

# Tobacco Education

## Grade 8 or 9 Teacher Guide

Is smoking as cool as advertised?  
Does it do the things it claims?  
Or are you being sold a lie  
By the advertising game.

Smoking tobacco doesn't make you  
Thin or cool or chic.  
What smoking tobacco does for you  
Is to make your body sick.

It turns your fingers yellow  
And your lungs a dark, dark brown.  
It stains your teeth and leaves a smell,  
Just take a look around.

Is smoking as cool as advertised?  
Does it do the things it claims?  
Or are you being sold a lie  
By the advertising game.



June 2004

## Important Note to School Principals:

Tobacco use rates in the NWT are among the highest in Canada. Forty-six per cent of NWT adults smoke, as do:

- 10% of children aged 10-12,
- 27% of youth aged 13-14, and
- 42% of 15-17 year olds.

Age of smoking experimentation varies across our territory but can start as early as the primary years.

To respond to this health-hazardous reality, a new program that targets three levels of delivery has been developed. Some flexibility for delivery has been built into the materials so that communities can select the best delivery option based on the age at which students start to experiment with tobacco products and the best fit with existing school programming.

The three sets of lessons meet NWT School Health Program learning outcomes at grade-grouped levels (see pages 10-15 of the Teacher Resource Manual). A decision should be made at the school/community level whether these lessons will be delivered at:

- Grade 3 or 4;
- Grade 5 or 6;
- Grade 8 or 9.

Administrators (in consultation with staff and community members) at the school level need to determine which grades will be targeted for program delivery (or which years for multi-age groupings) so that you do not have overlap. To maintain student interest it is important to target delivery of these units at three specific levels.

Please take the time to meet with staff and community members to select the best delivery option for your students and take steps to ensure consistency in program delivery. If you have further questions, do not hesitate to contact the Early Childhood Division of ECE.

### Obtaining recommended videos:

A set of videos to accompany these program materials has been sent to all NWT schools that have programs within the range of grade 3 to grade 9. Please take steps to ensure that these videos are, and remain accessible to teachers implementing this program. Information regarding ordering replacement or additional copies can be obtained on the ECE website [www.gov.nt.ca](http://www.gov.nt.ca), following links to the NWT Health Program, or by contacting the Early Childhood and School Services division, 867-873-7176.

Some material in this program has been adapted from *Lungs are for Life* and *BC Tobacco Facts*. The GNWT acknowledges the governments of Ontario and British Columbia, respectively, for permission to use these materials.



## NWT School Health Program Themes

### *Grade 3 or 4*

- Peers can influence individual decisions.
- Individuals can make better decisions by considering the possible effects of their choices.
- Many situations require decision-making and/or refusal skills (e.g. peer influences).
- Tobacco contains a drug called nicotine. A drug is anything you put into your body that makes it work differently. Tobacco also contains specific harmful substances or chemicals. Most smokers would quit if they could, but they are addicted.
- There are health risks associated with smoking, second hand smoke, and various forms of tobacco (chew, snuff or dipping).
- Individuals have different personal attitudes and values related to tobacco use.

### *Grade 5 or 6*

- Peer Pressure is one factor that can influence one's decisions about tobacco use.
- Individuals can apply decision-making and/or refusal skills to peer pressure situations.
- Advertising is one factor that can influence one's decisions about tobacco use (e.g. persuasion techniques, looking critically at advertisements).
- Tobacco products and nicotine have an impact on one's personal health (respiratory, circulatory, nervous, and cardiovascular systems as well as one's dental health).

### *Grade 8 or 9*

- **Advertising influences one's decisions about tobacco use (e.g. advertising techniques, interpreting information from advertisements; designing advertisements).**
- **Tobacco addictions can be overcome and there are different resources available to treat addictions. There are various supports that, if in place, will help someone to quit smoking.**
- **Individuals need to understand the relationship between one's choices and the resulting consequences (e.g. effects of tobacco use).**
- **Individuals should assess the quality and reliability of health information provided by different sources.**
- **Tobacco use impacts economics on both an individual level as well as a health care systems level.**



## Lesson Overviews for Grade 8 or 9

Each lesson focuses on a group of outcomes and may take more than one session to complete. Each lesson has one or more activities and may include handout sheets.

### Lesson 1

Students perform a pre-test, which will be revisited at the end of the unit. They also explore their opinions about tobacco and tobacco related issues as well as the personal cost of smoking.

### Lesson 2

Students conduct surveys to validate research on reasons why people smoke and why many people choose not to. Using this information, students develop social marketing campaigns to reduce smoking. Students create “Dear Abbie” type letters about quitting smoking or awkward situations they may find themselves in and generate responses in the context of assertion and/or refusal skills.

### Lesson 3

Students explore advertising and personal attitudes towards smoking as well as anti-smoking advertisements. Students discuss the quality and reliability of information available to them.

### Lesson 4

Students prepare for and participate in a role-play (simulation) involving presentations to a local council (town council or band council). Some students act as councillors who have to listen to the information presented by a variety of stakeholders, assess the quality and reliability of the presentations, and make decisions on non-smoking bylaws. Two alternate role-plays are identified.

### Lesson 5

This lesson focuses on the use of a guest speaker to address traditional aboriginal use of tobacco.

### Lesson 6

Students learn the five stages of change associated with the decision and act of quitting smoking as well as alternatives, techniques, and tips for quitting and staying healthy.

### Lesson 7

This reflection activity provides students the opportunity to reflect on what they have learned from this unit as well as what they are feeling/thinking about tobacco use.

## Extension Activities

Individual and group project ideas are presented, including producing a short anti-smoking commercial and generating the top 10 reasons for not using tobacco products.

## Suggested Videos

Seven videos are suggested at this level:

- The Teen Files: Smoking – Truth or Dare (activity sheet provided)
- Diary of a Teenage Smoker (activity sheet provided)
- Tobacco and You (activity sheet provided)
- Tobacco “X” Files (optional)
- It’s a Good Day to Quit
- I Quit! How to stop smoking
- Barb Tarbox – A life cut short by tobacco

## Lesson 1

### Activity 1

This activity will serve as pre-test which your students will complete. The pre-test is handout 1-a and is called "It's A Fact... Isn't It?" Their work will be collected and returned to them at the end of the unit as part of a post-test activity.

### Activity 2

Using handout 1-b entitled "Hey... That's My Opinion!" students determine if they agree or disagree with statements or issues presented. They then move into small groups to discuss each statement or issue and record what the small group consensus is for each one. Statements or issues which hold varied opinions can be discussed in a larger group format. Most of the issues are debatable and opinions will vary. Statement number 13 is false however – low tar cigarettes are every bit as dangerous as regular cigarettes. They are responsible for a rare form of cancer due to the fact that smokers unconsciously compensate for the lower tar levels by puffing more, breathing more deeply, and smoking more of the cigarette.

### Activity 3

Ask students to spend a moment writing down what they would do with a million dollars. Have them share their thoughts with a neighbour.

Ask students how far fetched it would be for them to generate a million dollars on their own. How realistic is it?

Work with students to do the math.

- What does a pack of cigarettes cost in your community?
- If you smoked a pack a day, how much would you spend in 1 day or 365 days?
- Depending on how much cigarettes cost in your community, you might end up spending \$2500/year (in most cases, more).
- Suggest to students that if they invested this \$2500/year for the next forty years they could be millionaires assuming a 10% rate of return.

Year	Total Saved (invested at 10%)
1	\$2500.00
5	\$15,094.40
10	\$36,793.56
15	\$73,350.78
20	\$132,226.55
25	\$227,047.57
30	\$379,755.16
35	\$625,693.87
40	\$1,021,780.62

- So... the real question is... Who Wants To Be A Millionaire?

As an extension activity, ask students to determine how much money might be spent in a household where 2 or 3 people smoke. How much might be spent in a community?



# ***It's a Fact... Isn't It?***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **Answer True (T) or False (F)**

- \_\_\_\_\_ 1. You have a greater chance of getting lung cancer if you start smoking early in life.
- \_\_\_\_\_ 2. In Canada, cigarette smoking kills fewer people than drugs, alcohol, car accidents and AIDS combined.
- \_\_\_\_\_ 3. Kids who smoke are more likely to use alcohol and other drugs.
- \_\_\_\_\_ 4. A short-term effect of smoking is slower heart rate and lower blood pressure.
- \_\_\_\_\_ 5. Environmental tobacco smoke contains fewer poisons than inhaled smoke.
- \_\_\_\_\_ 6. In Canada, the majority of teenagers don't smoke.
- \_\_\_\_\_ 7. Cigarette smoking is harmful only if you inhale the smoke into your lungs.
- \_\_\_\_\_ 8. Nicotine is as addictive as heroin or cocaine.
- \_\_\_\_\_ 9. Smoking is a major cause of death, disease, and disability in our society.
- \_\_\_\_\_ 10. Nicotine is one of the fastest drugs to affect your brain.
- \_\_\_\_\_ 11. The influences that pressure teenagers to start smoking are the same for boys and girls.
- \_\_\_\_\_ 12. A lighted cigarette produces more than 4000 chemicals.
- \_\_\_\_\_ 13. Teen surveys show that teen boys and girls say they would not date a smoker.
- \_\_\_\_\_ 14. The average teen smoker spends more than \$1000/year on tobacco.
- \_\_\_\_\_ 15. Teens are not affected by cigarette advertising.
- \_\_\_\_\_ 16. Each year, hundreds of NWT children develop asthma due to second-hand smoke.
- \_\_\_\_\_ 17. Skin damage (cuts, bruises, acne) takes longer to heal for a smoker than a non-smoker.
- \_\_\_\_\_ 18. Second-hand smoke is a major cause of ear infections in children.
- \_\_\_\_\_ 19. Smoking changes the chemical balance in your mouth making it easier for plaque to build up and make your teeth yellow.
- \_\_\_\_\_ 20. Babies born to smokers are more likely to have low birth weights and to get sick more often.
- \_\_\_\_\_ 21. Because tobacco is so addictive, the average smoker usually tries to quit 5 to 10 times.

## Answer Key for Handout 1-a

***It's a Fact... Isn't It?***

- True 1. You have a greater chance of getting lung cancer if you start smoking early in life.  
***More than half who smoke before 15 years old will die before reaching 70 years old.***
- False 2. Cigarette smoking kills fewer people than drugs, alcohol and car accidents combined.  
***Tobacco kills more than 47,000 Canadians per year.***
- True 3. Tobacco is a gateway drug.  
***Tobacco use is a strong predictor of other drug use. Nicotine leads to changes in the body similar to those produced by heroin or cocaine.***
- False 4. A short-term effect of smoking is it slows down your heart rate and blood pressure.  
***Smoking causes an immediate increase in heart rate and blood pressure.***
- False 5. Environmental tobacco smoke contains more poisons than inhaled smoke.  
***ETS contains more nicotine, tar and carbon monoxide than inhaled smoke.***
- True 6. The majority of teenagers don't smoke.  
***87% of 12 to 14 year olds and 65% of high school students in Canada don't smoke. Numbers in NWT for non-smokers are much lower.***
- False 7. Cigarette smoking is harmful only if you inhale the smoke into your lungs.  
***ETS causes the same ailments as those suffered by smokers.***
- True 8. Nicotine is an extremely poisonous and addictive substance.  
***Two or three drops of pure nicotine can kill you.***
- True 9. Smoking is a major cause of death, disease and disability in our society.  
***Smoking is the single most important cause of preventable illness and premature death for Canadians.***
- True 10. Nicotine is one of the fastest drugs to affect your brain.  
***Nicotine is a stimulant. It travels to the brain within 10 seconds.***
- False 11. The influences that pressure teenagers to start smoking are the same for boys and girls.  
***Although most of the influences are the same, girls often start to smoke to control weight. Research has shown that girls do not lose weight when they start smoking. Long term smokers however may gain weight when they stop.***
- True 12. A lighted cigarette produces more than 4000 chemicals.  
***Over 40 of them can cause cancer.***
- True 13. Teen surveys show that teen boys and girls say they would not date a smoker.  
***Eight out of ten guys and seven out of ten girls say they would not date a smoker.***
- True 14. The average teen smoker spends more than \$1000/year on tobacco.
- False 15. Teens are not affected by cigarette advertising.  
***Kids are twice as likely to be influenced by cigarette advertising as by peer pressure.***
- True 16. Each year, hundreds of NWT children develop asthma due to second-hand smoke.
- True 17. Skin damage (cuts, bruises, acne) takes longer to heal for a smoker than a non-smoker.
- True 18. Second-hand smoke is a major cause of ear infections in children.
- True 19. Smoking changes the chemical balance in your mouth making it easier for plaque to build up and make your teeth yellow.
- True 20. Babies born to smokers are more likely to have low birth weights and to get sick more often.
- True 21. Because tobacco is so addictive, the average smoker usually tries to quit 5 to 10 times.  
***The average smoker tries to quit from 5 to 10 times before becoming successful.***

# ***It's a Fact... Isn't It?***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**In the My Opinion (MO) column, answer whether you agree (A) or disagree (D). Afterwards, in a small group, discuss each issue and record the group's opinion (GO).**

<b>MO</b>	<b>GO</b>	
_____	_____	1. Most young people begin smoking because their friends do.
_____	_____	2. Smoking is harder to break than any other habit.
_____	_____	3. Athletes should be allowed to smoke if they wish.
_____	_____	4. Cigarettes are not harmful to the environment.
_____	_____	5. People who smoke cigarettes are more likely to move on to other drugs.
_____	_____	6. Tobacco companies are very effective at targeting youth to smoke.
_____	_____	7. An individual should have the legal right to harm his or her body by smoking or any other method.
_____	_____	8. Anyone who has children should not smoke in his or her home where the children will be affected.
_____	_____	9. Smokeless tobacco (chew, snuff) is a safe substitute for cigarettes.
_____	_____	10. Smoking helps you control your weight.
_____	_____	11. Advertisers of cigarettes should have the same rights as advertisers of any other legal product.
_____	_____	12. Tobacco advertising is a good source of information when deciding whether or not to smoke.
_____	_____	13. Low tar or light cigarettes are a safe alternative to regular cigarettes.
_____	_____	14. Smokers should pay higher insurance premiums.
_____	_____	15. There should be a law preventing smoking wherever children have to breathe the air.
_____	_____	16. Health care dollars should not be spent on smoking-related illnesses.
_____	_____	17. All restaurants should be "non-smoking".
_____	_____	18. Schools should have a designated outdoor smoking area.



## Lesson 2

### Activity 1

In this activity, students are given a list based on research as to why people claim they do or do not smoke. Their role is to determine the validity of the information presented as well as which ones are the key reasons. Share with students handout 1-c entitled "Who Knows Why?", go over the information on the sheet with them and ask them how it could be validated. Explain that according to research, these might be explanations for why people do or do not smoke. Their role is to determine the reliability of the information by conducting surveys. Work with students to determine target audiences and sampling methods.

REASONS PEOPLE SMOKE	DON'T SMOKE
To relax	Harmful to health
Family/friends smoke	Filthy habit
Peer pressure	Turns teeth and fingers yellow
To control weight	Makes hair and clothes smell
Habit	Aggravates asthma
Addiction	Gives you bad breath
Looks cool	Don't like the taste of it
Tastes good	Costs too much money
Boredom	To stay fit (athletics/fitness)
Want to be part of the group	Don't want to get addicted
Social status	Friends or family don't smoke
Influenced by media	Allergic reactions
Rebellion against authority	Don't want to be controlled by cigarettes
Risk-taking (liberating)	Don't want to be a follower

An interesting twist to this activity would be to distinguish between male and female responses when conducting the surveys. Using different coloured pens or separate activity sheets for male and female might be ways of recording the data. Once decisions have been made as to target audiences, have students conduct their surveys. Comparison of responses might prove interesting. Were they surprised by any of their findings?

### Activity 2

Ask small groups of students to take three of the reasons why people smoke and develop a social marketing strategy to reduce smoking. What strategies do they think might be successful in reducing smoking based on those reasons for smoking? Have them choose three of the reasons not to smoke and create a marketing campaign – radio spots, posters, skit, etc. that might prove successful in convincing people not to smoke.



## Activity 3

In this activity, students work alone or in pairs to generate a “Dear Abby” type of letter related to a problem that involves tobacco, (want loved one to quit smoking, want friends not to smoke around them, or advice on how to refuse cigarettes when offered...). Once all the letters have been collected, mix them up and give them back to small groups to answer. Let each group use the list from the activity sheet “reasons for not smoking” to generate responses to the letters. Students can also use data from their surveys to incorporate into their responses. Once completed, take turns having students read out the various responses they have created.

### Teacher Notes For This Activity

Try to debrief the various responses given to the letters in terms of refusal skills and/or the need for the respondents to be assertive. There are several types of “refusal” scenarios which the students may have described including:

<p>1. Give a Reason or Excuse <i>I'm not feeling well. I have allergies. It will make me sick.</i></p>	<p>6. Cold Shoulder <i>Don't say anything. Ignore them. Go and talk with other friends.</i></p>
<p>2. No Thanks <i>I'll pass. I'm happy without it. Maybe later.</i></p>	<p>7. Change the Subject <i>Do you want to play basketball? Let's go to the store instead. Have you seen that new movie?</i></p>
<p>3. Broken Record <i>I said no and my mind is made up. I really meant it when I said no. What part of no do you not understand?</i></p>	<p>8. Reverse the Pressure <i>No, you have it. You try it first. I don't want it and I can't believe you want it.</i></p>
<p>4. Walk Away <i>Leave the room. Go home. Go and talk to some friends.</i></p>	<p>9. Strength in Numbers <i>I want to be healthy like my friends. Everyone says it's bad for you. Did you know that more teens in Canada are non-smokers than smokers.</i></p>
<p>5. Avoid the Situation <i>I'll see you later. I have other plans right now. I'm going over to the gym right now.</i></p>	<p>10. Humour <i>Are you for real? You've got to be joking. I'd rather die of old age. I'm saving my lungs and breath for other things.</i></p>

Work with students to articulate the many types of “refusal” strategies that they may have employed in their advice column responses. If time, discuss how one letter could have been responded to in a variety of ways, using different strategies.

# Who Knows Why?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Research	Survey Results
<p><b>Reasons People Smoke</b></p> <ul style="list-style-type: none"> <li>To relax</li> <li>Family/friends smoke</li> <li>Peer pressure</li> <li>To control weight</li> <li>Habit</li> <li>Addiction</li> <li>Looks cool</li> <li>Tastes good</li> <li>Boredom</li> <li>Wants to be part of the group</li> <li>Social status</li> <li>Influenced by media</li> <li>Rebellion against authority</li> <li>Risk-taking (liberating)</li> <li>Other...</li> </ul>	
<p><b>Reasons People Do Not Smoke</b></p> <ul style="list-style-type: none"> <li>Harmful to health</li> <li>Filthy habit</li> <li>Turns teeth and fingers yellow</li> <li>Makes hair and clothes smell</li> <li>Aggravates asthma</li> <li>Gives you bad breath</li> <li>Don't like the taste of it</li> <li>Costs too much money</li> <li>To stay fit (athletics/fitness)</li> <li>Don't want to get addicted</li> <li>Friends or family don't smoke</li> <li>Allergic reactions</li> <li>Don't want to be controlled by cigarettes</li> <li>Don't want to be a follower</li> <li>Other...</li> </ul>	

## Lesson 3

### Activity 1

For this activity, you will need copies of tobacco advertisements. You can locate samples of tobacco advertisements from the following websites:

<http://www.tobaccofreekids.org>

<http://roswell.tobaccodocuments.org>

Have students determine who the ad is targeted at and what the hidden message is. Ask them to create a name for this type of advertising technique. When completed, have each group share their findings and their analysis.

Use the student generated names for categories to create a master list of advertising techniques. You could also compare their list with the following possible titles:

- Testimonial or Endorsement
- Glamour or Sex Appeal
- One of the Gang or Having Fun
- Slim
- Sexy
- Sporty
- Social
- Strong
- Sophisticated
- Rebel
- Manipulation (exaggerated truth)
- Humour
- Appeal to the Senses
- Statistics (misleading use of)
- Health Appeal
- Symbols (emphasizes logo or catchy saying)

An interesting twist to this activity would be to have same gender groups critique the ads and report back to the larger group.

### Activity 2

Start this activity with a general review of what they have learned to date about tobacco advertising. Share with them handout 1-d entitled "The Facts About Media and Advertising". Give students some time to work on the questions on the top of the activity sheet. Encourage students who have finished early to read through some of the facts presented on the bottom half of the activity sheet.

**Activity 3 (OPTIONAL)**

In this activity students conduct research on the Internet to see if they can locate examples of old tobacco ads to see how the tobacco industry tried to influence people to smoke. Have students analyze these ads based on target audience, hidden message and advertising technique.

**Activity 4**

Have students check out the websites [www.badvertisement.org](http://www.badvertisement.org) and/or [adbusters.org](http://adbusters.org) where tobacco ads have been modified to better reflect the truth about tobacco. Three examples are included as handouts 1-e, 1-f, and 1-g for your use – cigarettes in a coffin, mouth cancer in a can of chew tobacco and Joe Camel dressed as the grim reaper.



# The Facts About Media and Advertising

## What do you think?

1. Can you identify some of the unhealthy messages that advertisers use?  
\_\_\_\_\_
2. Who do you think is the newest market audience?  
\_\_\_\_\_
3. What form of media do you think advertisers are currently spending millions of dollars on research in?  
\_\_\_\_\_
4. What do you think is the typical way advertisers portray males? Females?  
\_\_\_\_\_

## About tobacco advertisers...

5. In Canada, tobacco companies spend this much a year in Canada to promote their products

\$200,000      \$10,000,000      \$50,000,000      \$90,000,000

6. Worldwide, tobacco companies spend this much on advertising per day

\$5,000,000      \$10,000,000      \$20,000,000      \$30,000,000

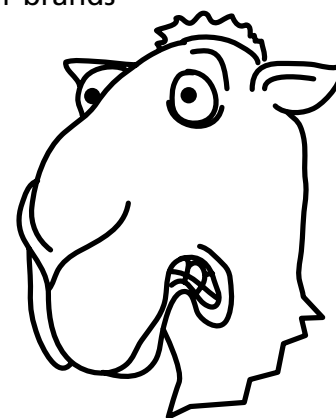
7. To promote their products, some tobacco producers suggest their brands are healthier – lighter than other brands.

8. Tobacco companies are spending millions researching flavoured cigarettes.

9. Because advertising is limited in Canada, tobacco companies will spend extra money to have prime display areas in stores or will sponsor local events.

10. Did you know that actors get paid big money to use cigarettes in their movies:

- In the James Bond film "License to Kill", Phillip Morris paid \$300,000 to have 007 smoke a Lark brand of cigarette.
- In the Disney film "Who Framed Roger Rabbit". Lucky Strike and Camel brands were featured.
- Sylvester Stallone received \$300,000 for smoking Brown & Williamson tobacco products



# *The Facts About Media and Advertising*

## **Smoking and Hollywood**

Regardless of a 1998 settlement barring paid product placements, smoking within Hollywood movies has increased.

Some recent big budget movies with actors featuring specific tobacco brands:



<b>Actor</b>	<b>Movie</b>	<b>Year</b>	<b>Brand</b>
John Travolta	Basic	2003	Skoal
Sam Rockwell	Confessions of a Dangerous Mind	2003	Marlboro
Space Aliens	Men in Black II	2002	Marlboro
Angelina Jolie	Life or Something Like It	2002	Camel
Russell Crowe	A Beautiful Mind	2001	Winston
Monica Potter	Along Came A Spider	2001	Marlboro
Jim Carrey	Me, Myself and Irene	2000	Marlboro

## **Analysis of Joe Camel and its impact on the sale of tobacco to minors:**

- Throughout the first three years of R.J. Reynolds Joe Camel campaign, Camel's share of the under-18 cigarette market jumped from 0.5% to 32.8% (\$470 million increase in annual sales for RJR Nabisco).
- More than 90% of six-year-olds match Joe Camel with a picture of a cigarette, making him as well recognized as Mickey Mouse (only 67% of adults recognize Joe Camel).
- The U.S. Federal Trade Commission charged that the Joe Camel advertising campaign violated fair trade practice laws by promoting a lethal and addictive product to children and adolescents under the age of 18 (May 28, 1997).
- July 10, 1997, RJ Reynolds Tobacco Company announced that its 23-year-old Joe Camel advertising campaign would be discontinued.

# ***The Facts About Media and Advertising***

## **Did you know...**

- Media sends unhealthy messages about beauty and body shape and how to achieve them.
- The newest advertising trend is to market “tweens” – young people from 9 to 14.
- Half of the “tweens” have access to the internet and advertisers spend millions on research to find out how to target them.
- Advertisements portray a stereotyped image for males and females. If they can make people believe in the myth of these “perfect” images, they will sell more products to all those who feel less than perfect.

## **About tobacco advertisers...**

- Tobacco companies spend more than \$90 million a year in Canada to promote their products. (Contrast this with the spending of the Canadian health care system to treat tobacco related illness – 2.6 billion!)
- World-wide, the tobacco industry spends \$30,000,000 a day on advertising. That’s over 11 billion annually.
- Advertisers aim directly at the issues and concerns of adolescents such as peer bonding, social approval, independence, self-image, body image, and adventure seeking.
- To promote their products, some tobacco producers suggest their brands are healthier – lighter than other brands.
- Tobacco companies are spending millions on research to develop flavoured cigarettes.
- Tobacco companies know that they must replace the customers who have died from smoking related illnesses. For this reason, they are targeting teens. They know that 90% of all smokers start the habit as children or teenagers.
- Because advertising is limited in Canada, tobacco companies will spend extra money to have prime display areas in stores or will sponsor local events.
- When you go to the movies – did you know that actors get paid big money to use cigarettes in their movies? It’s called “product placement”. Product placement of tobacco products has now been banned, but tobacco companies are still paying the movie industry to show smoking in movies – especially movies for teen and young adult audiences.



# Badvertisement

New  
crush-proof box.



**MERIT**  
A world of flavor in a low tar.

© Philip Morris Inc. 1984

Warning: The Surgeon General Has Determined That Cigarette Smoking is Dangerous to Your Health.

8 mg "tar," 0.6 mg nicotine av. per cigarette, by FTC method.

# Badvertisement

**Sooner or later—  
it's Copenhagen.®**

**Copenhagen®**  
**SNUFF**  
NET WT. 1.2 OZ. (34.02g)

There are a lot of smokeless tobaccos out there, but for a lot of guys  
there's only one. Copenhagen. For one good reason.

**It satisfies.®**

Show your colors! Send for our color catalog packed with the newest caps, jackets, shirts and more. Send  
your name and address along with \$1.00 (which may be applied toward initial purchase) to: Copenhagen,  
P.O. Box 729, Sparta, NC 28675

© 1985 U.S. Tobacco Company

# ***Badvertisement***



## Lesson 4

### Activity 1

In this activity students learn about second-hand smoke through a mock council meeting (town council or band council). The teacher will need to adjust the storyline to fit the community they are in and the type of local governance structure. Explain to students that the local health authority is lobbying for a 100% no-smoking by-law that would prohibit smoking in all public places. The local governing body is trying to decide on whether a no-smoking by-law prohibiting smoking in all public places should be passed.

The proposed by-law states:

*“That there should be implemented a 100% no-smoking by-law which prohibits smoking in all public places and workplaces, with no allowances for designated smoking rooms.”*

A number of interest groups have a vested interest in the meeting and want to make presentations to council members.

The group opposed to the by-law includes:

- some restaurant owners and a bar owner
- local pool hall owners
- a newly formed Smoker’s Rights Association
- tobacco retailers/store owners in the area

Those supporting the by-law include:

- the local health authority (a nurse, doctor or administrator)  
(role plays are provided for both a nurse or doctor which can be used separately or combined into one)
- a newly formed Non-Smoker’s Rights Association
- a small group of citizens from your community who annually participate in a Cancer Drive Campaign
- a group composed of half the teachers at a local school.

Note: Feel free to add additional people from either perspective based on your knowledge of your community. Additional participants could include local newspaper or radio persons who could be interviewing council members and lobby groups before and after the council meeting. They could also be required to write a news story on the meeting and present it back to the class. A local politician, MLA, environmentalist, developer, Elder, Band Chief, and maybe even an interested child or student who could make an emotional plea to the council are all possibilities. You be the judge.

Ask for an even number of students (e.g. four) to represent the local council and one person (tie breaker) to act as the mayor or chairperson of the council. They will hear presentations from both perspectives and make a decision on what to do with the by-law. While the lobby groups are preparing their presentations, the council could be meeting to discuss their opinions on the matter on how they think they may be voting on the by-law. They also need to decide on how they are going to hear the presentations e.g. in what order; how long can each presentation be, etc.

Divide the remaining students into equal groups for the number of lobby groups you have decided upon. You will be giving them a copy of the handout(s) for their particular perspective which also includes some tips on preparing for the council meeting. You may wish to have a couple of students acting as the “press” during interviews, news spots.

You have two ways to proceed with the case study:

### **Option 1**

Have students conduct research using the focus questions associated with the handouts for each stakeholder (Handouts 1-h,1-j, 1-l, 1-n, 1-p, 1-r, 1-t, 1-v, 1-x). In some cases, specific handout sheets have been identified which should be given to the students. Once they have conducted their own research, give them the case study sheet that corresponds with them that includes the additional “Information to Consider”. (Handouts 1-i, 1-k, 1-m, 1-o, 1-q, 1-s, 1-u, 1-w, 1-y). Give them some time to compare their research findings with this information before proceeding with the case study.

### **Option 2**

Rather than have them conduct their own research into their positions for the case study, give them the second set of handouts with “Information To Consider” (Handouts 1-i, 1-k, 1-m, 1-o, 1-q, 1-s, 1-u, 1-w, 1-y). Students simply learn their roles and positions by reading the sheets and taking on the storyline and character of the people they are being asked to represent.

Once students have had time to prepare, have the council convene and let them run the meeting, hear the presentations, debate on what they have heard, and finally, decide on what they are going to do.

A generic handout sheet is provided (Handout 1-z) for use with additional people you decide should be involved in the role play.

## **Activity 2**

Debrief the council meeting.

- Who presented a convincing case? Explain?
- Whose case could have been stronger? Explain?
- Do you think the council made a good decision? Explain?
- If you had a second chance to present your case, what would you do differently?



## Activity 3 (Optional)

You may want to conduct additional case studies or role-plays. Here are two others to consider.

	Possible Role-Play Topic	
	Putting a cigarette on trial	Government taking tobacco company to court over health care costs
Who could be involved?	<ul style="list-style-type: none"> <li>• Judge</li> <li>• Jury</li> <li>• Court Reporter</li> <li>• Prosecuting Lawyer Team</li> <li>• Defence Lawyer Team</li> <li>• Tobacco Company</li> <li>• Witnesses                             <ul style="list-style-type: none"> <li>• restaurant owners or bar owner</li> <li>• local pool hall owners</li> <li>• Smoker's Rights Association</li> <li>• the local health authority (a nurse, doctor or administrator)</li> <li>• Non-Smoker's Rights Association</li> <li>• A small group of concerned citizens from your community who annually participate in a Cancer Drive Campaign</li> <li>• Scientist or chemist</li> <li>• Someone who has tried unsuccessfully to quit smoking</li> <li>• Someone who is dying from lung cancer</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Judge</li> <li>• Jury</li> <li>• Court Reporter</li> <li>• Prosecuting Lawyer Team</li> <li>• Defence Lawyer Team</li> <li>• Tobacco Company</li> <li>• Witnesses                             <ul style="list-style-type: none"> <li>• scientists</li> <li>• doctors</li> <li>• accountants (advertising costs, stats)</li> <li>• smokers or people who have tried to quit</li> <li>• store owners (product placement)</li> <li>• Smoker's Rights Association</li> <li>• Non-Smoker's Rights Association</li> <li>• Someone who has tried unsuccessfully to quit smoking</li> <li>• Someone who is dying from lung cancer</li> </ul> </li> </ul>
What information could be used?	<p>Handouts</p> <ul style="list-style-type: none"> <li>• The Nicotine Clock</li> <li>• Second-Hand Smoke</li> <li>• Spit Tobacco and Cigars</li> <li>• Facts About Media and Advertising</li> <li>• Hidden Dangers</li> <li>• Stages of Change</li> </ul> <p>Research from websites, printed reference materials, library, videos, etc.</p>	<p>Handouts</p> <ul style="list-style-type: none"> <li>• The Nicotine Clock</li> <li>• Second-Hand Smoke</li> <li>• Spit Tobacco and Cigars</li> <li>• Facts About Media and Advertising</li> <li>• Hidden Dangers</li> <li>• Stages of Change</li> </ul> <p>Research from websites, printed reference materials, library, videos, etc.</p>

# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

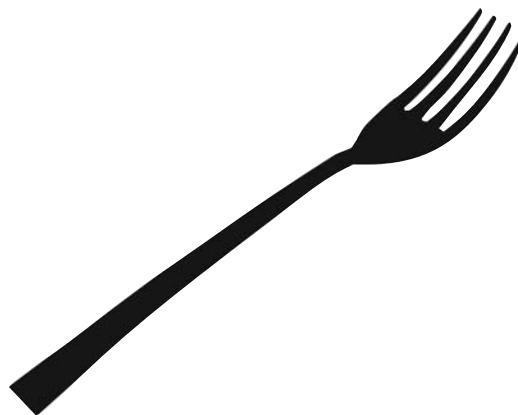
- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Restaurant and Bar Owners

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### More Focus Questions...

- How will a ban on smoking affect your business? Your employees? Your customers?
- Are there any other strategies you could use to deal with the issue of second-hand smoke?
- As an owner of a business, do you have the right to decide how to conduct your business?
- Do you think people should be given the right to make a choice if they want to support your business or not?
- Do your employers have options if they want a smoke-free work environment?
- As a business owner, how many complaints from non-smokers have you received?
- What percentage of your customers are smokers? Non-smokers? Don't care?
- How will this affect you personally? Emotionally? Financially?



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

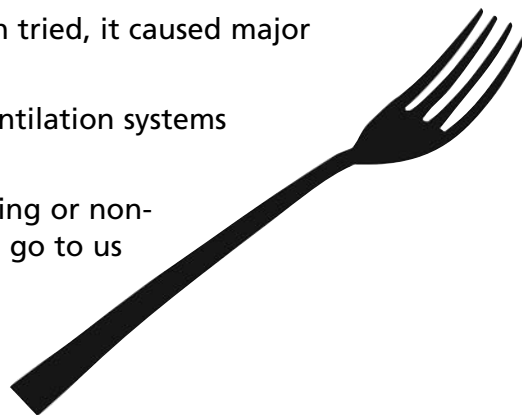
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- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Restaurant and Bar Owners

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- Many restaurants are private businesses and owners should have the right to do as they please.
- A smoking ban may mean fewer jobs in the community.
- In other places in the country where this has been tried, it caused major problems for some businesses.
- Many owners have installed or upgraded their ventilation systems recently.
- We think you should let us decide if we are smoking or non-smoking and let the public decide if they want to go to us then.
- If we lose any business it will hurt us financially.
- If we lose too much business we may go bankrupt.
- This is my property, my establishment, what right should anyone have over us.
- Many of the people who come to our establishments want to be able to smoke there.
- People who smoke will stop coming to our establishments.
- Some of us have non-smoking sections and our customers haven't been complaining to us about there being smokers in the restaurants.
- Parents don't bring their kids to bars so what's the problem.
- In many restaurants over 70% of our customers are smokers.





# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Smoker's Rights Association

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### More Focus Questions...

- Why did your group form? Who belongs to your organization?
- What is the platform or beliefs associated with your group?
- In a democracy (or as a tax payer) what rights do you have?
- Are there situations where your rights are being violated?
- Do you believe smokers are being treated unfairly? In what ways?
- Do you believe that non-smokers are over-reactionary?  
Are their fears justified?
- Do you believe that there is enough research on second-hand smoke to warrant a total ban on smoking?



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

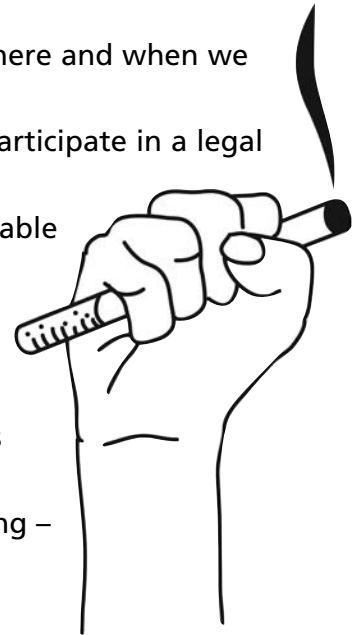
- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Smoker's Rights Association

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- Smoking is a legal activity and we have the right to smoke where and when we want to.
- Banning smoking in restaurants is against our legal right to participate in a legal activity in a private establishment.
- We are courteous and law-abiding citizens and we should be able to enjoy a free and democratic existence equal to all citizens.
- We should be able to go to restaurants and enjoy our experience without feeling like lepers who have to congregate outside the front door.
- In banning smoking, you are discriminating against us and it's against our human rights.
- Banning smoking in bars is punitive – it's like social engineering – and it won't work.
- If smoking is so bad for us then why is it legal?
- A ban on smoking will only mean that smokers will go out into the streets and you're going to have to spend money to clean up the streets.
- I pay more taxes than you (because of the taxes on cigarettes) so I should have more say about things.
- To be honest, we really don't believe all the so-called research on second-hand smoke.
- The anti-smoking movement is using unreasonable fear as a tactic to get things to the way they want it – it's nothing more than brainwashing of an entire generation to be over-reactionary whenever someone lights up a cigarette.



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
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- How would they say them?
- What props could you use to look and act the part?

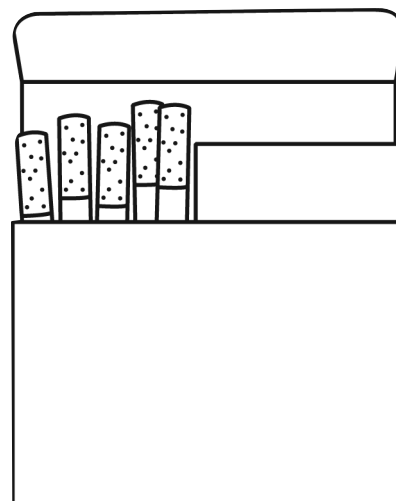
## Cue Card For... Tobacco Retailers/Store Owners

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### More Focus Questions...

- How will this affect your business?  
Your employees?
- How will this affect you personally?  
Financially?
- Should people have the right to tell you what you can sell or not sell, especially if it is a legal product?  
Explain?
- Who else stands to lose or suffer if this ban goes through?
- In what ways does the tobacco industry support the community?  
What will happen if the tobacco industry suffers losses?
- How will loss of tobacco sales affect the tax payers?
- How are consumers warned about the effects of tobacco use? Do you feel the consumer has enough information to make an informed decision?



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
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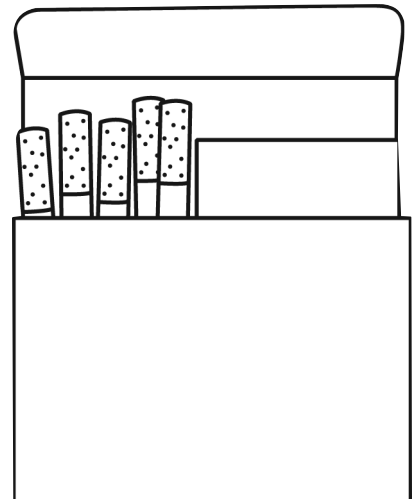
## Cue Card For... Tobacco Retailers/Store Owners

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Information to Consider...

- We sell tobacco products to bingos, bars, and restaurants from our stores as well.
- We stand to lose a lot of money if you go through with this and we turn around and spend our money here in the community.
- For many retailers, tobacco is the largest money maker for them.
- We do not support selling tobacco to minors but adults still have rights in this country.
- For many people that we supply with product (halls, restaurants, bars) the selling of tobacco products is the difference between making a good living and just getting by.
- Bingo halls will be especially hurt if this goes through as attendance could really go down if you can't smoke at Bingo.
- This is total hypocrisy – the government says smoking kills thousands of people but it still wants all the money it gets from taxing tobacco products, which it says is a legal product.
- The government makes money on tobacco and you're asking us to lose money on it.
- Sounds like passing the buck to the little guy while the big guy gets richer.
- Why not just put bigger warning labels on them and let people decide what they want to do with their lives and what chances they are willing to take.



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Owners of Local Pool Hall

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### More Focus Questions...

- How will this affect your business? Your customers? Your employees?
- How will this affect you personally? Financially?
- Who are your customers? Do many of them smoke?
- Have you had any complaints from non-smokers?
- How does your business provide a community service?
- What might happen to that service if you lose money due to reduced tobacco sales or if your customers are not allowed to smoke?
- Should you have the right to run your business any way you like and let the customer decide?



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

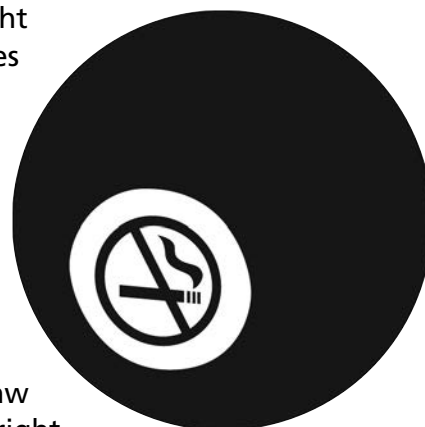
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- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Owners of Local Pool Hall

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- Most of my clients smoke – so what you are proposing sounds crazy to me.
- Hardly any of my clients have ever complained about the smoke level in my place.
- Tobacco sales are a big revenue maker for me and I might have to close the pool hall which is one of the few places kids can go around here and stay out of trouble.
- Let people decide what they want to do – no one ever forced anyone to come into my place and they're free to walk out whenever they like.
- I thought a lot about this and even though I think smokers have rights, I would be prepared to have a couple hours a week specifically designated for non-smokers on a trial basis – but I think that making a by-law is against my rights – I don't think you should have the right to tell me how to run my business.



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

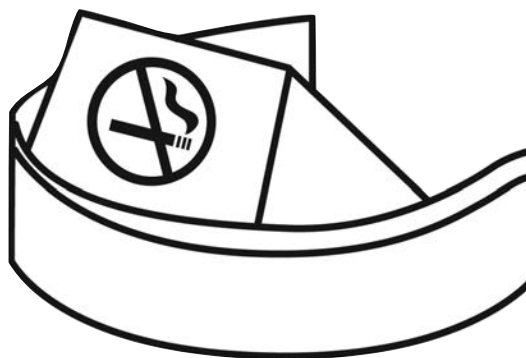
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- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Local Health Authority (Nurse or Administrator)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### More Focus Questions...

- As a nurse or administrator in the community, what health related experiences or concerns have you had with people who are smokers?
- What health related experiences or concerns have you had with children who live with smokers?
- What health statistics or facts are you aware of which might be useful for the council to know?



Ask your teacher for the following handouts:

- The Nicotine Clock (Handout 2-a)
- Facts About Second-Hand Smoke (Handout 2-b)
- Spit Tobacco and Cigars (Handout 2-c)
- Additional Information for Health Professionals (Handout 2-d)

# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

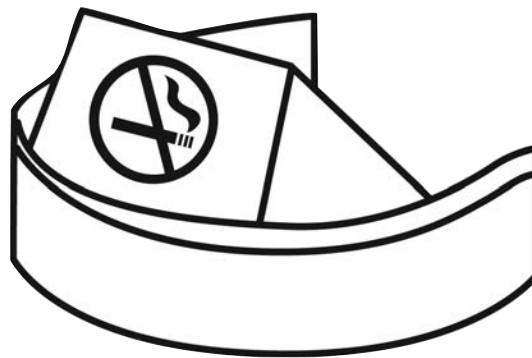
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- Who are you? (Give yourself a name, title, etc.)
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- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Local Health Authority (Nurse or Administrator)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- As a (nurse or administrator) in this community I know first hand that second-hand smoke can cause damage to people living here.
- I am always seeing people who don't smoke but are around smokers and they have a lot of coughing, sore throats, and breathing problems.
- In Canada alone, 4000 deaths a year occur due to second-hand smoke. In 10 years, the number of deaths is the same as the entire population of the NWT – just imagine – every person in the NWT over a 10 year period.
- Polls show that the majority of Canadians favour protection from second-hand smoke.
- The number of people who smoke in our community is really high – higher than in the South so imagine all the people who must be getting sick from it.
- More people per capita get sick from cigarette smoke in the NWT than anywhere else.
- We have to try to get to the stage where non-smoking is considered the “normal” behaviour.
- I think more people will enjoy their night out in a restaurant or bar if it becomes smoke free.
- I think we should also think about those people who have to work in smoking workplaces – what about protecting their health?
- Think about all those children in restaurants who have to inhale someone else's smoke.





# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Local Health Authority (Doctor or Administrator)

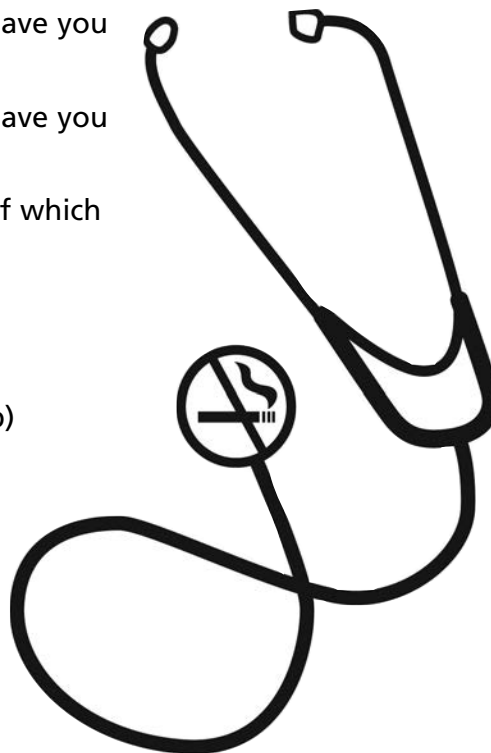
Name: \_\_\_\_\_ Date: \_\_\_\_\_

### More Focus Questions...

- As a doctor who treats patients who are smokers, what is your position on smoking?
- What health related experiences or concerns have you had with people who are smokers?
- What health related experiences or concerns have you had with children who live with smokers?
- What health statistics or facts are you aware of which might be useful for the council to know?

Ask your teacher for the following handouts:

- The Nicotine Clock (Handout 2-a)
- Facts About Second-Hand Smoke (Handout 2-b)
- Spit Tobacco and Cigars (Handout 2-c)
- Additional Information for Health Professionals (Handout 2-d)



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

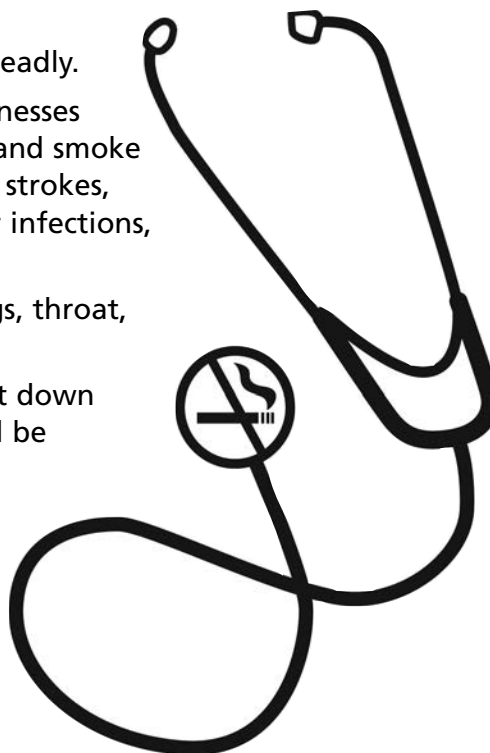
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- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Local Health Authority (Doctor or Administrator)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- I belong to a group called Physicians for a Smoke-Free Canada.
- We are in favour of anything that will reduce smoking. Nicotine is extremely addictive and deadly.
- We see many things that you don't – all the illnesses and diseases related to smoking and second-hand smoke – asthma, bronchitis, pneumonia, emphysema, strokes, ulcers, cataracts, gum disease, tooth decay, ear infections, dry skin, and signs of early aging.
- There will be fewer cases of cancer of the lungs, throat, mouth, sinuses, brain, breast and others.
- Banning smoking in public places will likely cut down disease rates among smokers because they will be smoking less.
- The time and money currently spent on treating people exposed to second-hand smoke could be spent on other needed areas.
- Removing smoking from public places might even prevent some children from starting smoking and that would be a good thing.



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Non-Smoker's Rights Association

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### More Focus Questions...

- Why did your group form? Who belongs to your organization?
- What is the platform or beliefs associated with your group?
- Do you believe that you are violating other people's rights?
- Are there situations where your rights are being violated?
- Do you believe non-smokers are being treated unfairly? In what ways?
- Do you believe that there is enough research on second-hand smoke to warrant a total ban on smoking?

Ask your teacher for the following handouts:

- The Nicotine Clock (Handout 2-a)
- Facts About Second-Hand Smoke (Handout 2-b)
- Spit Tobacco and Cigars (Handout 2-c)



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Non-Smoker's Rights Association

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- We are not trying to ban all smoking – just prevent it happening in public buildings and establishments such as restaurants and bars.
- Smoking in public places takes away a greater right – our right to clean air.
- We think that not allowing smoking might actually improve some business because there can be faster table turnover, lower cleaning and repair costs and a happier staff who don't have to be breathing in all that smoke. Studies show that six months after bars and restaurants go smoke free, business levels are as good or better than before.
- Think about the people who work in smoky rooms – a non-smoker in a smoky room inhales the equivalent of 8 cigarettes over an eight-hour shift.
- Think about the customers – having a designated smoking area in a restaurant is like having a peeing section in a pool – no matter what you do, you are going to get exposed to some of it.
- You can try to remove smoke by using bigger and better ventilation systems, but you will never get all of it and people still end up breathing in someone else's smoke.
- By allowing smoking, you are discriminating against those who don't smoke; those who have asthma, heart problem and other respiratory illnesses.
- By allowing smoking, you are exposing our children to deadly cancer-causing chemicals and putting them at risk for health problems.



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

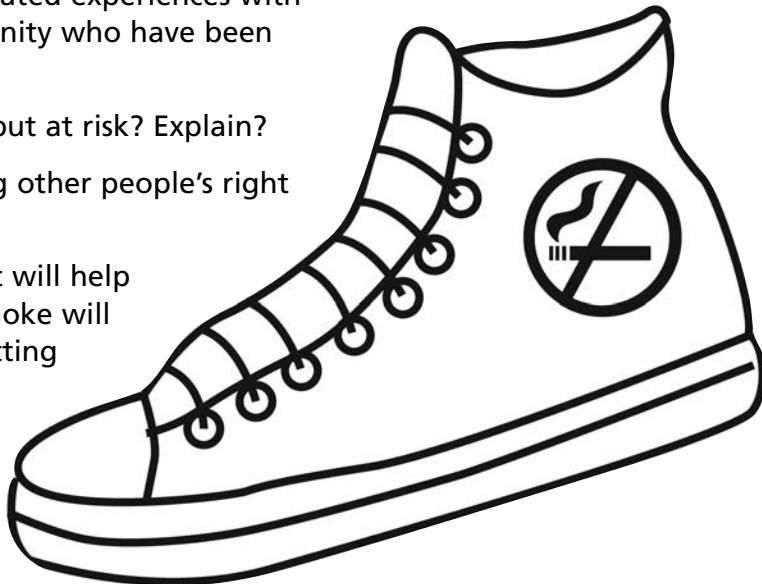
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- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Small Group Who Campaigns For Annual Cancer Drive

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### More Focus Questions...

- Who belongs to your group?
- Who are you raising money for? Why? How long have you been doing it?
- Do you believe that banning smoking in public places is a good idea? Why?
- What have been your health related experiences with people you know in the community who have been smokers?
- Do you feel children are being put at risk? Explain?
- Do you believe you are violating other people's right to smoke? Explain?
- Do you think that anything that will help reduce exposure to cigarette smoke will eventually mean less people getting cancers and dying in the long run?



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Small Group Who Campaigns For Annual Cancer Drive

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- We volunteer every year in collecting money for the Cancer Foundation and some of us also help out with a few of those fundraiser runs where we raise money for cancer research and treatment.
- We are really worried about the high number of cancers that have occurred in our community in recent years.
- We all know people who have gotten severely sick especially children and even some adults who didn't smoke but were around smokers all the time.
- Adults can choose who they want to be around but children have a lot less choice in the matter – lets think about them and their exposure to second-hand smoke.
- I'm told there are 4000 chemicals in a cigarette and that there is even more of them in second-hand smoke than inhaled smoke – so long term exposure to second-hand smoke can be even more dangerous for those of us who don't smoke.
- We think that anything that will help reduce exposure to cigarette smoke will eventually mean less people getting cancers and dying in the long run.



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Small Group of Teachers at a Local School

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### More Focus Questions...

- Who belongs to your group?
- Why have you decided to come forward to give a presentation to the council?
- How has being a teacher in a school affected your thoughts on smoking and second-hand smoke?
- What have been your health related experiences with children that you teach that you feel are linked to smoking or second-hand smoke?



# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

## Cue Card For... Small Group of Teachers at a Local School

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Information to Consider...

- We all teach at the local school here.
- We are concerned with the different kinds of illness that we see in our school population and we think that students would miss less school if they were exposed less to second-hand smoke.
- We think that smoke plays a big part in coughs and colds, eye and throat irritation which leads to infections, asthma and ear infections which we seem to have a lot of here.
- Role modeling is a powerful influence. Fewer students may pick up this deadly habit if they see less of it.
- Bottom line is that unless you hold your breath whenever you are around a smoker, then you're a smoker too.
- Over 40 chemicals in second-hand smoke are known to cause cancer so why would anyone volunteer to breathe them in – just doesn't make sense.
- If someone started burning containers of cancer-causing chemicals in the middle of town and the billowing smoke made people – especially children – sick and at risk of premature death, everyone would be concerned and do what they could to put it out. Why aren't we doing what we can to protect our children now?





# Case Study Role-Play Cards

## Focus Questions (Tips on Role-Playing)

Read the information provided below and ask yourself the following questions:

- What will you say? What is your position on this issue?
- What kind of words would this person use?
- Who are you? (Give yourself a name, title, etc.)
- How will you act?
- What kind of questions or statements would this person say?
- How would they say them?
- What props could you use to look and act the part?

**Cue Card For... :**

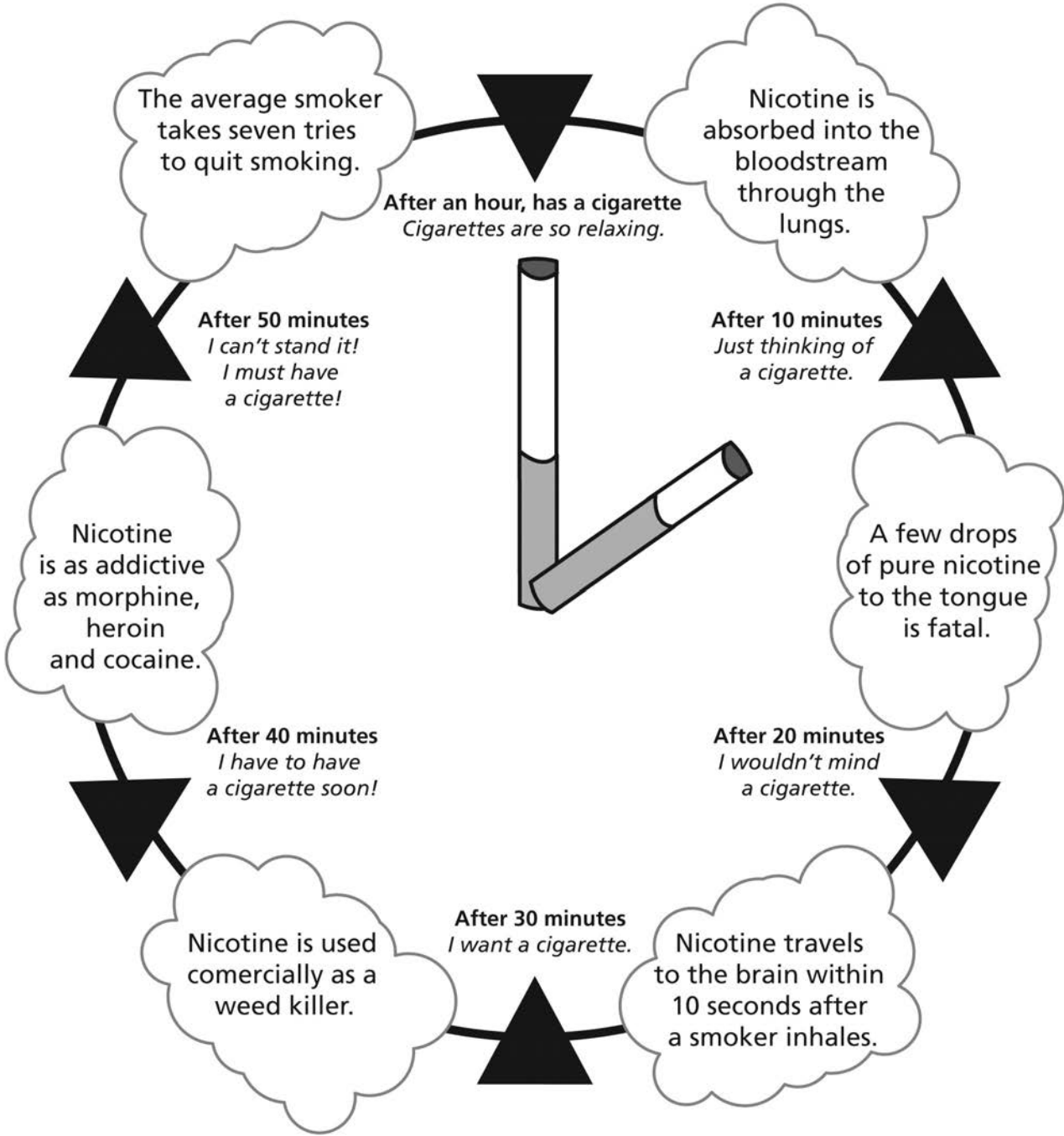
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**Your Name and Title:**

---

**Information to Consider:**

# The Nicotine Clock



**Smokers think cigarettes relax them.  
But it's mostly because they are hooked on the drug nicotine.**

# Facts About Second-hand Smoke

## Some important facts:

Unless you hold your breath whenever you are near a smoker, you're smoking.

More than 4000 chemicals are in tobacco smoke, at least 40 of them are known to cause cancer.

Second-hand smoke has as much or even more tar, nicotine and carbon monoxide than inhaled smoke.

Second-hand smoke causes eye and throat irritation.

Smoke filled rooms may have up to six times the air pollution as a busy highway.

Food-service workers have a 50% greater risk of lung cancer due to exposure to second-hand smoke.

It can take up to 3 hours to remove 95% of the smoke from one cigarette from a room.

Second-hand smoke is the biggest cause of air pollution in the workplace.

## As for the effects on children...

Chronic coughing, wheezing and phlegm are more frequent in children whose parents smoke

Children exposed to second-hand smoke at home are more likely to have illnesses associated with the lungs.

Second-hand smoke increases the number of asthma attacks and severity of asthma in many asthmatic children.

The smoke produced by burning cigarettes can also harm a developing fetus.



# Spit Tobacco and Cigars

Don't assume that spit tobacco, chew, dip or snuff are safe alternatives to cigarettes. In addition to severe health risks, they stain teeth a yellowish-brown colour and create bad breath.

-  A single can of spit tobacco contains three times the amount of cancer causing agents found in a pack of cigarettes.
-  About 40 – 60 per cent of spit tobacco users will develop leukoplakia, a lesion that can cause gums to bleed and become cancerous.
-  Users of spit tobacco can also develop irreversible gum recession and sores in the mouth that never heal.
-  Spit tobacco users can have 50 times the risk of irreversible gum and cheek cancer. It can also cause cancer of the mouth, pharynx, esophagus, pancreas, and urinary tract.
-  Cigars are not a safe alternative, either. You're smoking a whole pack of cigarettes when you smoke a cigar.
-  Cigar smoking causes cancer of the lip, tongue, mouth, throat, larynx, esophagus, lungs and pancreas, not to mention heart disease and strokes.
-  Cigar smokers are three to ten times more likely than non-smokers to die of these diseases.

**What do you think of when you think of people who use chew tobacco?**

**Is chewing tobacco, then spitting the brown fluid out (which is what you do every few minutes if you chew tobacco) gross or cool? Why?**

**How does smoking a cigar seem different than smoking a cigarette?**

**What kind of person do you associate with cigar smokers?**

# ***Additional Information for Health Professionals***

## **Presentation to City Council – Health Care Professionals**

### **The Basics on Smoking:**

- Tobacco use is the most important cause of preventable illness, disability and premature death in Canada.<sup>i</sup>
- The number of deaths caused by smoking is higher than the combined total of those due to suicide, AIDS, car accidents and murder.
- The deaths of 47,000 Canadians each year can be traced to the use of tobacco products. Between one third and one half of those Canadians - over three million people will die prematurely as a result of their long term tobacco use.<sup>ii</sup>
- Tobacco is the only product sold legally in Canada today that if used exactly as recommended by the manufacturer causes disease and death.
- The cost to the health care system to treat smoking related illness each year is \$2.67 billion. Tax payers pay for this.
- Studies show that enforcing by-laws that limit where people can smoke leads to a decrease in use of tobacco products and an increase in the number of smokers who quit.
- City council has the responsibility to protect the health of citizens from known health hazards. Environmental tobacco smoke has been linked with heart disease, lung cancer and other respiratory health problems.

### **Environmental Tobacco Smoke (ETS) – Second-Hand Smoke**

ETS is a combination of harmful gases, liquids, and inhalable particles. It involves *mainstream smoke*, the smoke inhaled and exhaled by the smoker, and *sidestream smoke*, the smoke released directly from the end of a burning cigarette.

### **ETS Related Problems:**

Blood pathways to the heart and brain

- Exposure lasting even as briefly as 8 to 20 minutes has measurable effects linked with heart and stroke disease.<sup>iii</sup>
- Heart rate increases, the heart's oxygen supply decreases, and blood vessels get narrower.<sup>iv</sup>
- Blood is made "sticky" and causes blockages in veins and arteries that can lead to heart attacks and strokes.<sup>v</sup>

### **Cancer**

- ETS is the third largest known cause of lung cancer deaths.<sup>vi</sup>
- The risk of developing cancer from exposure to ETS is about 57 times greater than the total risk posed by all outdoor air contaminants regulated under U.S. environmental law.<sup>vii</sup>

## ***Additional Information for Health Professionals (continued)***

### **Respiratory Disease and Related Disorders**

- In Canada about 47% of all children, are exposed to tobacco smoke at home.<sup>viii</sup>
- ETS can cause sicknesses such as coughing, wheezing, pneumonia, and bronchitis; short and long term middle ear infections; reduced lung function; increase in numbers of asthma cases and making existing asthma worse; and acute upper respiratory tract infections, such as colds and sore throats.
- Infants are at greater risk of dying from Sudden Infant Death Syndrome (SIDS).<sup>ix</sup>

Children are particularly vulnerable to second-hand smoke because they breathe faster than adults, inhale more air in relation to their body mass, and their lungs are still growing and developing. Unfortunately children are limited in their ability to remove themselves from second-hand smoke.

The Royal College of Physicians reports that children of smoking parents inhale the same amount of nicotine as if they themselves smoked 60-150 cigarettes a year.<sup>x</sup>

For years the tobacco industry has argued that smoking is a personal choice made by smokers. But research has clearly shown that smoking also poses a real health threat to nonsmokers.

### **Estimates on Treating Tobacco Related Disease:**

- "2.6 billion dollars is spent annually on treating tobacco related illness."  
- Paul McDonald, The Ontario Tobacco Research Unit

### **Physicians For A Smoke-Free Canada**

- Spending only two hours in a smoky room/bar is the same as smoking two cigarettes.<sup>xi</sup>
- Smoke-filled rooms can have up to six times the air pollution of a busy highway.<sup>xii</sup>
- For every eight smokers tobacco smoke kills one non-smoker is also killed by inhalation of second-hand smoke.

i National Clearinghouse on Tobacco or Health. Health effects of tobacco use

ii Makomaski Iling, E.M., Kaiserman, M.j. "Mortality Attributable to Tobacco Use in Canada and its Regions, 1998". Canadian Journal of Public Health. Jan-Feb 2004, pp. 39-44.

iii A. Judson Wells, PhD, "Passive Smoking as a Cause of Heart Disease," Journal of the American College of Cardiology, Vol 24, August 1994, pp. 546-554.

iv A. Judson Wells...

v A. V. Diez-Roux, M.D., M.P.H., et al, "The Relationship of Active and Passive Smoking to Carotid Atherosclerosis 12-14 Years Later," Preventive Medicine, 24, 1995, pp. 48-55.

vi D.T. Wigle, N.E. Collishaw, J. Kirkbride, "Exposure of Involuntary Smokers to Toxic Components of Tobacco Smoke," Canadian Journal of Public Health, 78(3), 1987, pp. 151-154.

vii Tobacco In Australia: Facts and Issues, 1995.

viii Health Canada, Survey of Smoking in Canada, Cycle 4. 1995 (a).

ix J.R. DiFranza, MD, and R.A. Lew, PhD, "Effect of Maternal Cigarette Smoking on Pregnancy Complications and Sudden Infant Death Syndrome," Journal of Family Practice, Vol. 40, 1995, pp. 385-394.

x Smoking and the Young: Summary of Report of a Working Party of the Royal College of Physicians of London 1992, 26(4):352-356.

xi Physicians For A Smoke-Free Canada. <<http://www.smoke-free.ca/>> [Accessed 7 May,2003]

xii Physicians For A Smoke-Free Canada. <<http://www.smoke-free.ca/>> [Accessed 7 May,2003]

xiii Physicians For A Smoke-Free Canada. <<http://www.smoke-free.ca/>> [Accessed 7 May,2003]

## Lesson 5

### Activity 1

Invite an Elder to speak about traditional uses of tobacco.

This activity tests the students for prior knowledge related to traditional Aboriginal uses of tobacco. In preparation for a guest speaker, ask students to complete handout 2-e which is a K-W-L chart. Ask students to list everything they know about traditional Aboriginal tobacco use as well as what they would want to know. Once they have finished, have them construct a group list on the front board. The use of a guest speaker from the community is encouraged to explore this topic with students. The speaker can help clarify any questions students might have.

If a guest speaker is not available, you can consider using the handout from activity 2 which follows.

### Activity 2

Distribute the handout 2-f entitled "Tobacco: Ceremonial Smoke or Deadly Plant?" Have students in pairs read the information and record what they have learned on their K-W-L chart.

Complete the group chart on the board.

Discuss how and why traditional Aboriginal use of tobacco differs from the tobacco misuse of today.

### Activity 3

Refer students to the assembly of First Nations website <http://www.afn.ca> and follow the links under Health to two publications called "The Sacred Gift: The Truth About Smoking... for Native Youth, and "Don't Misuse Tobacco – It's Sacred".



# ***K-W-L Chart***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>KNOW</b>	<b>WANT TO KNOW</b>	<b>LEARNED</b>



# **Tobacco:**

## **Ceremonial Smoke or Deadly Plant**

From The Assembly of First Nations

As youth, we have all heard that cigarette smoking is dangerous. This may have come as a surprise to many Native people since we believe that tobacco is a sacred medicine. In fact, our ancestors have used it for thousands of years. Traditionally, tobacco has played a very important role in Native culture and spirituality.

Traditionally, each Nation had a different way of using tobacco. Along with sage, cedar and sweetgrass, tobacco was regarded as a sacred medicine. These medicines have been given to us by the Creator to assist us on our journey of life. When used together and properly, they are very powerful medicines.

Many tribes smoked tobacco from a pipe during certain traditional ceremonies. It is believed that tobacco acts as a communication link between people and the Creator. Thus, when tobacco was smoked from a pipe or burned as an offering, all thoughts, feelings and prayers were carried in the tobacco smoke directly to the Creator. The tobacco was generally shared amongst a group of people, who passed the pipe around usually no more than four times. It was only used at special times. Since it was used so rarely, the risks to health were much lower.

Even today, tobacco plays an important role in Native culture and spirituality. Some Nations believe it to be the first plant sent by the Creator to them. Like our ancestors, many Native people will often use tobacco to pray with and give thanks to the Creator. Before and after killing an animal such as a caribou, a hunter will often say a prayer while holding the tobacco in his left hand (the one closest to his heart) to give thanks to the Creator and to the animal for giving up its life so the hunter can feed his family. Native people will also place tobacco on the ground and say a prayer as an offering when picking medicines to give thanks to Mother Earth.

Many Native people believe that tobacco provides spiritual strength, discipline, guidance, and protection. Thus, it is used to restore balance. As a traditional practice, Native people will often offer a gift of tobacco to another Native person such as an Elder in exchange for their guidance and wisdom.

## Lesson 6

### Activity 1

Review the handout 2-g entitled “ The Stages of Change”. If you feel the vocabulary is too difficult, develop a version of the handout which has the titles of the various stages and not the detailed explanation. After explaining what the stage is all about, ask students what it might “sound like” from the first person point of view and have them write their responses in the spaces provided, i.e.: I smoke half a pack a day and I don’t think this is a problem for me.” Stage 1: “I smoke... for me”. Stage 2: “I’m starting to cough in the mornings and my throat feels really scratchy. Smokes are expensive and I’m always broke...”

### Activity 2

Ask for a volunteer from one of your “smokers”. If you have someone who is considering quitting smoking, that would be even better. Start the activity by having the person describe a day in the life of themselves as a smoker. Start from waking up first thing in the morning to when they go to bed at night. When do they have a cigarette? How often? Under what circumstances?

Once everyone has a good idea of what the person’s day is like, suggest that they work in groups to develop a cessation plan for that person. What could a cessation plan look like? What seem to be the triggers? What function does the cigarette serve? What strategies might that person use? Refer students to the handout 2-h entitled “Staying On Track” for additional helpful information. If possible, invite a health professional to the classroom to help out with some ideas for a cessation plan.

### Activity 3

If available, the videos “The Truth About Smoking” and “It’s A Good Day To Quit”, or “I Quit! How to stop smoking” can be viewed. See if your health centre carries these videos or check out ordering information on page 57.

### Activity 4

If relevant – have students conduct a search on the Internet to see what information is available on quitting smoking. One good site with stories from individuals who died from smoking as well as information on quitting is <http://whyquit.com>



# *The Five Stages of Change*

## **1. Not Thinking About Quitting Smoking**

The smoker is content to smoke and does not want to change. The smoker may not consider their smoking to be a problem or may choose to continue smoking even though they recognize the behaviour as a problem. In this stage the advantages of smoking for the smoker, outweigh the disadvantages.

## **2. Thinking About Quitting But Not Ready Yet**

Smokers in this stage are trying to make a decision about quitting. They may need help to weigh the pros and cons in order to make the decision to quit smoking. Understanding why you smoke and why you want to change is a very important step to becoming a non-smoker.

## **3. Getting Ready To Quit**

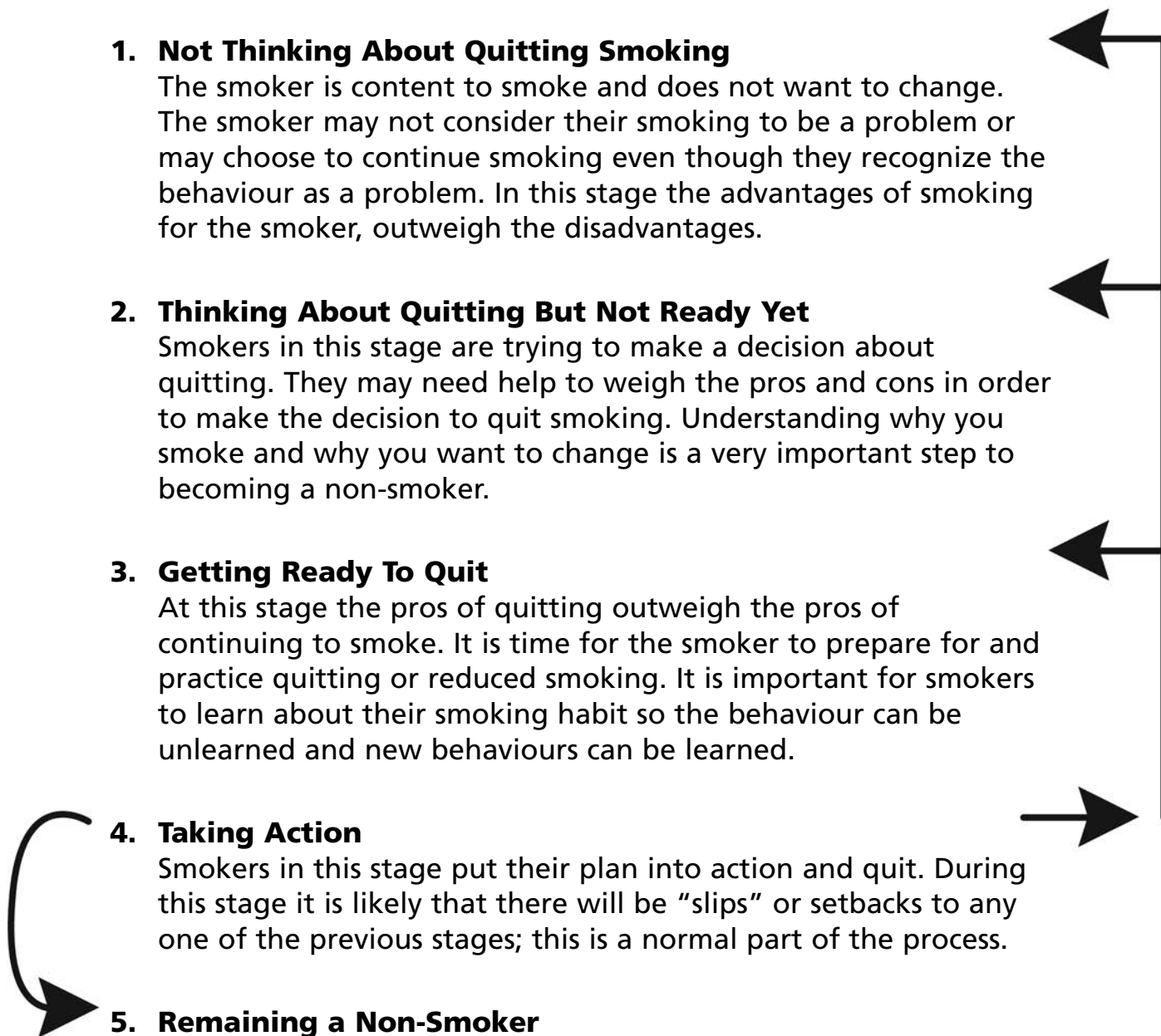
At this stage the pros of quitting outweigh the pros of continuing to smoke. It is time for the smoker to prepare for and practice quitting or reduced smoking. It is important for smokers to learn about their smoking habit so the behaviour can be unlearned and new behaviours can be learned.

## **4. Taking Action**

Smokers in this stage put their plan into action and quit. During this stage it is likely that there will be "slips" or setbacks to any one of the previous stages; this is a normal part of the process.

## **5. Remaining a Non-Smoker**

During this stage the smoker has learned to anticipate and prepare for situations which may arise.



# Staying On Track

## Helpful Hints

1. Eat healthy and try to avoid coffee and other beverages which you associate smoking with.
2. Avoid 'Smoking Triggers' including people with whom you associate smoking, at least for a while.
3. Control your tension – try keeping your hands occupied by playing with a pencil, paper clip, marble, etc.
4. Break the routine – if you smoked after a meal, go for a walk instead. If you smoked with morning coffee, drink it where you are not likely to smoke.
5. Reward yourself – each month do something special – plan a celebration with your friends.
6. Get support from friends – don't be ashamed to ask for help – find a friend to talk to regularly.
7. Be patient – expect withdrawal and urges and 'backsliding'. Remember that nicotine withdrawal symptoms will go away.

*(adapted from [www.smoking\\_sucks.nfld.net/quitting](http://www.smoking_sucks.nfld.net/quitting))*

## Methods and Programs To Quit Smoking

ACUPUNCTURE – use of needles to relieve withdrawal symptoms (see only a qualified acupuncture therapist).

PROGRAMS – classes and programs to assist in quitting of smoking.

CONTRACTING – make a monetary contract with yourself to reward or punish smoking behaviour (pay a fine).

HYPNOSIS – posthypnotic suggestions to increase motivation to quit.

NICOTINE CONTAINING GUM – use of nicotine gum to help relieve withdrawal symptoms.

NICOTINE FADING – reducing of nicotine intake by decreasing number of cigarettes used.

NICOTINE PATCH – use of skin patch to deliver constant supply of nicotine to reduce withdrawal symptoms.

QUITTING AIDS – filter systems, self-help books, audiotapes, videos.

RELAXATION TRAINING – learning to cope with stress and negative emotions.

CAN YOU FIND OTHER STRATEGIES?

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*(adapted from [teachervision.com](http://teachervision.com))*

## Lesson 7

### Activity 1

Re-distribute copies of the pre-test (Handout 1-a) and have students complete it. Once completed, return the copy of the tests they wrote at the beginning of the unit and ask them to compare their responses. Any differences? Any surprises? Correct responses to the questions have been provided for teacher reference.

### Activity 2

Refer students to the handout 2-i entitled “Reflecting On My Learning About Cigarettes and Tobacco Products” which can serve as a basic review and look back on the unit for students. Students are asked to identify:

- Some statistics and/or facts they were surprised to learn.
- Some other things they learned about cigarettes and tobacco products.
- Three advertising techniques used by tobacco companies.
- Some questions they still have about tobacco.
- Some personal thoughts about tobacco use.



# ***It's a Fact... Isn't It?***

Name: \_\_\_\_\_

## **Answer True (T) or False (F)**

- \_\_\_\_\_ 1. You have a greater chance of getting lung cancer if you start smoking early in life.
- \_\_\_\_\_ 2. In Canada, cigarette smoking kills fewer people than drugs, alcohol, car accidents and AIDS combined.
- \_\_\_\_\_ 3. Kids who smoke are more likely to use alcohol and other drugs.
- \_\_\_\_\_ 4. A short-term effect of smoking is slower heart rate and lower blood pressure.
- \_\_\_\_\_ 5. Environmental tobacco smoke contains fewer poisons than inhaled smoke.
- \_\_\_\_\_ 6. In Canada, the majority of teenagers don't smoke.
- \_\_\_\_\_ 7. Cigarette smoking is harmful only if you inhale the smoke into your lungs.
- \_\_\_\_\_ 8. Nicotine is as addictive as heroin or cocaine.
- \_\_\_\_\_ 9. Smoking is a major cause of death, disease, and disability in our society.
- \_\_\_\_\_ 10. Nicotine is one of the fastest drugs to affect your brain.
- \_\_\_\_\_ 11. The influences that pressure teenagers to start smoking are the same for boys and girls.
- \_\_\_\_\_ 12. A lighted cigarette produces more than 4000 chemicals.
- \_\_\_\_\_ 13. Teen surveys show that teen boys and girls say they would not date a smoker.
- \_\_\_\_\_ 14. The average teen smoker spends more than \$1000/year on tobacco.
- \_\_\_\_\_ 15. Teens are not affected by cigarette advertising.
- \_\_\_\_\_ 16. Each year, hundreds of NWT children develop asthma due to second-hand smoke.
- \_\_\_\_\_ 17. Skin damage (cuts, bruises, acne) takes longer to heal for a smoker than a non-smoker.
- \_\_\_\_\_ 18. Second-hand smoke is a major cause of ear infections in children.
- \_\_\_\_\_ 19. Smoking changes the chemical balance in your mouth making it easier for plaque to build up and make your teeth yellow.
- \_\_\_\_\_ 20. Babies born to smokers are more likely to have low birth weights and to get sick more often.
- \_\_\_\_\_ 21. Because tobacco is so addictive, the average smoker usually tries to quit 5 to 10 times.

# ***It's a Fact... Isn't It?***

- True 1. You have a greater chance of getting lung cancer if you start smoking early in life.  
***More than half who smoke before 15 years old will die before reaching 70 years old.***
- False 2. Cigarette smoking kills fewer people than drugs, alcohol and car accidents combined.  
***Tobacco kills more than 47,000 Canadians per year.***
- True 3. Tobacco is a gateway drug.  
***Tobacco use is a strong predictor of other drug use. Nicotine leads to changes in the body similar to those produced by heroin or cocaine.***
- False 4. A short-term effect of smoking is it slows down your heart rate and blood pressure.  
***Smoking causes an immediate increase in heart rate and blood pressure.***
- False 5. Environmental tobacco smoke contains more poisons than inhaled smoke.  
***ETS contains more nicotine, tar and carbon monoxide than inhaled smoke.***
- True 6. The majority of teenagers don't smoke.  
***87% of 12 to 14 year olds and 65% of high school students in Canada don't smoke. Numbers in NWT for non-smokers are much lower.***
- False 7. Cigarette smoking is harmful only if you inhale the smoke into your lungs.  
***ETS causes the same ailments as those suffered by smokers.***
- True 8. Nicotine is an extremely poisonous and addictive substance.  
***Two or three drops of pure nicotine can kill you.***
- True 9. Smoking is a major cause of death, disease and disability in our society.  
***Smoking is the single most important cause of preventable illness and premature death for Canadians.***
- True 10. Nicotine is one of the fastest drugs to affect your brain.  
***Nicotine is a stimulant. It travels to the brain within 10 seconds.***
- False 11. The influences that pressure teenagers to start smoking are the same for boys and girls.  
***Although most of the influences are the same, girls often start to smoke to control weight. Research has shown that girls do not lose weight when they start smoking. Long term smokers however may gain weight when they stop.***
- True 12. A lighted cigarette produces more than 4000 chemicals.  
***Over 40 of them can cause cancer.***
- True 13. Teen surveys show that teen boys and girls say they would not date a smoker.  
***Eight out of ten guys and seven out of ten girls say they would not date a smoker.***
- True 14. The average teen smoker spends more than \$1000/year on tobacco.
- False 15. Teens are not affected by cigarette advertising.  
***Kids are twice as likely to be influenced by cigarette advertising as by peer pressure.***
- True 16. Each year, hundreds of NWT children develop asthma due to second-hand smoke.
- True 17. Skin damage (cuts, bruises, acne) takes longer to heal for a smoker than a non-smoker.
- True 18. Second-hand smoke is a major cause of ear infections in children.
- True 19. Smoking changes the chemical balance in your mouth making it easier for plaque to build up and make your teeth yellow.
- True 20. Babies born to smokers are more likely to have low birth weights and to get sick more often.
- True 21. Because tobacco is so addictive, the average smoker usually tries to quit 5 to 10 times.  
***The average smoker tries to quit from 5 to 10 times before becoming successful.***

# ***Reflecting On My Learning About Tobacco and Tobacco Products***

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Some statistics and/or facts that surprised me...

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Some other things I learned about cigarettes and tobacco products...

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Three examples of advertising techniques used by tobacco companies:

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Some questions I still have about tobacco use...

**?**

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**?**

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**?**

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Some thoughts I have about tobacco use are...

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## Extension Activities

- Produce a short anti-smoking commercial
- Generate the top 10 reasons for non-smoking or not using chew tobacco
- Individual and small group projects (multiple intelligences approach)
  - Verbal Linguistic – poem, story or song; radio talk show; speech; debate; letter or newspaper article
  - Interpersonal – group video; interviews
  - Logical/Mathematical – survey and graph results; problem solving; puzzles; experiments
  - Visual/spatial – artwork; photographs; illustrations; cartoons; posters; charts
  - Intrapersonal – reflective journals; learning logs; diaries; independent reading/reflections
  - Musical/Rhythmical – rock concert; raps; jingles; background music; songs
  - Bodily/Kinesthetic – role-playing

## Suggested Videos

Several videos are suggested at this level:

- The Teen File: Smoking – Truth or Dare (handout 2-j provided)
  1. Have students respond to questions on the activity sheet as they watch the video (30 minutes duration)
  2. After the video, allow students to work in small groups to discuss each of the questions and check their responses.
  3. Use a whole class discussion format to discuss points of interest.
- Diary of a Teenage Smoker (handout 2-k provided)

Have students respond to questions on the handout sheet as they watch the video (26 minutes duration).

Allow students to work in small groups to discuss each of the questions and check their responses.

Use a whole class discussion format to synthesize responses related to question 6 – Are the reasons males smoke the same as for females?
- Tobacco and You (handout 2-L provided)
- Tobacco “X” Files (optional)
- It’s a Good Day to Quit or I Quit! How to stop smoking. (required for lesson 6)
- Barb Tarbox – A life cut short by tobacco

A set of videos to accompany these program materials has been sent to all NWT schools that have programs within the range of grade 3 to grade 9. Information regarding ordering replacement / additional copies can be obtained on the ECE website [www.gov.nt.ca](http://www.gov.nt.ca) following links to NWT Health Programs K-9 or by contacting the Early Childhood and School Services division at (867) 873-7176.



## Videos Suitable For Grade 8 or 9 Level

Diary of a Teenage Smoker (26 min.)	Grade 8 or 9 and up	This upbeat, modern video focuses primarily on female smokers but is useful for a mixed audience. It addresses underlying reasons why young people smoke and is designed to help them reflect on their own experiences with tobacco and growing up.
The Teen Files: Smoking – Truth or Dare (30 min.)	Grade 8 or 9 and up	This video has lots of mid to late teen appeal – music, fast pace, and real life stories. Suitable for ages 12 to adult, it is presented as a TV show on smoking and teens, hosted by Liza Gibbons. This video shows a cancer survivor with a voice box removed; a study on twins showing faster aging (wrinkles) for the smoking twin; autopsy room exhibits – enlarged heart, blocked arteries, blackened lungs, emphysema; and a baseball player with half his jawbone removed after diagnosis of lung cancer. This video graphically demonstrates to teens who use tobacco (cigarettes and chewing tobacco) what this deadly habit is doing to them. Graphic scenes include visiting a morgue and seeing an enlarged heart and lungs; scenes of mouth cancer; and being present when a person is told that they are going to die from their illness. Appearance by supermodel Christy Turlington, Leeza Gibbons, and Boyz II Men.
Tobacco “X” Files (28 min.)		This teen video use the “X” files TV concept to expose tobacco as a deadly enemy. Tobacco is presented as a devious killer. The results of tobacco use, and killing qualities are presented.
It’s A Good Day To Quit (15 min.)	Grade 8 or 9 and up	<p>This northern video follows three smokers through their journey to become ex-smokers. Each story tells a different approach to quitting smoking based on the person’s reasons for smoking and motivations to quit. Approaches discussed include: patch, nicotine gum, talking with someone who can support you, use of relaxation techniques e.g. deep breathing, exercise and physical activity, eating healthier foods, avoiding places/activities where smoking occurs, and finding new activities/routines to keep you busy. Suitable for grade 8 or 9 audience but could be used with a mature 5 or 6 audience.</p> <p>Available in English, French, Chipewyan, Dogrib and Slavey.</p>



## Videos Suitable For Grade 8 or 9 Level

I Quit! How to stop smoking (18 min.)	Grade 8 or 9 and up	This video reviews some of the health effects of smoking and how addiction to nicotine develops. It provides a step by step process to quitting including making a plan, the use of medicated quitting aids, helpful behavioural strategies and quit tips. Produced by Oh Boy Productions for the BC Lung Association.
Barb Tarbox – A life cut short by tobacco (16:30 min.)	Grade 8 or 9 and up	Barb Tarbox, a 42 year old woman from Edmonton, Alberta was diagnosed with terminal lung cancer after smoking since grade 7. Refusing to let cigarettes take another life, she began to speak to students across Alberta, warning of the dangers of tobacco use. This video captures the passion of her presentations to students in the last months of her life. <b><i>The video contains emotional material that may be disturbing to preteens.</i></b> Teachers are advised to view it first and be prepared to discuss it with students after showing.



# ***The Teen Files: Smoking – Truth or Dare***

As you watch the video, write down your responses to the following questions.

1. Write down examples from the video of reasons people smoke or chew and reasons not to smoke or chew.

Reasons People Smoke or Chew	Reasons To Stop Smoking/Chewing/Dipping

2. Of the 4000 chemicals in a cigarette:
- How many of them cause cancer? \_\_\_\_\_
  - How many of them are known poisons? \_\_\_\_\_
3. Cigarettes are a habit that will take your \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and eventually your \_\_\_\_\_.



# The Teen Files: Smoking – Truth or Dare

As you watch the video, write down your responses to the following questions.

1. Write down examples from the video of reasons people smoke or chew and reasons not to smoke or chew.

Reasons People Smoke or Chew <i>Typical responses could include:</i>	Reasons To Stop Smoking/Chewing/Dipping <i>Typical responses could include:</i>
<i>to feel or look cool</i>	<i>can't smell or taste things</i>
<i>to be glamorous</i>	<i>different kinds of cancers</i>
<i>to have fun</i>	<i>breathing related diseases</i>
<i>to belong or be accepted</i>	<i>heart related diseases</i>
<i>to hang out</i>	<i>age faster; more wrinkles</i>
<i>because their friends do</i>	<i>poorer blood circulation (less oxygen travels to skin)</i>
<i>to relieve stress</i>	<i>bad breath; gum diseases; clothes stink</i>

2. Of the 4000 chemicals in a cigarette:

- How many of them cause cancer? 50
- How many of them are known poisons? 200

3. Cigarettes are a habit that will take your money, health, looks, and eventually your life.



# ***Diary of a Teenage Smoker***

As you watch the video, write down your responses to the following questions.

1. Give an example of a behaviour associated with a "craving".

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2. What are some reasons for smoking that are presented in the video?

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3. What are some reasons for non-smoking or health related risks associated with smoking that are presented in the video?

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4. Explain in your own words the contradiction about "choosing" to smoke and addiction that is described in the video.

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5. Do you think males smoke for the same reasons as for females? Explain.

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6. What is the most significant thing that you learned from this video?

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# *Diary of a Teenage Smoker*

## Activity

1. Have students respond to questions on the handout sheet as they watch the video (26 minutes duration).
2. Allow students to work in small groups to discuss each of the questions and check their responses.
3. Use a whole class discussion format to synthesize responses related to question 6 – Are the reasons males smoke the same as for females?

1. Give an example of a behaviour associated with a “craving”.

Responses could include:

- Frantically rummaging through cupboards or drawers looking for things
- Dumping all the contents of your backpack
- Becoming very irritable with those around you

2. What are some reasons for smoking that are presented in the video?

Possible responses include:

- To belong or acceptance (hang around friends or be like everyone else)
- To rebel (because you were told not to do it)
- To look “cool” (or be like others)
- To control (something you can do on your own)
- For image – magazines, advertisements (independent, feel stronger, look older)
- Some people think it will help you lose weight

3. What are some reasons for non-smoking or health related risks associated with smoking that are presented in the video?

Possible responses include:

- Always broke – cost money
- Bad breath and smelly clothes
- Every cigarette contains 4000 chemicals
- Cough, throat infections, bronchitis, asthma, blood clots in legs
- Increased risk of lung cancer
- Stroke and heart problems

4. Explain in your own words the contradiction about “choosing” to smoke and addiction that is described in the video.

Responses should discuss the issue of control and who is really in charge – you or the cigarette. With an addiction, people often think they can control it but they cannot.

5. Do you think males smoke for the same reasons as for females? Explain.

6. What is the most significant thing that you learned from this video?

# Tobacco and You

*After you have watched the video, write down how you feel about the following statements. Answer "A" for Agree or "D" for Disagree. You will not be graded for your responses but be prepared to defend them in both a small and large group setting.*

- \_\_\_\_\_ Most young people begin to smoke or use smokeless tobacco because their friends do.
- \_\_\_\_\_ Smoking is harder to break than any other habit.
- \_\_\_\_\_ Most smokers would not start smoking again today if given a second chance.
- \_\_\_\_\_ Smoking or dipping snuff cannot hurt anyone who is young and healthy.
- \_\_\_\_\_ Smoking a cigarette or dipping or chewing smokeless tobacco helps you relax and puts you more at ease with other people.
- \_\_\_\_\_ Smoking will not hurt you if you don't inhale.
- \_\_\_\_\_ If you are going to smoke, the best kind of cigarette to use is a low-tar brand.
- \_\_\_\_\_ Smokeless tobacco is a safe substitute for cigarettes.
- \_\_\_\_\_ Advertisers of cigarettes should have the same rights as advertisers of any other legal product.
- \_\_\_\_\_ All addictive, harmful substances, including tobacco should be banned.
- \_\_\_\_\_ Cigarette companies often direct their advertising at special groups, such as young people, women, or minorities.
- \_\_\_\_\_ An individual should have the legal right to harm his/her own body by smoking, or by any other method.