

# TAR WARS PROGRAM GUIDE

*Instructions for Implementing  
2016-2017 School Year*

Tar Wars®

A tobacco-free education program for kids from  
the American Academy of Family Physicians



AMERICAN ACADEMY OF  
FAMILY PHYSICIANS  
STRONG MEDICINE FOR AMERICA



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[facebook.com/TarWars](https://facebook.com/TarWars)



[youtube.com/AAFPTarWars](https://youtube.com/AAFPTarWars)

# INTRODUCTION TO TAR WARS

Tar Wars is a tobacco-free education program for fourth- and fifth-grade students. Tar Wars was developed in 1988 by Jeff Cain, MD, and Glenna Pember, from Hall of Life, a division of the Denver Museum of Natural History, and Doctors Ought to Care (DOC).

Since its inception, Tar Wars has touched the lives of more than 10 million children worldwide.

The lesson plan in this guide consists of a one-hour presentation. Minimal preparation is required and the presentation and lesson plans are free.

The American Academy of Family Physicians (AAFP) Tar Wars program gives full permission to reproduce the lesson plan for use in the classroom or community setting. However, you must identify that “**Tar Wars is a program of the American Academy of Family Physicians**” in all news releases and printed materials and give credit to the program’s original creators. Program guide activity sheets may be copied as needed.

Tar Wars is owned and operated by the AAFP. The presentation and lesson plans are implemented in classrooms and community group settings by volunteer presenters. To learn more, visit [www.aafp.org/tar-wars-volunteer](http://www.aafp.org/tar-wars-volunteer).

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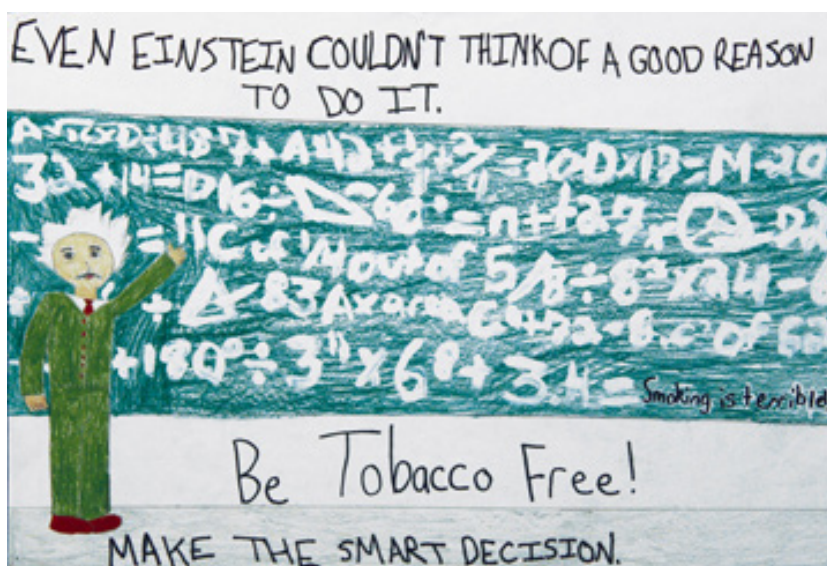


ETHAN – NORTH CAROLINA

2004 TAR WARS NATIONAL POSTER CONTEST

# TIPS FOR TEACHERS

1. Request a Tar Wars presentation. To request a presentation, teachers may use the online form at [www.aafp.org/tar-wars-request-presentation](http://www.aafp.org/tar-wars-request-presentation). To contact your state coordinator, go to [www.aafp.org/tar-wars-contact-coordinator](http://www.aafp.org/tar-wars-contact-coordinator) and use the interactive map to find contact information for your state coordinator.
2. Contact your state coordinator for information about your state's poster contest criteria and how to submit posters for the state poster contest. The poster contest is an optional activity determined by each state. Review the criteria with your students before they start creating their posters. Teachers may collaborate on this project with the school's art teacher or make it a take-home activity.
3. Make copies of the parent information handout for each student to take home. The handout can be found at [www.aafp.org/tar-wars-parent-information](http://www.aafp.org/tar-wars-parent-information).
4. Submit the feedback form for teachers found at [www.aafp.org/tar-wars-teacher-information](http://www.aafp.org/tar-wars-teacher-information).



MADelyn – ILLINOIS  
2014 TAR WARS NATIONAL POSTER CONTEST



# TIPS FOR PRESENTERS

The Tar Wars program can be presented to fourth- or fifth-grade students. It takes about one hour to present. The Tar Wars program guide contains many activities and discussion topics that can be used during your presentation. Use your creativity and individuality to present.

1. Contact your state coordinator, local school, or community organization to let them know you are interested in presenting Tar Wars. Visit [www.aafp.org/tar-wars-contact-coordinator](http://www.aafp.org/tar-wars-contact-coordinator) to locate your state coordinator and the state poster contest deadline by using the interactive map.
2. Request that the class size is limited to 30 students. Tar Wars is not designed to be conducted in a large assembly-style setting. If a large group is the only option, do your best to engage individuals in the audience.
3. No special training is required to present the program. Your volunteer efforts and enthusiasm are key elements in the success of the program. Ensure there is an adequate supply of materials if they are needed for the chosen activities.
4. After the presentation, ask the teacher to distribute the parent information handout to students, located at [www.aafp.org/tar-wars-parent-information](http://www.aafp.org/tar-wars-parent-information).
5. After the presentation, review the state's poster contest criteria, deadlines, and instructions with the teacher. The poster contest is an optional activity determined by each state.
6. Once the presentation is complete, submit the feedback form for presenters at [www.aafp.org/tar-wars-presenter-information](http://www.aafp.org/tar-wars-presenter-information).
7. Keep in mind the age of the students and cultural considerations when presenting.

## Program Goals

- Increase knowledge of short-term health effects and image-based consequences of tobacco use;
- Illustrate cost and financial impact of using tobacco and ways money could be better spent;
- Identify reasons why people use tobacco; and
- Explain how tobacco advertising, tobacco use in movies, and the tobacco industry markets their products to youth.



# QUICK GUIDE FOR PRESENTERS

SELECT FROM THE FOLLOWING ACTIVITIES.

## Cigarettes

### Activity 1: What's in a Cigarette?

Illustrates to students that cigarettes contain harmful chemicals.

### Activity 2: "Sticky Person"

Students list short-term health effects of tobacco use.

### Activity 3: Financial Impact

Students learn the costs of tobacco and other things they could buy instead.

### Activity 4: Effects on Breathing

This activity demonstrates how smoking decreases lung volume.

### Activity 5: Lung Damage from Smoke

Show students how tobacco smoke damages their lungs.

## Smokeless Tobacco

### Activity 6: Smokeless Flavored Tobacco Products

Discuss with students how flavored tobacco products are marketed to young people.

### Activity 7: Damage from Smokeless Tobacco

Discuss health consequences of using smokeless tobacco products.

## Other Nicotine Products

### Activity 8: Flavored Cigars and Cigarillos

Discuss with students that flavored cigars are addictive and bad for their health.

### Activity 9: Electronic Cigarettes

Inform students that these are not a safe alternative to traditional cigarettes.

### Activity 10: Hookah

Discuss with students that hookah tobacco is addictive, contains harmful chemicals, and is not a safe alternative to traditional cigarettes.

## Psychology of Smoking

### Activity 11: Power of Advertising

Discuss how tobacco advertising depicts young, attractive people using their products, but does not show the health consequences of using tobacco.

### Activity 12: Reasons People Use Tobacco

Students list reasons why someone uses tobacco (to look cool, feel older, peer pressure).

### Activity 13: Smoking in Movies, Television, and Video Games

Ask students to name movies, TV shows, and video games where someone uses tobacco.

## Secondhand Smoke

### Activity 14: Secondhand Smoke

Students learn about how secondhand smoke affects them and those around them.

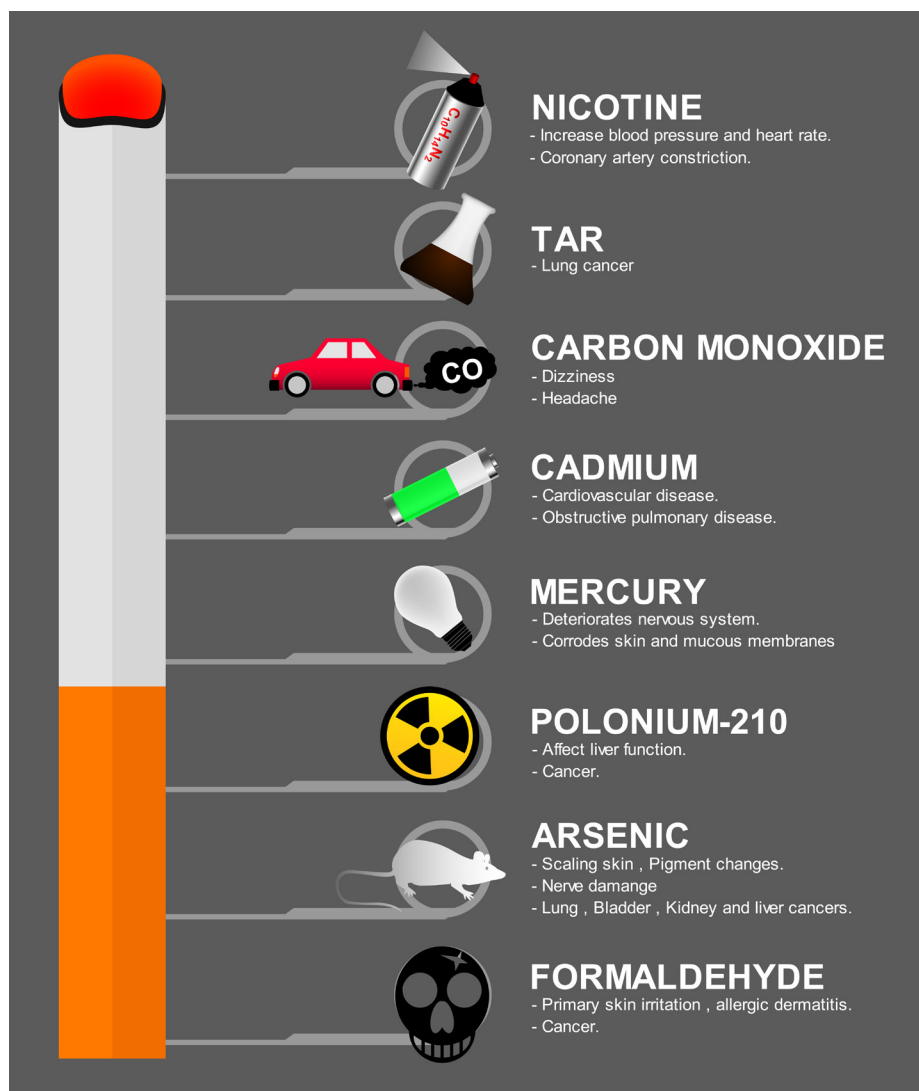
# ACTIVITY 1: WHAT'S IN A CIGARETTE?

## What's in a Cigarette?

This activity is designed to teach students about what is used to make cigarettes. For a follow-up activity, download the Tar Wars in the Doctor's Office activity ([www.aafp.org/tar-wars-doctors-office-activity](http://www.aafp.org/tar-wars-doctors-office-activity)). It is a fun and informational word search activity to educate students about the harmful effects of tobacco use.

Cigarettes contain around 600 ingredients and many of these are known to cause cancer. These same chemicals are found in other products.

Here are some of the chemicals in tobacco smoke and their effects.





## ACTIVITY 2: “STICKY PERSON”

### “Sticky Person” – Effects of Tobacco Use

Nicotine is a stimulant and this “rush” speeds up the heart rate and increases blood pressure. Tobacco use also affects appearance. Nicotine narrows the blood vessels in skin, leading to less blood flow, oxygen, and nutrients. Chemicals in cigarettes damage the fibers in skin that make it elastic and pliable.

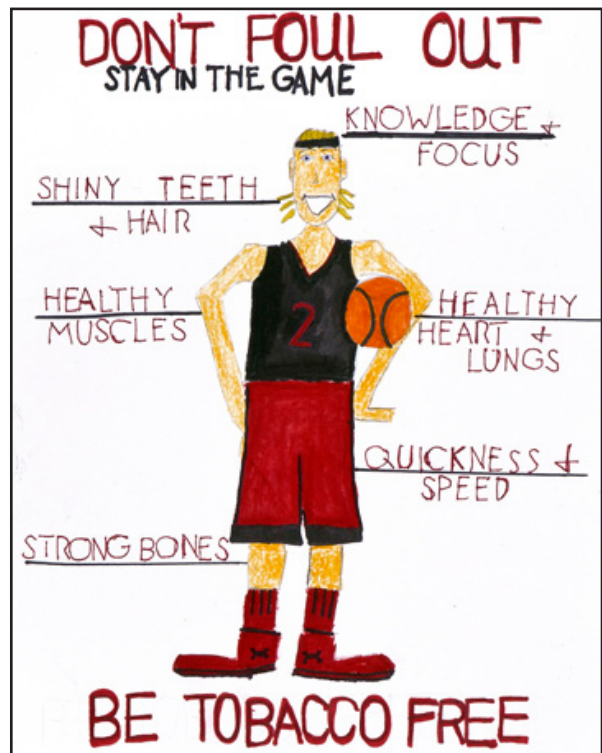
This activity increases students’ knowledge about the immediate short-term health effects of tobacco use. If students name long-term effects (cancer, emphysema, etc.), include these too. Pens or markers and Post-it notes are needed for this activity.

Divide the class into two teams. Ask one person on each team to write the responses, and one person to act as the “sticky person.” When an individual has written the team’s response on a sticky note, someone places it on the “sticky person.”

Teams are given one minute to write as many responses as possible. The “sticky person” for each team comes to the front of the class and presents the team’s responses. The team with the most responses wins.

### Possible Answers

1. Difficulty breathing/wheezing
2. Coughing/Hacking phlegm
3. Bad breath/zoo breath
4. Tobacco smoke odor on clothes and hair
5. Burn holes in clothes
6. Tobacco-stained teeth and fingers
7. Increased facial wrinkles and premature aging
8. Spit stains on clothes and shoes from chewing tobacco
9. Affects heart rate, blood pressure, and circulation
10. Affects taste and smell



CREW – KANSAS

2012 TAR WARS NATIONAL POSTER CONTEST



## ACTIVITY 3: FINANCIAL IMPACT

### Financial Impact of Tobacco Use

Students learn how much it costs to use tobacco. The state of New York has the highest cost per pack of cigarettes of any state at \$14.80. Missouri has the lowest cost per pack at \$4.55.<sup>1</sup>

Ask students to estimate the price of one pack of cigarettes or other tobacco products and then calculate the cost on a weekly, monthly, and yearly basis. Ask for a student to volunteer to do the math on the board. You may use \$7 as the average price for one pack of cigarettes.

**\$7 per pack x 7 days = \$49 per week**

**\$49 per week x 4 weeks = \$196 per month**

**\$196 per month x 12 months = \$2,352 per year**

**If a person smoked for 10 years (10 x \$2,352), the total cost is \$23,520.**

Ask students what other things they could buy with this money. You may have one of the students list the responses on the board.

**\$49 = New athletic shoes, clothes, ticket to athletic events or concerts, or a video game**

**\$196 = Nintendo Wii, iPod touch, cell phone, PlayStation, or Xbox**

**\$2,352 = Laptop computer, many video games, or a vacation**

**\$23,520 = Car or college**



SONIA — FLORIDA

2013 TAR WARS NATIONAL POSTER CONTEST

## ACTIVITY 4: EFFECTS ON BREATHING

### Effects on Breathing – Straw Breathing Exercise

This exercise demonstrates to students how smoking decreases lung capacity and the ability to hold enough oxygen. The only supplies needed are drinking straws.

### Instructions

1. Hand out drinking straws to students. Instruct them to place the straw in their mouth, hold their noses, and breathe through the straw only.
2. Instruct students to stand and run in place for 15 to 30 seconds while breathing through the straw. Students with asthma or other respiratory conditions may not want or be able to participate in this exercise. You could have them participate by handing out the straws or time fellow students who are running in place.



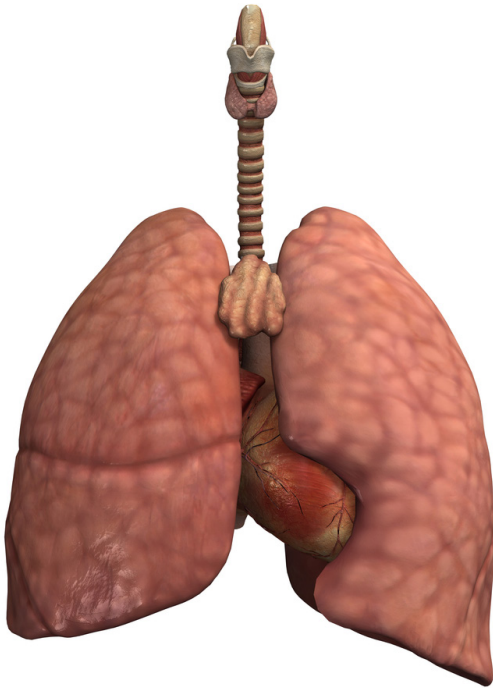
AMANDA – MISSOURI

2014 TAR WARS NATIONAL POSTER CONTEST

## ACTIVITY 5: LUNG DAMAGE FROM SMOKE

### Damage to the Lungs Caused by Tobacco Use

Smoking damages the lungs.



Healthy Lung



Emphysema is a disease of the lungs that is associated with smoking. Smoking damages the air sacs in the lungs so the body does not get the oxygen it needs. People with emphysema may have a chronic cough and have a hard time catching their breath.

## ACTIVITY 6: SMOKELESS FLAVORED TOBACCO PRODUCTS

### Smokeless Flavored Tobacco Products

Discuss with students how flavored tobacco products are marketed, and how they can be used to entice young people to try tobacco.

Tobacco companies have several smokeless flavored tobacco products that are placed in the mouth and dissolve. The sweet and fruity flavors are a key part of the tobacco industry strategy to addict young people to their products with flavors such as apple, watermelon, grape, and peach.

### Orbs, Twisted Sticks, Film Strips, Snus, and Snuff

- Camel® Orbs are small pellets of tobacco powder that resemble Tic Tac® mints that are placed in the mouth and dissolve in 10 to 15 minutes.<sup>2</sup>
- Camel® Twisted Sticks are the size of a toothpick and dissolve in the mouth in 20 to 30 minutes.<sup>2</sup>
- Camel® Film Strips are placed on the tongue and dissolve like Listerine® breath strips. The strips dissolve in 2 to 3 minutes.<sup>2</sup>
- Camel® Snus (pronounced snoose or snooze) is a form of flavored smokeless tobacco in a small teabag-like pouch that is placed between the lower lip and gum.
- Snuff can be inhaled through the nose or placed in the mouth.



Images of Skoal and Grizzly ads: Trinkets & Trash





## ACTIVITY 7: DAMAGE FROM SMOKELESS TOBACCO

### Damage to the Body Caused by Smokeless Tobacco Use

Smokeless tobacco products are not a safe alternative to cigarettes. Discuss the health consequences of using smokeless tobacco products, such as snuff, orbs, and snus.

Tobacco contains chemicals that destroy your cells and tissues. Nicotine narrows the blood vessels and decreases blood flow to tissues in your mouth. This leads to shrinking gums, mouth sores, bad breath, stained teeth, and oral cancer.<sup>3</sup>

The health dangers associated with smokeless tobacco are:<sup>4</sup>

- Mouth, tongue, cheek, and gum cancer
- Damaged gum tissue and receding gums
- Tooth and bone loss
- Stained and discolored teeth and bad breath
- Esophageal, stomach, and pancreatic cancer
- Leukoplakia (white sores in the mouth that can become cancerous)



## ACTIVITY 8: FLAVORED CIGARS AND CIGARILLOS

### Flavored Tobacco Products

In addition to the smokeless tobacco products placed in the mouth, there are flavored cigars. Cigars are bad for your health and are addictive because they contain nicotine, too.

### Cigars and Cigarillos

- Cigar use increased 92% between 2000 and 2015.<sup>5</sup>
- Cigar use among high school boys is 11.5%. It is 10.7% for cigarettes.<sup>5</sup>
- African-American high school students use cigars more than cigarettes (12.8% vs. 5.7%).<sup>5</sup>
- Among 12- to 17-year olds, Black & Mild cigars are the most popular.<sup>5</sup>
- More young adults are cigar smokers than older adults (15.9% of 18- to 24-year olds vs. 4.9% of 45- to 64-year olds).<sup>5</sup>
- Youth and young adults prefer cigars that come in a variety of flavors.<sup>5</sup>
- Swisher Sweets cigarillos and blunts come in chocolate and strawberry. Swisher Sweets is the second most popular brand among 12- to 17-year olds.<sup>5</sup>
- Cigar products are made to appeal to young people. The packaging is colorful, the flavors are sweet, and the price is cheap.<sup>6</sup> Prices for small cigars can be as much as three for 89 cents, making them affordable for youth to purchase.
- Candy flavors, such as LifeSavers® and Jolly Ranchers®, sweeten the taste of many cigars and cigarette-like products.<sup>6</sup>
- Many cigar and cigarillos can be bought online. Users are asked for their birthdate, which allows anyone to enter a date older than 18 to gain access to the website.<sup>7</sup>
- About two-thirds of teens visit convenience stores once a week where tobacco products are prominently displayed.<sup>8</sup>



Image courtesy of the Campaign for Tobacco-Free Kids.



## ACTIVITY 9: ELECTRONIC CIGARETTES

### Electronic Cigarettes (E-Cigarettes or E-Cigs)

Discuss how electronic cigarettes are not a safe alternative to traditional cigarettes.

Electronic cigarettes, or “e-cigarettes,” are battery-powered devices that contain nicotine-filled cartridges, flavoring, and other chemicals. The liquid is heated and becomes a vapor that is inhaled.

As of August 2016, e-cigarettes are regulated by the U.S. Food and Drug Administration (FDA), which extends authority over e-cigarettes, vape pens, all cigars, hookah (waterpipe) tobacco, pipe tobacco, nicotine gels, and others tobacco products.<sup>9</sup> However, manufacturers of e-cigarettes are not required to disclose all chemicals, including how much nicotine is inhaled, and they claim their product is a safe alternative. Some of the products have been tested and found to contain known cancer-causing and toxic chemicals, such as formaldehyde and acetaldehyde. Toxic metal nanoparticles from the mechanism have been found, too. Long-term health effects of inhaling the additives, and risks of using e-cigarettes are not known.<sup>10</sup>

According to the surgeon general, nicotine exposure during adolescence may have lasting effects for brain development.<sup>11</sup> This is especially concerning since more than 70 million children live in states where they could be exposed to either secondhand smoke or e-cigarette aerosol in worksites, restaurants, and bars.<sup>11</sup>

This product is marketed to young people by using flavors that are appealing, such as chocolate, bubble gum, and fruit flavors. E-cigarette use among high school students increased from 4.5% in 2013 to 13.4% in 2014 (it was 1.5% in 2011).<sup>12</sup>



IMAGE COURTESY OF THE AMERICAN ACADEMY OF PEDIATRICS  
JULIUS B. RICHMOND CENTER OF EXCELLENCE

# ACTIVITY 9: ELECTRONIC CIGARETTES

## CONTINUED

Manufacturers of electronic cigarettes use the same tactics to sell their product as the makers of traditional cigarettes.<sup>13</sup>

1. They use celebrities to pitch their products.
2. Magazine ads feature rugged men and glamorous women using e-cigarettes.
3. They portray the use of the product as sexually attractive.
4. They sponsor sports and music festivals.
5. They use flavorings that are sweet and appealing.
6. They use cartoons.
7. They tell their audience to switch to e-cigarettes, instead of quitting tobacco use.<sup>13</sup>



E-Cigarette Ad ^

Cigarette Ad >>



## ACTIVITY 10: HOOKAH

### Hookah Smoking

Discuss with students the effects of using a hookah, and that smoking tobacco using a hookah pipe is not a safe alternative to using traditional cigarettes or other forms of tobacco.

### What is a hookah?

A hookah is a water pipe used to smoke tobacco. The pipe has a water chamber, hose, and mouthpiece. As tobacco is heated, the smoke passes through the water chamber and hose, and is inhaled using the mouthpiece.

The hookah pipe originated in the Middle East, and smoking a hookah pipe is an old, popular Turkish tradition. The hookah has become popular in the United States during the last few years. In many states, there are hookah bars or cafes, and they tend to be located near college campuses.



### Who uses hookahs?

In the United States, 18- to 24-year olds use a hookah most often, but there is an increase in the number of high school and middle school students using hookahs.<sup>14</sup>

- In a recent survey, 17% of 12th graders indicated they used a hookah in the past year.<sup>14</sup>
- Young adults ages 18 to 24 who use cigarettes, marijuana, alcohol, or illicit drugs have higher rates of hookah use.<sup>14</sup>
- Use among middle and high school students rose from 5.2% in 2013 to 9.4% in 2014.<sup>15</sup>

### Is a hookah safe to use?

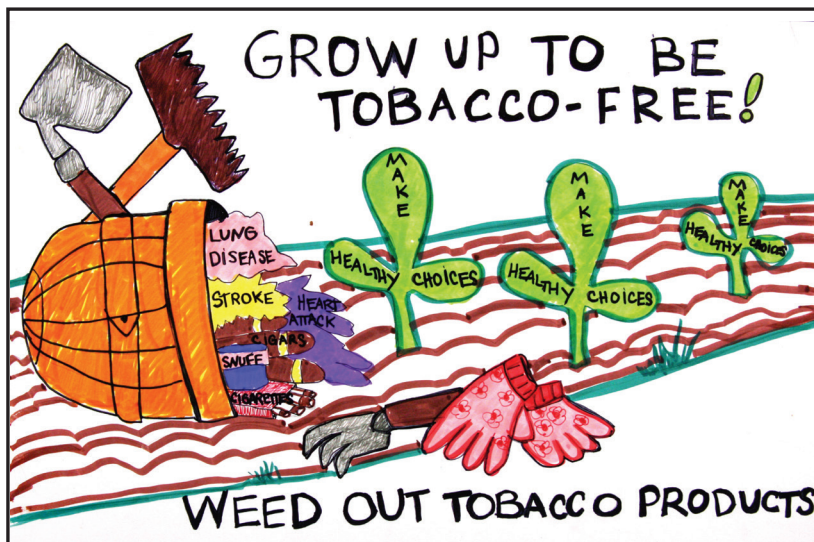
Since the smoke is filtered through water, users may perceive that smoking tobacco using a hookah is safer than smoking cigarettes. The smoke is cooled when it passes through the water chamber and does not burn the lungs, but the smoke does contain carcinogens. Hookah smokers also inhale larger amounts of smoke. In fact, hookah smokers are exposed to many toxic substances. The smoke from a hookah carries many of the same health risks as cigarette smoke.<sup>15</sup>

The tobacco is soaked in honey or molasses and mixtures come in a variety of flavors, such as apple, plum, coconut, and strawberry. Smoking a hookah has become popular in social settings among young adults.<sup>16</sup> As of August 2016, the FDA does regulate hookah tobacco.<sup>9</sup>

## ACTIVITY 10: HOOKAH *CONTINUED*

### Facts About the Hookah

- Hookah tobacco is addictive because it contains nicotine, just like cigarettes and cigars.<sup>16</sup>
- A typical hookah session lasts from 45 to 60 minutes, but can last for hours. Users are exposed to 100 to 200 times the amount of smoke found in a cigarette.<sup>16</sup>
- Even though hookah smoke passes through water, users are exposed to high levels of carbon monoxide, nicotine, tar, metals, and cancer-causing chemicals.<sup>16</sup>
- Hookah users take longer and harder drags of smoke, increasing the amount of carcinogens and nicotine inhaled.<sup>16</sup>
- Non-hookah users in hookah bars are exposed to secondhand smoke from the tobacco and from charcoal used to heat the tobacco.<sup>16</sup>
- The mouthpieces are shared among many users without being washed. This increases the risk of spreading many infectious diseases.<sup>16</sup>



RACHEL — INDIANA

2010 TAR WARS NATIONAL POSTER CONTEST



# ACTIVITY 11: POWER OF ADVERTISING

## Advertising

Advertising can be very powerful and does not show the harmful consequences of tobacco use. Tobacco users are depicted as young, attractive, and popular. Youth are not always aware of how these ads influence decisions to use tobacco. Spend 10 minutes discussing with students how tobacco ads depict young healthy people using tobacco, but do not show how tobacco use affects health and appearance.

Electronic cigarette (e-cigarette or e-cig) advertisements are shown on television and online. For example, the e-cig company NJOY has an online ad featuring rocker Courtney Love. Actors Stephen Dorff and Jenny McCarthy advertise for Blu E-cigs in television commercials. Blu has sponsored an IndyCar, The Freedom Project, and Electric Lounge. Some celebrities, while not endorsing a particular product, have been photographed using e-cigs, such as Katy Perry, Sienna Miller, Robert Pattinson, Lindsay Lohan, Nikki Reed, and Kevin Connolly.

E-cigarette television advertising is found on the following:<sup>17</sup>

- The e-cig company Triad had 770 advertisements for e-cigarettes during a 33-month study period;
- AMC, CMT, Comedy Central, WGN America, and VH1 featured the most e-cigarette advertisements of all cable networks in the same study; and
- Vuse, a product of R.J. Reynolds Vapor Co., is advertised in Colorado and Utah, where the product has top-market share.<sup>17</sup>

Tobacco companies also use the Internet as a means to advertise their products. Blu E-cigs has a dedicated events section on their website that lists upcoming music festivals.

The same marketing tactics used to entice people to smoke cigarettes in the 1950s and 1960s are being used today to lure a new generation to use tobacco.

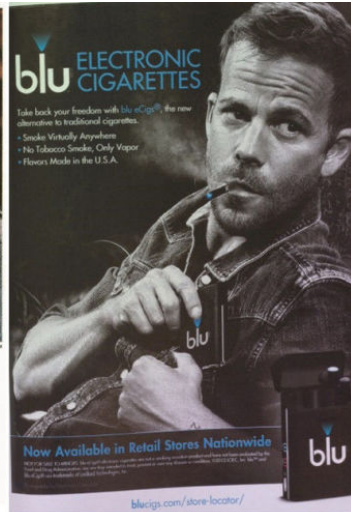
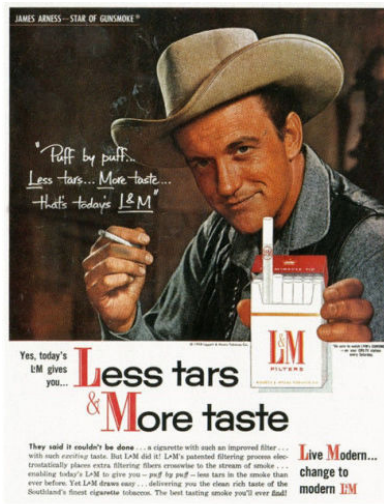


LOGAN – IOWA

2008 TAR WARS NATIONAL POSTER CONTEST

# ACTIVITY 11: POWER OF ADVERTISING

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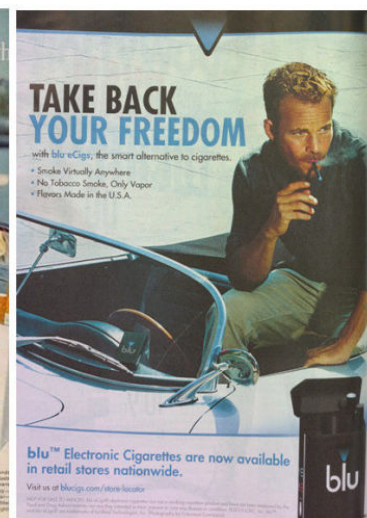


"TOUGH GUYS"

COMPARE THE L&M  
CIGARETTE AD FROM  
1958 TO THE 2013 AD  
FOR BLU E-CIGS.

"LEISURE"

COMPARE THE VICEROY  
CIGARETTE AD FROM  
1964 TO THE 2013 AD  
FOR BLU E-CIGS



"FLAVORED TOBACCO"

COMPARE THE PALL MALL  
AD FROM 1959 TO THE  
XEO AD FROM 2013.



## ACTIVITY 12: REASONS PEOPLE USE TOBACCO

### Reasons People Use Tobacco

Students learn and understand why people use tobacco products.

Ask students why they think people begin or continue to use tobacco products. Write the students' answers on the board and discuss the following possible points.

### Peer Pressure

Discuss what peer pressure is with students. Tell students they can say "no" to peer pressure to use tobacco. The following strategies can help young people say "no."

- Be direct and confident.
- Use humor.
- Switch topics so you can talk about something else.
- Plan with a friend what each of you will say or do and stick together.
- Find something else to do.
- Ask students to list ways to say no to using tobacco.



DONALD – INDIANA

2008 TAR WARS NATIONAL POSTER CONTEST

### Nicotine Addiction/Relaxation

People who use tobacco claim it relaxes them or makes them feel good, but nicotine has the opposite effect because it speeds up the heart rate and blood pressure.

People feel relaxed because tobacco feeds their brains the nicotine it craves and they become addicted to nicotine, which is a drug.

### Image

Young people use tobacco because they think it looks cool, popular, and sophisticated. They see ads depicting celebrities using cigarettes or e-cigarettes, or ads for Blu e-cigarettes at concerts and sporting events.

### Looking Older/Being Grown-up

One of the most dangerous ideas held by youth is that tobacco is an acceptable form of behavior. Some will try smoking or use other tobacco products to appear grown-up. Children follow the examples of older youth and adults.

# ACTIVITY 13: SMOKING IN MOVIES, TELEVISION, AND VIDEO GAMES

## Smoking in Movies and Television

This activity is designed to get children thinking about how many times they see someone smoke in movies, television shows, or other media. The more children see smoking in movies, the more likely they are to become smokers.

## Tobacco Use Among Youth<sup>18</sup>

- Tobacco use is usually started and established during adolescence.
- Nearly nine out of 10 smokers tried their first cigarette by age 18.
- More than 3,200 youth 18 years or younger smoke their first cigarette every day.
- Each day, 2,100 youth and young adults become daily smokers.

## Examples of PG-13 Movies Containing Tobacco Use

- *Ant-Man*, 2015
- *Mission Impossible – Rogue Nation*, 2015
- *Self/less*, 2015

## Examples of Television Shows Containing Tobacco Use

- *Family Guy* (1999 to present)
- *The Simpsons* (1989 to present)

## Examples of Video Games Containing Tobacco Use<sup>19,20</sup>

- Overwatch
- Grand Theft Auto
- Call of Duty
- Halo

Ask students to name movies, television shows, or other media where they saw someone using tobacco. Hollywood continues to depict actors and actresses smoking with no ill health effects.



ASHTON – MISSISSIPPI  
2010 TAR WARS NATIONAL POSTER CONTEST

## ACTIVITY 14: SECONDHAND SMOKE

### Secondhand Smoke

Secondhand smoke is a mixture of smoke that comes from a lit cigarette, cigar, or pipe, and smoke that comes from the smoke exhaled by a smoker.

### Is secondhand smoke harmful?

Secondhand smoke is a known carcinogen (cancer-causing agent), and is composed of chemical compounds.



Image courtesy of the Centers for Disease Control and Prevention.

The surgeon general's report on the danger of secondhand smoke include that it:<sup>21</sup>

- Causes disease in children and adults who don't smoke.
- Increases risk of acute respiratory infections, ear infections, and asthma attacks.
- Causes coughing, wheezing, bronchitis, pneumonia, and slow lung growth in children.
- Caused 2.5 million nonsmokers to die from secondhand smoke exposure between 1964 and 2014.<sup>21</sup>

Particles from secondhand smoke can settle into dust and on surfaces, and can last for several months. When the dust is stirred up, it is inhaled along with secondhand smoke particles.

There is no safe level of secondhand smoke. Children are exposed more to secondhand smoke than non-smoking adults.

### Where is secondhand smoke found?

There are many places where people may be exposed to secondhand smoke, including workplaces, public places, homes, and cars.

### What can be done about secondhand smoke?

Many cities have enacted clean indoor air laws that prevent smoking in public places.

Parents can protect their children from secondhand smoke by:

- Not allowing smoking in the home or car.
- Not allowing smoking while holding a child or when near a child.
- Insist on smoke-free restaurants and other public places.
- Not allowing caregivers to smoke around children, or in the home.

Many states have laws that require workplaces, restaurants, and bars to be 100% smoke-free. To see how your state is working to protect everyone's right to breathe smoke-free air, visit [www.no-smoke.org](http://www.no-smoke.org) and look for the smoke-free lists, maps, and data.

**Take Action:** *Discuss smoke-free policies in your local community or state. Talk about how youth can get involved in making all public places 100% tobacco-free and institute smoking bans to include e-cigarettes. Get involved by letter-writing and email campaigns to their local policymakers.*



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