and have the potential to cause disease, disability and death. No matter how tobacco is used, it has immediate and long-term health risks.

Cigarettes contain more than 4000 chemicals, 69 of which can cause cancer. With every cigarette, a person inhales tar, mercury, lead, acetone, arsenic and much more.

Smokeless or spit tobacco is tobacco that is not smoked, but either dipped or chewed. Two types of spit tobacco products are snuff and chewing tobacco. Many perceive these products to be a safer alternative to smoking, but they are just as dangerous. Users increase their risk for developing cancers of the mouth, throat, esophagus and stomach.

Snuff is a finely ground moist tobacco product that is “dipped”. Chewing tobacco is coarsely ground, shredded or loose-leaf tobacco that is “chewed”. Snuff and chewing tobacco provide an aggressive nicotine delivery. Some of the products have a higher concentration of nicotine than cigarettes. These products contain thousands of chemicals - 28 of which are known carcinogens or cancer-causing chemical. They are also laced with sweeteners and flavouring salts. The user usually takes a pinch of stuff and places it along the inner lower lip for several minutes, meanwhile spitting out the brown tobacco juice. For chewing tobacco, the user usually takes a golf ball size wad of the chewing tobacco and places it inside their inner cheek pouch. Once the effect of the nicotine wears away, a fresh dip or chew is placed in the mouth. The use of spit tobacco products is increasing world-wide.

There is an important distinction between the recreational use of tobacco and the traditional use of tobacco by First Nations people.

The following description is found on the Health Canada website, First Nations and Inuit Health.

#### Traditional and Non-Traditional Use of Tobacco First Nations People

For many First Nations people, tobacco has been used traditionally in ceremonies, rituals, and prayer for thousands of years. It is used for a variety of medicinal purposes and its’ ceremonial use has powerful spiritual meaning establishing a direct communication link between the person giving and the spiritual world receiving. In the traditional sense, the most powerful way of communication with the spirits is to smoke tobacco in a sacred pipe.

The recreational use (or misuse) of tobacco is any use of tobacco in a non-traditional way. For example, smoking cigarettes, chewing tobacco or snuff, smoking non-traditional tobacco in non-sacred pipes or smoking cigars. There is an important distinction between the traditional and non-traditional use of tobacco as one is respectful of First Nations customs, the other being dangerous and harmful.

Traditional tobacco has been used by many First Nations people to:

- pray
- give thanks to the Creator and Mother Earth
- communicate with the spirits, and
- purify the mind and heal the body.

**[www.hc-sc.gc.ca/fnih-spni/substan/tobac-tabac/index\\_e.html](http://www.hc-sc.gc.ca/fnih-spni/substan/tobac-tabac/index_e.html)**

Tobacco use is not a social issue, but a health issue and is not "just a habit", but an addiction.

Smoking is the number one cause of preventable death in Canada. 80% of smokers would like to quit at some time in their lives and the good news is that over 44 million in North America have already successfully quit.

Anyone can quit tobacco. Assistance from health professionals like physicians, dentists, nurses and pharmacists will increase the chances of quitting tobacco successfully. The health benefits of quitting for both the smoker and non-smoker are immediate.

Education, denormalization and legislation will protect Canadians from the harmful effects of tobacco use.

Sources: Canadian Cancer Society, Health Canada

## Supplementary Resources

Several publications provide further information and compliment the TALK program.

*Are You Thinking About Quitting? You Can Do It.* Saskatoon Health Region, Public Health Services.

Provides information on tobacco addiction, reasons for quitting, steps in quitting and information on quitting programs and services. For additional copies contact your local public health office.

*It's Time to Clear the Air!* Saskatoon Health Region, Public Health Services.

Provides information on secondhand smoke. For additional copies contact your local public health office.

*MediaPulse. Measuring the media in kids' lives. A guide for health practitioners.* Media Awareness Network and the Canadian Paediatric Society.

Provides an overview of the current research on media and its links to behaviour, substance use and abuse, poor nutrition, obesity, unhealthy body image and risky sexual behaviour. It also provides tips for managing media use in the home. For additional copies visit the website [www.media-awareness.ca](http://www.media-awareness.ca).

*Smokeless (Spit) Tobacco.* Saskatchewan Health.

Provides information on snuff, chew and plug tobacco. It details the risks associated with the use of smokeless tobacco, and provides tips on quitting. For additional copies contact your local public health office.

*Snackactivities. in motion.*

This resource is from the *in motion Children and Youth Physical Activity Resource Guide*. *Snackactivities* provides numerous games, activity ideas and instructions to assist with planning physical activities in the classroom. For additional copies call 306- 655-DO IT (3648) or visit the website [www.inmotion@saskatoonhealthregion.ca](http://www.inmotion@saskatoonhealthregion.ca).

*Talk It Out. A Parent's Guide to Kids and Smoking.* Saskatchewan Health.

Provides information for parents regarding their role in keeping children tobacco free, and tips for parents on how to talk with their children about tobacco. It also includes a list of organizations and websites which provide further information about tobacco prevention and cessation. A copy of this resource is sent home with all students as a part of the TALK program. For additional copies contact your local public health office.

## ***On the Net ... Tobacco Related Information Online***

Alberta Alcohol and Drug Abuse Commission

General tobacco information and interactive activities for youth and teens.

**[www.tobacco.aadac.com](http://www.tobacco.aadac.com)**

British Columbia Ministry of Health Tobacco Facts

Information on the tobacco industry and an interactive area.

**[www.tobaccofacts.org](http://www.tobaccofacts.org)**

Campaign for Tobacco-Free Kids

Includes campaigns featuring celebrities, letters, surveys and lots of activity pages.

**[www.tobaccofreekids.com](http://www.tobaccofreekids.com)** (click on "Kids Corner")

Canadian Council for Tobacco Control

Information on tobacco control, cessation, denormalization, prevention and protection.

**[www.cctc.ca](http://www.cctc.ca)**

Federation of Saskatchewan Indian Nations

Information on First Nations use of tobacco.

**[www.fsin.com/healthandsocial/tobaccocontrolstrategy.html](http://www.fsin.com/healthandsocial/tobaccocontrolstrategy.html)**

Health Canada

General tobacco information, as well as current Canadian statistics on tobacco use.

**[www.hc-sc.gc.ca/tobacco](http://www.hc-sc.gc.ca/tobacco)**

Lung Association of Saskatchewan

Catalogue of educational materials. Links to fact sheets geared to students.

**[www.sk.lung.ca](http://www.sk.lung.ca)** (click on "Teachers' Resources")

Physicians for a Smoke Free Canada

Information and resources about the tobacco industry, statistics and health information.

**[www.smoke-free.ca](http://www.smoke-free.ca)**

Breathe California of Sacramento-Emigrant Trails

Current data related to tobacco use in movies. Resource materials for educators.

**[www.scenesmoking.org](http://www.scenesmoking.org)**

United States Centers for Disease Control and Prevention

Includes information on cessation, anti-tobacco ads and a Tips 4 Youth link.

**[www.cdc.gov/tobacco](http://www.cdc.gov/tobacco)**

## Appendix II:

- TALK Schedule
- Groups
- Being a Group Leader
- Information for Parents
- Refusal Skills
- I Can Say “No” bookmark
- Test Your Tobacco IQ
  - pre-test
  - answer guide
- TALK certificate
- TALK group leader certificate

# TALK Schedule

Date

Activity

\_\_\_\_\_

Select groups and group leaders

\_\_\_\_\_

Introduction: What's TALK All About?

\_\_\_\_\_

Group leader meeting

\_\_\_\_\_

Lesson 1: Life is Better When You're Tobacco Free

\_\_\_\_\_

Lesson 2: Most People Don't Use Tobacco

\_\_\_\_\_

Lesson 3: Be Smart. Don't Start

\_\_\_\_\_

Lesson 4: Know the Truth

\_\_\_\_\_

Lesson 5: I can say "No"

\_\_\_\_\_

Lesson 6: Make the Right Choice

\_\_\_\_\_

TALK in Review: A Final Look

# Groups

Record your groups and leaders here.

**Group #1** \_\_\_\_\_

**Leader** \_\_\_\_\_

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**Group #2** \_\_\_\_\_

**Leader** \_\_\_\_\_

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**Group #3** \_\_\_\_\_

**Leader** \_\_\_\_\_

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**Group #4** \_\_\_\_\_

**Leader** \_\_\_\_\_

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**Group #5** \_\_\_\_\_

**Leader** \_\_\_\_\_

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**Group #6** \_\_\_\_\_

**Leader** \_\_\_\_\_

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Adapted from MSPP, 2004

HP – 156 (white)  
01/07

## ***Being a Group Leader***

Wait until everyone is ready to begin.

Go over the task to make sure everyone knows what needs to be done.

Encourage students to listen to each other without interrupting.

Help everyone to participate. If someone isn't saying anything, ask what he or she thinks about the topic.

Keep the discussion on track. Ask a question to bring it back to the topic.

Let the group come to its own conclusions. You can offer your own opinions and ideas, but don't say too much or feel that you have to come up with all the answers.

Respect everyone's opinions and feelings. Encourage the group to do the same.

Ask for help if you need it.

Have fun and thanks for helping out!



Adapted from bc.tobaccofacts

HP – 157 (white)  
01/07





# Refusal Skills

## 1. Say “No Thanks”

### Ineffective:

Offer: “Hey, you want a smoke?”  
Response: “Uh, well ... I don’t think so.”

### Effective:

Offer: “Hey, you want a smoke?”  
Response: “No thanks.”

## 2. Walk Away

Offer: “Hey, you want a smoke?”  
Response: “No thanks.”  
Offer: “Come on. Just take a puff.”  
Response: “I don’t want to.”  
Offer: “It’s real cool. Just try it!”  
Response: “I said No.” (turn and leave with head up and back straight)

## 3. Broken Record

Offer: “Hey, you want a smoke?”  
Response: “I don’t smoke.”  
Offer: “Just one puff – it won’t hurt you!”  
Response: “I don’t smoke.”  
Offer: “Is that all you can say?”  
Response: “Yes, because I said I don’t smoke!”  
Offer: “Okay, okay. I get the message.”

## 4. Give an Excuse

Offer: “Hey, you want a smoke?”  
Response: “No way! I don’t want to get addicted.”

## 5. A Better Idea

Offer: “Hey, you want a smoke?”  
Response: “I’ve got a better idea. Let’s go \_\_\_\_\_.”  
(Insert a realistic activity appropriate to your students.)

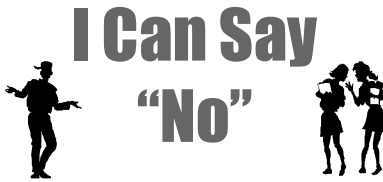
## 6. Reverse the Pressure

Offer:            **“Hey, you want a smoke?”**  
Response:       **“No thanks.”**  
Offer:            **“What’s wrong? Are you a chicken?”**  
Response:       **“Why are you pressuring me?”**

Refusal strategies adapted from *Peer Pressure Reversal – An Adult Guide to Developing a Responsible Child* by Sharon Scott and Project TNT.

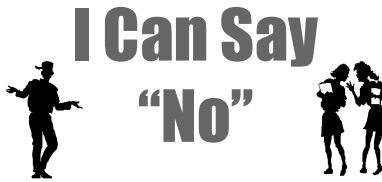
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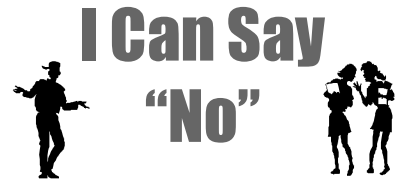
- **Say “No Thanks”**  
 “I don’t smoke.”  
 “I’ll pass.”  
 “Not interested.”  
 “No way.”
- **Walk Away**  
 Say “no” twice, then leave.
- **Broken Record**  
 “I don’t want to ...”  
 “I don’t want to ...”
- **Give an Excuse**  
 “No way. I play sports.”  
 “I’m allergic.”  
 “I’ve got homework.”  
 “My parents would ground me for life!”
- **Better Idea**  
 “Let’s go to my house for a snack.”  
 “There’s this great movie I want to see.”  
 “I’ve got an idea! Let’s go the mall instead.”
- **Reverse the Pressure**  
 “Why are you pressuring me?”  
 “Why are you trying to get me to do something I don’t want to do?”

T obacco A ffects the L ives of K ids



- **Say “No Thanks”**  
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 “I’ll pass.”  
 “Not interested.”  
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 “My parents would ground me for life!”
- **Better Idea**  
 “Let’s go to my house for a snack.”  
 “There’s this great movie I want to see.”  
 “I’ve got an idea! Let’s go the mall instead.”
- **Reverse the Pressure**  
 “Why are you pressuring me?”  
 “Why are you trying to get me to do something I don’t want to do?”

**When someone pressures me to use tobacco I will say ...**

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**When someone pressures me to use tobacco I will say ...**

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**Remember to:**

- make eye contact
- have good posture
- stay calm
- be friendly but firm
- use a strong, clear, confident voice
- keep practicing
- avoid the offer if possible

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Public Health Services

*Adapted from:  
Peer Pressure Reversal and  
Project TNT*



Public Health Services

*Adapted from:  
Peer Pressure Reversal and  
Project TNT*



Public Health Services

*Adapted from:  
Peer Pressure Reversal and  
Project TNT*

Name: \_\_\_\_\_

## ***Test your tobacco IQ***

1. State two consequences of using tobacco.

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2. State two ways your life will be better if you don't use tobacco.

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3. Where does the pressure young people feel to start using tobacco come from?

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4. State two healthy ways to have fun without using tobacco.

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5. Most people don't use tobacco.

True    False

6. Only adults can get addicted to tobacco, not young people.

True    False

7. The traditional use of tobacco is very different from the recreational use of tobacco.

True    False

8. One of the roles of health professionals is to prevent disease.

True    False

9. Give two reasons why it is hard to quit using tobacco.

\_\_\_\_\_

10. Tobacco companies use tricks to get you to buy their products. They want to make you think tobacco will make you:

\_\_\_\_\_

11. State two ways to say “no” to tobacco.

\_\_\_\_\_

12. Match the steps in making a decision with the correct description.

STOP

Think about choices and consequences.  
Decide what to do.

EXPLORE

Make a plan to help you stick to your  
decision and check to see if it works.

GO

Get the facts.

13. What anti-tobacco message would you use to convince your friends not to use tobacco?

\_\_\_\_\_

14. Where could someone go for further information on tobacco, or for help to quit using it?

\_\_\_\_\_

# ***Test Your Tobacco IQ – ANSWER GUIDE***

Possible responses are listed after each question.

1. **State two consequences of using tobacco.**
  - heart disease
  - lung disease
  - weakened immune system
  - dulls the sense of taste
  - affects the lives of others
  - causes many types of cancer
  - addiction
  - makes your hair, clothes and breath smelly
  - expensive
  - it makes you less attractive to others
  - hurts and annoys others
  - smoking pollutes and harms our environment
  
2. **State two ways your life will be better if you don't use tobacco.**
  - better appearance
  - more attractive to others
  - nicer to be around
  - won't annoy others
  - more money
  - better athlete
  - live longer
  
3. **Where does the pressure young people feel to start using tobacco come from?**
  - family
  - friends
  - media
  - personal reasons
  
4. **State two healthy ways to have fun without using tobacco.**
  - join a sports team
  - be active
  - learn to be a good friend to yourself and others
  - discuss personal problems with a trusted adult
  - listen to music
  - read a book
  - eat a healthy snack
  - play a game
  
5. **Most people don't use tobacco.**
  - True
  
6. **Only adults can get addicted to tobacco, not young people.**
  - False

7. **The traditional use of tobacco is very different from the recreational use of tobacco.**

True

8. **One of the roles of health professionals is to prevent disease.**

True

9. **Give two reasons why it is hard to quit using tobacco.**

- the nicotine in tobacco is addictive
- using it becomes a habit that is very hard to break

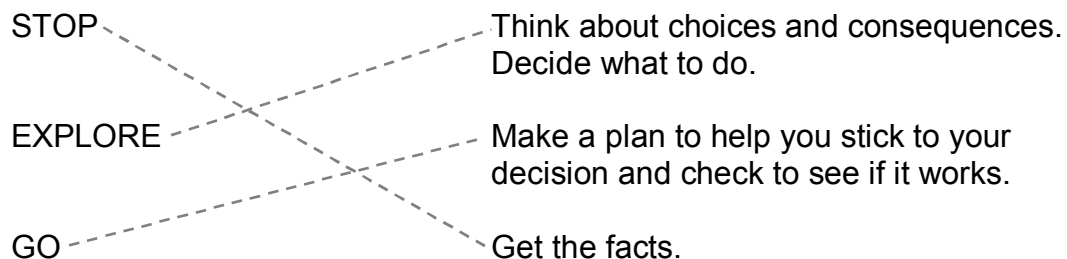
10. **Tobacco companies use tricks to get you to buy their products. They want to make you think tobacco will make you:**

- independent
- popular
- adventurous
- athletic

11. **State two ways to say “no” to tobacco.**

- say “no thanks”
- walk away
- broken record
- give an excuse
- better idea
- reverse the pressure

12. **Match the steps in making a decision with the correct description.**



13. **What anti-tobacco message would you use to convince your friends not to use tobacco?**

- Life is better when you're tobacco free
- Most people don't use tobacco
- Be smart. Don't start.
- Know the truth
- I can say “no”
- Make the right choice

14. **Where could someone go for further information on tobacco, or for help to quit using it?**

- doctor
- dentist
- pharmacist
- Public Health Services
- help lines
- parents
- teachers
- counsellors
- internet

# *Congratulations*

# TALK

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Tobacco **A**ffects  
the **L**ives of **K**ids

**This is to certify that**

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has completed the TALK Program

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*Presented by*



**Public Health Services**

# TALK

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Tobacco **A**ffects  
the **L**ives of **K**ids



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## *Award of Merit*

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**Thank you for being a  
group leader in the  
TALK program.**

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*Presented by*



**Public Health Services**

## Appendix III:

- TALK Workbook

## Appendix IV:

- TALK Workbook Educator Guide



# TALK

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Tobacco **A**ffects  
the **L**ives of **K**ids



**Public Health Services**

January 2007