

# Teen Tobacco Use Prevention Activities

## INTRODUCTION

REMEMBER!!! BE ENERGETIC! This is about creating an experience for the participants.

GOOD EYE CONTACT – SPEAK CLEARLY AND LOUDLY WITH ENERGY – TAKE YOUR TIME

## Activity ONE:

### *BB Activity*

#### **Key Objectives –**

To demonstrate the impact of the number of deaths resulting from tobacco related illnesses

To compare the number of tobacco related deaths to deaths caused by alcohol and illegal drugs

#### **Materials Needed –**

BBs

Metal pot or bowl

Script

#### **Directions –**

Have all participants close their eyes. Follow the attached script, pouring the correct number of BBs required for each section. Students will open their eyes once the script has been completed.

#### **Outcomes –**

Students will have a better understanding of the impact of tobacco and tobacco-related illnesses.

# BBs Demonstration

## *Script:*

We all know that tobacco is harmful to our health, but few of us really understand just how harmful it is. To give you a new perspective on the problem of tobacco use, I am going to ask you to think about death. *(Ask audience to please close their eyes)*  
I have a metal BB here. Now listen to the sound it makes when I throw it into this metal pot

*(Toss BB into pot)*

Let the sound of one BB *(toss in another BB)* represent one death. Think about someone you know who has died.

Now think for a moment about illegal drugs like cocaine, heroin, and LSD. Do you think they are bad? They are—they can kill you. This is how many people die from a drug overdose every day in this country. *(Slowly pour in 16 BBs)* That represents **16 people** who will die every day from illegal drugs, about 5,700 people every year.

Now what about alcohol? Do you think that alcohol is bad for you? It can be—it can kill you.

Usually not right away, but slowly over time. This is how many people die from alcohol related deaths every day *(pour in 342 BBs slowly)*. That represents **342 people every day** who die from alcohol-related deaths, about **125,000 every year**.

Now think about tobacco. Listen to how many people tobacco will kill today and every day in this country *(pour 1,205 BBs very slowly)*. That represents **1,205 people who die every day** and who are dying **right now** because of tobacco-related illness. That is **440,000 people every year**. That includes grandparents, neighbors, parents, uncles, aunts, brothers, and sisters.

*(Tell audience they may open their eyes)*

Ninety percent of people who are dying from tobacco today and every day, started to smoke before they were 19 years old. Most started when they were around 13 years old.

Tobacco kills. It won't kill today or tomorrow like hard drugs or alcohol can, but it kills people over time with lung disease, cancer, and heart problems.

Remember, you take the first cigarette, and then the cigarette takes you.

Don't be a BB, and don't let your friends be BBs either.

## Activity TWO:

### ***Straw Activity***

#### **Key Objectives –**

To understand the physical limitations that people experience from the use of tobacco products

#### **Materials Needed –**

Straws or coffee stirrers

Time keeping device

#### **Directions –**

To demonstrate the health effects of tobacco use, have student volunteers stand and run in place normally for thirty seconds. When they stop, ask students how they feel after running. Then, have each volunteer take a straw, place it in his/her mouth, and pinch his/her nose. Have the volunteers run in place again, but with the straw and the pinched nose. After students have finished running, ask them how they feel after running with the straws. Discuss the differences between running with and without the straw.

#### **Outcomes –**

Students will have a better understanding of the physical limitations that smokers encounter every day, doing simple things like running in place.

# Straw Activity

*Read aloud everything in bold.*

**Smoking cigarettes causes, or worsens, many lung diseases, including lung cancer, emphysema, bronchitis, and asthma. When you smoke, your lungs fill up with smoke, tar, and harmful chemicals. Your lungs can get infections and inflammation. This activity will help you realize how hard it is for some smokers to breathe even when they're resting.**

*If you have asthma, please don't participate in this activity; also, if you feel lightheaded or dizzy, please stop the activity.*

(You can either choose a number of volunteers to do this activity, or have the entire group do the activity)

**First, let's all run in place for thirty seconds, breathing normally.**

*(Group runs in place for thirty seconds)*

**How is everyone feeling?**

*(Let different people respond and comment on responses)*

**Okay, now, everyone put a straw in your mouth, pinch your nose, and breathe "normally" through your mouth. This gives you an idea of what it feels like to be a person who smokes. Now, keep the straw in your mouth, pinch your nose, and run in place for thirty more seconds.**

*(Group runs in place for thirty seconds)*

**How is everyone feeling?** *(Let one or two people respond and comment on answers.)*

**Now, put the coffee stirrer in your mouth, pinch your nose, and breathe. We will run in place for thirty seconds.**

*(Group runs in place for thirty seconds)*

**This is how people with severe airway and lung disease, like emphysema, feel when they try to breathe through their mouth and nose. It is difficult to exhale and to catch your breath. They often need to use oxygen at all times just to stay alive. How is everyone feeling?**

## Activity THREE:

### *Vote with Your Feet*

**Key Objectives –**

To inform youth on the important facts about tobacco and tobacco related illness

**Materials Needed –**

Four pieces of paper with large “A”, “B”, “C”, and “D” letters printed on them  
Questions

**Directions –**

Read each question to the group. Each corner of the room is labeled with a letter. Students will walk towards the letter that they believe is the correct answer for the specific question. This process continues for each question

**Outcomes –**

Students will have a better understanding of statistics surrounding tobacco after this activity

## Vote with Your Feet - Second Hand Smoke

**Read the following:** "I will read a question with four multiple choice answers. Please remain quiet until you hear all the answers. When I say "go", walk over and stand under the answer you think is correct." After each question, give them the correct answer. They can stay where they are while the next question is read.

### Vote with You Feet Tobacco Quiz (SHS Version) Questions and Answers:

1. Which of the following kills the most people each year in the United States?

- A) Illegal drugs    B) Drunk Driving    C) Murders    D) Second Hand Smoke

**Answer: D - Second Hand Smoke. Second Hand Smoke is the 3rd leading cause of preventable death.**

2. What is the percentage of high school students who smoke in North Carolina?

- A) 63%    B) 32%    C) 19%    D) 4%

**Answer: C - 19%. 19% of high school students smoke; however, that means that 81% of high school students DON'T smoke.**

3. How many chemicals are in tobacco smoke?

- A) 4,000    B) 500    C) 1.2 million    D) 24

**Answer: A - 4,000. There are over 4,000 chemicals found in tobacco smoke, 60 of which are known to be or are probable carcinogens.**

4. The amount of nicotine in one dip of spit tobacco equals the amount of nicotine in how many cigarettes?

- A) There isn't nicotine in spit tobacco    B) 5 cigarettes    C) 100 cigarettes    D) 1 cigarette

**Answer: B - 5 cigarettes. The amount of nicotine in one dip of spit tobacco can deliver up to 5 times the amount found in one cigarette!**

5. Inhaling cigarette smoke does what?

- A) Makes your heart beat slow  
B) Makes liver release acetate  
C) Decreases skin temperature  
D) Opens up blood vessels

**Answer: C – Decreases skin temperature. Because blood flow is restricted while smoking, your body cannot stay as warm as it should**

## Activity FOUR:

### ***Match Up/ Secondhand Smoke***

#### **Key Objectives –**

To reinforce the amount of harmful chemicals in tobacco products

#### **Materials Needed –**

Big bowl for ingredients, candle, batteries, toy car, ammonia, nail polish remover, rat poison, pencils, jar of “urine”, and moth balls

#### **Directions –**

Ask, “What kind of soup do you all like to eat?” Announce that you are making ETS soup. Go through each ingredient slowly. As you call each ingredient, pick up the prop meant to represent that ingredient and pretend to pour it in your big bowl. After all of the ingredients have been “added,” pretend to stir it together and read the script at the end.

#### **Outcomes –**

Students will have a better understanding of the toxic ingredients that are inside tobacco products

# Second Hand Smoke Soup

## **Instructions:**

Ask, "What kind of soup do you all like to eat?" Announce that you are making ETS soup. Go through each ingredient slowly. As you call each ingredient, pick up the prop meant to represent that ingredient and pretend to pour it in your big bowl. After all of the ingredients have been "added", pretend to stir it together and read the script at the end.

## **Ingredients:**

Stearic Acid - candle

Mercury - batteries

Ammonia – toilet cleaner

Acetone – finger nail polish remover

Arsenic – Rat Poison

Carbon Monoxide – Tail pipe of car or matchbox car

Lead – pencils

Ureic Acid – Urine

Naphthelene – Moth Balls

## **Script:**

Heat up and let all enjoy the wonderful ETS soup that is in the air.

Even those that don't order this soup will get to enjoy it.

The end result of this soup, made correctly is DEATH. So make sure you all share.

54,000 people die due to second hand smoke in this country alone.