



# About Nicotine & Tobacco- Level 2

## Staff Activity Guide

### What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity Guide, and a Brain Quiz with an Answer Guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity.

### Viewing the Video

Without Student Video Viewing Guide - (4 minutes)

With Student Video Viewing Guide - (5-7 minutes)

### Student Activities

Activity #1 Independent Practice Activity - (10 minutes)

Activity #2 Group Activity - (20 minutes)

Activity #3 Extended Learning Activity - (10 minutes)

### Brain Quiz

5-10 minutes.

## Student Video Viewing Guide Strategies:

### Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning-"Why is nicotine harmful?"
- Ask students to "pair and share" with a classmate, and/or have a brief class discussion, "What do you think may be the long term effects of nicotine use?"

### During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



For more information and resources on this topic, please visit [BrainAbouts.Org](https://www.brainabouts.org).

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## Brain Quiz Answer Key: (5-10 minutes)

1. True or False: Nicotine is the most addictive substance. (Answer: True)
2. What percentage of people that try nicotine become dependent? (Answer: d. 61%)
3. All of the following are true about nicotine EXCEPT: (Answer: c. It has positive effects on the lungs)
4. Nicotine has a powerful effect on the body within \_\_\_\_\_ second(s) of ingestion. (Answer: a. 8 )
5. Nearly \_\_\_\_\_ adults who smoke daily started smoking when they were teens. (Answer: b. 9 out of 10)



## Student Activity Options:

### Activity #1 Independent Practice Activity (15 minutes)

- a. Materials needed: blank comic strip, pencil, markers, and/or colored pencils.
- b. Directions: have students make a comic strip that demonstrates how nicotine effects the body in the first 8 seconds after it enters the body.
- c. Criteria for success: students can identify the facts of how nicotine immediately effects the body.

### Activity #2 Group Activity (20 minutes)

- a. Materials needed: scratch paper for planning and writing utensil.
- b. Directions: divide the class into groups of 3-5 students. Have each group create a short skit demonstrating talking to a younger sibling who was caught vaping or using cigarettes about the dangers associated with this behavior.
- c. Criteria for Success: each group is able to act out 4-5 dangers of vaping and/or cigarettes

### Activity #3 Extended Learning Activity (10 minutes)

- a. Materials needed: none.
- b. Directions: in share pairs, ask each student to practice their refusal skills (saying no) if someone asked them to smoke or vape. Challenge: think of as many ways to say 'no' as you can.
- c. Criteria for success: each student can identify at least 5 ways to say "no" to smoking or vaping. Examples to include: being an athlete, getting caught, etc.)

