

# Second Grade Tobacco Products and E-Cigarette Prevention Lessons

The Virginia Department of Education is pleased to acknowledge this learning module was developed with the expertise of Virginia public elementary school teachers in collaboration with the Virginia Foundation for Healthy Youth.

### GOALS/OBJECTIVES:

Students will understand there are healthy choices, unhealthy choices, and dangerous choices.  
Students will understand that they should say no to tobacco products.  
Students will tell a safe adult if they see something dangerous.

### BIG IDEAS/UNDERSTANDING:

Tobacco products come in multiple forms, but all are dangerous to our health.  
Nicotine is an addictive substance.  
Saying no to and staying away from tobacco products and e-cigarettes will help you stay healthy.

### RELATED STANDARDS OF LEARNING:

#### Language Arts:

- 2.1 The student will demonstrate an understanding of oral language structure.
- 2.2 The student will expand understanding and use of word meanings.
- 2.3 The student will use oral communication skills.
- 2.5 The student will use phonetic strategies when reading and spelling.
- 2.10 The student will demonstrate comprehension of information in reference materials.
- 2.11 The student will maintain legible printing and begin to make the transition to cursive.

#### Health Education Standards:

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
- 2.3 The student will describe the influences and factors that impact health and wellness.

#### Physical Education Standards:

- 2.2 The student will identify major musculoskeletal structures and the cardiorespiratory system and explain the importance of spatial awareness while moving.
- 2.3 The student will describe the components of fitness and identify physical activities that promote aerobic capacity, muscular strength, endurance, flexibility, and body composition.
- 2.5 The student will describe the energy intake components of energy balance and physical health and development.

### LESSON:

1. Introduce the lesson by discussing healthy, unhealthy, and dangerous choices. Have the class come up with examples of each. Examples may be: healthy choices: getting a good night's sleep, eating a balanced diet, drinking plenty of water, getting exercise, wearing a seatbelt in the car, etc.; unhealthy choices: eating too many sweets, staying up late, watching too much TV, etc.; dangerous choices: taking medicine that is for a grown up might impact your body differently and make you sick; cigarettes can make it hard for you to breathe; fire can burn you, etc.

2. Begin to focus on tobacco use. Use the photos and information at the end of this lesson to discuss the varying forms of tobacco products and e-cigarettes and be sure to mention that no matter their form, tobacco products and e-cigarettes are dangerous to use. Discuss that many

people who use tobacco wish that they had never started using it, but they may have a hard time stopping because they become addicted. Briefly discuss that addiction means that when you do something- like smoke a cigarette, doing it makes your body and mind want to do it more and more. Ask the students why someone would wish that they had never started using tobacco. Then make a list of how tobacco can cause your body harm. Some ideas: wrinkles, heart beats faster, stains on your fingers and teeth, stuffy nose, heart disease, lung disease, cancer (mouth, throat, esophagus, pancreas, lung, stomach, etc.), can make you cough/have a hard time breathing, can make sores in your mouth, can make you addicted, can cause gum disease, tooth decay, or tooth loss. It can even harm brain development in children and teens. Refer students to the attached information sheet throughout the discussion and the following activity.

3. After discussing the many effects that tobacco can have on one's body, introduce the following activity. Give each student a paper with a body outline (see attached). With the teachers help, the students will identify parts of the body on the sheet. Students can also point to where each part is on their own bodies. Then, begin to discuss how different parts of the body are impacted by tobacco use. With the students, begin to label areas with problems that can arise due to tobacco use. For example, draw a line to the teeth and write: "teeth stains" on the line, or draw a line to the heart and write: "fast heart beat". (At the teacher's discretion, the labeling activity could be completed as a class, in small groups, in pairs, or individually. As a class, each student need not have their own body outline paper: the teacher could draw or project the body image onto the board and do the labeling where the whole class could see it). Remind the students to refer back to the info sheet as needed while they are working. After the bodies are filled with labels, have the kids discuss how it would feel to have problems like this. Could they jump and run and play? Would they have difficulty doing any of their usual activities?

4. Remind the students that they are in charge of their own bodies and that they have to make healthy choices to keep their bodies in great shape! Discuss the idea of saying no to choices that will harm their bodies. If anyone ever asks them to do something dangerous, students should say no! Additionally, if they ever see something dangerous, they should choose to stay away from it and tell a safe adult. Then, as a class, give a few scenarios and have the class discuss what they should do for each: Some example scenarios are below:

You see a knife on the table.

A high school kid asks if you want to smoke a cigarette.

Your friend asks you to play at recess.

You see an e-cigarette that was left at the grocery store counter.

Matches and a candle are on a counter at your house.

You teacher asks you to help a friend.

You are hungry and see an apple and a candy bar.

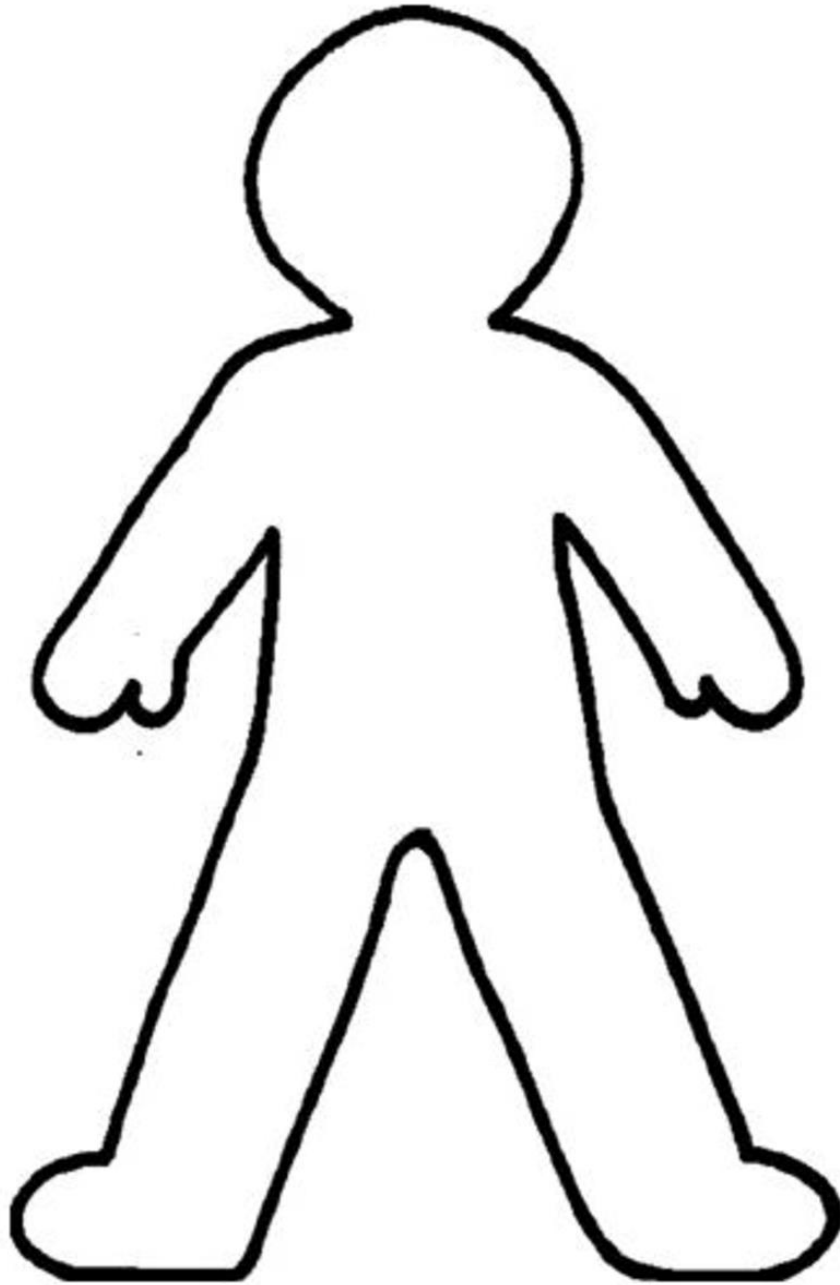
You see cleaning chemicals under your kitchen sink.

**EXTENSION ACTIVITY:**

**Movement Activity:** Play “Simon Says” with body parts talked about in the lesson (for example: “Simon Says touch where your lungs are”).

Tobacco Impact Labeling Activity

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



## **Student Information Sheet**

**Tobacco affects the human body in many ways.**

*Brain:* can impede brain development in children and teens

*Eyes:* become red

*Mouth:* decreases sense of taste; causes bad breath and mouth infections; causes mouth sores; causes mouth cancer; gum disease

*Nose:* decreases sense of smell; stuffy nose

*Throat:* bad coughs

*Lungs:* turn black from the tar; difficulty breathing; causes lung diseases (bronchitis, emphysema, and cancer)

*Skin:* gets wrinkled

*Teeth:* turn yellow; tooth decay; tooth loss

*Fingers:* turn yellow

*Heart:* increases heart rate, causes heart disease

## TOBACCO PRODUCTS AND E-CIGARETTE PICTURES AND INFORMATION SHEETS

Cigarettes: Cigarettes are smoked. They contain harmful chemicals. They cause stained teeth and periodontal disease, chronic coughing, increased phlegm, shortness of breath, headaches, stress, and a faster resting heart rate. Long-term effects can include heart disease, chronic lung disease, and lung and other cancers.



Electronic Cigarettes (E-cigarettes/Vaping): These products create an aerosol that is often called vapor (some hairspray is also an aerosol). You breathe the vapor in. They are often flavored like candy, which masks the taste of harmful chemicals. When ingested, the liquid inside e-cigarettes can be very dangerous. E-cigarettes can also cause injuries through battery explosions.



Hookah and Hookah Pens: Hookah use can be as equally damaging to your health as cigarettes. The heated tobacco used contains sixty-nine particular carcinogens that have been linked to tumor production as well as cancers of the lungs, stomach, and kidneys.

Traditional hookah



Hookah pens





Smokeless Tobacco: Smokeless tobacco products can deliver more nicotine than cigarettes. One of the most common side effects experienced by smokeless tobacco users is excessive tooth decay. In addition to the tooth decay, the tobacco also causes gums to pull away from the teeth, resulting in permanent gum loss.

Although many of the common health effects of smokeless tobacco products attack the mouth, there are more severe risks associated with them as well. Medical professionals have linked many of the chemicals found in chewing tobacco, dip, and snuff with esophageal, mouth, and pancreatic cancer.



Cigars: No matter their size, all these cigars contain tobacco and nicotine. And they all can cause negative health effects like cigarettes, because users are exposed to harmful toxicants. Cigars can sometimes contain sweet flavors such as strawberry and vanilla. Cigars have toxic, harmful effects even when flavored. Some cigars look like cigarettes and are sold individually.



## TEACHER RESOURCES

Types of Tobacco:

Cigarettes

Vaping and Electronic Cigarettes (Also known as E-cigarettes or E-cigs)

Hookah

Cigars

Smokeless Tobacco (Also known as Chew/Chewing or Spit Tobacco)

Heat-not-burn Products

All tobacco products contain nicotine.

The nicotine in tobacco products and e-cigarettes is highly addictive

E-cigarettes, cigarettes, cigars, hookah, and smokeless tobacco products contain harmful chemicals, including nicotine.

E-cigarette aerosol contains harmful chemicals.

E-cigarettes can also cause injuries through battery explosions.

Candy flavors only mask the taste of tobacco and sometimes makes products easier to use.

There is NO safe way to use tobacco products.

Teachers should acknowledge that there are students who have people in their families and see people in public that use tobacco products and e-cigarettes. Be sure to emphasize that using the products doesn't make them a bad person. Sometimes, people who use tobacco products wish they could stop but have a hard time because using these products can make them addicted. (using it makes your body want it more and more). The purpose of teaching students about the dangers of tobacco product and e-cigarette use is to help them make healthy choices for their own bodies.

Websites:

<https://www.cdc.gov/tobacco/>

[https://www.cdc.gov/tobacco/basic\\_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html)

<https://www.fda.gov/tobacco-products/ctp-newsroom/how-are-non-combusted-cigarettes-sometimes-called-heat-not-burn-products-different-e-cigarettes-and>

<https://teens.drugabuse.gov/drug-facts/tobacco-nicotine-e-cigarettes>

[http://www.scholastic.com/get\\_smart\\_about\\_tobacco/#grades3-5](http://www.scholastic.com/get_smart_about_tobacco/#grades3-5)

Videos:

Discovery Education video:

“Drugs and Alcohol: Happy, Healthy, Drug-Free Me: Part 1”:

<https://app.discoveryeducation.com/learn/videos/a75f16d2-986f-4492-a560-f3fd8c5809de/?hasLocalHost=True>

Discovery Education video:

“Drugs and Alcohol: Happy, Healthy, Drug-Free Me: Part 2”:

<https://app.discoveryeducation.com/learn/videos/71bd166a-b88e-4245-89ec-b1f86c02945b/?hasLocalHost=True>

YouTube video:

Smokeless Tobacco: The Sean Marsee Story - Sean Marsee's Message:

<https://www.youtube.com/watch?v=dS-SGsYBQVA>

