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AIMS Multimedia is a leading producer and distributor of educational programs serving schools and libraries for nearly 40 years. AIMS draws upon the most up-to-date knowledge, existing and emerging technologies, and all of the instructional and pedagogical resources available to develop and distribute educational programs in film, videocassette, laserdisc, CD-ROM and CD-i formats.

Persons or schools interested in obtaining additional copies of this AIMS Teaching Module, please contact:

AIMS Multimedia

1-800-FOR-AIMS
1-800-367-2467
Congratulations!

You have chosen a learning program that will actively motivate your students AND provide you with easily accessible and easily manageable instructional guidelines designed to make your teaching role efficient and rewarding.

The AIMS Teaching Module provides you with a video program keyed to your classroom curriculum, instructions and guidelines for use, plus a comprehensive teaching program containing a wide range of activities and ideas for interaction between all content areas. Our authors, educators, and consultants have written and reviewed the AIMS Teaching Modules to align with the Educate America Act: Goals 2000.

This ATM, with its clear definition of manageability, both in the classroom and beyond, allows you to tailor specific activities to meet all of your classroom needs.
RATIONALE

In today’s classrooms, educational pedagogy is often founded on Benjamin S. Bloom’s “Six Levels of Cognitive Complexity.” The practical application of Bloom’s Taxonomy is to evaluate students’ thinking skills on these levels, from the simple to the complex: Knowledge (rote memory skills), Comprehension (the ability to relate or retell), Application (the ability to apply knowledge outside its origin), Analysis (relating and differentiating parts of a whole), Synthesis (relating parts to a whole), and Evaluation (making a judgment or formulating an opinion).

The AIMS Teaching Module is designed to facilitate these intellectual capabilities, AND to integrate classroom experiences and assimilation of learning with the students’ life experiences, realities, and expectations. AIMS’ learner verification studies prove that our AIMS Teaching Modules help students to absorb, retain, and to demonstrate ability to use new knowledge in their world. Our educational materials are written and designed for today’s classroom, which incorporates a wide range of intellectual, cultural, physical, and emotional diversities.
ORGANIZATION AND MANAGEMENT

To facilitate ease in classroom manageability, the AIMS Teaching Module is organized in four sections. You are reading Section 1, Introduction to the Aims Teaching Module (ATM).

SECTION 2,
INTRODUCING THIS ATM
will give you the specific information you need to integrate the program into your classroom curriculum.

SECTION 3,
PREPARATION FOR VIEWING
provides suggestions and strategies for motivation, language preparedness, readiness, and focus prior to viewing the program with your students.

SECTION 4,
AFTER VIEWING THE PROGRAM
provides suggestions for additional activities plus an assortment of consumable assessment and extended activities, designed to broaden comprehension of the topic and to make connections to other curriculum content areas.
FEATURES

INTRODUCING EACH ATM

SECTION 2

Your AIMS Teaching Module is designed to accompany a video program written and produced by some of the world’s most credible and creative writers and producers of educational programming. To facilitate diversity and flexibility in your classroom, your AIMS Teaching Module features these components:

Themes

The Major Theme tells how this AIMS Teaching Module is keyed into the curriculum. Related Themes offer suggestions for interaction with other curriculum content areas, enabling teachers to use the teaching module to incorporate the topic into a variety of learning areas.

Overview

The Overview provides a synopsis of content covered in the video program. Its purpose is to give you a summary of the subject matter and to enhance your introductory preparation.

Objectives

The ATM learning objectives provide guidelines for teachers to assess what learners can be expected to gain from each program. After completion of the AIMS Teaching Module, your students will be able to demonstrate dynamic and applied comprehension of the topic.
PREPARATION FOR VIEWING

SECTION 3
In preparation for viewing the video program, the AIMS Teaching Module offers activity and/or discussion ideas that you may use in any order or combination.

Introduction To The Program
Introduction to the Program is designed to enable students to recall or relate prior knowledge about the topic and to prepare them for what they are about to learn.

Introduction To Vocabulary
Introduction to Vocabulary is a review of language used in the program: words, phrases, usage. This vocabulary introduction is designed to ensure that all learners, including limited English proficiency learners, will have full understanding of the language usage in the content of the program.

Discussion Ideas
Discussion Ideas are designed to help you assess students’ prior knowledge about the topic and to give students a preview of what they will learn. Active discussion stimulates interest in a subject and can motivate even the most reluctant learner. Listening, as well as speaking, is active participation. Encourage your students to participate at the rate they feel comfortable. Model sharing personal experiences when applicable, and model listening to students’ ideas and opinions.

Focus
Help learners set a purpose for watching the program with Focus, designed to give students a focal point for comprehension continuity.

Jump Right In
Jump Right In provides abbreviated instructions for quick management of the program.

AFTER VIEWING THE PROGRAM

SECTION 4
After your students have viewed the program, you may introduce any or all of these activities to interact with other curriculum content areas, provide reinforcement, assess comprehension skills, or provide hands-on and in-depth extended study of the topic.
The Suggested Activities offer ideas for activities you can direct in the classroom or have your students complete independently, in pairs, or in small work groups after they have viewed the program. To accommodate your range of classroom needs, the activities are organized into skills categories. Their labels will tell you how to identify each activity and help you correlate it into your classroom curriculum. To help you schedule your classroom lesson time, the AIMS hourglass gives you an estimate of the time each activity should require. Some of the activities fall into these categories:

**Meeting Individual Needs**

These activities are designed to aid in classroom continuity. Reluctant learners and learners acquiring English will benefit from these activities geared to enhance comprehension of language in order to fully grasp content meaning.

**Curriculum Connections**

Many of the suggested activities are intended to integrate the content of the ATM program into other content areas of the classroom curriculum. These cross-connections turn the classroom teaching experience into a whole learning experience.

**Critical Thinking**

Critical Thinking activities are designed to stimulate learners’ opinions and ideas. These activities require students to use the thinking process to discern fact from opinion, consider their own problems and formulate possible solutions, draw conclusions, discuss cause and effect, or combine what they already know with what they have learned to make inferences.

**Cultural Diversity**

Each AIMS Teaching Module has an activity called Cultural Awareness, Cultural Diversity, or Cultural Exchange that encourages students to share their backgrounds, cultures, heritage, or knowledge of other countries, customs, and language.

**Hands On**

These are experimental or tactile activities that relate directly to the material taught in the program. Your students will have opportunities to make discoveries and formulate ideas on their own, based on what they learn in this unit.

**Writing**

Every AIMS Teaching Module will contain an activity designed for students to use the writing process to express their ideas about what they have learned. The writing activity may also help them to make the connection between what they are learning in this unit and how it applies to other content areas.

**In The Newsroom**

Each AIMS Teaching Module contains a newsroom activity designed to help students make the relationship between what they learn in the classroom and how it applies in their world. The purpose of In The Newsroom is to actively involve each class member in a whole learning experience. Each student will have an opportunity to perform all of the tasks involved in production: writing, researching, producing, directing, and interviewing as they create their own classroom news program.

**Extended Activities**

These activities provide opportunities for students to work separately or together to conduct further research, explore answers to their own questions, or apply what they have learned to other media or content areas.

**Link to the World**

These activities offer ideas for connecting learners’ classroom activities to their community and the rest of the world.

**Culminating Activity**

To wrap up the unit, AIMS Teaching Modules offer suggestions for ways to reinforce what students have learned and how they can use their new knowledge to enhance their world view.
VOCABULARY

Every ATM contains an activity that reinforces the meaning and usage of the vocabulary words introduced in the program content. Students will either read or find the definition of each vocabulary word, then use the word in a written sentence.

CHECKING COMPREHENSION

Checking Comprehension is designed to help you evaluate how well your students understand, retain, and recall the information presented in the AIMS Teaching Module. Depending on your students’ needs, you may direct this activity to the whole group yourself, or you may want to have students work on the activity page independently, in pairs, or in small groups. Students can verify their written answers through discussion or by viewing the video a second time. If you choose, you can reproduce the answers from your Answer Key or write the answer choices in a Word Bank for students to use. Students can use this completed activity as a study guide to prepare for the test.

CONSUMABLE ACTIVITIES

The AIMS Teaching Module provides a selection of consumable activities, designed to specifically reinforce the content of this learning unit. Whenever applicable, they are arranged in order from low to high difficulty level, to allow a seamless facilitation of the learning process. You may choose to have students take these activities home or to work on them in the classroom independently, in pairs or in small groups.

CHECKING VOCABULARY

The Checking Vocabulary activity provides the opportunity for students to assess their knowledge of new vocabulary with this word game or puzzle. The format of this vocabulary activity allows students to use the related words and phrases in a different context.

TEST

The AIMS Teaching Module Test permits you to assess students’ understanding of what they have learned. The test is formatted in one of several standard test formats to give your students a range of experiences in test-taking techniques. Be sure to read, or remind students to read, the directions carefully and to read each answer choice before making a selection. Use the Answer Key to check their answers.
ADDITIONAL
AIMS MULTIMEDIA
PROGRAMS

After you have completed this AIMS Teaching Module you may be interested in more of the programs that AIMS offers. This list includes several related AIMS programs.

ADDITIONAL READING
SUGGESTIONS

AIMS offers a carefully researched list of other resources that you and your students may find rewarding.

ANSWER KEY

Reproduces tests and work pages with answers marked.
THEMES
The theme of cause and effect is illustrated by the relationship between smoking and the risk of developing cancer. The second theme, personal responsibility is illustrated by the choices made by the young men and women in the program.

OVERVIEW
It’s Your Choice: The Facts About Smoking is designed to educate high school students about the risks of smoking. The program is set in an urban classroom, and is framed by the relationship between Trevor, a new student to the school, and Teisha who invites him to "the wall" to hang out and smoke with her friends.

It explores the consequences of unnecessary exposure to risk, peer pressure (both positive and negative), the politics of smoking, and the tactics of tobacco companies to lure and maintain young customers.

OBJECTIVES
- To identify the potential risks of smoking
- To identify advertising strategies used by cigarette manufacturers to entice and keep people smoking
- To articulate the concept of risk and the kind of behavior that is available
Use this page for your individual notes about planning and/or effective ways to manage this AIMS Teaching Module in your classroom.

Our AIMS Multimedia Educational Department welcomes your observations and comments. Please feel free to address your correspondence to:

AIMS Multimedia
Editorial Department
9710 DeSoto Avenue
Chatsworth, California 91311-4409
INTRODUCTION TO THE PROGRAM

Explain to students that the program will present the risks around smoking, how young people are solicited by tobacco companies to become customers, and the positive and negative effects of peer pressure to smoke.

INTRODUCTION TO VOCABULARY

Write the following vocabulary words on the chalkboard and read them aloud: accumulate, addiction, ban, cancer, deprive, emphysema, gamble, manipulate, nicotine, and probability. Explain to students that they will be hearing these words in the video. Encourage them to use context clues from the program to help them unlock other possible meanings of the words on the vocabulary list.

DISCUSSION IDEAS

You may use one or more of the following questions to prompt a discussion about smoking. Have you ever smoked? Do you smoke "occasionally" or "socially"? Is smoking wrong? What are some reasons that young people smoke? Is smoking pleasurable? Is it at first? Why do people continue to smoke if it is unpleasant?

FOCUS

As they view the program, ask students to think about what they know about smoking, identify what they would like to know about smoking, and at its conclusion, briefly note what they learned about smoking.
Preparation

- Read It’s Your Choice: The Facts About Smoking Themes, Overview, and Objectives to become familiar with program content and expectations.

- Use Preparation for Viewing suggestions to introduce the topic to students.

Viewing IT’S YOUR CHOICE: THE FACTS ABOUT SMOKING

- Set up viewing monitor so that all students have a clear view.

- Depending on your classroom size and learning range, you may choose to have students view It’s Your Choice: The Facts About Smoking together or in small groups.

- Some students may benefit from viewing the video more than one time.

After Viewing IT’S YOUR CHOICE: THE FACTS ABOUT SMOKING

- Select Suggested Activities that integrate into your classroom curriculum. If applicable, gather materials or resources.

- Choose the best way for students to work on each activity. Some activities work best for the whole group. Other activities are designed for students to work independently, in pairs, or in small groups. Whenever possible, encourage students to share their work with the rest of the group.

- Duplicate the appropriate number of Vocabulary, Checking Comprehension, and consumable activity pages for your students.

- You may choose to have students take consumable activities home, or complete them in the classroom, independently, or in groups.

- Administer the Test to assess students’ comprehension of what they have learned, and to provide them with practice in test-taking procedures.

- Use the Culminating Activity as a forum for students to display, summarize, extend, or share what they have learned with each other, the rest of the school, or a local community organization.
SUGGESTED ACTIVITIES

Connection to Art

Working in individually or in pairs, have students design a poster, logo, bumper sticker or button that is targeted to high school age students. This design should encourage students not to smoke - either for the first time, or to break the habit.

Link to the World

Have students conduct a survey of the community and identify the public places that allow smoking and those that do not. They may conduct their research by telephone canvassing or site visit. As a class, use the data collected and categorize each kind of smoking environment. Encourage students to make generalizations about their findings.

Cultural Exchange

Tell students to assume the role of a tobacco grower in the United States. Have them prepare a presentation that explains how and why they will suffer economically if the demand for tobacco and/or its price decreases significantly. Allow time for students to make their statements and the class to brainstorm ways in which the farmers might be helped by state or local government.

Critical Thinking

Have each student collect five print advertisements for cigarettes from a variety of magazines. Working in pairs, have students analyze or deconstruct, the ads. Encourage students to closely examine the images and read the text, identify the target audience, and summarize the message, either implicit or explicit that the advertisement conveys. Allow time for each pair to share their analysis with the class.
Extended Activity

Have students select a position on either side of the smoker’s rights issue and form teams to debate. Allow time for student to research and prepare to support their position. You may wish to involve the class in designing the structure for the debate. Allow time at the end of the debate for the class to vote on the winner.

In the Newsroom

Working in pairs, have students plan a role-play of a television, newspaper or radio interview with one or more of the following: a smoker or a family member of a smoker who has become ill as a result of his or her habit (This person may be part of an individual or class action suit against a tobacco company.), a store owner who has been in trouble with the law for selling cigarettes to minors, a sales representative who places cigarette ads in teen magazines, or a restaurant owner who must make adjustments to have a non-smoking section in his or her establishment. Allow time for students to research and prepare for their roles and present their interview to the class.

Meeting Individual Needs

Have students discuss or write the main ideas of the program either immediately after viewing it or the class discussion. Encourage students to make any changes necessary to their statement.

Writing

Have students write a letter to one of the following organizations requesting help to quit smoking: American Cancer Society, American Heart Association, American Lung Association, Nicotine Anonymous World Services, or the National Cancer Institute.
Culminating Activity

Have each student take two sheets of paper and on one, write, "Reasons to Smoke" and on the other, "Reasons not to Smoke." Tell them to write every reason they can think of on each sheet without stopping to judge or reason. Have them put their papers aside for a day, and then ask them to look at each list carefully and cross out any reason they choose not to be guided by. Finally, have them rate from 1-5 (1 highest, 5 lowest) the reasons they would like to be guided by, and add up the points for each side. If students are still unsatisfied with the tally, have them take another sheet of paper and make a list of "Things I Could Do to Help Me Decide" and jot down whatever comes to mind. Have them look at this list in a day or two. Remind students that sometimes figuring out how to decide is the most important part of the decision.
CHECKING VOCABULARY

Use the following vocabulary words to complete the sentences below.

accumulate  addiction  ban  cancer  deprived
emphysema  gamble  manipulate  nicotine  probability

______________________________ to cigarettes can cause over time serious health problems to the user such as ______________________________ and ______________________________.
______________________________ is a poisonous chemical that is found in tobacco. A smoker who is trying to quit can feel ______________________________ and craves to have the "good" feeling that it provides. It is a ______________________________ with one's health to begin to smoke. Each cigarette increases the ______________________________ of some health risk and danger to the smoker. The effects of smoking ______________________________ over time.

Cigarette companies use sophisticated advertisements to ______________________________ the thoughts of feelings of smokers and try to lure new smokers, often teenagers, into buying their brand. Legislation has been passed in recent years to ______________________________ advertisements, cigarette machines, and sales to young people.
CHECKING COMPREHENSION

Read the statement below and place a T on the line provided if the statement is true and an F if it is false.

1. ________ Cancer is a relatively new disease for humankind.

2. ________ To gamble means to put yourself in danger or at risk.

3. ________ Teisha appears to be a young woman who is shy, does poorly in school, and is unsure of herself.

4. ________ One in three people in the United States run the risk of developing cancer.

5. ________ Although Trevor does not smoke, he believes that smokers have a right to do so.

6. ________ Wrinkled skin is not associated with smoking.

7. ________ Second hand smoke is as dangerous as radon and arsenic.

8. ________ The smoke in cigarette advertisements is very subtle.

9. ________ There is little to no risk in using smokeless tobacco.

10. ________ At the end of the program, Teisha is unsure about whether she will quit smoking.
REACH OUT TO A FRIEND

Teisha’s friend Sarah, tried to talk to her about smoking. Working with a partner, plan how you might approach a friend to quit smoking. Use the suggestions listed to help you.

* Pick a time when you will not be rushed and neither of you is under any stress.

* Try not to get pulled into your friend’s point of view.

* Remember what you want.

* Remember that your friend has a point of view.

* Remember that you can continue the conversation another time.
QUITTING

The famous American author, Mark Twain had a joke about smoking: " Quitting smoking isn't hard at all, why I have done it hundreds of times!" Write at least five reasons why it might be difficult for someone to quit smoking.

Reason 1:

__________________________________________________________________________________

__________________________________________________________________________________

Reason 2:

__________________________________________________________________________________

__________________________________________________________________________________

Reason 3:

__________________________________________________________________________________

__________________________________________________________________________________

Reason 4:

__________________________________________________________________________________

__________________________________________________________________________________

Reason 5:

__________________________________________________________________________________

__________________________________________________________________________________

Extra credit: write the text of the warning label that is printed on each pack of cigarettes.

__________________________________________________________________________________

__________________________________________________________________________________
GLOSSARY

Below is a list of additional words that are associated with cigarettes. Use a dictionary and write their meaning in the space provided.

mainstream smoke:
__________________________________________________________________________________
__________________________________________________________________________________

passive smoking:
__________________________________________________________________________________
__________________________________________________________________________________

replacement smokers:
__________________________________________________________________________________
__________________________________________________________________________________

warning labels:
__________________________________________________________________________________
__________________________________________________________________________________

menthol:
__________________________________________________________________________________
__________________________________________________________________________________
On August 23, 1995, President Bill Clinton announced his support of legislation aimed at reducing teen smoking. Read the following quote by the President. Select one of the messages in the ads mentioned, and write a counter message to it.

"Children are bombarded daily by massive marketing campaigns that play on their vulnerabilities, their insecurities, their longings to be something in the world. Joe Camel promises that smoking will make your cool. Virginia Slims models whisper that smoking will help you to stay slim. T-shirts and sports sponsorships send the message that healthy and vigorous people smoke and that smoking is fun."

Joe Camel:
__________________________________________________________________________________
__________________________________________________________________________________

Virginia Slims:
__________________________________________________________________________________
__________________________________________________________________________________

T-shirts and sports events:
__________________________________________________________________________________
__________________________________________________________________________________

Name
The cost of a package of cigarettes can vary by the taxes levied on it, promotional sales, and accessibility. Use the space below to calculate how much a habit of two packs a week would cost for one year. Use that amount and write two or three other things one could do with the money spent to support a cigarette habit.

Cost per pack: ____________  Cost for two packs: (2 x cost of a pack) ____________

Cost per month for a two pack habit (cost per week x 4): ____________

Cost per year for a two pack habit (cost per month x 12): ____________

Research the taxes placed on each pack of cigarettes:
State: ______________
Federal: _____________

Other possible uses of money spent on cigarettes
a. _______________________________________________________________________
b. _______________________________________________________________________
c. _______________________________________________________________________
WRITE A LETTER

Think about what you heard in the program about how cigarettes are marketed to young people. Write a letter to a tobacco company executive or magazine editor who chooses to place cigarettes targeted to young people in their publication. In it, describe your opinions about their behavior. Use the space provided below for your letter.

Date:

Dear Sir or Madame:
Complete the following sentences with the correct word or phrase.

1. Mr. Wilson, the teacher in the program, mentions that cancer is not new and that evidence of it has been found among the ________________________.

2. The chances of an American developing some form of cancer is one in ________________.

3. The higher the ________________________ you create for yourself, the greater the chance that you will probably develop cancer.

4. Bryan, the young man smoking by "the wall" is angry at Trevor because he thinks that Trevor wants ________________.

5. At the end of the program Teisha decides to ________________.

6. Scientists have shown that smokers who use ________________________ smoke more to get their nicotine fix.

7. Smoking can put one at risk for ________________________ disease.

8. Smoking deprives the body of ________________________.

9. In some of ads Mr. Wilson shows the class models are holding cigarettes, but there is ________________ in the image.

10. Teisha's friend, Sarah, tries to tell her that she should ________________. 
ADDITIONAL AIMS MULTIMEDIA PROGRAMS

You and your students might also enjoy these other AIMS Multimedia programs:

9298-EN-VID-JE3: “THE TEEN FILES: Smoking Truth or Dare?”
8868-EN-VID-JE3: “Fast Forward: An Alcoholic’s Story”
9899-EN-VID-JE3: “Cocaine and Human Physiology”
9769-EN-VID-JE3: “Alcohol and Human Physiology”
CHECKING VOCABULARY

Use the following vocabulary words to complete the sentences below. Answers appear in bold.

- accumulate
- addiction
- ban
- cancer
- deprived
- emphysema
- gamble
- manipulate
- nicotine
- probability

Addiction to cigarettes can cause over time serious health problems to the user such as cancer and emphysema. Nicotine is a poisonous chemical that is found in tobacco. A smoker who is trying to quit can feel deprived and craves to have the "good" feeling that it provides. It is a gamble with one's health to begin to smoke. Each cigarette increases the probability of some health risk and danger to the smoker. The effects of smoking accumulate over time. Cigarette companies use sophisticated advertisements to manipulate the thoughts of feelings of smokers and try to lure new smokers, often teenagers, into buying their brand. Legislation has been passed in recent years to ban advertisements, cigarette machines, and sales to young people.
CHECKING COMPREHENSION

Read the statements below. Mark any statement that is true with a T and those statements that are false with an F. Answers are in bold.

1. F  Cancer is a relatively new disease for humankind.

2. T  To gamble means to put yourself in danger or at risk.

3. F  Teisha appears to be a young woman who is shy, does poorly in school, and is unsure of herself.

4. T  One in three people in the United States run the risk of developing cancer.

5. T  Although Trevor does not smoke, he believes that smokers have a right to do so.

6. F  Wrinkled skin is not associated with smoking.

7. T  Second hand smoke is as dangerous as radon and arsenic.

8. F  The smoke in cigarette advertisements is very subtle.

9. F  There is little to no risk in using smokeless tobacco.

10. F  At the end of the program, Teisha is unsure about whether she will quit smoking.
REACH OUT TO A FRIEND

Teisha's friend Sarah, tried to talk to her about smoking. Working with a partner, plan how you might approach a friend to quit smoking. Use the suggestions listed to help you. Answer: Responses will vary. Accept any reasonable and thoughtful response.

* Pick a time when you will not be rushed and neither of you is under any stress.

* Try not to get pulled into your friend's point of view.

* Remember what you want.

* Remember that your friend has a point of view.

* Remember that you can continue the conversation another time.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
QUITTING

The famous American author, Mark Twain had a joke about smoking: "Quitting smoking isn't hard at all, why I have done it hundreds of times!" Write at least five reasons why it might be difficult for someone to quit smoking. Answer: Responses will vary. Accept any thoughtful or reasonable response.

Reason 1: Nicotine, a chemical that is in cigarettes, is habit forming.

Reason 2: Cigarettes can make a smoker feel calm and if one is stressed, it might be difficult to quit.

Reason 3: It is hard to break a routine connected to smoking, such as lighting a cigarette when talking on the telephone.

Reason 4: A person may wish to be part of group that smokes.

Reason 5: It is difficult to resist advertising messages that imply that smoking is glamorous and will not effect one's health.

Extra credit: write the text of the warning label that is printed on each pack of cigarettes.

SURGEON GENERAL WARNING: Smoking causes lung cancer, heart disease, emphysema, and may complicate pregnancy.
GLOSSARY

Below is a list of additional words that are associated with cigarettes. Use a dictionary and write their meaning in the space provided. **Answers are in bold.**

**mainstream smoke:**
the smoke released when a smoker exhales

**passive smoking:**
the inhaling of another person's tobacco smoke

**replacement smokers:**
new smokers, usually teenagers, that tobacco companies try to get to start smoking to replace those users who have quit or died

**warning labels:**
statements from the surgeon general that must be printed on all tobacco products and advertisements for those products

**menthol:**
a colorless form of alcohol extracted from peppermint oil or made synthetically and used to cool the harsh burning sensation when a smoker inhales
TOBACCO ADS

On August 23, 1995, President Bill Clinton announced his support of legislation aimed at reducing teen smoking. Read the following quote by the President. Select one of the messages in the ads mentioned, and write a counter message to it.

"Children are bombarded daily by massive marketing campaigns that play on their vulnerabilities, their insecurities, their longings to be something in the world. Joe Camel promises that smoking will make your cool. Virginia Slims models whisper that smoking will help you to stay slim. T-shirts and sports sponsorships send the message that healthy and vigorous people smoke and that smoking is fun."

Answer: Responses will vary. Accept any reasonable and thoughtful response.

Joe Camel:

Smoking will make your hair, breath and clothing smell and be offensive to others. Areas for smoking are more limited, and so those who do smoke are set aside from others.

Virginia Slims:

Most of the models are not thin because they smoke. They are thin because they diet and may have a natural tendency to be thin.

T-shirts and sports events:

An athlete cannot smoke and be successful. Smoking reduces lung capacity and most sports demand strong lungs.
DOLLARS AND CENTS

The cost of a package of cigarettes can vary by the taxes levied on it, promotional sales, and accessibility. Use the space below to calculate how much a habit of two packs a week would cost for one year. Use that amount and write two or three other things one could do with the money spent to support a cigarette habit. Answer: Amounts will vary locally. Check that the calculations are correct. You may wish to allow for extra credit for those who research the amount of each cigarette tax.

Cost per pack: ____________  Cost for two packs: (2 x cost of a pack) ____________

Cost per month for a two pack habit (cost per week x 4): ____________

Cost per year for a two pack habit (cost per month x 12): ____________

Research the taxes placed on each pack of cigarettes:

State: ____________

Federal: ____________

Other possible uses of money spent on cigarettes

a. ___________________________________________________________

b. ___________________________________________________________

c. ___________________________________________________________
WRITE A LETTER

Think about what you heard in the program about how cigarettes are marketed to young people. Write a letter to a tobacco company executive or magazine editor who chooses to place cigarettes targeted to young people in their publication. In it, describe your opinions about their behavior. Use the space provided below for your letter. Answer: Letters will vary. Accept any thoughtful, well-written response.

Date:

Dear Sir or Madame:
Complete the following sentences with the correct word or phrase. Answers appear in bold.

1. Mr. Wilson, the teacher in the program, mentions that cancer is not new and that evidence of it has been found among the **pharaohs of Egypt**.

2. The chances of an American developing some form of cancer is one in **three**.

3. The higher the **risk** you create for yourself, the greater the chance that you will probably develop cancer.

4. Bryan, the young man smoking by "the wall" is angry at Trevor because he thinks that Trevor wants **smokers to be banned**.

5. At the end of the program Teisha decides to **quit smoking**.

6. Scientists have shown that smokers who use **filtered cigarettes** smoke more to get their nicotine fix.

7. Smoking can put one at risk for **heart** disease.

8. Smoking deprives the body of **oxygen**.

9. In some of ads Mr. Wilson shows the class models are holding cigarettes, but there is **no smoke** in the image.

10. Teisha's friend, Sarah, tries to tell her that she should **quit smoking**.