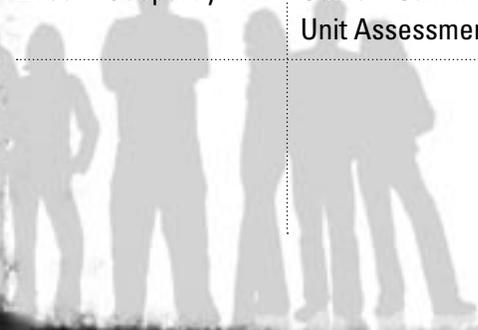


MIDDLE SCHOOL LESSONS

TITLE OF LESSON	FOCUS OF LESSON	RECOMMENDED SUBJECT FOR INTEGRATION	TIME
Pick Your Poison	Introductory – Spit Tobacco Knowledge Assessment	Home Room	50 min.
Peer Pressure: What Will You Do?	Peer Pressure	Social Studies	30–50 min.
What Are My Options?	Refusal Skills	Social Studies	60 min.
I'm Warning You... Yeah, Right!	Spit Tobacco Advertising/ Media Influences	English	50 min.
Your Body and Spit Tobacco	Systemic Health Effects of Using Spit Tobacco	Science	45 min.
Face Reality With Your Peers	Facts, Influences, Media	English	50 min.
Money and Tobacco	Compute Dollars Spent on Spit Tobacco & What Could be Purchased with Money Saved	Math	30 min.
Good Egg, Bad Egg (spit tobacco experiment)	Oral Health Effects of Using Spit Tobacco	Science	30 min.
Which One Kills More Americans Each Year?	Tobacco Facts – Graphing, Percentage Computation	Math	30 min.
Lives in Jeopardy	Game – Culminating Activity/ Unit Assessment	Home Room	30 min.



PICK YOUR POISON

TITLE: **Pick Your Poison: Spit Tobacco, Chew, Dip, Snuff**
GRADE LEVEL: **6th to 8th**
SUBJECTS: **Health or Home Room**
TIME: **50 minutes**

NOTES

Performance Indicators

- Students will be able to explain short and long term consequences of using spit tobacco.
- Students will be able to explain how use of the word “smokeless” can influence health behavior.

Health Standards

- Concepts
- Decision-making
- Analyzing influences

Materials/Preparation

- Review print material “50 Things You Should Know About Spit Tobacco,” “Smokeless Tobacco” and “Youth Tobacco Use in Colorado,” and “Health Problems Associated with the Use of Spit Tobacco.” (Also see teacher online resources.)
- Review PowerPoint slides “Spit Tobacco.”
- Order “Smokeless Tobacco: A Chemical Time Bomb” – Display Board. Available from your local county Tobacco Coordinator or from the Prevention Information Center Resource Library – 1-888-251-4772 (toll free) or (303) 239-8066. (Cost: Borrower pays return postage which is usually around \$5.00/item requested.). The display board includes: what is smokeless tobacco? smokeless tobacco and oral hygiene, smokeless tobacco and oral cancer, cardiovascular consequences of smokeless tobacco and ten myths about smokeless tobacco.

- Copy student activity “Myth or Fact: Chewing Tobacco Knowledge Quiz” – one for each student.
- Poster board – one for each group of three to four students.
- Colored markers – one set for each group of students.

Teaching Steps

1. Introduce KWL (what I know, what I want to know, what I learned) chart (strategy to help students activate prior knowledge about spit tobacco, identify what they want to learn about spit tobacco, and identify what they have learned as they read/obtain new information).
2. Go over PowerPoint slides to introduce the tobacco unit.
3. Create student groups (three to four students per group).
4. Ask students to read the pamphlets, discuss/share information they did not know before or that they find interesting (Use KWL chart).

Continued on next page

PICK YOUR POISON

NOTES

Continued from previous page

5. Ask students to complete the Myths/Facts activity (or complete the activity as a group – answering the questions together from what they have read). You may want to establish ground rules for sharing.
6. Distribute one poster board to each student group. Ask students to develop a poster that will share spit tobacco information (include at least seven accurate facts) with other 6th graders to help them not chew tobacco. See Rubric: Making a Poster.

Assessment

- Share posters when completed. Hang posters for display in a prominent location within the school.
- Use Assessment Rubric: Making a poster to evaluate student learning.

PICK YOUR POISON: RESOURCES

NOTES

Additional resources related to facts about spit tobacco can be found at:

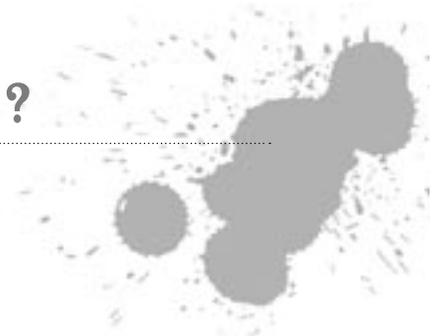
- **TIPS Fact Sheet: Smokeless Tobacco** <http://www.cdc.gov/tobacco/factsheets/smokelesstobacco.htm>
Forms of spit tobacco and health effects, includes list of references/web links.
- ***Chewing Tobacco: Not a Risk Free Alternative to Cigarettes*** <http://www.mayoclinic.com/health/chewing-tobacco/CA00019>
Discusses spit tobacco as just one form of smokeless tobacco. Health risks of spit tobacco and other forms of smokeless tobacco. Smokeless doesn't mean harmless.
- **Leukoplakia.** <http://www.mayoclinic.com/health/leukoplakia/DS00458>.
Includes signs, symptoms, causes, risk factors; includes photos.
- **If You Chew: Quit.** <http://www.cda.org/articles/smokelesstobacco.htm>
Lists health effects of spit tobacco, includes short discussion of each condition.
- **Spitting into the Wind: Facts About Dip and Chew** <http://www.nidr.nih.gov/health/pubs/chew/main.htm>
Spit tobacco is addictive and does not increase athletic performance. Includes color photo of mouth lesions.
- **Tobacco Truth/Tobacco Facts** http://www.tobaccofacts.org/tob_truth/spit.html
Identifies three forms or types of spit tobacco, and ingredients found in spit tobacco. Features the Rick Bender story, including photos.
- **Spit Tobacco** http://www.entnet.org/healthinfo/tobacco/spit_tobacco.cfm
Highlights: What is spit tobacco? What's in spit tobacco? Effects of using spit tobacco, symptoms of using spit tobacco and tips for quitting.
- **Spit (Smokeless) Tobacco and Kids** <http://tobaccofreekids.org/research/factsheets/pdf/0003.pdf>
Marketing spit tobacco to kids, harms from spit tobacco use, types of spit tobacco.
- **Teens Health: Smokeless Tobacco** http://kidshealth.org/teen/drug_alcohol/tobacco/smokeless.html
Defines smokeless tobacco, what's the danger and what can spit tobacco do to me?
- **Quitting Spit (smokeless) Tobacco** http://www.cancer.org/docroot/PED/content/PED_10_13X_Quitting_Smokeless_Tobacco.asp?sitearea=&level=
Information on nicotine addiction and quitting spit tobacco
- **State Tobacco Control Laws** <http://www.steppcolorado.com/LearnResources2.aspx>

PICK YOUR POISON: KWL CHART

NOTES

WHAT DO WE KNOW ABOUT SPIT TOBACCO?	WHAT DO WE WANT TO LEARN ABOUT SPIT TOBACCO?	WHAT DID WE LEARN ABOUT SPIT TOBACCO?

PICK YOUR POISON: MYTH OR FACT?



NOTES

Student Directions: Decide if the statement is true or false.

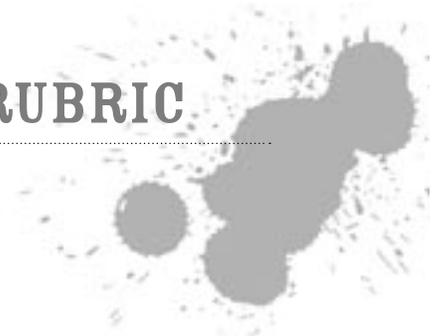
- ___ 1. The worst oral health problems associated with spit tobacco are bad breath and stained teeth.
- ___ 2. Spit tobacco is safer than smoking cigarettes because smoke is not inhaled into your lungs.
- ___ 3. Holding a pinch of spit tobacco in your mouth for 30 minutes gives you as much nicotine as smoking three to four cigarettes.
- ___ 4. Nicotine is an addictive drug.
- ___ 5. Physical withdrawal symptoms from nicotine last six months.
- ___ 6. Using spit tobacco can make your teeth fall out.
- ___ 7. Spit tobacco companies sponsor rodeos or other sporting events to promote their product.
- ___ 8. In Colorado, it is against the law to sell spit tobacco to minors.
- ___ 9. Most teenagers in Colorado do not use spit tobacco.
- ___ 10. Spit tobacco causes tooth decay.
- ___ 11. Spit tobacco is not physically harmful to you if you currently are not experiencing any medical problems.
- ___ 12. Spit tobacco contains 28 cancer causing agents.
- ___ 13. One of the ingredients in spit tobacco is sugar.
- ___ 14. Spit tobacco causes your heart to beat faster.
- ___ 15. Young people tend to underestimate the likelihood that they will become addicted to nicotine.

PICK YOUR POISON: MYTH OR FACT?

NOTES

- 1. False**
Receding gums, tooth decay, teeth can fall out, mouth sores, oral cancer, heart disease.
- 2. False**
Spit tobacco is not a safe alternative to cigarettes. Since nicotine is a habit-forming drug, spit tobacco users become just as chemically dependent as cigarette smokers.
- 3. True**
All spit tobacco products produce a higher blood-nicotine level. Nicotine is absorbed by spit tobacco users at a rate 2-3 times higher than that of cigarette smokers.
- 4. True**
Nicotine is very addictive, similar to heroin.
- 5. False**
Physical withdrawal symptoms usually last 3-5 days.
- 6. True**
Use of spit tobacco leads to gum disease which can cause teeth to loosen and fall out.
- 7. True**
Tobacco companies sponsor events like rodeos because they provide a friendly association between tobacco and exciting, glamorous, or fun activities.
- 8. True**
Neither Colorado nor U.S. law permits tobacco sales (cigarettes or spit tobacco) to minors.
- 9. True**
The majority of Colorado teens do not use tobacco products.
- 10. True**
The sugar and grit in spit tobacco wears on tooth enamel and leads to tooth decay.
- 11. False**
The health effects of spit tobacco may not be noticed until symptoms develop to the point where they can no longer be ignored.
- 12. True**
There are 28 cancer causing agents contained in spit tobacco. The most harmful carcinogen is tobacco specific nitrosamines (TSNA's). Spit tobacco users consume on average more than 10 times the amount of cancer causing substances (nitrosamines) than cigarette smokers. They are formed during the curing, fermenting and aging of tobacco. TSNA's have been detected in spit tobacco at levels 100 times higher than the levels of other nitrosamines that are allowed in bacon, beer and other foods. Some of the other cancer causing agents in spit tobacco are: polonium 210 (nuclear waste), formaldehyde (embalming fluid), cadmium (used in car batteries, arsenic (rat poison), benzene (lighter fluid), and lead (nerve poison).
- 13. True**
Sugar is added to spit tobacco to disguise the taste. It's also not uncommon to add flavorings, like cherry or mint.
- 14. True**
Heart rate and blood pressure increases within a few minutes of using spit tobacco. Spit tobacco damages the heart by making it beat too hard and too fast.
- 15. True**
Many teens think they can stop using tobacco whenever they want. The sad truth is that nicotine is a drug that requires increasing amounts or higher concentration to achieve the same feeling.

PICK YOUR POISON: ASSESSMENT RUBRIC



NOTES

Category	Advanced Letter grade = A	Proficient Letter Grade = A or B	Partially Proficient Letter Grade = C	In Progress Letter Grade = D
Information	Information is very appropriate and is presented in a way that will reach the target audience.	Information is appropriate and is presented in a way that might reach the target audience.	Information is somewhat appropriate and is presented in a way that may reach some of the target audience.	Information does not relate well to the target audience or is incomplete.
Content	At least seven accurate facts are displayed on the poster.	Five to six accurate facts are displayed on the poster.	Three to four accurate facts are displayed on the poster.	Less than three accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization, punctuation, and spelling are correct throughout the poster.	There are few errors in capitalization, punctuation, or spelling.	There are some errors in capitalization, punctuation, or spelling.	There are many errors in capitalization, punctuation and spelling.
Use of Class	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done, but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.

PICK YOUR POISON: FACT SHEET

Youth Tobacco Use in Colorado



YOUTH TOBACCO USE IN COLORADO

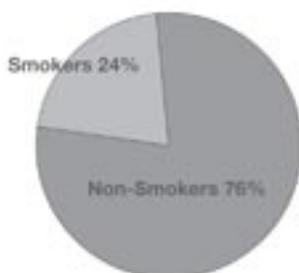
EACH YEAR, MORE THAN 11,000 COLORADO YOUTH UNDER 18 YEARS OF AGE BECOME DAILY SMOKERS. AT THIS RATE, NEARLY 100,000 COLORADO YOUTH ALIVE TODAY WILL DIE AN EARLY, PREVENTABLE DEATH BECAUSE OF A DECISION MADE AS A CHILD.⁴

MANY FACTORS INTERACT TO ENCOURAGE TOBACCO USE AMONG YOUTH, INCLUDING TOBACCO ADVERTISING AND PROMOTION, TOBACCO USE BY PEERS AND FAMILY MEMBERS, AND EASY ACCESS TO TOBACCO PRODUCTS.³

HOW MANY YOUTH IN COLORADO ARE SMOKING CIGARETTES?

- More than 24 percent of Colorado students in grades 9 to 12 report smoking cigarettes at least once during the past month.¹
- Forty-one percent of young smokers (students in grades 9 to 12), report having smoked their first whole cigarette when they were 12 years old or younger.²
- About 56 percent of Colorado students in grades 9 to 12 report having tried smoking cigarettes.³
- More than 40 percent of young smokers (students in grades 9 to 12), report having smoked cigarettes on school property at least once during the past month.³

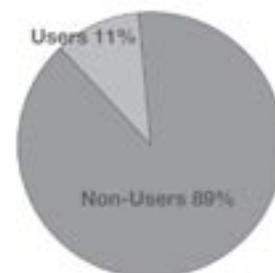
CURRENT CIGARETTE SMOKERS



MORE THAN 4 MILLION ADOLESCENTS UNDER THE AGE OF 18 IN THE UNITED STATES SMOKE CIGARETTES.¹ EACH DAY, MORE THAN 6,000 YOUNG PEOPLE TRY A CIGARETTE AND NEARLY 3,000 BECOME REGULAR SMOKERS — THAT ADDS UP TO MORE THAN ONE MILLION NEW SMOKERS EACH YEAR.²

HOW MANY YOUTH IN COLORADO ARE USING SPIT TOBACCO?

- About 11 percent of young men in grades 9 to 12 report having used spit tobacco at least once during the past month.¹
- Twenty-four percent of young men in grades 9 to 12 report having tried spit tobacco.³
- Significantly more young men than women (11% vs. 3%, respectively) currently use spit tobacco.³



WHAT DO YOUTH THINK ABOUT USING TOBACCO?

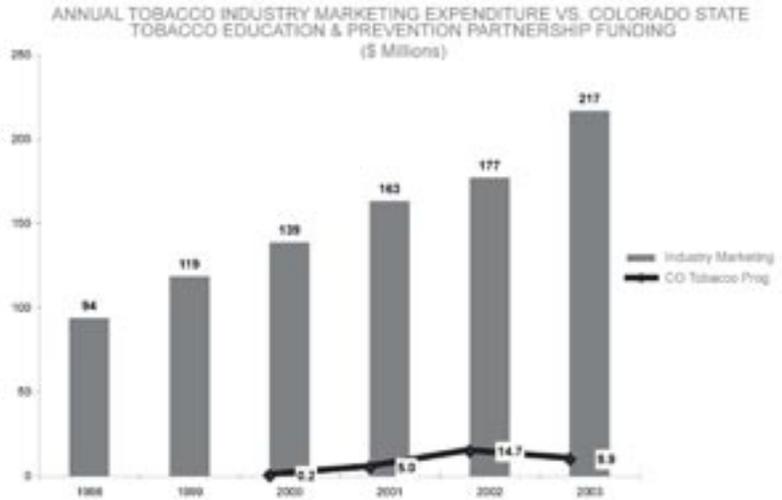
- Youth who smoke (Colorado students in grades 9 to 12) are less likely than youth who don't smoke to believe that cigarette smoking is harmful.⁷
- Youth who smoke (Colorado students in grades 9 to 12) are more than three times as likely than youth who don't smoke to believe that it is safe to smoke cigarettes for a year or two.⁷

WHAT DOES COLORADO DO TO PREVENT UNDERAGE YOUTH FROM BUYING TOBACCO?

The Colorado Department of Revenue, Tobacco Enforcement Unit, enforces the state law that prohibits the sale of tobacco products to minors. In addition to conducting compliance checks and inspections at retail sales outlets, the program provides merchant education and assures compliance with Federal Sytar requirements.

PICK YOUR POISON: FACT SHEET

DOES THE TOBACCO INDUSTRY TARGET YOUTH?
 IN 2003, THE TOBACCO INDUSTRY SPENT MORE THAN \$593,000 PER DAY ON MARKETING IN COLORADO, WITH MUCH OF THAT ADVERTISING EFFECTIVELY REACHING CHILDREN.⁶



COLORADO'S YOUTH-FOCUSED EFFORTS TO COUNTER TOBACCO INDUSTRIES MARKETING EXPENDITURES

The State Tobacco Education and Prevention Partnership funds agencies and organizations with statewide reach to address various youth tobacco prevention and cessation strategies:

STEPP in Schools: K-12 Tobacco Prevention Initiative

- Select schools throughout the state receive funding, curricula, training and technical assistance from the Rocky Mountain Center for Health Promotion and Education to implement comprehensive tobacco prevention and education strategies.

Youth Smoking Cessation Initiative

- One hundred high school and community-based organizations throughout the state implement a research-based youth tobacco cessation program with interested high-school aged youth who smoke.

Get R!EAL: Youth Empowerment Initiative

- Nearly 50 youth coalitions and adult partners across the state are funded to promote youth advocacy and empowerment as a strategy to expose tobacco industry marketing to children and teenagers.

Tony Gramsas Tobacco Initiative

- Select community-based organizations currently funded under the Tony Gramsas Youth Services Project are working on youth tobacco prevention strategies in their communities.

REFERENCES

¹ Substance Abuse and Mental Health Services Administration. Annual national drug survey results from the 1998 National Household Survey on Drug Abuse. Office of Applied Studies, August 1999.

² Centers for Disease Control and Prevention. Incidence of Initiation of Cigarette Smoking — United States, 1965-1996. MMWR 47:837-840.

³ U.S. Department of Health and Human Services. Reducing Tobacco Use: A Report of the Surgeon General. Atlanta: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, 2000.

⁴ Gallegly, Meg. "Key State-Specific Tobacco-Related Data & Rankings." March, 2005. Campaign for Tobacco Free Kids. August 17, 2005. <http://www.tobaccofreekids.org/research/factsheets/pdf/0176.pdf>.

⁵ Colorado Department of Public Health and Environment. (2003). Unpublished survey findings. Colorado Youth Tobacco Survey.

⁶ Campaign for Tobacco-Free Kids. Retrieved August 17, 2005 from <http://www.tobaccofreekids.org/research/factsheets/pdf/0271.pdf>

⁷ Colorado Department of Public Health and Environment. (2003). Unpublished survey findings. Colorado Youth Tobacco Survey.

PICK YOUR POISON: FACT SHEET

Smokeless Tobacco

ST E P P

STATE TOBACCO EDUCATION
& PREVENTION PARTNERSHIP

WHAT IS SMOKELESS TOBACCO?

SMOKELESS TOBACCO IS COMMONLY REFERRED TO AS SPIT, DIP, CHEW, PLUG, WAD, PINCH AND QUID. SMOKELESS TOBACCO USERS DRASTICALLY INCREASE THEIR RISKS OF ORAL CANCERS OF THE LIP, TONGUE, CHEEKS, GUMS, FLOOR AND ROOF OF THE MOUTH, THROAT, LARYNX AND ESOPHAGUS. USING SMOKELESS TOBACCO CAN ALSO CAUSE CANCERS OF THE STOMACH, PANCREAS AND PROSTATE.³

SPIT, DIP, CHEW...

There are two types of smokeless tobacco: Chew and Snuff.

Chew comes in loose-leaf, plug (compressed) or twist forms. A wad of chew is put inside the cheek.

Snuff is more finely ground and is packaged dry, moist or in tea bag like pouches. Snuff is typically placed between the cheek and gum. Sniffing (inhaling dry snuff through the nose) is more common in Europe than in the United States.

WHY DO PEOPLE USE SPIT TOBACCO?

Between 10 and 16 million Americans use smokeless tobacco products every year.¹

People may be attracted to smokeless tobacco because of:

- increased smoking restrictions in schools, workplaces and public places,
- misconceptions that smokeless tobacco is a good alternative to cigarettes and presents minimal health risks,
- misconceptions that smokeless tobacco improves athletic performance,
- increased advertising expenditures by tobacco companies promoting smokeless tobacco products,
- marketing offers of gifts, gear and coupons,
- and the emergence of milder and sweeter brands.

WHO USES SMOKELESS TOBACCO IN COLORADO?

- Twenty-seven percent of high school males and nine percent of high school females report having used smokeless tobacco.²
- Thirty-four percent of adult men and five percent of adult women report having used smokeless tobacco.²
- Current use of smokeless tobacco is more common among male high school students than it is among adult men.²
- Eight percent of adult males, twelve percent of high school males and two percent of middle school males currently use smokeless tobacco.²
- Less than one percent of adult females, three percent of high school females and one percent of middle school females currently use smokeless tobacco.²
- More high school males living in rural areas (17 percent) currently use smokeless tobacco compared to their urban and suburban counterparts (8 percent and 13 percent, respectively).²
- More adult males in rural areas (19 percent) currently use smokeless tobacco than urban adult males (11 percent) and suburban adult males (7 percent).²

WHY ISN'T SMOKELESS TOBACCO A GOOD SUBSTITUTE FOR CIGARETTES?

Smokeless tobacco contains two to three times the nicotine as cigarettes as well as numerous cancer-causing agents.

Smokeless tobacco contains 28 cancer-causing agents and many other dangerous chemicals, including:

- formaldehyde (embalming fluid)
- arsenic (rat poison)
- acetaldehyde (irritant)
- hydrazine (toxic chemical)
- cadmium (used in car batteries)
- polonium (nuclear waste)
- cyanide (used in the gas chamber), and
- lead (banned from paint products).⁴

WHY IS NICOTINE ADDICTIVE?

Nicotine from smokeless tobacco is absorbed more slowly than that from cigarettes. However, more nicotine per dose is absorbed and remains in the bloodstream for a longer period of time.⁴

Nicotine is highly addictive and contributes to:

- increased heart rate,
- high blood pressure,
- stroke,
- increased risk of heart disease, and
- reproductive disorders.⁵

PICK YOUR POISON: FACT SHEET



HOW DOES USING SMOKELESS TOBACCO INCREASE MY RISK OF CANCER?

- Smokeless tobacco users drastically increase their risks of oral cancers of the lip, tongue, cheeks, gums, floor and roof of the mouth, throat, larynx and esophagus. It can also cause cancers of the stomach, pancreas and prostate.¹
- Smokeless tobacco is responsible for more than 30,000 oral cancer diagnoses and more than 8,000 oral cancer related deaths in the United States each year.¹
- On average, only half of those with oral cancer will survive more than five years. This is the second lowest survival rate of all cancers (second only to lung cancer).²
- Seventy-three percent of daily smokeless tobacco users have leukoplakia – white sores or patches in the mouth that can become cancerous.³

WHAT ARE OTHER HEALTH AND PERSONAL CONCERNS?

Other health and social implications of smokeless tobacco use include chronic bad breath, yellowing of the teeth, tooth abrasion (worn spots on the teeth), tooth decay, tooth loss, gum disease, gum recession and loss of bone in the jaw.⁴

HOW CAN I GET HELP QUITTING TOBACCO?

Call the Colorado Quitline at 1-800-QUIT-NOW (1-800-784-8669) or log onto www.co.quitnet.com for free assistance and tips on quitting.



REFERENCES

- ¹ National Spit Tobacco Education Program. Retrieved December 28, 2004, from <http://www.nstep.org>.
- ² Levinson A.H. (2002). Use in Colorado of non-cigarette tobacco (NCT) (No. 5 of a series). Colorado Tobacco Attitudes and Behaviors Survey, 2001.
- ³ American Cancer Society. Smokeless tobacco: Highly addictive and no safer than smoking. Retrieved December 28, 2004 from http://www.cancer.org/docroot/PED/content/PED_10_2x_Smokeless_Tobacco_and_Cancer.asp?sitearea=PED.
- ⁴ National Cancer Institute. Smokeless tobacco and cancer: Questions and answers. Retrieved December 28, 2004 from http://cis.nci.nih.gov/fact/10_15.htm.
- ⁵ Office on Smoking and Health; (2004). The health consequences of smoking: A report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services. Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion.
- ⁶ National Cancer Institute. Smokeless tobacco: Health and other effects. Retrieved December 28, 2004 from http://cancercontrol.cancer.gov/tcrb/less_effects.html

PICK YOUR POISON: FACT SHEET

Health Problems Associated With the Use of Spit Tobacco

NOTES

- **Bad breath** – More money spent on mouth wash, breath mints.
- **Yellow teeth** – Socially unappealing, ugly.
- **Tooth decay/tooth cavities** – Toothache, more trips to the dentist. The sugar in tobacco leads to tooth decay/painful cavities.
- **Mouth sores/gum diseases** – Juices in tobacco irritate gums, cause inflammation and in time the gums recede (pull away) from the teeth. The teeth are more likely to decay or become loose and eventually fall out. Bone can be lost which can cause teeth to fall out.
- **Potential cancerous lesions** – Spit tobacco users often develop white patches in their mouth (leukoplakia, pre-cancerous lesions) and have a 50 times greater risk of developing cancers of the lower lip, tongue, mouth, throat, larynx and esophagus than do nonusers. Spit tobacco can also cause cancers of the stomach, pancreas and prostate. Almost 75% of people who use spit tobacco daily, have mouth sores.
- **Changes the brain** – Spit tobacco can change a person's mood and feelings. The nicotine in spit tobacco causes cravings for more tobacco and affects mood and feelings.
- **High blood pressure, heart attacks, stroke, kidney disease** – Spit tobacco increases heart rate and blood pressure. It damages the heart by causing it to beat too fast and leads to a greater risk of heart attack. People who use spit tobacco also have higher cholesterol levels than people who do not use tobacco products, increasing the risk of heart attack and stroke.
- **Digestive problems** – Spit tobacco irritates the throat and stomach. It can cause ulcers and constant pain.
- **Addiction** – Nicotine is absorbed through the mucous membrane of their mouth (lining of the mouth). Nicotine absorbed in this way is no less addictive than nicotine inhaled from smoking cigarettes or cigars. The truth is the amount of nicotine released into the body from a wad of spit tobacco is the equivalent of smoking three to four cigarettes. Since nicotine is a habit-forming drug, spit tobacco users become just as chemically dependent as cigarette smokers. People who use spit tobacco develop a tolerance for nicotine and will use more tobacco to feel the effects of nicotine. Some people switch to brands with more nicotine and tend to use spit tobacco more frequently the longer they've been using spit products.
- **Once addicted, it becomes difficult to stop using spit tobacco** – Withdrawal from nicotine causes signs and symptoms such as intense cravings, increased appetite, irritability and depressed moods. While it may be difficult to stop, the physical withdrawal symptoms usually last only three to five days.

The best way to avoid health risks is to never use spit tobacco.

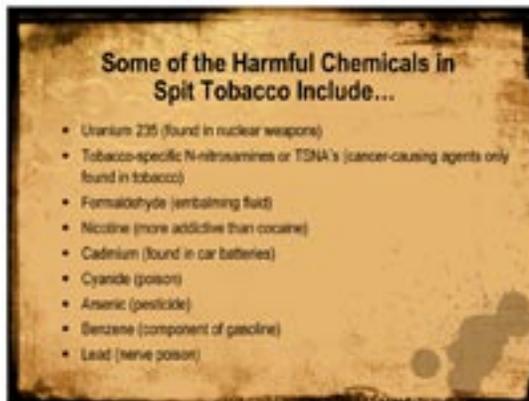
PICK YOUR POISON: POWERPOINT SLIDES

The following PowerPoint slides are included on the "A Pinch of Truth" CD provided with the toolkit. The PowerPoint file can also be printed onto transparency film if transparencies are preferred.

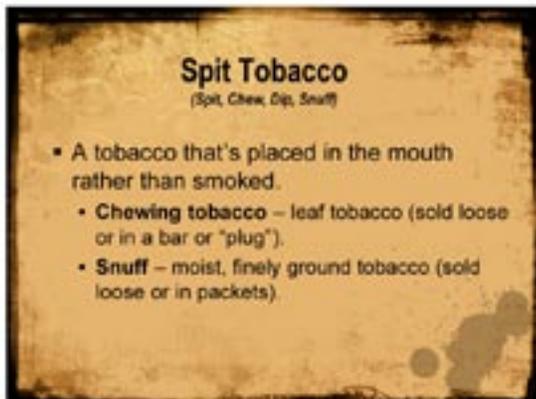
NOTES



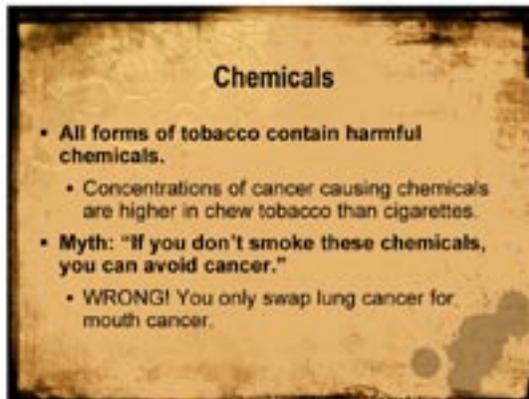
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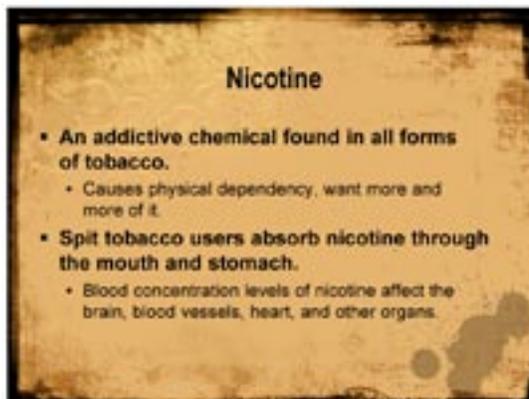
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5



3



6

PICK YOUR POISON: POWERPOINT SLIDES

NOTES

Use of Spit Tobacco Leads to...

- Bad breath
- Yellow teeth
- Tooth decay/tooth cavities
- Mouth sores/gum diseases
- Potential cancerous lesions
- High blood pressure, heart attacks, stroke, kidney disease
- Addiction

7

Nicotine and Withdrawal

Withdrawal from nicotine causes signs and symptoms like intense cravings, increased appetite, irritability, and depressed moods. While it may be difficult to stop, the physical withdrawal symptoms usually last only 3 to 5 days.

10

Nicotine Absorption

Spit tobacco users absorb nicotine through the mucous membrane of their mouths. Nicotine absorbed this way is no less addictive than nicotine inhaled from smoking cigarettes or cigars. The truth is, the amount of nicotine from a wad of chewing tobacco is equal to smoking 3 to 4 cigarettes.

8

Nicotine and Tobacco Lies

Tobacco companies sponsor events like rodeos because they provide a friendly association between tobacco and "exciting, glamorous, or fun activities." Through this kind of advertising, they try to hook new teen customers.

Don't buy the lies.

11

Nicotine and Addiction

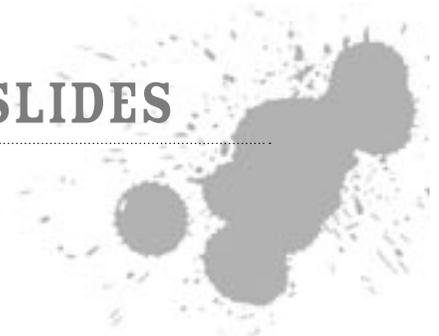
Since nicotine is a habit-forming drug, snuff and chew users become just as chemically dependent as cigarette smokers. People who use spit tobacco develop a tolerance for nicotine and will use more tobacco to feel the effects of nicotine.

9

The Facts Are In....



12



13

PEER PRESSURE: WHAT WILL YOU DO?

TITLE: Peer Pressure: What Will You Do?

GRADE LEVEL: 6th to 8th

SUBJECTS: Health

TIME: 30 to 50 minutes

NOTES

Performance Indicators

- Students will be able to identify positive and negative aspects of peer influence to use or not use spit tobacco.
- Students will be able to explain healthy alternatives and positive rewards to not using spit tobacco.

Health Standard

- Decision-making
- Goal setting
- Advocacy

Materials/Preparation

- Review online resource – “Peer Groups.” You may wish to copy portions of this resource for the class.
- Review list of teacher resources for more background information.
- Review peer pressure PowerPoint slides.
- Pamphlet “Teens and Chew: Why Use the Stuff?” (cool rewards for not using).
- Mini carrots – One bag (or enough for class).
- Newsprint – Two sheets per group of four to six students.
- Colored markers.

Teaching Steps

1. Pre-select a popular student from the class. At the beginning of the class tell the students that you brought carrots today and ask this student to help you by being the “host” and offer the carrots to

the class. (Make a mental note of how many students took carrots).

2. Ask the students who took carrots if they took them because they really like carrots or was there another reason? (They were offered, saw others and thought, I wanted one too, because you brought them for us.)
3. Ask the question, “Why do you think middle school students might use spit tobacco?” (Make a list on board).
 - Possible response: peer pressure, model behavior of someone you look up to, don’t know or recognize the health consequences, etc.
4. Ask the reverse question, “Why do you think many people choose not to use spit tobacco?” (make a list on the board).
 - Possible response: don’t like the looks of it; tastes bad; know that it hurts my body, etc.
5. Would you try some risky activity all by yourself (e.g. sky diving) without being encouraged or first seeing someone else do it?

Continued on next page

PEER PRESSURE: WHAT WILL YOU DO?

NOTES

Continued from previous page

- Main point of discussion: Good decision-making requires that we recognize and consider influences outside ourselves that encourage participating in the risky behavior.
 - Discuss power of peer pressure and modeling. (See teacher resource links).
 - Use PowerPoint slide/transparency to discuss.
6. Divide students into gender groups (males & females). Distribute two sheets newsprint and one poster board to each group of four to six students.
 - Ask male groups to label the first sheet of newsprint: "Males think females who use spit tobacco are.... The label for the second sheet of newsprint "Males think males who use spit tobacco are..."
 - Ask female groups to label the first sheet of newsprint: "Females think males who use spit tobacco are.... The label for the second sheet of newsprint: "Females think females who use spit tobacco are..."
 7. Ask students to work quietly so the other teams don't hear their discussion.
 8. Compare similarities/differences in their assessment of people who use spit tobacco. Point out that in reality most young people in Colorado do not use spit tobacco. (See "Youth Tobacco Use in Colorado" located on page 13.
 9. If some students indicate they think using spit tobacco is "cool" for boys, you may want to explore why they may not think it is "cool" for girls to use spit tobacco.
 10. Explore healthy alternatives to spit tobacco use (e.g., exercise) and rewards for not using tobacco use (e.g., white teeth/nice smile). Students will be able to list many alternatives. (See pamphlet "Teens and Chew" – Cool Rewards for not using.) Students may suggest carrots as a healthy alternative!

Assessment

■ High Five!

- Use one sheet of paper and trace your hand – Label the palm of the hand "alternatives." On each finger list a healthy alternative or reward that will prevent you from using spit tobacco?

Teacher Information

- Peer Groups
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=286&id=1825>
What is a peer group? What does peer pressure look like? How to recognize positive PGP, How to recognize negative PGP and Dr. Kate says...
- Peer Pressure
<http://www.reachout.com.au/default.asp?ti=274>
What is peer pressure? How does peer pressure affect us? Where does it come from? What can we do about it?
- Peer Pressure
http://www.kidshealth.org/teen/your_mind/problems/peer_pressure.html
Who are your peers? Peer Influence Isn't All Bad. When the pressure's on, pressure pointers.
- *Peer Pressure and Choices: How to Think for Yourself (in a world where everyone else wants to do that for you).* <http://www.doitnow.org/pages/163.html>
Five parts to decision making: (1) identify the problem, (2) describe the alternatives/possible solutions, (3) evaluate the ideas, (4) act out a plan, and (5) learn for the future.
- *The Power of Peers* <http://www.youthdevelopment.org/articles/fp109901.htm>

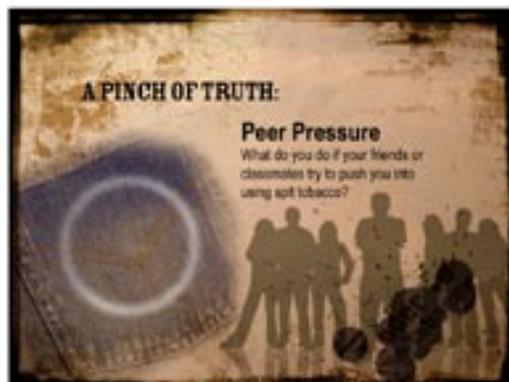
Parent Information

- *Peer Influences and Peer Relationships*
<http://www.focusas.com/PeerInfluence.html>
Positive peer pressure, encourage healthy and positive relationships.
- *Study Shows "State of the Union" on Youth Tobacco Use...* http://www.cdc.gov/tobacco/data_statistics/Factsheets/youth_tobacco.htm

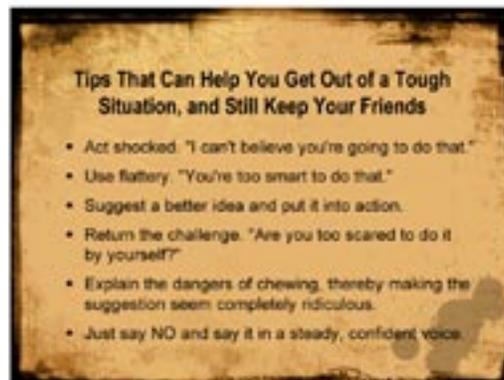
PEER PRESSURE: WHAT WILL YOU DO?

The following PowerPoint slides are included on the "A Pinch of Truth" CD provided with the toolkit. The PowerPoint file can also be printed onto transparency film if transparencies are preferred.

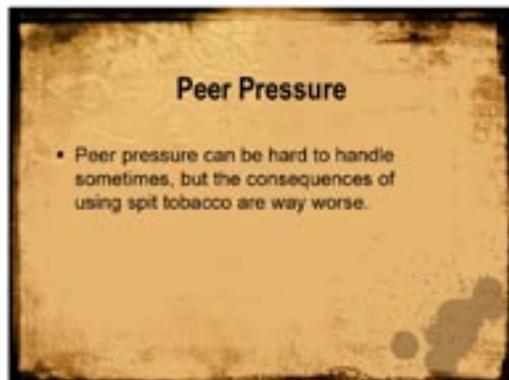
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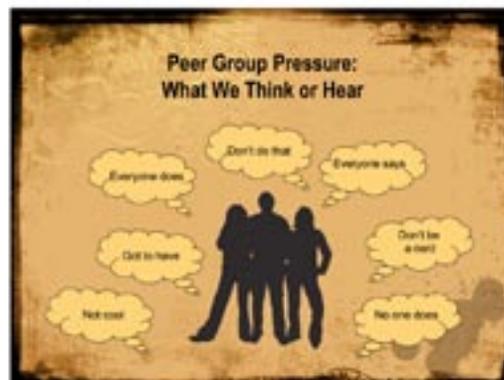
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WHAT ARE MY OPTIONS?

TITLE: **What Are My Options?**
GRADE LEVEL: **6th to 8th**
SUBJECTS: **Health**
TIME: **60 minutes (can be divided between two class periods)**

NOTES

Performance Indicators

- Students will be able to distinguish between safe and risky or harmful behaviors in relationships.
- Students will be able to demonstrate ways to say no and reduce their risk in threatening situations.

Health Standard

- Refusal skills
- Decision-making

Materials/Preparation

- Review transparencies/slides “Ways to Say No.”
- Worksheet “Ways to Say No” – one copy for each student.
- Review teacher resources – How to conduct successful role plays, role play guidelines, role play steps, feedback, and processing.
- Pre-made scripted role plays (see Spit Tobacco Role Play Scenario).
- You can make multiple copies of this role play and pass it out to teams of two students. Allow them to practice at the same time, then choose one or two teams to perform. This saves time and everyone has a chance to practice the skill.
- Blank role play form is provided for teachers to write their own role plays.

Teaching Steps

1. PowerPoint slides “Ways to Say No.”
Tell students that in every situation we always have options. Discuss what some of those options are: e.g., saying no, leaving/avoiding the situation, changing the subject, making up an excuse, pleading ignorance, suggesting an alternative, etc. Make sure students understand that how we say no is as important as what we say. Body language and voice tone must be consistent with the word NO! Demonstrate saying NO with voice tone and body language matching; demonstrate saying NO with voice tone, body language mixed.
2. Distribute “Ways to Say No” worksheet to each student. Complete scenarios saying NO to acquaintance and saying NO to your best friend.
3. Explain classroom procedure (ground rules) for role play.
 - Hand out scripted role play to groups of two.
 - Make name tags from sticky notes.

Continued on next page

WHAT ARE MY OPTIONS?

NOTES

Continued from previous page

- Begin and end the role play so that students aren't stereotyped with the behavior.
 - Discuss feedback and processing
4. Feedback – Discuss the performance of the two students.
 - Did they seem real?
 - Did they speak loudly?
 - Did they face the audience?
 5. Processing – Discuss techniques used.
 - Which techniques did you hear? (Rejection, list consequences, list alternatives, activism?)
 - Which other techniques could you use?
 - Which technique was the most effective?

Assessment

- Use one half sheet of paper to complete the phrase "I will....." saying what you will do when faced with a decision that you consider to be unhealthy.

Content for this lesson was submitted by Jim Karas, East Grand Middle School, Granby, Colorado.

WHAT ARE MY OPTIONS?: ROLE PLAY

NOTES

Definition

Role play is a strategy for teaching content and practicing skills. It helps students learn how others react to various attitudes and behaviors in a controlled situation.

Elements

- Introduce and model the skill or desired outcome.
- Provide time for student practice using scripted plays.
- Visually begin and end the role play.
- Facilitate feedback on the performance.
- Positive feedback about the group's performance skills.
- Process the role play to reinforce the content or skill learned.

Utilizes three types of questions

1. What did you learn?
2. What does it mean?
3. What will you do?

How to Conduct Successful Role Plays

Role Play Guidelines:

- Never more than two participants
- Short and sweet—one page
- Practice the skill and desired outcome
- Never allow props (practicing spitting and chewing)
- Use names that can be both male and female (Alex, Chris, Pat, Jan)

Role Play Steps

1. Hand out the role play to groups of two.
2. Make name tags from sticky notes.
3. Begin and end the role play so that students aren't stereotyped with the behavior.
4. Discuss feedback and processing.

Provide Feedback on Role Play

Discuss the performance of the two students.

- Did they seem real?
- Did they speak loudly?
- Did they face the audience?

Scripted Role Plays:

- Initially written by the teacher. If you have trouble coming up with scenarios, ask the students about situations where they see these unwanted behaviors.
- After the role play model has been introduced, and students have successfully modeled pre-scripted role play scenarios, have students write their own role plays. Always check student developed role plays and modify them so the role plays do not go on forever, and to ensure that the students are practicing the desired outcome.
- Select and use the best student developed role plays.

WHAT ARE MY OPTIONS?: RESOURCES

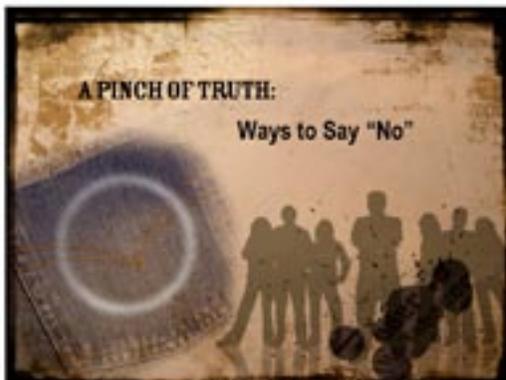
NOTES

- *Facts You Should Know About Smokeless (Spit) Tobacco*
<http://www.health.gov.sk.ca/smokeless-tobacco-facts>
Ingredients, not safer than cigarettes, majority of major league players do not use spit tobacco, quit tips and what to do if your friends or classmates try to push you into chewing or dipping.
- *Teaching Children Refusal Skills*
<http://www.kellybear.com/TeacherArticles/TeacherTip21.html>
Offers ideas for teaching refusal skills in the classroom. Includes sample role play situations.
- *Refusal Skills and Your Life*
<http://studentservices.brevard.k12.fl.us/Refusal%20Skills%20for%20Students.htm>
Points out that how you say no is as important as why you say no.
- *Refusal Skills – Learning How to Say “No” Without Loosing Your Friends*
<http://www.prc5.org/refuse.html>
Examine surroundings, plan a creative response
- *Points About Role Playing*
<http://www.yale.edu/peace/role-play.htm>
Offers general guidelines about role plays and points to carry them out effectively.
- *Role Play for Behavioral Practice*
<http://www.etr.org/recapp/practice/rpbp.htm>
Provides an introduction, description and tips for successful role plays.
- *Communication at CDC*
http://www.cdc.gov/healthmarketing/entertainment_education/tips/tobacco.htm
Includes tips for scripts, case example (athlete with tobacco between toes)
- *Creating Learner Centered Middle School Classrooms*
http://www.glencoe.com/sec/teachingtoday/subject/creating_learn_centered.phtml
Middle School resources to develop learner centered classrooms. (role play is one of the strategies)

WHAT ARE MY OPTIONS?: POWERPOINT SLIDES

The following PowerPoint slides are included on the "A Pinch of Truth" CD provided with the toolkit. The PowerPoint file can also be printed onto transparency film if transparencies are preferred.

NOTES



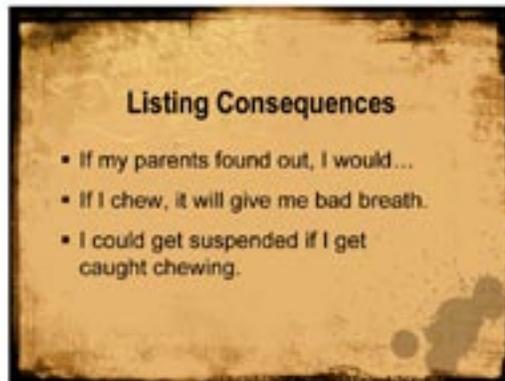
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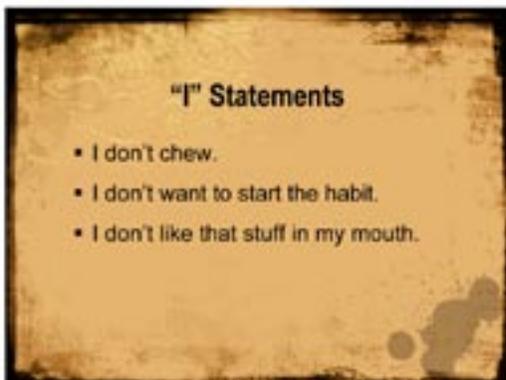
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6

WHAT ARE MY OPTIONS?: POWERPOINT SLIDES

NOTES

List Alternatives

- No, I don't want chew, let's go get some snacks instead.
- No thanks, let's go play with my Play Station instead.

7

Ignore

- Ignore them or change the subject.
- Walk away.
- Find other friends and talk with them.

10

Pressure Reversal

- Why do you keep asking me to chew? You know I don't, so stop picking on me.
- Come on, you are supposed to be my friend. Stop trying to get me into trouble.

8

Give an Excuse

- I have to get home.
- Sorry, I'm late to meet someone.

9

WHAT ARE MY OPTIONS?: HANDOUT

Ways to Say "No"

NOTES

A. Rejection

- No thank you.
- No.

B. "I" Statements

- I don't chew.
- I don't want to start that habit.
- I don't like that stuff in my mouth.

C. Broken Record

- NoNo.....No.....No
- I don't want it...I don't want it.

D. Listing Consequences

- If my parents found out, I would ...
- If I chew, it will give me bad breath.
- I could get suspended if I get caught chewing.
- Chewing is bad for you.

E. Proactive

- You are my best friend and I don't like it when you chew.
- I don't like being around you when you chew and spit all the time.

F. List Alternatives

- No, I don't want chew, let's go get some snacks instead.
- No thanks, let's go play with my Play Station instead.

G. Pressure Reversal

- Why do you keep asking me to chew? You no I don't, so stop picking on me.
- Come on, you are suppose to be my friend. Stop trying to get me into trouble.

H. Give an Excuse

- I have to get home.
- Sorry, I'm late to meet someone.

I. Ignore

- Ignore them or change the subject.
- Walk away.
- Find other friends and talk to them.

WHAT ARE MY OPTIONS?: EXERCISE

Ways to Say "No"—Acquaintance

NOTES

Pretend that a person you know, not really a close friend, came and asked you to chew tobacco. Which techniques could you use with this person?

Acquaintance

Technique: _____

What would you say or do?

Acquaintance

Technique: _____

What would you say or do?

Acquaintance

Technique: _____

What would you say or do?

Acquaintance

Technique: _____

What would you say or do?

WHAT ARE MY OPTIONS?: EXERCISE

Ways to Say "No"—Best Friend

NOTES

Pretend that your best friend pressured you to try spit tobacco. Which techniques would you use with them?

<p style="text-align: center;">Best Friend</p> <p>Technique: _____</p> <p>What would you say or do?</p>	<p style="text-align: center;">Best Friend</p> <p>Technique: _____</p> <p>What would you say or do?</p>
<p style="text-align: center;">Best Friend</p> <p>Technique: _____</p> <p>What would you say or do?</p>	<p style="text-align: center;">Best Friend</p> <p>Technique: _____</p> <p>What would you say or do?</p>

WHAT ARE MY OPTIONS?: ROLE PLAY

NOTES

You are at a rodeo and your best friend asks you to try some spit tobacco.

Alex: Hey, Chris, look what I have.

Chris: That's a can of Skoal.

Alex: Yeah, do you want to try some?

Chris: No way, are you crazy? That stuff will make you sick!

Alex: My brother does it and he's fine.

Chris: Listen Alex, you are my best friend. If I got caught doing that my parents would kill me. They wouldn't let me hang out with you anymore and I don't want to ruin their trust.

Alex: You are such a dork. We won't get caught!

Chris: Listen to me Alex, I am not going to do it and neither should you. Come on, put that away and let's go get something from the concession stand.

Alex: You're not much fun.

Chris: Alex, I'm going to the concession stand. I hope you will go with me!

Alex: Okay, let's go!

I'M WARNING YOU: YEAH, RIGHT!

TITLE: **I'm Warning You: Yeah, Right**
GRADE LEVEL: **6th to 8th**
SUBJECTS: **Health**
TIME: **50 minutes**

NOTES

Performance Indicators

- Students will demonstrate how to influence and support others to make positive health choices.
- Students will explain how spit tobacco companies market their products and how spit packaging downplays or ignores the negative consequences of tobacco use.

Health Standard

- Accessing information
- Analyzing influences
- Advocacy

Materials/Preparation

- Review DVD "Smokeless Not Harmless" (five minutes).
- Review Facts on Spit Tobacco Advertising and Package Warning Labels.
- White paper and colored markers – one for every three students.

4. Divide the students into groups of three. Distribute markers and paper.
5. Instruct students to design a tin of spit tobacco, including a warning label. The package design and warning label must tell the truth about the product.

Assessment

- Ask students to develop a commercial for their products. The spit tobacco tin created by each group will serve as the basis for the commercial.

Teaching Steps

1. Show DVD "Smokeless Not Harmless" (5 minutes).
2. Use poster – Spit Tobacco Advertising and Warning Labels to discuss advertising and package warning labels.
3. Ask students, "Do you think the warning label on spit tobacco products deters users or potential new users? Why or why not?"

I'M WARNING YOU: YEAH, RIGHT!: RESOURCES

NOTES

- Warning Label Fact Sheet
http://www.cdc.gov/tobacco/data_statistics/sgr/sgr_2000/highlights/highlight_labels.htm
- US Code: Smokeless Tobacco Warning Label
http://www.law.cornell.edu/uscode/html/uscode15/usc_sec_15_00004402----000-.html
- Tobacco Products: Fast Facts
<http://library.findlaw.com/1992/Nov/1/128639.html>
- *Enhancing the Effectiveness of Tobacco Package Warning Labels: A Social Psychological Perspective*
<http://tc.bmjournals.com/dgi/content/full/11/3/183>
- Campaign for Tobacco-Free Kids Statement To the Federal Trade Commission on Proposal Regarding Smokeless Tobacco Warning Labels
<http://www.tobaccofreekids.org/Script/DisplayPressRelease.php3?Display=290>
- Selected Actions of the US Government Regarding the Regulation of Tobacco Sales, Marketing and Use
<http://www.cdc.gov/tobacco/overview/regulate.htm>
- *FTC Report to Congress Shows Increase in Smokeless Tobacco Revenues and Expenditures*
<http://www.ftc.gov/opa/2003/08/smokeless.htm>
- *Maintaining and Gaining*
http://www.tobaccoretailer.com/uploads/Features/2006/0602_maintaining.asp
A loyal customer base, product innovations and proper marketing keep the loose-leaf category viable.
- National Tobacco Policy and Youth Smoking Reduction Act (S. 1415)
http://www.ncsl.org/statefed/chart4_9.htm
Marketing/advertising restrictions, licensing of retailers, industry penalties, non-participating manufacturers, trust fund expenditures.

I'M WARNING YOU: YEAH, RIGHT!: FACT SHEET

Facts on Spit Tobacco Advertising and Package Warning Labels

NOTES

The Federal Trade Commission (FTC) has jurisdiction to enforce laws against false and deceptive advertising, including advertising for tobacco products. The FTC also has responsibility under various federal laws to insure the proper display of health warnings in advertising and on packaging of tobacco products sold in the United States.

- The makers of spit tobacco spend a lot of money to advertise and promote their products. Promotional strategies—including free sampling, sponsorships, and coupons—are a large part of advertising.
 - The tobacco industry spends more than \$4 million each week in Colorado on advertising.
- Methods used by spit tobacco companies to get people to use their product include:
 - Give away free samples and gifts.
 - Show how spit tobacco users are “independent,” “macho men,” “take risks,” are “cool,” and “enjoy life,” making you think that if you use their products, you’ll be like the people in the ads.
 - Show you how to use “starter” packs of spit tobacco in order to make it easy for you to use.
 - Make “starter” packs with less nicotine and add flavorings such as mint and cherry, so that it’s not as strong or as bad tasting as full-strength spit tobacco.
- Offer “pouches” that are packets of spit tobacco so you won’t get a lot of loose tobacco or “float” in your mouth making it appear cleaner than loose spit tobacco.
- Offer clothing and other branded products for sale.
- Say it’s an alternative to smoking—implying that it’s safe—even by naming it “smokeless” implies safety
- Sponsor events such as rodeos and car races, implying that spit tobacco can make you a better athlete or you can be like the rodeo or car racing star if you use spit tobacco.
- Sponsor music concerts.
- Warning labels are only one element of a broad approach to preventing and controlling the use of “spit” tobacco. They are an important part of the public health effort to prevent initiation and to increase cessation. In 1986, new laws banned advertising spit tobacco products in the media and required warning labels. The law requires manufacturers, importers and packagers of spit tobacco products to display on a rotating basis one of the following health warning labels on product packages and in most advertisements:
 - **WARNING: THIS PRODUCT MAY CAUSE MOUTH CANCER**

Continued on next page

I'M WARNING YOU: YEAH, RIGHT!: FACT SHEET

NOTES

Continued from previous page

- **WARNING: THIS PRODUCT MAY CAUSE GUM DISEASE AND TOOTH LOSS**
- **WARNING: THIS PRODUCT IS NOT A SAFE ALTERNATIVE TO CIGARETTES**

The Act requires that the respective warnings be placed in a circle and arrow format on all forms of advertisements, except billboards.

- There are a few exceptions in the Federal law on tobacco advertising and labeling:
 - Health warning labels on outdoor-billboard advertisements are allowed to be somewhat abbreviated from those appearing in newspaper, magazine, and product packaging.
 - Warning labels are not required on specialty advertising items (such as pens, pencils, clothing, and sporting goods) that carry cigarette company logos, brand names, or other promotional messages.
 - Warning labels are not required for cigars, pipe tobacco, and roll-your-own cigarette tobacco.
- **Safe Harbor Provision**—A provision in securities law that excuses liability if the attempt to comply in good faith can be demonstrated. Regulations specifying

label requirements as to the size, color, typeface, placement and rotation of those warnings are set out as safe harbor provisions that state formats or displays that will be deemed to be in conformance with the Smokeless Tobacco Act rather than in terms of displays or formats that are required to conform.

- Warning label regulations narrowly defined by size, color, contrast, and image are easily manipulated by the spit tobacco industry to make such warnings ineffective.
- Product placement is critical to the tobacco industry and to the retailer for attracting customers and increasing sales. Anything that the retailer can do to bring tobacco products within immediate eyesight of the consumer will increase their sales.
 - It is illegal to sell spit tobacco and other tobacco products to anyone under the age of 18.

I'M WARNING YOU: YEAH, RIGHT!: SAMPLE ADS

Visit the ad gallery at www.tobaccofreekids.org for more ad samples

NOTES

THE SOLUTION!

LONG CUT
NEW!
SKOAL
A PINCH BETTER.
APPLE BLEND
SKOAL

A PINCH BETTER
SKOAL
Pouches
BERRY BLEND
SKOAL

LONG CUT
SKOAL
A PINCH BETTER
MINT
SKOAL

TEEN COOL
Copenhagen
LONG CUT
COPENHAGEN
Copenhagen

LONG CUT
SKOAL
LONG CUT
SKOAL

Enjoy tobacco the smoke-free way with Skoal® or Copenhagen®. Copenhagen offers legendary natural tobacco flavor, while Skoal is available in a wide variety of great tasting flavors that are sure to satisfy. They also make it easy to enjoy tobacco on your own terms. Try a rich satisfying pinch of long cut, or enjoy the convenience of easy-to-use pouches. Maybe it's time you find your solution – and leave the smoke behind.

BREAK FROM THE PACK.™

U.S. Smokeless TOBACCO CO.

U.S. SMOKELESS TOBACCO CO.
NOT FOR SALE TO MINORS
100

WARNING
THIS PRODUCT
MAY CAUSE
MOUTH CANCER

®/Trademark of U.S. Smokeless Tobacco Co. or an affiliate. ©2004 U.S. Smokeless Tobacco Co.

I'M WARNING YOU: YEAH, RIGHT!: SAMPLE ADS

NOTES

**TRY A POUCH
LIKE NO OTHER.**

NEW!
BERRY BLEND POUCHES

A PINCH BETTER™
SKOAL
Pouches
BERRY BLEND

SKOAL
Pouches

INTRODUCING SKOAL BERRY BLEND POUCHES.

WARNING
THIS PRODUCT
MAY CAUSE GUM
DISEASE AND
TOOTH LOSS

Berry Blend, the most popular new flavor in moist smokeless tobacco is now available in pouches. All the moist, premium tobacco you want in a convenient pouch. 3X larger than Bandits®, loaded with smooth, long-lasting flavor.

NOT FOR SALE TO MINORS

Always
A PINCH BETTER.®

FRESH, BOLD TASTE. EVERY TIME.

©2012 U.S. Smokeless Tobacco Co. or its affiliate. 2012 U.S. Smokeless Tobacco Co.

U.S. SMOKELESS TOBACCO CO.

YOUR BODY & SPIT TOBACCO

TITLE: **Your Body & Spit Tobacco**
GRADE LEVEL: **6th to 8th**
SUBJECTS: **Science, Health**
TIME: **45 minutes**

NOTES

Performance Indicators

- Students will be able to explain the seriousness of illness related to the use of spit tobacco.
- Students will be able to predict the potential harm to personal health if engaging in unhealthy behaviors.
- Students will be able to identify body systems affected by the use of spit tobacco.

Health Standard

- Concepts
- Decision-making

Materials/Preparation

- “Quit the Spit” DVD (9 minutes)
- “The Truth about Smokeless Tobacco” booklet (set of 30)
- “The Brains Response to Nicotine” pamphlet (set of 30)
- Review discussion questions—Quit the Spit DVD, What Does Spit Tobacco Do to the Body? and Assessment Rubric for Body Systems Affected by Spit Tobacco
- Bulletin board paper – 1 five-foot length for each group of 3 students or make a copy of body outline handout
- Colored markers
- Body systems reference book (science book)

Teaching Steps

1. Show “Quit the Spit” DVD.
2. Conduct classroom discussion using suggested Quit the Spit discussion questions.

3. Move all desks and chairs to the side of the room.
4. Distribute materials.
5. Ask one student in each group to lie down on the paper, another student to create a body outline on the paper or distribute one copy of the body outline to each group of students.
6. Using the health effects information from the video, booklets/pamphlets and body systems reference book, have the students draw the major body systems affected by spit tobacco.
7. In the margins, have the students write the negative effect of spit tobacco on the body and draw a line from the narrative to the drawing of the body system being negatively affected.

Assessment

- Post completed projects. Use Assessment Rubric to evaluate student projects.

YOUR BODY & SPIT TOBACCO: RESOURCES

NOTES

- *Smokeless Tobacco: Health and Other Effects*
<http://www.cancer.gov/cancertopics/factsheet/Tobacco/smokeless>
Identifies oral health problems, systemic problems; hypertension, heart diseases and ulcers. Includes photographs.
- *Nicotine Increases Risk of Heart Disease*
<http://no-smoking.org/jan02/01-23-02-2.html>
Excerpts from research study.
- *Research Report Series: Nicotine Addiction*
<http://www.nida.nih.gov/researchreports/nicotine/nicotine3.html>
Includes: How does nicotine deliver its effect? What happens when nicotine is taken for long periods of time? What are the medical consequences of nicotine use?
- *Peptic Ulcer*
<http://www.mayoclinic.com/health/peptic-ulcer/DS00242/DSECTION=3>
Nicotine in tobacco increases the volume and concentration of stomach acid.
- *Snuff, Chew Tobacco Raise Heart Death Rate*
<http://www.medicinenet.com/script/main/art.asp?articlekey=47733>
Study suggests oral cancer not the only threat to users' health (June, 2005).
- *Nicotine Addiction: The Effects of Nicotine Addiction*
<http://quitsmoking.about.com/od/nicotine/a/nicotineeffects.htm>
Addresses nicotine and brain chemistry, nicotine and adrenalin, dopamine, insulin.
- *Fact Sheet on Tobacco Use and Heart Disease*
<http://www.adha.org/media/facts/tobacco-heart.htm>
- *Tobacco*
<http://www.amsa.org/resource/natlinit/tobacco.cfm>
Routes of tobacco administration and the effects of tobacco on the body.

YOUR BODY & SPIT TOBACCO: FACT SHEET

How Spit Tobacco Affects Body Systems

NOTES

■ Spit tobacco affects the digestive system.

- Spit tobacco irritates the mouth and causes sores or white patches (leukoplakia) on the cheeks, gums or tongue. These white patches can be an early indicator of oral cancer. About 75% of daily user of spit tobacco will get leukoplakia.
- The Mayo Clinic reports that leukoplakia can develop within just one week of starting to use spit tobacco.
- Spit tobacco irritates the throat and stomach. It can cause ulcers and constant pain.
- Cancer of the esophagus, larynx, stomach, pharynx, and pancreas are caused by constant exposure to chemically enhanced spit tobacco.

■ Spit tobacco affects the circulatory system.

- The nicotine in spit tobacco gets into the bloodstream through the lining of the mouth and the gastrointestinal tract. Nicotine damages the heart by causing it to beat too hard and too fast.
- Flavoring salts in spit tobacco contribute to abnormal blood pressure.

■ Spit tobacco affects the skeletal system.

- Abrasives and grit in spit tobacco can wear away the teeth. This causes pain and cavities (tooth decay).
- Because tobacco has an unpleasant taste, some brands of spit tobacco are heavily sweetened with sugars, which promote tooth decay. Flavorings such as mint, licorice or cherry may be added to improve the taste and also contribute to tooth decay.
- Tobacco juice causes teeth to turn yellow.
- Spit tobacco causes gums to pull away from the teeth. Bone can be lost, which can cause teeth to fall out.

■ Spit tobacco affects the nervous system.

- Using spit tobacco affects the senses reducing the ability to taste and smell.
- Nicotine in spit tobacco alters moods and feelings and causes craving for more tobacco.
- Nicotine reaches the brain in three to five minutes when spit tobacco is chewed.

■ Spit tobacco affects the reproductive system.

- Nicotine harms a pregnant woman's unborn baby. The baby may be small or born too early.
- Nicotine crosses the placenta and has been found in amniotic fluid and the umbilical cord blood of newborn infants.

YOUR BODY & SPIT TOBACCO: DISCUSSION ?'S

Discussion Questions—Quit the Spit DVD

NOTES

1. The DVD listed several different forms of tobacco. Can you recall them?

- Cigarettes
- Spit tobacco
- Cigars
- Pipe tobacco

2. Are any of these forms of tobacco safe to use?

- NO!

3. A tobacco “myth” (may need to explain this word) that you’ve probably heard is that spit tobacco is a safe alternative to cigarettes. After watching the DVD, how would you respond to that myth?

- Just because there is no smoke, doesn't mean that spit tobacco is safe.

4. The DVD focused on one form of tobacco – Spit tobacco. How does spit tobacco hurt the body?

- Sores in mouth (hurt, bleed, sometimes it's hard to eat).
- Gums become red and pull away from the teeth (especially in the area where the spit tobacco is placed).
- Tooth decay (grit and sugar in spit tobacco).
- Teeth get yellow, brown stains (disgusting, ugly).
- Bad breath (disgusting).
- Oral cancer (mouth, tongue, throat).

The combination of chemicals contained in spit or snuff is what gives the user a “buzz.” This also makes it very hard to quit. Why? Nicotine is an addictive drug. Every time a person uses spit tobacco the body adjusts to the amount of tobacco needed to get high. The body gets used to the chemicals given to it. Soon it needs more spit tobacco, more often, or stronger spit tobacco, to reach the same “buzz.” It's called addiction.

5. What are some of the chemicals found in spit tobacco?

Spit tobacco is dangerous because it contains over 28 known cancer-causing agents. Ingredients found in spit tobacco include:

- Polonium 210 (nuclear waste)
- N-Nitrosamines (cancer-causing)
- Formaldehyde (embalming fluid)
- Nicotine (addictive drug)
- Cadmium (used in car batteries)
- Cyanide (poison)
- Arsenic (rat poison)
- Benzene (lighter fluid)
- Lead (nerve poison)

6. What is one of the substances in tobacco that makes a user want more of it?

- Nicotine (an addictive drug)

7. How would you respond to someone who said, “You can use a little spit tobacco, and not get hooked.”

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- Even a little spit tobacco has enough nicotine in it to get a person addicted. Small quantities don't mean less addiction.
 - One of the marketing tactics that the tobacco industry uses is offering "introductory" products – those that are flavored (mint, cherry) and have more sugar. There is enough nicotine in these products that when used, it makes someone want more of it to get the same effect, popularly know as a "buzz."
 - Teens often overrate their ability to stop using tobacco. They think they can quit any time – until they actually try to stop.
 - When people become addicted to spit tobacco they can feel as though they've lost their power over the choice of whether or not to use it. When people are addicted to a drug, like the nicotine in tobacco, they continue to use it even though they know it is causing them harm. When they become addicted they may not be able to stop when they want to. It's best to never start using spit tobacco.
- 8. In the DVD, Gruen talked about having oral cancer and the surgeries (and pain he had). Do you recall how long he chewed when he discovered a lesion in his mouth?**
- Two years
 - The doctor in the DVD concluded by saying that oral cancer can strike at any age.
- By being aware of the myths and truths about spit tobacco, you have the power to not start using spit tobacco!
 - The best option is never to use tobacco. or, if you do, to stop as early as possible to lessen the long-term health effects.
- 9. The DVD also pointed out some social consequences of using spit tobacco. What was mentioned?**
- Girl in DVD said "makes you look trashy"
 - Yuk, wouldn't want to kiss someone who was spitting tobacco
 - Young man who used spit tobacco and quit said "girls wouldn't talk to you when you have chew in your mouth."
- 10. Where could someone go for help, if they wanted to quit using spit tobacco?**
- School counselor
 - School nurse
 - Family doctor
 - Dentist
 - County nursing service
 - County smoking and health coordinator
 - Colorado Quitline
 - Parent

YOUR BODY & SPIT TOBACCO: ASSESSMENT RUBRIC

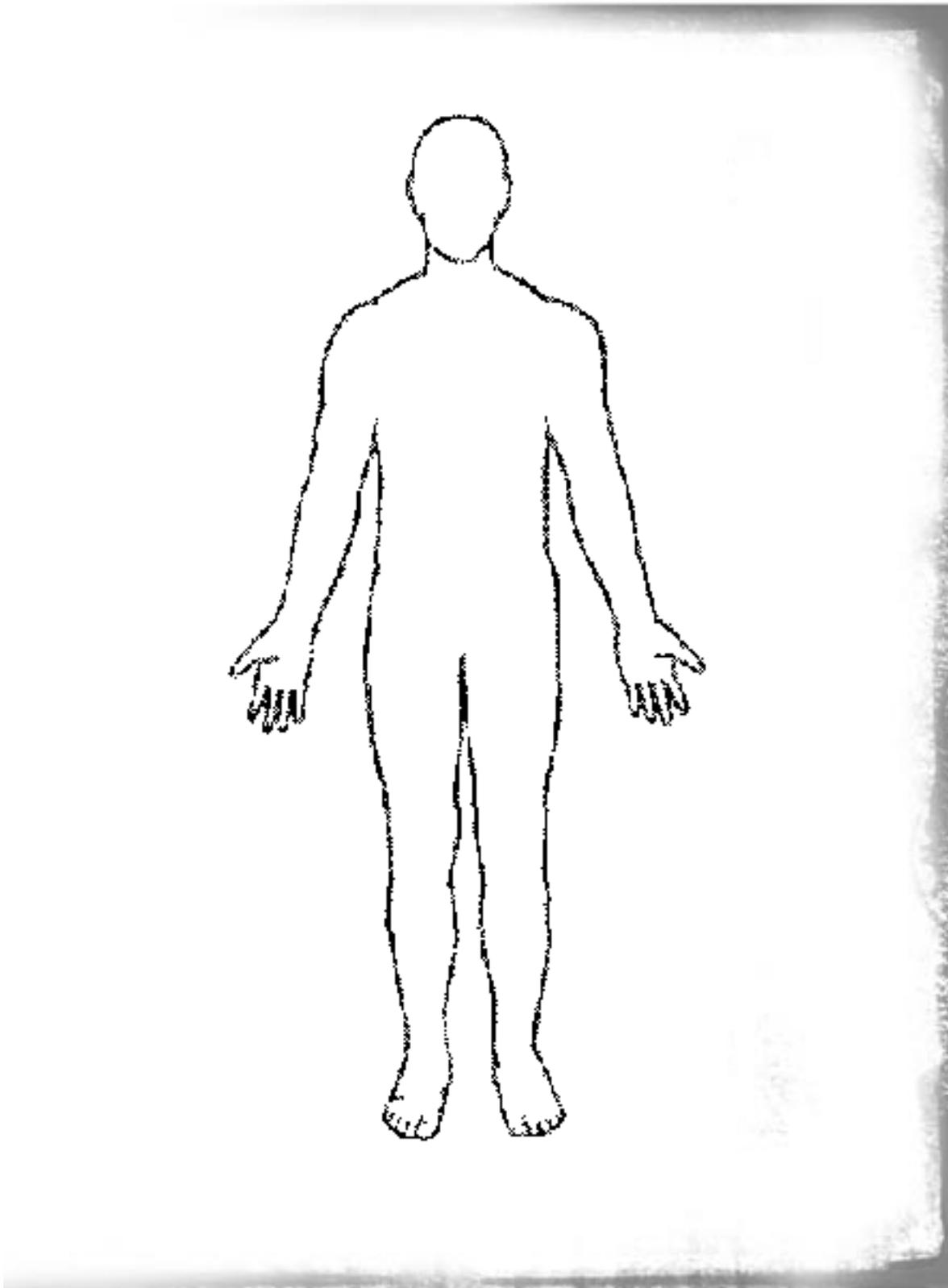
NOTES

Category	Advanced Letter grade = A	Proficient Letter Grade = A or B	Partially Proficient Letter Grade = C	In Progress Letter Grade = D
Information	Information is completely accurate and is presented in a way that will reach the target audience.	Information is mostly accurate and is presented in a way that might reach the target audience.	Information is somewhat accurate or is limited by omissions of important information.	Information is inaccurate or missing.
Content	At least five accurate body systems are displayed on the body systems diagram.	Four accurate body systems are displayed on the body systems diagram.	Three accurate body systems are displayed on the body systems diagram.	Two accurate body systems are displayed on the body systems diagram.
Attractiveness	The diagram is exceptionally attractive in terms of design, layout, and neatness.	The diagram is attractive in terms of design, layout, and neatness.	The diagram is acceptably attractive though it may be a bit messy.	The diagram is distractingly messy or very poorly designed. It is not attractive.
Mechanics	Capitalization, punctuation, and spelling are correct throughout the diagram.	There are only a few errors in capitalization, punctuation, or spelling.	There are more than a few errors in capitalization, punctuation, or spelling.	There are many errors in capitalization, punctuation, or spelling.
Use of Class Time	Used time well during class period. Focused on getting the project done. Never distracted others.	Used time well during class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project or often distracted others.

YOUR BODY & SPIT TOBACCO: FIGURE OUTLINE



NOTES



FACE REALITY WITH YOUR PEERS

TITLE: Face Reality With Your Peers
GRADE LEVEL: 8th to 9th
SUBJECTS: Health
TIME: 50 minutes

NOTES

Performance Indicators

- Students will be able to convey accurate information to peers about the health effects of using spit tobacco.
- Students will be able to demonstrate how to influence and support others to make positive health choices.

Materials/Preparation

- Order video “Face Reality: Spit Tobacco and You – Face Reality with Your Peers.” Available from your local county tobacco coordinator or the Prevention Information Center Resource Library – 1-888-251-4772 (toll free) or (303) 239-8633. (Cost: Borrower pays return postage which is usually around \$5.00/item requested.) This is an interactive video exploring students’ misconceptions about spit tobacco followed by presentation of the facts. The video addresses seven questions:
 - What do you know about spit tobacco?
 - How bad is spit tobacco?
 - How hard is it to stop once you start?
 - How much do you have to use before it starts to hurt you?
 - What made you try it? Why do you think people use it?
 - What would it take to get someone to quit?
 - Do you think tobacco companies are targeting you by their marketing efforts?
- Review video (30 minutes)

- Alternative to video is using a community guest speaker, providing the speaker can focus and cover the questions
- “Chew or Snuff is Real Bad Stuff” pamphlet (30)
- “Smokeless Tobacco: Spit it Out” pamphlet (30)
- “Cold Hard Facts About Dip” pamphlet (30)
- “Say ‘No’ to Tobacco Ads: Five Ways Tobacco Companies Try to Trick You” pamphlet (30)
- Use the transparency or ppt slide “Process Questions: Face Reality with Your Peers”
- Make copies of Scenarios #1 and #2—Advice Columns “Face Reality with Your Peers”

Teaching Steps

1. Create student groups of seven. Ask students to count off (1-7) and remember their number.
2. Question one in the video equals the number one person in each student group.

Continued on next page

FACE REALITY WITH YOUR PEERS

NOTES

Continued from previous page

As the video pauses (following each question), the student who has the same number as the question must identify one fact or statement that he/she found interesting, surprising, frightening, or disgusting.

3. Discuss health effects. (Facts and background information can be found in pamphlets and online teacher resources).

Assessment

- Divide Scenarios #1 and #2 between students and ask students to pretend they are the experts (Advice Column writer—Dear Abby)

Content for this lesson was submitted by Jim Karas, East Grand Middle School, Granby, Colorado.

FACE REALITY WITH YOUR PEERS: RESOURCES

NOTES

- Youth Tobacco Use in Colorado
- Smokeless Tobacco QuitNet
- State Tobacco Control Laws http://www.steppcolorado.com/internal3_2.aspx?page=TobaccoLaws
- TIPS Fact Sheet: Smokeless Tobacco <http://www.cdc.gov/tobacco/factsheets/smokelesstobacco.htm>
Forms of spit tobacco and health effects, includes list of references/web links.
- *Chewing Tobacco: Not a Risk Free Alternative to Cigarettes* <http://www.mayoclinic.com/health/chewing-tobacco/CA00019>
Discusses spit tobacco as just one form of smokeless tobacco, health risks of spit tobacco and other forms of smokeless tobacco, smokeless doesn't mean harmless.
- *If You Chew: Quit.* <http://www.cda.org/articles/smokelesstobacco.htm>
Lists health effects of spit tobacco, includes short discussion of each condition.
- *Spitting into the Wind: Facts About Dip and Chew* <http://www.nidr.nih.gov/health/pubs/chew/main.htm>
Spit tobacco is addictive and does not increase athletic performance. Includes color photo of mouth lesions.
- *Tobacco Truth/Tobacco Facts* http://www.tobaccofacts.org/tob_truth/spit.html
Identifies three forms or types of spit tobacco. Ingredients found in spit tobacco. Features the Rick Bender story, including photos.
- *Spit Tobacco* http://www.entnet.org/healthinfo/tobacco/spit_tobacco.cfm
Highlights: What is spit tobacco? What's in spit tobacco? Effects of using spit tobacco, symptoms of using spit tobacco and tips for quitting.
- *Spit (Smokeless) Tobacco and Kids* <http://tobaccofreekids.org/research/factsheets/pdf/0003.pdf>
Marketing spit tobacco to kids, harms from spit tobacco use, types of spit tobacco.
- *Teens Health: Smokeless Tobacco* http://kidshealth.org/teen/drug_alcohol/tobacco/smokeless.html
Defines smokeless tobacco, what's the danger and what can spit tobacco do to me?
- *Quitting Spit (smokeless) Tobacco* http://www.cancer.org/docroot/PED/content/PED_10_13X_Quitting_Smokeless_Tobacco.asp?sitearea=&level=
Information on nicotine addiction and quitting spit tobacco.

FACE REALITY WITH YOUR PEERS: SCENARIOS

Scenario #1: Face Reality with Your Peers

You have been very successful working for your school newspaper as an advice column writer. Students come to you all the time to get advice on what to do to help solve their problems. Recently, your school has had some problems with spit tobacco. One of your fans has written you about a problem. Using what you have learned about spit tobacco, write a response that will help them.

Dear _____ (Put your name in the blank)

Scenario #2: Face Reality with Your Peers

My friend has started to use spit tobacco. He thinks it is really cool. I think it is gross and I don't want him to become addicted to it. What can I do to help him stop?

CONCERNED FRIEND

Dear Concerned Friend:

FACE REALITY WITH YOUR PEERS: PROCESS ?'S

Process Questions: Face Reality With Your Peers

NOTES

1. What do you know about spit tobacco?
2. How bad is spit tobacco?
3. How hard is it to stop once you start?
4. How much do you have to use before it starts to hurt you?
5. What made you try it? Why do you think people use it?
6. What would it take to get someone to quit?
7. Do you think tobacco companies are targeting you by their marketing efforts?

MONEY AND TOBACCO

TITLE: **Money and Tobacco**

GRADE LEVEL: **6th to 8th**

SUBJECTS: **Health**

TIME: **30 minutes**

NOTES

Performance Indicators

- Students will be able to analyze the amount of money spent on spit tobacco and identify how this money could be used.

Health Standard

- Concepts
- Decision-making

Materials/Preparation

- Dangers of Spit Tobacco – Folding Display. Available from the Prevention Information Center Resource Library – 1-888-251-4772 (toll free) or (303) 239-8633. (Cost: Borrower pays return postage which is usually around \$5.00/item requested.) Display provides an overview of Spit Tobacco; contains images.
- CDC Resource “What You(th) Should Know About Tobacco”. http://www.cdc.gov/tobacco/educational_materials/KIDTIPS4sm2.pdf

Teaching Steps

1. Use the folding display “Dangers of Spit Tobacco” to discuss how spit tobacco affects the body.
2. Use the following statement (or sidebar) to introduce the activity: “Spit tobacco is not only bad for the body, it is an expensive habit. Let’s do the math and find out how much someone who uses spit tobacco actually spends every week, month and year.”
3. Ask students to complete Spit tobacco cost worksheet. Discuss correct answers.
4. Ask students to make a list of items they would like to purchase and predict how

much they think the items will cost.

5. Refer back to the worksheet to determine the cost of using spit tobacco and what could be purchased with the money saved (number of weeks, months, years that it would take to purchase the item).

Assessment

- If someone you know uses spit tobacco, explain what you might say to them about some of the health effects of using spit tobacco and how much money could be saved by quitting this habit.

ITEM	AVERAGE PRICE
Mountain Bike	\$400.00
Snowboard	\$300.00
Video Game	\$40.00
Six Flags (day pass)	\$45.00
Movie ticket (student)	\$8.50
Athletic shoes	\$50.00
Jeans (name brand)	\$50.00
Skateboard	\$99.00
Motocross bike	\$5,000.00
Fast food meal	\$10.00
Music DVD	\$18.00
Computer (basic)	\$700.00
iPod Nano	\$200.00
Football	\$30.00
Electric guitar (basic)	\$300.00
Airline ticket to Disney	\$240.00

MONEY AND TOBACCO

The Cost of Spit Tobacco

NOTES

Directions: The cost of one tin of spit tobacco is \$ 5.00 Calculate how much money Jon spends because he uses spit tobacco. Jon uses one tin of spit tobacco each week.

1. How much does Jon spend each week on spit tobacco?
2. How much does Jon spend each month on spit tobacco?
3. If he continues to use this amount, how much will Jon spend this year on spit tobacco?
4. Unfortunately, after using spit tobacco for six months, Jon discovered that he is now using one and one-half tins of spit tobacco each week. What is he now spending on spit tobacco each week? Each month? Each year?
5. Why do you think Jon is using more tobacco now than he did six months ago?
6. If Jon continues to increase at this rate, how much spit tobacco will he be using in two years?
7. If Jon stopped using spit tobacco, what could he buy with the money that he saves? (Use the reverse side of this activity to write your answer.)
8. How long would it take (months/years) to buy _____?

The content for this activity was submitted by Ruth Walker, RN, BSN.
Tobacco Program Coordinator, Baca County Nursing Service.

GOOD EGG, BAD EGG

TITLE: **Good Egg/Bad Egg Spit Tobacco Experiment**

GRADE LEVEL: **6th to 8th**

SUBJECTS: **Science, Health**

TIME: **30 minutes**

NOTES

Performance Indicators

- Students will be able to explain the effects of tobacco juice on the mouth.
- Students will be able to explain oral health problems associated with spit tobacco.

Health Standards

- Concepts
- Decision-making
- Advocacy

Materials/Preparation

- One hard boiled egg (preferably with a few fine cracks in the shell)
- Spit tobacco
- Glass jar with lid
- Water
- Toothbrush
- Toothpaste
- Latex gloves
- "Cold Hard Facts: About Dip" pamphlet (pictures stained (yellow) teeth, mouth lesions). Additional information can be found in teacher resource links
- "50 Things You Should Know About Spit Tobacco" pamphlet
- Order Mr. Gross Mouth or Mr. Dip Lip – Available from the Prevention Information Center Resource Library – 1-888-251-4772 (toll free) or (303) 239-8066. (Cost: PIC borrower pays return postage which is usually around \$5.00/item requested.)

Mr. Gross Mouth is a hinged model of the teeth, tongue and oral cavity and demonstrates gingivitis, oral carcinoma, tooth decay and more. Use the accompanying bottle of tobacco juice to make the tongue "spit."

Mr. Dip Lip is a large mouth model that opens and closes from the back like a puppet and flesh-like lips retract to show disease effects of dipping on the inner lip, gums and outer lips. (Cost: PIC borrower pays return postage which is usually around \$5.00/item requested.)

Teaching Steps

1. Obtain permission from the principal to conduct the experiment and to bring spit tobacco into the school.
2. Set up experiment and place in refrigerator two to three days before using this activity.
 - Fill the jar half full with water.
 - Place a wad of tobacco the size of a golf ball in the jar.
 - Shake jar to mix.
 - Soak the egg in the tobacco juice in a refrigerator for two to three days.

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GOOD EGG, BAD EGG

NOTES

Continued from previous page

3. On class day, explain how you set up this experiment, show students the jar and ask students if they can predict what may have happened to the egg? Write responses on the board and the why (rationale) for their predictions.
 - Possible responses: ate the shell away, disintegrated, turned the shell yellow, etc.
4. Pass the jar around and have students smell tobacco juice, only if it has a foul odor.
5. Use latex gloves, remove egg from jar and observe how stained it is.
6. With a toothbrush and toothpaste, brush the egg as if it were a tooth with eight or ten strokes. Note that brushing is not able to remove all the stain, especially in the cracks.
 - Review facts related to spit tobacco and what it does to the mouth.
7. Show Mr. Gross Mouth or Mr. Dip Lip model (stained, yellow teeth) and do demonstration of tobacco juice/split tongue.

Assessment

- Assign students to team with another student. Ask each team of two students to create a 30-second skit to demonstrate what you would tell someone who you know uses spit tobacco. Select a few teams to perform the skits.

This activity is used with permission of Tar Wars, www.tarwars.org. The activity was compiled by the Trumbull County Health Department; Mel Milliron, C.H.E.S. Health Education Planner (330) 675-2489, hemillir@co.trumall.oh.us.

GOOD EGG, BAD EGG: RESOURCES

NOTES

- *Using Smokeless Tobacco is Gambling With Your Health.* www.quittobacco.com/facts.effects.htm. Includes photos of stained (yellow) teeth.
- *Tobacco and Healthy Teeth Don't Mix.* www.healthyteeth.org/tobacco/index.html. Includes how tobacco affects oral health.
- *Tobacco and Oral Health.* www.ash.org.uk/html/health/html/oral.html. Effects of tobacco on the oral cavity. Photos.
- Spit (smokeless) Tobacco. www.cancer.org/docroot/PED/content/PED_10_2x_Somkless_Tobacco_and_Cancer.asp?sitearea=PED. Cancerous and non-cancerous oral lesions related to use of spit tobacco.
- *Spitting into the Wind: Facts About Dip and Chew* <http://www.nidr.nih.gov/health/pubs/chew/main.htm>
Spit tobacco is addictive and does not increase athletic performance. Includes color photo of mouth lesions.
- Youth Tobacco Use in Colorado
- Smokeless Tobacco QUITNET
- State Tobacco Control Laws http://www.steppcolorado.com/internal3_2.aspx?page=TobaccoLaws
- TIPS Fact Sheet: Smokeless Tobacco <http://www.cdc.gov/tobacco/factsheets/smokelesstobacco.htm>
Forms of spit tobacco and health effects, includes list of references/web links.
- *Chewing Tobacco: Not a Risk Free Alternative to Cigarettes* <http://www.mayoclinic.com/health/chewing-tobacco/CA00019>
Discusses spit tobacco as just one form of spit tobacco. Health risks of spit tobacco and other forms of spit tobacco. Smokeless doesn't mean harmless.
- *If You Chew: Quit.* <http://www.cda.org/articles/smokelesstobacco.htm>
Lists health effects of spit tobacco, includes short discussion of each condition.
- *Tobacco Truth/Tobacco Facts* http://www.tobaccofacts.org/tob_truth/spit.html
Identifies three forms or types of spit tobacco. Ingredients found in spit tobacco. Features the Rick Bender story, with photos.
- Spit Tobacco http://www.entnet.org/healthinfo/tobacco/spit_tobacco.cfm
Highlights: What is spit tobacco? What's in spit tobacco? Effects and symptoms of using spit tobacco, and tips for quitting.
- Spit (Smokeless) Tobacco and Kids <http://tobaccofreekids.org/research/factsheets/pdf/0003.pdf>
Marketing spit tobacco to kids, harms from spit tobacco use, types of spit tobacco.
- Teens Health: Smokeless Tobacco http://kidshealth.org/teen/drug_alcohol/tobacco/smokeless.html
Defines smokeless tobacco, what's the danger and what can spit tobacco do to me?
- Quitting Spit (smokeless) Tobacco http://www.cancer.org/docroot/PED/content/PED_10_13X_Quitting_Smokeless_Tobacco.asp?sitearea=&level=
Information on nicotine addiction and quitting spit tobacco.

GOOD EGG, BAD EGG: FACT SHEET

Health Problems Associated With the Use of Spit Tobacco

NOTES

- **Bad breath** – More money spent on mouth wash, breath mints.
- **Yellow teeth** – Socially unappealing, ugly.
- **Tooth decay/tooth cavities** – Toothache, more trips to the dentist. The sugar in tobacco leads to tooth decay/painful cavities.
- **Mouth sores/gum diseases** – Juices in tobacco irritate gums, cause inflammation and in time the gums recede (pull away) from the teeth. The teeth are more likely to decay or become loose and eventually fall out. Bone can be lost which can cause teeth to fall out.
- **Potential cancerous lesions** – Spit tobacco users often develop white patches in their mouth (leukoplakia, pre-cancerous lesions) and have a 50 times greater risk of developing cancers of the lower lip, tongue, mouth, throat, larynx and esophagus than do nonusers. Spit tobacco can also cause cancers of the stomach, pancreas and prostate. Almost 75% of people who use spit tobacco daily, have mouth sores.
- **Changes the brain** – Spit tobacco can change a person's mood and feelings. The nicotine in spit tobacco causes cravings for more tobacco and affects mood and feelings.
- **High blood pressure, heart attacks, stroke, kidney disease** – Spit tobacco increases heart rate and blood pressure. It damages the heart by causing it to beat too fast and leads to a greater risk of heart attack. People who use spit tobacco also have higher cholesterol levels than people who do not use tobacco products, increasing the risk of heart attack and stroke.
- **Digestive problems** – Spit tobacco irritates the throat and stomach. It can cause ulcers and constant pain.
- **Addiction** – Nicotine is absorbed through the mucous membrane of their mouth (lining of the mouth). Nicotine absorbed in this way is no less addictive than nicotine inhaled from smoking cigarettes or cigars. The truth is the amount of nicotine released into the body from a wad of spit tobacco is the equivalent of smoking three to four cigarettes. Since nicotine is a habit-forming drug, spit tobacco users become just as chemically dependent as cigarette smokers. People who use spit tobacco develop a tolerance for nicotine and will use more tobacco to feel the effects of nicotine. Some people switch to brands with more nicotine and tend to use spit tobacco more frequently the longer they've been using spit products.
- **Once addicted, it becomes difficult to stop using spit tobacco**—Withdrawal from nicotine causes signs and symptoms such as intense cravings, increased appetite, irritability and depressed moods. While it may be difficult to stop, the physical withdrawal symptoms usually last only three to five days.

The best way to avoid health risks is to never use spit tobacco.

WHICH ONE KILLS MORE AMERICANS?

TITLE: Which One Kills More Americans Each Year?
GRADE LEVEL: 6th to 8th
SUBJECTS: Health, Math
TIME: 30 minutes

NOTES

Performance Indicators

- Students will be able to explain the likelihood of illness if engaging in unhealthy behaviors.
- Students will be able to interpret chart/graph data on death rates related to the use of tobacco.

Health Standard

- Decision-making

Materials/Preparation

- Review PowerPoint slides or transparencies – Mortality Statistics: Selected Causes of Death. (Update statistics as necessary (see teacher resource section).
- Copy student activity – bar graph “Which One Kills More Americans” (if using activity /vs. oral response).

Teaching Steps

1. Show PowerPoint slides or transparencies – “Which One Kills More Americans Each Year?”
2. Form student groups (three to four students/group). Ask students to order the events from most to least number of deaths or use optional student worksheet, asking students to fill in the bar to represent the number for that event.
3. When students complete their discussion (or worksheet), ask them to identify which event they identified as the number one killer. Create a list of group projections

– most to least. Ask students to put a * next to the ones they got correct.

4. Show PPT slide/transparency that lists events and number of deaths/event.
5. Ask students to use the raw numbers to make a graph or chart that represents the listed events (PowerPoint slides included as examples).
6. If the teacher chooses to have students to compute percentages, the U.S. census = 298,444,215 (July 2006 est.).
7. Colorado statistics are provided if the teacher would like students to use Colorado data.

Assessment

- Quick write (3-5 minutes). Use one half a sheet of paper to identify another way that this data could be displayed.

WHICH ONE KILLS MORE AMERICANS?: RESOURCES

NOTES

- *The Toll of Tobacco in the United States of America*
<http://www.tobaccofreekids.org/research/factsheets/pdf/0072.pdf>
- American Lung Association (scroll down for current reports)
<http://www.lungusa.org/site/pp.asp?c=dvLUK900E&b=22542>
- Tobacco Information and Prevention Source (TIPS)
<http://www.cdc.gov/tobacco/issue.htm>
- World Health Organization *Stop the Global Epidemic of Chronic Disease*
<http://www.who.int/mediacentre/news/releases/2005/pr47/en/index.html>
- *Drug War Facts: Annual Causes of Death In the United States*
<http://www.drugwarfacts.org/causes.htm>
- World Fact Book
<http://www.cia.gov/cia/publications/factbook/geos/us.html>

Content for this lesson was submitted by Jean Mavromatis, Custer County Nursing Service, Westcliffe, Colorado.

WHICH ONE KILLS MORE AMERICANS?: EXERCISE



Which One Kills More Americans Each Year?

Student Directions:

Estimate how many American lives are lost each year to each of the following events. Circle the number that you believe is accurate.

AIDS	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Fire	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Car Accidents	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Heroin	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Homicide	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Suicide	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Cocaine	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Tobacco	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000
Alcohol	2,400	3,300	4,000	22,000	25,000	31,000	105,000	435,000

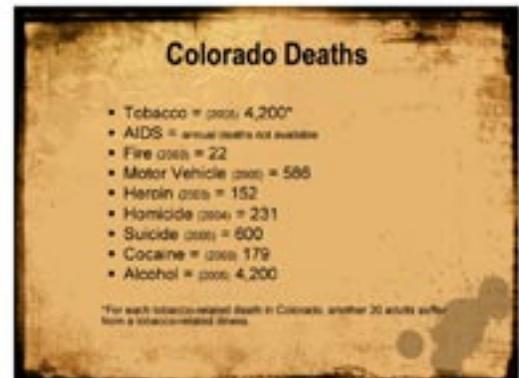
WHICH ONE KILLS MORE AMERICANS?

The following PowerPoint slides are included on the "A Pinch of Truth" CD provided with the toolkit. The PowerPoint file can also be printed onto transparency film if transparencies are preferred.

NOTES



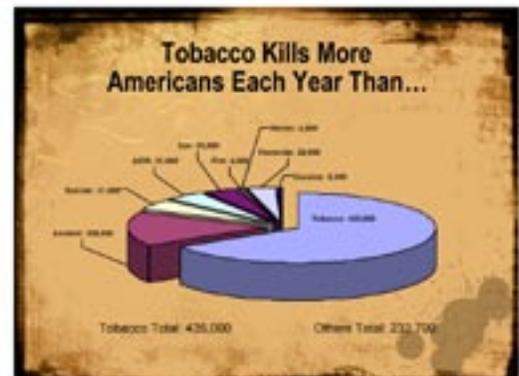
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LIVES IN JEOPARDY

TITLE: **Lives in Jeopardy**

GRADE LEVEL: **6th to 8th**

SUBJECTS: **Health**

TIME: **30 minutes**

NOTES

Performance Indicators

- Students will be able to recall spit tobacco facts and provide correct questions to associate with facts.
- Students will be able to comprehend concepts related to spit tobacco and apply those concepts to enhance health.

Health Standard

- Concepts
 - Accessing information
 - Decision-making
4. Develop team names and create a distinct “buzzer” sound.
 5. Explain game rules and how points will be awarded.

Materials/Preparation

- Jeopardy game board and cards (game board included with kit; cards provided on CD-ROM provided with kit).
- Review game cards. Alternative is to develop some cards of your own for each category.
- Review game rules.
- Copy Question & Answer “cheat sheet” – one for each student.

Assessment

- Ask student teams to develop a new spit tobacco question and answer for each category on the Jeopardy game board.

Teaching Steps

1. Distribute one copy of the Q&A “cheat sheet” to each student.
2. Ask students to review the statements about spit tobacco (establish timeframe, e.g. four to five minutes)
3. Divide students into three teams. (Option: create a Jeopardy game contest between different classes/homerooms.)

LIVES IN JEOPARDY

This game was designed and provided by Get R!EAL, Colorado's youth movement against the tobacco industry. Visit getrealcolorado.com for more information.

NOTES

Game Rules

(Similar to Jeopardy game show on television.)

The Lives in Jeopardy is a game designed to expose the spit tobacco industry's marketing strategies, and to educate students on tobacco control issues. Jeopardy is played so that the participants are given the answer and must come up with the correct question for that answer.

- The game host (teacher or selected student) will begin game by reading an answer. Student teams need to respond with the correct question.
- Each answer will be read until a team buzzes in or time expires (10 seconds after the question).
- Upon buzzing in, a team has 15 seconds to answer in the form of a question (discussion among team members is allowed).
- If a team answers a question correctly, the team gets a sole chance at a 50 point follow up. This time the team has 30 seconds to answer after the question has been read.
- If a team fails to answer the question correctly, the 50 point follow up question becomes a toss-up for the other two teams.



LIVES IN JEOPARDY

"Cheat" Sheet #1

NOTES

CATEGORY	ANSWER	QUESTION
DEADLY PRODUCT	The only consumer product that kills when used as directed.	What is tobacco?
	The amount of money the tobacco industry spends each week in Colorado on advertising.	What is more than 4 million dollars?
	The number of people in Colorado who will die this year from a tobacco-caused illness.	What is 4,200?
	A white spot or patch in the mouth that can become cancerous.	What is leukoplakia?
	An addictive chemical in spit tobacco products	What is nicotine?
	An additive to spit tobacco products that strengthens the taste or odor of the product.	What is a flavor enhancer?
	Not a good substitute for cigarettes.	What is spit tobacco?
	Plutonium, lead, formaldehyde, cadmium, hydrocarbons.	What is really in spit tobacco?
	More addictive and harder to quit than cigarettes.	What is spit tobacco?
	Sugars added to spit tobacco causes this condition.	What is tooth decay?

LIVES IN JEOPARDY

"Cheat" Sheet #2

NOTES

CATEGORY	ANSWER	QUESTION
TOBACCO LIES	An ineffective label on tobacco products.	What is the warning label?
	They say, "Today's teenager is tomorrow's potential customer."	What is Philip Morris tobacco company?
	These make tobacco look cool, fun and exciting.	What are tobacco advertisements?
	Target young people by portraying tobacco use as cool, hip and as a vehicle for acceptance into social circles.	What are tobacco companies?
	Documented that, as early as the 1960's, scientists were discovering the dangers associated with tobacco use, but tobacco companies suppressed the information.	What is the tobacco industry's fraud and deception?
	Speak up, speak out, do something, get involved.	What can teenagers do to counteract tobacco lies?
	Money awarded to states for education about tobacco.	What is the tobacco settlement fund?
	A provision in securities law that excuses liability if the attempt to comply in good faith can be demonstrated.	What is safe harbor?
	Regulations narrowly defined by size, color, contrast and image.	What is a spit tobacco warning label?
	Critical to the tobacco industry and the retailer to attract new customers.	What is product placement?

LIVES IN JEOPARDY

"Cheat" Sheet #3

NOTES

CATEGORY	ANSWER	QUESTION
CHEW ON THIS	Three side effects of spit tobacco.	What are bad breath, stained teeth, spit stains on clothes?
	Spit tobacco causes 80% to 90% of these.	What are oral cancers?
	How much more nicotine spit tobacco has than cigarettes.	What is two to three times as much nicotine?
	No spitting, white teeth, no bad breath, more spending money.	What are cool rewards for not using spit tobacco?
	Does not improve athletic performance, in fact it can harm performance and endurance.	What is spit tobacco?
	Kills more Americans each year than AIDS, alcohol, suicide, motor vehicle accidents, fire, heroin, homicide, cocaine.	What is tobacco?
	No thank you, I don't want that stuff in my mouth, I have to get home, change the subject.	What are ways to say "no"?
	Feeling like you need to do something to fit in.	What is peer pressure?
	Tooth paste and brushing does not get rid of this.	What is spit tobacco stained teeth?
	Kills insects on contact.	What is nicotine?

LIVES IN JEOPARDY: RESOURCES

NOTES

- **Action on Smoking and Health**
<http://www.ash.org.uk/html/conduct.php>
The tobacco industry has denied, distracted and lied to governments and to the public since the 1950s, whether it is about cancer, passive smoking, advertising targeted at children, or its role in smuggling tobacco around the world. Reveals the dirty tricks and real truth about what goes on inside the tobacco industry.
- ***Big Tobacco Still Targeting Kids***
<http://tobaccofreekids.org/reports/targeting/>
The 1998 legal settlement between the states and the tobacco companies prohibited the tobacco companies from taking “any action, directly or indirectly, to target youth... in the advertising, promotion or marketing of tobacco products.” However, since the settlement, the tobacco companies have increased their cigarette marketing expenditures by 125 percent to a record \$15.1 billion a year, or \$41.5 million a day, according to the Federal Trade Commission. Much of this marketing is still targeted at kids.