



***Hands Off Tobacco!* DVD**

EXECUTIVE PRODUCER  
Debra S. Guthmann

PRODUCER/EDITOR  
Dan Veltri

ASSISTANT PRODUCER  
Frank Lester

WRITTEN BY  
Marla Leech and Dan Veltri

NARRATION DIRECTED BY  
Noreen Yates

DRAMATIC SCENE DIRECTED BY  
Kendra Keller

NARRATORS  
Everett Glenn  
Blair Rasmus



# Hands Off Tobacco!

A Teacher's Guide  
to Using the  
*Hands Off Tobacco!*  
DVD

Contributors:

Katherine Sandberg  
Debra Guthmann  
Barbara Berman  
Glenn Wong  
Dan Veltri

*Hands Off Tobacco!* was produced by  
the California School for the Deaf, Fremont,  
in association with  
the Division of Cancer Prevention and Control Research  
of the UCLA School of Public Health and  
Jonsson Comprehensive Cancer Center.

Funding was provided by the  
Tobacco Related Diseases Research Program (TRDRP)  
University of California

Grants #10GT-3101, 12HT-3201

Barbara A. Berman, Ph.D.

PRINCIPAL INVESTIGATOR, UCLA

Debra S. Guthmann, Ed.D.

PRINCIPAL INVESTIGATOR, CALIFORNIA SCHOOL FOR THE DEAF, FREMONT

*Hands Off Tobacco! DVD*

©2007 California School for the Deaf, Fremont

<b>Emphysema</b>	<i>A disease that damages the air sacs in our lungs, making it very hard to breathe. Smoking tobacco is the most common cause of emphysema. This disease progressively and permanently damages the lungs, and often leads to death.</i>
<b>Heroin</b>	<i>A powerful and dangerous illegal “street” drug. People can be harmed and/or die from its use. Tobacco is addictive like heroin.</i>
<b>Hooked</b>	<i>Addicted; not able to stop using something. People don’t expect to get hooked when they start smoking.</i>
<b>Kidneys</b>	<i>A part of the body important for cleaning wastes from the body. The kidneys consist of two gland-type organs, on either side of our spine. Their job is to filter and send liquid waste (urine) to the bladder. Smoking can damage your kidneys.</i>
<b>Lungs</b>	<i>A part of your body that is necessary for breathing. Lungs consist of two spongy cone shaped organs inside the chest. The oxygen our bodies need comes from our lungs, after we breathe. Smoking can damage your lungs.</i>
<b>Nicotine</b>	<i>An addictive chemical or drug that is in tobacco. Nicotine is the main ingredient that smokers become addicted to.</i>
<b>Pancreas</b>	<i>A part of the body located behind the stomach that helps process food. It releases important hormones which our bodies need for good health. Smoking can damage your pancreas.</i>
<b>Preventable</b>	<i>Something that can be stopped. Health problems from smoking are preventable by quitting or not smoking at all.</i>
<b>Self esteem</b>	<i>How a person feels about herself or himself. Good self esteem helps us make good decisions for ourselves.</i>
<b>Smokeless tobacco</b>	<i>A type of tobacco product that is snorted or chewed, rather than smoked. Snuff and chewing tobacco are kinds of smokeless tobacco. All of them are addictive and can cause cancer and other health problems.</i>
<b>Underage</b>	<i>Someone who is under 18 years; not an adult. Underage smoking is illegal.</i>
<b>Withdrawal</b>	<i>The feelings a person experiences when drug or tobacco use is stopped. Withdrawal from tobacco is different for each person and can cause a person to crave cigarettes, feel ill, have trouble sleeping or be crabby.</i>



## A Guide to Using the Hands Off Tobacco! DVD

**I**N-CLASS DISCUSSIONS and activities can help students to incorporate the information they view on the DVD. This Guide provides several suggested questions and classroom activities that can be used to help start discussions on each of the chapters of the **Hands Off Tobacco!** DVD. Feel free to come up with other creative uses for these materials.

Enjoy talking with your students about what they learned from the DVD!

### Chapter \*1: Everyone Has a Reason

#### Vocabulary:

<b>Addictive</b>	<i>Producing an addiction, the enslavement to a habit or practice, such as smoking, to such an extent that stopping causes severe physiological or psychological trauma. Tobacco is addictive because it contains the addictive drug nicotine.</i>
<b>Cocaine</b>	<i>A powerful and dangerous drug. One of the most highly addictive illegal “street drugs.” A stimulant that speeds up a body’s way of operating, with harmful effects to the body including possible death. Tobacco is addictive like cocaine.</i>
<b>Dopamine</b>	<i>A natural brain chemical that causes feelings of pleasure and well-being. Dopamine tells your brain that a behavior</i>

feels good. Nicotine, from tobacco, causes the body to release increased amounts of dopamine, resulting in feelings of relaxation.

<b>Heroin</b>	<i>A powerful and dangerous illegal “street” drug. People can be harmed and/or die from its use. Tobacco is addictive like heroin.</i>
<b>Hooked</b>	<i>Addicted; not able to stop using something. People don’t expect to get hooked when they start smoking.</i>
<b>Nicotine</b>	<i>An addictive chemical or drug that is in tobacco. Nicotine is the main ingredient that smokers become addicted to.</i>
<b>Underage</b>	<i>Someone who is under 18 years; not an adult. Underage smoking is illegal.</i>
<b>Withdrawal</b>	<i>The feelings a person experiences when drug or tobacco use is stopped. Withdrawal from tobacco is different for each person and can cause a person to crave cigarettes, feel ill, have trouble sleeping or be crabby.</i>

## Questions for Discussion

- ❖ Were you surprised at the number of young people your age who smoke? Was it more or less than what you expected?
- ❖ Were you surprised to learn that many young smokers start smoking at the age of 11 or 12? Do you know anyone that age who smokes?
- ❖ Have you ever talked to a smoker who said “I can quit any time”? Do you think they can?
- ❖ Have you ever known someone who tried to quit smoking? Was it easy or hard for them to try quitting?
- ❖ What kind of advertising for smoking or tobacco do you often see?
- ❖ What reasons do people give for starting to smoke?

## A Hands Off Tobacco! Glossary

The following vocabulary words are important in understanding the message and concepts involved in the Hands Off Tobacco DVD. Students should have a working knowledge of these terms in signs and written words. It is important to discuss the words and their meanings with your students. When students have an opportunity to talk about the meanings of the words and how the words may be used in different situations, they gain a better understanding of the meaning.

There may be other words in the DVD that are unfamiliar to your students. Encourage students to ask about words they don’t understand and to discuss them with you and each other.

<b>Addictive</b>	<i>Producing an addiction, the enslavement to a habit or practice, such as smoking, to such an extent that stopping causes severe physiological or psychological trauma. Tobacco is addictive because it contains the addictive drug nicotine.</i>
<b>Advertising</b>	<i>Ways of encouraging people to use or buy something. Tobacco advertising encourages people to smoke.</i>
<b>Bladder</b>	<i>A part of the body that is important in eliminating waste products. The bladder holds liquid waste (urine), until it is passed out by urination. The bladder can be damaged by smoking.</i>
<b>Brand</b>	<i>A distinctive name or mark given to a product to distinguish it from other similar products. Camel and Marlboro are brands of cigarettes.</i>
<b>Cancer</b>	<i>A disease that can affect many parts of the body. Smoking can cause cancer. Cancer develops in the body (it is NOT “caught” like a cold) when good healthy cells undergo abnormal changes and begin to divide uncontrollably. These cancerous cells can sometimes spread to other parts of the body. Cancer can cause death.</i>
<b>Cocaine</b>	<i>A powerful and dangerous drug. One of the most highly addictive illegal “street drugs.” A stimulant that speeds up a body’s way of operating, with harmful effects to the body including possible death. Tobacco is addictive like cocaine.</i>
<b>Dopamine</b>	<i>A natural brain chemical that causes feelings of pleasure and well-being. Dopamine tells your brain that a behavior feels good. Nicotine, from tobacco, causes the body to release increased amounts of dopamine, resulting in feelings of relaxation.</i>

aspects of tobacco use. Some research indicates that teenagers may resent this manipulation and this can be discussed in class.

### What is in a Cigarette?

As a class or in small groups, have students figure out what is in cigarettes (tars and chemicals). Have students investigate other purposes for which these chemicals are used (e.g. rat poison, lighter fluid, etc.).

### Suggested Activities

Smoking 101 suggests some of the reasons people, both young and old, give for why they smoke.

- ❖ Ask students to make a list of the reasons they saw in the DVD as to why people smoke. Can students think of any other reasons why people smoke that weren't in the DVD?
- ❖ Encourage everyone in the group to participate in providing reasons and list the reasons in the classroom where everyone can see them.
- ❖ Ask students to participate in creating a second list of reasons not to smoke. Have a discussion about which reasons are more valid.

## Chapter \*2: The Truth about Smoking

### Vocabulary:

- Advertising** *Ways of encouraging people to use or buy something. Tobacco advertising encourages people to smoke.*
- Brand** *A distinctive name or mark given to a product to distinguish it from other similar products. Camel and Marlboro are brands of cigarettes.*

### Questions for Discussion

- ❖ What ideas or messages do tobacco companies try to communicate in their advertising? Can you think of some examples of ads? Do you think they are effective?
- ❖ Why do tobacco companies want people to smoke?
- ❖ Why do tobacco companies want young people to start smoking?
- ❖ Do tobacco companies tell the truth in their advertising?

## Suggested Activities

### Who Benefits?

In Chapter 2, *The Truth About Tobacco*, the discussion focuses on tobacco advertising and the benefits of smoking to tobacco companies. The following activity can help students come to their own conclusions about who benefits from tobacco smoking.

Give each student a chart like the one below. Ask students to write down as many positive and negative results of smoking, both for themselves and for the tobacco companies. Once students have completed their own charts, facilitate a discussion with the group or class. Use a large chart in front of the class to record everyone's contributions. One way to manage this discussion is to go around the group getting ideas for each part of the chart until all of the ideas are recorded on the chart. Finish the session by talking about what students observe from the chart they created.

### Who Benefits? (A Sample Chart)

	Results of Smoking	
	Positive	Negative
For Me	<ul style="list-style-type: none"><li>- Looks cool</li><li>- Fit in with friends</li></ul>	<ul style="list-style-type: none"><li>- Smell like smoke</li><li>- Bad for my health</li></ul>
For the tobacco companies	<ul style="list-style-type: none"><li>- Sell cigarettes</li><li>- Make money</li></ul>	<ul style="list-style-type: none"><li>- Bad reputation</li><li>- Get sued</li></ul>

competitive or a cooperative activity. Consider posting the students' work in the hallway, on the school website or in the school newspaper.

### Legal Action

- ❖ As a class or in small groups, prepare and present a lawsuit against a tobacco company. Students can be guided to research their case on the internet or in the library. Students can be assigned roles of attorneys, court reporters, media, judges, defendants, and others, for the presentation. Students can use a real or imaginary case of someone who has been harmed by the use of tobacco. Students may also want to read about or see videos about legal action against tobacco companies. They may want to communicate by letter or e-mail with their state Department of Health, Attorney General or other government entity involved with tobacco.
- ❖ As a class or in small groups, have students look on the internet, in magazines and newspapers for recent court cases that involve tobacco related individual and class action lawsuits. Invite a local judge or attorney to talk to students about tobacco-related legal actions.

### Making Our Own

Using their stories and their own research, invite groups or classes of students to make a video about tobacco use. Make arrangements for students to show their work to younger classmates, school faculty and/or parents. Do a special premiere showing for peers.

### Tobacco Industry Manipulation

Have students discuss as part of a classroom discussion how anti-tobacco ads (truth ads) try to make clear the negative

Students may need some help to start the discussion but will probably catch on once a few examples are provided. Again, a chart may help to make the point that everyone pays the costs of smoking! The chart below has a few examples.

### Creating a New Image

- ❖ Ask students to recall the tobacco ads mentioned in the lesson. Talk about the ways in which characters are portrayed in the ads.

### What Does Smoking Cost? (A Sample Chart)

Who Pays?	What Does It Cost?
Family Members or Friends	Breathing and other health problems Colds Smelly clothes
Businesses	Higher health insurance costs Calling in sick
Community	Fire danger
Society	Secondhand smoke dangers Lost time at work

- ❖ Have your students look at ads in your local newspaper or magazines in your library. Challenge students individually, in small groups or as a class, to use the same characters to design anti-smoking or anti-tobacco advertising. Students who have the ability to draw their own ads can do so; others may wish to trace or cut and paste characters from ads they find. Students may also use photographs if they have access to cameras. This activity can be a

### Measuring the Pressure

Chapter 2 focuses on the persuasion from tobacco companies for young people to use tobacco. To become more aware of the strength and frequency of these messages, have your students count the number of cigarette/tobacco ads or exposures in various media formats. These tools can include billboards, magazines, newspapers, movies and point-of-purchase displays in stores. Put parameters on what you ask students to count—an hour on the internet, three magazines, a week's worth of the local newspaper, etc. Once students have completed and shared their tallies, have them compare tobacco advertising to other kinds of advertising. Students can compare their counts of tobacco ads to ads for soda, food, clothing, etc. Allowing students to choose the comparison product helps to make it more meaningful for them.

Consider providing a chart such as the one below on which students can record their counts.

### Measuring the Pressure (A Sample Chart)

Media	Tobacco	Soda	Cellular Phones	Cars
Magazines	III	III		II
Internet				
TV				
Movies				



## Chapter \*3: Worth the Price

### Vocabulary:

<b>Bladder</b>	<i>A part of the body that is important in eliminating waste products. The bladder holds liquid waste (urine), until it is passed out by urination. The bladder can be damaged by smoking.</i>
<b>Cancer</b>	<i>A disease that can affect many parts of the body. Smoking can cause cancer. Cancer develops in the body (it is NOT “caught” like a cold) when good healthy cells undergo abnormal changes and begin to divide uncontrollably. These cancerous cells can sometimes spread to other parts of the body. Cancer can cause death.</i>
<b>Emphysema</b>	<i>A disease that damages the air sacs in our lungs, making it very hard to breathe. Smoking tobacco is the most common cause of emphysema. This disease progressively and permanently damages the lungs, and often leads to death.</i>
<b>Kidneys</b>	<i>A part of the body important for cleaning wastes from the body. The kidneys consist of two gland-type organs, on either side of our spine. Their job is to filter and send liquid waste (urine) to the bladder. Smoking can damage your kidneys.</i>
<b>Lungs</b>	<i>A part of your body that is necessary for breathing. Lungs consist of two spongy cone shaped organs inside the chest. The oxygen our our bodies need comes from our lungs, after we breathe. Smoking can damage your lungs.</i>
<b>Pancreas</b>	<i>A part of the body located behind the stomach that helps process food. It releases important hormones which our bodies need for good health. Smoking can damage your pancreas.</i>
<b>Preventable</b>	<i>Something that can be stopped. Health problems from smoking are preventable by quitting or not smoking at all.</i>
<b>Smokeless tobacco</b>	<i>A type of tobacco product that is snorted or chewed, rather than smoked. Snuff and chewing tobacco are kinds of smokeless tobacco. All of them are addictive and can cause cancer and other health problems.</i>

### Other Activities:

#### What Does Smoking Cost?

- ❖ One of the costs of smoking is the expense of buying cigarettes, cigars, snuff or other forms of tobacco. Engage students in the discussion of the costs of these products. If students don’t know what tobacco products cost, have them do some research to find out. This research can include calling or visiting stores to collect price information. (Make sure that the students explain to store personnel that they are collecting information for a school project.)
- ❖ Calculate the costs of purchasing these products by the week or the month. (Enlist the help of the students’ math teachers, too!) For example, if cigarettes cost \$3.50 per pack, work together to figure out how much it would cost each week for a smoker who smokes one pack per day.
- ❖ A related activity can help students compare the costs of smoking or other tobacco use with the costs of doing other things. Ask students to generate a list of things on which they spend money—soda, music, video games, etc. Have them calculate the amount of money they spend per week on these items or activities. Have them compare these costs with a weekly cost of a smoking habit. Have a discussion about how students would prefer to spend their money.
- ❖ Facilitate a discussion with students about the costs—not just monetary, but also social—of smoking to others: friends, family, businesses, government, and society as a whole. Help students think about personal costs as well as costs to other people and to society. For example, smoking has a cost to the person who smokes. It also may cost society in the form of higher insurance costs.



## Chapter \*6: Deaf People and Smoking

### Questions for Discussion:

- ❖ Did any of the six people on the DVD impress you? Who? How?
- ❖ Do you know any deaf people who have been affected by smoking?
- ❖ Do you think deaf people smoke for different reasons or the same reasons as hearing people?
- ❖ Is it harder to be a non-smoker if your friends or family smoke? Why?
- ❖ What advice would you give young deaf students about smoking or other tobacco use?

### Suggested Activities:

#### Shaping Attitudes and Beliefs

In Chapter 6 of the DVD, *Deaf People and Smoking*, students met six deaf people who have been affected by smoking in some way. Each of these people talked about people and things that influenced them in their decisions about smoking. Ask each student to make two lists. The first list includes factors that encourage people to smoke. (This list might include advertising, a desire to look cool, friends or family members who smoke.) The second list should include factors that encourage them NOT to smoke. (This list might include knowledge about the health effects of smoking, the desire not to smell, friends or family who are opposed to smoking.) When students have finished their lists, encourage them to share with the group. Facilitate a discussion about how they decide which influences to follow. Ask students to comment on whether their attitudes and beliefs are shaped differently because they are deaf.

### Questions for Discussion:

- ❖ What do you want to do with your life?
- ❖ What are your hopes for your future?
- ❖ Would smoking or other tobacco use help or hurt your plans? How?
- ❖ Have you ever known anyone who had negative consequences from smoking or other tobacco use? What were the consequences?
- ❖ Do you know anyone who had lung cancer, emphysema or another disease related to tobacco use? How did it affect them? How did it affect you?
- ❖ What reasons could you give for not smoking if friends pressured you to smoke?

### Suggested Activities:

#### Practicing for Life

Chapter 3 of the DVD, *Worth the Price*, shows a few examples of ways young people can respond to the pressure to smoke or use tobacco. Have your students create skits or scenes showing different ways they can respond to pressure from friends or classmates to use tobacco. Show examples for both smoking and other tobacco use. Remember, most kids want to use strategies that get them out of the situation but allow them to still look good in front of their friends. Choose the best-liked scenes to perform them for younger students, or videotape them to show to others.

## Chapter \*4: Self Esteem

### Vocabulary:

**Self esteem** *How a person feels about herself or himself. Good self esteem helps us make good decisions for ourselves.*

### Questions for Discussion:

- ❖ What things or people help you feel good about yourself? What things or people cause you to feel bad about yourself?
- ❖ What are you proud of about yourself?
- ❖ What can you do to improve your self esteem?

### Suggested Activities:

#### Feeding My Self-Esteem

The DVD talks about the benefits to having good, healthy, positive self esteem. Ask students to make a list of things that contribute to their self esteem using the categories below.

#### Feeding My Self-Esteem (A Sample Chart)

Skills/Talents	Physical Self	Personality	Friends/Family	Other
- Good artist - Volleyball	- Tall - Strong - Nice smile	- Friendly	- Family signs - Good friends	- Have goals for the future

Ask students to share their work with each other. Then ask students to go back and mark those items that would be compatible with smoking. As a group, discuss the results as well as what the students learned from the activity.

## Chapter \*5: Be True to Yourself

### Questions for Discussion:

- ❖ Do you think smoking or other tobacco use makes someone look older?
- ❖ What things make young people seem older or more mature?
- ❖ Are your friends impressed by someone who smokes? Are you?
- ❖ What ideas do you have for “being yourself”?
- ❖ What advice would you give to a younger brother, sister or friend about “being yourself”?

### Suggested Activities:

#### Being Who I Am

Knowing who they are and being true to themselves can help young people resist pressures to smoke or use other kinds of tobacco. Have your students brainstorm a list of people who they feel are “true to themselves.” After the list is complete, have them take turns and explain why they placed those names on the list, and in what ways they feel these people are “true to themselves.” Discuss what helps a person be “true to himself or herself.”