



LESSON: Is Tobacco a Friend?

CONTENT AREA: Tobacco

GRADE LEVEL: Grades K-1



## Synopsis

After seeing a simple demonstration of how the normal lung functions compared with how lungs exposed to tobacco function, students participate in activities that help build refusal skills.

### About this Lesson

#### Key Concepts

How tobacco harms the body

#### NHES Alignments

##### NHES Grades PK–2 Alignments

- Identify that healthy behaviors impact personal health
- Identify how the family influences personal health practices and behaviors
- Demonstrate healthy ways to express needs, wants and feelings
- Demonstrate ways to respond when in an unwanted, threatening or dangerous situation
- Identify situations when a health-related decision is needed

##### Arkansas – K-4 Alignments

- Identify how tobacco products are harmful to health: breathing, diseases, stained teeth
- Tell the effects of tobacco products on the body (e.g., bad breath, yellow teeth)

##### Gifted and Talented – K Alignments

- Predict outcomes and possibilities that extend beyond the obvious and demonstrate insightfulness
- Articulate understanding of concepts within disciplines
- Predict potential outcomes

## Objectives

Students will identify healthful activities.

Students will demonstrate skills for saying "No" to the use of tobacco.

## Skill Emphasis

Practicing Healthy Behaviors (Self Management)

Preparation

## Time Requirements

Two 20-minute sessions.

## Materials & Preparation

Draw a large diagram of the human torso on the board - include the heart and lungs.

Have posters or drawings of a large happy face and a large sad face.

Have a baggie or a balloon

Have one of the following thick and sticky substances:  
molasses, honey, syrup, or a paste of flour and water.

## Background Information

[Additional Tobacco Information](#)

# Teaching Steps

## 1. How friends treat each other.

Ask the following questions:

What is a friend?

What do friends do to help each other?

Do friends ever hurt each other?

If friends hurt each other what happens?

What can friends do to keep from hurting each other?

Post a large happy face (friend face) and a large sad face (not a friend face) on opposite sides of the room.

Read the following scenarios and invite students to move from the happy face to the sad face, depending on the situation. Students can also point to the happy face or to the sad face, if having the students move is unwieldy. Ask students whether or not they think a friend would be likely to behave as the person does in each scenario.

Someone offers to share their crayons with you.  
Someone invites you over to play.  
Someone tells you to kick someone else.  
Someone gives you a slice of apple to eat that they had just dropped on the floor.

## CONCEPTS

Friends take care of friends.  
Friends do good things for their friends.

### 1. Our lungs help us.

Point out the diagram of the thoracic cavity. Ask students to point to their own body's thoracic cavity.'

Tell students you are going to ask them to do some breathing to relax. Ask them to predict which part of the thoracic cavity will move when they breathe.'

Ask students to inhale slowly, and then to exhale slowly with hands on their chests and eyes closed. Repeat several times. Ask students how this feels.'

Ask them to open their eyes and examine the diagram of the thoracic cavity to decide which part of the body is involved in the breathing process.'

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Ask, "Who knows what part of the body is changing when you breathe in and out?"'

Ask students, "Do the lungs do good things for us?" (Yes, they help us breathe.) Ask students to think of the lungs as their friend. In this lesson we will talk about a very important way not to hurt our friend, the lungs.

### 1. How the lungs work.

Tell students you are going to do a simple demonstration to show them how the lungs work when we treat them like friends and how they work when we do not treat them like friends.

Hold up the baggie (or the balloon). Ask students to predict what will happen when you blow into it.

Blow into the baggie (or balloon). Discuss the outcome in terms of students' predictions. Explain that in this demonstration the baggie represents the lungs taking in air.

Hold up the baggie and the sticky substance you have brought to class (such as molasses or honey). Ask the students to predict what will happen when you put the sticky substance into the baggie and then blow into the baggie.

Add the sticky substance to the baggie. Tell students that this sticky substance represents the tar that is in cigarette smoke. Try to blow up the baggie.

Again, discuss the outcome in terms of student predictions.

Ask students which model represents a friendly relationship with the lungs, the model with the sticky substance or the model without the sticky substance. Help them express that the sticky substance (caused by cigarette smoke) interferes with the lung function (breathing).

## CONCEPTS

Tobacco smoke has things in it that hurt the lungs and cause diseases that make it hard to breathe.

### 1. Protecting our friend, the lungs.

Tell students that they have a very important role in befriending (being a friend to) their lungs. Ask them to guess what is the most important thing they can do or not do to care for their lungs. (not smoke tobacco / avoid smoke when possible)

Divide the class into two groups: group one is called "lungs" and group two is called "cigarettes".

Direct the cigarette group to say in unison: "Will you play with me?"

Direct the lung group to say in unison: "NO! Friends do not hurt friends."

Repeat several times louder and louder.

Discuss the importance of saying "no".

Reinforce that our lungs help us breathe and that we help our lungs do their work when we stay away from tobacco smoke.

## CONCEPT DEVELOPMENT

We care for our lungs by keeping away from cigarette smoke.

## SKILL DEVELOPMENT

Students must say "no" to activities like smoking, which is bad for their health.

### 1. Students practice saying "no" to dangerous behaviors and "yes" to healthy behaviors.

Name several activities that are either dangerous or healthy and safe. Ask students to say "no" and frown when you name a dangerous activity. When you name a healthy, safe activity, tell students to say "yes" and smile. Have students discuss why or why not they respond "yes" or "no" to risky activities.

#### Possible Activities:

Play with matches. (no)

Go with a stranger. (no)  
Smoke a cigarette. (no)  
Eat a piece of fruit your parent gives you. (yes)  
Cross the street by yourself. (no)  
Share your toys. (yes)  
Help a friend. (yes)

### SKILL DEVELOPMENT

Saying "no" to dangerous activities  
Saying "yes" to healthy, safe activities

## 1. Reflect, summarize, and discuss.

Ask several students to share one new thing they learned in this lesson. Ask them:

What did you learn about friends?  
Why aren't cigarettes a friend to your lungs?  
What did you learn about how the lungs work?  
What did you learn about putting harmful things into your lungs?  
What are some things that are bad for your health?  
What did you learn about saying "no" to things that are bad for your health?  
What are some things that are good for your health?

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## Assessment

Ask students to tell you individually what they would say if someone offered them tobacco. Ask them to explain why they answered in this way.

### Assessment Criteria

#### CONCEPTS

Student work demonstrates proficiency by showing the ability to:

Explain that tobacco harms the body.

#### SELF MANAGEMENT

Student work demonstrates proficiency by showing the ability to:

Identify health-enhancing behaviors.

Related Lessons

Related Resources