

Section 7: Advocacy

Students love to be involved in projects, actively playing the role of actor, editor or author. This section lists activities which can be used to enhance lessons from any of the previous subject areas (Tobacco 101, Health Effects, Cessation, Media Literacy and the Tobacco Industry). Students respond to advocacy events because they are empowered to believe that they can make a difference in the community around them.

Fact Sheets

- 7.1 What Are Youth Doing In Colorado?
- 7.2 Get R!EAL Informational Sheet
- 7.3 Get R!EAL Newsletter, Ragezine

Activities

Classroom

- 7.4 **Create a PSA**
 - How To Write a PSA*
 - PSA Template*
 - Radio PSA*
- 7.5 **Drama (Skits and Plays)**
 - How To Create A Drama/Radio Project*
 - Example Skits on Tobacco*
- 7.6 **School Newspaper**
 - Example Poems and Stories From Seattle*
- 7.7 **Write the Tobacco Company**

School-Wide

- 7.8 **School-Wide Campaign 1**
- 7.9 **School-Wide Campaign 2**

Websites

<http://www.kickbuttsday.org>

Note: The health department will match you with other schools in your district if you would like to have inter-scholar competitions for some of these activities. This could be for activities such as PSAs, skits or murals.

So what are students in local communities doing about Tobacco?

The Get R!EAL coalition from Adams Middle School in Commerce City organized a homicide event at the local Walmart store. This event raised awareness in the community, bringing attention to the 1,200 deaths a day from tobacco.



Holiday shoppers were greeted with educational materials about both tobacco prevention and quitting resources.



The Get R!EAL Team at Adams City Middle School headed by Nina McNeill and April DeRoin

Check out
<http://www.getrealcolorado.com>
to see how your students can
become an advocacy coalition



Remember 5th Grade?



Five students from CASASTART, a prevention program serving high-risk youth at Adams City Middle School, visited 5th grade classes with homicide posters explaining the chemicals in cigarettes, facts and numbers about tobacco and the health effects of smoking!

They then left the outlined homicide ‘victims’ in each classroom for the 5th graders to sign, thereby pledging to join in the fight against tobacco!



The Get R!EAL Team at CASASTART headed by Kyle Kelly



Big Tobacco knows that 90% of adult smokers started the habit as teens. So, they advertise to teens on purpose. In Colorado alone, tobacco companies spend more than half a million dollars each day advertising a product that kills when used as directed. We're fed up and we want Big Tobacco to know that we are not for sale. Tell Big Tobacco to stay out of our lives!

Unlike cigarette ads, you can look at our name and tell what we're about: Get R!REAL means Resist! Expose Advertising Lies. Smell big tobacco: smell the zillions of dollars they've spent trying to trick you into getting really, really addicted. It's just not cool. It's why you need to get up and get involved in Get R!REAL.

Get R!REAL is not a hobby. Get R!REAL is intelligence warfare against one of the most dishonest and devious marketing efforts the world has ever seen. And because we're right, we're connecting with people. We're making new friends – and in the case of Big Tobacco, new enemies. Good. We like it like that. Because it's our passion versus their lawyers, their marketing and their millions. They don't have a chance.



Are you interested in starting a coalition?

All you need are at least 5 interested students and an adult sponsor. It is easy to get a grant and get all supplies you need to engage in advocacy activities. Youth get incentives, a ton of powerful information, and get to be a part of a growing movement changing the way tobacco companies in Colorado target and market to youth.

For more information please visit the Get R!REAL website at www.getrealcolorado.org

Public Service Announcements (PSA)

Time: 1-4 class periods

Materials: Hand-outs (*How To Write a PSA, PSA Template, Radio PSA, PSA Awards*) video recorder, costumes, CD rom with example PSAs

Overview: Students will have the opportunity to create radio public service announcements (PSAs), and video PSAs.

Public Service Announcement (PSA)

PSAs can be played over the loud speaker during morning announcements, or shown on local cable channels. Attached is a handout “How to Write a PSA” as well as examples of radio PSAs. Encourage students to keep them short in time (under 2 minutes) and the message clear. A good website for example anti-tobacco PSAs is:

www.pbs.org/merrow/listenup/watchmedia/themes/substance.html



Students performing a radio PSA during morning announcements

Be Creative and Have FUN!!

Drama (skits and plays)

Time: 1-4 class periods

Materials: Hand outs (*How To Create a Drama/Radio Project, Example Skits on Tobacco*), costumes, puppets, music

Overview: Students will have the opportunity to create skits or plays about tobacco.



Students performing an anti-tobacco puppet skit for another school

Drama Projects

Skits and plays are a great way to spread messages to a large audience. Have students perform at an assembly or at night for parents. Attached is the handout “How to Create a Drama Project” as well as examples of two anti-tobacco skits that were developed by students in another State. Feel free to adapt these skits to match your community population or have the students create their own skit. There is a cigarette costume available for use through the Jefferson County Health Department as well.



Students can make their own props, such as puppets

Skits on Tobacco

(Attn: These skits were developed by the Students Working Against Tobacco (S.W.A.T.). Please modify the text to the name of your youth group).

Skit 1: Secondhand Smoke

Setting: Hometown Café
Characters: SWAT Team Members #1 & #2
Hometown Café Owner
Mayor Tarno
Smoker
Reporter



Skit opens with Mayor Tarno and Reporter on side of stage talking.

Mayor Tarno: *coughing his head off*

Reporter: Yes, and Mayor Tarno, what about the issue of tobacco use in your city? Is it true that most of the restaurants here allow people to smoke?

Mayor Tarno: *still coughing his head off*

Reporter: And is it also true that tobacco settlement money was not used on health care? And are you aware that tobacco advertising is at an all-time high at the convenience stores? How does the city and you, Mayor Tarno, plan to address these pressing issues? Ummmm, maybe you should go see a doctor about that cough. You sound really sick!

Mayor Tarno: I'm under the care of a doctor now. You do know that I've been diagnosed with lung cancer? But you know, the funny thing is.....I've never had a cigarette or used any tobacco products a day in my life!

Reporter at front of stage with microphone doing her on the spot reporting:

Reporter: Wake up, _____ County! This is your local roving reporter at KK4H outside of our local hometown café where patrons have just heard the horrifying news! In recent news.....After a long battle suffering from lung cancer, Mayor Tarno passed away last night. Friends and family say it was a horrible and painful way to go. Funeral services will be held at Eastgate Funeral Home, 3:00 p.m. tomorrow. Those of us who remember Mayor Tarno know that he frequented the local hometown café on a daily basis. Why, he could be seen there each and every morning, visiting with the local citizens. That's the way he did his politicking! Although, Mayor Tarno never smoked or used any kinds of tobacco products, doctors have confirmed that his lung cancer was caused by secondhand smoke! This roving reporter poses this question: Could the local hometown café be a contributing factor to his death? Let's go inside the café and speak to its patrons for the answer to our question!

Hometown Café scene: Patrons are seen in a café setting; all are smoking including the owner!

Reporter: Miss Lucille? Have you heard about the death of your patron, Mayor Tarno?

Café Owner: Yes, it's just awful, awful, awful! I mean, I knew he was sick with lung cancer, but I never knew he would die!!! And now everyone is saying that I killed him by allowing people to smoke in my café!

Reporter: Well, ma'am! I just want the facts! Do you or do you not allow people to smoke in your food establishment?

Café Owner: Yes, regrettably I do! I didn't know the hazards of secondhand smoke. I wish someone had told me!

Reporter: Let us now speak with some of the local patrons!

Miss Happy Smokie: Have you heard the news of Mayor Tarno's death?

Smoker: Yes, the dear, poor man! Mayor Tarno and I worked together on several issues concerning our local town. Even after the Mayor was diagnosed with lung cancer, he and I continued to work on important issues in the community. Why, Mayor Tarno came to my home several times when I was unable to come to town because my two children were sick with either severe asthma or other respiratory problems.

Reporter: Are you saying that you continued to smoke around Mayor Tarno after he was sick and that you continue to smoke around your two children who are also sick?

Smoker: Yes, it's hard to quit! Do you know a way?

Reporter: No, I can't say that I've ever had a problem with tobacco products, but there is a youth group in the county called SWAT – Students Winning Against Tobacco. Maybe you could contact one of them. Oh wait, here come some of the SWAT team members now!

SWAT 1: We came right away. We just heard the news! May we speak to the owner?

Café Owner: I'm Miss Lucille, the cafe's owner. What can I do for you today?

SWAT 2: We came to talk to you today about SWAT and the issues we are addressing in our community.

Café Owner: Well, anything I can do to help the youth of today!

SWAT 1: Ma'am, it's not only the youth we are trying to help; everyone in the community needs to breathe a little easier. Did you know that passive smoking—otherwise known as secondhand smoke—is a known cause of lung cancer in humans?

Reporter: Isn't that what Mayor Tarno died of? Lung cancer?

SWAT 2: Passive smoking is estimated by the EPA to cause approximately 3,000 lung cancer deaths in nonsmokers each year. Children exposed to secondhand smoke are also more likely to have reduced lung function and symptoms of respiratory irritation. Asthmatic children are especially at risk.

Smoker: Oh my. This says that the EPA estimates that between 200,000 and 1,000,000 asthmatic children have their condition made worse by exposure to secondhand smoke. What have I done? Oh, what can I do?

SWAT 1: Well, Miss Happy Smokie, you can stop smoking for one!

Smoker: Can you give me some hints on how to quit?

SWAT 1: You've taken the first step here today! You want to quit! But, it's not going to be easy. Practice going without tobacco. You know—cold turkey!

SWAT 2: And don't dwell on the fact that you'll never use tobacco again. Think of being tobacco free in terms of one day at a time! Stop carrying tobacco with you at all times. And make obtaining it difficult. If you have to get up and go to the store to get it, then you might not make that effort.

SWAT 1: Don't empty your ashtrays. This will remind you of how much you once used each day, and the sight and smell will be very unpleasant.

SWAT 2: And last, collect all your cigarette butts in one large container as a visual reminder of the mess that smoking represents. If you need a reminder of the foulness of your former environment, screw off the lid and take a whiff!

Café Owner: Wait! If she quits and you talk to all my other customers and they all quit, you'll be putting me out of business!

SWAT 1: Miss Lucille, did you know that one of the myths about changing to a smoke-free restaurant is that you lose customers?! Actually, the truth is that you will gain customers, and they will frequent your restaurant to get even more of your fine cooking!

SWAT 2: In fact, our SWAT team, our adult advisory board, and the county Extension agents all worked together and did an assessment asking citizens if they would eat at smoke-free establishments in town. Do you know what we found out? Everyone said they would eat at restaurants more if they were smoke free!

Café Owner: Well, that's all I need to hear! This hometown café is now a smoke-free one.

SWAT 1: Would you mind signing an agreement to that effect?

Café Owner: Where do I sign?

SWAT 1: And here's a sign to put in your window saying that you are now have a smoke-free establishment.

Everyone puts head down solemnly....

Mayor Tarno: (comes in from side of stage)

Hi! I'm _____, and today I have been playing the part of Mayor Tarno in a small rural community—just like the one we all live in! And everyday, we go from place to place without bothering to look at our surroundings and our environment because it's the way it's always been. SWAT, or Students Winning Against Tobacco, is trying to change your surroundings and environment. Together, we are looking at community policies, laws, restaurants, and many other aspects of allowing tobacco use in public. We hope to make a change in our community. Through education of our peers, an agreement with restaurants and other public places, and the backing of our community citizens we can make this town an easier place to breathe!

Everyone comes to front of stage and says:

We're the _____ County SWAT team – Students Winning Against Tobacco, and tobacco kills. Join a SWAT team in your community.

Skit 2: Hazards of Smoking and Peer Pressure

The Girl's Smoking Club Scene Opens



Bad Conscience stage right, with oversized cigarette

Good Conscience stage left, with oversized stick of gum

Club Members #1, 2, & 3 - (Walk onto stage, and stand in front of club house trying to light cigarettes and smoking)

Club Member #1: *(while passing out cigarettes, and everyone starts lighting up)* Hey y'all! I got these from Cool Joe and his friends at school! They gave them to me for nothing!!!! They smoke all the time, and they say it's fun and cool! You know, guys really like girls who smoke!

Bad Conscience: Yeah, it's fun and cool to smoke! Girls who smoke look soooo cool!

Good Conscience: Ewwww, they must like kissing an ashtray, cause they smell horrible!

Member #2: Yeah, I want to be cool, and I want boys to like me, too!

Bad Conscience: You go girl! You will have the time of your life being cool and getting all the guys!

Good Conscience: You go alright girl! You will go straight to your death bed smoking!

Member #3: Ya know, I see Lucy on that TV show "I Love Lucy" smoke all the time.

Members #1 & #2: *(Laugh and point at Member #3)* Yep! You burned yourself just like Lucy did all the time, too!

Bad Conscience: See how fun it is and how good it makes you feel?!

Good Conscience: Ya know, smoking raises your blood pressure, makes your heart rate speed up, and it also makes you smell bad and gives you bad breath! All that may not seem so bad right now, but down the road, you'll feel sick!

Member #2: *(Starts acting like a model)* How do I look y'all? Do I look glamorous and cool?

Bad Conscience: Sure you do! Why, you look just like those movie stars on TV that smoke!

Good Conscience: Yeah, and they're...all D E A D ... dead!

Member #3: You know, they gave us some of these pamphlets at school the other day! Let me see. I think I still have them! Yes, I do. Let's all look and see what THEY say about smoking! *(Pass them out to the girls)*

Bad Conscience: Oh man, don't you just hate it when someone rains on your parade? Don't listen to what one person says □ make your own choice!

Good Conscience: *(Point to the audience and say)* You really should look over the information yourself! You might learn something, too!

Member #1: *(holds out pamphlet)* Look at this! These pictures are of people who smoked at one time! They're awful! It says that two major health effects of cigarette smoking are emphysema and cancer.

Member #2: What's emphysema?

Member #1: I knew someone who had it once, and it's when you can't breathe!

Member #2: Do you all remember the group that came and talked to us? They said they were part of a group called SWAT, or Students Winning Against Tobacco.

Member #1: They also told us that more than 435,000 Americans die every year as a result of tobacco use! That's more than AIDS, crack, heroin, cocaine, alcohol, car accidents, fire, and murder.....COMBINED!

Member #3: Yeah, but everybody is doing it, and after all, Cool Joe said that all the boys like girls that smoke!

Bad Conscience: You do want the boys to like you, don't you?

SWAT Team Member: (*comes in from off stage walking happily*) Hey y'all.....(*suddenly stops in disgust*)..... Oh..... my..... gosh, I can't believe you all are actually smoking!!! Are there any other bad habits that you are doing that I don't know about? Don't you remember that I'm a member of the _____ County SWAT team?!!!! I cannot be hanging around with people who smoke! So if you still want me to be in the Girl's Club and be your friend then.....

Member #3: How did you get interested in SWAT?

SWAT Team Member: "My county Extension agent asked for 4-H members who might be interested in writing news articles, giving illustrated talks, and working on drama skits promoting tobacco use prevention. We also get out of school some days to educate other youth about the hazards of tobacco.

Member 1: You mean, you get out of school sometimes to do SWAT?

SWAT Team Member: Yes, we get out of school, but that's not what is important! What is important are some of the facts that I've learned about tobacco while being on the SWAT team. For instance, did you know....

Tobacco smoke contains over 4,000 chemicals, most of which are poisons? With each puff, a smoker is slowly poisoning him or herself. Some of the deadly chemicals are:

Acetone – Nail polish remover

Ammonia – Floor/toilet cleaner

Formaldehyde – Funeral preservative

Carbon Monoxide – Car exhaust

Arsenic – Poison

Nicotine – Insecticide and

Methanol - Rocket fuel

Also, there are at least 12 known cancer-causing agents in tobacco and some other chemicals that may cause cancer after years of constant exposure. Just a few of the cancers caused by smoking are:

Lung

Bladder

Kidney

Mouth and throat

not to mention BRAIN!

And the last fact that I would like to tell you all about is that if current trends continue (for example, if you all continue to smoke, you could be one of the), over 400,000 TEXAS kids now under 18 will die from smoking! And that's just the tip of the iceberg on facts that youth should know about tobacco!

Member 1: Wow! You learned all of that being on SWAT?

Member #2: *(still smoking and coughing)* You know y'all....look at all of us! I'm not sure that we look all that pretty smoking, and maybe she's right! Take a big whiff! *(Everyone smells of everyone.)* Do you think we smell very good?

Member #3: I'm not feeling too good right now either! I don't think smoking is for me! *(Puts her cigarette out)*

Good Conscience: There's one girl who made the right choice!

Member #2: You know, she has a good point! I'm with her! *(Puts her cigarette out)*

Member #1: That goes for me, too! I don't think Cool Joe and his friends have read any information about tobacco products and what they can do to you! Besides, if we all stick together, we will always have each other to count on! *(Puts her cigarette out)*

Bad Conscience: Don't give up that soon! Come on, give it another try!

Good Conscience: You are all going to be glad you made this decision. You will thank yourselves later for it!

Bad Conscience: Can I see some of that literature? Maybe I should read it and see why everyone is quitting tobacco in _____ County!

Everyone comes to center of stage and says: Stay on the good side of your conscience! If you use tobacco products, QUIT, and if you don't, don't start! Tobacco kills!

School Newspapers

Time: 1-2 class periods

Materials: Fact sheets in this toolkit, hand outs (*Examples of Student Poems and Stories From Seattle, Example Editorials, Example Article*), internet access (for research),

Overview: Students will be encouraged to become anti-tobacco advocates through articles to the school newspaper, letters to the editor of a local paper through creation of a tobacco education newsletter which can include stories, poems, cartoons and songs written by students.

Magazine/Newsletter Creation



Students can create a newsletter or magazine with articles, advertisements, poems, letters, stories, rap songs, or anything else they can think of! These magazines would be great to send home to parents (emphasizing second hand smoke) or school-wide with all of the grades. Attached are: examples of a publication, RAGEZINE (7.3) describing activities done by youth in Colorado who are part of the Get R!EAL advocacy coalition; examples of an editorial and article written by students for a school newspaper and examples of stories and poems written by students in Seattle for a student-developed newsletter.



Editors of a school newspaper

Give awards to students who write articles.

Best Story

Best Poem

Best Comic Strip

Best Song

Best Editor

Best Editorial, etc.

Examples of Student Poems and Stories from Seattle, WA

By Emily Root

I'm curious.

You've always heard that phrase,
"smoking kills you"
But we all wonder
Is it really true?

If only everyone realized
What they're getting into
When they put that
Stick of toxins in their mouth

It's full of lead, tar and ammonia too
Doesn't that make you want to say "ew"?
How much pushing will it take
To get the info through?

We are all warned
So why don't we listen?
Being a smoker puts you in an unhealthy
condition!

By Jamie Hugdahl

I'll miss you when you're gone
Because of this horrible thing you do
It's called smoking and don't you know,
What it is putting me through?
I love you too much to let you go,
I know you don't think it's so
But it will hurt you. Don't you know?
It makes me sad to think,
That you might lose to them someday.
But what I am telling you now,
Is that they are going to make you pay.
It's not worth it to risk it.
It's more than a 50-50 chance,
So you should take a glance,
At the wonderful life you have.
You might not realize it now
But it could all be gone so fast.
So please just listen to me.
And you will realize what you can do,
When you are all smoke-free.

Magic Tricks, by Shana Geiger

There is one thing that Philip Morris is good at. They play magic tricks on us every day. They are on the big screen when we go to movies, in windows when we go to stores, in magazines... they are everywhere. They try to show you that smoking makes you look beautiful. But the best magic is that they are actually making people believe that these things are true. They make people believe that smoking isn't harmful to you at all.

Let me tell you a few things that the tobacco company hasn't yet. Did the tobacco company tell you that nationally every year there are over 400,000 deaths from smoking related causes? That's 35 classrooms full of students dying each day! You know that smoking causes lung cancer, but did you know that it also causes cancer of the lip, and cancer of the throat, the larynx, the pancreas, the stomach and the kidneys? Did the tobacco company tell you that? Of course they didn't!

Killing yourself is what Phillip Morris is trying to promote. Trying to make it look sexy and beautiful. Trying to show you that your whole life can change dramatically, that the world could be yours if you just light up that one cigarette. That you will become beautiful and irresistible to everyone. That you will become cool and popular overnight. That just one cigarette can do all of this. But the real magic is that so many people still believe it. My grandma did, and her life did change. Especially when she died.

Write the Tobacco Company

Time: 20 minutes

Materials: Photocopies of postcards below or blank notecards and markers

Photocopy these petitions and have your students fill them out and mail them to one of the major tobacco companies (such as Philip Morris).

Or have students design their own postcards with their own messages to be mailed.



GET RID OF SMOKING

I hate smoking. It stinks!! Smoking is really bad for me and my body. That's why I think we should get rid of smoking in all places. Let's make everything SMOKE-FREE!

Name _____

Address _____

City _____ **State** _____ **Zip Code** _____

School _____ **Grade** _____ **Age** _____

E-mail _____ **Phone** _____

I want to help with anti-tobacco activities.

I need more information on tobacco.

Received by: _____



PROHIBA FUMAR

Yo odio el tabaco. El tabaco apesta!! Fumar es malo para mi salud y mi cuerpo. Por eso creo que debemos prohibir fumar en todos los lugares. Quiero que todos los lugares sean libres del humo del cigarrillo!

Nombre _____

Dirección _____

Cuidad _____ **Estado** _____ **Código Postal** _____

Escuela _____ **Grado** _____ **Edad** _____

E-mail _____ **Teléfono** _____

Quiero ayudar con unas actividades - luchando contra el tabaco.

Quiero más información sobre tabaco.

Received by: _____

School-wide Campaign 1

Time: 2-4 class periods

Materials: Internet access, smoking prevention web sites (see resource section), banner materials

Objective: To bring tobacco awareness to the school campus and allow all students to participate. There are two campaigns which are described. The first focuses on anti-tobacco media activities while the second emphasizes responsibility of students to encourage their peers to make healthy choices.

Smoking Prevention Campaign

- | | |
|-------|-----------------------------|
| I. | Summary |
| II. | Objectives |
| III. | Materials Needed |
| IV. | Procedure |
| V. | Classroom Assessment |
| VI. | Extensions and Adaptations |
| VII. | Online Resources |
| VIII. | Relevant National Standards |

I. Summary:

For grades 7-12. Students will combine a study of facts regarding tobacco with a survey of their peers' attitudes and experiences to create a schoolwide campaign

II. Objectives:

To understand facts about smoking and use those facts to impact the entire school population

III. Materials Needed:

- Computers with Internet access
- Smoking Prevention Web sites list
- "Smoking Crossword" (from Tobacco 101 activities)
- Crossword Answer Key

IV. Procedure:

1. Begin the lesson by asking students to estimate how many students in their school smoke cigarettes. Talk about whether teens know all the facts regarding smoking, where they get information, whether information affects students' decision to smoke or not-- and why.
2. Explain that the class will be creating a schoolwide campaign to educate their peers on the truth about cigarette smoking, and that there are two key elements that will contribute to the effectiveness of the campaign:
3. Learning the most current, accurate facts about smoking, including the effects on the body, cigarette ingredients, and tobacco advertising.
4. Understanding their classmates' attitudes about and experiences with cigarette smoking, so that the campaign can be as focused as possible.
5. Explain that students will be accomplishing the first through Internet research and a crossword puzzle, and that in regard to the second, a survey will help more accurately determine student smoking habits and attitudes.
6. Divide the class into two sections.



7. The first group will be the Fact Finders. Give each student in the group copies of the blank "Smoking Crossword" and Smoking Information Web sites list (or the URL where both are located and can be printed out). They will do research and complete the crossword, taking notes about any information they would like to include in their smoking information campaign.
8. The second group will be the Poll Takers. Work with them to develop a short anonymous survey (no more than 5 to 10 questions) about smoking to pass out to their peers. Encourage students to make the survey as simple as possible with questions that require one-word or yes/no answers. Questions might include:
 - o Have you ever tried smoking? If so, how old were you when you first tried it?
 - o Do your parents smoke? Have your parents talked to you about the effects of smoking?
 - o Have you ever seen a list of the ingredients that are in a cigarette?
 - o What cigarette ads do you remember and like the best?
9. Ask each member of the Poll Takers group to bring at least 5 completed surveys to your next class (but encourage them to collect as many as possible). Survey respondents must be other students at your school (no parents, younger siblings, etc.)
10. In the second class period, collect completed surveys and review the results with the whole class. Draw a list of the most common answers or recurring attitudes that are apparent. Ask the Fact Finders group to share the crossword answers-- the key facts of the campaign-- with the rest of the class.
11. At this point, break the class into groups that will compare and review the information they have found (through research and the surveys), and to plan campaign materials accordingly. If possible, try to arrange each group so that it has an equal number of Fact Finders and Poll Takers.
12. Encourage students to use posters, slogan buttons, PA system spots, a school assembly, or their own original ideas to shape the campaign. Encourage them to focus on the crossword answer facts (with room for additional facts they've found interesting) and the survey results.

Example: The survey finds that most teens like and recognize the "Marlboro Man" advertisements; students might develop a poster that counters the ad's image with the facts of how much tobacco companies spend on advertising to teens.
13. Work with students to carry out the campaign according to the means and time frame best suited to your class and school.

About the Author:

Judy Terando has taught Physical Education and Health since 1965, focusing on bringing technology into the classroom and spurring student creativity. She currently teaches high school in La Salle, IL.

School-wide Campaign 2

Time: 2-4 class periods

Materials: Internet access, smoking prevention web sites (see resource section), banner materials

Objective: To bring tobacco awareness to the school campus and allow all students to participate. There are two campaigns which are described. The first focuses on anti-tobacco media activities while the second emphasizes responsibility of students to encourage their peers to make healthy choices.

Developing an Anti-Smoking Campaign

Overview

As students learn about the dangers of smoking, they should be thinking about effective ways to stop kids from beginning to smoke. This lesson will give them a chance to think creatively about anti-smoking campaigns and to compile their ideas into a gallery display.

Goals

At the end of this lesson, students should:

1. Think creatively about effective communication; how to get a message across, what works and what doesn't.
2. Be critical of their own ideas about smoking and decision-making, values, and goals.
3. Understand their personal power in making decisions.
4. Write a clear and effective analytic essay.

Procedures

1. Based on what students have learned during the course of this unit, the class should brainstorm ideas about what students feel will be the most effective way to deter kids from smoking.
2. Students should be divided into groups of around four. Their assignment is this: As a group, determine what you believe to be the most effective medium for transmitting an anti-smoking message (magazine ad, TV ad, public service announcement, poster, TV show, movie, etc.) Create a "mock-up" of a presentation designed to do this. There will be a tremendous range in the kinds of projects students will produce. The guidelines for this project are described below.
3. Individually, students should also be working on an essay designed to explain their ideas. This essay is outlined and described below.
4. Students should present their projects to the class.

Evaluation

Evaluation for this project will be based on the following: (rubrics for this evaluation are included below):

- Effectiveness and quality of the group project.
- Effectiveness of group process.
- Quality and thoughtfulness of the essay.

Student Handout #1: The Group Project

Imagine that you've been put in charge of creating a campaign to prevent kids from smoking. What would be the most effective way to accomplish that? Conversely, what won't work? As you begin to think about communicating your message, please keep the following in mind:

- Think about the audience you're targeting for this project? Who are they? What do they care about? What makes them pay attention?
- As a group, decide on the most effective medium for your message.
- What is your message? How can you make it short and to the point, attention grabbing, and effective?
- What elements need to be included in your presentation? Do you want a famous spokes-person? A "real" person? Abstract ideas or concrete facts?
- What will your campaign look like or sound like? How will you know it's effective?
- How do you want to present these ideas to the class?

You will be given a group grade for your presentation, which will be graded as follows:

Group Members: _____

Title of Campaign: _____

Your project will be graded independently of your presentation, comprising 25% of your grade. The presentation of your campaign is worth 25% of your grade for this project. For each criterion, you will be awarded up to five points. The points are given as follows:

- 5 points= Excellent Work
- 4 points= Good Work
- 3 points= Average
- 2 points= Needs Improvement
- 1 point= Little Effort Shown
- 0 points= No Effort/Not Gradable

Be Creative and Have FUN!!

Student Handout #2: The Writing Assignment

You've had a chance to think about the issues involved in the tobacco industry, in smoking, and in the role tobacco plays in our media. Now, your assignment is to write an essay describing your own thoughts and opinions on this subject. You may write an essay on any topic we've discussed during this unit, as long as you check with me first. Below, I've provided a couple of topics and questions to get you started:

- Who's right: tobacco interests or consumer groups? (think about our Moot Court)
- Why do people use substances like tobacco, when we know how dangerous they are?
- Who should be in charge of public health? What roles and responsibilities do schools, governments, artists, parents, individuals have in determine our behavior?
- How can the rate of smoking be decreased?
- How does the media affect the decisions we make?

Below, I have provided an outline of how to approach writing an essay. While this may seem elementary, it will help you anticipate what I'm looking for in this essay. The topic for this essay has already been assigned to you. You now have to determine how to incorporate your ideas into the outline I've given you.

An essay is a form of writing usually broken down into three, four, five, or more paragraphs that express your opinion about a given subject. You must always choose a thesis or theme (main idea) and then prove it through examples. For this essay, you should use at least five quotes to support your ideas. An essay should always include an introductory paragraph and a concluding paragraph. A complete paragraph should include at least five to ten sentences. Use a thesaurus so that you do not repeat the same words too often. Remember that this is only a structure for your ideas- you don't need to, nor should you, feel bound by it. While essays need structure, they also need your own new ideas and explorations. (Incidentally this outline is a good guide for almost any kind of writing or essay!)

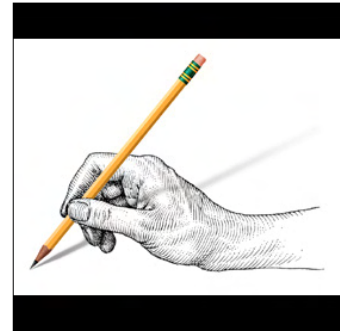
Introduction Paragraph

- Provide a brief, specific description of the subject. Keep in mind that the reader does not know the subject matter.
- State your thesis (what you will prove) clearly and in an interesting way.

* The thesis statement tells the reader what the essay will be about, and what point you, the author, will be making. You know what the essay will be about. That was your topic. Now you must look at your outline or diagram and decide what point you will be making. What do the main ideas and supporting ideas that you listed say about your topic?

Your thesis statement will have two parts.

- The first part states the topic.
 - Tobacco
 - The media
 - The government
- The second part states the point of the essay.
 - Is a dangerous product
 - has no effect on our decisions
 - should stay out of our lives



Body Paragraphs

- Start by writing down one of your main ideas, in sentence form.
If your main idea is "personal responsibility" you might say this:
We all should take personal responsibility for behaviors like smoking.
- Next, write down each of your supporting points for that main idea.

* Supporting Point: Government can't legislate morality

- In the space under each point, write down some elaboration for that point.
Elaboration can be further description or explanation or discussion.

* Elaboration: Though laws may be in place to keep people from smoking, people will continue to act in whatever way they see fit. All we can do is hold people accountable for their own actions.

- If you wish, include a summary sentence for each paragraph. This is not generally needed, however, and such sentences have a tendency to sound stilted, so be cautious about using them.

Last Paragraph

- Restate your thesis statement (topic sentence) in a new way.
- As a closing to your conclusion, relate your thesis to the present or future, or to your own life now.

Last Notes and Reminders: We will be doing some work with peer-editing and revision, so be prepared to re-write this essay several times. Please type the final version of your essay. Use Times New Roman or Arial 12-point font and double-space it.

This will be due on: _____

Resources for Teachers and Students

Online Resources

- Action on Smoking and Health (ASH)
<http://ash.org>
- Center for Media Literacy
www.medialit.org
- Centers for Disease Control and Prevention (CDC): Division of Adolescent and School Health
www.cdc.gov/nccdphp/dash
- Office on Smoking and Health
www.cdc.gov/tobacco
- Entertainment Industries Council
www.eiconline.org
- UCSF, Tobacco Control Archives
www.library.ucsf.edu/tobacco/
- Media Education Foundation
www.mediaed.org
- Screen Actors Guild
www.sag.com
- SLAM! Records
www.members.tripod.com/slammusic
- Thumbs Up! Thumbs Down! Project at American Lung Association of Sacramento, CA
www.alaset.org
- The Centers for Disease Control and Prevention
www.cdc.gov
- Smoke Screeners
www.fablevision.com/smokescreeners/
- The Surgeon General's Report on Mental Health-1999
www.mentalhealth.org/specials/surgeongeneralreport

Books to Read for Teachers

- *Smoking in adolescence: images and identities*, by Barbara Lloyd
- *Controlling legal addictions*, a symposium of The Eugenics Society of London
- *Smoking and Society: toward a more balance assessment*, edited by Robert D. Tollison.
- *Cigarette smoking among teen-agers and young women*, by the National Cancer Institute
- *Arrested Development; pop culture and the erosion of adulthood*, by Andrew Calcutt
- *The Smoking Book*, by Lesley Stern
- *No Smoking*, by Robert Goodin

Movies (for Teachers to Preview)

- *Casablanca*
- *LA Confidential*
- *Metropolitan*
- *Grand Hotel*
- *The Godfather*
- *Rebel without a Cause*
- *Grease*
- *Apocalypse Now*
- *The Thin Red Line*
- *Smoke*
- *The Usual Suspects*
- *The Insider*
- *Bridget Jones*
- *Traffic*
- *Leaving Las Vegas*
- *Meet the Parents*