

# Tobacco Education

## Grade 5 or 6 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 put into 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 5 or 6

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

This lesson explores the effects of smoking and smoking vocabulary including second-hand smoke. Student attitudes towards tobacco use is explored as well as student generated statistics about who smokes, reasons for smoking and reasons why people may have quit smoking.

### Lesson 2

In this activity, students are provided with some basic information on the respiratory system. They then perform simple experiments to demonstrate how the diaphragm and lungs work as well as a simulated smoking exercise. You will need to use a cigarette for this activity so be sure to get permission from administration to burn a cigarette in the classroom or on school grounds and check for any possible student allergies.

### Lesson 3

The cost of smoking cigarettes (and chew tobacco) is explored in this lesson. Students also learn that there may be more costs associated with tobacco usage than just the out-of-pocket expenses related to buying tobacco products. As an extension activity, students are encouraged to develop posters showing financial costs associated with tobacco usage.

### Lesson 4

Students explore the use of a decision-making model called IBEAR

#### **Identify    Brainstorm    Evaluate    Act    Re-evaluate**

Through role-plays and both presented and student-generated case studies, students practice the steps in the decision-making model. Some saying 'no' strategies are introduced.

### Lesson 5

Students take a critical look at advertisements in terms of advertising methods and type of influence/persuasion used by ads. Students also discuss the restrictions on tobacco advertising in Canada and whether they think it is effective.

### Lesson 6

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

### Extension Activities

Tobacco-free posters, and individual and small group projects are presented.

### Suggested Videos

Four videos are suggested for this grade level:

- Smoke Screen (activity sheet provided)
- Take the Challenge to be Smoke-Free
- Smokeless Tobacco: A Wad of Trouble (optional)
- Up in Smoke (optional)

## Lesson 1

### Activity 1

Introduce the topic of tobacco by asking small groups of students to create five statements about tobacco and tobacco products that they believe to be true. Once each group has had sufficient time to generate their statements, have each group present their statements. Have each group also keep a list of statements that they could not come to agreement on. Compare and contrast the five statements created by each group. If a statement is put forth which may not be true, suggest that as they work through this unit, more information may come to light related to that statement which will help them determine if it is true or not. Be sure to discuss some of the statements each group identified that they could not come to agreement on. These could prove to provide valuable insight into what they are thinking about tobacco products.

### Activity 2

Working in the same groups, have students match the correct question and answers from the match card handouts 1-a and 1-b entitled "Tobacco Match Cards". Teachers should have one person (team leader) cut up the possible answers that accompany the match card (Handout 1-c) and put them in an envelope. Encourage groups to use a dictionary if they come across some new words. Each group should glue their matched responses on the match card handout sheet. Once done, take up the activity as a whole class and discuss any discrepancies. Be sure to tell students that there are more responses in the possible answers handout sheet than there are clues (i.e. there are some fake answers in the possible answers sheet).

### Activity 3

In this activity, students graph data generated from student-developed questions related to tobacco use. A wide range of questions that are of interest to students could be used. Bar graphs would be the best way to display this data. The variable being researched would go along the "x" axis and the number or people surveyed or the percentage of people surveyed would go along the "y" axis. A sample graph sheet has been provided as handout 1-d entitled "Bar Graph." Some students may not want to be forthcoming about whether or not they use tobacco products – a secret survey could be conducted to give you the most accurate statistics. Some students may view being a "weekend smoker" as being a non-smoker, so you may want to develop a question to capture this group.

Students could estimate what they think the responses would be before gathering their data. Students could also conduct a survey of smokers to determine:

- age started smoking or using chew;
- how they got their first cigarette or chew;
- reasons for starting smoking or using chew;
- number of times they have tried to quit;
- reasons given for quitting smoking or chew;
- how many said they would quit if they could;
- how many said they would not want their (son/daughter/friends) to start smoking;
- how many smokers think they will be smoking in five years.



Non-smokers could be polled for reasons for never starting smoking in the first place.

Typical topics for graphing could include:

- people in my class who smoke versus those who do not smoke.
- smokers versus non-smokers for other grades in the school.
- overall smokers versus non-smokers for a specific grade range, e.g. Grade 3 or 4; 5 or 6; 7 or 8.
- number of smokers versus age smokers started smoking.
- how they got their first cigarette or chew.
- reasons given for starting smoking or using chew.
- if they have ever tried to quit and/or how many times.
- reasons given for quitting smoking or chew.

Have a discussion with students about who to survey and how to conduct surveys. As a group, you may decide to poll younger or older students, parents or people in general in the community. Be sure to stress safety if students decide to survey the general public. Ensure that they work in pairs for this type of activity.



# Tobacco Match Cards

<p>What body part is made of elastic spongy tissue that holds air?</p>		<p>What traps dust and smoke particles that can enter the respiratory system?</p>	
<p>Cilia are hair like projections in the bronchea. What is the effect of cigarette smoke on the cilia?</p>		<p>What chemical found in tobacco smoke is also used in funeral homes to preserve bodies?</p>	
<p>What is it called when a chemical causes a change in the brain so that you want more of that chemical?</p>		<p>What is the effect of smoking cigarettes on the blood vessels?</p>	
<p>How many chemicals are contained in second-hand smoke?</p>		<p>What is the sign that a smoker's body is trying to rid itself of mucus buildup in the respiratory passages?</p>	
<p>How many extra times a minute might your heart beat because you smoked one cigarette?</p>		<p>What is the effect of being in a smoke-filled room for one hour?</p>	

# Tobacco Match Cards

<p>What is the drug found naturally in tobacco that makes quitting difficult and your heart work faster?</p>		<p>What is the sticky black "goo" that is made of many chemicals, stains teeth and fingers yellow, and makes breathing difficult?</p>	
<p>What replaces oxygen in the blood, forcing the heart to work harder and is also found in car and bus fumes?</p>		<p>What is the major cause of emphysema – a form of lung disease?</p>	
<p>What is the minimum number of cigarettes it could take for teens to be hooked on nicotine?</p>		<p>What is the average time it takes for nicotine to reach the brain?</p>	
<p>If you can stay clear of cigarettes until you are _____, there's a 90% chance you'll never smoke.</p>		<p>What is the muscle that pumps the blood?</p>	
<p>What carries oxygen all over our bodies and picks up waste carbon dioxide and carries it to our lungs?</p>		<p>What brings oxygen to our body?</p>	



# Tobacco Match Cards

<b>The Heart</b>	<b>Mucus</b>	<b>Carbon Monoxide</b>	<b>Born with it</b>
<b>Age 18</b>	<b>One Dozen Cigarettes a Day</b>	<b>Six to Seven Seconds</b>	<b>Less Than Five a Day</b>
<b>Cigarette Smoking</b>	<b>Nicotine</b>	<b>Red Blood Cells</b>	<b>About 4000</b>
<b>Respiratory System</b>	<b>Lungs</b>	<b>Tar</b>	<b>Smoking Stops the Sweeping Action</b>
<b>Formaldehyde</b>	<b>Addiction</b>	<b>About 4000</b>	<b>Smoker's Cough</b>
<b>Twenty</b>	<b>Same as Smoking One Cigarette</b>	<b>White Blood Cells</b>	<b>One to Two Minutes</b>
<b>Age 25</b>	<b>Expanding of the Blood Vessels</b>	<b>Narrowing of the Blood Vessels</b>	<b>Craving</b>

# Tobacco Match Cards

<p>What body part is made of elastic spongy tissue that holds air?</p>	<p><b>Lungs</b></p>	<p>What traps dust and smoke particles that can enter the respiratory system?</p>	<p><b>Mucus</b></p>
<p>Cilia are hair like projections in the bronchea. What is the effect of cigarette smoke on the cilia?</p>	<p><b>Smoking Stops the Sweeping Action</b></p>	<p>What chemical found in tobacco smoke is also used in funeral homes to preserve bodies?</p>	<p><b>Formaldehyde</b></p>
<p>What is it called when a chemical causes a change in the brain so that you want more of that chemical?</p>	<p><b>Addiction</b></p>	<p>What is the effect of smoking cigarettes on the blood vessels?</p>	<p><b>Narrowing of the Blood Vessels</b></p>
<p>How many chemicals are contained in second-hand smoke?</p>	<p><b>About 4,000</b></p>	<p>What is the sign that a smoker's body is trying to rid itself of mucus buildup in the respiratory passages?</p>	<p><b>Smoker's Cough</b></p>
<p>How many extra times a minute might your heart beat because you smoked one cigarette?</p>	<p><b>Twenty</b></p>	<p>What is the effect of being in a smoke filled room for one hour?</p>	<p><b>Same as Smoking one Cigarette</b></p>

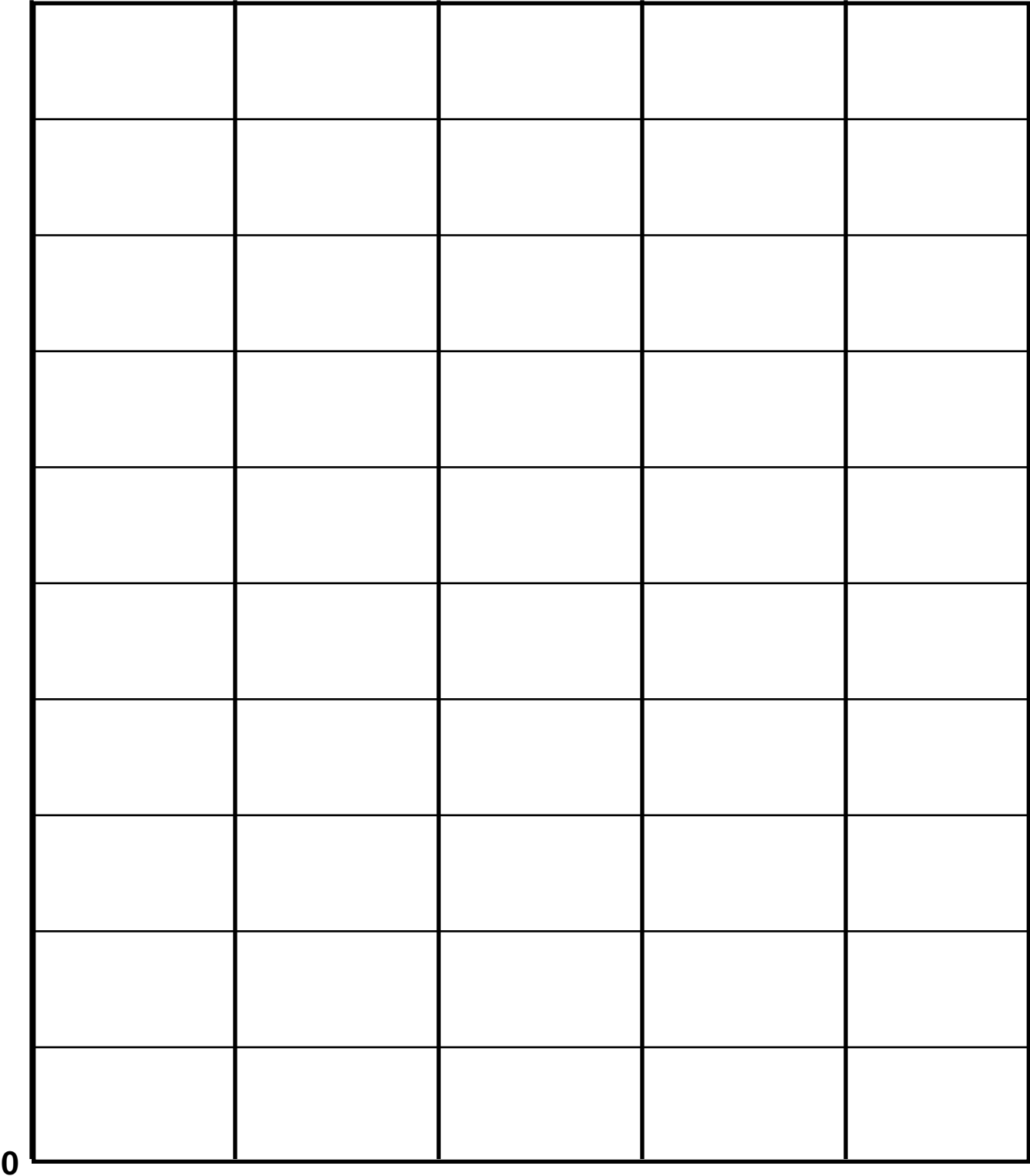
# Tobacco Match Cards

<p>What is the drug found naturally in tobacco that makes quitting difficult and your heart work faster?</p>	<p><b>Nicotine</b></p>	<p>What is the sticky black "goo" that is made of many chemicals, stains teeth and fingers yellow, and makes breathing difficult?</p>	<p><b>Tar</b></p>
<p>What replaces oxygen in the blood, forcing the heart to work harder and is also found in car and bus fumes?</p>	<p><b>Carbon Monoxide</b></p>	<p>What is the major cause of emphysema – a form of lung disease?</p>	<p><b>Cigarette Smoking</b></p>
<p>What is the minimum number of cigarettes it could take for teens to be hooked on nicotine?</p>	<p><b>Less Than Five a Day</b></p>	<p>What is the average time it takes for nicotine to reach the brain?</p>	<p><b>Six to Seven Seconds</b></p>
<p>If you can stay clear of cigarettes until you are _____, there's a 90% chance you'll never smoke.</p>	<p><b>Age 18</b></p>	<p>What is the muscle that pumps the blood?</p>	<p><b>The Heart</b></p>
<p>What carries oxygen all over our bodies and picks up waste carbon dioxide and carries it to our lungs?</p>	<p><b>Red Blood Cells</b></p>	<p>What brings oxygen to our body?</p>	<p><b>Respiratory System</b></p>

# Bar Graph

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

Title: \_\_\_\_\_



## Lesson 2

### Activity 1

In this activity, students are provided with some basic information on the respiratory system. Read over handout 1-e entitled "Finish This to Breathe Easier" with them. Have students work in pairs to do the 'complete the sentences activity' and find the secret message.

Answers to activity sheet – blood, air sacs, windpipe, cilia, tubes, healthy, respiratory, BREATHE.

### Activity 2

Students perform a simple experiment to demonstrate how the diaphragm and lungs work. The list of materials and procedures are outlined on handout 1-f entitled "Your Diaphragm and Lungs."

### Activity 3

This is a simulated smoking exercise. You will need to use a cigarette for this activity so be sure to get permission from administration to burn a cigarette on school property. It would be recommended that you do this activity outside. You will need a plastic pop bottle, pieces of plastic tubing, play dough or putty (to form a seal on the lids if holes are too big), large cotton ball(s), and a cigarette. Set up the equipment as shown. You may need to attach the cotton balls to the tubing using paper clips or stuff the end of the plastic tube with cotton if the tube is large enough to allow this. Squeeze the bottle attached to the cigarette to mimic smoking activity. Have your lung smoke at least 3 cigarettes before checking the cotton balls for residue or discoloration. **BE SURE TO DO THIS ACTIVITY IN A VENTED AREA.** After you squeeze the bottle, put your finger over the other open tube to help suck air into the system. Watch as the bottle slowly turns brown inside from the chemicals in the cigarette. What is even more amazing is what happens as the cotton ball collects a sticky brown residue, which is what happens to your lung tissue. Have students draw a picture of the equipment when it is set up using handout 1-g entitled "It's Smoky In There!" Have them label it as well as write a few sentences underneath their diagram explaining how it works and what it represents i.e. how it mimics the effects of smoking on your lungs.





# Your Diaphragm and Lungs

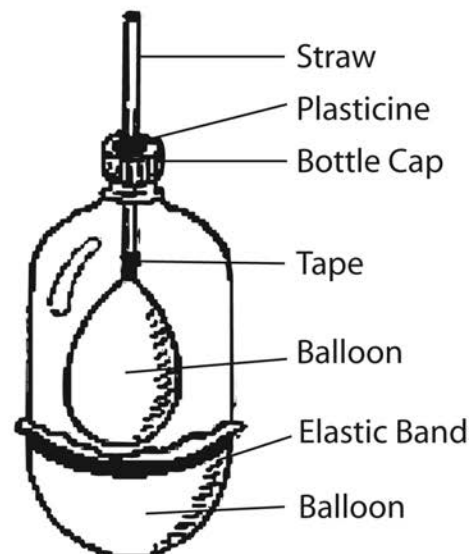
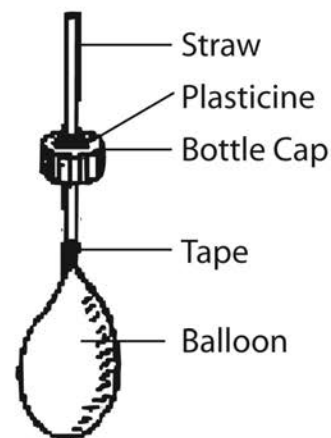
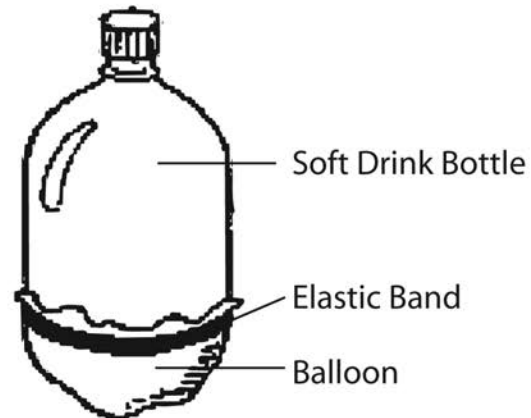
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## To do this activity you will need:

- Plasticine or tape
- a small balloon (represents your lungs)
- an elastic band and tape
- the upper half of a plastic pop bottle (1 or 1.5 L) with lid (represents your chest)
- a second balloon of a different colour (at least 30 cm balloon; large punch balloons work really well)
- a straw (represents your throat)

## Steps To Follow:

1. Cut the top half off the larger balloon and place it over the open end (cut end) of the plastic bottle with an elastic band.
2. Make a small hole in the bottle cap and push the straw through.
3. Screw the top back on the bottle with the smaller balloon inside.
4. Gently stretch the larger balloon (your diaphragm) downwards. This reduces the air pressure inside the bottle. More air is sucked in through the straw to fill the space. This inflates the balloon (your lungs). This is what happens when you breathe in.
5. Now push in the larger balloon to make the "diaphragm" get smaller (contracts). The air pressure inside the bottle increases and forces air out through the straw. The smaller balloon gets smaller (deflates). This is what happens when you breathe out.



# ***It's Smoky In There!***

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

**Put a diagram of your experiment here**

**Be sure to label your diagram using each of the following labels:**

pop bottle

cotton ball

play dough or  
plasticine

plastic tubing

cigarette

**Explain how this activity acts like your lungs.  
What effect did the cigarette have on your  
"experimental" lungs?**



## Lesson 3

### Activity 1

In this activity, students look at the personal financial cost of smoking or using chew tobacco. Students explore the long-term dollar cost of smoking over time using handouts 1-h and 1-i entitled “Your Wheel of Fortunes”. You will need to copy these images onto hard stock paper. Start with the base cost of a pack of cigarettes for your community then calculate the cost for 17 different time periods as well as what could be purchased with all those dollars. Have some students base their wheel of fortunes on different amounts of tobacco usage e.g. half a pack a day, one pack a day, one can of chew a day, two packs a day, and/or three packs a day. When students later exchange wheels and explore the related costs, they will be quite amazed with the real costs involved. Time periods for calculations could be 1, 2, 3, 4, 5, 6, and 7 days; 2, 3, 4, 5, and 6 months; 1, 2, 3, 4, and 5 years. An excellent website that shows these costs can be found at [www.hc-sc.gc.ca/hecs-sesc/tobacco/youth/quitcost](http://www.hc-sc.gc.ca/hecs-sesc/tobacco/youth/quitcost).

As an extension activity, encourage students to develop posters showing costs related to tobacco usage. Display the posters around the school and/or community.

### Activity 2

Have a class discussion on the idea that there may be more than just a financial cost to the consumer of tobacco products. For example, in the NWT, the cost due to tobacco related illnesses and loss of productivity is over \$10 Million.

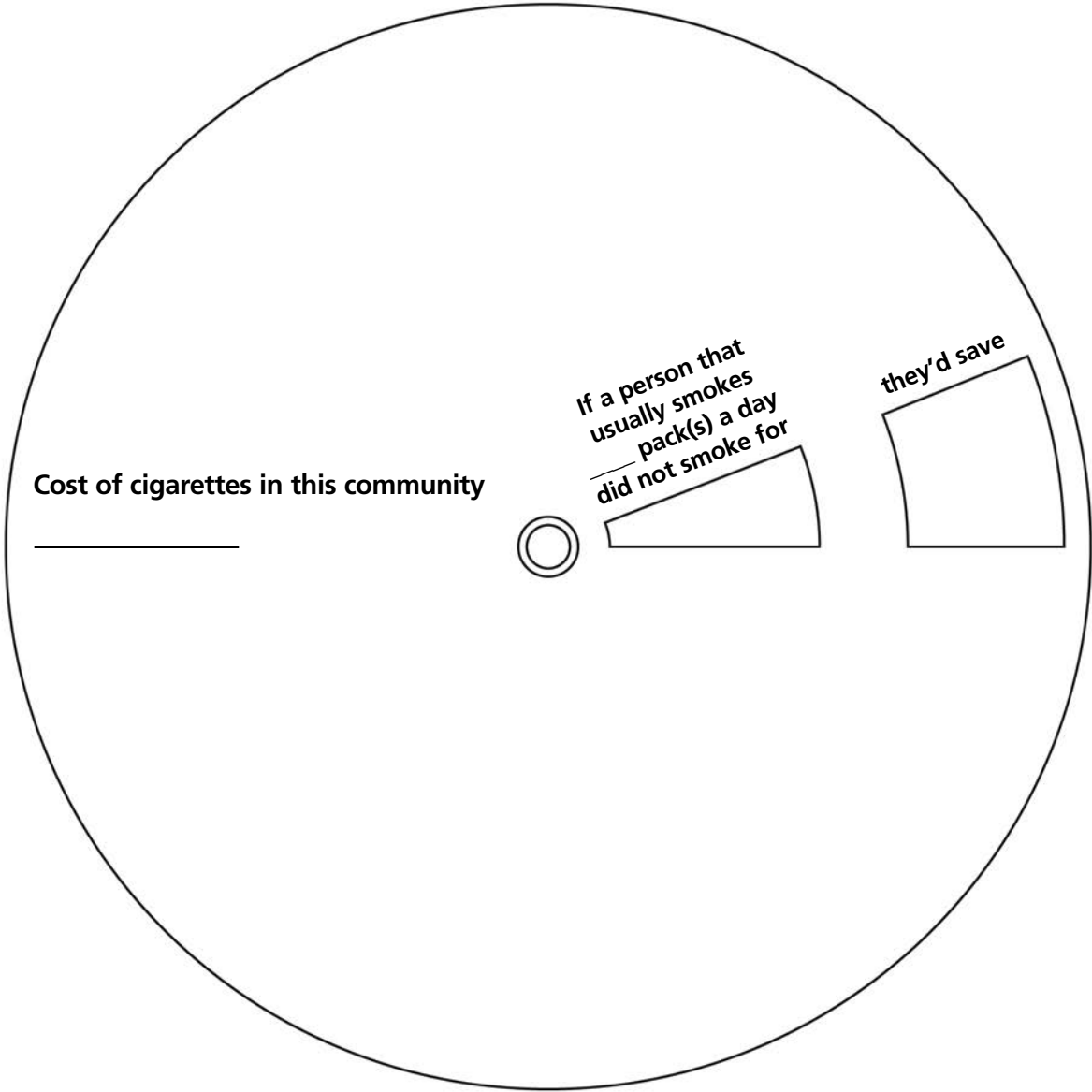
The following questions or prompts might prove useful to your discussions.

- Do you think smoking and tobacco products impact our health care systems? Explain.
- Where does the money for health care come from?
- Have you or someone you know ever had to wait to see a doctor or have an operation?
- If half the people who continue to smoke through life eventually die from tobacco related illnesses, what impact would there be on the health care system if half of them stopped smoking?
- If you owned a business, would you rather have a smoker or a non-smoker? Why?
- Should people that get sick from smoking have to pay for some of their treatment costs?
- Where does the money to pay for Canadian health care come from?
- If the cost of treating tobacco-related sickness was added to each package of cigarettes sold, how much do you think a pack would cost?

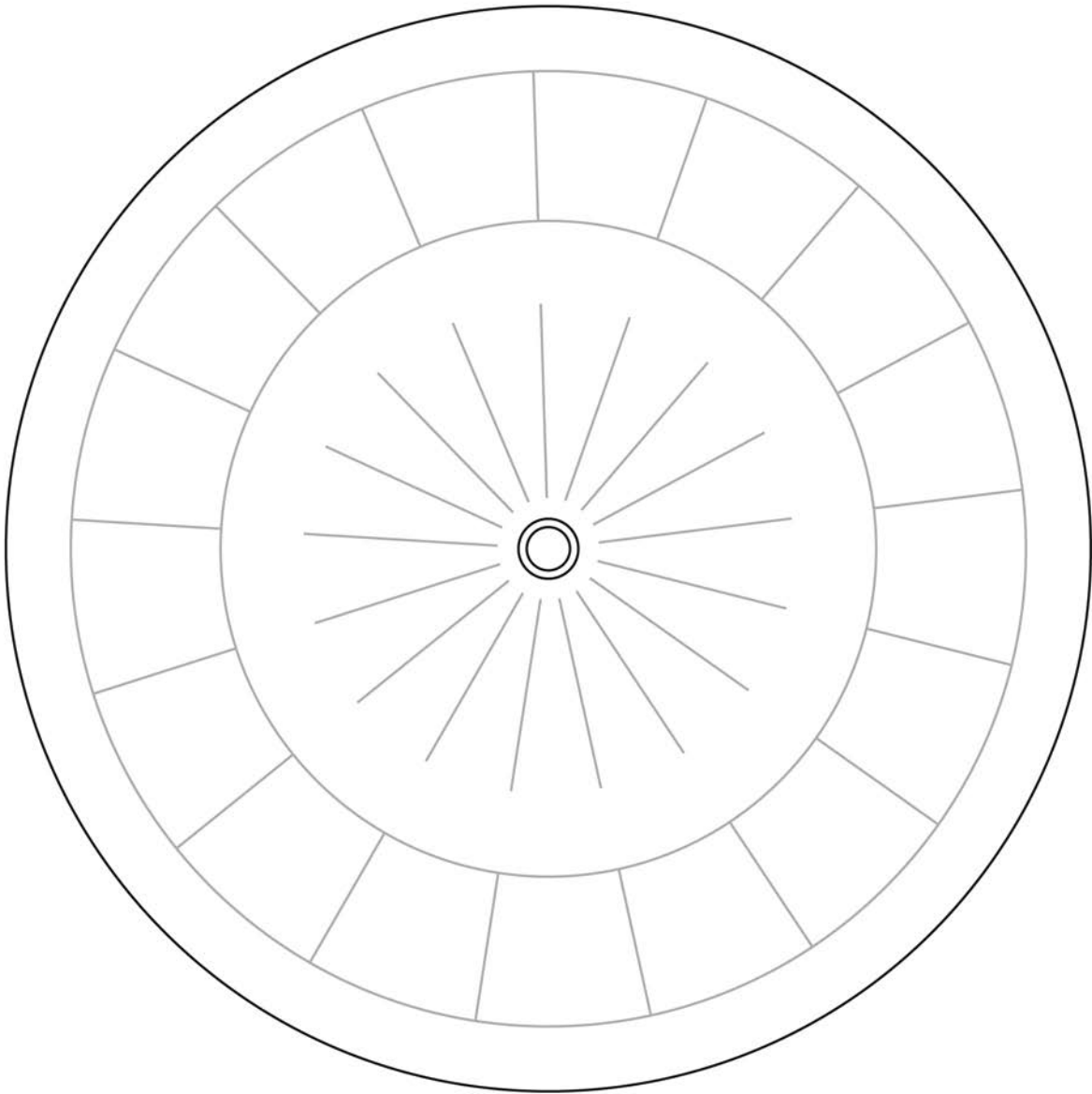


# Your Wheel Of Fortunes

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



# ***Your Wheel Of Fortunes***





## Lesson 4

### Activity 1

Start this activity by asking students what process they might have used when they had to make a really hard decision? How did they decide what to do?

Introduce the IBEAR model for decision-making.

**Identify      Brainstorm      Evaluate      Act      Re-evaluate**

Review handout 1-j entitled “ IBEAR Decision-Making Model.” Talk to students about the 5-step process and what might be entailed at each step.

### Activity 2

Ask students to work in pairs to identify an example of a typical situation they may have faced or may yet face involving a decision whether to use or not use tobacco. Have them write their example down on paper (or index cards). Add their examples to some or all of the case studies from handout 1-k entitled “What To Do?”. Using one of the case study examples from handout 1-k entitled “What To Do?” or using one of the student created case study examples, work through it with the students using the IBEAR model.

Have students work in small groups to practice the IBEAR process on some of the remaining case studies. Students can make use of handout 1-L entitled “IBEAR Decision-Making Worksheet” to make notes of the process and what they discussed. Other options for this activity include:

- Assigning each group a different case study and have them report back to the class on the information related to each step in the IBEAR decision-making model.
- Having each group role-play or act out the case study they have been given.

Emphasize to students that they have three basic rights when it comes to making decisions.

1. The right to do what is best for themselves.
2. The right to make their own decisions.
3. The right to change their mind.

At the end of this activity, have each student write an exit note describing what they may have learned from this lesson, what they found interesting, and/or any additional questions they may have about “saying no”.



# **IBEAR**

## ***Decision-Making Model***

***Identify  
the problem.***

***Brainstorm  
for alternatives.***

***Evaluate  
the alternatives  
and choose one.***

***Act on your  
decision.*** Examples could include:

- Saying no politely
- Keep repeating/sound like broken record
- Reverse the pressure
- Leave the situation/walk away
- Use humour
- Give a reason or excuse
- Use your knowledge about cigarettes
- Change the subject
- Delay the decision
- Strength in numbers (hang around kids who make similar choices to you)

***Re-evaluate  
your decision  
if necessary.***

# What To Do?

<p>Your best friend's brother drives the two of you to indoor soccer practice every Saturday. He always smokes in the car. Neither you or your friend like it because it makes you feel sick and you know that second-hand smoke is not good for you.</p> <p><b>What can you do?</b></p>	<p>Mary has just moved to a new school. She made friends with Andrea who seems to be quite popular. Andrea is having a party on Friday and Mary is invited to go. Mary overhears Andrea asking Jonas to bring cigarettes "like last time". Mary knows that her parents expect her not to smoke.</p> <p><b>What should Mary do?</b></p>
<p>You and a friend are walking your dogs when you meet a group of popular kids from school who are smoking. You talk for a while and your friend accepts a cigarette. Then they ask you if you would like one too.</p> <p><b>What do you do?</b></p>	<p>Delroy is 12. His cousin Brad, a smoker, is 21. Delroy enjoys being with Brad because they both like hockey and comics. One day Brad offers to get Delroy a pack of cigarettes to share with his friends.</p> <p><b>What should Delroy say to his cousin?</b></p>
<p>You are walking to a friend's house and see some younger children (aged 7 and 8) playing on the playground. They have managed to get cigarettes from somewhere. They ask you, "got a light?"</p> <p><b>What should you do?</b></p>	<p>You are on the playground out of sight of the teachers. Charlie, one of the 'cool kids', and his friends come over to you. Charlie puts a lit cigarette in front of you and says, "Here, take a puff."</p> <p><b>What can you do?</b></p>

# **IBEAR**

## ***Decision-Making Model***

***Identify  
the problem.***

***Brainstorm  
for alternatives.***

***Evaluate  
the alternatives  
and choose one.***

***Act on your  
decision.***

***Re-evaluate  
your decision  
if necessary.***



## Lesson 5

### Activity 1

In this lesson, students take a critical look at tobacco advertising. In small groups, students look at a different tobacco advertisement.

You can locate examples of tobacco advertisements (or have your students locate them) using the website <http://tobaccofreekids.org> and follow the links to the tobacco ad gallery. It allows you to select and download advertisements based on country of origin, tobacco company, tobacco brand and type of ad. This site contains hundreds of colourful ads to choose from.

Examples from this site include:





Have students identify what the advertising message is; who they think the target audience is; and whether or not they feel the advertisement might be effective. Have students create a name for the type of ad they are discussing (e.g. sporty outdoors type of ad or sex appeal type of ad).

## Activity 2

Go over handout 1-m entitled “Hidden Messages” with the class as a large group. Ask each group to complete the activity sheet for the ad that they reviewed in activity 1. Have each group present their findings to the class.

## Activity 3

Have students bring in as many tobacco product ads as they can. Make overheads of them and present them to the class. Classify them as to the type of ad technique used – slim, sexy, sporty, social, strong, sophisticated.

## Activity 4

Ask students if they had difficulty finding tobacco ads. Ask them if they agree with the Canadian Government decision to ban tobacco ads on TV, radio and Canadian magazines. Do they think it will make an impact? What type of magazines were they able to find tobacco ads in?

As an extension activity, have students research “Joe Camel” on the Internet.

# *It's Smoky In There!*

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

Ad technique	The hidden message: if you smoke...
Slim	... you'll be more slim and fashionable. These ads use thin models.
Sexy	... you'll be more romantically or sexually attractive. These ads show couples enjoying each other's company.
Sporty	... you'll be a better athlete and have more fun. These ads show young people doing active things outdoors.
Social	... you'll be more popular or cool. These ads show young people having fun.
Strong	... you'll be more strong and muscular. These ads show big rugged men.
Sophisticated or Independent	... you'll be more grown up. These ads show people whose motto is "no one tells me what to do".

**Which of the following ad techniques best describes your advertisement?  
Explain.**

**What is the ad saying about people who use this brand of tobacco. They're:**

- Smart     Successful     Unhealthy     Fun     Good-Looking  
 Healthy     Dirty     Successful     Friendly     Skinny

**Who does this ad try to attract?**

- Boys     Girls     Men     Women

**What's misleading?  
What items do you see in the ad and what are they not telling you?**

## Lesson 6

### Activity 1

Handout 1-n entitled “Reflecting On My Learning About Cigarettes and Tobacco Products” 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 ways advertisers try to make smoking look “cool”.
- Some questions they still have about tobacco use.
- Some personal thoughts about tobacco use.



# **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 that were interesting...

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Three ways advertisers try to make smoking look "cool" are:

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Some questions I still have about tobacco use...

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What I will do/ would like to do with what I have learned in this unit is...

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## Extension Ideas

- Have students design posters on a tobacco-free theme for display throughout the school.
- Have students visit [adbusters.org](http://adbusters.org) website (look for campaigns, creative resistance links or do a search under tobacco) or [badvertising.org](http://badvertising.org) websites and have students create posters similar in nature to what these sites do with tobacco ads on these two sites.

Examples of ads from [adbusters](http://adbusters.org) include the famous “Joe Chemo” ads:



Examples of ads from [badvertisinging.org](http://badvertising.org) include:



- Individual and small group projects (multiple intelligences approach)
  - Verbal Linguistic – poem, story or song; radio talk show; speech; debate; letter or newspaper article.
  - Interpersonal – interviews with people who are trying to quit.
  - Logical/Mathematical – survey and graph results; problem solving; puzzles; charts showing the real cost of smoking.
  - Visual/spatial – artwork; photographs; illustrations; prevention cartoons; posters.

- Intrapersonal – reflective journals depicting personal feelings or attitudes as students progress through the unit; learning logs of reflections to questions posed daily (related to unit of study); diaries; independent reading.
- Musical/Rhythmical – rock concert; raps; jingles; background music; songs.
- Bodily/Kinesthetic – role-playing various case studies or have students make up a situation involving decisions about tobacco use.

## Suggested Videos

Three videos are suggested for this age grouping as well as two optional suggestions.

- Smoke Screen (Handout 1-o)
  1. Have students respond to questions on the activity sheet as they watch the video (20 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.
- Smokeless Tobacco: A Wad of Trouble (optional)
- Up in Smoke (optional)
- Take the Challenge to be Smoke-Free

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 5 or 6 Level

<p>Take the Challenge to be Smoke Free! (20 min.)</p>	<p>Grade 5 or 6 and up</p>	<p>Guided by teen host Eugene Boulanger and the animated character Butthead, the viewer is taken through a series of personal experiences about smoking from youth and adults across the Northwest Territories. The personal stories cover a wide range of topics, including: how peer pressure influenced them to try their first cigarette, how easy it was to become addicted to nicotine, how hard it is to quit, how they finally quit, and what made them quit. Some of the video participants continue their struggle with tobacco, while some battle life-threatening illnesses. The video also includes facts about smoking and a message from youth non-smokers to encourage and challenge kids to be smoke free for life.</p>
<p>Smoke Screen (20 min.)</p>	<p>Grade 5 or 6 and up</p>	<p>A former model and cigarette ads “Winston Man” tour schools in the US to tell children and teenagers about the lies the tobacco industry uses to “hook” young people to smoking for life. The ex-heavy smoker is convincing when he talks about the dangers of smoking and how UN-cool it is to smoke. He explains how the ads manipulate young people into doing something they know is bad for them. This video refers to 8 or 9 year olds and 12 year olds during the presentation the “Winston Man” is giving to grade 6/7 students.</p>
<p>Smokeless Tobacco: A Wad of Trouble (26 min.)</p>	<p>Grade 5 or 6 and up</p>	<p>Made for mid to older teens. This video covers the physical effects of using smokeless tobacco. It explores the social aspects of “chew” use through interviews with users. Techniques for quitting are presented.</p>
<p>Up In Smoke (30 min.)</p>	<p>Aimed at grade 8 or 9 but suitable for 5 or 6</p>	<p>This northern video made in close association with northern teenagers talks in a fun, forceful way about the real problems of using tobacco: the serious threats to your health, and the struggle to quit. Very good production based on reliable facts and statistics about youth and smoking. Teachers of younger grades may need to read the screen prompts when various northern statistics are displayed. Refers to a Health Canada resource called “Improving The Odds” throughout the video but a copy of the resource is not necessary for viewing of the video. In this video, northern high school students talk about how they got started smoking and how they have tried (in some cases) to quit smoking. Other topics include self-esteem, peer pressure, independence versus dependence, advertising to young people, and tobacco and young women. A great quote from the video is “Having a smoking section in a restaurant is like having a peeing section in a pool. Think about it!”</p>





# Smoke Screen

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

1. What are three examples of everyday warning signs which people often ignore?

**1**

**2**

**3**

2. What is it that ads are designed to make you believe?

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3. What does the word "manipulation" mean?

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4. How do the cigarette companies try to manipulate young people?

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5. What was Dave's job as a model?

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6. How is advertising in the tobacco industry different from all other advertising?

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## Answer Key to Handout 1-0

# Smoke Screen

### Activity

- Have students respond to questions on the activity sheet as they watch the video (20 minutes duration).
- After the video, allow students to work in small groups to discuss each of the questions and check their responses.
- Use a whole class discussion format to discuss points of interest.

### Answers to Questions on Handout Sheet

1. What are three examples of everyday warning signs which people often ignore?

Responses could include:

- Stop signs or Yield signs
- Do Not Enter signs or Beware of Dog signs
- Warning signs on cigarette packages

2. What is it that ads are designed to make you believe?

Responses could include:

- smoking is fun and makes you look cool
- smoking can make you glamorous
- smoking makes you look grown up or adult
- smoking is adventurous
- smoking makes you a "free spirit"

3. What does the word "manipulation" mean?

Manipulation is the art of getting you to do something you wouldn't normally do.

4. How do the cigarette companies try to manipulate young people?

Responses could include:

- they encourage you to do something that is bad for you (i.e. smoke or chew tobacco)
- they make it look glamorous or exciting but they never show you the real truth about smoking
- they target young students who want to look "grown up"

5. What was Dave's job as a model?

Dave's job was to spark need, desire, and the drive to be the best you can be, and make you think that all of those were somehow connected to using tobacco or chew.

6. How is advertising in the tobacco industry different from all other advertising?

Tobacco, unlike many other products that you see advertised, will actually do just the opposite of what it makes you think it will do for you.

# ***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.

<b>Reasons People Smoke or Chew</b>	<b>Reasons To Stop Smoking/Chewing/Dipping</b>
<i>Typical responses could include:</i>	<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.