

Pre-Activity Discussion

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- Ask students what their estimated percentages for each group of people who **use** tobacco are
- Show students pre-activity answer sheet
- Have them color in percentages on their bar graph
- Emphasize percentages of people in each group who **use** tobacco

Pre-Activity Discussion

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- Emphasize that tobacco **users** are the minority – not majority – for all age groups
- Ask students why they overestimated these percentages
- Ask students if they know tobacco is harmful
- Challenge students to remain tobacco-free
- Ask students to list positive reasons for being tobacco-free and discuss list

Activity 1 – Short-Term Effects

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“Today we are going to talk about tobacco, the short-term effects of tobacco use, reasons people use tobacco, how tobacco ads influence you. Let’s talk about what happens to you when you use tobacco. We know using tobacco can cause cancer and heart disease if used for a long time. What happens when you use tobacco for a short time? These are called short-term effects of tobacco use.”

Activity 1 – Short-Term Effects

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- Ask students to list how using tobacco affects you
- Make a column on chalkboard labeled short-term effects
- Have one or two students write responses on chalkboard
- Short-term effects include bad breath/zoo breath, smelly clothes and hair, difficulty running and breathing, messy ashes and butts, coughing/hacking/hurling phlegm, yellow teeth/fingers, less money to spend, holes in/spit stains on clothes and shoes

Activity 2 – Straw Exercise

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- Hand out drinking straws to each student
- Ask them to hold their nose and breathe only through the straw
- Ask if they feel that they are getting enough air into their lungs
- Ask students to stand and run in place for 15-30 seconds while breathing through the straw (students with asthma may be excluded – you can have them pass out the straws or time the exercise)

Activity 2 – Straw Exercise

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- Ask students how difficult it was to get air into their lungs
- Explain that smokers lose their ability to hold enough oxygen and have difficulty breathing, especially during exercise

Activity 3 – Financial Exercise

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- Ask students to estimate the price of one pack of cigarettes or one can of spitting tobacco
- Ask them to calculate these costs on a weekly, monthly, and yearly basis
- Bring a student volunteer to the chalkboard to do the math
- Example: 1 pack of cigarettes **or** 1 can spitting tobacco = \$3
- Packs range from \$2.20-\$3.20; cans range from \$2.65-\$3.35

Activity 3 – Financial Exercise

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- Have student write the following:
 $\$3 \text{ per pack/can} \times 7 \text{ days} = \21 per week
 $\$21 \text{ per week} \times 4 \text{ weeks} = \84 per month
 $\$21 \text{ per week} \times 52 \text{ weeks} = \$1,092 \text{ per year}$
- Ask students what other things they could buy with that money
- Bring another student volunteer to chalkboard to write responses

Activity 4 – Reasons for Tobacco Use 9

“You’ve just listed the short-term effects of tobacco use, experienced how it feels to be short of breath, and discovered how expensive tobacco use can be. Now, tell me why you think people begin or continue to use tobacco?”

- List responses on chalkboard and discuss each reason

Activity 4 – Reasons for Tobacco Use 10

- Emphasize that deciding to use tobacco is a deliberate decision and illegal for youth.
- Prompt students to include the following reasons:

Activity 4 – Reasons for Tobacco Use 11

Reason 1 – Image

- Tobacco users appear to be glamorous, handsome, popular, sophisticated, and having fun
- Ask students what a smoker’s breath really smells like or how it tastes/smells to kiss a tobacco user
- If using tobacco makes you look and smell bad, why do you want to do it?

Activity 4—Reasons for Tobacco Use 12

Reason 2 – Lose Weight/Be Thin

- Many young people, especially girls, believe that using tobacco will curb their appetite and help them lose weight and look slim.
- Tobacco companies reinforce this message in their ads.
- Encourage students to eat healthy foods and exercise.
- Ask, “Do you think it’s really worth starting such an addictive habit in order to lose a few pounds?”

Activity 4 – Reasons for Tobacco Use 13

Reason 3 – Peer Pressure

- Use tobacco because of or to please friends who use tobacco
Believe they can stop any time they want to
- Ask students if it is easy to say “no” to their friends
- List ways to say “no” if offered a tobacco product

Activity 4 – Reasons for Tobacco Use 14

Reason 4 – Relaxation

- Smokers claim it’s relaxing but really has opposite effect. Tobacco products are stimulants – speed up heart rate, increase blood pressure, and rev up body. People feel relaxed when using tobacco because it feeds them the nicotine their bodies crave
- Ask students how people behave when craving tobacco
- Ask students if tobacco users appear “relaxed”

Activity 4 – Reasons for Tobacco Use 15

Reason 5 – Looking Older/Being Grown-Up or Like Parents

- Youth believe tobacco use is an acceptable form of behavior; makes them appear more grown-up. Children follow examples of adults/parents around them. Chances are likely they will become daily user with these beliefs and exposures.
- Most adult smokers were not aware of addictive nature of nicotine when they began using tobacco

Activity 4 – Reasons for Tobacco Use 16

- Ask students if their parents smoke and if it's their responsibility to make them stop
- Respond "no, it's a decision parents must make for themselves"
- Encourage them to offer support if their parents decide to stop
- Emphasize that parents did not realize how harmful tobacco could be when they started, but **you** do
- Encourage them to use this information to decide **not** to use

Activity 4 – Reasons for Tobacco Use 17

Reason 6 – Advertising

- Advertising and media are very powerful
 - Ads depict tobacco users as young, attractive, and popular
 - Tobacco ads don't inform potential users of harmful effects – only equate it with fun
- Ask students if ads always illustrate the truth and how they try to influence them to use products

Activity 4 – Reasons for Tobacco Use 18

- Ask students to list other ways tobacco companies try to reach youth with their advertising now that it is illegal for them to directly advertise on TV, such as:

Football scoreboards

Movies (TV, video, DVD)

Baseball billboards

Internet

Sponsoring tennis tournaments

Race cars/Televised Races

Activity 4 – Reasons for Tobacco Use 19

- Tobacco companies pay movie companies to show people smoking
- Ask students to name some G- and PG-rated movies they've seen that show tobacco use or advertising
- Recent study concludes nearly half of G-rated, animated feature films show characters using alcohol and tobacco in excess and as normal but do not convey long-term consequences of this use

Activity 4 – Reasons for Tobacco Use 20

- Study reviewed following movies for exposure in seconds (in parentheses) to alcohol, tobacco, and other substance use:

Little Nemo: Adventures in Slumberland (416)

Alice in Wonderland (323)

Pinocchio (271)

Dumbo (243)

Cats Don't Dance (202)

Activity 4 – Reasons for Tobacco Use 21

Hunchback of Notre Dame (23)

Tarzan (8)

The Little Mermaid (7)

Pocahontas (4)

Activity 4 – Reasons for Tobacco Use 22

- The following G-rated movies have tobacco product placements (figure in parentheses indicates number of placements):

101 Dalmatians (299)

James and the Giant Peach (206)

An American Tale (155)

Space Jam (117)

Anastasia (17)

Activity 4 – Reasons for Tobacco Use 23

- **Nearly all movies rated PG-13 show someone using tobacco products**

Activity 5 – Tobacco and Advertising 24

“We just finished talking about reasons why people use tobacco.

Let’s focus on one of those reasons: tobacco advertising. Tobacco ads depict people apparently enjoying cigarettes and spitting tobacco. The actors and models in these ads are supposed to represent people whom you would admire and aspire to be like.”

Activity 5 – Tobacco and Advertising 25

- “In just one hour – the time it takes to present Tar Wars to your classroom – the tobacco industry will spend \$1 million on advertising created to manipulate you to use their products.”
- Tobacco companies spend \$22.5 million daily to get you to use their products.

Activity 5 – Tobacco and Advertising 26

- Divide class into groups of three students each
- Give each group a copy of the Tobacco and Advertising Worksheet and sample tobacco ads
- Ask each group to discuss ads with their group and answer questions on worksheet
- Ask each group to show their ad to the class and discuss it

Activity 5 – Tobacco and Advertising 27

- Ask students to compare the message in the ad with the truth about tobacco use
- Ask students if the tobacco industry is telling the truth in these ads (refer back to short-term effects discussed in Activity 1 – smelly clothes and hair are not really cool, zoo breath isn't attractive and won't make you popular or appeal to friends)
- Focus the discussion of each ad's appeal to following themes:

Activity 5 – Tobacco and Advertising 28

Cool Image

- Guys in ads – strong, tough, and in good shape
- Ask students if they really think these guys are strong and in good shape
- Ask students what smoking really does to their lungs

Activity 5 – Tobacco and Advertising 29

Good Looks/Glamour

- Girls – young, pretty, and well-dressed
- Smokers have yellow teeth and nails, wrinkles, and smelly breath and clothes
- Spitters have stains on their clothes, bad breath, and need to continually spit out tobacco

Activity 5 – Tobacco and Advertising 30

Low Tar/Light

- Ask students if it's healthier to smoke cigarettes lower in tar
- Ask students if they are still susceptible to the harmful effects of tobacco use
- Ask students if they will still have bad breath, yellow teeth, or stinky clothes

Activity 5 – Tobacco and Advertising 31

Hanging Out/Dating

- Ask students if they enjoy being around people who smoke or spit
- Ask students what they think it would be like to hug someone who smelled like an ashtray or talked with someone who had a mouth full of spit tobacco

Activity 5 – Tobacco and Advertising 32

Friends/Popularity

- Ask students if they need to smoke to have friends or a good time
- Ask students if they like to have smoke blown in their face
- Ask students if they like having their clothes smell like smoke
- Tell students they can do many other things and still have a good time!

Activity 5 – Tobacco and Advertising 33

Tastes Good

- Ask students if cigarettes and spitting tobacco really taste good
- Ask students if they really taste cool, refreshing, and like menthol
- Tell students these products are really hot, taste bitter, and will burn their mouth and lungs
- Point out to students that tobacco users usually have to force themselves to start at first

Activity 5 – Tobacco and Advertising 34

- Use this opportunity to parody brand names of tobacco products
- Ask students to make up their own “brand names,” such as Virginia Slimes and Barfboro.
- Draw attention to the white warning box on tobacco products
- Explain to students that the warning has been reduced to fine print to make it appear unimportant

Activity 5 – Tobacco and Advertising 35

- Show examples of deceptive placement of warning boxes.
- Point out that warning boxes in ads targeting women **do not** list consequences affecting them, such as low birth weight, complications with pregnancy).
- Point out that warning boxes in ads targeting men **do** list consequences affecting women.

Activity 5 – Tobacco and Advertising 36

- Explain that the deceptive nature of these warning boxes sends the wrong messages – that there are few health concerns for them regarding tobacco use.
- Emphasize that this is not an example of advertising telling the truth, even though by law they are required to.

Activity 6 – Poster Contest

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- Encourage students to design posters illustrating the positive effects of not using tobacco products and to creatively demonstrate what they learning during the presentation
- Review the poster contest guidelines with the students and ask the teacher to do so afterward

Presentation Summary

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- Review topics: short-term effects of tobacco use, why people use tobacco, and how tobacco companies market their products
- Ask students to respond to each topic
- Emphasize deceptive marketing techniques used in tobacco ads
- Encourage students to participate in poster contest
- Motivate students by naming potential prizes awarded at state and national contests

