



LESSON PLAN

Level: Grades 5 to 8

About the Author: This lesson has been adapted from *Smoke-Free for Life*, a smoking prevention curriculum supplement from the Nova Scotia Department of Health, Drug Dependency and Tobacco Control Unit.

The True Story

Overview

In this lesson, students explore the relationship between the marketing techniques used by tobacco companies and the true physical and social effects of smoking. The class begins with a deconstruction of messages in tobacco ads selected by the teacher, followed by a review of the physical ills associated with smoking. In small groups, students will then analyze cigarette ads by comparing their stated and unstated messages with "the true story" about the effects of smoking.

Learning Outcomes

Students will demonstrate:

- an understanding of the marketing strategies used by the tobacco industry in order to market cigarettes
- an awareness of how the tobacco industry downplays the health risks associated with smoking
- an understanding of the "unstated" messages in smoking advertisements
- an understanding of the physical and social cost of smoking

Preparation and Materials

Review the teaching backgrounders:

- *Points to Consider*

For ideas on how to conduct group work on this topic, see the *Guidelines for Peer-Led Discussion Groups* teacher backgrounder.

Make photocopies or overheads of the following, or find similar ads in magazines:

- *The Price*
- *Newport Pleasure*
- *Lucky Strike*
- *Benson & Hedges: The Length You Go To For Pleasure*
- *Camel: Genuine Taste*
- *Superslims*



- Copy the student handout *The True Story* - one for each group
- Copy *Joe Chemo* on the back of each sheet

Before the lesson, have students collect tobacco ads and bring them to class. (Images for advertisements can also be accessed online from the Stanford Research into the Impact of Tobacco Advertising website http://tobacco.stanford.edu/tobacco_main/main.php.)

Procedure

Class Discussion

Distribute *The Price*, and review it with students. This is smoking as health officials and psychologists see it. Now, you're going to look at smoking as the tobacco industry sees it.

Show photocopies or overheads of the tobacco ads included with this lesson (or similar ads you have clipped from magazines or downloaded). Using the backgrounder *Points to Consider* as a reference, discuss each advertisement. Ask students:

- What do you see in this ad? (Ask students for more detail, such as the appearance of the models, activities that are depicted, setting, written text.)
- What don't you see? (Generally, you don't see cigarette butts, smoke, stained teeth, everyday life, diverse groups of people, etc.)
- Who is this ad meant for? (Is it meant to appeal to smokers or nonsmokers? Age group? Sex? Race?)
- What association is being made between smoking this brand of cigarettes and being cool, beautiful, vigorous, having lots of friends, etc.?
- What "image gap" problems does this ad present?
- What part of the story is left out of these ads? (Some examples include addiction, other social effects, money spent to support your habit - encourage students to be specific.)

Activity

- In small groups, have students analyze the collected ads while the group leader completes the chart on *The True Story* handout.
- As a class, share the results of the charts. Prompt students to fill in any missing information.
- Using the *Joe Chemo* handout as an example, ask students to return to their groups and create a "true story" based on one of the advertisements they've analyzed.



The Price

Smoking costs people their lives - not just because it may eventually kill them. A person's life is changed by the very first cigarette he or she smokes, and by every cigarette after that.

Self-Esteem

- Many smokers keep smoking even though they wish they could quit, which makes them feel powerless and disappointed in themselves.
- Addiction reduces self-control; a smoker who needs a nicotine "fix" can't cope well with even small amounts of stress and can hardly think about anything except the next cigarette.

Health/Performance

- Shortness of breath
- Coughing; dry, irritated throat
- Less energy
- Less stamina
- Higher blood pressure
- More mucous in nose and lungs
- More colds and flus
- Asthma gets much worse
- Air sacs in lungs damaged by smoke
- Slower healing of cuts, broken bones, etc.
- Reduced sense of smell and taste
- High risk of developing emphysema, chronic bronchitis, lung cancer, and heart disease later in life - these diseases are all painful killers
- For young women who use oral contraceptives, greatly increased risk of blood clots and strokes

Appearance

- Smell of stale tobacco clings to hair and clothes (the human body actually attracts smoke, like iron filings attracted to a magnet)
- Premature facial wrinkles, caused by reduced oxygen supply to the skin
- Yellow fingers, teeth
- Smoker's breath ("like kissing an ashtray")
- Stray ashes soil clothes, sometimes burn holes



Friends

- Nonsmokers often find the smell and taste of smoke distasteful and prefer not to be around smokers (i.e., options for friends, boyfriends, girlfriends become limited/defined)
- Nonsmokers often want to avoid second-hand smoke, which is harmful

Family

- Parents may be disappointed or angry
- Younger siblings may be influenced to smoke
- Smoking during pregnancy places the unborn baby at risk of miscarriage, still-birth, low birth weight, and SIDS (sudden infant death syndrome)

Money

- As addiction takes hold, the smoker spends more and more money on cigarettes

Environment

- Second-hand smoke is poisonous to everyone who breathes it

Reprinted, with permission, from Smoke-Free for Life, a smoking prevention curriculum supplement from the Nova Scotia Department of Health, Drug Dependency and Tobacco Control Unit, 1996.



Points to Consider



Who does this ad target? In their voluntary Code of Ethics, U.S. tobacco companies promised that "cigarette advertising shall not appear on television and radio programs, or in publications, directed primarily to persons under 21 years of age." And more recently, as part of the 1998 Master Settlement Agreement (MSA), tobacco companies agreed not to target youth under 18.

The Canadian Tobacco Manufacturers' Council had a similar voluntary code, which included the provision that "cigarette advertising will be addressed to adults over 18 and directed solely to increase brand shares" (i.e., not to attract new smokers). In 1997, the Tobacco Act legislated that cigarette advertising must be restricted to people over 18 years of age.

Cigarette companies continue to advertise to youth. A 2008 study by the National Cancer Institute found that tobacco companies continue to create advertising designed to appeal to teenagers by suggesting that smoking can make teens feel more attractive, take risks and be popular. Advertising for the three brands most popular with youth - Marlboro, Camel and Newport - rose from \$58.5 million in 1998 to \$67.4 million in 1999.

Sources:

"Tobacco Industry Continues to Market to Kids," National Center for Tobacco-Free Kids, September 19, 2001.

"The Global Tobacco Epidemic," Scientific American, May 1995.

The Length You Go To for Pleasure

This is Benson & Hedges' response to the smoking ban on major airlines. These sophisticated-looking smokers have been forced to "go out on a limb," to be more daring, more independent and free-thinking - and they have the airline seats with the best view! Which is the stronger message - this seductive image, or the hard facts on the bottom corner of the ad: "Smoking causes lung cancer, heart disease, emphysema, and may complicate pregnancy"?



This ad is one of a series in Benson & Hedges' "empathy campaign." Another ad in the series shows smokers sitting at desks on miniature balconies outside their office windows. The caption reads "Have you noticed finding a place to smoke is the hardest part of your job? For a great smoke, put in for a window office."

It has been suggested that these ads have been designed to make smokers more comfortable with being nicotine addicts in a society that is increasingly outraged at the harmful effects of second-hand smoke. This outrage, and the tobacco control laws and policies it has produced, has begun to marginalize and isolate smokers. The ads offer empathy and suggest to smokers that they are not alone. They also evoke a certain rebelliousness and defiance - traits that may have led smokers to become hooked in the first place.



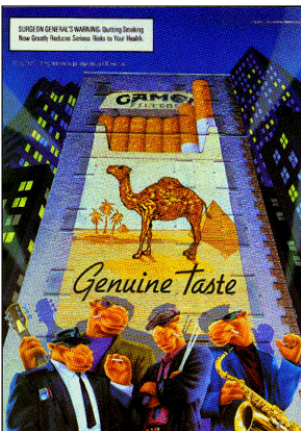
Martin Rothstein, former president of MacLaren Lintas Inc., one of Canada's largest advertising agencies, says that the empathy ads encourage smokers to take pride in their increasing isolation, and to "thumb their noses" at a society that should lighten up. "The industry wishes to depict smokers as people with a sense of humour and non-smokers as humourless and straight. The strategy is to continue to position the debate not so much between smokers and non-smokers, but rather between smokers and zealots."

Source:

"The Empathy Advertising Campaign - Preparing Smokers for the Inevitable Social Isolation," *Tobacco Control: An International Journal* 3:3, Autumn 1994.

Genuine Taste

In mid-1991, RJR Nabisco created a jazz combo of cartoon camels and billboard ads featuring this theme saturated minority communities. In New York City, Smokefree Educational Services created the following message on a fluorescent orange sticker, which began showing up on Camel ads all over the city: "This ad insults camels - Camels aren't dumb enough to smoke!"



Old Joe Camel, the cartoon spokes-character invented by R. J. Reynolds in 1988, shoots pool, rides motorcycles, hangs out with sexy women, and plays the saxophone. He was typically pictured in night clubs, at the beach, on a motorcycle, or in the boxing ring.

A study published in the 1991 edition of the *Journal of the American Medical Association* found that nearly one-third of three-year-olds were able to match a picture of Joe Camel with cigarettes, and that six-year-olds were able to associate Old Joe with Camel cigarettes as easily as they associated Mickey Mouse with the Disney Channel. One Joe Camel ad published in *National Lampoon* and *Rolling Stone* included a coupon for a free pack of cigarettes with the purchase of another, and advised the reader to "ask a kind-looking stranger to redeem it." RJR isn't targeting kids? Do adults need help from a stranger to redeem a coupon?

Joe Camel's face is suggestively phallic - a feature that is sure to imprint on sexually sensitive youth. One educator noted: "I once asked an audience in Pennsylvania what this [Camel] ad was all about, and a 10-year-old in the front said, 'I know, I know, it's about boys' private parts!' Indeed, Old Joe is a camel with a surprisingly well hung nose - certainly enough to make pre-adolescents whisper and giggle." When the Camel campaign was launched, only 0.5 percent of U.S. teens smoked Camels. Three years later, this percentage had jumped to 32 per cent. During this same period, total Camel sales to minors soared from \$6 million to \$476 million.

In 1995, the Supreme Court of Canada ruled that the federal ban on tobacco advertising went too far in violating the industry's right to freedom of speech. The Court supported its decision with the claim that there was insufficient proof that advertising directly affected tobacco consumption. However, in 1997 Parliament passed new tobacco control legislation that contained comprehensive restrictions on tobacco promotion, which were fully implemented



in 2003. Tobacco advertising is restricted to publications delivered directly to an identified adult through the mail and in places where young people aren't permitted by law, such as bars or taverns. In addition, the display of tobacco products in retail stores is banned in most provinces and territories.

Sources:

Department of Justice Canada. *Tobacco Act* (1997). <<http://laws-lois.justice.gc.ca/eng/acts/T-11.5/>>

The STAT Speaker's Guide and Slide Collection.

Richard Pollay in the video "Pack of Lies: Tobacco Advertising and Cultivation of Addiction."

"The Global Tobacco Epidemic," *Scientific American*, May 1995.

Virginia Slims - Superslims

Many teenage girls are obsessed with their appearance, and the need to see themselves as being attractive. In today's culture, a prerequisite is to be thin. Philip Morris and other cigarette companies capitalize upon this perception by presenting cigarette smoking as a suitable alternative to a diet for being thin. Virtually every "feminine" cigarette includes words such as slim, light, thin, super-slim, ultra-light, etc. In this ad for Superslims from Philip Morris, it appears that



darkroom technology has been used to stretch the already slender model to exaggerate her anorexic characteristics.

Cigarette companies also package female cigarette brands in packages that are appealing to girls and young women. Virginia Slims offers its brand in smaller "purse packs" available in mauve and teal, and which resemble packages of cosmetics. R.J. Reynolds launched a new version of its Camel cigarettes, called Camel No. 9, evoking the Chanel perfume brand.

The tobacco industry began marketing women's brands in 1967. The women in the ads for these brands appeared sophisticated, independent, and very thin. In the years that followed the launching of this campaign, the number of adolescent women smokers rose from 3.7 per cent to 6.2 per cent. The number of adolescent men who smoked during the same period remained stable (U.S. National Health Interviews Survey data).

The percentage of adolescent (aged 15-19) female smokers in Canada is the same as that of teen males. Fifteen per cent of teenage boys and teenage girls in this age range smoke either occasionally or regularly.

In 2001, Philip Morris launched a Virginia Slims ad campaign that encouraged women to "see yourself as a King." These ads used the metaphor of an ancient Egyptian female pharaoh to suggest that women are empowered by smoking. A fine image - except that lung cancer is now the number one killer of women.

Sources:

Campaign for Tobacco-Free Kids, "Deadly in Pink: Big Tobacco Steps Up Its Targeting of Women and Girls", 2009.

http://www.tobaccofreekids.org/what_we_do/industry_watch/womens_report/

Press Release, February 1, 2001, Campaign for Tobacco-Free Kids.



"Tobacco Use Monitoring Survey, Annual 2000 Results," Health Canada.

The STAT Speaker's Guide and Slide Collection.

Savour the Flavour...

In recent years cigarette manufacturers have developed flavoured cigarettes that mask the taste of tobacco. Kool's selection of trendy packaged "smooth fusions" include flavours such as "Caribbean Chill," "Midnight Berry" and "Mocha Taboo" – while Camel's "exotic blends" feature cocktail-inspired cigarettes with the names "Izmir Stinger" and "Mandarine Mint and Twist."



Company representatives state these cigarettes have been designed to convince menthol cigarette smokers to switch brands. Anti-smoking activists believe that these mild, fruity cigarettes will make it easier for teens to start smoking. Advertising for smokeless tobacco has tripled since 1998, rising to almost half a billion dollars in 2010.

Tobacco companies are also selling "cigarillos", small flavoured cigars. As cigarillos are made from tobacco leaves, and not wrapped in paper like cigarettes, they can be sold individually, making them more affordable for teens. Cigars that are under 1.4 grams are considered cigarillos or "little cigars." They must have a health warning, like cigarettes, and cannot be flavoured. Tobacco companies have marketed cigars that are just big enough to not be covered by the law. As well, one 2011 study found that almost half of flavoured cigars are actually cigarillos.

Tobacco companies are also targeting young smokers by launching candy and fruit flavoured chewing and dissolvable tobacco products, packaged in bright, colourful packages. Smokeless tobacco appeals to kids, as they mask the taste of tobacco and are easier to consume. If their first experience with tobacco is pleasant, the more likely it is that youth will become regular smokers. Nine out of ten regular smokers started smoking by the time they were 18.

Smokeless tobacco use is widespread among youth in Canada, and is growing – according to Physicians for a Smoke-Free Canada, "15 to 19 year olds represent one quarter of all smokeless tobacco users."

Sources:

Physicians for a Smoke-Free Canada, "Smokeless Tobacco: Candy-coating carcinogens."

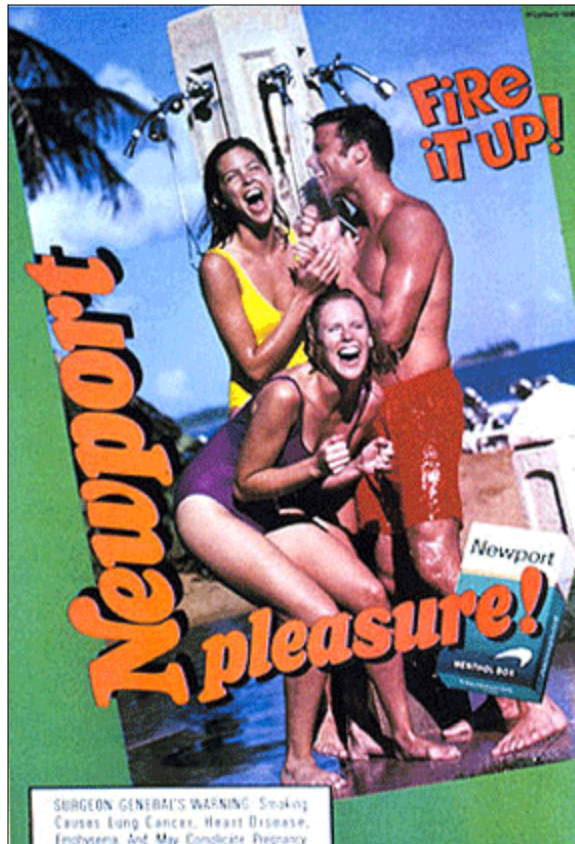
Campaign for Tobacco-Free Kids, "Tobacco Company Marketing to Kids"

CBC News, "Ban on cigarillos, flavoured smokes begins"

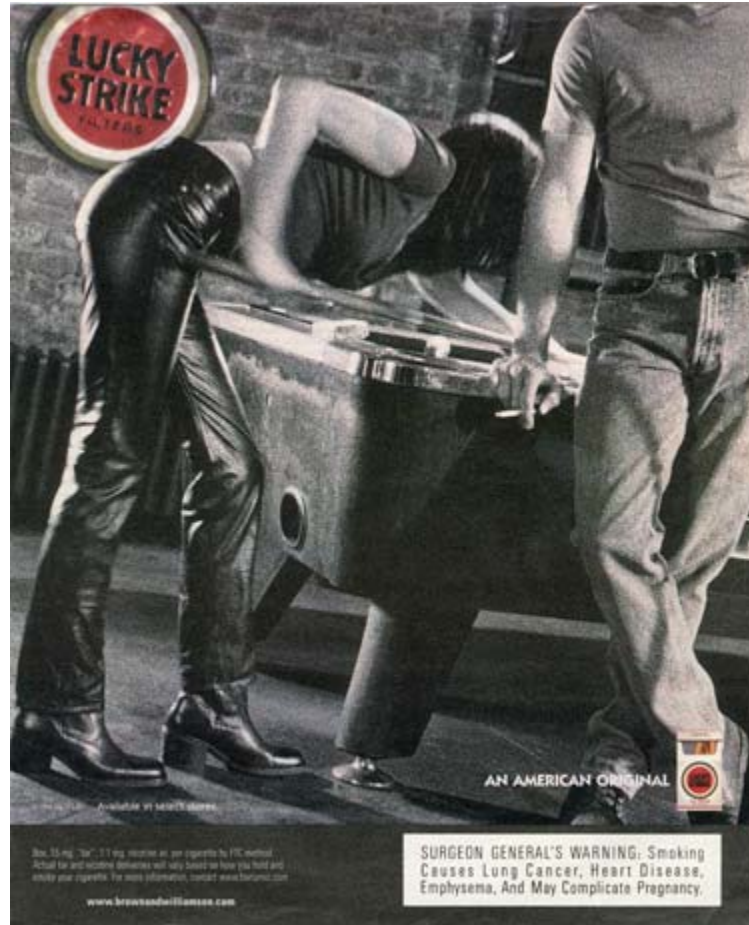
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Newport Pleasure



Lucky Strike



Benson & Hedges: The Length You Go To For Pleasure

Have you noticed all your smoking flights have been cancelled? For a great smoke, just wing it.



BENSON & HEDGES 100's
THE LENGTH YOU GO TO FOR PLEASURE

Truly a pleasure for people who smoke.
Call 1-800-4-A-SMOKER for more information.

10 mg "tar", 1.1 mg nicotine av. per cigarette by FTC method.

SMOKE GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.



Camel: Genuine Taste



Superslims



The True Story

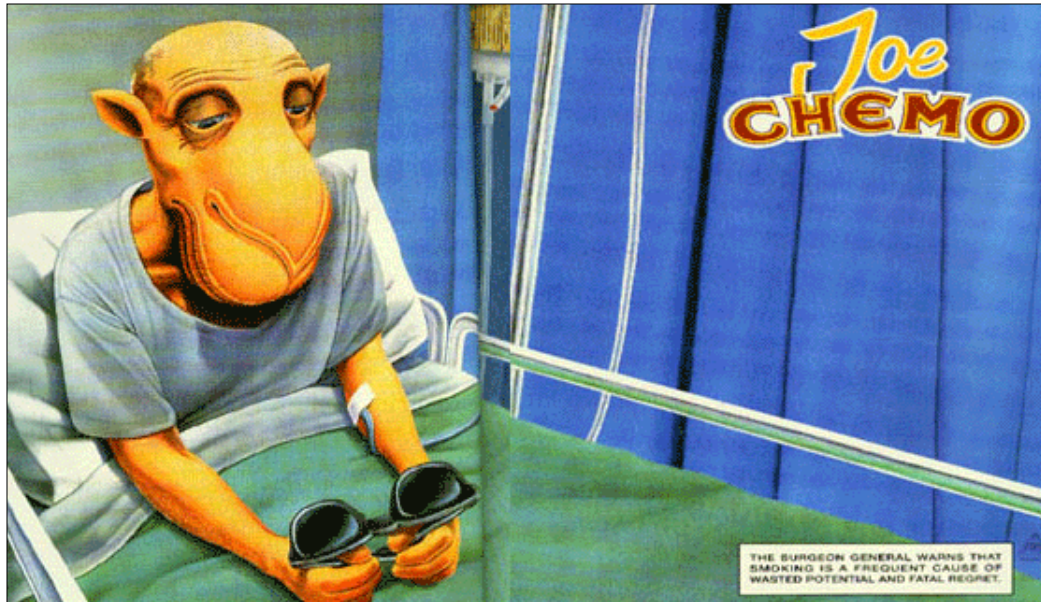
Fill in the table with your group's opinion on the collected ads. When filling in the True Story column, be as ruthless as you want.

Name of Ad (Cigarette Brand)	What They Want You To See	The True Story

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Joe Chemo



Guidelines for Peer-Led Discussion Groups

Research indicates that teacher-trained peer group leaders contribute to the effectiveness of tobacco prevention programs in the schools.

Many students feel more comfortable talking about personal and social issues in the presence of peer leaders. The discussion can be more candid, more probing, and more self-regulating. In turn, peer leaders have the opportunity to take on a leadership role and to act as role models for other students.

- 1) Before the first lesson, ask students to select group leaders. A group leader must be respected by his or her classmates, and the leader must accept the position. Note that students who smoke can also be selected as group leaders, since they have valuable experience to contribute. Following are two selection methods.
 - A. Ask the class to nominate six students (three boys and three girls) as discussion group leaders. Each student writes six names on a slip of paper. Collect the nominations and tally them. You should end up with at least one group leader for every four to six students. "Extra" leaders can be used as alternates on days when one of the other leaders is absent.

Or

- A. Divide the class into groups first, and let each group choose its own leader. Students can form their own groups by selecting a partner and then joining another pair, to a maximum of 6 students in each group. On days when some students are absent small groups can combine. Everyone in the group must agree on the choice of discussion leader.
- 2) Schedule a time when the group leaders can meet with you for 20-minute training session. Copy the "Group Leader Guidelines" (below).
- 3) At the meeting, tell the group leaders that they will be helping you with the *Smoke-Free for Life* unit. Explain why this unit is important – the decision of whether or not to use tobacco will have a big effect on the rest of their classmates' lives. As group leaders, their job isn't to convince students that they should or shouldn't smoke but to help guide the group discussion and activities, so that everyone has a chance to come to their own conclusions. Express your confidence in the group leaders' ability, and your support for their role.
- 4) Distribute the "Group Leader Guidelines." Go over each point. If time, do a "dry run" of a lesson activity.
- 5) Plan a brief follow-up meeting after the lesson, to give the group leaders a chance to talk about their experience and discuss problems.

See, for e.g., Thomas J. Glynn, *School Programs to Prevent Smoking: The National Cancer Institute Guide to Strategies that Succeed* (National Cancer Institute, 1990) or, Health Canada includes the use of teacher-led peer assistants in its checklist of "Criteria for In-Class Instruction" section C. Delivery, (*Improving the Odds: Educator's Resource, A Tobacco Use Prevention Resource for School Aged Youth 10-14*, 1995).



Sources:

The PAL Smoking Prevention Program, Health Canada.

Tobacco-Free Teens: The Minnesota Smoking Prevention Program.

Group Leader Guidelines

- Wait until everyone is settled and paying attention before you start the group activity or discussion.
- Make sure everyone understands the assignment.
- Encourage students not to interrupt each other, and to listen to what is being said.
- Help everyone in your group to participate. If someone isn't saying anything, ask for their opinion about what is being discussed.
- Keep an overview of what the group is trying to accomplish. Try not to let the discussion stray too far off track. Bring it back to the topic with a question directed at someone in the group.
- Let the group come to its own conclusions. You can offer your own opinions and ideas, but don't dominate the discussion or feel that you have to come up with all the answers.
- Respect everyone's opinions, and everyone's feelings. Encourage the group to do the same.

Good luck and thanks for your help!

