

Effects of Smoking

My anatomy & physiology class is learning about the respiratory system and how the lungs play a major role for the body. Students know when breathing through the mouth, oxygen goes to the lungs first and when breathing through the nose, the brain receives oxygen first. After searching the web, one data source that caught my interest is <https://ourworldindata.org/smoking> which has information about smoking and its increase/deaths from 1990 to 2016.

On the website, it shows a playable moving graph with percentages of smoking that has increased from 1990 to 2016. It shows the amount men and women smoke, the packet of smokes, the increase in tobacco that caused cancer deaths, and second-hand smoking deaths. All the graphs on the website organize its data based on the whole world and not just one country.

I feel having this data enhances my topic because smoking in general relates to some students personally and the situation occurs in the real world. Smoking is direct inhalation through the mouth and to the lungs. Students will be able to see the data of how much smoking affects the world, its increase in numbers, and the fact that smoking damages the lungs causing people to struggle with breathing and in most cases develop lung cancer. These illnesses alone caused by smoking can all be prevented. Using data in the classroom is a great thing because it lets the student analyze numbers that are relevant in the real world. When students can collect and compare data, they are able to take charge of their own learning and apply it. This will make them want to complete their work instead of saying “when will we need to know this in real life.” Exposed to different data can help students seek out their own data to use for different researches they may have to conduct in college.

I plan to have my students compare and contrast these different graphs and have discussion on why they think the number have increased and what situation may be occurring to cause this. I would also have them in groups to discuss the significance in the correlation of death in the same number of years. A way to connect to other content is to have students create scatter plots in math class to see if there is a positive/negative correlation, circle and bar graphs in their computer class to use their skills learned from excel or word, use biology and see if environmental factors play a role etc.