

Why is Secondhand Smoke Dangerous? Lesson Idea

Objectives

- Build an awareness of the dangers of smoking.
- List the physical effects of smoking.
- Recognize advantages of being a nonsmoker.
- Recognize that the decision to smoke is influenced by outside forces such as peer pressure and advertising.
- Recognize the personal benefits to maintaining a heart-healthy lifestyle.

Prepare

- Download and copy the poem "[Daddy Bull Puffed Cigars That Provoked](#)"
- Have students read the poem "[Daddy Bull Puffed Cigars That Provoked](#)"

Materials

- "[Daddy Bull Puffed Cigars That Provoked](#)"

Explore

1. Ask a volunteer to read the poem "[Daddy Bull Puffed Cigars That Provoked](#)" aloud. Explain that the poem is called a limerick. Limericks have a special rhyming pattern and they are usually humorous. Have students define the words *provoked* and *stench*. *How does Daddy Bull's family feel about his cigar smoking? (They dislike it very much.)* Point out that even though Daddy Bull is the one smoking, his family also smells and breathes his cigar smoke. They are being affected by secondhand smoke. *Have you ever had bad experiences with secondhand smoke? What were they?*
2. *What is another name for secondhand smoke? (Passive smoke) Do you know how many dangerous chemicals are found in tobacco smoke? (4,000) What is a carcinogen? (Something that can cause cancer.) What are the health risks of passive smoke? (Heart disease, lung cancer, breathing problems, headaches)*

Why may young children get more harmful effects from passive smoke than adults? (They breathe faster than adults, so they inhale more toxic substances.) What can happen to children whose parents smoke? (Their lungs may be damaged.) What are cilia? (Tiny hairs) What specific damage does tobacco smoke do to the cilia of the lungs? (Smoke paralyzes the muscles that control the movement of the hairs; then they cannot effectively trap dust, dirt and germs to defend the body against disease.)

Discuss state laws that outlaw smoking in public places. *What public places do you know of that have outlawed smoking? Which ones do you know of that still allow smoking?* Encourage discussion.

3. Discuss taking a poll or survey to obtain information about tobacco use. Ask students to think of some questions about smoking or chewing tobacco that could be answered using a telephone poll. For example: *How many students in our school have tried smoking? How many smoke regularly? Why do they smoke? What percentage of adults in our community smoke? Do they feel negative or positive about their own smoking? How many smokers are conscious of secondhand smoke? How many students in our school chew tobacco? Why do they chew tobacco?*

Discuss poll-taking methods. First of all, students must have two or three very specific questions to ask their respondents. Second, they must know whom they wish to survey and how they will do so. For example, to survey their school, they might randomly select every tenth name from the school directory to telephone.

4. Invite students to work together in small groups to decide what they wish to find out through the survey and how they will accomplish their goal. Encourage the groups to decide which tasks should be done individually and which cooperatively. For example, each student in the group could be responsible for polling ten people and recording their answers. Then the group could pool and evaluate its results and present its conclusions to the rest of the class.