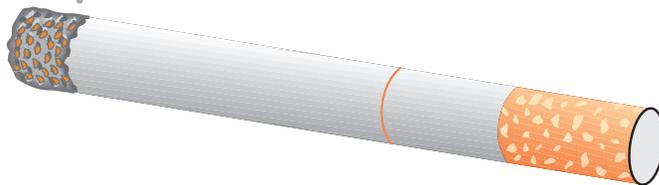


# **Tobacco Awareness Program**



**Medical Students Teach Kids About Tobacco**

**amsa**<sup>®</sup>

American Medical Student Association  
Task Force on Nutrition and Preventive Medicine  
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## Contents

Introduction .....	i
I. Facts—Why TAP is Needed .....	4
II. Objectives .....	4
III. How To Get Started.....	5
IV. Presentation Ideas .....	6
V. Suggestions/Tidbits .....	9
VI. Resources.....	10
VII. American Nonsmokers' Rights Foundation FACT SHEET .	12

## Introduction

Thank you for your interest in the Tobacco Awareness Program. You will find included in this booklet all the necessary information to do a TAP outreach project through your local AMSA chapter.

For handouts and other materials, contact your local American Cancer Society (ACS) and some of the other organizations listed in the Resources section. The ACS Education Liaison should know about this project, and they will provide all the literature, yuck mouth, diseased lung, etc., that you need—FREE OF CHARGE. Here is a list of materials the ACS may be able to provide for this project:

Search a Word Sheet  
Story Sheet  
Comic Book  
*Kiss Me I Don't Smoke* Stickers  
Lung Model  
Mr. Dip Lip Model  
Grossmouth Model  
Oral Cancer Book  
Balloons  
Pencils  
Straws  
*Ridiculous History of Tobacco* Video  
Bookmark  
How to Quit Cigarettes (for parents)

If you don't have a local branch of the ACS in your area, you can call the American Cancer Society national office in Atlanta, Georgia, at (800) ACS-2345.

Good luck!

Tobacco Awareness Project Coordinators  
Task Force on Nutrition and Preventive Medicine

1995-96: Timothy Hsu  
Craig Cohen  
Mitu Agarwal

1996-97: Shawna Biddle  
Benny Woo

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**T.A.P.**  
**AMSA's Tobacco Awareness Program**  
**A Guide for Getting Started**

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## **I. Facts—Why TAP is Needed**

- Medical students are credible and effective in teaching younger children about smoking and their health.
- The American Heart Association estimates that 2.2 million American children between 12 and 17 years of age currently smoke cigarettes, and 9 million children under age 5 live with a smoker, raising their risk for asthma and respiratory infection.
- 500,000 people die each year of smoking related deaths.
- Tobacco companies would quickly go out of business if they didn't replace the deceased smokers with new, young smokers.
- Studies have shown that most children first begin to experiment with or feel pressure to smoke around age 12.
- Studies show that if you haven't begun smoking by age 21, you probably never will.
- The tobacco industry spends about 4 billion dollars per year in advertising.
- Smoking advertising typically targets the younger, more vulnerable portion of the population (although tobacco companies vigorously deny it) with the use of cartoons (e.g., Joe Camel), images of beautiful, thin active people and the concepts of independence and freedom.
- The advertising is so successful that 3,000 teenagers begin smoking every day (over 1 million every year). 60% of teens have tried smoking by age 14 and 90% by age 19. 750 of the 3,000 will die of smoking related illness.
- Fortunately, fewer than half of these teens will continue smoking, but they are more than enough to make up for the 500,000 deceased smokers each year, and they account for the consumption of 1.1 billion packs each year (even though most children in this age group are legally too young to purchase tobacco products).
- 92% of teenage girls believe they can quit within one year, but only 1.5% succeed and the numbers are similar for teenage boys.
- Teenagers spent about \$962 million on 516 million packs of cigarettes in 1991. More than 225 million of these cigarette packs were sold illegally to minors, netting the tobacco industry nearly \$95 million in profit and collecting close to \$122 million in state and federal taxes.

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## **II. Objectives**

### **A. For the target students:**

1. To give the students (4th, 5th and 6th graders) a basic vocabulary of words associated with smoking and tobacco use.
2. To educate the students about the long term effects (e.g., diseases) associated with tobacco use.
3. To educate the students about the short term effects of tobacco use.
4. To make students aware of tobacco advertising methods designed to target them.

5. To help the students feel able to stand up to peer pressure.

### **B. For the medical students:**

1. To give students a chance to address the health concerns of the community.
2. To interact with the local community.
3. To be stumped by a sixth grader's question!
4. To get away from the books and have some fun!

### **III. How to Get Started**

#### **A. To develop a program**

1. Gather an interested group of AMSA members or other interested medical students and select coordinators.
2. Decide on the type and content of the presentation your group would like to give. (see IV)
3. Contact resource agencies and begin to develop a library of materials. (see VI)
4. Develop a budget for mailing and copying and have it approved by your AMSA chapter.
5. Establish and practice your presentation.

#### **B. To get involved with the middle schools**

1. Gather names of middle schools in your area. We suggest keeping schools within a 30-minute driving distance. This may vary with community size and location. Check the phone book for school listings and/or contact the local school board. Call the schools and elicit the name of the “health” teacher. This person will most likely be your most receptive contact person. The principal or vice-principal is also a possible contact person. He or she can forward your letter to interested teachers.
2. Write a letter to the contact teacher explaining AMSA, TAP goals and your presentation outline. Ask teachers to contact you if they would like to incorporate your presentation into their curriculum. Offer them dates and times when at least two members of your group will be available. Be flexible. You can skip lectures now and then!
3. Have a TAP coordinator who will juggle the teachers’ needs and the availability of your TAP presenters. Inform the teacher of any needed audio-visual equipment and set up dates. Arrange for TAP presenters and give them directions to the school. Our presenters volunteer the use of their own cars and gas money, but you may consider a reimbursement protocol in your budget.
4. When at the schools, introduce yourselves. Relax. Interact with the students and be prepared to improvise. Have fun!

## IV. Presentation Ideas

### A. Emphysema Talk.

*Materials needed: chalkboard, cocktail or coffee straws.*

1. Write “Emphysema” on the board.
2. Ask for someone to read the word.
3. Ask for someone to describe what it means. Often someone will have a relative with emphysema.
4. Explain how emphysema affects breathing by damaging the lung. Emphasize that emphysema is very closely linked to smoking.
5. Pass out straws.
6. Have the students breathe through the straws.
7. Presenters should highlight the difficulty of breathing through the straws and compare this to emphysema. Add that it would be really detrimental to an athlete.
8. If possible, bring a picture or preserved sample of a normal and emphysematous lung.
9. Collect the straws when finished to avoid distractions.
10. This demonstration is a great way to get the class’s attention.

### B. Cancer Talk

*Materials Needed: chalkboard, pathology pictures/slides, magazine ads, slide projector if using slides.*

1. Have students list parts of the body that may develop cancer related to tobacco use. (Lung, mouth, esophagus, throat, lip, etc.)
2. Show pictures/slides from your pathology book/department of gross cancerous organs.
3. Contrast the pictures of oral cancers with the healthy people seen in tobacco advertisements .
4. This provides the students with information about long term diseases related to tobacco use. The graphic pathology pictures are quite intriguing and very effective. Be sure to warn the teacher and students ahead of time that the pictures will be shown.

### C. Cigarette Smoke

*Materials needed: chalkboard*

1. Have the students guess the number of chemicals in cigarette smoke. There are over 4,000!
2. Write on the blackboard a list of some of the harmful substances found in cigarette smoke. Have the students identify as many as they can. Write common names next to scientific ones.

Example explanations:

- a. **Carbon monoxide**—Car exhaust. Sometimes used by people to commit suicide.
  - b. **Cyanide**—Rat poison. Often the poison used in murder mysteries.
  - c. **Formaldehyde**—The chemical used to preserve the frogs or rats that they might have dissected in biology classes.
  - d. **Ammonia**—The chemical often found in household cleaning products like Mr. Clean.
  - e. **Acetone**—The chemical used as finger nail polish remover.
  - f. **Tar**—The black stuff used to coat many driveways or roofs. It will turn smokers’ lungs black, like the filters used in cigarettes.
  - g. **Acetylene**—Jet or rocket fuel.
  - h. **Nicotine**—See D below.
3. Remind students that smokers may think that they are only inhaling nicotine, but in reality, with each puff, smokers are inhaling car exhaust, rat poison, nail polish remover, etc.
  4. Be prepared to answer questions about **second-hand smoke**.
    - a. Second-hand smoke is considered a Class A carcinogen by the Environmental Protection Agency, along with substances such as asbestos.
    - b. Children with parents who smoke have increased respiratory problems, including

hospitalization for bronchitis and pneumonia.

- c. Second-hand smoke has been shown to cause lung cancer.

#### D. Nicotine Talk

*Materials: Picture of Buerger's disease patient.*

1. Inform the students that this is the substance that provides the alert and relaxed feeling one gets from tobacco use.
2. Emphasize that nicotine is a poison in large amounts.
3. Inform the students that nicotine causes blood pressure to rise and increases heart rate. Nicotine also reduces skin temperature and decreases blood flow to the hands and feet. (A picture of a young man with Buerger's disease is often helpful.)
4. Inform the students that nicotine is very addictive, which is why the government is currently considering regulating it.
5. Ask students if they know of anyone who smokes and has tried to quit. It is likely that most have known family members who have tried unsuccessfully to quit. This might be a good time to emphasize that the best way to stop smoking is to never start.

#### E. Short-Term Effects of Tobacco

*Materials: chalkboard*

1. Have students formulate a list of good effects of tobacco. Have students formulate a list of bad effects of tobacco.
  - a. **Good:**
    - 1.) helps you relax
    - 2.) looks cool
    - 3.) helps you lose weight (remind them that this is not true and also that this just substitutes one bad habit with another more deadly habit)
    - 4.) friends/movie stars are doing it
    - 5.) tastes good
  - b. **Bad:**
    - 1.) decreases ability to taste and smell
    - 2.) turns teeth yellow
    - 3.) turns hands yellow

- 4.) decreases circulation
- 5.) bad breath
- 6.) makes clothes stink
- 7.) smells bad
- 8.) costs a lot(\$2-\$3 /pack at one pack a day = \$60 a month or 10 movies = \$720 a year. Prices may vary by state/city!
- 9.) burns holes in furniture/ clothes
- 10.) causes house fires
- 11.) second-hand smoke

2. This is often a good time to move into a discussion of peer pressure.

#### F. Ashtray

*Materials: used ash tray, stored in a sealable plastic bag*

1. Pass around a used ash tray. These can be pretty gross, providing a good example of what smoking smells like and how messy it can be.

#### G. Advertising

*Materials: Multiple tobacco advertisements (slides or actual magazine advertisements)*

1. Show examples of tobacco advertisements.
2. Highlight that they picture beautiful, thin, active people, beautiful scenery or even cartoons.
3. Identify that often the cigarette is a very minor focal point of the advertisement and may not even be lit.
4. Impress upon them how the companies are using enticing images to get people to buy the product.
5. Impress upon them the frequency that concepts such as thinness and independence and social acceptance are used. These concepts often strike deep chords with young girls who represent the fastest growing population of new smokers.
6. Show a Marlboro ad and mention that the original Marlboro man died of lung cancer.
7. Point out the surgeon general's warning which must be present on all tobacco advertisements.

8. Show a picture of Joe Camel and ask how many students know who he/it is. Tell them that a recent survey of school age kids recognized Joe Camel more often than the President or Mickey Mouse. Ask them why they think this is when school age kids cannot legally smoke. Emphasize that this is because tobacco companies are targeting them.

#### H. Slide Show

1. Much if not all of the above can be incorporated into a slide show. This takes money and time to develop and may be a project your group wishes to undertake after becoming established. The slide show becomes a more permanent format for the presentation making it easier to present all the material, stay within time limits, and pass the program along from year to year.
2. If using the slide show format, be sure to allow the students to interact by asking questions before showing answers on a following slide, by allowing students to interrupt, and by allowing students to interpret advertising slides.
3. Prepared slides may be available from your preventive medicine department, pathology department or STAT program (Stop Teenage Addiction to Tobacco—see VI. N., below).

#### I. Role Playing

*Materials: willing students; chalk can serve as a cigarette prop. Get students to volunteer to act out scenarios. This is a good way to teach social skills such as resisting peer pressure.*

Example scenarios:

1. Three friends are sitting in a booth at a restaurant. They are joined by two of their friends who smoke. The smokers light up, and one offers the pack to others. Do you take one? Do you let them smoke around you? What would you say to them?
2. Two friends go to a party together. As they walk in, they notice another friend smoking a cigarette. They have never seen him/her smoking before. The smoker joins them and nervously offers you a cigarette. Would you take one? What would you say to this friend? Would you still be friends with this person?

3. A group of friends go to a concert. As you get settled into your seats, you notice a good looking guy/girl seated behind you light up and ask if you want to smoke. Would you take a cigarette? If so, why? What would you say to this person? Would you ask him/her not to smoke around you?
4. A friend is having a party when their parents are out for the evening. One of your friends takes out a pack of cigarettes and asks if the group minds if he/she smokes. The smoker says he/she would be happy to share the cigarettes with anyone else who would like to smoke. The smoker dares you to try one. Would you take a cigarette? What would your response be? If it was your house, would you ask this person to leave?
5. Two students who do not know each other very well are working on a group homework assignment. They are both nervous about getting the assignment done right. The other person is so nervous that he/she decides to smoke a cigarette saying it will calm his/her nerves. He/she offers a cigarette to you, encouraging you to take one also. Do you take one? What would you say to this person? Would you tell them that smoking does not really calm your nerves?
6. You catch your younger brother/sister smoking. You can't convince him/her that cigarettes will eventually kill him/her. Describe all the reasons you can to persuade him/her to give up smoking now.

#### J. Tobacco Loop

*A good interactive class review. Materials needed: Pre-prepared large index cards that may be laminated.*

1. Develop a list of approximately 30 simple fact question and answers. Question/Answer examples from original source for idea: Richards, K. and Badovinac K. "The Tobacco Loop," *Journal of School Health*. 1994 ;64(7): 300-301. Be sure to change the Canadian-based questions to U.S.-based questions.
2. Write the questions on the front of large index cards. Number the cards.
3. Write the answers with short explanations on

the back of the same index cards. Put the answer to number 1 on the back of number 2, 2 on 3...30 on 1.

4. Mix up the cards and pass them out to the class.
5. Have the student with card 1, read his or her question.
6. Have the student with the corresponding answer on his or her card read the answer and then read his or her question.
7. Proceed until the student with card #1 has read his or her answer.
8. Keep a master list of the questions and answers handy in order to help prompt students if they get stuck.

#### **K. Questions/Answers**

1. Be sure to encourage and allow questions throughout the presentation.
2. If the class is well behaved and the teacher is amenable, ask the teacher to leave and ask the students if they know anyone who smokes, or if any of them smoke. Have them share their experiences and ask further questions.

#### **V. Suggestions/Tidbits**

- A. The best format seems to be in a classroom with at least 2 presenters for about 30 students. The captive audience is there for one full class period or about 40-45 minutes.
- B. It might be best during the final Q&A session to go around the class and answer questions one on one with the students. There are often many questions that are “private” and involve family members. Many students would be afraid/embarrassed to ask some questions in front of the class. Another option is to have students write out questions which the presenters can address at the end of the session.
- C. Be sure to emphasize that tobacco use in general, not just smoking, is harmful. Chewing tobacco is often perceived as being a safe alternative. Often schools have another speaker present this topic. Communicate with individual teachers as to whether to include this material.
- D. Always encourage students to ask questions. NEVER tell a student that he/she is wrong. Try to bring out the positives in his/her answer.
- E. Save the models and gross cancer pictures for the end because these can be distracting to the class if shown at the start of the presentation.
- F. This outline is just a suggestion. Please feel free to include your own ideas!
- G. Be sure to go through materials and slides yearly to update and/or throw out outdated materials.
- H. Be sure to emphasize that while smoking is not a good habit, being a smoker does not make someone a bad person.
- I. Problems? Contact the AMSA national office at (703) 620-6600, ext. 212, for the names of this year's TAP coordinators.

## VI. Resources

### A. Action on Smoking and Health

2-13 H Street, N.W.  
Washington, DC 20006  
(202) 659-4310

Geared to adults. Info about a variety of smoking and health issues, with a focus on nonsmoking laws and policies. Request for background knowledge.

### B. American Cancer Society

1599 Clifton Road, N.E.  
Atlanta, GA 30329  
(800) ACS-2345

Check your white pages for local chapter. Call local chapter and have them send you order forms. Forms available: Audiovisuals for Lay Audiences, Public Education Poster Order Blank, Public Education Literature Order Blank, Smokeless Tobacco Order Blank, Medical Affairs Order Blank. Most stuff is FREE!

### C. American Heart Association

7272 Greenville Avenue  
Dallas, TX 75231  
(214) 373-6300

Call 1-800-242-8721 to get the number for your local affiliate. Call and have them send you a list of available items.

### D. American Lung Association

1740 Broadway  
New York, NY 10019-4274  
(212) 315-8700

Call 1-800-LUNG-USA. You will automatically be connected to your local affiliate. Ask them to send you the *Resource Guide*. Order materials from this guide.

### E. Americans for Nonsmokers' Rights

Suite J  
2530 San Pablo Avenue  
Berkeley, CA 94702  
(510) 841-3032

Trucia Pricill is the teen program director. They have a general *Fact Sheet*; a fact sheet on *Respiratory Health Effects of Passive Smoking*; a pamphlet, *All About Smoking: A*

*Special Report for Young People*; and several poignant black and white 8 x 11 posters available free as single copyable copies. Also available is a short price list of *Publications and Incentives*. In addition, curriculum guides and films (*Death in The West* and *Secondhand Smoke*) are available. Guides are \$8.00. Films are usually available through school districts or are rentable for \$45/3 days or may be purchased for \$175.

### F. Coalition of Hispanic Health and Human Services Organization

1501 16th Street, N.W.  
Washington, DC 20036  
(202) 387-5000

Hispanic Youth Tobacco Initiative. Director, Lucrecia Vigil 202-797-4354

### G. Environmental Protection Agency, Indoor Air Quality Information Clearinghouse

P.O. Box 37133  
Washington, DC 20013-7133  
(800) 438-4318

Call and request 100 copies of *Secondhand Smoke: What You Can Do as Parents, Decision Makers and Building Occupants*. Also available are single copies of EPA reports on secondhand smoke. Geared to adults, but may be good background info.

### H. Group Against Smokers Pollution (GASP)

P.O. Box 632  
College Park, MD 20740  
(301) 459-4791

Call and request a copy of the *Non-Smokers' Bill of Rights*, the *Nonsmokers: Be Vocal, Be Visual, Be Vigilant!* flyer, and two order forms for purchasable stuff.

### I. March of Dimes Birth Defects Foundation

1275 Mamaroneck Avenue  
White Plains, NY 10605  
(914) 428-7100

Call for pamphlets about smoking and health including the effects of smoking during pregnancy.

**J. National Cancer Institute**

Building 31  
Room 10A24  
9000 Rockville Pike  
Bethesda, MD 20892  
(800) 4-CANCER

Call for pamphlets about smoking and health.  
Cancer specialists are available to answer  
specific questions.

**K. National Heart, Lung and Blood Institute**

Information Center  
P.O. Box 30105  
Bethesda, MD 20824-0105  
(301) 251-1222

Call for pamphlets about smoking, heart  
disease and lung disease

**L. National Institute for Occupational Safety  
and Health**

4676 Columbia Parkway  
Cincinnati, OH 45226-1998  
(800) 35-NIOSH

Info on secondhand smoke and other occupa-  
tional safety and health problems.

**M. Office on Smoking and Health**

Centers for Disease Control and Prevention  
Mailstop K-50  
4770 Buford Highway, N.E.  
Atlanta, GA 30341-3724

Call (800) CDC-1311 for copies of action  
guide on secondhand smoke; call (404) 488-  
5705 for other info, e.g., surgeon general  
reports for kids, “Performance Edge” videos,  
and pamphlets on smokeless tobacco products.

**N. STAT/Stop Teenage Addiction to Tobacco**

511 East Columbus Ave.  
Springfield, MA 01105  
(413) 732-STAT

They have slide guides for presentations  
focusing on advertising which are somewhat  
expensive (\$60-\$200). They also have a  
*Tobacco Free Youth* newsletter and resource  
guide available.

## THE AMERICAN NONSMOKERS' RIGHTS FOUNDATION

### ❖ FACT SHEET ❖

- Smoking is the #1 **preventable** cause of death in this country.  
(USDHHS, 1989 *Surgeon General's Report*)
- Passive smoking is the third leading preventable cause of death; for every eight smokers the tobacco industry kills, they take one nonsmoker with them.  
(Glantz/Parmley, AHA, *Circulation*, Vol. 83, No. 1, 1991)
- Smoking causes lung cancer, heart disease, emphysema, premature wrinkling of the skin and bad breath.  
(USDHHS, 1989 *Surgeon General's Report*)
- Smoking kills 418,690 Americans each year, more than alcohol, illegal drugs, homicide, suicide, car accidents, fires and AIDS **combined**.  
(USDHHS, 1990 *Surgeon General's Report; Morbidity and Mortality Weekly Report*, Centers for Disease Control, 8Q7193)
- Smoke from the burning end of the cigarette contains over 4,000 chemicals and 40 carcinogens including: formaldehyde, cyanide, arsenic, carbon monoxide, methane, & benzene. The smoker and anyone else nearby inhale these chemicals.  
(EPA *Indoor Air Facts*. No. 5, 1989)
- The tobacco industry spent \$5.2 billion in 1992 advertising and promoting their deadly products—over **\$165 a second**.  
(Federal Trade Commission *Report to Congress* for 1992 Pursuant to the Federal Cigarette Labeling and Advertising Act, Washington, DC: US Federal Trade Commission, 1994.)
- 90% of all smokers start smoking before the age of 21.  
(National Institute on Drug Abuse)
- 84% of all smokers have tried to quit and can't, because nicotine addiction is so severe.  
(American Lung Association, American Cancer Society)
- Cigarettes are the only legal product which, when used as intended, kills.
- Most teenagers, even those who smoke, would rather date nonsmokers.  
(1989 poll taken by the American Lung Association)
- The tobacco industry is targeting youth, women and minorities to replace the 3,000 smokers that quit or die every day.  
(*Not Far Enough: Women vs. Smoking*. 1987)
- The Environmental Protection Agency has classified environmental tobacco smoke (ETS) as a "Group A" Carcinogen—the most dangerous category of cancer-causing agents.  
(EPA *Risk Assessment of Environmental Tobacco Smoke*, 1993)