

THE TEEN FILES: Smoking—Truth or Dare

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Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.

RATIONALE

In today's classrooms, educational pedagogy is often founded on Benjamin S. Bloom's "Six Levels of Cognitive Complexity." The practical application of Bloom's Taxonomy is to evaluate students' thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students' life experiences, realities, and expectations. AIMS' learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today's classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.

ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,

INTRODUCING THIS ATM

will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,

PREPARATION FOR VIEWING

provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,

AFTER VIEWING THE PROGRAM

provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.

FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world's most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.

PREPARATION FOR VIEWING

SECTION 3

In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program

Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary

Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas

Discussion Ideas are designed to help you assess students' prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students' ideas and opinions.

Focus

Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In

Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4

After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.

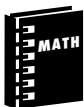
SUGGESTED ACTIVITIES

The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:



Meeting Individual Needs

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.



Curriculum Connections

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.



Critical Thinking

Critical Thinking activities are designed to stimulate learners' own opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.



Cultural Diversity

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.



Hands On

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.



Writing

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.



In The Newsroom

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.



Extended Activities

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.



Link to the World

These activities offer ideas for connecting learners' classroom activities to their community and the rest of the world.



Culminating Activity

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.

VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students' needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students' understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.

THE TEEN FILES: Smoking—Truth or Dare

THEMES

THE TEEN FILES: Smoking—Truth or Dare gives young people vivid evidence of the damage tobacco does to the body. By exploring how cigarettes and spit tobacco affect all users, even those who are very young, the program helps viewers understand the importance of quitting *now*, not after the damage is done.

OVERVIEW

THE TEEN FILES: Smoking—Truth or Dare is a powerful program that graphically demonstrates to teens who use tobacco exactly what their deadly habit is doing to them. The damage that smoking or chewing tobacco does to the body is not just something that happens late in life. By using medical tests and computer imagery, the video proves that these young people are suffering the deadly effects of tobacco use *right now*, and the consequences will only get worse.

OBJECTIVES

- ▶ To persuade young tobacco users that they are causing serious damage to their bodies.
- ▶ To demonstrate how smoking can be deadly in a variety of ways
- ▶ To demonstrate through the use of twins, one a smoker and one a non-smoker, how smoking damage is apparent even at a young age
- ▶ To reveal how smoking speeds the aging process
- ▶ To show that smoking-related diseases rob people of the ability to lead normal lives

Use this page for your individual notes about planning and/or effective ways to manage this
AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments.
Please feel free to address your correspondence to:

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INTRODUCTION TO THE PROGRAM

Every day, six thousand American teenagers light a cigarette for the first time. Many of today's teens are aware of the dangers, but they do not believe that they will be affected. The reality is that four and a half million teens currently smoke or chew tobacco. Of those, over a million will eventually die because of tobacco's deadly effects. In fact, every year, tobacco kills more people than AIDS, drug abuse, car accidents and murder—combined.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

addiction - strong physical or psychological craving for a substance despite its harmful effects

nicotine - dangerous, addictive drug found in all tobacco products

tobacco - plant that is used to make cigarettes and smokeless tobacco

carcinogens - substances that cause cancer

FOCUS

How often do we think about the risks associated with daily activities, such as walking to school or riding in a car? How much time do we spend thinking about the negative things that might happen to us? Is this healthy or unhealthy? How does this relate to many young people's attitudes toward tobacco?

DISCUSSION IDEAS

Ask students to list some reasons why young people start smoking, even when know about the risks.

What are some of the effects that smoking has on the human body? How long do students think smokers have before seeing the effects of smoking? What are some of the effects that chewing tobacco has on the body? How long do users of chewing tobacco have before seeing the effects?

JUMP RIGHT IN

HOW TO USE THE *THE TEEN FILES: SMOKING—TRUTH OR DARE* AIMS TEACHING MODULE

Preparation

- ▶ Read *Mixtures: Together but Separate* **Themes**, **Overview**, and **Objectives** to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE TEEN FILES: SMOKING—TRUTH OR DARE*

- ▶ Set up viewing monitor so that all students have a clear view.
 - ▶ Depending on your classroom size and learning range, you may choose to have students view *Mixtures: Together but Separate* together or in small groups.
- Some students may benefit from
- ▶ viewing the video more than one time.

After Viewing *THE TEEN FILES: SMOKING—TRUTH OR DARE*

- Select **Suggested Activities** that
- ▶ integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students
- ▶ to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number
- ▶ of **Vocabulary**, **Checking Comprehension**, and consumable activity pages for your students.

- You may choose to have students
- ▶ take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students' comprehension of what they have learned, and to provide them with practice in test-taking procedures.
- ▶

- Use the **Culminating Activity**
- ▶ as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.

SUGGESTED ACTIVITIES

Writing

Ask students to choose a tobacco-related topic from the list below. Have each student research his or her topic and write a brief report discussing the findings. Excellent sources include magazine and newspaper articles, tobacco websites and pamphlets from anti-smoking groups.



60 Minutes

- Recent lawsuits brought against the tobacco industry
- Secondhand smoke
- Smoking and the media
- Spit tobacco
- The history of tobacco in the United States
- Products designed to help smokers overcome nicotine addiction
- Smoking and pregnancy
- Tobacco companies and their marketing strategies

Meeting Individual Needs

Based on what they have learned, ask students to write an explanation of how each word listed below is related to tobacco.

addiction
arsenic
cancer
emphysema
nicotine
pneumonia



20 Minutes

Connection to Science

Locate someone in the health industry who deals with tobacco-related diseases. Physicians, nurses, lab technicians, psychologists involved in nicotine addiction therapy, and dentists are just a few examples. Students may be able to suggest specific people who are appropriate.

When you have someone in mind, ask the person to visit your class to discuss tobacco with students. How does tobacco affect the person's job? What kind of problems does tobacco cause? What effects does tobacco have on people's lives?



20 Minutes

After the person has spoken to the class, allow time for a question and answer session. Encourage each student to have at least one question prepared ahead of time.

Critical Thinking

Each of the following quotes is from the video *THE TEEN FILES: Smoking—Truth or Dare*. Ask each student to choose one of the quotes and write a response. What would the student say to the speaker of the quote? How does the student feel about what is being said?



30 Minutes

In response to the problems caused by smoking, Robert said, "That's what a plastic surgeon is for. That's what a dentist is for. That's what you pay them for."

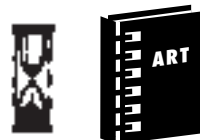
Becca laughed as she said, "I've never seriously tried to quit. As crazy as that may sound, it's almost true that smoking has more advantages than disadvantages."

Seeing her cousin sick with emphysema, Shannon said, "I really believe it can't happen to me."

Pat said, "I chew because my friends chew. I chew because I play baseball year 'round and it's constantly on the baseball field."

Connection to Art

Tobacco affects many parts of the body, inside and out. Ask students to use markers, paint, charcoals, or colored pencils to draw a typical smoker. They may choose to draw the smoker from the outside, or to illustrate the effects of tobacco on the inside.



30 Minutes

Encourage students to keep the following tobacco-related problems in mind: wrinkles, stained fingernails, yellow teeth, dirty lungs, sore throat, phlegm in the lungs, smelly hair and clothes, burns from cigarette ashes, "hairy tongue," enlarged heart, lung cancer, throat cancer, stomach cancer, bladder cancer, emphysema.

Link to the World

Recently, several lawsuits have been filed against tobacco companies. Ask class members how they feel about these lawsuits. After discussing the topic, divide the class into two groups. Have a class debate, with one group explaining the "Pros" of the legislation, while another describes the "Cons." Encourage students to keep these questions in mind:



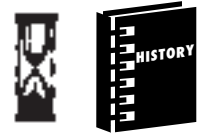
45 Minutes

- * Is it ever illegal to make and sell tobacco?
- * Has it been proven that tobacco companies intentionally marketed their product to children?
- * Where does the money collected from the lawsuits go?
- * In the end, will the lawsuits keep people from smoking? Why?
- * Who is responsible for a tobacco-related death: the smoker, the tobacco company, or both?

Connection to History

To understand how a drug as lethal as tobacco ever became legal, we must look at the history of the drug. Ask students to brush up on the facts by looking over library books, encyclopedia articles and websites about “tobacco” and “smoking.” Then ask them to answer the following questions.

1. When did cigarettes first become popular in the United States? What led to their popularity? **In the 1920s; Cigarettes were distributed during World War I to stressed out soldiers. Many of the soldiers brought the habit back home.**
2. When did people first notice the dangers of smoking? **In the 1950s; It took about 30 or 40 years for the serious effects to show up.**
3. Eventually, a law was passed in the United States that made it illegal to advertise cigarettes on television. What year was the law passed? Why was the law passed? **In 1970; To prevent people from trying cigarettes.**
4. Why were cigarettes not outlawed when the dangers were first noticed? **Many people already become wealthy and powerful.**



40 Minutes

Extended Activity

The choices we make today can affect our lives for many years. What would students say if a friend asked them to smoke? Read the following statements and ask students to suggest various responses.

- “It’s just one cigarette.”
- “You can always quit if you don’t like it.”
- “It’ll help you relax.”
- “Just put one in your hand and you’ll look cool.”
- “Everybody else does it.”
- “It might help you lose weight.”



15 Minutes

Culminating Activity

Using what they have learned in the unit, ask each student to write a question related to the program. Collect the questions and use them to write a review quiz. After giving the quiz, ask students if they enjoyed designing the test. How would they feel about designing more tests in the future?



60 Minutes

VOCABULARY

The following terms are from *THE TEEN FILES: Smoking—Truth or Dare*. Fill in the number of each term next to its closest definition.

- | | |
|--------------------|----------------|
| 1. atherosclerosis | 6. leukoplakia |
| 2. nicotine | 7. circulation |
| 3. tobacco | 8. addiction |
| 4. emphysema | 9. cancer |
| 5. bronchitis | 10. arsenic |

- ___ rate of blood flow through the body; smoking causes it to decrease
- ___ pre-cancerous sores in the mouth that can be caused by chewing tobacco
- ___ an illness of the lungs which causes the air sacs to expand and lose their elasticity
- ___ addictive drug found in tobacco that increases blood pressure and heart rate
- ___ serious, often deadly disease that causes the body's cells to mutate and grow out of control
- ___ strong physical or psychological craving for a substance despite its harmful effects
- ___ hardening of the arteries that can lead to a stroke or heart attack
- ___ rat poison; one of many poisons found in tobacco
- ___ plant whose leaves are used to make cigarettes, snuff and chew
- ___ swelling of the bronchi, or breathing tubes in the lungs, which can cause coughing and soreness

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

By seeing computer simulations of their faces, Jackie and Crystal learned that smoking causes ___1___. Former model Janet Sachman said that a tobacco executive encouraged her to ___2___. Later, when other teens saw a lung with emphysema, they noticed that the ___3___ were stretched and damaged. The people in the hospital were so affected by emphysema, they had to use ___4___ at all times. Greg and Pat were checked by a dentist for early signs of ___5___. Rick Bender, the ex-ballplayer, lost his tongue and part of his jaw after chewing tobacco caused him to develop ___6___. Twins Becca and Karen learned that tobacco affects ___7___, even in young people. Although she is only 28, Pam Laffin had to undergo ___8___ in order to survive.

1. A. premature aging
B. hairy tongue
C. throat cancer
D. bad circulation
2. A. quit smoking
B. try plastic surgery
C. start smoking for her modeling career
D. see a doctor about an earache
3. A. bronchi
B. arteries
C. cells
D. air sacs
4. A. heart monitors
B. crutches
C. oxygen tanks
D. electrodes
5. A. heart disease
B. bronchitis
C. emphysema
D. leukoplakia
6. A. pneumonia
B. cancer
C. bronchitis
D. emphysema
7. A. the liver
B. air sacs in the lungs
C. blood flow
D. heart size
8. A. a heart transplant
B. chemotherapy
C. plastic surgery
D. a lung transplant

QUESTIONS FOR THOUGHT

1. In the video, Walter said that he enjoys smoking on his porch because people that drive by can see him. How do you feel about this comment?
2. Robert did not understand why smoking is such a big deal. He said he has friends who have died in car accidents or from being shot. How might those types of deaths be different from smoking-related deaths?
3. Many people feel that smokers are only hurting themselves. What did you learn in this program that disproves that belief?
4. Which story in the video had the greatest impact on you? Why?

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Smoking causes early wrinkles and premature aging.
2. ___ With emphysema, the walls of the heart slowly dissolve.
3. ___ Neither Greg nor Pat showed any signs of leukoplakia.
4. ___ Rick Bender lost a third of his tongue and half his jaw because of cancer.
5. ___ Smoking restricts circulation and causes less oxygen to reach the skin.
6. ___ The "hairy tongue" caused by chewing tobacco is actually an elongation of papillae on the tongue.
7. ___ Emphysema only happens to people who are over the age of 50.
8. ___ Many people with emphysema become short of breath after walking just a few yards.
9. ___ After getting a lung transplant, Pam Laffin was once again able to enjoy a normal life.
10. ___ Every day in the United States, six thousand American teenagers try cigarettes for the first time.

ALTERNATIVES

Each quote listed below is from the video *THE TEEN FILES: Smoking—Truth or Dare*. The quotes are from teens explaining why they smoke. Beside each quote, write a better way to fulfill the need mentioned. There are many possible answers, so use your imagination.

Robert said he smokes because:

"It's sexy."

A better way to look sexy would be to:

Crystal said she smokes because:

"It helps keep me skinny."

A better way to stay thin would be to:

Walter said he smokes because:

"It makes me feel cool."

A better way to feel cool in front of others would be to:

Cori said she smokes:

"To be accepted."

A better way to be accepted by friends would be to:

Greg said he smokes because:

"It's something to do."

A better way to overcome boredom would be to:

Robert said he smokes because:

"It makes me look more mature."

A better way to look mature would be to:

Becca said she smokes because:

"I need the nicotine."

A better way to have energy would be to:

Jackie said she smokes because:

"It helps me relieve stress."

A better way to relieve stress would be to:

TIME VS. MONEY

Tobacco is an expensive habit that takes years off a person's life. To learn more, answer each question below. Feel free to use a calculator for the problems with large numbers.

1. These days, cigarette prices are going up all the time. For this activity, we'll use the average price of \$3.25 per pack.

If someone smoked a pack of cigarettes a day, how much money would that person spend in a week?

2. How much would that person spend in a 30-day month? In 1 year? 7 years?

3. By being a non-smoker over the next 60 years, how much money could you save?

4. List 5 things you could buy with the answer you got for #3.

5. On average, each cigarette a person smokes takes 8 minutes off that person's life span. If someone smokes 20 cigarettes per day for 35 years, how much will smoking shorten the person's life? (Round your answer to the nearest year.)

6. Name 5 fun things you can do in 8 minutes or less.

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

tobacco
papillae
arsenic
formaldehyde
emphysema
leukoplakia
bronchitis
nicotine
pneumonia
artery

K	F	O	R	M	A	L	D	E	H	Y	D	E
E	M	P	H	Y	S	E	M	A	D	K	P	O
N	B	A	D	L	C	U	B	L	E	H	B	A
I	L	J	M	H	E	K	H	P	X	M	R	G
C	A	L	G	A	T	O	B	A	C	C	O	K
O	N	R	C	R	K	P	G	P	A	E	N	M
T	G	K	S	T	B	L	C	I	C	Q	C	B
I	B	A	C	E	K	A	B	L	G	O	H	Y
N	K	L	N	R	N	K	L	L	X	M	I	O
E	C	D	A	Y	J	I	H	A	K	A	T	G
D	H	N	H	J	E	A	C	E	N	E	I	Z
B	P	N	E	U	M	O	N	I	A	B	S	O

TEST

Circle the phrase which best answers each question.

1. Jackie and Crystal learned from computer simulations what smoking could do to:
 - their lungs.
 - their hearts.
 - their looks.
 - their brains.

2. Emphysema causes the air sacs in the lungs to:
 - expand and dissolve.
 - shrink.
 - turn pink.
 - heal.

3. Many people with emphysema cannot walk more than a few yards without:
 - falling down.
 - fainting.
 - coughing.
 - becoming short of breath.

4. Leukoplakia is a pre-cancerous condition characterized by leathery, white patches in the:
 - lungs.
 - mouth.
 - liver.
 - heart.

5. _____ is an elongation of the papillae caused by chewing tobacco.
 - Scleroderma
 - Emphysema
 - "Hairy tongue"
 - Pneumonia

TEST (CONTINUED)

6. After years of chewing tobacco, Rick Bender developed _____ cancer.

- lung
- bladder
- brain
- mouth and throat

7. Smoking constricts blood flow and reduces the amount of _____ delivered to the body.

- nicotine
- hormones
- oxygen
- tar

8. At the age of 24, Pam Laffin was diagnosed with:

- throat cancer.
- leukemia.
- cirrhosis.
- emphysema.

9. After getting a lung transplant, Pam's body:

- healed completely.
- rejected the lung.
- recovered from emphysema.
- was strengthened.

10. The dentist who tested Greg and Pat for leukoplakia found:

- white leathery patches in Pat's mouth.
- cancer in both of their mouths.
- no signs of leukoplakia in either one's mouth.
- that Pat had bronchitis.

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

8868-EN-VID-JE3: *"Fast Forward: An Alcoholic's Story"*

8268-EN-VID-JE3: *"Marijuana and the Mind: Intoxication"*

9918-EN-VID-JE3: *"Crack: Dead at Seventeen"*

9899-EN-VID-JE3: *"Cocaine and Human Physiology"*

ANSWER KEY for page 18

VOCABULARY

The following terms are from *THE TEEN FILES: Smoking—Truth or Dare*. Fill in the number of each term next to its closest definition.

- | | |
|--------------------|----------------|
| 1. atherosclerosis | 6. leukoplakia |
| 2. nicotine | 7. circulation |
| 3. tobacco | 8. addiction |
| 4. emphysema | 9. cancer |
| 5. bronchitis | 10. arsenic |

- 7 rate of blood flow through the body; smoking causes it to decrease
- 6 pre-cancerous sores in the mouth that can be caused by chewing tobacco
- 4 an illness of the lungs which causes the air sacs to expand and lose their elasticity
- 2 addictive drug found in tobacco that increases blood pressure and heart rate
- 9 serious, often deadly disease that causes the body's cells to mutate and grow out of control
- 8 strong physical or psychological craving for a substance despite its harmful effects
- 1 hardening of the arteries that can lead to a stroke or heart attack
- 10 rat poison; one of many poisons found in tobacco
- 3 plant whose leaves are used to make cigarettes, snuff and chew
- 5 swelling of the bronchi, or breathing tubes in the lungs, which can cause coughing and soreness

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

By seeing computer simulations of their faces, Jackie and Crystal learned that smoking causes ___1___. Former model Janet Sachman said that a tobacco executive encouraged her to ___2___. Later, when other teens saw a lung with emphysema, they noticed that the ___3___ were stretched and damaged. The people in the hospital were so affected by emphysema, they had to use ___4___ at all times. Greg and Pat were checked by a dentist for early signs of ___5___. Rick Bender, the ex-ballplayer, lost his tongue and part of his jaw after chewing tobacco caused him to develop ___6___. Twins Becca and Karen learned that tobacco affects ___7___, even in young people. Although she is only 28, Pam Laffin had to undergo ___8___ in order to survive.

1. A. premature aging
B. hairy tongue
C. throat cancer
D. bad circulation
2. A. quit smoking
B. try plastic surgery
 C. start smoking for her modeling career
D. see a doctor about an earache
3. A. bronchi
B. arteries
C. cells
 D. air sacs
4. A. heart monitors
B. crutches
 C. oxygen tanks
D. electrodes
5. A. heart disease
B. bronchitis
C. emphysema
 D. leukoplakia
6. A. pneumonia
 B. cancer
C. bronchitis
D. emphysema
7. A. the liver
B. air sacs in the lungs
 C. blood flow
D. heart size
8. A. a heart transplant
B. chemotherapy
C. plastic surgery
 D. a lung transplant

ANSWER KEY for page 20

QUESTIONS FOR THOUGHT

1. In the video, Walter said that he enjoys smoking on his porch because people that drive by can see him. How do you feel about this comment?

Answers will vary.

2. Robert did not understand why smoking is such a big deal. He said he has friends who have died in car accidents or from being shot. How might those types of deaths be different from smoking-related deaths?

Smoking-related diseases are often painful and long-term. Some people suffer for ten or twenty years before dying. Also, people who die from smoking-related diseases must live with the knowledge that they caused their death and that their suffering could have been prevented.

3. Many people feel that smokers are only hurting themselves. What did you learn in this program that disproves that belief?

Karen worries about her twin sister Becca's smoking. Also, Pam Laffin's cousin Shannon feels pain over what Pam is going through. Pam's kids are also suffering. Soon, they will almost definitely have to face Pam's premature death.

4. Which story in the video had the greatest impact on you? Why?

Answers will vary.

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. **T** Smoking causes early wrinkles and premature aging.
2. **F** With emphysema, the walls of the heart slowly dissolve.
3. **F** Neither Greg nor Pat showed any signs of leukoplakia.
4. **T** Rick Bender lost a third of his tongue and half his jaw because of cancer.
5. **T** Smoking restricts circulation and causes less oxygen to reach the skin.
6. **T** The "hairy tongue" caused by chewing tobacco is actually an elongation of papillae on the tongue.
7. **F** Emphysema only happens to people who are over the age of 50.
8. **T** Many people with emphysema become short of breath after walking just a few yards.
9. **F** After getting a lung transplant, Pam Laffin was once again able to enjoy a normal life.
10. **T** Every day in the United States, six thousand American teenagers try cigarettes for the first time.

ANSWER KEY for page 23

TIME VS. MONEY

Tobacco is an expensive habit that takes years off a person's life. To learn more, answer each question below. Feel free to use a calculator for the problems with large numbers.

1. These days, cigarette prices are going up all the time. For this activity, we'll use the average price of \$3.25 per pack.

If someone smoked a pack of cigarettes a day, how much money would that person spend in a week? **\$22.75**

2. How much would that person spend in a 30-day month? In 1 year? 7 years? **\$97.50; \$1186.25; \$8303.75**

3. By being a non-smoker over the next 60 years, how much money could you save? **\$71,175**

4. List 5 things you could buy with the answer you got for #3. **Answers will vary.**

5. On average, each cigarette a person smokes takes 8 minutes off that person's life span. If someone smokes 20 cigarettes per day for 35 years, how much will smoking shorten the person's life? (Round your answer to the nearest year.) **4 years**

6. Name 5 fun things you can do in 8 minutes or less. **Answers will vary.**

ANSWER KEY for page 24

WORD SEARCH

The following words can be found in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

- tobacco
- papillae
- arsenic
- formaldehyde
- emphysema
- leukoplakia
- bronchitis
- nicotine
- pneumonia
- artery

K	F	O	R	M	A	L	D	E	H	Y	D	E
E	M	P	H	Y	S	E	M	A	D	K	P	O
N	B	A	D	L	C	U	B	L	E	H	B	A
I	L	J	M	H	E	K	H	P	X	M	R	G
C	A	L	G	A	T	O	B	A	C	C	O	K
O	N	R	C	R	K	P	G	P	A	E	N	M
T	G	K	S	T	B	L	C	I	C	Q	C	B
I	B	A	C	E	K	A	B	L	G	O	H	Y
N	K	L	N	R	N	K	L	L	X	M	I	O
E	C	D	A	Y	J	I	H	A	K	A	T	G
D	H	N	H	J	E	A	C	E	N	E	I	Z
B	P	N	E	U	M	O	N	I	A	B	S	O

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. Jackie and Crystal learned from computer simulations what smoking could do to:

- their lungs.
- their hearts.
- their looks.
- their brains.

2. Emphysema causes the air sacs in the lungs to:

- expand and dissolve.
- shrink.
- turn pink.
- heal.

3. Many people with emphysema cannot walk more than a few yards without:

- falling down.
- fainting.
- coughing.
- becoming short of breath.

4. Leukoplakia is a pre-cancerous condition characterized by leathery, white patches in the:

- lungs.
- mouth.
- liver.
- heart.

5. _____ is an elongation of the papillae caused by chewing tobacco.

- Scleraderma
- Emphysema
- "Hairy tongue"
- Pnuemonia

ANSWER KEY for page 26

TEST (CONTINUED)

6. After years of chewing tobacco, Rick Bender developed _____ cancer.
- lung
 - bladder
 - brain
 - mouth and throat
7. Smoking constricts blood flow and reduces the amount of _____ delivered to the body.
- nicotine
 - hormones
 - oxygen
 - tar
8. At the age of 24, Pam Laffin was diagnosed with:
- throat cancer.
 - leukemia.
 - cirrhosis.
 - emphysema.
9. After getting a lung transplant, Pam's body:
- healed completely.
 - rejected the lung.
 - recovered from emphysema.
 - was strengthened.
10. The dentist who tested Greg and Pat for leukoplakia found:
- white leathery patches in Pat's mouth.
 - cancer in both of their mouths.
 - no signs of leukoplakia in either one's mouth.
 - that Pat had bronchitis.