



Grade 8

Health Education

Quarter 4

TEACHING GUIDE NO. 8

Prevention of Substance Use and Abuse *(Cigarettes and Alcohol)*



HEALTH 8



THE LEARNING OUTCOME

Grade Level Standard

The learners demonstrate understanding of family health and life, disease and injury prevention/ control, as well as prevention of substance use and abuse, in order to develop and promote family health for quality life.

Content Standard:

The learners demonstrate understanding of cigarette and alcohol use prevention for a healthy family life.

Performance Standard:

The learners prepare advocacy materials that promote healthy family life.

Learning Competencies:

At the end of this lesson, learners are expected to

1. Discuss cigarettes and alcohol as gateway drugs.
2. Analyze the implications of cigarette smoking.
 - a. Describe the harmful short and long-term effects of cigarette smoking on the different parts of the body.
 - b. Discuss the dangers of mainstream, sidestream or second-hand and third-hand smoke.
 - c. Explain the impact of cigarette smoking on the family, environment, community, and country.

	<p>Learning Competencies:</p> <ol style="list-style-type: none"> 3. Analyze the implications of drinking alcoholic beverages: <ol style="list-style-type: none"> a. Describe the harmful short and long-term effects of drinking alcoholic beverages. b. Interpret blood alcohol concentration in terms of physiological changes in the body. c. Explain the impact of drinking alcoholic beverages on the family, community, and country. 4. Discuss strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages. <ol style="list-style-type: none"> a. Apply resistance skills in situations related to cigarette and alcohol use. b. Enumerate healthful alternatives to cigarette and alcohol use. c. Follow school rules and government laws related to cigarette and alcohol use. d. Prepare advocacy materials against cigarette and alcohol use.
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Assessment Plan		
Product/ Performance Task: The learners prepare advocacy materials that promote healthy family life.	Use formative and summative assessment tools to assess the following competencies: <ol style="list-style-type: none"> 1. Discuss cigarettes and alcohol as gateway drugs. 2. Use graphic organizers to analyze the implications of cigarette and alcohol use. 3. Explain the impact of cigarette and alcohol use to self, family, environment, community and country. 4. Describe the harmful effects of cigarette and alcohol use. 5. Recommend healthy strategies in the prevention and control of cigarette smoking and alcohol use. 6. Apply resistance skills in situations related to cigarette and alcohol use. 	Assess the performance task using the following criteria: <ol style="list-style-type: none"> 1. Express the importance of not smoking and not drinking alcohol, in order to have a healthy family life. 2. Illustrate the dangers of cigarette smoking and alcohol drinking in the body. 3. Propose solutions to control, if not, prevent smoking cigarettes and alcohol drinking in the family, community and country. 4. Analyze the different factors which influence cigarette smoking and alcohol drinking. 5. Assess one's practice of life skills in the prevention of substance abuse.

Teaching – Learning Plan

INTRODUCTION

This teaching guide is designed to prepare you in teaching health education to Grade 8 learners, using varied strategies and ways for your learners to prevent substance use and abuse, particularly: cigarettes and alcohol. This teaching guide will help you in facilitating your learners to be aware of the dangers of gateway drugs and to prepare them in planning for strategies which will help them avoid using cigarettes and alcohol. Assessment activities are designed to check the learners' prior knowledge and understanding of the topics. The four core activities namely: "What to Know", "What to Process", "What to Reflect and Understand", and "What to Transfer", provide meaningful activities from which your learners will gain more information about prevention, intervention, law enforcement, and social reactions to this ubiquitous problem. Core activities will be culminated by an assessment to check the learners' level of proficiency. They will also be aware of the implications of cigarettes and alcohol use to self, family, community and the country as a whole. Suggested *media resources* and *beyond class hour* activities are also provided to enhance and enrich learning especially during days with no classes.

Hope you and your learners enjoy learning Health in a fun-filled and exciting manner. Good luck and stay healthy!

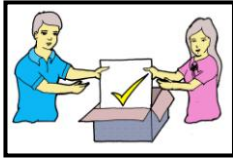
OBJECTIVES



At the end of the learning material, the learners should be able to

- Discuss cigarettes and alcohol as gateway drugs.
- Analyze the implications of cigarette smoking.
 - Describe the harmful short and long-term effects of cigarette smoking on the different parts of the body.
 - Discuss the dangers of mainstream, sidestream or second-hand and third-hand smoke.
 - Explain the impact of cigarette smoking on the family, environment, community, and country.
- Analyze the implications of drinking alcoholic beverages.
 - Describe the harmful short and long-term effects of drinking alcoholic beverages.
 - Interpret blood-alcohol concentration, in terms of physiological changes in the body.
 - Explain the impact of drinking alcoholic beverages on the family, community, and country.
- Discuss strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages.
 - Apply resistance skills in situations related to cigarette and alcohol use.
 - Enumerate healthy alternatives to cigarette and alcohol use.
 - Follow school rules and government laws related to cigarette and alcohol use.
 - Prepare advocacy materials against cigarette and alcohol use.

PRE-ASSESSMENT



Ask the learners to answer honestly and individually the pre-assessment activities. Give them time limit and ask them to write all their answers in their MAPEH notebook/ activity sheet/ journal.

SELF-INVENTORY (ACTIVE OR PASSIVE?)



Use the table below in scoring the self-inventory. Emphasize to your learners that it is important to stress their rights to not inhale the dangerous cigarette smoke. For those who are in the passive zone, tell them that it is not too late to change their lifestyle. Point out that there are more enjoyable and healthy ways they can do than smoking.

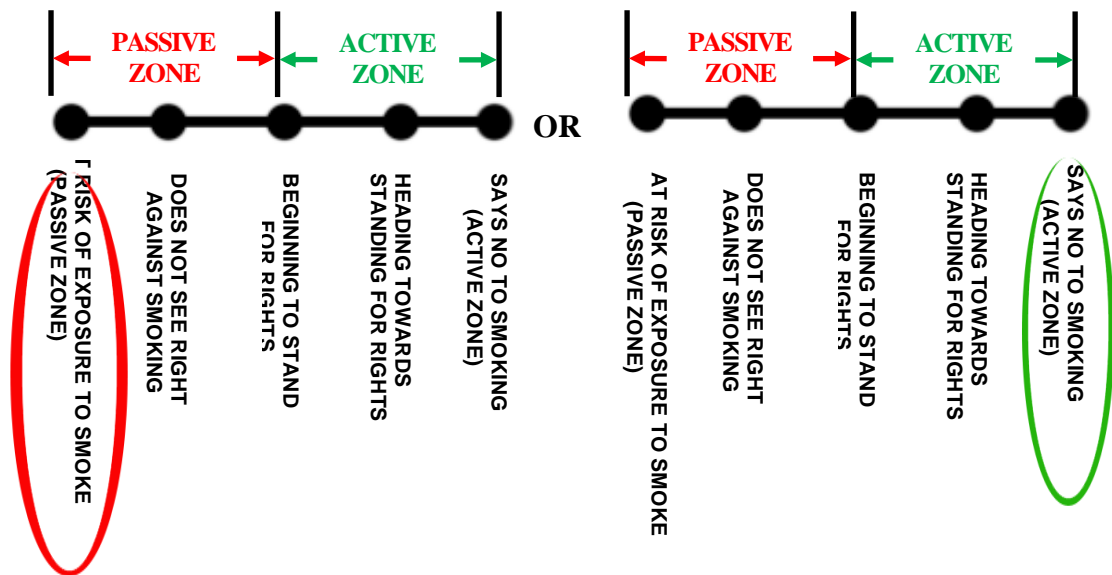


For Items:	If your learner answered:	Tell your learner:
1,2, 3, 4, & 5	YES	You are at risk of exposure to smoke. If you answered more NO, then you stand for your rights and do not let yourself be exposed to smoke.
6, 7, 8, 9, 10, 11, 12, & 13	YES to five or more questions	You are in the active zone. You stand for your rights and

6, 7, 8, 9, 10, 11, 12, & 13	<p>YES from 3 to 4 questions</p> <p>YES from 1 to 2 questions</p> <p>NO to five or more questions</p>	<p>protect your health.</p> <p>You are heading towards standing for your rights and protecting your health.</p> <p>You are beginning to stand for your rights and protect your health.</p> <p>You are a passive smoker and needs to learn to stand up for your rights and protect your health.</p>
14 & 15	YES	It is important to learn how to be active in standing up for your rights and protecting your health.

VALUES CLARIFICATION

Ask the learners to copy the chart below in their MAPEH notebook/ activity sheet/ journal. Based on their scores in the self-inventory, instruct them to encircle the words that best describe their current position. They will use a red crayon, marker or ballpen if they are near or in the passive zone. They will use a green crayon, marker or ballpen if they are near or in the active zone. Use the examples on the next page as guide:



WHICH ZONE WOULD YOU CHOOSE?

Based on the answers of the learners on the above activity, ask them whether they belong to the PASSIVE ZONE or ACTIVE ZONE? Ask them to complete the sentences in the box they belong to.

BOX A (PASSIVE ZONE)

1. My first step in standing up for my rights when I am in danger of being exposed to cigarette smoke is _____.
2. The last time I inhaled someone else's smoke, I admitted that I became a passive smoker because _____.
3. I will follow the following steps to become more active about avoiding passive smoke: _____.
4. I know that the benefits of being active about avoiding smoke are _____.

BOX B (ACTIVE ZONE)

1. I will help passive smokers who are afraid to stand up for their rights to speak up for themselves on the issue of second hand smoke by _____.
2. Every time a person smokes near me, I politely react by _____.
3. The following are my ways of protecting my health from the dangers of smoke: _____.
4. The benefits of sharing this healthy information will be _____.

ANSWER THIS!

Ask the learners to answer the following questions. Accept all answers. Facilitate in the processing of their answers and insights. Make sure to correct myths/ fallacies and feed additional healthful information.

1. Why is it important for people who don't smoke to stand up for their rights? What harmful chemicals do you think people can get from inhaling cigarette smoke?
2. How can you stand up for your rights and protect your health from the dangers of cigarette smoking?
3. What can you suggest to people who are at risk of exposure to smoke and its harmful chemicals?
4. What if your friends started smoking, will you also smoke for your friends' sake? Why or why not?
5. What will you tell your friends who smoke? What will you do if they don't listen to your advice?

SELF-INVENTORY (ALCOHOL: IS IT COOL?)

Ask the learners to number a page in their MAPEH notebook/ activity sheet/ journal from 1 to 15. Instruct them to read the directions before doing the activity. Afterwards, tell them to total the number of YES answers.

1. Have you ever had a drink mixed with alcohol?
2. Have you ever had more than one glass or bottle of alcoholic drink in a two-hour period?
3. Do you drink alcoholic beverages on a regular basis (everyday, every weekend, at all parties attended, etc.)?
4. Do you drink alcoholic beverages to get away from problems?
5. Do you drink alcoholic beverages to become more comfortable with other people?
6. When you are troubled or angry, do you drink alcohol right away?
7. Have you ever received comments about your drinking?

8. Do you get irritated or annoyed when people talk about your drinking?
9. Do you drink until the supply is gone?
10. Do you sometimes deny your drinking when someone asks if you drink?
11. Do you find it difficult to say no when someone else invites you for a drink?
12. Do you sometimes drink even though you know that it will affect your work or class the next day?
13. Do you leave class or work just to attend a drinking session with groups?
14. Are your grades suffering because of your drinking?
15. Have your friends left or avoid you because of your drinking?

What are your learners' scores in the self-inventory?

Instruct the learners to give themselves 1 point for every yes answer. Next, tell them to total their score. Post the interpretation shown below:

SCORE	INTERPRETATION
0 to 2	Congratulations! You do not have a problem with alcohol.
3 to 5	You could be on your way to a problem with alcohol.
6 to 8	Chances are you already have a problem with alcohol.
9 and above	You really need help! You have a serious problem with alcohol.

OPEN-ENDED STATEMENTS

Tell the learners to choose among the three diagrams the characteristic or description that is appropriate for them, and then complete the statement that follows.

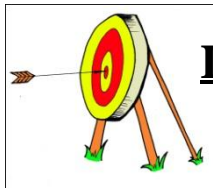
<p>I have no problem with alcohol.</p> <ul style="list-style-type: none">• One way which helps me stay alcohol-free is _____• To help my family member or friend stay alcohol-free, I plan to _____	<p>I have tried driving while drunk/I have accompanied a driver who has been drinking.</p> <ul style="list-style-type: none">• If I accompany a drunk driver, I plan to _____• One step I need to take to stop driving after drinking is _____	<p>I really like to drink.</p> <ul style="list-style-type: none">• One way for me to stop drinking and avoid possible problem is _____• My personal schedule to stop drinking is on _____• The people I will turn to for suggestions and support in overcoming drinking problems include _____• My personal rewards for successfully overcoming drinking are _____
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ANSWER THIS!

Ask the learners to answer the following questions in their notebook/ activity sheet/ journal. Accept all answers. Facilitate in the processing of their answers and insights. Make sure to correct myths/ fallacies and feed additional healthful information.

:

1. How can you avoid risks of being an alcoholic? List ways and explain each.
2. What if someone asks you to drink an alcoholic beverage, what will you say and do to avoid the situation? Share this in class.
3. What if a friend of yours invited you for a drink at his/ her house and told you he/ she will drive you home after, what will be your reaction? What will you tell him/ her?
4. Why is it important not to drive vehicles when you went drinking?



LEARNING GOALS AND TARGETS

My Personal Learning Goals and Targets:

Instruct the learners that after reading the information and doing the pre-assessment activities in their learning material, they have to write their personal learning goals and targets about preventing cigarette and alcohol use and abuse.

1. _____
2. _____
3. _____
4. _____
5. _____

Rate Your Target Proficiency Level:

Instruct the learners to rate their target proficiency level for each part by shading the circle before the proficiency level. Each part is worth a total of 5 points. This will serve as their guide to track their learning progress as they move along.

PARTS	PROFICIENCY LEVEL				
	1 point	2 points	3 points	4 points	5 points
Knowledge	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED
Process	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED
Understanding	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED
Transfer	<input type="radio"/> BEGINNING	<input type="radio"/> DEVELOPING	<input type="radio"/> APPROACHING PROFICIENCY	<input type="radio"/> PROFICIENT	<input type="radio"/> ADVANCED

LESSON 1: Cigarettes

PART ONE – WHAT TO KNOW



Quiz Time

Instruct the learners that the quiz will not be recorded. It will assess their prior knowledge about smoking and this will prepare them for the main activities in their learning material. Tell them that the answers will be written in their notebook/ activity sheet/ journal:

Have them check their answers against the following:

1. Cigarette smoking primarily affects the RESPIRATORY system.
2. } Examples of gateway drugs are CIGARETTES and ALCOHOL.
3. }
4. NICOTINE is the addictive chemical in smokeless tobacco and cigarettes.
5. NICOTIANA TABACUM OR COMMON TOBACCO is a plant whose leaves can be rolled in a cigar or pipe and can be smoked.
6. A kind of smoke emitted by cigarettes which smokers directly inhale is called MAINSTREAM SMOKE.
7. GATEWAY DRUGS are drugs non-drug-users might try out and can lead to trying more dangerous ones.
8. DRUG TOLERANCE is the abnormal strong craving for and dependence on something that is psychologically or physically habit-forming like cigarette smoking and alcohol use.
9. The Tobacco Regulation Act of 2003 is also known as REPUBLIC ACT 9211 or R.A. 9211.
10. LUNG CANCER is a malignant growth of cells in the lungs due to cigarette smoking.

B. True or False.

1. Secondhand smoke is dangerous to one's health. **TRUE**
2. Smoking inside the school premises is a violation of R.A. 9211. **TRUE**
3. Cigarette smoking and use of smokeless tobacco kills thousands of Filipinos every year.
TRUE
4. The longer cigarette smoke stays in the body, the more it causes damage to body parts.
TRUE
5. Cancer, heart diseases, and chronic obstructive pulmonary disease (COPD) are just some of the diseases caused by cigarette smoking. **TRUE**

Process the learners' answers.

Start Up Activity

Ask the learners to study the editorial cartoon on page 11 of their learning material. Ask them to describe what the picture tells. Help them in processing the article below:



The term “Gateway Drug” is used to describe any drug that a non-drug user might try out. Cigarettes and alcohol are “**gateway drugs**”. Gateway drugs are legal drugs that are readily accessible. People who abuse more dangerous drugs such as marijuana and shabu often start from cigarette smoking and drinking alcohol.

Since cigarettes and alcohol are readily available and generally accepted in our society, many people use them for various purposes. Teenagers are especially vulnerable because they are curious and risk-takers.

According to the study done by the National Youth Commission (NYC), 2 out of 5 Filipino teenagers aged 13 to 15 years old, smoke cigarettes (*philstar.com*, March 16, 2012). Furthermore, in a study conducted by an anti-tobacco group in the year 2011, ten Filipinos die every year of tobacco-related diseases (*Philippine Daily Inquirer*, Sept. 19, 2011).

Health experts explained that the continuous increase in cigarette use and alcohol consumption by Filipino teenagers is due to its very cheap price. Many pro-health groups are now asking the government to increase taxes from cigarette and alcohol companies. The increase in taxes will likewise increase cigarette and alcohol prices in the country.

Ask the learners to answer the following questions. Accept all answers:

1. What are gateway drugs? Give some examples of them.
2. Why are cigarette and alcohol called gateway drugs?
3. What are the harmful effects of cigarette smoking to the body?
4. Why is smoking a threat to the environment? Explain.
5. What are the harmful effects of alcohol to the body?
6. How can you prevent cigarette smoking and alcohol drinking? Give some ways.

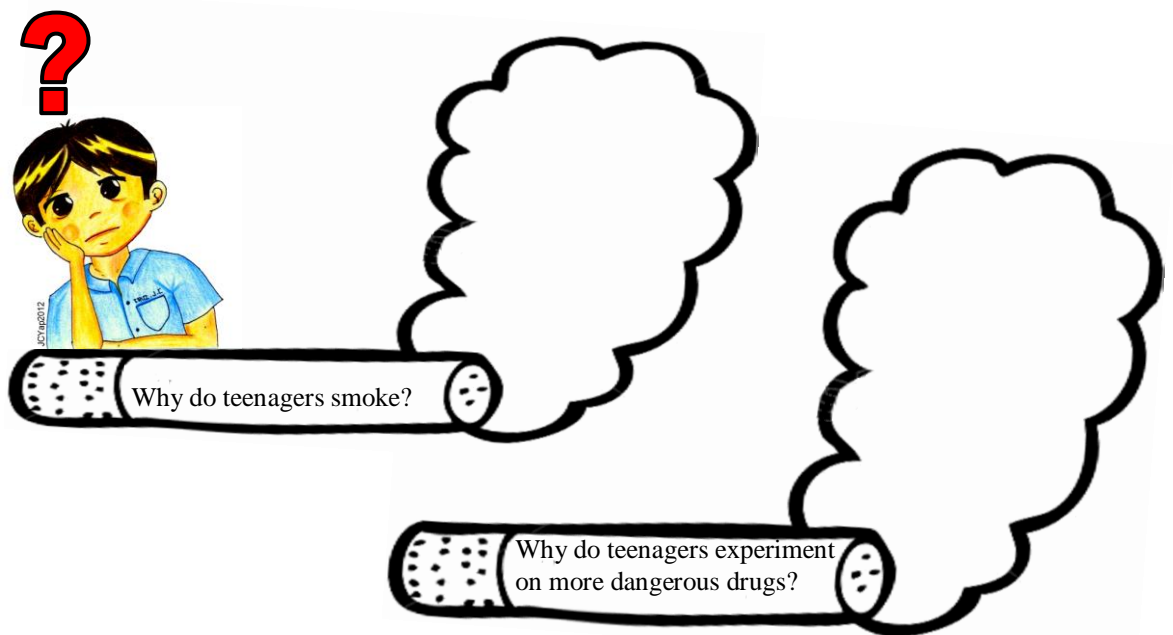
Invite them to do **Activity 1: Key to Knowing**

Ask the learners to copy and complete the key diagram below. Tell them to list the two gateway drugs in the two smaller boxes while the dangerous and illegal drugs in the bigger box. Have them check their answers against these ones.



Have them do **Activity 2: Why do Teenagers Smoke?**

Tell your learners that some teenagers their age know the health dangers of smoking and yet they still smoke cigarettes. Ask them to answer the questions found on each cigarette diagram. Tell them to write their answers inside the smoke.



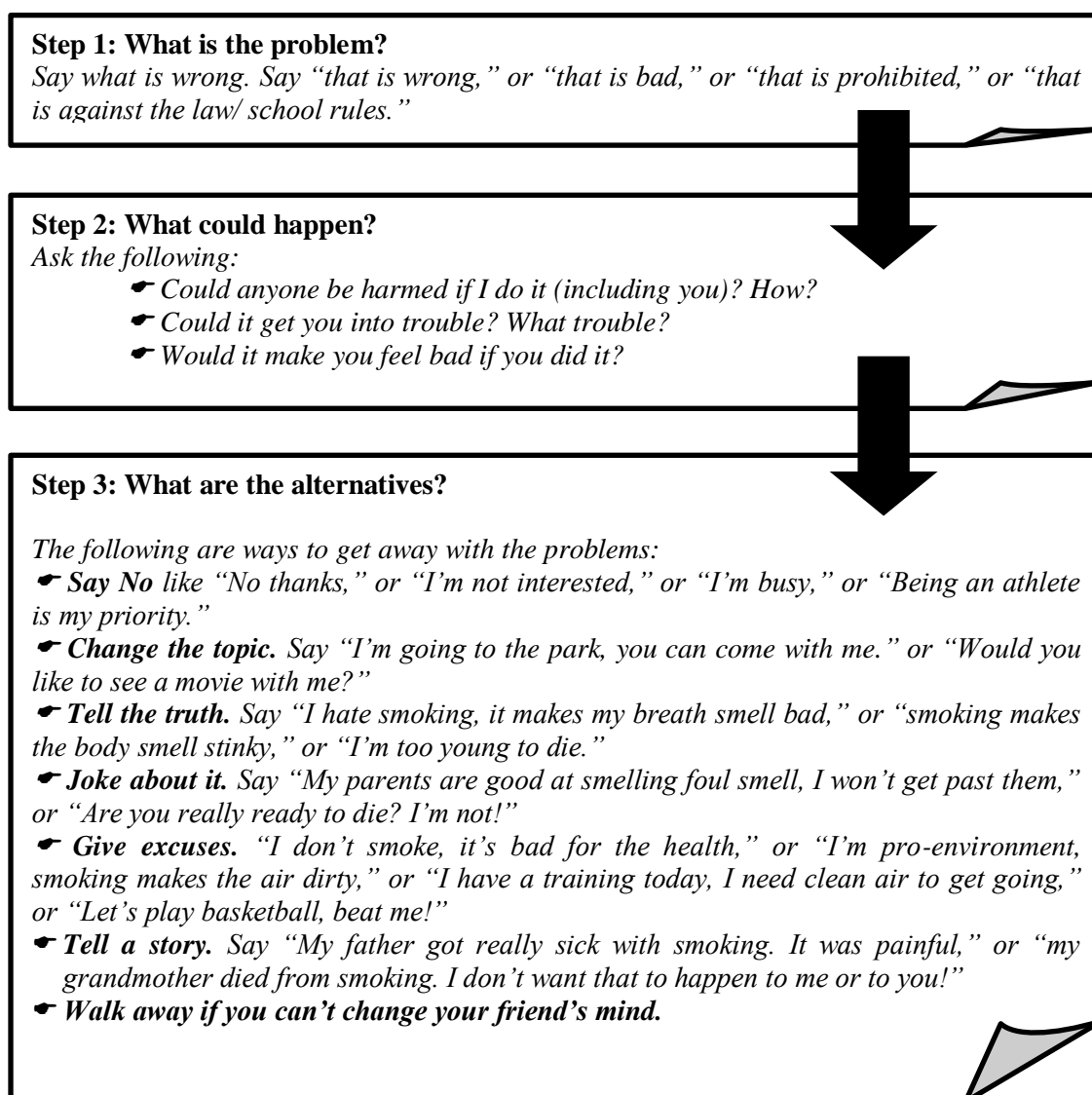
Ask them the following questions:

1. Do you think the mentioned reasons put your health at risk? Why or why not?
2. What are healthier and safer alternatives to smoking?

Process the learners' answers.

Encourage them to do **Activity 3: How To Say No?**

Facilitate the class in practicing this three-step technique for saying **NO**. Ask your learners to ask each of the questions. Next ask them to ask a family member, a classmate, or a friend these questions and positively ask them his/ her position.



Process the learners' answers.

Make them do **Activity 4: Brainstorming**

Instruct the learners to brainstorm a list of words or phrases that describe or remind them of “**SMOKING**” and “**ALCOHOL**”. Remind them that some of these words and phrases may start with the letters of the topic words. Give them examples:

SMOKING	ALCOHOL
<ol style="list-style-type: none">1. Lung cancer2. Stroke3. Harmful chemicals4. Death5. Nicotine6. Dangerous to one’s health7. It kills8. Body odor	<ol style="list-style-type: none">1. Liver cirrhosis2. Shaky concentration3. Water cleanse the body of alcohol4. Tipsy when walking5. Don’t drive while drunk6. Can cause liver cancer7. Don’t drink too much8. Gateway drug

Process the learners’ answers.

Instruct them to do **Activity 5: Acrostic Poem**

Instruct the learners to write acrostic poems using the topic words “**SMOKING**” and “**ALCOHOL**”. They can refer to the list of words or phrases that describe or remind them of the topic word they have brainstormed. They can use these words or phrases. The poem should be about the topic word and each line should begin with a letter from the word. Provide an example like the one shown on the next page.

S	o many people have died	A	lcohol is not healthy
M	akes people sick	L	iver cancer is deadly
O	h dear it includes cancer	C	oncentration is shaky
K	ills thousands and more	O	verdose is really deadly
I	t contains harmful chemicals	H	old tight you're tipsy
N	icotine a sticky resin	O	range juice helps cleanse
G	o against smoking	L	ots of water too

Process the learners' output.

Check Your Knowledge:

Beyond Class Hours:

Ask the learners to answer the following questions at home.

1. What are gateway drugs? Why are these drugs called gateway? How can gateway drugs open doors for teenagers like you to try more dangerous drugs? Interview friends, relatives and teenagers about which gateway drugs such as cigarettes or alcohol can entice a teenager to try more dangerous ones.

Make a write-up of the interview on how gateway drugs can make people try more dangerous drugs. What will you tell people who smoke or drink?

2. Analyze the implications of cigarette smoking and alcohol use on the following: *self, family, environment, community, and country*. Using your mathematical skills, add up how many cigarettes a person can puff? How much will that be for a day? Add up his cigarette consumption in a week, in a month and for a year. What can you buy for that sum of money?

Instruct the learners to conduct a study on how much money one spends for vices like cigarette smoking and alcohol use. Ask them to copy the illustration below and fill out the necessary information. They can ask an adult for additional information.

CIGARETTES

1 Pack/Week

Total Annual Cost:

2 Packs/Week

Total Annual Cost:

3 Packs/Week

Total Annual Cost:

**Items I Can Buy For
This Amount:**

**Items I Can Buy For
This Amount:**

**Items I Can Buy For
This Amount:**

ALCOHOLIC

1-3 Bottles per Week

Total Annual Cost:

4-6 Bottles per Week

Total Annual Cost:

**7 or more Bottles per
Week**

Total Annual Cost:

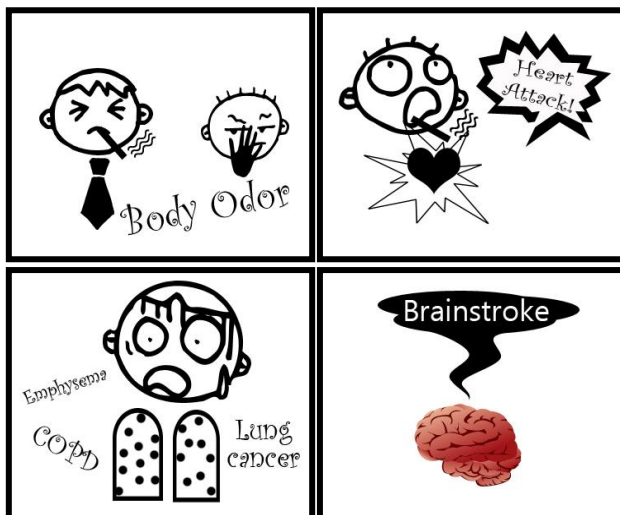
**Items I Can Buy For
This Amount:**

**Items I Can Buy For
This Amount:**

**Items I Can Buy For
This Amount:**

3. Thousands of Filipino teenagers smoke and drink alcohol every day. They know it is bad for their health, but they still smoke and drink. Instruct the learners what they think the body organs will tell someone after he/she smoked or drank alcohol? Tell them to do some research of their own and make comics or “*rage face*” of the different effects of smoking and drinking alcohol to the body. A sample of a rage face comics is provided on the next page.

EFFECTS OF SMOKING TO THE BODY



Sample Rage Face Comics

Tell your learners to visit these recommended media resources:



- Search for the following video titles owned by

www.cdc.gov/tobacco:

- Destiny
- Heart Stopper (2010 Surgeon General PSA)

- Search for videos about the dangers of tobacco smoking at www.youtube.com

- Try online acrostics at www.readwritethink.org/files/resources/interactives/acrostic/

- Browse www.quitsmokingnorthampton.com/hats-in-a-cigarette.php for information about chemicals present in cigarettes

PART TWO - WHAT TO PROCESS



Tobacco is a tall, leafy plant, originally grown in South and Central America, but now cultivated throughout the world. There are many species of tobacco but “*Nicotiana tabacum*” or sometimes called “*common tobacco*” is preferred for producing present day cigarettes. Tobacco use has been recorded as early as 600-900 C.E. as carved drawings on stones were discovered in Mexico. American Indians smoked it for special religious occasions and medical purposes only. They never smoked cigar everyday.



Nicotiana tabacum (photo from http://lemur.amu.edu.pl/share/php/mimnest/species_images/Nicotiana_tabacum.jpg)

According to the World Health Organization, tobacco smoking and chewing is the second leading cause of death around the world. It is responsible for the death of one in ten adults worldwide, approximately reaching about 5 million deaths in a year. It is estimated that the death toll will rise to 10 million each year, by the year 2020.

Each time a person puffs a cigarette or chew tobacco, more than 4,000 chemicals comes into his/her contact. All of these chemicals harm people one way or another. In studies conducted, 43 of these chemicals are known carcinogens. Carcinogens are substances which cause cancer. Nicotine, the addictive drug found in tobacco products like cigarettes is a poisonous stimulant. A stimulant drug increases the central nervous system (CNS) activity. The central nervous system controls all body organs like the heart, lungs, brain and processes like heart rate, blood pressure rate, respiration rate, and more.

Every time a cigarette is lit, smoke is emitted. There are three smokes produced by cigarette smoking namely:

- ▶ Mainstream Smoke - refers specifically to the smoke that a smoker directly inhales.
- ▶ Sidestream Smoke – the smoke that comes out of the lighted end of a cigarette or pipe. This is also called “second-hand smoke (SHS) or environmental tobacco smoke (ETS). This is more dangerous

than mainstream smoke because it is not filtered and is easily absorbed by body cells. It also contains more carcinogens.

- ▶ Third-hand Smoke – smoke left for a long time on sofa, beddings, pillow and other objects. This smoke also called “residual tobacco smoke (RTS)” settles along with dust and can last for months. This smoke still contains harmful chemicals and carcinogens.

The “*Environmental Protection Agency (EPA)*” classifies secondhand smoke as a Group A carcinogen. This means that cigarette smoke has substances known to cause cancer to humans. Short exposures to secondhand smoke can also cause changes in a passive smoker's blood, making blood platelets stickier, adding friction to the blood vessels causing damages to its lining and thus causes an increase in heart rate and performance (www.epa.gov).



Make them do **Activity 1: Gateway To A Healthy Family Life**

Tell the learners they will need the following materials:

pencil, marker, bond paper

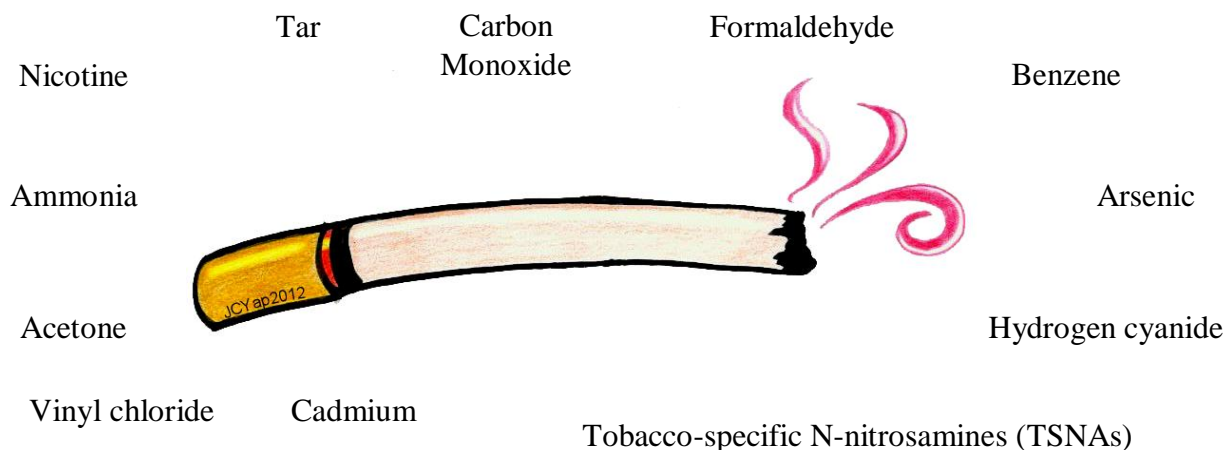
On a bond paper, instruct them to draw a gate on the lower left side. Leading from the gate will be pathways that will describe directions their life will take. Ask them to draw these paths and write beside the paths their goals and targets in life (present and future). Tell them to share the output with their friends, parents, relatives, and teachers.



sample drawing for Activity 1

Encourage them to do **Activity 2: The Dangers Within**

Instruct the learners to draw a cigarette stick on their activity sheet (bond paper, oslo paper, intermediate paper). Tell them to list several chemicals that they think is present in a cigarette stick. Tell them to write these chemicals around the cigarette stick they have drawn. Below is an example of the activity:



Process the learners' answers.

Have them do **Activity 3: Text Twister**

Instruct the learners that the following are known dangers of cigarette smoking and tobacco use. Tell them to arrange the letters for each item to decipher the word(s). A hint is provided below and beside the word(s). Process the learners' answers.

H I G H B L O O D P R E S S U R E

Hint: Too much exertion of blood against the arteries causing damage

Answer: HIGH BLOOD PRESSURE

E T A R H I D A S S E E S

Hint: Involves the cardiovascular system

Answer: HEART DISEASES

O U L F Y B O D L E L S M

Hint: What cigarette smoke can do to your body smell

Answer: FOUL BODY SMELL

D A B A T E B R H

Hint: Foul smell exhaled from the mouth

Answer: BAD BREATH

S I T R I C H B O N

Hint: Inflammation of the airways from the trachea into the lungs

Answer: BRONCHITIS

S E A Y H E M P M

Hint: Damaged air sacs in the lungs

Answer: EMPHYSEMA

N E A O N I P M U

Hint: Infection of the lungs

Answer: PNEUMONIA

T A S H A M

Hint: A chronic disease which affects the airways

Answer: ASTHMA

R E N C A C

Hint: Group of diseases which makes body cells grow uncontrollably

Answer: CANCER

Ask them to do **Activity 4: RISKS OF CIGARETTE SMOKING**

Tell the learners that these are sample pictures that are being used in other countries as warning for cigarette smokers. Ask them to carefully look at each picture first, then answer the guide questions on the space provided on the next page.



Photo Credits: <http://trailhonky.com/.samples/smokers-body-diagram>

Ask them to answer the guide questions. Process the answers afterwards.

Process This!

After the activities, ask the learners to answer the following questions and perform the required tasks.

1. What harmful chemicals and carcinogens are present in cigarette smoke and chewing tobacco? List the implications of cigarette smoking and chewing tobacco to a smoker's body. Would you like to have these dangerous chemicals in your body?
2. Why are mainstream, sidestream and third-hand smoke dangerous to one's health? Would you like your loved ones also to get these chemicals emitted from sidestream and third-hand smoke?
3. Describe and explain the short-term and long-term effects of cigarette smoking and tobacco chewing. Look for pictures of the different diseases caused by cigarette smoking. Show these pictures in class. Ask how they feel after viewing the pictures.
4. Look at the picture of the "Smokers' Body" on the next page. Why is the picture presented as such? What can you say about it?



Photo Credit: http://1.bp.blogspot.com/_kShUQ5qno/Sizpvy6sbWI/AAAAAAAAAADk/c12IRXHtcg/s400/smokersbod.jpg

Process learners' answers.

POLICIES AND LAWS AGAINST CIGARETTE SMOKING

Republic Act No. 9211, otherwise known as “**The Tobacco Regulation Act of 2003**” is the law governing tobacco productions, distribution and use of the public consumers. Some of the important provisions of R.A. 9211 are the following:

HEALTHFUL ENVIRONMENT

Section 5. Smoking Ban in Public Places. - *Smoking shall be absolutely prohibited in the following public places:*

a. Centers of youth activity such as playschools, preparatory schools, elementary schools, high schools, colleges and universities, youth hostels and recreational facilities for persons under eighteen (18) years old

b. Elevators and stairways

c. Locations in which fire hazards are present, including gas stations and storage areas for flammable liquids, gas, explosives or combustible materials

d. Within the buildings and premises of public and private hospitals, medical, dental, and optical clinics, health centers, nursing homes, dispensaries and laboratories

e. Public conveyances and public facilities including airport and ship terminals and train and bus stations, restaurants and conference halls, except for separate smoking areas

f. Food preparation areas

Section 9. Minimum Age Sales. – *Under this Act, it shall be unlawful*

a. For any retailer of tobacco products to sell or distribute tobacco products to any minor (persons below 18 years of age)

b. For any person to purchase cigarettes or tobacco products from a minor

c. For a minor to sell or buy cigarettes or any tobacco product

d. For a minor to smoke cigarettes or any other tobacco products

It shall not be a defense for the person selling or distributing that he/she did not know or was not aware of the real age of the minor. Neither shall it be a defense that he/she did not know nor had any reason to believe that the cigarette or any other tobacco product was for the consumption of the minor to whom it was sold.

Section 10. Sale of Tobacco Products Within School Perimeters. – *The sale or distribution of tobacco products is prohibited within one hundred (100) meters from any point of the perimeter of a school, public playground or other facility frequented particularly by minors.*

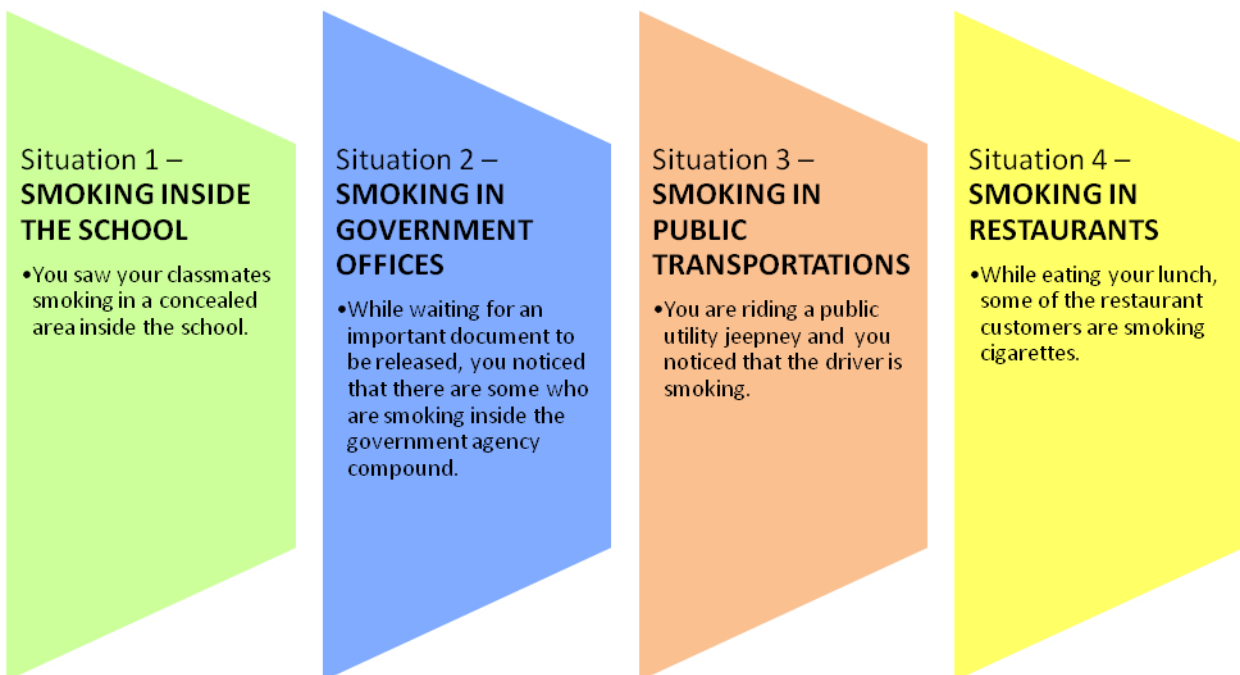
Chapter 2, Article 5, Section 24 of **Republic Act No. 8749**, also known as the “**Philippine Clean Air Act of 1999**” states that:

Smoking inside a public building or an enclosed public place including public vehicles and other means of transport or in any enclosed area outside of one's private residence, private place of work or any duly designated smoking area is hereby prohibited under this Act. This provision shall be implemented by the Local Government Units.

Source: www.chanrobles.com

Have them do **Activity 5: What Will I Do?**

Ask the learners that after learning the laws against smoking, they will be divided into 4 groups and will choose a situation below to role play a scenario that will show them how to respond to each situation.



Give comments and suggestions.

Rubric for Role Playing

Criteria	Excellent 4	Good 3	Adequate 2	Basic 1
Works cooperatively with group	Always willing and focused during tasks and presentation.	Usually willing and focused during assigned tasks and presentation.	Sometimes willing and focused during assigned tasks and presentation.	Rarely willing and focused during assigned tasks and presentation.
Presentation and perspective	Convincing communication of character's role, feelings, and motives.	Competent communication of character's role, feelings, and motives.	Adequate communication of character's role, feelings, and motives.	Limited communication of character's role, feelings, and motives.
Use of non-verbal cues (voice, eye and body movements, props, costumes)	An impressive variety of non-verbal cues were used in an excellent way.	Good variety (3 or more) of non-verbal cues were used in a competent way.	An acceptable variety of non-verbal cues were used in an adequate way.	Limited variety of non-verbal cues were used in a developing way.
Information accuracy	Information appears to be always accurate.	Information appears to be usually accurate	Information appears to be sometimes accurate.	Information appears to be rarely accurate.
TOTAL				

<http://www.docstoc.com/docs/69899493/Role-Play-Rubric---Criteria>

LEVEL OF PROFICIENCY				
Advance	Proficient	Approaching Proficiency	Developing	Beginning
15-16 points	11-14 points	8-11 points	4-7 points	0-3 points

Process This!

Ask the learners to answer the following questions:

1. How can you, as a family member and a citizen of our country help minimize, if not totally eradicate the harmful effects of cigarette smoking and tobacco use? Explain and give examples.
2. How will you protect your family, friends, and others from the dangers of smoking and chewing tobacco? Explain and give examples.

Beyond Class Hours:

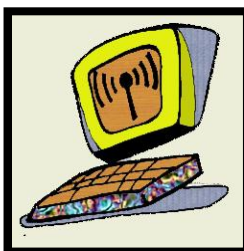
Instruct the learners to reflect on the following:

Self Reflection: If they are smokers, how would they feel about nonsmokers' rights? Have they been asked not to smoke or kill their cigarette because other people are irritated in inhaling the smoke? What have they done? How will they handle these situations in the future?

Family Involvement: Ask their family about changes in the smoking policies at their work or school. Report their findings in class.



Community Involvement: Tell them to interview 5 people who have quit smoking. Prepare personal information and question sheets for them to answer about smoking and how they quit. Do not let the interviewees write on the sheet as the activity is an interview. The class can decide whether they will have a standard format including questions for the interview. Ask them to draw conclusions about their findings and present it to class.



Recommended media resources for your learners:

- www.cancer.org/Cancer/CancerCauses/TobaccoCancer/secondhand-smoke
- vsearch.nlm.nih.gov
- www.who.int/tobacco/wntd/en/
- Anti-tobacco Laws

PART THREE - WHAT TO REFLECT AND UNDERSTAND



Invite them to do **Activity 1: Recreation and Sports Day**

You must plan this activity a day or two before the event. The class can have games, sports or dance competition which can be played for 40 minutes. Remember that the game or sports must not be hard to organize. They should be grouped into committees. Each committee is assigned specific tasks. Have fun on your Recreation and Sports Day with your learners.



Volleyball competition within class groups

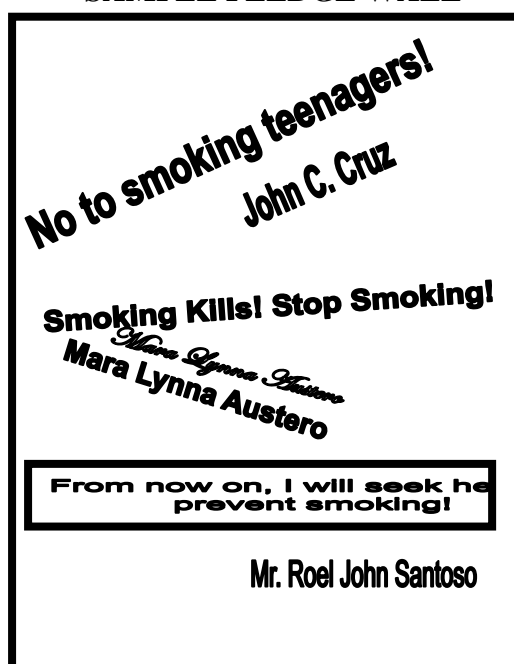
Make them do **Activity 2: Pledge Wall**

Instruct the learners to bring the following materials:

- A large paper or board (manila paper, cartolina or illustration board)
- Several markers or crayons
- Sign boards

Tell the learners to post their pledge wall on an easily seen/ visible corner of the school like lobbies, covered courts, open grounds, etc. It will be better if they will ask permission from the school head. Make the corners of the pledge wall colorful and artistic to attract people to write. These people can be teachers, students, school staff, parents and guests. The learners should ask these people to write on the pledge wall on what they can do to prevent and control cigarette smoking and tobacco use. Prevention can be about joining sports club, sports activities, self-rewards, avoiding people who smoke, etc. These people should affix their signatures below or beside their pledges.

SAMPLE PLEDGE WALL



Make them do **Activity 3: Smoking and Its Impact**

Tell the learners to analyze the impact of cigarette smoking to global community. They can write, map, chart, graph, picture, or make a video presentation about the impact of smoking.

Give comments and suggestions.

Have them do **Activity 4: Thank You Notes**

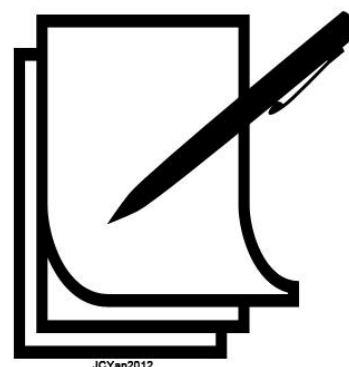
Ask the learners to write thank you notes addressed to a person who said no to smoking, has stopped smoking or has helped in the advocacy of a smokeless community. Remind them to highlight in their thank you notes how they have contributed in making a healthy environment and community.

Give comments and suggestions.

Make them do **Activity 5: My Health Journal**

Instruct the learners to write a journal explaining how they have accomplished their task of being smoke free. They can use pictures, drawings and other creative ideas to make their journal beautiful.

Give comments and suggestions.



Beyond Class Hours:

Instruct the learners to answer the following questions and to do the required tasks.

1. List strategies or ways to prevent and control use of tobacco products like cigarettes.
2. If your classmate offered you a smoke at a hidden corner of the school, what will you say? What will you do?
3. What if a friend of yours started to smoke? How will you make him/ her quit early before it is too late?
4. What are the school rules or government laws regarding the use of tobacco products such as cigarettes in your community? Interview a school personnel or research on government laws. Report your findings to the class.

5. Practice resistance skills with your friends and family members on how to say no to smoking, following the three-step technique.

PART FOUR - WHAT TO TRANSFER



Invite the learners to produce advocacy materials for the prevention of cigarette use with shared responsibility from their family for a healthy family life. They can choose from any of the following:

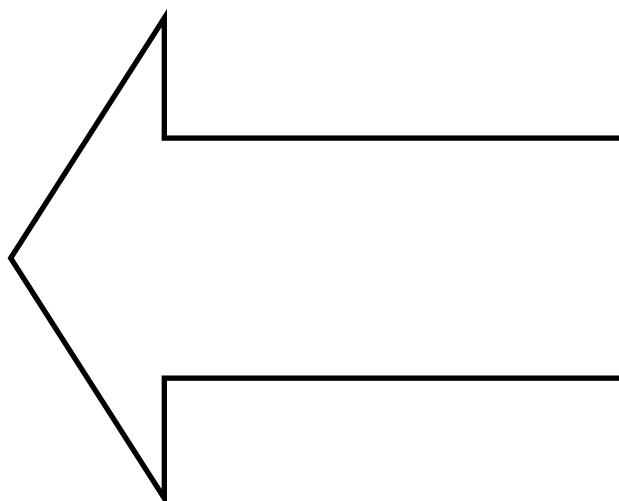


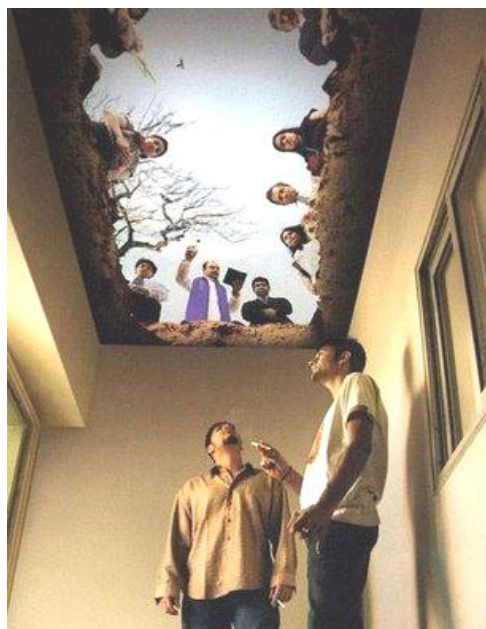
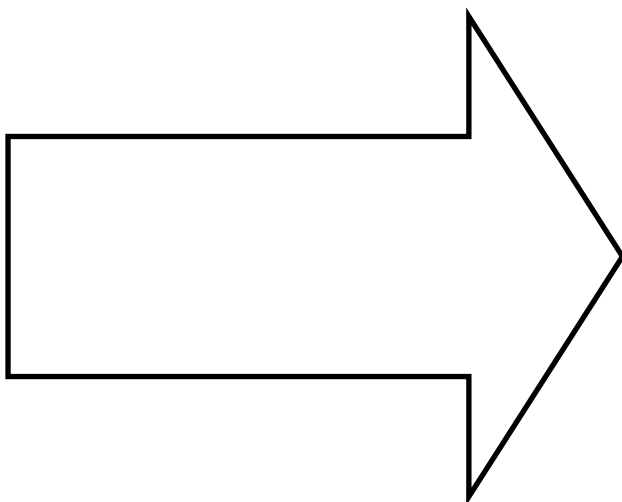
Make them do **Activity 1: Advocacy Materials Analysis**

In order for the learners to prepare making their own advocacy materials, invite them to carefully analyze available materials on the net and write the message that it conveys on the space provided for each one.



<http://paradoxoff.com/files/2008/10/quit-smoking-ad-18.jpg>

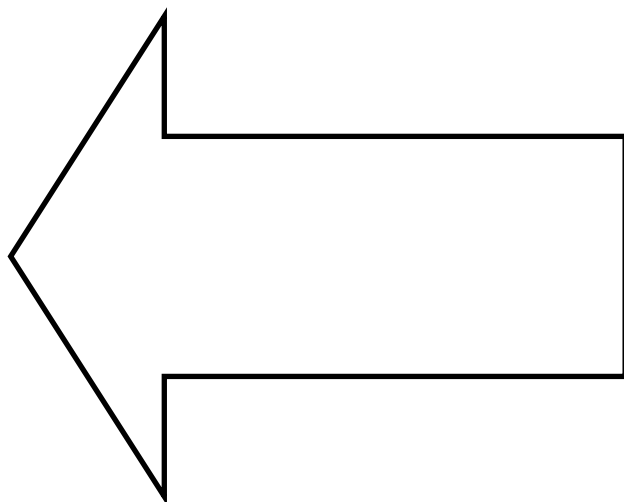




<http://pagerejo.com/wp-content/uploads/2011/02/anti-smoking-9.jpg>



<http://www.solarcigarette.com/blog/wp-content/uploads/2011/04/second-hand-smoking-mom.jpg>



Have them do **Activity 2: Make your Own Advocacy Materials**

The learners will now be making their own advocacy material. Ask them to form a group with five to six members and choose among these three formats.

Song or Poem

Motivate the learners to write a song or poem which focuses on alternative strategies or ways to prevent cigarette smoking. Include how cigarettes can destroy one's life and family.

Artwork/ Poster

Encourage the learners to create a poster either manually or digitally which depicts the cause and effect of cigarette use. They can use junk materials to create a three-dimensional art. Tell them to include a title and short description of their masterwork.

Video presentation

Invite the learners to create a 5 – 10 minute video presentation about the dangers of cigarette smoking and movement against smoking. Ask them to write a synopsis or abstract of the video.

Ask them to establish their core message, that is, what the main thing they want the public to know. This message will be carried by their advocacy material and will be repeatedly mentioned. Tell them to add or create their own images like pictures, icons to visually enhance their advocacy material. If images come from a book, magazine, website, etc., they should credit these in the reference corner. Don't forget to present in class the rubric for grading the advocacy material. They will submit the material after a week specifically on or before _____.

(Date)

RUBRIC FOR ADVOCACY MATERIAL MAKING

Criteria	4	3	2	1
Required Elements	The advocacy material includes all required elements as well as additional information.	All required elements are included in the advocacy material.	All but one of the required elements are included in the advocacy material.	Several required elements are missing.
Labels	All items of importance on the advocacy material are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the advocacy material are clearly labeled with labels that can be read from at least 3 ft. away.	Many items of importance on the advocacy material are clearly labeled with labels that can be read from at least 3 feet away.	Labels are too small to view or no important items were labeled.
Graphics - Relevance	All graphics are related to the topic and easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most are easier to understand. Some borrowed graphics have a source citation.	All graphics relate to the topic. One or two borrowed graphics have a source citation.	Graphics do not relate to the topic or several borrowed graphics do not have a source citation.
Attractiveness	The advocacy material is exceptionally attractive in terms of design, layout, and neatness.	The advocacy material is attractive in terms of design, layout, and neatness.	The advocacy material is acceptably attractive though it may be a bit messy.	The advocacy material is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical/mechanical mistakes on the advocacy material.	There are 1-2 grammatical/mechanical mistakes on the advocacy material.	There are 3-4 grammatical/mechanical mistakes on the advocacy material.	There are more than 4 grammatical/mechanical mistakes on the advocacy material.

Source: www.docstoc.com/documents/most-recent

GENERALIZATION

Cigarettes and alcohol are gateway drugs. Gateway drugs open doors for a non-drug user to try and experiment on more dangerous and illegal drugs. Despite the total ban on cigarette advertisements, more and more Filipinos, including teenagers are getting hooked on this vice.

Cigarette was not new to the old world. American-Indians smoked during rituals and special occasions. The tobacco plant *Nicotiana tabacum* is the commercially recognized source of cigarettes nowadays. Nicotine is the addictive substance found in tobacco products.

Cigarette smoke is known to contain more than 4,000 chemicals which have no health benefits. Some of the dangers of smoking are bad breath, body odor, heart diseases, hypertension, chronic obstructive pulmonary disease, and cancer.

The three kinds of smoke produced by cigarettes are mainstream smoke which is the smoke inhaled by smokers, sidestream smoke which is inhaled by non-smokers, and third-hand smoke which stays on bed sheets, clothes and other objects. All of these smokes are dangerous.

In the Philippines, Republic Act No. 9211 also called “The Tobacco Regulation Act of 2003” governs tobacco use. Another law, Republic Act 8749 states that smoking in public places and public conveyances are prohibited.

After reading and gaining knowledge and information about the dangers of smoking, the decision whether to smoke or not lies in your hands. Think of your future, and your family. Think of your environment, your community, and your country. Apply what you have learned from this module and you can never go wrong in your decision.

SUMMATIVE TEST

Use this summative test to measure the learners' mastery of the lesson. A digital copy will be provided if you want to flash the test using a LCD projector/ DLP.

Multiple Choice. Read the following statements carefully. Write only the letter of the best answer on your answer sheet.

1. Drugs which open doors for non-drug users to try and experiment on more dangerous drugs are called _____.
A. Depressant drugs
B. **Gateway Drugs**
C. Narcotic drugs
D. Stimulant drugs
2. There are around 4,000 deadly chemicals found in cigarette smoke. Which chemical was used as a pesticide?
A. Acetone
B. Benzene
C. **Nicotine**
D. Tar
3. The plant where cigarette and its other products come from is called _____.
A. Cannabis sativa
B. **Nicotiana tabacum**
C. Papaver somniferum
D. None of the above
4. These are chemicals found in cigarette smoke which when inhaled make body cells produce abnormal and malignant cells which most often result to death.
A. **Carcinogens**
B. Elements
C. Hydrogens
D. Toxins
5. The addictive component in cigarette and tobacco products is _____.
A. **Nicotine**
B. Smoke
C. Tobacco
D. Tar
6. Specifically the smoke that comes out of the filtered end of a cigarette and directly inhaled by smokers is called _____.
A. **Mainstream smoke**
B. Secondhand smoke
C. Thirdhand smoke
D. Tobacco smoke
7. How can a teenage avoid smoking caused by peer pressures?
A. Say "I hate smoking, It develops bad breath and foul body smell."
B. Say "I'm going to the library, would you like to go with me?"
C. Say "No thanks, I have more important things to enjoy than smoking."
D. **All of the above**
8. What healthy alternative can one do to avoid smoking?
A. Hang out with smoking groups
B. **Join sports clubs and organizations**
C. Try one puff to be part of the gang
D. None of the above

9. Which republic act prohibits the sales of cigarettes to persons below 18 years of age in the Philippines?
- | | |
|---------------------|--------------|
| A. R.A. 4670 | B. R.A. 8749 |
| C. R.A. 9211 | D. R.A. 9710 |
10. Lito was being pressured by his friend to try cigarette smoking. What advice can you give to Lito?
- Give excuses, tell a different story or tell the truth about smoking.**
 - Say "No!" but hang out with him when he is smoking.
 - Smoking is cool, give it a try and you'll see it's worth the try.
 - Just try one puff so as not to cause conflict with his friend.
11. The following are health risks of smoking **EXCEPT** ____.
- | | |
|--------------------------|-----------------|
| A. Birth miscarriage | B. Cancer |
| C. Healthier body | D. Heart attack |

True or False. Write **true** if the answer is true and if false, change the underlined word(s) that made the statement false.

12. There are no man-friendly chemicals found in cigarettes and tobacco products.
Answer: **True**
13. Cancer is only one of the many serious hazards of smoking.
Answer: **True**
14. A smoker's life span is longer than that of a non-smoker by 10 years.
Answer: **Shorter**
15. Dangerous smoke residue can stay on sofa and bed sheets for a long time.
Answer: **True**
16. Smoking helps resolve personal problems.
Answer: **Does not help resolve**
17. Smoking can lead to heart and lung diseases.
Answer: **True**
18. Smoking relaxes the body and thus, has an anti-aging effect.
Answer: **Does not relax the body and thus, has no anti-aging effect**
19. Smoking affects the unborn child and can lead to abnormalities of the baby including premature birth.
Answer: **True**
20. Stores selling cigarettes to persons below 18 years of age is violating R.A. 9211.
Answer: **True**

DevEd Made Tests

Not for Sale