# Teacher's Manual



# Click City Tobacco

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**Chapter 1**
**Planning for Click City: Tobacco**

**A. Suggested Scheduling**
Click City: Tobacco is designed to be a four-week course. Research has shown that four weeks is the optimal amount of time students need to learn new concepts.  We are suggesting that students do two lessons each week, separated by at least one day.  This gives students time to integrate what was learned during the last lesson before proceeding to the next lesson.  It also gives parents time to discuss the lessons with the student if they choose to do so (See; Newsletters for Parents). ***Note****: Although you may deliver the lessons on a different schedule, that change may reduce program effectiveness.*

**B. Newsletters for Parents**
There are three newsletters that give parents/guardians information about Click City: Tobacco.  The newsletters provide general information about tobacco and quitting resources, inform parents/guardians about what the child will learn in Click City: Tobacco, and give talking points to parents for engaging in positive interactions about tobacco with their child/student.  The newsletters are an important supplement to the program. Newsletters are available in both English and Spanish.

We will e-mail newsletter PDFs to you for distribution to parents/guardians. The newsletters will also be available at: www.ori.org/clickcity/teachers/newsletters. You can make the newsletters available on your class website, e-mail and/or print each newsletter to send home.  That's up to you.

**Please distribute the newsletters using the following schedule:**

**Newsletter #1:  Prior to beginning of the program**.  This newsletter introduces parents to Click City: Tobacco and tells them what the student will be learning.  Links are provided to access more information, particularly about e-cigarettes.

**Newsletter #2:  After students have completed Lesson 4**.  This newsletter reviews what students learned in the first four lessons and introduces the next four lessons.  It provides tips on talking to the student to reinforce what they've learned.

**Newsletter #3.  After the student has finished the program**.  This reviews what they learned in the last four lessons and gives tips for family members who may be interested in quitting tobacco

**C. Your Class ID**
You will be sent a class ID.  Please share it with your students, as they will need it to access the program.

**D. Computers and Browsers**
Click City: Tobacco works best on more recent computers (e.g., Chromebooks) using Chrome as the browser. We are working to optimize it for other devices and browsers.

**E. Students Concerns**
Throughout the program, your students will learn important and valuable information that may prevent them from using tobacco. The information may also raise questions or

concerns for some of your students about family members who smoke or vape. You may want to watch for this and follow-up with individual or class discussions.

**F. Help**

If you or a student encounters a problem that you cannot solve, please contact Jessica Olson, at 541-484-4123 or [Jolson@ori.org](mailto:Jolson@ori.org), or Yessenya Barraza at 520-626-9291 or emiliab@email.arizona.edu.

# Chapter 2. The Science Behind Click City: Tobacco

**Why 5<sup>th</sup> grade?**

There is a large jump in tobacco use (primarily e-cigarettes and cigarettes) between the 5th and 6th grade, and kids' intentions to use tobacco in the future and willingness to use it increase dramatically over this period. It is important to intervene in the 5th grade before kids first initiate tobacco use and prior to an increase in their intentions and willingness. The goal of this program is to decrease students' intentions and willingness to use tobacco, and to prevent or delay their use of tobacco.

**Structure of the Program**

**Number of Recommended Lessons per Week.** Scientists have shown that lessons spaced out over time (spaced practice) results in better retention than lessons that occur one after the other.  Therefore, we designed and tested this program for lessons to be delivered two days a week, for four weeks.

**The Importance of Experiential Learning**.  Programs that engage students and encourage interaction are more effective than programs in which students passively listen. We use both interactive instructional activities with game-like activities to keep students engaged.

**Hearing Things More Than Once in Different Ways Is Important.**  Repetition is the key to retention. The program repeats key messages to maximize retention.

**Advanced Organizers.**  Each activity begins with an introduction by a "buddy".  The buddy provides an advanced organizer to the student, going over the key points that will be learned in that activity. These are summarized again at the end of each activity.

**Targeting Specific Risk Factors.** Researchers have shown that specific risk factors are related to children's early initiation of tobacco use (including e-cigarettes and cigarettes). We designed each activity to target one or two risk factors. Each activity was evaluated in the laboratory to assure that it changed the risk factor. Only activities that changed the targeted risk factor(s) were included in the program.  The targeted risk factors are listed below:

**Risk Factors Included in Click City: Tobacco**

**Children's Social Images of Smokers**. If children have positive images of kids who smoke cigarettes or vape e-cigarettes (e.g., think they are cool, exciting, or popular), they are more likely to initiate smoking and/or vaping in the future. Click City: Tobacco changes children's social images of vapers and smokers from positive to negative.

**Children's Normative Social Images of Smokers.**  If children think that their peers have positive images of kids who smoke or vape, they are more likely to try smoking or vaping. Kids think that if they smoke or vape, they will have these positive attributes. This program gives students feedback from their classmates to show that most kids have negative images of smokers and vapers.

**Perception of Their Peer's Tobacco Use.** Children often overestimate what their peers are doing, including smoking and vaping. Since they strive to be like their peers, the overestimation of tobacco use can lead to tobacco initiation. Click City: Tobacco teaches kids that few of their peers actually use tobacco, even though they may think most kids use tobacco.

**Risk of Addiction.** Children often think that they can try smoking or vaping and not get addicted. Several activities show students that once they start using tobacco, it is very hard to avoid addiction, and once addicted it is difficult to quit.

**Risk of Physical Consequences.** Activities visually depict the physical consequences associated with using tobacco. Click City: Tobacco is designed to create negative feelings about tobacco use. If youth have more negative feelings about tobacco use, they are less likely to try vaping or smoking.

**Cumulative Consequences.** Activities show students that tobacco use can be harmful, even if they use it only one time.  Further, every time that they use tobacco, the harmful consequences increase. Kids who understand the cumulative consequences of tobacco use are less likely to try smoking or vaping.

**Risk Associated with Secondhand Smoke and Secondhand Vapor.** Activities show the negative effects of secondhand smoke and secondhand vapor. Showing the effects of secondhand smoke and vapor on others can motivate students not to smoke or vape because they do not want to harm others.

**Optimism Bias.**  Many students think that other kids will get addicted from trying a cigarette or an e-cigarette, but that they (themselves) will not.  Click City: Tobacco shows kids that everyone, including them, can get addicted to tobacco.

**Chapter 3**
**Lesson Descriptions**

| Lesson | Activity | Risk Factor | Description | Average Minutes |
|---|---|---|---|---|
| 1 | Introduction | | Students are introduced to their buddy and shown a map of the town | 1 |
| | E-cig 101 | Learn about e-cigarettes | Students review parts of an e-cigarette and learn about e-liquids.  Students learn that e-cigarettes contain nicotine and are addictive. | 4 |
| | Tobacco Tour | Physical consequences | Students see inside an e-cigarette, a cigarette, and a tin of chewing tobacco and view the chemical ingredients.  The health effects of each chemical are discussed.  Students take a quiz as a review. | 15 |
| **Total Time** | | | | **20** |
| 2 | Kid's Choice, Part 1 | Risk of physical consequences of smoking and secondhand smoke | Students watch movies in the Click City Theatre on the health effects of smoking and secondhand smoke. They vote on their favorites. | 5 |
| | Make your Own Vaper, Part 1 | Social images of e-cigarette users; Normative social images | Students design a potato, "Mr. Spud", by attributing social images to kids who vape versus kids who don't vape. | 3 |
| | Kid's Choice, Part 2 | Physical consequences of smoking and secondhand smoke | Students see how their classmates voted in Kid's Choice Part 1. They can view any movies a second time. | 2 |
| | Reality Check | Social Images of e-cigarette users | Students view display ads portraying e-cigarette users favorably.  They learn that the ads are incorrect and that e-cigarette users are not cool, exciting and popular. | 3 |
| **Total Time** | | | | **13** |
| 3 | Make Your Own Vaper, Part 2 | Social images; Normative social images | Students view and compare the Mr. Spuds that they and their classmates made.  They can change the attributes on their Mr. Spud  to come to | 3 |

| | | | | |
|---|---|---|---|---|
| | | | consensus with their classmates. | |
| | Addiction 101 | Risk of addiction | Students learn about tobacco addiction and withdrawal by watching experiments. | 7 |
| | Addiction Pong | Risk of addiction: Lack of control | Students play a game where they try not to get addicted to cigarettes and e-cigarettes, but find it is harder than they think to avoid addiction. | 7 |
| **Total Time** | | | | **17** |
| 4 | Camp Cravings | Risk of addiction: Power of cravings | Students play a board game at "Camp Cravings" that gives them an idea of what it is like to be addicted to e-cigarettes. | 9 |
| | Personality Quiz | Social Images | Students take a personality quiz. Then, they interview someone similar to themselves to find out what that person thinks about tobacco. Finally, students create a short "newspaper" story about the person they interviewed. | 8 |
| **Total Time** | | | | **17** |
| 5 | Secondhand Smoke and Vapor Lab | Risk of exposure to secondhand smoke and vapor | Students visit the lab where they see the health effects of exposure to secondhand smoke and vapor on people and pets | 7 |
| | Superhero | Risk of exposure to secondhand smoke and vapor | In this game, students rescue non-tobacco users from secondhand smoke and vapor at a party. | 6 |
| | Truth or Dare | Subjective norms | Students play "Truth or Dare" to find out that most kids overestimate the number of kids who smoke or use e-cigarettes. | 7 |
| **Total Time** | | | | **20** |
| 6 | Make a Video | Social images | Students create their own music video that shows how smoking affects one kid's life. | 6 |
| | Wheel of Misfortune | Risk of addiction: A losing game | Students play a game to learn what might happen if they try vaping. | 6 |
| | Every Cigarette | Cumulative risk | Students click on different body parts to watch videos | 4 |

| | Does, Part 1 | | about the damage that cigarette smoke does to the brain, eyes, heart, and lungs over time. Students select the "grossest" video. | |
|---|---|---|---|---|
| **Total Time** | | | | **16** |
| 7 | Definition of a Smoker | Normative social images | Students find out what most kids think about people who smoke. | 3 |
| | Addiction Maze | Optimism bias and risk of addiction | Students travel through a virtual maze as a tobacco user and as a non-tobacco user and learn that anyone can get addicted once they try smoking or vaping. | 10 |
| | Every Cigarette Does, Part 2 | Cumulative risk | Students see what other students rated as the grossest video. They can watch any of the videos again. | 2 |
| **Total Time** | | | | **15** |
| 8 | Time Machine | Cumulative risk | Students virtually travel through time to 1, 5 and 10 years into the future to see what happens to parts of the body when someone smokes, vapes, or chews, even a little bit. | 12 |
| | Summary Activity | Review of key points | Students see short video clips that review key points of the program. | 4 |
| | Playground | Make a commitment | Students make a promise to themselves about how they feel about using tobacco and share it with their classmates. | 3 |
| **Total Time** | | | | **19** |
| **Total Program Time** | | | | **2.3 hours** |

# Chapter 4
## Optional Activities and New Vocabulary

Optional activities can be used to further explore Click City: Tobacco concepts with your students and to meet additional curriculum standards. Students may also learn new vocabulary as part of each lesson. Repeated exposure to this new vocabulary will increase students' understanding and comprehension when they encounter these words in other contexts.

| Lesson | Subject | Optional Follow-up Activities | Vocabulary |
|---|---|---|---|
| 1 | English | Have each student do an internet or library search on one of the vocabulary words, and then write 3-5 unusual or interesting facts about their word on a note card. Post the cards along with the vocabulary words in a place where you can refer to them. | toxic<br>chemicals<br>tar<br>nicotine<br>carbon monoxide<br>formaldehyde<br>arsenic<br>nitrosamines<br>polonium<br>cadmium<br>propylene glycol<br>lead<br>acetaldehyde |
| 2 | Science | Tie secondhand smoke and vapor into a science lesson on environmental pollution (e.g., carbon monoxide). | secondhand smoke<br>secondhand vapor<br>cancer<br>asthma<br>ear infection<br>bronchitis |
| | Science/ Social Studies | Discuss the influence of the media on young people (e.g., how tobacco companies use advertising to manipulate young people into buying their products). | |
| | Social Skills | Discuss with students how to handle social situations where people are smoking or vaping, such as restaurants or homes of family friends. Have students brainstorm a list of ways they might avoid secondhand smoke or reasons they might give a friend or family member for not smoking around others. | |
| 3 | Art | Draw or make a Mr. Spud out of construction paper or found objects. | addiction<br>nicotine<br>mental |
| | English | Students write a short bio or list adjectives describing their Mr. Spud. | physical<br>cravings<br>withdrawal |

| | | Post students' artwork with their writing in the classroom.  Ask your students if it was difficult for them to predict what their classmates thought about e-cigarette users, and if they were surprised by what their classmates' really thought. | |
|---|---|---|---|
| 4 | Drama/ English | Two students role-play an interview for the class like the one they did in the Click City News Department. To make it interactive, give other students the pre-printed questions. Have students write down how they predict the interviewee will answer the questions or give them list of optional answers to choose from. Follow-up with a discussion and comparison of answers. | |
| 5 | Science | Spray compounds like lemon juice or household cleaners into the air and onto a piece of fabric. Show students that even though they may not see cigarette smoke or e-cigarette vapor, they can smell it, and the chemicals are still in the air and off-gas from fabrics and other surfaces. | lungs asthma poison overestimate underestimate alcohol marijuana |
| | Science | Discuss how overestimation of other's behavior is common (e.g., how many of their classmates are engaging in certain behaviors), and the number who are actually doing the behavior is often lower. | |
| 6 | Health | Have students do an internet or library search on ways to stop using tobacco and write a short report on what they learned. Post their quitting strategies on a bulletin board. | |
| 7 | Health | Have students generate ideas in which optimism bias (i.e., thinking that bad things happen to only other people but not themselves) could lead to risky behavior. | optimism optimism bias |
| 8 | Health | Discuss with students how the effects of tobacco build up over time. | pledge |

| | English | Have students write out their pledges or create new ones and post in classroom. | |
|---|---|---|---|
| | Discussion | Which messages from Click City: Tobacco made the biggest impression and why? | |

Chapter 5

Instructions for Students Using the Program

**I. New Users**

**A.  Student Log in**

1. Go to https://clickcity.twentyideas.com/
2. Click on Join a Class.
3. Enter your class code.
4. Enter your first name, last name, state ID, birth month and day.
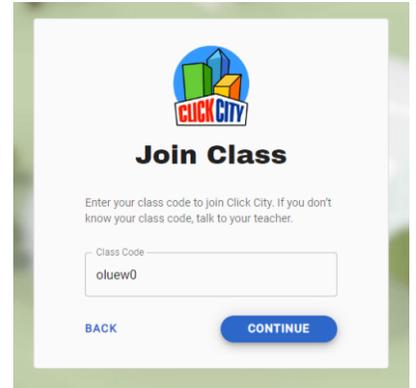


Note: If students don't have a state ID, the teacher needs to assign them an ID #.  **MAKE A RECORD** of the ID # because students will need to use it to log in.
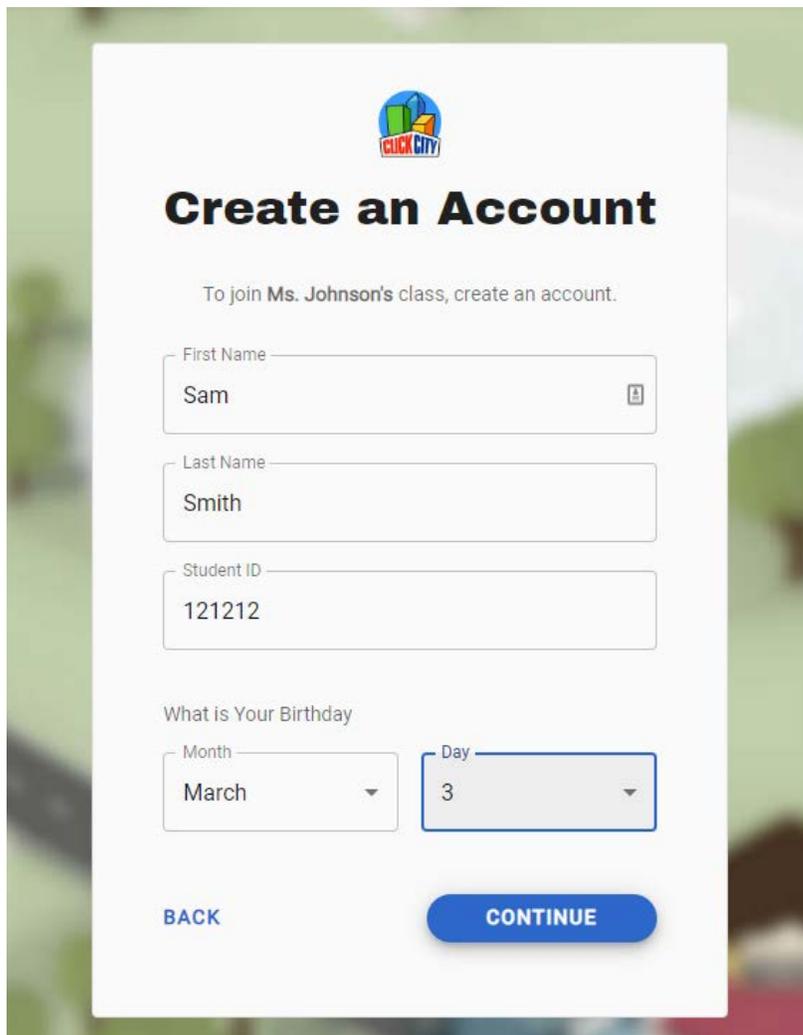
**B. Select a Buddy**

    1.  Click on a picture to select a buddy, then click continue.
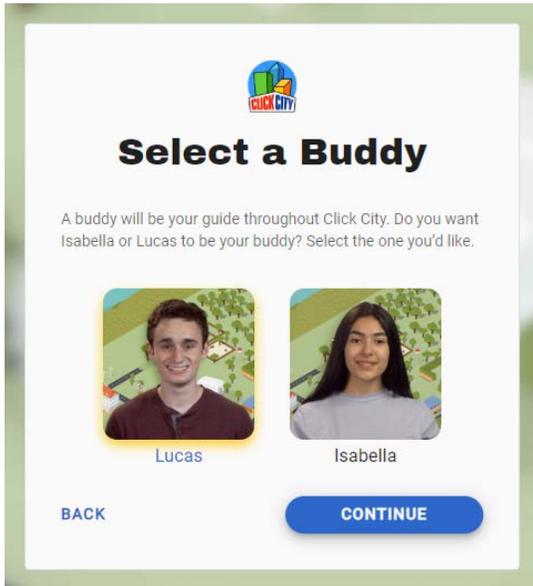
**C. Create a screen name**

    1. The student will enter their screen name and then click set screen name.
    2. Guidelines for creating a screen name.
        a.  This is name that the program will use for the student. Remind them that it will be seen by you and other students.  You will have the ability to change the screen name if it's not appropriate.
        b.  Screen names must be between 6 and 25 characters. Screen names are not case sensitive and may consist of letters and numbers and special characters.  But they should be easy for the student to recognize as the name they gave themselves.
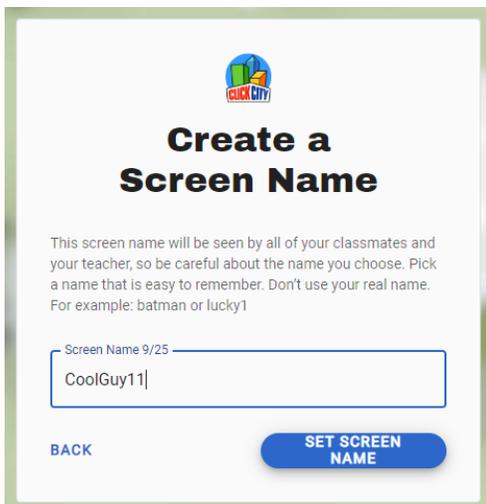
**II. Returning Users**

Students will enter their ID # and their birth month and day to log in.


**III. Errors easily made by students**

Students often click on the browser bar on the top of the program or click on another tab at the top.  If they do, the activity will close and they will have to repeat the entire activity.  Have them close all tabs before beginning the program and caution them about clicking on the bar at the top.
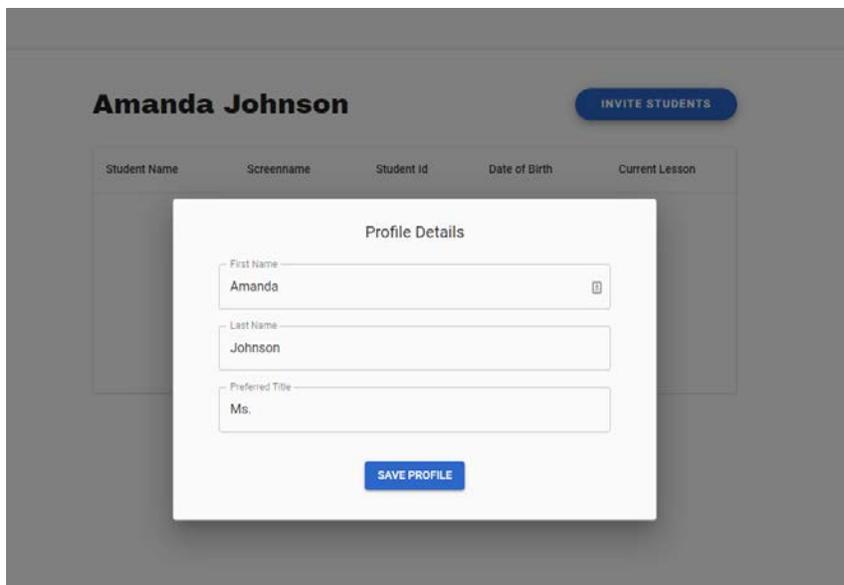
Chapter 6
The Teacher Portal

The teacher portal is used to view students' progress as they go through the program, change screen names, and change the program defaults.

**I. New Users**

   **A. Logging in**

   Go to https://clickcity-portal.twentyideas.com/ to log into the teacher portal.

   1. Enter your e-mail address and click next.
   2. Enter your first and last name, create a password and click save.
   3. Create your profile, including first and last name and the title that your students call you (for example, Mr., Ms., Mrs., Dr.). If you don't want to enter a title, just press the spacebar in the preferred title field. Click save profile.

B. **Class page (invite students)**

1. The student website https://clickcity.twentyideas.com/join-class and the class log in code are displayed on this screen. Students will need to use the class code to set-up their Click City account.

## Amanda Johnson

INVITE STUDENTS

| Student Name | Screenname | Student Id | Date of Birth | Current Lesson |
|---|---|---|---|---|

**You have no students**

Students can go to clickcity.twentyideas.com/join-class

And enter the class code oluew0 to join your class

## II. Returning Users

A. **Logging in**

Go to https://clickcity-portal.twentyideas.com/ to log into the teacher portal.

1. Enter your email address and click next.
2. Enter password and click sign in.

## B. Class page

Students who have logged into the program are listed on the class page, by first name and last name.  Birthdays are included for those who might have the same names.  Click on an individual student's name to get to the student's page.

# Amanda Johnson

**INVITE STUDENTS**

| Student Name | Screenname | Student Id | Date of Birth | Current Lesson |
|---|---|---|---|---|
| Anderson, George | GamerBoy | 212121 | 0214 | ECIG_101 |
| Jones, Susan | ArtGirl1! | 141414 | 1031 | ECIG_101 |
| Watson, Julie | BubbleGum | 131313 | 0704 | ECIG_101 |
| Smith, Sam | CoolGuy11 | 121212 | 0303 | |

**C. Student page**

## Susan Jones

| Lesson 1 | Completed |
|---|---|
| Ecig 101 | Completed (10/16/2019) |
| Tobacco Tour | Completed (10/16/2019) |

| Lesson 2 | Not Started |
|---|---|
| Kids Choice | Not Started |
| Make Your Own Vaper Pt 1 | Not Started |
| Kids Choice 2 | Not Started |
| Reality Check | Not Started |

| Lesson 3 | Not Started |
|---|---|
| Make Your Own Vaper Pt 2 | Not Started |

SCREEN NAME
ArtGirl1!
Change

BIRTHDAY
10/31
Change

STUDENT ID
141414
Change

PACING OVERRIDES

Allow more than one lesson per day

Allow more than two days of lessons per week

Allow consecutive days of lessons

1. You can view each student's progress. You will be able to see if a student has started and/or completed each lesson and activity.

2. Together with the student, you can change their screen name if you or the student feels that it is not appropriate.

3. You can also change the student's ID or their birthdate if they are incorrect.

4. On an individual student basis, you can
   a. Allow more than two lessons to be done in a single day
      (A single day is defined as from 12:00 a.m. until midnight)
   b. Allow more than two days of lessons to be completed in a single week
      (A week is defined by 12:00 a.m. on Monday until midnight on Sunday night)
   c. Allow consecutive days of lessons

**NOTE:** Only change restrictions if the student misses several classes due to illness or vacation. **BE SURE TO RESET RESTRICTIONS**. If students go through multiple lessons in one sitting, they won't learn much!