

SpinSmart™ Tobacco Game

Presentation Guide

INSTRUCTIONS

Grades 1–5

Objectives

The *SpinSmart Tobacco Game* is designed to be educational and fun. These activities allow players to learn basic concepts about tobacco.

Getting Started

Set up the *SpinSmart Tobacco Game* at the front of the class or in another centrally located area. Before anyone spins the wheel, discuss the basics of tobacco. You may wish to follow this script as an introduction:

Tobacco is a plant. The leaves of the tobacco plant are used to make cigarettes and cigars, which are smoked. Tobacco leaves are used to make smokeless tobacco products, such as chewing tobacco; snuff; and snus, which looks like tiny tea bags. Nicotine, the addictive drug in tobacco, can be vaped in e-cigarettes.

Raise your hand if someone you know uses tobacco. (Give students a moment to look around and see how many students have raised their hands. You may even ask a student to count how many students have raised their hands or count the number yourself and tell the number to the class.) Now, let's spin the wheel to learn about how tobacco can affect not only the people who use it but also everyone around them.

Playing

- Choose a student to spin the wheel.
- There are different ways to use the wheel and activities, depending on size and maturity of the student group and teacher preference. Each of the eight categories on the wheel is composed of three activities to complete. These activities are sequential and grow in sophistication from Activity 1 to Activity 3. For younger groups, it is appropriate to begin with Activity 1, which provides very basic information and background for that category. For older groups, teachers may wish to summarize the information in Activity 1 and move straight on to Activity 2.
- After spinning, complete the activities for each category in the order in which they are presented in this presentation guide. One activity may be completed with each spin of the wheel, or the teacher may wish to explore all three category-specific activities on one spin.

Activities for Grades 1–5

- SECTION 1—The Ingredients
- SECTION 2—Kicking the Habit
- SECTION 3—Secondhand Smoke
- SECTION 4—The Costs
- SECTION 5—Heart and Artery Problems
- SECTION 6—Lung Problems
- SECTION 7—Mouth Problems
- SECTION 8—Cancer

CAUTION: Keep fingers away from moving parts. Do not touch wheel as it spins. Do not allow children to use the wheel unsupervised.

SECTION 1 – The Ingredients

ACTIVITY 1

Materials needed: Whiteboard or blackboard.

Ask students to think about recipes. *Have you or your mom or dad ever made a cake? What goes into a cake?* List these ingredients on the board (such as flour, sugar, butter, and eggs). *Those are a cake's ingredients. How about a peanut butter and jelly sandwich (peanut butter, jelly, bread) or tacos (shells, lettuce, tomato, cheese, beef, etc.)? List each food with its ingredients below it.*

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will learn about what ingredients are in tobacco.*

ACTIVITY 2

Materials needed: A copy of **Ingredient List** for each student, pencils. **Recipe Card** for teacher.

Tell the students that cigarette smoke has a recipe with ingredients, too. Ask them to guess what some of those ingredients are. Distribute **Ingredient List** to each student. Tell them that you have the recipe in your hand and that they might be surprised by some of the ingredients. Read:

Take approximately 7,000 chemicals and mix well in a large bowl. Stir in one cup of TAR to make the mix thick and gooey. Add a few drops of ACETONE, which is found in nail polish remover. Have students circle the nail polish remover image. Add a dash of AMMONIA, which is in household cleaner. Have students circle the spray bottle image. Stir well. Next add ACROLIEN, which is found in bug killer. Have students circle the roach image. Then add two big spoonfuls of ARSENIC, which is found in rat poison. Have students circle the rat image. Finally, add a heaping cup of BENZENE, which is found in gasoline. Have students circle the gas can.

Now serve this dish up to your friends and families, and watch their faces! Do you think they will want to eat it?

End the lesson by telling them that these gross items are just some of the ingredients that are in cigarettes and other forms of tobacco! Users put these things into their body each time they use tobacco.

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will learn about what is in different forms of tobacco.*

ACTIVITY 3

Materials needed: A copy of **Forms of Tobacco** for each student, pencils.

Tell students: *There are many different forms of tobacco. Leaves can be rolled into cigarettes or cigars, smoked in pipes, vaped in e-cigarettes, breathed in from a nearby smoker, or chewed.*

Distribute the **Forms of Tobacco** to each student and ask them if they recognize the different forms of tobacco. Ask them to raise their hands and name the forms that they are able to recognize. Talk briefly about each form of tobacco, using the script below for cues if desired.

Cigarettes: *Cigarettes are tobacco rolled into long, thin sticks.*

Cigars: *Cigars are fatter than cigarettes. A cigar is tobacco that is rolled up in a wrapper and lit.*

Pipes: *A pipe is a hollow tube. Tobacco leaves are placed into a bowl on the end of the tube and lit.*

Smokeless Tobacco: Snuff—*Snuff is tobacco that has been ground up. It is sometimes called “dip.” Users usually put snuff into their mouths. Dry snuff is sniffed.*

Chewing tobacco—*Chewing tobacco is also called “chew.” A user holds a wad of it in his or her cheek.*

Snus—*Snus looks like small tea bags. A bag is placed between the lip and gum, similar to dip.*

E-Cigarettes—*E-cigarettes are electronic nicotine delivery systems. The e-cigarette heats a liquid containing nicotine. The heated liquid produces an aerosol vapor that is inhaled.*

Once all the forms are named, ask students: *Which of these forms of tobacco do you think have dangerous, addictive ingredients? Have them put a large X through the types of tobacco they think have dangerous ingredients. After they have done so, tell them that ALL these forms have dangerous ingredients.*

SECTION 2—Kicking the Habit

ACTIVITY 1

Materials needed: Whiteboard or blackboard.

Talk to students about what a habit is. Ask them to raise hands and define “habit.” (Possible answer: *Something you do a lot, almost without thinking about it.*) Have them list some of their own habits. Write these on the board. Point out that some are good habits and some are bad habits. Ask students: *Why do people develop bad habits? Why would you do something that is bad for you?* (Possible answer: *I have a habit of eating junk food because it tastes so good.*)

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will learn about an ingredient in tobacco that causes grown-ups to develop a habit of smoking.*

ACTIVITY 2

Materials needed: A copy of **Picture Puzzle** for each student, pencils.

Distribute the **Picture Puzzle** to each student. Tell them they are going to solve a mystery: The mystery is *WHY do people use tobacco when they know it is bad for them? Why do they develop such a harmful habit?*

Explain that students should fill in each blank with the first letter of the image below it. Images are nail, ice cream, cat, owl, toe, igloo, nose, egg. Once they have filled in all the blanks, the word should spell N-I-C-O-T-I-N-E. Ask them to try to pronounce it. Then talk to students about how tobacco contains this drug called nicotine. Tell them: *Nicotine makes you feel as though you want more and more tobacco. Grown-ups know tobacco is bad for them, but they have a hard time stopping tobacco use because of nicotine. They develop a habit of smoking, which is very hard to break.*

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will talk about how to break a bad habit.*

ACTIVITY 3

Materials needed: Whiteboard or blackboard.

Tell students: *Smoking and using other forms of tobacco are unhealthy habits. People have a very hard time breaking these habits because of nicotine and for other reasons, as we talked about in Activities 1 and 2.*

Talk about what someone can do to break a bad habit. Name a bad habit, perhaps one mentioned in Activity 1, or discuss something new. Then have students brainstorm ways they might kick that habit (for example, biting nails—wear adhesive bandages on your fingers to keep from biting; drinking soda—drink water instead). For older ages, you may want to split students into smaller groups, give each group a particular bad habit, and have them brainstorm ways to break it.

Once you have discussed their findings, end the lesson by asking them what to do if they try to break a habit but can't. *Do you stop trying? No, you try again.* Challenge them to work on breaking one bad habit during the next week.

SECTION 3—Secondhand Smoke

ACTIVITY 1

Materials needed: Whiteboard or blackboard.

Ask students to define “secondhand.” Ask: *What does it mean if something is “secondhand”?* (Possible answer: *something gotten after it has been used by someone else.*) Talk about getting clothes from a brother or sister or going to a used bookstore, or talk about garage and yard sales.

Ask: *Now that we know what “secondhand” means, who can guess what “secondhand smoke” is?* Have students guess. (Correct answer: *Secondhand smoke is a mixture of the smoke a smoker breathes out and the smoke that comes from the lit end of a cigarette, cigar, or pipe.*)

Ask students: *Whom do you think is affected by secondhand smoke?* (Have students guess. Correct answer: *Secondhand smoke affects everyone who is around the smoke, not just smokers.*)

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will talk about some of the dangers of secondhand smoke.*

ACTIVITY 2

Materials needed: A copy of **Word Search** for each student, pencils.

Say: *We’ve learned what secondhand smoke is. Now let’s learn about some of the dangers of secondhand smoke. Often we do not even know these dangers are there; they are hidden from us. Let’s look at this word search and see whether we can find the hidden dangers and effects of secondhand smoke.*

Distribute a **Word Search** to each student and ask them to complete it by finding these words: allergy, asthma, cough, dizzy, headache, infection, and sore throat.

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will talk about the dangers of secondhand smoke we have just uncovered.*

ACTIVITY 3

Materials needed: None.

Say: *In the last activity, we uncovered some of the hidden dangers of secondhand smoke. There are many dangers to adults and children from secondhand smoke. You may not even know that the things you are feeling, such as stinging eyes, dizziness, coughing, and other effects, are the result of secondhand smoke. Secondhand smoke is filled with dangerous chemicals that can make smokers and those around them very sick.*

SECTION 4 – The Costs

ACTIVITY 1

Materials needed: Whiteboard or blackboard.

Say: *Who gets an allowance? (Show of hands.) How about money at holidays or for good grades? (Show of hands.) What are some things you like to spend your money on? (Have students list some items. Write these on the board.) How much does each item cost? (Have students guess at costs of the items they have listed. You may need to assist with accuracy. Write the cost on the board beside the item.)*

Ask them: *What does tobacco cost? Encourage guessing. Tell them how much a pack of cigarettes costs. (This amount will vary.) Say: If you buy one pack every day, you spend a lot of money by the end of a year. Older children can do an exact calculation at their desks, or you can work the calculation out on the board with participants. For younger children, it is enough just to say cigarettes are very expensive. Say: If you have money and you choose to spend it on tobacco, then that is money you do NOT have for all these other things you like to spend money on. Refer to prices listed on the board, and work out cost parallels between listed items and the cost of cigarettes.*

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will talk about some of the other costs of tobacco.*

ACTIVITY 2

Materials needed: A copy of **Blank Face** for each student. Green, brown, and yellow crayons, colored pencils, or markers.

Tell students: *Tobacco has other costs, not just in money. There are costs to a tobacco user's body. Smoking and chewing tobacco not only can make you sick but also make you look bad!*

Distribute **Blank Face** to each student. Ask them to draw a simple picture of their face. As you talk through the text below, they will add each element discussed to the picture.

Did you know that tobacco causes yellow and brown stains on teeth, lips, and fingers? (Have students add yellow and brown teeth and lips to the picture.) Tobacco causes wrinkles around the mouth and on the lips. (Have students add wrinkles to the picture.) And smoking makes you smell bad! (Have students add green smoke coming out of the mouth to indicate bad breath.)

Say: *As you can see, tobacco users pay a high cost to use tobacco—they wear that cost all over their faces.*

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will talk about the most serious costs of tobacco.*

ACTIVITY 3

Materials needed: Whiteboard or blackboard.

Tell students: *We have talked about financial costs. And we've talked about some of the things that happen on the outside of your body, such as yellow teeth and bad breath. But what do you think happens INSIDE your body when you use tobacco? What might be some of the effects?*

Discuss and list on the board the most serious consequences of tobacco use. Below are some of the costs you will want to address:

- *Breathing is difficult.*
- *Tobacco users can't run as well or as far.*
- *Tobacco users do not feel well.*
- *Tobacco users often feel tired.*
- *Tobacco users often get a terrible sickness called cancer.*
- *Tobacco users often get a disease called emphysema that makes it very hard and even impossible to breathe.*
- *Tobacco users sometimes have heart attacks because of their use of tobacco products.*
- *Tobacco-related sicknesses kill millions of people every year.*

Tell students: *These are very, very high prices to pay for tobacco.*

SECTION 5—Heart and Artery Problems

ACTIVITY 1

Materials needed: Whiteboard or blackboard and a copy of **Heart Image** for each student.

Ask a few students chosen at random to draw a heart on the board. Chances are students will draw the symbol for love: ♥. Tell students: *Although most people think of this symbol when they draw a heart, this symbol is not what the human heart looks like.*

Distribute the **Heart Image** among the students, and tell them: *This image is what the human heart looks like. The next time we spin the wheel and the pointer lands on this category, we will learn what the heart does.*

ACTIVITY 2

Materials needed: Continue using **Heart Image**. Red, blue, and pink crayons, colored pencils, or markers.

Tell students: *A healthy heart pumps blood to all parts of your body. We are going to color the heart pink. (The heart is labeled with a 3.) The blood is pumped in tubes called arteries. The blood that flows through the arteries contains oxygen, which is food for your body, including organs such as your brain. We are going to color the arteries that flow out of the heart red. (Arteries are labeled with a 1.)*

Tell students: *When your body parts receive blood from your heart, they use the oxygen, and the blood returns to the heart to receive more oxygen. Blood that is returning to the heart flows through tubes called veins. We are going to color the veins that flow into the heart blue. (Veins are labeled with a 2.)*

After the students have finished coloring the arteries and veins, tell them: *The next time we spin the wheel and the pointer lands on this category, we will learn how tobacco affects your heart and arteries.*

ACTIVITY 3

Materials needed: Continue using **Heart Image**. Black crayons, colored pencils, or markers.

Tell students: *Cigarette and tobacco smoke damage this very important organ and can cause something serious called a heart attack. A heart attack happens when the heart does not get enough blood. Smoking sometimes keeps the heart from getting enough blood. This causes the heart muscle to die, and a heart attack occurs. We can show this damage on our coloring page by coloring part of the healthy red heart in black.*

SECTION 6—Lung Problems

ACTIVITY 1

Materials needed: Whiteboard or blackboard and a copy of **Lung Image** for each student.

Ask students whether anyone knows where their lungs are in their body. (Younger students may not know; older students will probably know.) Ask a student chosen at random to draw a lung on a whiteboard or blackboard. Distribute the **Lung Image** to each student, and tell them: *This image is what human lungs looks like. The next time we spin the wheel and the pointer lands on this category, we will learn what lungs do.*

ACTIVITY 2

Materials needed: Continue using **Lung Image**. Pink crayons, colored pencils, or markers.

Tell students: *Your lungs are very large and are located in your chest, as we have discussed. As you can see from the picture, you have two lungs. They are protected by the bumpy bones you can feel in your sides, called the rib cage. (Have students feel their rib cages.) Lungs are in charge of something very important: your breathing!*

Even though you can't see your lungs because they are inside your body, you can feel them work. (Have them put their hands on their chest and breathe in deeply. Ask whether they can feel the expansion. Have them breathe all their air out and feel the deflation.) Lungs fill up like a balloon with air. When you breathe out, they deflate like a balloon when it loses its air.

Have students do some strenuous exercise, such as running in place or jumping jacks. Ask them: *What's your breathing like now? Do you breathe faster or slower?* Have them feel their sides expand in and out, and explain that the lungs are working hard to help them breathe.

Healthy lungs are pink and strong. Let's make our lungs healthy. Have them color the **Lung Image** lungs pink.

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will learn how tobacco affects your lungs.*

ACTIVITY 3

Materials needed: Continue using **Lung Image**. Gray, black, and brown crayons, colored pencils, or markers.

Tell students: *As we've seen, lungs are extremely important. Ask: Can we live without breathing? (Correct answer: No!) It is a very good idea to take care of our lungs because they help us breathe, and we need to breathe to live. Lungs are very strong organs, and very tough, but tobacco is their worst enemy. The ingredients in tobacco can make the lungs very sick and change them from healthy and pink to sticky and black. A lung hurt by tobacco is kind of like a balloon that is not able to blow up big and strong or to let its air out. It is like an empty, stretched out balloon that doesn't work the way it is supposed to. This makes it harder to breathe and to do all the things you love to do, such as play and run.*

Ask students to color lungs the way a smoker's lung might look, using dark colors, such as blacks and browns.

SECTION 7—Mouth Problems

ACTIVITY 1

Materials needed: Whiteboard or blackboard.

Ask a student to come up to the board and draw a very basic outline of a large open mouth. Then ask other students to raise their hands and come up to the board to add various parts of the mouth (lips, tongue, teeth, inside of cheek, roof of mouth, floor of mouth). Label these.

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will show how tobacco affects these parts of the mouth.*

ACTIVITY 2

Materials needed: A copy of **Empty Mouth** for each student. White, pink, black, brown, yellow, and green crayons, colored pencils, or markers.

Distribute the **Empty Mouth** to each student. Ask students: *Describe a healthy mouth and set of teeth. What color are the teeth? Are the teeth weak or strong? What about the tongue? What color is a healthy tongue? What about the gums?*

As students discuss features of a healthy mouth (white, unstained teeth, pink tongue, pink gums), have them color the **Empty Mouth** as described. Tell them: *This is what a healthy nonsmoker's mouth looks like.*

Once they have completed their healthy mouth, ask students to guess what they think the mouth of someone who smokes or chews tobacco looks like. How is it different to a nonsmoker's mouth? Talk about the physical consequences (yellow and brown teeth, bad breath, black hairy tongue.) As you discuss the effects, draw these on the board, using the mouth drawn in Activity 1. Students can replicate the effects and damage on their own **Empty Mouth**. Have them add the discussed elements to their **Empty Mouth** image so that it begins to resemble a smoker's mouth.

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will show some of the most serious ways tobacco affects the mouth.*

ACTIVITY 3

Materials needed: Continue using **Empty Mouth**. Red, black, and white crayons, colored pencils, or markers.

Tell students: *Using tobacco has very serious consequences for the mouth and lips. A tobacco user's gums can get very red and swollen. Their teeth can blacken, decay, and fall out. They sometimes get white patches on their lips, which can be a sign of a disease called cancer. Most mouth cancers are directly related to using tobacco. Sometimes these cancers can be treated, but the surgery can leave the patient disfigured, a word that means looking different from the way a person looked before.*

Have students draw this further damage to the lips, teeth, and gums on to the **Empty Mouth**.

SECTION 8—Cancer

ACTIVITY 1

Materials needed: A copy of the **Hospital Picture** for each student as well as pencils, crayons, or pens.

Distribute the **Hospital Picture** to each student and ask them what they see. Encourage discussion about hospitals—*Why do people go to the hospital? Have you ever been sick? How did it feel?*

Have students color the **Hospital Picture**.

Tell students: *The next time we spin the wheel and the pointer lands on this category, we will talk about a sickness called cancer, which is sometimes caused by tobacco.*

ACTIVITY 2

Materials needed: A copy of **Spot the Difference** for each student as well as pencils, crayons, or pens.

Talk about how cancer is a disease. Explain that no one knows exactly why some people get cancer and others do not; however, people who use tobacco have a much higher chance of getting cancer. Tell students: *Cancer makes you feel very bad. You will have to spend a lot of time at the hospital, and sometimes people die from cancer. Cancer can change your life.*

Distribute the **Spot the Difference** to each student, which features a picture that is similar to the Activity 1 image, but with changes. Ask them to circle the ten things that have changed between the pictures.

Tell them: *The next time we spin the wheel and the pointer lands on this category, we will talk about warning others about the dangers of smoking and cancer.*

ACTIVITY 3

Materials needed: Rebus Puzzle.

Tell students: *Cigarette smoke contains at least 70 carcinogens. (Write on the board.) That is a very big word. Can anyone guess what it means? (Take guesses from students.) “Carcinogen” is a long, complicated-sounding word that means, simply, something that causes cancer.*

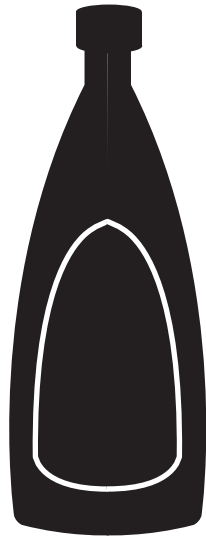
Distribute the **Rebus Puzzle**. Tell students: *These clues form a word. This word completes the phrase “_____ causes cancer.”* Let students solve the puzzle. Once they have solved the puzzle, write “Tobacco causes cancer” on the board. Tell students: *Tobacco and cigarette smoke contain many ingredients that cause cancer.*

Tasty Tobacco

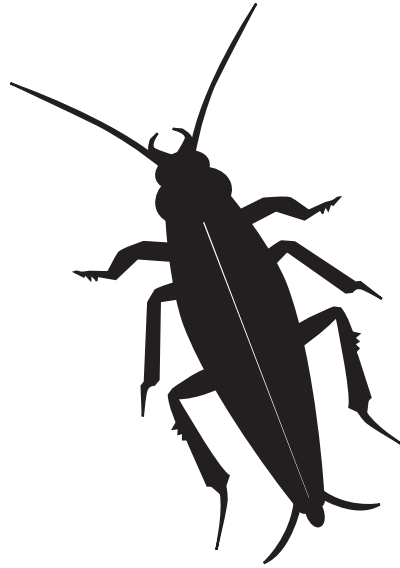
1. Take approximately 7,000 chemicals and mix well in a large bowl.
2. Stir in one cup of TAR to make the mix thick and gooey.
3. Add a few drops of ACETONE, which is found in nail polish remover. (Have students circle the nail polish remover image.)
4. Add a dash of AMMONIA, which is in household cleaner. (Have students circle the spray bottle image.)
5. Stir well.
6. Next add ACROLIEN, which is found in bug killer. (Have students circle the roach image.)
7. Then add two big spoonfuls of ARSENIC, which is found in rat poison. (Have students circle the rat image.)
8. Finally, add a heaping cup of BENZENE, which is found in gasoline. (Have students circle the gas can.)

Now serve this dish up to your friends and families, and watch their faces! Do you think they will want to eat it?

Tasty Tobacco



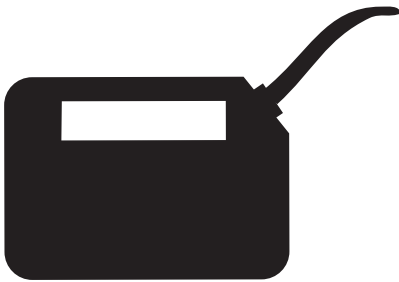
**Nail Polish
Remover**



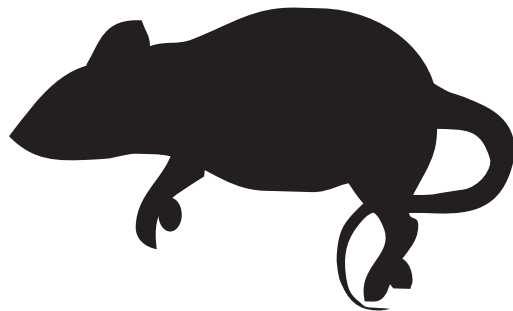
Bug Killer



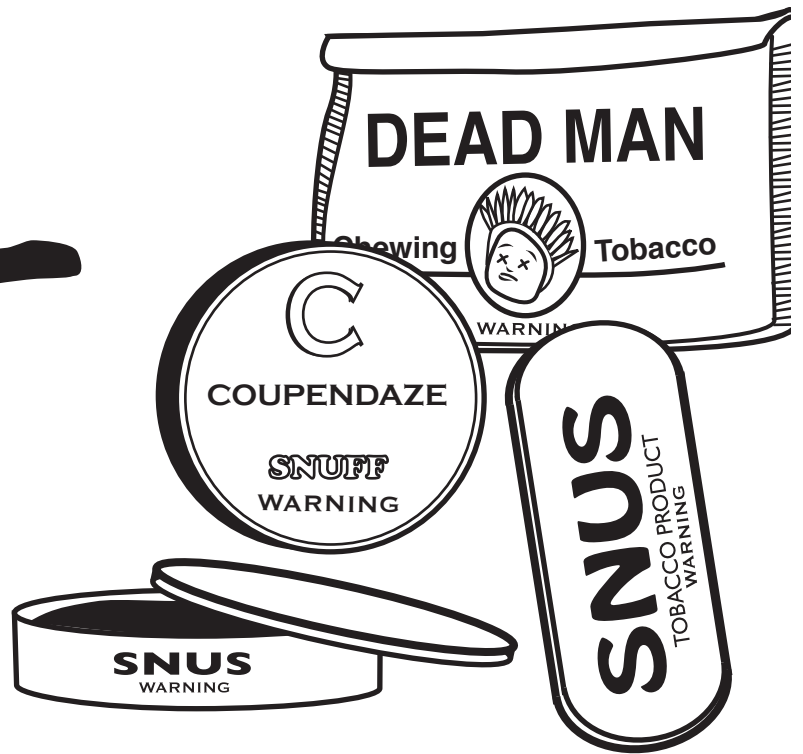
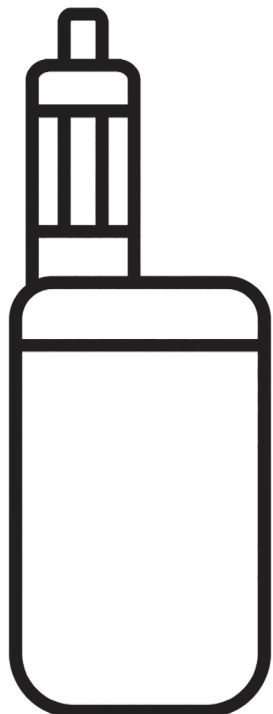
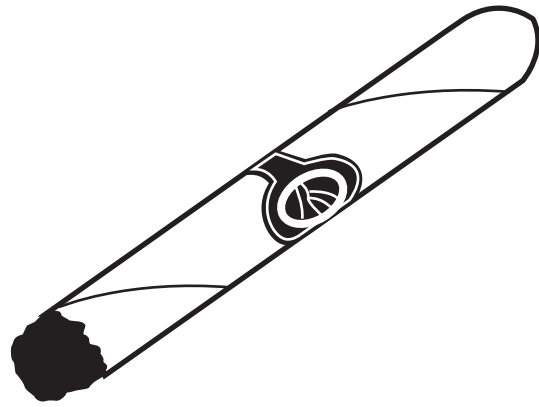
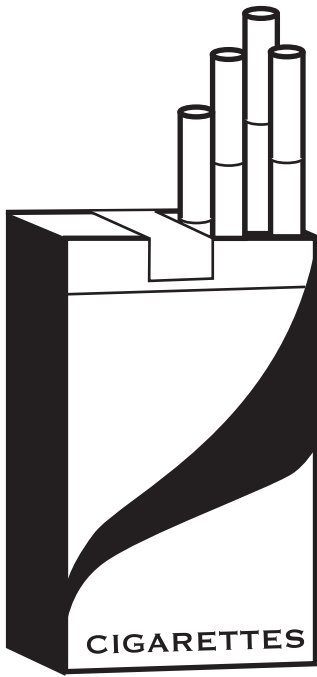
**Household
Cleaner**



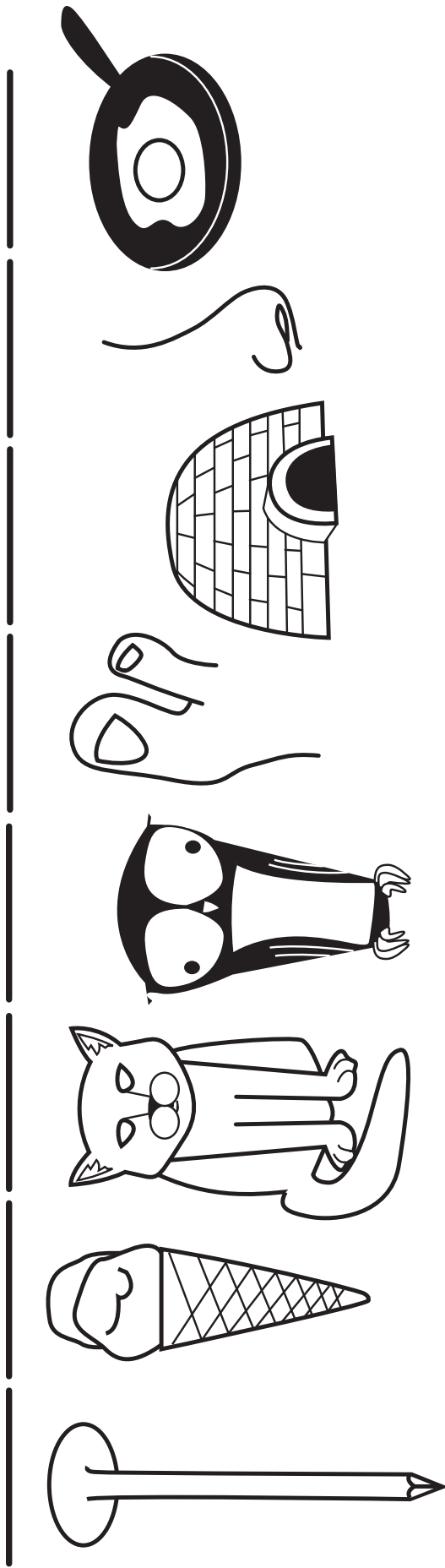
Gasoline



Rat Poison



Picture Puzzle
Kicking the Habit Section
Activity 3



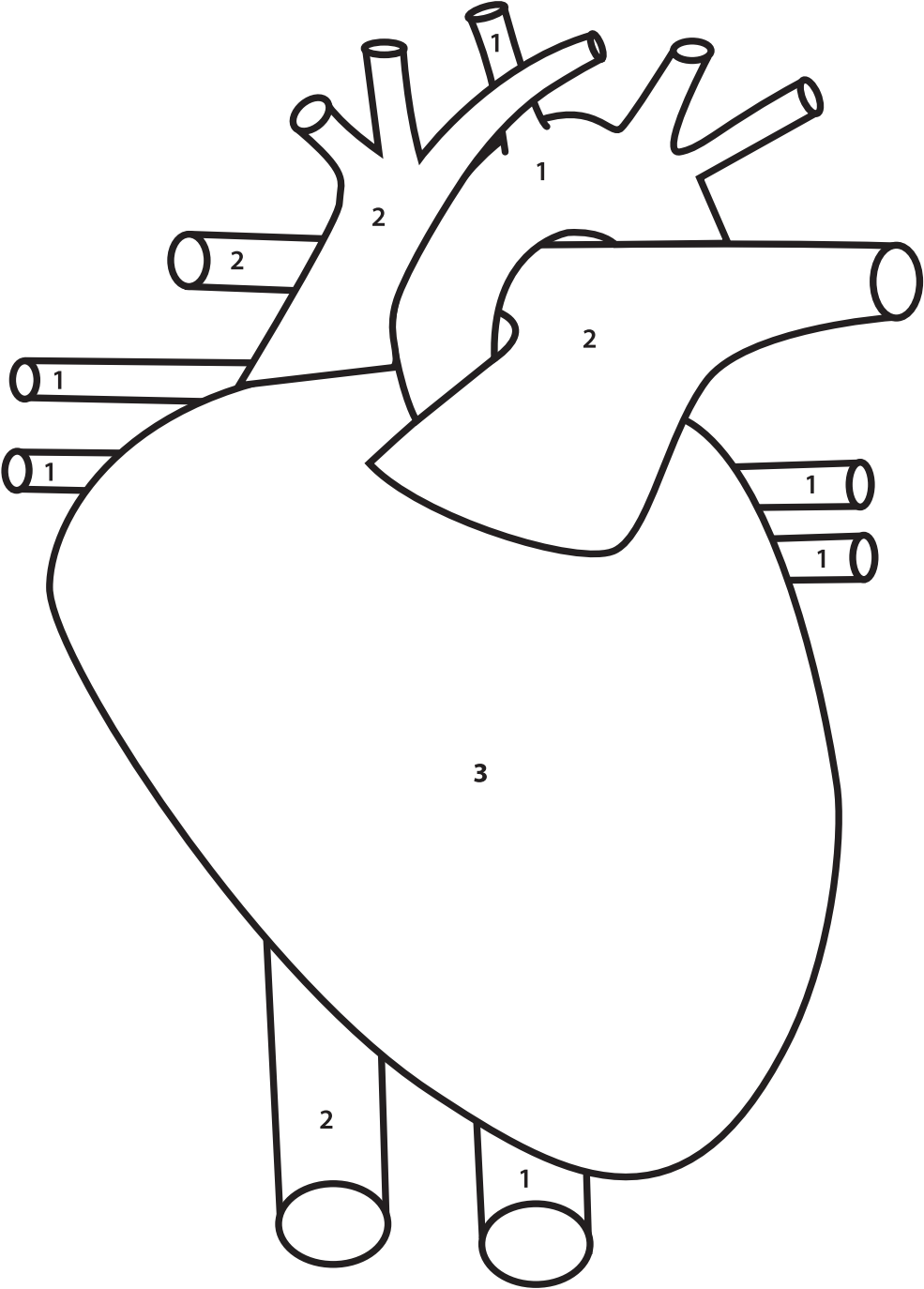
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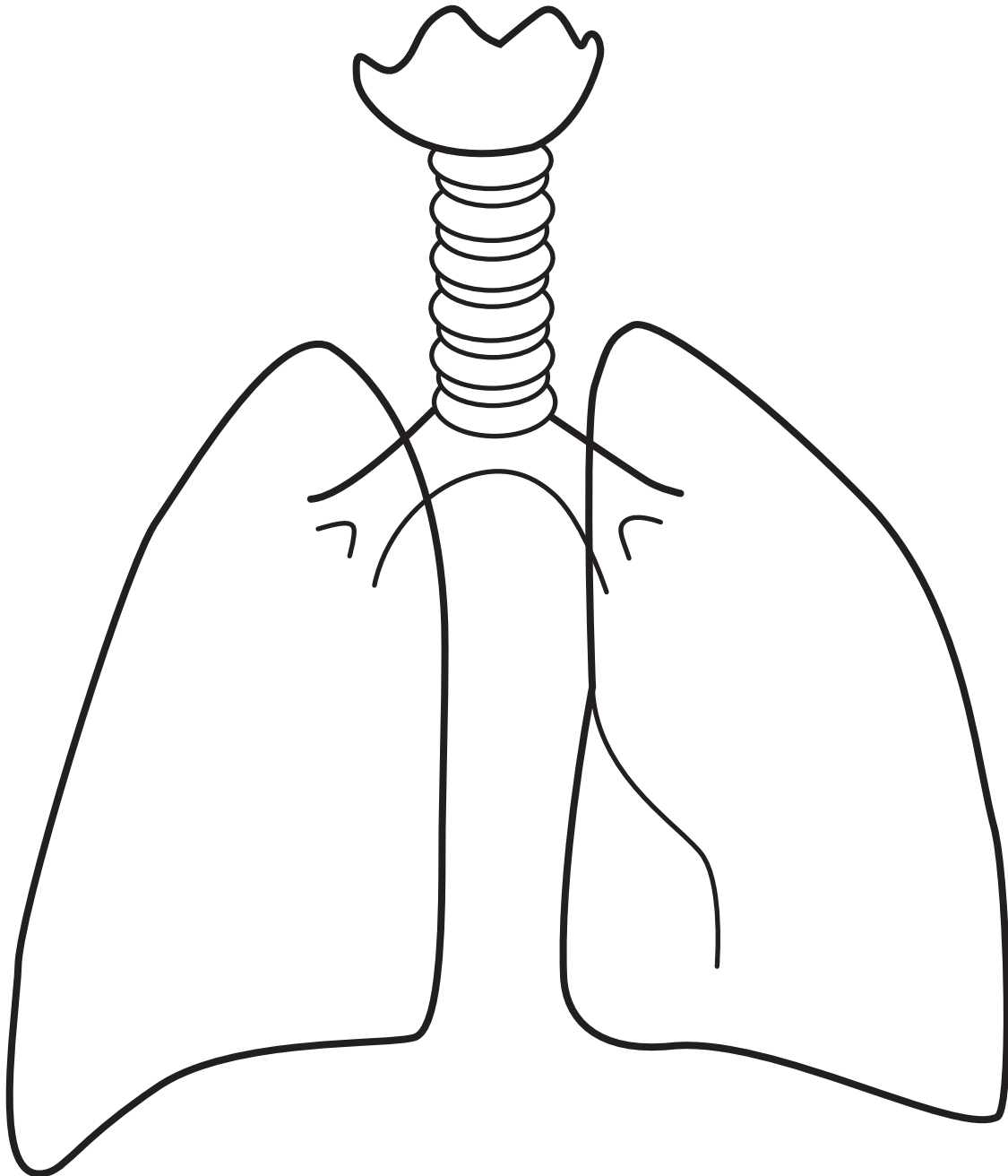
Word Search Answer Key
Secondhand Smoke Section
Activity 2

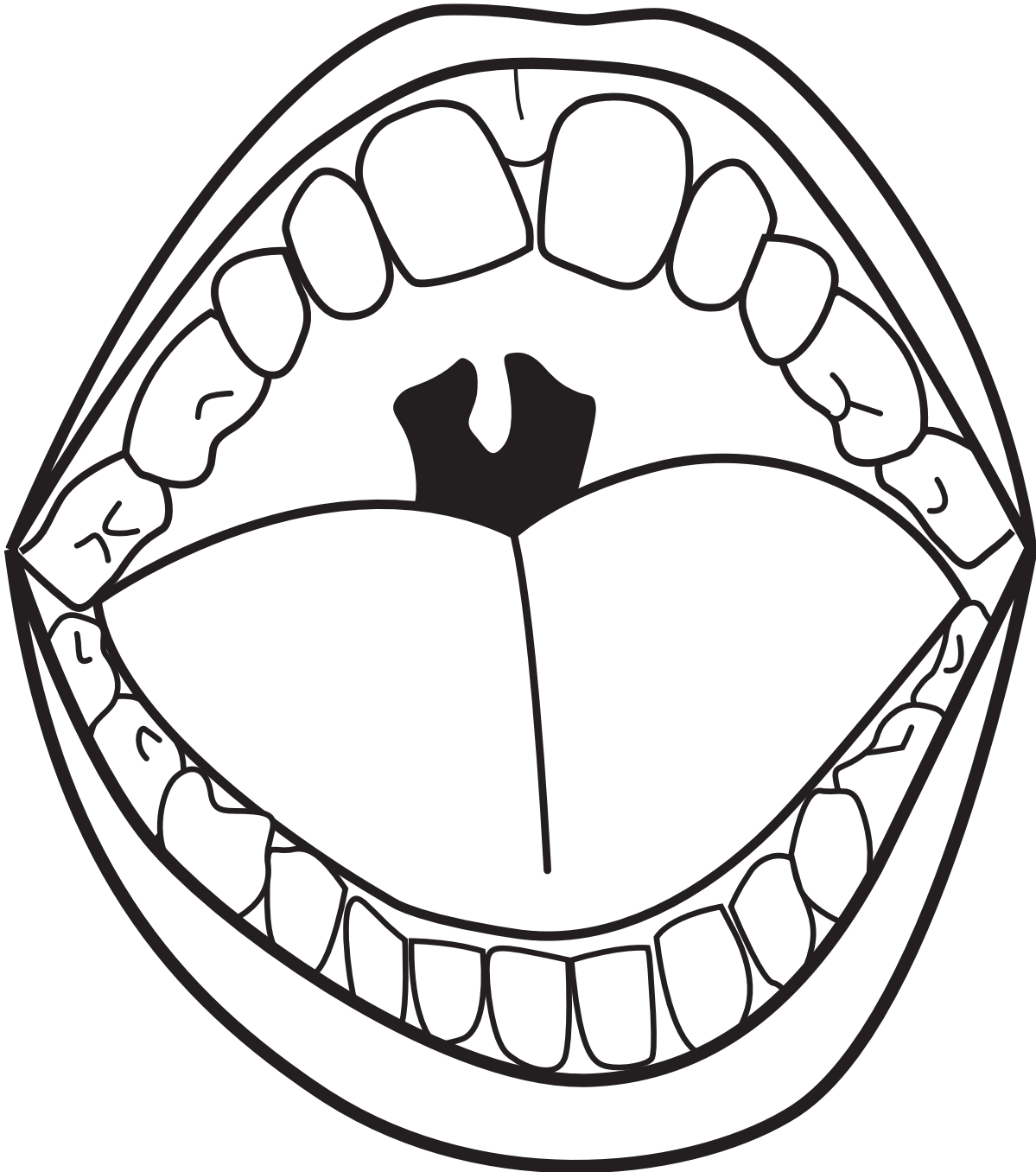
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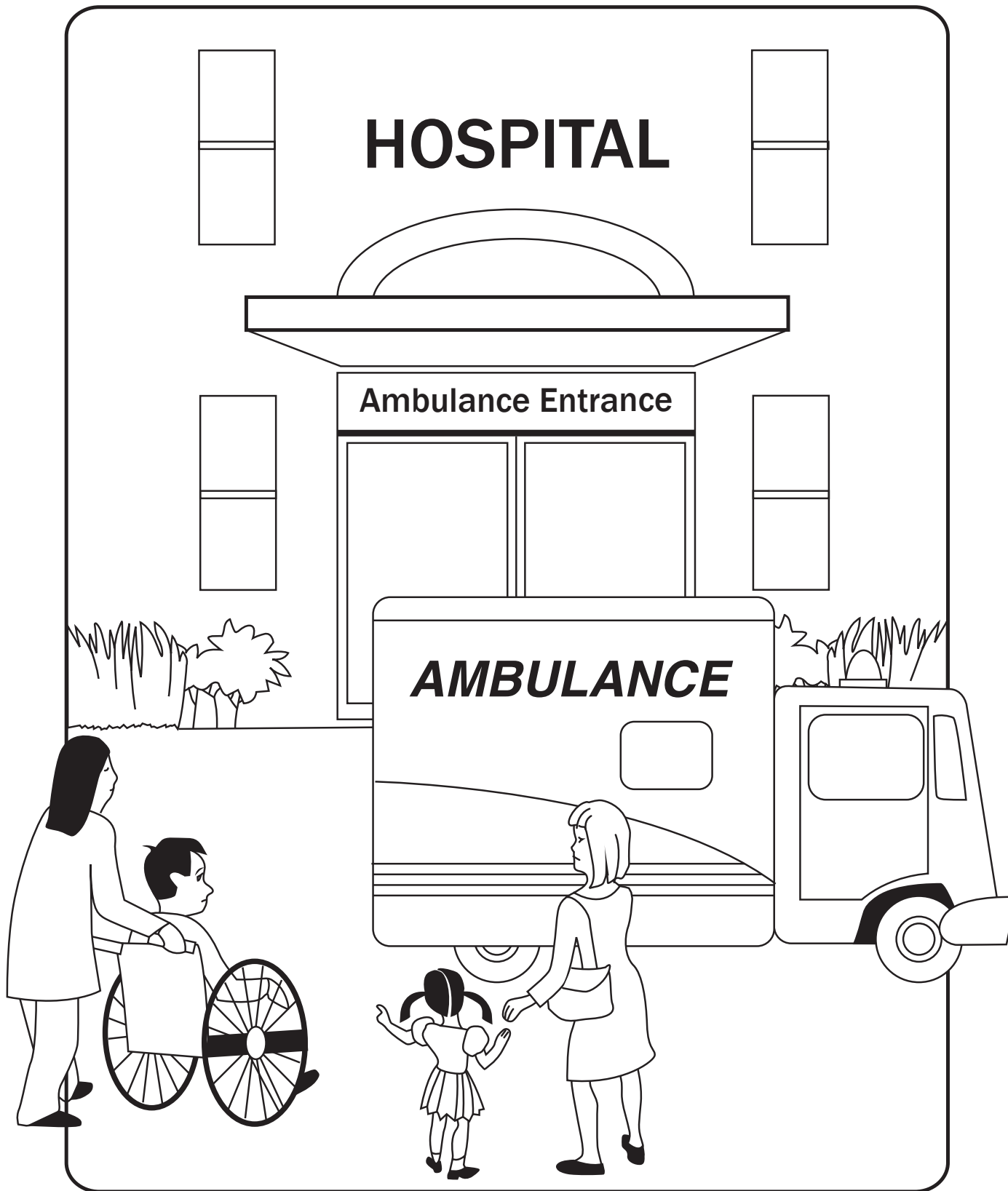


Heart Image
Heart and Artery Problems Section
Activities 1, 2, and 3

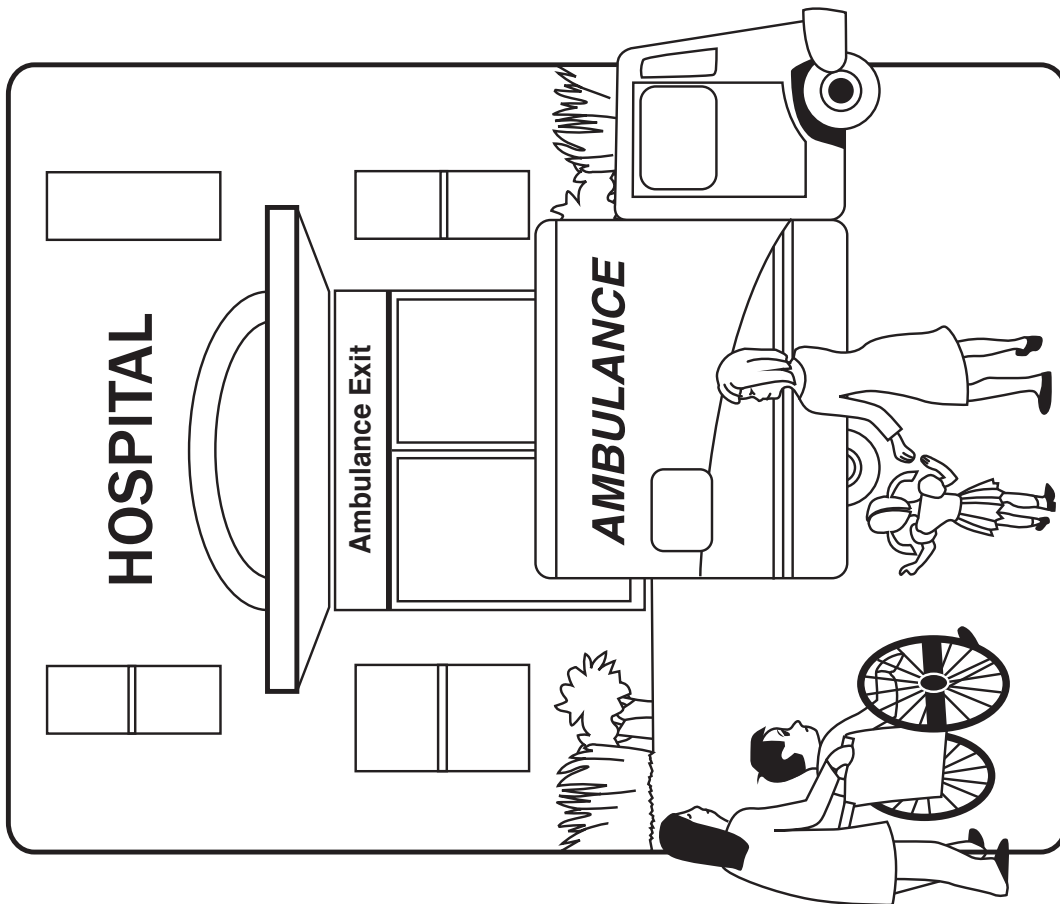
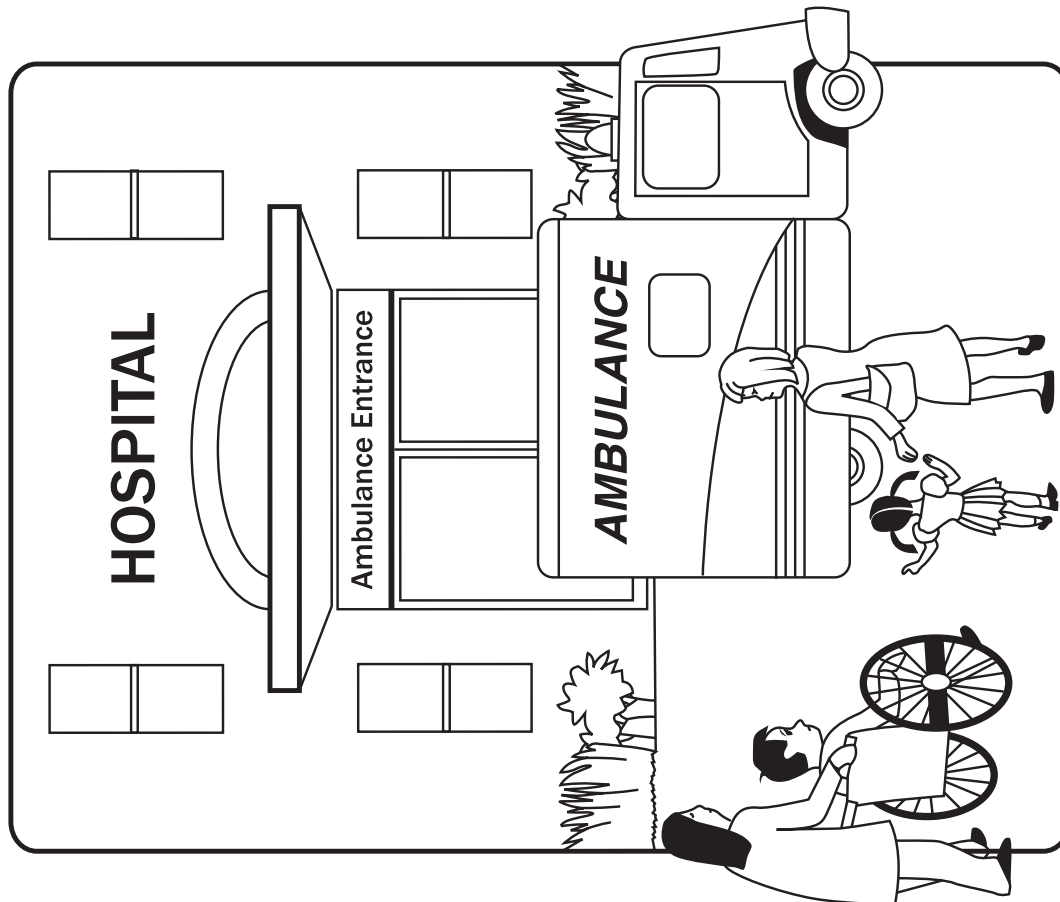


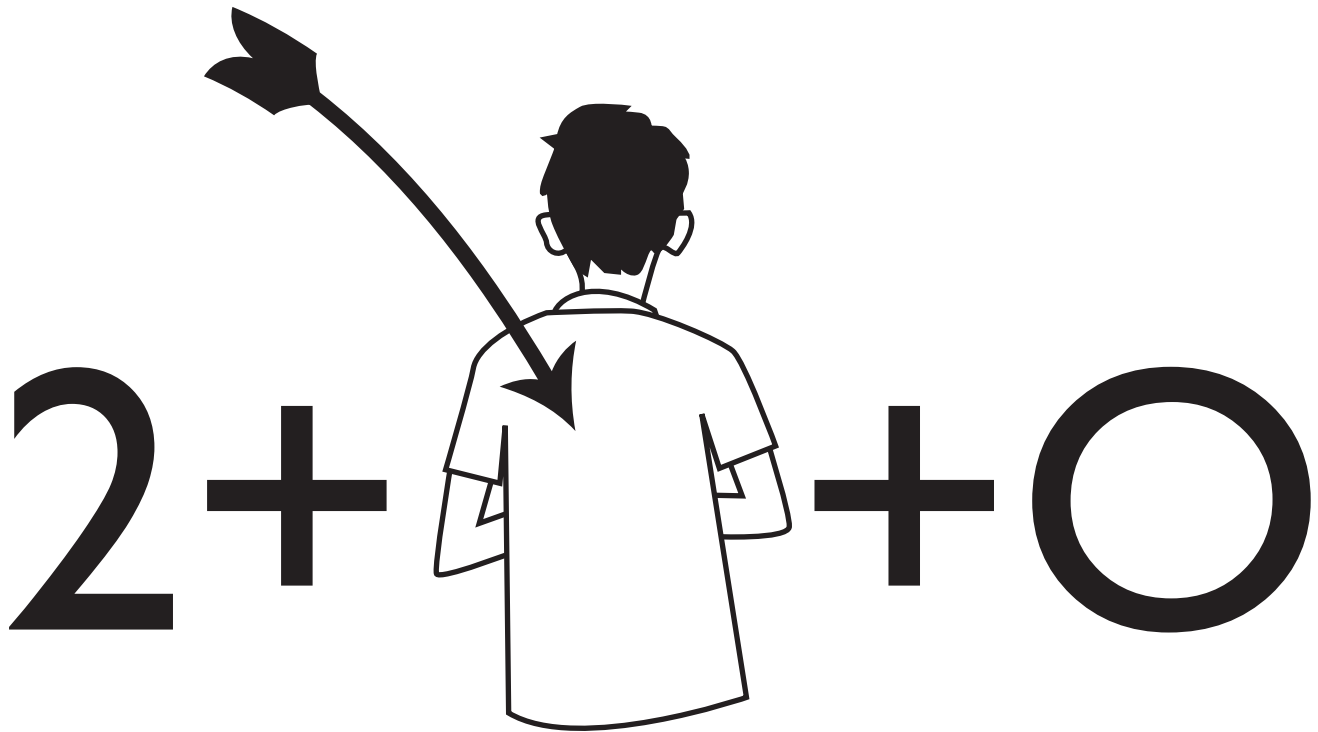






Spot the Difference
Cancer Section
Activity 2





causes cancer.

SpinSmart™ Tobacco Game

Presentation Guide

INSTRUCTIONS

Grade 6–Adult

Objectives

The *SpinSmart Tobacco Game* is designed to be educational and fun. These questions allow players to learn basic concepts about tobacco. The true-or-false question listed with each multiple-choice question gives players the opportunity to earn bonus points.

Getting Started

Set up the *SpinSmart Tobacco Game* at the front of the class or in another centrally located area. Divide the class into two teams. If your class is small enough, students can play individually. You may also want to make sure you have a clock or watch with a second hand.

Playing

- Allow a player from one team to spin the wheel.
- After spinning, the team must answer a question from the tobacco category on which the wheel stops.
- Team members may confer with one another before answering.
- If the question is answered correctly, the team gains 1 point.
- Whether or not the question was answered correctly, the team has the additional opportunity to gain a point by solving a true-or-false question.
- Play passes to the opposing team. The second team spins the wheel and proceeds as the first team did.
- The teams take turns until one team wins by gaining 10 points.

OPTIONAL RULES

If a team answers incorrectly, allow the other team a chance to answer. Both teams can gain an extra point by solving the true-or-false question.

SECTION 9—The Ingredients

SECTION 10—Kicking the Habit

SECTION 11—Secondhand Smoke

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CAUTION: Keep fingers away from moving parts. Do not touch wheel as it spins.
Do not allow children to use the wheel unsupervised.

Questions for Grade 6–Adult

SECTION 9—The Ingredients

1. Tobacco smoke contains more than _____ chemicals.

- a) 7
- b) 70
- c) 700
- d) 7,000

True or False: Tobacco contains chemicals that prevent cancer.

2. At least 70 of the chemicals in tobacco smoke can cause _____.

- a) indigestion
- b) eczema
- c) cancer
- d) hormone imbalance

True or False: All tobacco products contain nicotine, which is a vitamin.

3. Tobacco smoke contains harmful substances such as _____.

- a) arsenic, ammonia, and benzene
- b) carbon monoxide, nitrous oxide, and vinyl chloride
- c) both a and b
- d) neither a nor b

True or False: Tobacco smoke contains butane, which is found in cigarette lighter fluid.

4. Some of the chemicals found in tobacco smoke also are found in _____.

- a) mothballs
- b) candle wax
- c) embalming fluid
- d) all of these

True or False: Neither tobacco smoke nor smokeless tobacco contain cadmium, which is found in batteries.

5. Smokeless tobacco contains _____.

- a) sugar
- b) salt
- c) sand
- d) all of these

True or False: The sugar in smokeless tobacco can cause cavities.

6. Smokeless tobacco contains at least _____ cancer-causing agents.

- a) 2
- b) 8
- c) 28
- d) 280

True or False: Tobacco smoke contains more than 7,000 chemicals, few of which are toxic to the body.

7. Harmful substances found in smokeless tobacco include _____.

- a) cadmium
- b) hydrogen cyanide
- c) polonium-210
- d) all of these

True or False: Some of the least dangerous of the cancer-causing agents in smokeless tobacco are tobacco-specific nitrosamines.

8. Nicotine, a highly addictive drug, is found in _____.

- a) cigarettes
- b) smokeless tobacco
- c) e-cigarettes
- d) all of these

True or False: Holding one pinch of smokeless tobacco in your mouth for 30 minutes gives you about the same amount of nicotine as three cigarettes.

Questions for Grade 6–Adult

SECTION 10—Kicking the Habit

9. A good tip for quitting smoking or using smokeless tobacco is to _____.

- a) list your reasons for quitting
- b) pick a quit date
- c) talk with your healthcare professional
- d) all of these

True or False: A healthcare professional can help you quit smoking or using smokeless tobacco by recommending a nicotine-replacement product.

10. Quitting smoking or using smokeless tobacco _____.

- a) has never been done
- b) can be difficult
- c) is easy
- d) is impossible

True or False: Exercise is NOT a good distraction while you are trying to kick the habit.

11. If someone you know has tried to quit smoking or using smokeless tobacco but was not successful, he _____.

- a) will never quit
- b) is a failure
- c) should try again
- d) didn't try hard enough

True or False: If you have smoked for many years, quitting smoking can still reduce your risk of dying at a younger age.

12. The health benefits of quitting smoking start within _____.

- a) minutes
- b) days
- c) weeks
- d) years

True or False: If you give in to temptation while trying to give up tobacco, you have failed.

13. Reasons for quitting smoking and using smokeless tobacco include _____.

- a) saving money
- b) reducing the risk for health problems
- c) improving your appearance
- d) all of these

True or False: Stop smoking, and within 15 years you have the same risk of premature death as a person who has never smoked.

14. Choose the incorrect statement:

- a) Quitting smoking can increase your chance of having a heart attack.
- b) Quitting smoking can make it easier to breathe.
- c) Quitting smoking can improve your sense of taste.
- d) Quitting smoking can increase your energy level.

True or False: Quitting smoking cannot reduce a person's risk of having a stroke.

15. Benefits of quitting smoking include improved.

- a) lung function
- b) circulation
- c) sense of smell and taste
- d) all of these

True or False: Someone who quits smoking must wait at least 1 year to experience any health benefits.

16. If you plan to quit using tobacco, it is a good idea to _____.

- a) keep your plans secret
- b) proceed without having a game plan
- c) build a support network
- d) assume you will fail

True or False: One of the first steps to quit using tobacco is to list your reasons for quitting.

Questions for Grade 6–Adult

SECTION 11 – Secondhand Smoke

17. Secondhand smoke can affect _____.

- a) no one
- b) everyone
- c) only adults
- d) only babies

True or False: Children who live with smokers are more likely to develop asthma.

18. Secondhand smoke can cause children to develop _____.

- a) bronchitis
- b) pneumonia
- c) ear infections
- d) all of these

True or False: Secondhand smoke is a mixture of three kinds of smoke.

19. Breathing in secondhand smoke over time increases a nonsmoker's risk for _____.

- a) cardiovascular disease
- b) lung cancer
- c) both a and b
- d) neither a nor b

True or False: Short-term exposure to secondhand smoke can have negative effects on the cardiovascular system.

20. The smoke byproducts left behind after secondhand smoke dissipates are called _____.

- a) multihand smoke
- b) leftover smoke
- c) permissive smoke
- d) thirdhand smoke

True or False: Banning smoking in public does not make a big difference in public health.

21. Secondhand smoke contains chemicals found in _____.

- a) nail polish remover
- b) toilet cleaner
- c) batteries
- d) all of these

True or False: Exposure to secondhand smoke does not cause lung cancer.

22. Children exposed to secondhand smoke are at increased risk for developing asthma, a condition in which _____.

- a) the lungs' airways become inflamed
- b) the senses of smell and taste are permanently damaged
- c) the larynx becomes inflamed
- d) all of these

True or False: Steps you can take to help protect you and your loved ones from secondhand smoke include not allowing anyone to smoke in your home or your vehicle or around your family.

23. Secondhand smoke may _____ an infant's risk for sudden infant death syndrome.

- a) eliminate
- b) decrease
- c) increase
- d) improve

True or False: The long-term effects of e-cigarettes on bystanders are unknown.

24. Secondhand smoke is also known as _____.

- a) environmental tobacco smoke
- b) passive smoke
- c) tobacco smoke pollution
- d) all of these

True or False: If nobody in your family smokes, you do not have to worry about secondhand smoke.

Questions for Grade 6–Adult

SECTION 12—The Costs

25. Smoking can stain your _____.

- a) teeth
- b) tongue
- c) fingernails
- d) all of these

True or False: Smoking contributes to facial wrinkles by damaging the skin's blood vessels and connective tissues.

26. Smoking can make your _____ stink.

- a) breath
- b) clothes
- c) hair
- d) all of these

True or False: Smokers are more likely to experience hearing loss than nonsmokers.

27. Smokers lose about 13–14 _____ of life on average.

- a) years
- b) weeks
- c) hours
- d) days

True or False: Because smokers' immune systems are stronger than those of nonsmokers, smokers get sick less often.

28. Smoking can cause premature _____.

- a) death
- b) wrinkles
- c) gray hair
- d) all of these

True or False: Smokers, especially those younger than 18, are more likely to become heavy drinkers or illicit drug users.

29. Smoking can affect a person's _____.

- a) hearing
- b) sense of smell and taste
- c) sight
- d) all of these

True or False: Using e-cigarettes during pregnancy is safe for the developing baby.

30. Each year more than _____ people worldwide die from tobacco-related diseases.

- a) 25,000
- b) 500,000
- c) 1 million
- d) 7 million

True or False: A smoker's athletic injuries take less time to heal.

31. Choose the incorrect statement.

- a) In addition to the cost of purchasing cigarettes, smokers may have to pay lower insurance premiums.
- b) In addition to the cost of purchasing cigarettes, smokers may have to pay replacement costs for damaged property.
- c) In addition to the cost of purchasing cigarettes, smokers may have to pay medical bills for illnesses that result from smoking.
- d) all of these

True or False: Cataracts are more common in smokers than in nonsmokers.

32. Athletic ability can be affected by tobacco use because smokers often experience _____.

- a) increased speed
- b) increased endurance
- c) increased susceptibility to injury
- d) all of these

True or False: Half of the people who smoke will die because of their tobacco use.

Questions for Grade 6–Adult

SECTION 13—Heart and Artery Problems

33. Smoking can cause _____, which occurs when plaque builds up in the arteries and eventually narrows or completely blocks the flow of blood.

- a) pulmonary disease
- b) atherosclerosis
- c) osteoporosis
- d) leukoplakia

True or False: A smoker's risk of developing cardiovascular disease is slightly higher than that of a nonsmoker.

34. Smoking increases the risk of stroke, which occurs when an artery either becomes clogged or bursts in the _____.

- a) heart
- b) lungs
- c) brain
- d) leg

True or False: Smoking greatly increases the risk and severity of peripheral vascular disease, which is caused by gradual narrowing of arteries in the arms and legs.

35. _____ can increase a person's heart rate and contribute to high blood pressure.

- a) Nicotine
- b) Vitamin C
- c) Oxygen
- d) Water

True or False: Atherosclerosis can cause a heart attack or stroke.

36. Tobacco smoke contains carbon monoxide, which reduces _____ in the blood.

- a) clots
- b) sodium
- c) cholesterol
- d) oxygen

True or False: Smokeless tobacco use cannot cause an increased risk of heart disease.

37. The nicotine in smokeless tobacco can contribute to _____.

- a) increased heart rate
- b) high blood pressure and cholesterol
- c) stroke
- d) all of these

True or False: Smokers are 2–3 times more likely to die from heart disease than nonsmokers.

38. Increased heart rate combined with high blood pressure can lead to a _____.

- a) good night's sleep
- b) fatal heart attack
- c) productive work day
- d) cold or flu

True or False: Smokers have a 25% greater risk of dying from cardiovascular disease—which includes coronary heart disease and stroke—than nonsmokers.

39. Smoking generally increases the risk and severity of peripheral vascular disease, which is caused by gradual _____ of the arteries in the arms and legs.

- a) cooling
- b) widening
- c) narrowing
- d) warming

True or False: Quitting smoking slowly reduces the risk of coronary heart disease.

40. Smoking can cause hardened arteries, high blood pressure, and clotting problems—all of which increase the risk for _____.

- a) acne
- b) athlete's foot
- c) sleep apnea
- d) stroke

True or False: Peripheral vascular disease causes painful cramping during exercise, numbness and tingling, and weakness in the affected limbs.

Questions for Grade 6–Adult

SECTION 14—Lung Problems

41. Cigarette smoking can cause emphysema. People with emphysema cannot _____.

- a) smell
- b) taste
- c) completely expel air from their lungs
- d) all of these

True or False: Smoking causes 80–90% of the cases of chronic obstructive pulmonary disease (COPD).

42. Smoking can lead to chronic bronchitis, which causes _____.

- a) fatal heart attack
- b) high blood pressure
- c) shortness of breath and a chronic cough
- d) lung cancer

True or False: A cure exists for emphysema.

43. Emphysema can lead to _____.

- a) slow death by suffocation
- b) the ability to breathe under water
- c) amnesia
- d) high blood pressure

True or False: An asthma attack can be triggered by smoking or exposure to secondhand smoke.

44. People who smoke may experience more _____ than nonsmokers.

- a) coughing
- b) wheezing
- c) shortness of breath
- d) all of these

True or False: A person must smoke more than one cigarette a day to experience reduced lung function.

45. When the main airways in a person's lungs become inflamed and constricted, that person is having _____.

- a) a sneezing fit
- b) difficulty producing phlegm
- c) an asthma attack
- d) a problem with lung growth

True or False: COPD stands for compulsive obsessive pulmonary disorder.

46. The effects of COPD are _____.

- a) minimal
- b) treatable
- c) unnoticeable
- d) irreversible

True or False: Smoking is the leading cause of chronic bronchitis.

47. An emphysemic lung has lost its ability to transfer _____ to the bloodstream.

- a) water
- b) fluoride
- c) oxygen
- d) carbon monoxide

True or False: Tar in cigarette smoke improves elasticity in the lungs' air sacs.

48. Tobacco use can cause _____.

- a) slowed lung growth
- b) reduced lung function
- c) excess phlegm
- d) all of these

True or False: Bronchitis causes the main air passages of the lungs to become inflamed.

Questions for Grade 6–Adult

SECTION 15—Mouth Problems

49. Smokeless tobacco contains sugar, which can cause _____.

- a) leukoplakia
- b) esophageal cancer
- c) cavities
- d) peripheral vascular disease

True or False: Smokers have a lower risk of developing gum disease than nonsmokers do.

50. Smokers and people who use smokeless tobacco have a higher risk of developing gum disease. The name of a common gum disease that can cause gums to swell and bleed is _____.

- a) jaundice
- b) appendicitis
- c) conjunctivitis
- d) gingivitis

True or False: Leukoplakia and erythroplakia are two conditions of the mouth that are common in smokeless tobacco users.

51. Tobacco users have a higher risk of developing gum disease. The stage of gum disease that is marked by the gums pulling away from the teeth is _____.

- a) periodontitis
- b) dermatitis
- c) tonsillitis
- d) tendonitis

True or False: Sugar in smokeless tobacco does not contribute to plaque and tartar buildup.

52. Tobacco use can lead to precancerous white patches in the mouth called _____.

- a) osteoporosis
- b) leukoplakia
- c) gingivitis
- d) peripheral vascular disease

True or False: Gum disease can eventually spread to the jawbone.

53. About _____ of leukoplakia becomes cancerous.

- a) 5%
- b) 15%
- c) 25%
- d) 75%

True or False: Smokeless tobacco use can cause bad breath.

54. Smokeless tobacco contains irritants such as sand that scratch teeth and wear away their _____.

- a) roots
- b) cavities
- c) plaque
- d) enamel

True or False: Erythroplakia is a red, raised patch that develops in the mouth.

55. If you use smokeless tobacco, you should have your mouth checked by a healthcare professional _____.

- a) every 3 months
- b) every 6 months
- c) once a year
- d) never

True or False: A smokeless tobacco user who has difficulty moving his tongue or jaw does not need to contact his healthcare professional.

56. Smokeless tobacco users should do a self-exam _____.

- a) never
- b) at least once a month
- c) every 6 months
- d) once a year

True or False: Leukoplakia is not a precancerous condition.

Questions for Grade 6–Adult

SECTION 16—Cancer

57. Tobacco products contain carcinogens, which cause _____.

- a) acne
- b) cancer
- c) scarring
- d) obesity

True or False: About 90% of all oral and oropharyngeal cancer is related to the use of tobacco products.

58. Smoking causes about 90% of all cases of _____ cancer.

- a) breast
- b) bone
- c) lung
- d) colon

True or False: Smoking is the greatest risk factor for bladder cancer.

59. Tobacco smoke and smokeless tobacco increase the risk for cancer of the _____, which is the tube that connects the throat and stomach.

- a) esophagus
- b) pharynx
- c) larynx
- d) none of these

True or False: Lung cancer always has symptoms.

60. The cancer-causing chemicals in tobacco smoke are filtered into urine. These chemicals can then damage the _____ and possibly cause cancer.

- a) brain
- b) kidneys or bladder
- c) pancreas
- d) intestines and stomach

True or False: Surgery for oral and oropharyngeal cancer can leave a patient disfigured.

61. Tobacco products are linked to oral cancer, which occurs in or on the _____.

- a) mouth
- b) lips or tongue
- c) lining of the cheek
- d) all of these

True or False: Cancer of the esophagus often causes difficult or painful swallowing and hoarseness.

62. A person whose larynx must be removed because of advanced cancer would be fitted with _____.

- a) a prosthetic arm
- b) dentures
- c) an electronic voice box
- d) a colostomy bag

True or False: Secondhand smoke can cause lung cancer.

63. Smoking has been linked to cancer of the _____.

- a) stomach
- b) pancreas
- c) cervix
- d) all of these

True or False: Leukoplakia is the clinical term for cancer of the voice box.

64. Almost _____ cases of pancreatic cancer are linked to smoking.

- a) no
- b) half of all
- c) 25% of all
- d) all

True or False: A smoker's risk of developing bladder cancer is around 5% higher than that of a nonsmoker.

ANSWERS

Grade 6–Adult

SECTION 9—The Ingredients

1. d) 7,000
False. *Tobacco contains chemicals that can cause cancer.*
2. c) cancer
False. *All tobacco products contain nicotine, which is a highly addictive drug.*
3. c) both a and b
True
4. d) all of these
False. *Tobacco smoke and smokeless tobacco both contain cadmium, which is found in batteries.*
5. d) all of these
True
6. c) 28
False. *Tobacco smoke contains more than 7,000 chemicals, many of which are toxic to the body.*
7. d) all of these
False. *Some of the most dangerous of the cancer-causing agents in smokeless tobacco are tobacco-specific nitrosamines, which form during the growing, curing, fermenting, and aging process.*
8. d) all of these
True

SECTION 10—Kicking the Habit

9. d) all of these
True
10. b) can be difficult
False. *Keeping busy with activities such as exercise can help you keep your mind off the fact that you are trying to quit using tobacco.*
11. c) should try again
True
12. a) minutes
False. *It's common to give in to temptation when you are trying to quit using tobacco products. If you do slip, try again.*
13. d) all of these
True
14. a) Quitting smoking can increase your chance of having a heart attack.
False. *Stop smoking, and within 5 years your risk of a stroke starts to become the same as that of someone who has never smoked.*
15. d) all of these
False. *If someone stops smoking, health benefits begin within 20 minutes. Your blood pressure and pulse rate drop, and your body temperature returns to normal.*
16. c) build a support network
True

SECTION 11—Secondhand Smoke

17. b) everyone
True
18. d) all of these
False. *Secondhand smoke is a mixture of two kinds of smoke: sidestream and mainstream.*
19. c) both a and b
True
20. d) thirdhand smoke
False. *Only 100% smoke-free environments offer effective protection against secondhand smoke. Employees who work in areas where smoking is banned show an almost immediate improvement in their respiratory health.*
21. d) all of these
False. *Exposure to secondhand smoke can cause lung cancer.*
22. a) the lungs' airways become inflamed
True
23. c) increase
True
24. d) all of these
False. *Worldwide, people are exposed to second-hand smoke at bars, restaurants, malls, concerts, sporting events, and many other places.*

SECTION 12—The Costs

25. d) all of these
True
26. d) all of these
True
27. a) years
False. *Because smokers' immune systems are weaker than those of nonsmokers, smokers get sick more often.*
28. d) all of these
True
29. d) all of these
False. *A pregnant woman who uses e-cigarettes puts her own health at risk and may harm her baby's brain and lungs.*
30. d) 7 million
False. *A smoker's athletic injuries take longer to heal.*
31. a) In addition to the cost of purchasing cigarettes, smokers may have to pay lower insurance premiums.
True
32. c) increased susceptibility to injury
True

ANSWERS

Grade 6–Adult

SECTION 13—Heart and Artery Problems

33. b) atherosclerosis
False. *A smoker's risk of developing cardiovascular disease is two to four times that of a nonsmoker.*
34. c) brain
True
35. a) Nicotine
True
36. d) oxygen
False. *In addition to being highly addictive, the nicotine in smokeless tobacco can contribute to increased risk of heart disease.*
37. d) all of these
True
38. b) fatal heart attack
False. *Smokers have a 70% greater risk of dying from cardiovascular disease—which includes coronary heart disease and stroke—than non-smokers.*
39. c) narrowing
False. *Quitting smoking rapidly reduces the risk of coronary heart disease.*
40. d) stroke
True

SECTION 14—Lung Problems

41. c) completely expel air from their lungs
True
42. c) shortness of breath and a chronic cough
False. *There is no cure for emphysema, and the damage is irreversible.*
43. a) slow death by suffocation
True
44. d) all of these
False. *People who smoke just one cigarette a week may experience more coughing and wheezing than nonsmokers.*
45. c) an asthma attack
False. *COPD stands for chronic obstructive pulmonary disease.*
46. d) irreversible
True
47. c) oxygen
False. *Tar in cigarette smoke reduces elasticity in the lungs' air sacs.*
48. d) all of these
True

SECTION 15—Mouth Problems

49. c) cavities
False. *Smokers have a higher risk of developing gum disease than nonsmokers do.*
50. d) gingivitis
True
51. a) periodontitis
False. *Smokeless tobacco users are more likely to have plaque and tartar buildup because of the sugar in smokeless tobacco products.*
52. b) leukoplakia
True
53. c) 25%
True
54. d) enamel
True
55. a) every 3 months
False. *A smokeless tobacco user who has difficulty moving his tongue or jaw should immediately see his healthcare professional.*
56. b) at least once a month
False. *About 25% of leukoplakia becomes cancerous.*

SECTION 16—Cancer

57. b) cancer
True
58. c) lung
True
59. a) esophagus
False. *There are often no symptoms of lung cancer until it is advanced.*
60. b) kidneys or bladder
True
61. d) all of these
True
62. c) an electronic voice box
True
63. d) all of these
False. *Leukoplakia is a white patch on the inside of the mouth that can be a warning sign of oral cancer. Laryngeal cancer is the clinical term for cancer of the voice box.*
64. c) 25% of all
False. *A smoker's chance of developing bladder cancer is more than twice that of a nonsmoker.*