

# North Carolina Spit Tobacco Education Program



# Objectives

As a result of completing the North Carolina Spit Tobacco Education program, all students should be able to do the following:

- Comprehend concepts related to health promotion and disease prevention.
- Demonstrate the ability to access valid health promotion and disease prevention.
- Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Analyze the influence of culture, media, technology, and other factors on health.
- Demonstrate the ability to use interpersonal communication skills to enhance health.
- Demonstrate the ability to use goal-setting and decision-making skills to enhance health.

## Spit Tobacco Project

### 1. North Carolina Standard Course of Study Objectives

- 5<sup>th</sup> Grade – 9<sup>th</sup> Grade

**English Language Arts**

**Healthful Living**

**Mathematics**

**Science**

**Social Studies**

- Elementary, Middle and High School

**School Guidance Curriculum**

### 2. Teachers Guide – Spit Tobacco 101

### 3. Spit Tobacco Learning Activities

# North Carolina Standard Course of Study Competency Goals and Objectives

## English Language Arts

### Grade 5

**Competency Goal 1-The learner will apply enabling strategies and skills to read and write.**

- 1.03 Increase reading and writing vocabulary through: writing as a tool; debate; discussions.

**Competency Goal 3-The learner will make connections through the use of oral language, written language, and media and technology.**

- 3.04 Make informed judgments about television, radio, video/film productions, and other electronic mediums and/or formats.

**Competency Goal 4-The learner will apply strategies and skills to create oral, written, and visual texts.**

- 4.02 Use oral and written language to: formulate hypotheses; evaluate information and ideas; present and support arguments; influence the thinking of others.

**Competency Goal 5-The learner will apply grammar and language conventions to communicate effectively.**

- 5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas, in apposition, commas used in compound sentences).
- 5.02 Demonstrate understanding in speaking and writing
- 5.03 Elaborate information and ideas in speaking and writing.
- 5.04 Determine the impact of word choice on written and spoken language.
- 5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.
- 5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
- 5.07 Edit final product for grammar, language conventions, and format.
- 5.08 Create readable documents through legible handwriting and word processing.

### Grade 6

**Competency Goal 6-The learner will apply conventions of grammar and language usage.**

- 6.01 Demonstrate an understanding of conventional written and spoken expression
- 6.02 Identify and edit errors in spoken and written English

### Grade 7

**Competency Goal 1-The learner will use language to express individual perspectives in response to personal, social, cultural, and historical issues.**

- 1.02 Explore expressive materials that are read, heard, and viewed
- 1.03 Interact in group settings
- 1.04 Reflect on learning experiences

**Competency Goal 2-The learner will synthesize and use information from a variety of sources.**

- 2.01 Respond to informational materials that are read, heard, and/or viewed

**Competency Goal 4-The learner will refine critical thinking skills and create criteria to evaluate text and multimedia.**

- 4.01 Analyze the purpose of the author or creator
- 4.02 Develop (with assistance) and apply appropriate criteria to evaluate the quality of the communication.
- 4.03 Develop the stance of a critic.

**Competency Goal 6-The learner will apply conventions of application of grammar and language usage.**

- 6.01 Model an understanding of conventional written and spoken expression.
- 6.02 Continue to identify and edit errors in spoken and written English.

**Grade 8**

**Competency Goal 1-The learner will use language to express individual perspectives through analysis of personal, social, cultural, and historical issues.**

- 1.01 Narrate a personal account.
- 1.02 Explore expressive materials that are read, heard, and viewed.
- 1.03 Interact in group activities and/or seminars.
- 1.04 Reflect on learning experiences.

**Competency Goal 2-The learner will use and evaluate information from a variety of sources.**

- 2.01 Analyze and evaluate informational materials that are read, heard, and/or viewed.

**Competency Goal 4-The learner will continue to refine critical thinking skills and apply criteria to evaluate text and multimedia.**

- 4.01 Analyze the purpose of the author or creator and the impact of that purpose.
- 4.02 Develop (with limited assistance) and apply appropriate criteria to evaluate the quality of the communication.
- 4.03 Use the stance of a critic.

**Competency Goal 6-The learner will apply conventions of grammar and language usage.**

- 6.01 Model an understanding of conventional written and spoken expression.
- 6.02 Continue to identify and edit errors in spoken and written English.

**Healthful Living**

**Grade 5**

**Competency Goal 6-The learner will choose not to participate in substance use.**

- 6.01 Explain motivations for drug use and healthful alternatives.
- 6.02 State long-term and short-term effects of tobacco products, including spit tobacco.
- 6.03 State rational counter-arguments to pressure to use drugs, alcohol, or tobacco products.
- 6.04 Identify social norms of a variety of people (parents, peers, media, teachers, faith leaders, police, health care professionals) regarding substance abuse.

**Grade 6**

**Competency Goal 6-The learner will choose not to participate in substance use.**

- 6.01 Evaluate advertising for tobacco and alcohol.
- 6.02 Describe common antecedents of substance abuse.
- 6.03 Identify short-term and long-term benefits of resistance to substance abuse.
- 6.04 Delineate the sequence of substance abuse that can lead to serious health risks.
- 6.05 Explain the immediate social and physical consequences of tobacco, including spit tobacco, and other drug abuse.
- 6.06 Describe how one might encourage a friend not to be involved in substance abuse.

**Grade 7**

**Competency Goal 6-The learner will choose not to participate in substance use.**

- 6.03 Demonstrate refusal skills that refute persuasion to abuse substances.
- 6.04 Analyze an anti-cigarette and anti-spit tobacco advertisement.
- 6.05 Describe methods of encouraging others not to use illegal substance.

**Grade 8**

**Competency Goal 1-The learner will direct personal health behaviors in accordance with own health status and susceptibility to major health risks.**

- 1.01 Explain health risks for personal age group.
- 1.02 Appraise own health status.

- 1.04 Predict the potential for health risks in a variety of situations.
- 1.06 Explain how media can model both positive and negative health behaviors.

**Competency Goal 5-The learner will apply behavior management skills to nutrition-related health concerns.**

- 5.03 Explain how different cultural perceptions impact self-esteem and body image.
- 5.04 Identify media and peer pressures for unhealthy weight control through eating disorders, fad dieting, excessive exercise, and smoking.

**Competency Goal 6- The learner will choose not to participate in substance abuse.**

- 6.01 Explain the relationship between amount and frequency of a harmful substance  
North Carolina Standard Course of Study Competency Goals and Objectives
- 6.02 Identify resources for assistance with problems involving alcohol, tobacco products, and other substances.
- 6.03 Summarize typical experiences and feelings of persons who attempt to quit tobacco use.
- 6.04 Relate the potential impact - social, emotional, familial, physical, and legal – of harmful substance use on one’s self.

**Grade 9**

**Competency Goal 2 - The learner will apply the skills of stress management to the prevention of serious health risks for self and others.**

- 2.01 Develop awareness of own control over stress.
- 2.02 Replace negative thoughts with positive.
- 2.03 Associate behaviors with personal, family, and cultural values.

**Competency Goal 6 - The learner will choose not to participate in substance use.**

- 6.01 Recognize and seek help for depression.
- 6.02 Describe the potential effects on others of substance abuse by individuals.
- 6.04 Access services for dealing with substance abuse problems.
- 6.05 Explain behavior change strategies used in the treatment of substance abuse.

**Mathematics**

**Grade 6**

**Competency Goal 1-The learner will understand and compute with rational numbers.**

- 1.04 Multiply and divide fractions, mixed numbers, and decimals using models and pictures; record solution.

**Competency Goal 4-The learner will demonstrate an understanding and use of graphing, probability, and data analysis.**

- 4.02 Analyze data using spreadsheets.
- 4.03 Locate points in all quadrants of the coordinate plane using ordered pairs.
- 4.04 Use measures of central tendency to compare two sets of data.
- 4.05 Construct convincing arguments based on analysis of data and interpretation of graphs.
- 4.06 Design an experiment to test a theoretical probability; record and explain results.

**Grade 7**

**Competency Goal 4-The learner will demonstrate an understanding and use of graphing, probability, and data analysis.**

- 4.01 Interpret and construct histograms.

**Grade 8**

**Competency Goal 1-The learner will understand and compute with real numbers.**

- 1.01 Identify subsets of the real number system.
- 1.02 Estimate and compute with rational numbers.

**Competency Goal 4-The learner will demonstrate an understanding and use of graphing, probability, and data analysis.**

4.01 Interpret and construct box plots.

**Grades 9-12 Introductory Mathematics**

**Competency Goal 1-The learner will understand and compute with real numbers and simplify and evaluate algebraic expressions to solve problems.**

1.01 Identify subsets of the real number system.

1.02 Estimate and compute with rational numbers.

**Competency Goal 4-The learner will collect, display, and interpret data to solve problems.**

4.01 Interpret and construct box plots.

**Science**

**Grade 6**

**Competency Goal 1-The learner will design and conduct investigations to demonstrate an understanding of scientific inquiry.**

1.01 Identify and create questions and hypotheses that can be answered through scientific investigations.

1.04 Analyze variables in scientific investigations

1.05 Analyze evidence to:

- Explain observations.
- Make inferences and predictions.
- Develop the relationship between evidence and explanation.

1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations

1.08 Use oral and written language to:

- Communicate findings.
- Defend conclusions of scientific investigations

**Grade 7**

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1.05 Analyze evidence to:

- Explain observations.
- Make inferences and predictions.

- Develop the relationship between evidence and explanation.
- 1.06 Use mathematics to gather, organize, and present quantitative data resulting from scientific investigations.
- 1.08 Use oral and written language to:
- Communicate findings
  - Defend conclusions of scientific investigations.
  - Describe strengths and weaknesses of claims, arguments, and/or data.

### **Grade 9-12 Chemistry**

#### **Competency Goal 1-The learner will develop abilities necessary to do and understand scientific inquiry.**

- 1.01 Design, conduct and analyze investigations to answer questions related to chemistry.
- Identify questions and suggest hypotheses.
  - Identify variables.
  - Use a control when appropriate.
  - Select and use appropriate measurement tools
  - Collect and organize data in tables, charts and graphs.
  - Analyze and interpret data.
  - Explain observations.
  - Make inferences and predictions.
  - Explain the relationship between evidence and explanation.
  - Identify how scientists share findings.
- 1.02 Analyze reports of scientific investigations from an informed scientifically-literate viewpoint including considerations of:
- Appropriate sample.
  - Adequacy of experimental controls.
  - Replication of findings.
  - Alternative interpretations of the data.

### **Social Studies**

#### **Grade 10 Civics and Economics**

#### **Competency Goal 6-The learner will explain why laws are needed and how they are enacted, implemented, and enforced at the national, state, and local levels.**

- 6.06 Analyze the role of lobby groups and special interest groups in the enactment of legislation.

## **School Guidance Curriculum**

### **Elementary School—Personal/Social Development**

#### **Competency Goal 009-Understand safety and survival skills.**

- 09.03 Use problem-solving and decision-making skills to make safe and healthy choices.
- 09.04 Determine the dangers of substance use and abuse.
- 09.05 Assess peer pressure.
- 09.06 Display techniques for managing stress and conflict.

### **Middle School—Personal/Social Development**

#### **Competency Goal 009-Understand safety and survival skills.**

- 09.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.
- 09.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
- 09.06 Assess resource people in the school and community, and know how to seek their help.
- 09.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices.
- 09.08 Forecast about the emotional and physical dangers of substance use and abuse.
- 09.09 Compare ways to cope with peer pressure.
- 09.10 Create techniques for managing stress.
- 09.11 Select coping skills for managing life events.

### **High School—Personal/Social Development**

#### **Competency Goal 009-Understand safety and survival skills.**

- 09.04 Demonstrate the ability to assert boundaries, rights, and personal privacy.
- 09.05 Differentiate between situations requiring peer support and situations requiring adult professional help.
- 09.06 Assess resource people in the school and community, and know how to seek their help.
- 09.07 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- 09.08 Forecast the emotional and physical dangers of substance use and abuse.
- 09.09 Compare ways to cope with peer pressure.
- 09.10 Create techniques for managing stress and conflict.
- 09.11 Select coping skills for managing life events

# **Teachers Guide**

## **Spit Tobacco 101**

## **Instructions for Spit Tobacco Pre/Post Test**

**Teachers:** Please have students complete the Spit Tobacco Test before spit tobacco activities begin, and again after students complete the activities. These tests are anonymous. The results from these Pre/Post tests will help curriculum advisors determine the effectiveness of the NC Spit Tobacco Education Program. Please send completed Pre/Post tests to:

**Paul Turner  
Director  
NCSTEP  
251 Andrew Lane  
Canton, NC 28716**

### **Pre-Test Instructions**

- 1) Administer the Spit Tobacco Pre-Test before spit tobacco learning activities begin.
- 2) Have students check their current grade level at the top of the sheet.
- 3) Have students check “Pre-Test” at the top of the test sheet.
- 4) Have students write in “True” or “False” for the Spit tobacco statements.
- 5) Collect completed Pre-Test and keep until your activities are finished.

### **Post –Test Instructions**

- 1) Administer the Spit Tobacco Post-Test after completion of Spit Tobacco learning activities.
- 2) Have students check their current grade level at the top of the test sheet.
- 3) Have students check “Post-Test” at the top of the test sheet.
- 4) Have students write in “True” or “False” for the Spit Tobacco statements.
- 5) Collect completed Post-Tests, and combine with Pre-Tests . Send both of them to the contact listed above.

**Thank You!**

Please check grade level:

? 5<sup>th</sup>

? 6<sup>th</sup>

? 7<sup>th</sup>

? 8<sup>th</sup>

Please check one:

? Pre-test

? Post-test

## Spit Tobacco

### True or False:

\_\_\_\_\_ 1. Spit tobacco is not as dangerous as smoking.

\_\_\_\_\_ 2. Oral cancer is a serious type of cancer.

\_\_\_\_\_ 3. Spit tobacco is addicting.

\_\_\_\_\_ 4. Spit tobacco does not cause dental problems.

\_\_\_\_\_ 5. Sugar and salt are added to spit tobacco products.

## **Answer Key:**

1. *False.* Spit tobacco contains high concentrations of carcinogens (cancer-causing agents). Also, it contains 3-4 times the amount of nicotine found in cigarettes.
2. *True.* Oral cancers usually go undetected for a long period of time. They commonly spread to the lymph nodes in the neck, which often makes these cancers fatal.
3. *True.* Spit tobacco contains nicotine, a known stimulant. Withdrawal from this product causes discomfort and, in some cases, depression. Dependence and withdrawal are classic signs of addiction. The method of using spit tobacco exposes the user to a build-up of nicotine in the system, thus establishing dependence.
4. *False.* Spit tobacco damages the teeth, the gum tissue and jaw bone. This damage is observed when oral tissues are frequently exposed to irritating tobacco juices.
5. *True.* Sweeteners and salt are added to enhance the flavor and contribute to tooth decay and high blood pressure. In addition, there are around 2500 chemicals in spit tobacco, including 28 cancer-causing chemicals.

## What is spit tobacco?

- A. Snuff – (Moist and Dry) made from finely ground tobacco leaves and called “dip”. It varies in strength and flavors. Used in both dry and moist form with moist snuff the most commonly used by youth and held in the mouth for up to 30 minutes. Examples of these products are Skoal Bandits and Copenhagen.
- B. Loose-leaf – also known as “Chew” is shredded, moist tobacco leaves, cut into small strips that are sweetened--often licorice flavored. Examples are Beech-Nut and Levi Garrett.
- C. Plug – Shredded tobacco leaves wrapped in finely cut tobacco and pressed into bricks – sweetened, used mostly by older generation (age 60 and above).
- D. Twist – This type of spit tobacco has been around since colonial days. It is shredded tobacco leaves treated with tar-like extracts for stronger tobacco taste – no sweeteners or flavorings added. Twist is mostly used by the older generation.

❖ **Use slides 1, 2, and 3.**

## Who uses spit tobacco?

1. Predominately white males, ages 10 – 30 that live in rural areas.  
Average age of first time use is 12 years old.  
Many start because:
  - the user seeks peer acceptance and the associated macho image.
  - the user has family members or other trusted adults who are users themselves.
  - the user is curious based on advertisements of spit tobacco that encourage use.Many continue using for various reasons:
  - addicted to nicotine
  - enjoy the taste and flavor
  - enjoy the “buzz” and feeling of relaxation
  - seek acceptance by peers
  - associate it with improved athletic performance
  - reduce stress
  - disguises use of smoke tobacco.

❖ **Use slides 4, 5, 6, and 7.**

# The Surgeon General's Report for Kids About Smoking

## Is spit tobacco safer than cigarettes?

- NO WAY!** It's true that many people think spit tobacco (also known as chewing or smokeless tobacco, or snuff) isn't as bad as cigarettes. One study quoted in the Surgeon General's Report said that 77% of kids thought cigarette smoking was very harmful, but only 40% thought spit tobacco was very harmful. Very wrong! The truth is that spit tobacco use is connected with all sorts of problems.
- BAD HEALTH** Spit tobacco can cause bleeding gums and sores of the mouth that never heal. Eventually you might end up with cancer.
- TOUGH TO QUIT** Tobacco is tobacco: it all contains nicotine, and nicotine is addictive.
- DISGUSTING** Spit tobacco stains your teeth a yellowish-brown color. It gives you bad breath, it can make you dizzy, give you the hiccups, even make you throw up. (Definitely not cool!)

# Through with Chew!

## Glossary of Spit Tobacco Terminology

<b>Addiction:</b>	A craving for a chemical substance
<b>Arsenic:</b>	A poisonous chemical found in rat poisons
<b>Benzine:</b>	A cancer-causing chemical
<b>Bolus:</b>	A lump of a chewed substance
<b>Cadmium:</b>	Used in making car batteries
<b>Cancer:</b>	A group of diseases that are characterized by abnormal growth of cells
<b>Carcinogens:</b>	Cancer causing agents
<b>Carcinogenic:</b>	Cancer causing or poisonous
<b>Chewing Tobacco:</b>	Loose leaf, twist and plug
<b>Cyanide:</b>	A poison used to execute criminals in the gas chamber
<b>Dependence:</b>	Physical or psychological reliance on drugs
<b>Dipping:</b>	Act of using moist snuff, usually a pinch of this substance is placed between the cheek and gum or the lower lip and gum
<b>Drugs:</b>	Substances that change body functions
<b>Drug abuse:</b>	Deliberately taking a substance for other than a medical purpose
<b>Dry snuff:</b>	Finely ground tobacco leaves in a dry form. This spit tobacco is usually mixed with honey/molasses and dipped. In dry form it can be sniffed through the nose.
<b>FDA:</b>	Food and Drug Administration. The government agency that monitors the safety of foods, drugs, cosmetics and medical devices
<b>Formaldehyde:</b>	Chemical used to preserve laboratory animals
<b>Gingivitis:</b>	Inflammation of the gum tissue
<b>Gingival recession:</b>	Condition in which the gum tissue pulls away from the teeth

<b>Halitosis:</b>	Bad breath
<b>Heart rate:</b>	The number of times your heart beats per minute
<b>Larynx:</b>	Part of the throat responsible for sound reproduction
<b>Lead:</b>	A metal that can cause brain disease when taken internally
<b>Lesion:</b>	A wound, infection, tumor or abscess
<b>Leukoplakia:</b>	Whitish or gray patches that develop in the mouths of tobacco users that may lead to cancer
<b>Loose leaf:</b>	Moist, shredded tobacco leaves sold in a pouch
<b>Moist snuff:</b>	Finely ground tobacco leaves in a moist form
<b>Morphine:</b>	A narcotic drug prescribed as a painkiller
<b>Mucosa:</b>	Referring to the mucous membranes
<b>Nicotine:</b>	An addictive drug present in tobacco. Also used as an insecticide
<b>Nitrosamines:</b>	Cancer-causing agents formed after the curing of tobacco
<b>Oral cancer:</b>	Cancer of the oral cavity
<b>Overdose:</b>	Consumption of too much of a drug, which leads to serious consequences, even death
<b>Plug:</b>	Tobacco compressed into a brick
<b>Polonium 210:</b>	A radioactive element and nuclear waste byproduct
<b>Polycyclic aromatic hydrocarbons:</b>	One of the products of coal tar distillation, mainly benzene
<b>Side effect:</b>	Effects of substances (drugs) other than the desired or stated ones
<b>Snuff:</b>	Moist or dry finely ground tobacco
<b>Spit tobacco:</b>	Any tobacco product that is not smoked or lit
<b>Surgeon General:</b>	The chief medical officer of the United States

<b>Tolerance:</b>	A condition where the body needs progressively higher levels of a drug to get the desired effect
<b>Tooth abrasion:</b>	The scraping and scarring of teeth by a foreign object
<b>Twist:</b>	Dried tobacco leaves that are twisted like ropes

# Spit Tobacco Health Effects

## (Most Common Effects)

- Nicotine addiction and dependence. Nicotine blood levels achieved by spit tobacco use are similar to those from cigarette smoking.
- Short term - immediate artificial increase in heart rate and blood pressure.
- Diseases and conditions of the cardiovascular system:
  - Increased heart rate
  - Stroke
  - Complications of high blood pressure
  - Heart attacks
  - Delayed wound healing due to decreased blood flow
  - Decreased stamina and endurance
- Increased risk of stomach problems i.e. ulcers, indigestion, and potential stomach cancer.
- Staining of teeth and halitosis (bad breath). The habit of continually spitting can be unhealthy to non-users as well as unsightly, and offensive.
- Sensory Effects. Spit tobacco lessens a person's sense of taste and ability to smell.
- Tooth abrasion. Substances found in spit tobacco products scratch teeth and wear away the hard surface or enamel. Premature loss of teeth enamel can cause sensitivity and tooth decay.
- Periodontal disease, gingivitis, and bone and tooth loss. Constant irritation to the spot in the mouth where a small wad of spit tobacco is placed can result in permanent damage to periodontal tissue. It can also damage the supporting bone structure. The injured gums pull away from the teeth, exposing root surfaces and leaving teeth sensitive to heat and cold and more vulnerable to tooth decay. Erosion of critical bone support leads to loosened teeth that can be permanently lost.
- Dental caries (decay). Sugar and sweeteners are added to spit tobacco during curing and processing to improve the taste. The sugars react with bacteria found naturally in the mouth, causing an acid reaction that leads to tooth decay.
- Leukoplakia. These conditions may occur as a result of "chewing" or "dipping" tobacco because the irritating juices are left in contact with gums, cheeks, and/or lips for prolonged periods of time. Leukoplakia appears either as a smooth white patch or a leathery-looking wrinkled skin. It can become cancerous in three to five percent of all cases.

❖ **Use slide 8.**

### (Less Common Effects)

- Oral cancer can occur in the oral cavity. The oral cavity includes:
  - the lips
  - the lining inside the lips and cheeks
  - the teeth
  - the floor of the mouth
  - the roof of the mouth (also called the hard palate)
  - the gums
  - the front of the tongue
  
- Oral cancer can also occur in the oropharynx. The oropharynx includes:
  - the soft palate
  - the tonsils
  - the back third of the tongue
  - the back of the throat
  
- Other cancers. All forms of spit tobacco contain high concentrations of cancer-causing agents (carcinogens). These substances subject users to increased cancer risk, not only of the oral cavity, but also the:
  - Esophagus
  - Pancreas
  - Pharynx
  - Larynx
  - Stomach
  - Mucous membrane
  - Bladder

❖ **Use slides 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18.**

## Spit Tobacco Facts

### The Dangers of Spit Tobacco: 16 facts to know and share

1. Spit tobacco (smokeless tobacco) comes in two forms: chewing tobacco and snuff.
2. Spit tobacco has more than 2500 chemical compounds and 28 are known to cause cancer.
3. Each dip of spit tobacco contains the same amount of nicotine as 2-5 cigarettes.
4. One tin of Copenhagen has the same nicotine as smoking 80 cigarettes (4 packs).
5. Using spit tobacco hurts athletic performance—the nicotine in spit tobacco narrows blood vessels, raises blood pressure, and makes the heart work harder.
6. Spit tobacco can make you dizzy and make you throw up.
7. Heart disease, stroke, and high blood pressure are linked to spit tobacco.
8. The spit tobacco causes many other oral health conditions such as cavities, gingivitis, periodontal disease, and leukoplakia.
9. Spit tobacco causes leathery white patches (leukoplakia) on the cheeks and gums that have a one in twenty chance of becoming cancer.
10. Many young people have gotten cancer of the mouth, cheeks, gums and throat from spit tobacco.
11. Oral cancer can begin within three years of using spit tobacco.
12. About 30,000 people get oral cancer each year and half of this number will die within five years.
13. Tobacco use is a factor in 80 to 90 percent of oral cancers. Spit tobacco users are 50 times more likely to develop oral cancer than non-users.
14. In 2001 spit tobacco companies spend more than \$236 million to promote their products.
15. Manufacturer revenues from spit tobacco sells rose to \$2.13 billion in 2001.
16. 17.3% of male high school students in North Carolina have used spit tobacco.

*Source: North Carolina Spit Tobacco Education Program*

## **Spit Tobacco Graduation Theory**

In the United States, spit tobacco companies offer their products in varying nicotine concentrations and flavorings, such as mint, cherry, and wintergreen. By presenting a good tasting product that is lower in nicotine, tobacco companies help users develop a tolerance for spit tobacco, rather than get sick from it.


Once new users become used to snuff with lower nicotine levels, advertising strategies then encourage them to switch to the spit tobacco forms that offer higher nicotine concentration with less reliance on flavorings and convenient packaging. This graduation process, as carefully developed and executed by the tobacco companies, leads to nicotine dependence.

**❖ Use slides 19, 20, and 21.**


## Spit Tobacco Chemicals Do You Really Want to Put These in Your Mouth?

Cadmium (car batteries)

Polonium 210 (nuclear waste)

Lead (banned from paint products) 

Formaldehyde (embalming fluid)

Arsenic (rat poison) 

Cyanide (used in the gas chamber)

Nitrosamines (potent cancer-causing agents)

Nickel

Nicotine

Pesticides

Flavoring Agents

Acetaldehyde

Benzopyrene (cancer-causing)

Hydrazine

Uranium 235 and 238

Over 30 metals

❖ **Use slides 22, 23, 24, and 25.**

## **Spit Tobacco Youth Marketing Methods**

Advertising techniques that appeal to the "individual," "risk-taker," "macho man," "rugged outdoorsman," and "athletes".

Offer free samples on starter brands (no longer allowed for youth under 21).

Offer free samples.

Educate youth on how to use the product.

Offer "free" gear and coupons with purchase.

Advertising spit tobacco as a safe alternative to smoking.

**❖ Use slide 26.**

## Spit Tobacco Advertising Techniques

<b>Newspapers:</b>	Newspaper advertising.
<b>Magazines:</b>	Full-color ads in magazines that appeal to fans of baseball, cars, hunting, fishing, racing, rodeo, etc.
<b>Outdoor:</b>	Billboards placed in areas frequented by traditional users.
<b>Audio/Visual:</b>	Audio or visual advertising on motion picture theater screens, <b>videocassettes, and monitors in stores. Note: Tobacco advertising is banned on television.</b>
<b>Transit:</b>	Advertising on public transportation--buses, taxis, trains.
<b>Point of Sale:</b>	Posters, brochures, and displays in places where tobacco is sold.
<b>Promotional Allowances:</b>	Allowances paid to retailers and other persons to facilitate the sale of any <b>smokeless tobacco product.</b>
<b>Sampling:</b>	Distribution of free samples of spit tobacco products.
<b>Direct Mail:</b>	Advertising by mail.
<b>Public Entertainment:</b>	Events <b>bearing or displaying the name of a company or spit tobacco product.</b>
<b>Retail Value-Added or Cents-Off Coupons:</b>	"Buy one, get one free," "Buy one, get X, cents off purchase".
<b>Endorsements:</b>	Testimonials of users, most of the time famous ones, in any media.

❖ **Use slide 26.**

## **ARE YOU HOOKED ON SPIT TOBACCO?**

- Spit tobacco is a gateway to cigarettes. An individual is twice as likely to move from spit to cigarettes rather than from cigarettes to spit.
- If leukoplakia develops, the user has a 3-6 percent (about 1 in 20) chance of being diagnosed with oral cancer.
- One million teens try spit tobacco each year and three hundred thousand become addicted.
- One can of Copenhagen has the nicotine equivalent of 4 packs of cigarettes.

❖ **Use slide # 27.** “Are you hooked on Spit Tobacco?”

If the student answers “yes” to one or more of the questions, there is a good chance that they are currently addicted to spit tobacco.

# **Spit Tobacco**

## **Learning Activities**

# Video Questions

1. “Theater Snacks”

- What actually happened in the film clip?
- How does spit tobacco have an effect on others?

2. “Innocent Addiction – The Gruen Von Behrens Story”

- How did Gruen get started with spit tobacco and what were some of the reasons for using?
- How old was he when he started using spit tobacco?
- What were some of the physical and emotional problems that Gruen experienced after his surgeries?
- How did his operations affect his family and friends?
- How can you keep this problem from happening to you?

NCSCOS

Healthful Living –

Grade 5 – 6.01, 6.02, 6.04

Grade 6 – 6.02, 6.04, 6.05, 6.06

Grade 7 – 6.05

Grade 8- 1.02, 1.04, 1.06, 5.03, 6.01, 6.02, 6.03,  
6.04

Grade 9 – 2.03, 6.02,

School Guidance –

Elem. 9.05

Middle/High – 9.05, 9.07, 9.08, 9.11

Language Arts –

Grade 5 – 3.04

Grade 7 – 1.02, 1.03, 1.04, 2.01, 4.01, 4.02, 4.03

Grade 8 – 1.01, 1.02, 1.03, 1.04, 2.01, 4.01, 4.02,  
4.03

## Chart the Dangers of Spit Tobacco on the Body Systems

- Objective:** Students will identify the dangers of spit tobacco use on specific body systems.
- Materials:** A 5-ft. piece of bulletin board paper for each group of 3 students  
Magic markers and a copy of Glossary of Terms  
Body system reference book
- Procedure:** Move all desks and chairs to the side of the room.  
Distribute materials.  
Ask one student from each group to lie down on their back on the paper.  
Using a reference book for help, have the students draw the major body systems that they think will be affected by spit tobacco.  
In the margins, have the students write the negative effect of spit tobacco on the body.  
Have the students draw a line from the narrative to the drawing of the body system being negatively affected.
- Evaluation:** Each group will share their drawing with the other groups, pointing out the body systems negatively impacted by spit tobacco use.

NCSCOS	Healthful Living – Grade 5 - 6.02 Grade 6 - 6.03, 6.04, 6.05 Grade 7 - 6.02 Grade 8 - 6.01, 6.05 Grade 9 - 6.02  School Guidance – Elem. – 9.04 Middle/High – 9.08
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## Tootsie Roll Chew

- Objective:** Students will explain how tobacco chewing contributes to poor hygiene and social habits in addition to the negative effects on personal health.
- Materials:** Bag of midget Tootsie Rolls (enough for each class member)  
One paper cup for each student  
At least one napkin for each student
- Procedure:** Distribute Tootsie Rolls, paper cups and napkins to the students.  
Instruct students to wait until all directions are given before unwrapping the candy.  
Have students put the Tootsie Rolls in their mouths and chew it until it softens and then hold it in their cheek for the remainder of the class.  
Tell students that they should not swallow their saliva, but spit it into the cup. Use the napkin(s) to wipe their mouths.
- Evaluation:** Ask the class to describe their feelings related to the process of holding the saliva in their mouths for this time period and then being required to spit into the cup. What are their feelings about watching others perform this habit?  
How hard was it to talk or express yourself with a mouth full of juice?  
How easy was it to perform other tasks during this process?  
What are some of the potential hazards of trying to hold the juice in your mouth for an extended period?

NCSCOS	Healthful Living Grade 5 - 6.02 Grade 6 - 6.05 Grade 8 - 1.04, 6.01 Grade - 9 - 1.03
	Science Grade 6 - 1.01, 1.04, 1.05, 1.08 Grade 7 - 1.01, 1.04, 1.05, 1.08 Grade 8 - 1.01, 1.04, 1.05, 1.08 Grades 9-12 Chemistry - 1.01, 1.02

## Eggshell Staining Demonstration

**Objective:** Students will explain the effect of spit tobacco on the color of teeth and the potential negative hygiene consequences of its use.

**Materials:** One large Mason jar  
One large eggshell  
One pinch of chewing tobacco  
Water

**Procedure:** Fill jar half way with water.  
Place a pinch of chewing tobacco in the jar.  
Make tobacco juice mixture by soaking the tobacco in enough water to moisten slightly.

Immerse a piece of clean eggshell in "juice."  
Observe staining of eggshell over a period of several days.  
Explain that this is the result of chemicals in the tobacco juice.

**Evaluation:** Ask the students to discuss the effect of tobacco juice on tooth staining.

Ask the students to write the potential negative hygienic consequences of using spit tobacco.

Ask students to list the negative social consequences of using spit tobacco.

NCSCOS	Healthful Living Grade 5 – 6.02 Grade 6 - 6.03, Grade 7 -1.05 Grade 8 - 1.04, 6.05 Grade 9/12-1.02
	Science Grade 6 – 1.01, 1.05, 1.08 Grade 7 – 1.01, 1.05, 1.08 Grade 8 – 1.01, 1.05. 1.08 Grades 9-12 – 1.01, 1.02

## Advertising Techniques

- Objective:** Students will identify several advertising techniques used by tobacco companies to sell their products to children and young adults.
- Materials:** Magazine and newspaper advertisements, posters, flyers, and printed promotional information.
- Procedure:** Distribute copies of appropriate material to students.
- Ask them to examine the ads and search for tobacco advertisements.
- Instruct them to look for some of the following depictions:
- Use of macho athletic images to attract young people, especially those who are engaged in athletics
  - Use of the out-of-doors to attract young males
  - Use of the term "smokeless" to imply that snuff and chew are safe alternatives to smoking
- Have students list places they have seen tobacco advertising. Have them list the different types of advertising they have seen.
- Ask students to identify "famous" people that they have seen endorsing spit tobacco.
- Evaluation:** Ask the class to identify the different types of advertising that they have encountered. In what settings was each of the types found? Examples: Sporting events, concerts, magazines, cities, suburbs, on billboards, gas pumps, by cash registers.
- Have the class identify where tobacco products are located in convenience stores, gas stations, and drug stores? What does the placement of ads have to do with the selling of the product? How are young people targeted?

NCSCOS	Healthful Living Grade 5-6.04 Grade 6-6.01, 6.05 Grade 7-3.09, 6.04
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## Design a True Advertisement (Paper Bag)

**Objective:** Students will demonstrate their understanding of the Surgeon General's Warning Labels on tobacco products by creating their own warning label.

**Materials:** Small, lunch-size brown paper bags and colored markers

**Procedure:** Divide the students into groups of three. Explain to the class that all tobacco products bear a warning label such as "WARNING: THIS PRODUCT IS NOT A SAFE ALTERNATIVE TO CIGARETTES," or "Surgeon General's Warning: TOBACCO USE CAUSES CANCER, HEART DISEASE, EMPHYSEMA, AND MAY COMPLICATE PREGNANCY."

Distribute lunch bags and markers to the students and have them roll the tops down to depict a large pouch of chewing tobacco.

Instruct students to design a pouch of spit tobacco, including warning labels. Have the students make the pouches as disgusting as possible in order to deter others from starting to chew.

**Evaluation:** Students will develop a commercial for their product to explain the dangers associated with spit tobacco. The pouch created by the group will serve as the basis of the commercial. A song, jingle, or poem should be created to enhance the presentation.

NCSCOS	Healthful Living
	Grade 5-6.04
	Grade 6-6.01, 6.05
	Grade 7-3.09, 6.04

## Interpret a Graph

**Objective:** Students will interpret a graph and draw conclusions regarding the sale and advertisement of spit tobacco products.

**Materials:** Copy one graph per student of "Spit Tobacco Sales vs. Advertising Costs" (see next page)

**Procedure:** Distribute graph.

Display an overhead of the graph.

Ask students to compare the cost versus the sales over the cost of the years.

What are the trends over this time period?

What would you estimate the costs to be over the next four years?

What would you estimate the sales to be over the next four years?

### NCSCOS

Math – Grade 6- 4.03, 4.04, 4.05, 4.06

Grade 7 – 4.01

Grade 8 – 4.01

Grade 9-12 Intro Math 4.01

Science – Grade 6- 1.06

Grade 7 – 1.07

Grade 8 – 1.06

Grade 9-12 – Chemistry – 1.01, 1.02

**PRINT "SPIT TOBACCO ADVERTISING SALES VS. COSTS"**

**PAGE HERE**

## Free Gift Calculation

**Objective:** Students will demonstrate the "true" cost of promotional contests where "free" items are awarded for coupons, labels and other proof-of-purchase items. Students will explain the advertising techniques used by marketing companies to hook individuals into using their products.

**Materials:** Brochures, flyers and advertisement papers related to the awarding of "free" gear, clothes, sporting goods, etc., for coupons, labels, box tops, etc.

Information on the actual cost of tobacco products. This could be assigned as a homework project before this activity.

**Procedure:** Distribute a variety of brochures, sales papers, flyers, etc., which are produced by the tobacco companies.

Ask the students to identify an item in the brochure that they would like to have.

Ask the students to identify the total number of coupons necessary to obtain this "free" item.

Have the class calculate the "real" cost of the "free" merchandise.

$$\text{Real cost} = \text{actual cost of product} \times \# \text{ of coupons}$$

**Evaluation:** Ask the students to prepare a consumer report regarding their findings in this little study.

How accurate is the term "free" as it is used in this promotion? How much cheaper would it be to actually purchase the item in a store? How do tobacco companies try to deceive customers through advertising?

NCSCOS

Math – Grade 6 – 1.04, 4.02, 4.04, 4.05, 4.06

Grade 8 – 1.01, 1.02

Grades 9-12 – Intro. Math – 1.01, 1.02

## Spit Tobacco Refusal/Quitting Tips

**Objective:** Students will identify and demonstrate refusal skills in relation to tobacco products.

**Materials:** None

**Procedure:** Role-play the Following Scenario:

You are at the ballpark where one of your friends offers you a chew. How do you refuse and stay tobacco free?

**Evaluation:** List the many ways a person can refuse to participate in this behavior. Write them on the board and list associated health risks.

Possible Responses:

- ❖ I don't want cancer.
- ❖ I don't like bad breath.
- ❖ I don't want stained teeth, or I don't want to lose my teeth.
- ❖ I don't want nicotine to control me.
- ❖ My friends would drop me.
- ❖ My parents would ground me.
- ❖ **NO.**

NCSCOS -	Healthful Living
	Grade 5-6.03
	Grade 6-6.03, 6.05, 6.06
	Grade 7-6.03, 6.05
	Grade 8-1.01, 1.04
	Grade 9-2.01, 2.02, 2.03, 6.02, 6.04, 6.05
	School Guidance Curriculum
	Elem. 9.03, 9.04, 9.05, 9.06
	Middle – 9.04, 9.05, 9.06, 9.07, 9.09, 9.10, 9.11

## Writing Letters to Elected Officials

**Objective:** Students will demonstrate their understanding of the dangers of spit tobacco by explaining them in writing to their state or United States Representative or Senator, asking them to regulate spit tobacco sales.

**Materials:** Paper, pencils or pens or computer

**Procedure:** Explain to the class that the lawmakers have considerable influence on the laws and regulations governing products and to whom they may be sold. Ask each individual student to compose a letter to his/her Representative or Senator about the following:

The negative consequences of spit tobacco use  
The advertising techniques used by tobacco companies to hook students into using their products  
The long-term negative impact that tobacco use will have on society

Ask them to strongly support enforcement of the “**SYNAR ACT**” which helps to protect children from the health dangers of tobacco and the recruitment and marketing tactics of the tobacco industry as well as the sale of tobacco products to minors.

**Evaluation:** Each piece of correspondence should contain the following:

Correct title, name and address of the student's elected official  
At least three argumentative paragraphs on the dangers of spit tobacco  
Statistics related to the argument presented  
Correct spelling, punctuation and sentence structure

NCSCOS	Language Arts
	Grade 5 -1.03, 4.02, 5.01, 5.02, 5.03, 5.04, 5.05, 5.06, 5.07, 5.08 Grade 6- 6.01, 6.02 Grade 7 – 6.01, 6.02 Grade 8 – 6.01, 6.02 Grade 10 – 1.02
	Social Studies
	Grade 10- 6.06