



#9962 SMOKING EXPOSED

HUMAN RELATIONS MEDIA, 2000
Grade Level: 6-12
18 mins.
1 Instructional Graphic Enclosed

DESCRIPTION

Presents straight-forward facts about the addictive, life-threatening, and financial cost of smoking tobacco. Emphasizes the physical debilitations of cancers, lung and heart diseases, and changes to appearance. Includes a powerful, personal testimony from a dying smoker. Identifies bidis cigarettes as a new, addictive danger to younger children. Stresses that tobacco addiction is a preventable health hazard.

ACADEMIC STANDARDS

Subject Area: Health

- Standard: Understands aspects of substance use and abuse
 - ◆ Benchmark: Knows the short- and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends) (See INSTRUCTIONAL GOALS 1, 2, 4, and 5.)
 - ◆ Benchmark: Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost) (See INSTRUCTIONAL GOALS 3.)

INSTRUCTIONAL GOALS

1. To identify the physical damage that tobacco does to various body systems.
2. To explain the extremely addictive quality of nicotine.
3. To illustrate how tobacco companies use advertising to manipulate young people.
4. To identify the dangers of experimenting with "alternative" types of cigarettes such as bidis and herbal cigarettes.
5. To emphasize that smoking can alter a person's life and health forever.

BACKGROUND INFORMATION

Each year 434,000 people die as a result of their nicotine addiction—more than the number who die from heroin use, cocaine use, alcoholism, accidents, murder, suicide, and fires combined. Despite all the attempts to educate young people

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about the dangers of smoking, millions of teens and preteens take up the habit every year. According to the 1999 "Monitoring the Future Study," 65% of high school seniors have tried cigarettes, and 35% of twelfth graders are current smokers. Even as early as the eighth grade, 44% of students have tried cigarettes and 18% are current smokers. Although these numbers are slightly lower than in previous years, they certainly confirm that tobacco products continue to entice young people, despite our best efforts at educating them to the dangers of smoking.

VOCABULARY

- | | | |
|--------------------|-------------------|-----------------------|
| 1. addiction | 8. cyanide | 15. poison/poisonous |
| 2. ammonia | 9. emphysema | 16. radiation |
| 3. arsenic | 10. formaldehyde | 17. second-hand smoke |
| 4. cancer | 11. habit | 18. side effects |
| 5. carbon monoxide | 12. heart disease | 19. tar |
| 6. chemicals | 13. lungs | 20. tobacco |
| 7. cilia | 14. nicotine | |

BEFORE SHOWING

1. Discuss cigarette use. Consider why people smoke, the effects of smoking on the body, the cost, etc. Share personal experiences with smokers or with smoking.
2. Discuss advertising and the media. How is advertising related to smoking?
3. Consider warning the students that the video will give them many facts and statistics in the first five minutes and that they will have the opportunity to go back and watch that again.

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. The first section of the video throws facts out very quickly. Consider pausing to clarify or discuss some of the points. (See AFTER SHOWING, Applications and Activities 1.)
3. Pause when the video screen says "Please stop tape for class discussion." Discuss why young people start smoking.

AFTER SHOWING

Discussion Items and Questions

1. Out of three young people who try tobacco, how many will become life-long users?
2. How much more addictive is tobacco than heroin or cocaine?
3. How many chemicals are in cigarettes? How many of those are poisonous? How many are cancer-causing?
4. What fraction of people who use tobacco will die of the side effects? How many people is that in a year?

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5. How does nicotine cause a smoker to feel? Why do people need cigarettes all day?
6. What will happen if you eat a handful of cigarettes? Why?
7. What does evidence show the tobacco companies have done to cigarette ingredients?
8. What are bidis? Why are they attractive to kids? How much more nicotine and carbon monoxide do bidis have than regular cigarettes? How much more tar?
9. What effects do cigarettes have on the heart and circulation system?
10. Identify and describe some of the other poisons found in cigarettes.
11. Where do the pollutants in cigarettes go inside the body? What do the cilia in the lungs normally do? How does cigarette smoke affect the cilia, and what is the result?
12. Discuss why people have the image that smoking is cool. Consider the various types of images that are used, such as macho, sophisticated, sexy, and slim.
13. Explain the qualities of second-hand smoke.
14. Tell Dan's story.
15. What are the harmful effects of herbal cigarettes? Of bidis? Of cigars or pipes?

Applications and Activities

1. Copy and distribute the worksheet "Tobacco Facts." Watch the first six minutes of the video again, pausing frequently to allow time to complete the worksheet. (See INSTRUCTIONAL GRAPHIC.)
2. Simulate breathing with emphysema.
 - a. Pass out a plastic coffee stirrer to each student (the narrow straws with hollow ends).
 - b. Put the straw in your mouth. Breathe through the straw for one minute. You may want to pinch your nostrils closed.
 - c. Discuss:
 - i. How did it feel?
 - ii. Did you start to feel panicky about getting enough air?
 - iii. How do you think it would feel to breathe like that for a full day? For a year? For ten years?
3. Research a smoking topic, and write a brief paper on your findings. Possible topics include:
 - a. Smoking cigarettes and life expectancy. Compare life expectancies for nonsmokers, occasional smokers, and one-pack-a-day smokers. Include starting age.
 - b. Tobacco through the decades. When did scientists start to connect cigarettes with cancer and other diseases? Investigate the marketing of cigarettes from 1920-1999.
 - c. "Natural" or "nonaddictive" cigarettes. How are they different? What's in them? Are they more or less harmful? What do doctors think of them? Who makes them?
 - d. Parents who smoke. What happens to the baby when a pregnant mother smokes? Do young people have a greater risk of becoming smokers if their parents smoke?

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- e. Tobacco advertising. Since tobacco ads on TV are illegal, how have tobacco companies advertised? Consider sporting events, placement in movies, and other media.
4. Role-play various smoking-related scenarios.
 - a. You really like a boy/girl. When you meet her/him at the mall, he/she offers you a cigarette. You don't want to smoke because your grandfather smoked and died of lung cancer. What do you do?
 - b. A friend, who is a heavy smoker, always gives you a ride to school in their car. The smoke makes you cough and smell bad. You hate asking your friend not to smoke in their own car and don't want to lose the ride to school. What do you do?
 - c. It's rush hour and raining. You are waiting for the bus in a crowded shelter. The person in front of you lights up a cigarette. The smoke blows right in your face. You decide to confront the smoker.
 - d. Your dad has increased his smoking to two packs a day. You are worried about his health and also about the second-hand smoke's affect on you and your little sister. You decide to talk to your dad.
5. Make a greeting card to send to someone in your family who smokes. Let them know that you won't put up with second-hand smoke anymore. Or make a thank you card for a nonsmoker in your family.
6. Write an essay about why people smoke even when they know the health risks.
7. Organize a tobacco-free event at your school. The focus is to inform classmates about the dangers of cigarettes and to help them steer clear of tobacco addiction. Consider:
 - a. What kind of event will it be (e.g., workshop, lecture, demonstration, and dance)?
 - b. What grade level of students will be invited?
 - c. Where and when will it take place?
 - d. Who will chaperone?
 - e. How will you make it fun and interesting so everyone will want to come?
 - f. How will the decorations reflect your antitobacco message?
 - g. Will you invite a guest speaker?
 - h. Will there be free antitobacco materials for everyone who attends?
 - i. How will you get the word out?
8. Create a poster for the classroom listing all of the short-term effects, long-term risks, and other miscellaneous information. Consider reproducing it for distribution to students.
9. Invent a new slang word for cigarettes. Consider making it clear with your word choice that tobacco is a cancer-causing poison.
10. Create a graphic with text that shows the effects of cigarettes on the mouth, throat, stomach, lungs, liver, heart, brain, and reproductive organs.
11. Sign a pledge not to smoke any type of cigarettes or tobacco.
12. Create a tobacco horror movie title and plot. Change the title of a known horror movie or invent one. Write a scary plot that shows the damaging effects of smoking tobacco.
13. In small groups, investigate a medical condition related to tobacco use. Present your finding to the class.

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14. Take a digital photo of yourself. Using a digital image software program, manipulate your picture to show the effects of smoking (i.e. wrinkles, yellow teeth, stained fingernails).
15. Create a poster to explain to younger kids why cigarettes are so dangerous.

SUMMARY

This program presents straightforward facts about virtually every harmful effect that smoking can cause, in an effort to get teens to stop smoking before they start. Through hard-hitting interviews and information packed narration, students get a look at how smoking causes heart disease and cancers of the lungs, throat, and mouth. They'll see that smoking can lead to serious physical debilitation, damage to one's appearance, and an inability to perform simple tasks, as well as result in an addiction that is extremely difficult to break. Teens will also understand that billions of dollars are spent on advertising cigarettes and that teens are targeted in insidious and subtle ways. Program also exposes the new danger to teens of herbal cigarettes and bidis.

CMP RELATED RESOURCES

- [Smoke in Your Face #7781](#)
- [Smoke Screens: Cigarettes and Advertising #3082](#)
- [Smoking: The Most Preventable Cancer #8902](#)
- [Spit Tobacco Exposed #9960](#)
- [The Teen Files Flipped: Tobacco #9925](#)



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

• SGR4KIDS

<http://www.cdc.gov/tobacco/sgr/sgr4kids/sgrmenu.htm>

This is the "Surgeon General's Report for Kids about Smoking." It contains TIPS (Tobacco Information and Preventive Source), sets straight some myths teens hold about smoking, has facts about money and advertising of cigarettes, and offers nine ideas to stop smoking in individual communities.



- **WELCOME TO CRAZYWORLD**

<http://www.thetruth.com/index.cfm?crazyworld=truth>

Check out this Web site designed for kids. Browse through "Crazyworld," an "amusement park" to learn the facts about smoking. Enter the "Truth Booth," "Smokarama," "Midway of Mayhem," "Oddities," and many other stops in this fictional fair. Notice that the smoking death statistics change at the bottom of the amusement park screen. Some pages take a few minutes to load.

- **GET OUTRAGED**

<http://www.getoutraged.com>

The focus of this site is second-hand smoke, but it also contains other tobacco information in the "Facts" section. Check out the "Tobacco Destroys Families" section for more information and personal stories. The news section has multiple choice questions and answers with links to current news issues and you can view ads on this site.

- **SMOKE SIGNALS—HEALTH LESSON PLAN (GRADES 6-8)**

<http://school.discovery.com/lessonplans/programs/smokesignals/>

Follow this thorough but easy lesson plan made for middle schoolers. It comes complete with three printable handouts, step-by-step discussion questions, and activities, extensions, suggested reading, vocabulary/glossary and many recommended links. Three to four class periods suggested.

- **KIDTIPS FOR SMOKING**

http://www.cdc.gov/tobacco/educational_materials/KIDTIPS4sm2.pdf

Download three posters to educate and warn kids, parents, and coaches about the dangers of smoking. "What You(th) Should Know About Smoking," "Parents—Keep Your Kids Tobacco Free," and "Coaches—You Can Influence Youth." Requires the Acrobat Reader program.

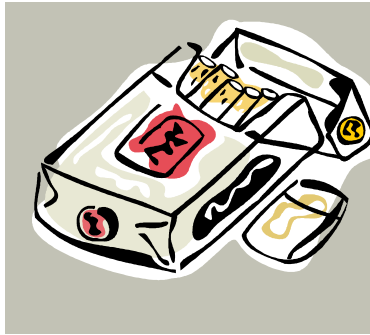
- **TRUTH IN ADVERTISING—VINTAGE CIGARETTE ADVERTISEMENTS**

<http://www.chickenhead.com/truth/index.html>

Actual ads, complete with colored pictures and all original text. Wonderful for classroom comparison with present-day cigarette ads. Over 50 ads from the 1940s and 1950s.

INSTRUCTIONAL GRAPHIC

- **TOBACCO FACTS**



Tobacco Facts

Directions: Watch the video again and record the facts in the blanks.

1. Tobacco is _____ times more addictive than cocaine or _____.
2. _____ out of three young people who try tobacco will become life-long users.
3. Cigarettes contain _____ chemicals, including _____ that are poisonous and _____ that cause cancer.
4. Nearly _____ of the people who use tobacco will die because of its side effects.
5. Tobacco kills _____ people a year.
6. Tobacco takes _____ lives than AIDS, alcohol or drug abuse, car crashes, murders, suicides, and fires combined.
7. _____ is the addictive ingredient in cigarettes.
8. Nicotine goes to the brain and causes a smoker to feel _____ at first, and then _____ and _____.
9. If you ate a handful of cigarettes, you would _____ in a few minutes.
10. _____ are imported cigarettes that look like _____. They are flavored and contain _____ times the amount of nicotine and carbon monoxide as cigarettes.
11. Cigarettes make the heart beat _____, tighten _____ vessels, and strain the _____ system and, over time, lead to serious _____.
12. Other poisons in cigarettes include: _____, _____, _____, and _____.
13. Bidis have _____ times as much tar as cigarettes.
14. Tar and other cigarette pollutants build up in the _____.
15. The cilia in the lungs remove _____ and _____, but cigarette smoke paralyzes the _____ making it impossible for the lungs to stay clean.
16. Smokers have more lung problems like _____, _____, and _____.

Captioned Media Program