

The Truth About Tobacco

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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.

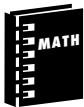
SUGGESTED ACTIVITIES

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' own 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.

The Truth About Tobacco

THEMES

The Truth About Tobacco discusses the realities of life—how we are all faced with difficult decisions and obstacles. It encourages young people to rely on themselves during those times, and not on tobacco, alcohol or other drugs. Instead, it asks viewers to stick with their uncomfortable feelings until they work them out. The program also features healthy ways to strengthen the mind, body and spirit.

OVERVIEW

The Truth About Tobacco is a powerful mix of anti-smoking TV spots, live presentation, photos, film clips and graphics. Patrick Reynolds, grandson of tobacco company founder R.J. Reynolds, discusses the effects that tobacco has had on his family and the various family members who have died from tobacco-related diseases. He uses satirical posters to illustrate how tobacco advertising manipulates young people. He talks about the power of nicotine addiction and how to be fulfilled without using drugs.

OBJECTIVES

- ▶ To deter people from smoking or chewing tobacco.
- ▶ To use case histories to demonstrate the adverse effects tobacco can have on the human body.
- ▶ To illustrate the tragic emotions experienced by loved ones when a family member or friend dies from the use of tobacco.

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
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INTRODUCTION TO THE PROGRAM

Ask students to talk openly about tobacco. Does someone who smokes in a movie automatically look cooler? Would students enjoy being in a room full of smokers? Would they prefer to date or hang out with a smoker or non-smoker? Encourage them to explain their answers. Don't judge or filter any answers. Allow students to speak freely and honestly.

INTRODUCTION TO VOCABULARY

Before starting the program, write the following words on the board. Ask the class to discuss the meaning of each word, and review the terms that are unfamiliar to students.

addiction - strong physical or psychological craving for a substance despite its harmful effects

nicotine - dangerous, addictive drug found in all tobacco products

tobacco - plant that is used to make cigarettes and smokeless tobacco

FOCUS

We are all faced with difficult decisions, especially while growing into adulthood. Many of the choices we make today will affect our lives for years to come. Ask students to think about their futures as they view the program. What do they have to look forward to? What can they do to make sure they're around to enjoy all that life has to offer?

DISCUSSION IDEAS

Some people think they will look more mature or cooler if they have a cigarette in their hand. Considering how addictive and destructive tobacco is, do students think this is really true? How important is it to take care of our bodies? How often do we think about what we will look like, not just today, but in ten or twenty years?

JUMP RIGHT IN

HOW TO USE THE *THE TRUTH ABOUT TOBACCO* AIMS TEACHING MODULE

Preparation

- ▶ Read *The Truth About Tobacco Themes, Overview, and Objectives* to become familiar with program content and expectations.
- ▶ Use **Preparation for Viewing** suggestions to introduce the topic to students.

Viewing *THE TRUTH ABOUT TOBACCO*

- ▶ 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 *The Truth About Tobacco* together or in small groups.

Some students may benefit from

- ▶ viewing the video more than one time.

After Viewing *THE TRUTH ABOUT TOBACCO*

- ▶ 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

Writing

Even though laws have been passed to limit what tobacco companies can do, the companies still create ads that are misleading, especially to young people.



60 Minutes

Ask each student to select a tobacco advertisement from a magazine. Allow students to share the ads with each other, studying them for several minutes. Then, ask each student to make a list of personal objections to the ads. Do the ads seem to be aimed at young people? Do they show smokers as healthy, active people? Do the ads make smoking look like a cool, glamorous thing to do? Are the ads trying to grab the attention of males by showing tough, macho men? Are they trying to reach females by showing women who are strong, dominating and independent?

Once class members have identified various tactics, have each student write a letter to the tobacco company that released their ad. Encourage students to use respectful but assertive language to confront the company about the marketing strategies used in the ads. The letters should be well planned and should follow the guidelines of good business writing.

Connection to Science

Tobacco affects many different parts of the body. Ask each student to make a chart listing the effects of tobacco on each of the following areas of the body:

- Lungs
- Digestive system
- Circulatory system
- Mouth and throat



20 Minutes

Students can complete the charts using information from library sources and anti-smoking websites.

Extended Activity

In the video *The Truth About Tobacco*, Patrick Reynolds talks about young people and their anxiety about the future. Many young people think that growing up will be painful and that life will not get any better. How could this view cause some people to try smoking? How could the hopelessness young people feel cause them to disregard the harmful effects of tobacco? Encourage all students to discuss their opinions openly and freely.



10 Minutes

Link to the World

The best place to learn about the power of addiction is from people who smoke tobacco. Most adult smokers wish they had never tried cigarettes in the first place.



Extended Time

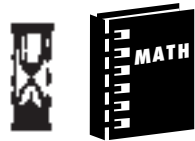
Write each question below on the board. Ask students to copy the questions and use them to interview a smoker they know.

- How are old you?
- How old were you when you smoked your first cigarette?
- Did you know the dangers of smoking when you first tried cigarettes?
- Have you ever wanted to quit smoking?
- Have you ever tried to quit smoking? If so, how many times?
- If you could turn back time, would you still try smoking?

When the interviews are completed, ask students to share the results. Record the responses to each question on the board. What do the results prove about nicotine? Is quitting easier when people know the dangers of smoking? Why or why not?

Connection to Math

Every year, about 450,000 people die because of tobacco. That's a very large number that can be hard to grasp. To help students understand the severity of the problem, ask them to do the following math problems.



15 Minutes

- If 30 people can sit in the average classroom, how many classrooms full of people die each year because of tobacco? (Answer: 15,000)
- If a town had 25,000 citizens, how many towns that size would it take to equal the number of people killed by tobacco each year? (Answer: 18 entire towns)
- If everyone killed by tobacco during one year was lined up, how many miles long would the line be? Give each person 3 feet of space and round your answer to the nearest whole mile. HINT: One mile equals 5,280 feet. (Answer: 256 miles)

Connection to Art

Ask students to use the information found in the last activity to create anti-smoking posters. The number factoids can serve as the taglines, and various images can be used to illustrate the facts. Encourage students to be creative. They may choose to use tobacco ads, original artwork or photographs to complete the posters.



60 Minutes

Meeting Individual Needs

Ask students to write a personal statement using each of the terms below. The statements should reflect their feelings about the video *The Truth About Tobacco* and the stories it presents.

smoking
spit tobacco
tobacco advertising
positive thinking
addiction
tobacco companies



20 Minutes

Extended Activity

In the video *The Truth About Tobacco*, Mr. Reynolds talks about the challenge of confronting a friend or loved one who smokes. He provides these guidelines:

- Give the friend or loved one a sincere compliment that is linked with a statement about your feelings. For example, "I really care for you and I worry when I see you smoking."
- Avoid linking the compliment and statement with the word, "but."
- Be honest about why you are concerned, angry, or frustrated about their smoking habit.
- After stating your feelings, give them another honest compliment, such as, "I don't want to lose you because you're a great friend to me."



30 Minutes

Ask students to pair up and role play a conversation based on these guidelines. One student should pretend to be the smoker and the other should be the concerned friend or family member. After using the guidelines to talk it out, the students should switch places and try it again. When the role play session is over, discuss the results. How did students feel during the role plays? Was it easier to be the smoker or the one confronting the smoker?

Culminating Activity

To conclude the unit, discuss Patrick Reynolds' emphasis on positive thinking. Ask each student to make a list of common negative thoughts. For each negative thought, encourage them to write a positive thought. Ask them to keep the list in a place where they will see it everyday. They should reflect on the list for a few moments each day, recognizing negative thoughts they have had and replacing them with thoughts that are more positive.



15 Minutes

IN YOUR OWN WORDS

Use what you learned in *The Truth About Tobacco* to answer each question in your own words.

1. Why does Patrick Reynolds spend so much time teaching young people about the dangers of smoking?
2. Why are smokers not allowed to smoke in many public places?
3. If someone you care about smokes, what could you do or say to encourage the person to quit?
4. How did tobacco companies make chewing tobacco so popular?

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

Patrick Reynolds teaches young people about the dangers of tobacco because ___1___. Mr. Reynolds explains that tobacco is extremely addictive because it contains a drug called ___2___. He encourages people to talk with loved ones who smoke to help them ___3___. Chew, spit or dip tobacco became popular after ___4___ were placed in stores. Sean Marsee, a young athlete who used spit tobacco, was diagnosed with ___5___ at age 18. Mr. Reynolds says that the best way to deal with a problem is to ___6___. He says that ___7___ will always move you forward. Mr. Reynolds also says that real wealth is knowing when we ___8___.

1. A. his father also teaches about the dangers
B. his father died of emphysema
C. his grandfather started a tobacco company
D. both B and C
2. A. ethanol
B. nicotine
C. tar
D. ammonia
3. A. quit using tobacco
B. accept their fate
C. switch to smokeless tobacco
D. none of the above
4. A. billboards
B. salesmen
C. countertop displays
D. baseball cards
5. A. emphysema
B. cancer of the mouth
C. lung cancer
D. heart disease
6. A. think about something else
B. buy something to make yourself feel better
C. talk about it with someone you trust
D. all of the above
7. A. positive thoughts
B. wealth
C. other people
D. tobacco
8. A. need something new
B. should return a gift
C. have to give up something
D. have enough already

WORKING THROUGH PROBLEMS

In *The Truth About Tobacco*, Patrick Reynolds talked about things that everyone can do to work out problems. Think of a problem you have now or have had recently. Use that problem to answer the questions below. You don't have to put your name on this sheet or share it with anyone else.

"Talk to someone about the things that trouble you."

1. Did you talk with anyone about the problem? If so, what happened? Did it help?

If not, who could you talk to about the problem? What would you say to the person to get the conversation started?

"Think positive."

2. Think of a negative thought you may have had about the problem. An example could be, "No one understand me," or "I can't stand to be around my parents." Write the negative thought here:

Now think of a way to make that thought more positive. Write the positive thought here:

"Find out what real wealth means to you."

3. What do you really need to feel happy? What can you gain from working out the problem that would make you a wealthier person? Try to think of wealth as an internal feeling, not an external possession.

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. ___ Most teenagers today feel confident and relaxed about the future.
2. ___ Countertop displays helped to make spit tobacco popular.
3. ___ Sugar and cherry flavoring are added to some types of spit tobacco.
4. ___ Spit tobacco is not quite as addictive as the tobacco found in cigarettes.
5. ___ Sean Marsee died at the age of 19 because of his spit tobacco use.
6. ___ Smoking is banned in many public places because of secondhand smoke.
7. ___ The best way to get a loved one to stop smoking is to give them compliments and avoid bringing up the subject of tobacco.
8. ___ Cigarettes cause 1 out of every 5 deaths in the United States.
9. ___ Addiction is caused by the powerful drug nicotine and its effects on the brain.
10. ___ Cigarette advertising is illegal in every state.

REVERSE ALPHABET

Use the code below to uncover the words in bold and complete each sentence.

A = Z, B = Y, C = X, D = W, E = V, F = U, G = T, H = S, I = R, J = Q, K = P, L = O, M = N,
N = M, O = L, P = K, Q = J, R = I, S = H, T = G, U = F, V = E, W = D, X = C, Y = B, Z = A

1. Smoking causes the skin to become **tizb** and **dirmpovw** at an early age.

2. One American dies every **hvevm hvxlmwh** because of tobacco.

3. A smoker's tongue is covered with thick, **szri-orpv** structures that look like **ufi**.

4. Spit tobacco is often placed right next to **xzmwb** in convenience stores.

5. Cigarette smoke contains **xbzmrwv**, a gas that is deadly to all living things.

6. Spit tobacco contains twice as much **mrxlgrmv** as a cigarette.

7. Secondhand smoke has more **gzi** and other **klrhlmh** than the smoke a smoker breathes in.

8. The average pack-a-day smoker breathes in about a **xfk** of **gzi** each year.

SMOKE-FREE CHOICES

The choices you make today will affect your life in the future. What would you say if a friend asked you to smoke? How would you use what you know to respond to the statements below?

"It's just one cigarette."

"Are you afraid to try something new?"

"Smoking helps you relax."

"You can always quit later."

"Everybody else does it."

"It might help you lose weight."

"If you hold a cigarette, people will look at you differently."

WORD SEARCH

Below is a list of ingredients found in tobacco. Look for each word in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

acetone (found in nail polish remover)

ammonia (used in explosives and cleaning products)

arsenic (deadly toxin used in rat poison)

cyanide (poisonous gas that is deadly to all living things)

formaldehyde (used to embalm dead tissue)

nicotine (poison once found in many pesticides)

tar (cancer-causing substance that damages lung tissue)

zinc (used in batteries and paint)

B	K	N	F	P	M	B	P	E	P	J	R
A	M	M	O	N	I	A	L	O	C	S	G
C	J	G	R	C	L	Y	Q	R	T	A	D
E	C	L	M	Q	G	A	O	D	J	R	T
T	N	T	A	R	E	R	S	L	S	S	U
O	R	K	L	Q	T	O	C	Z	T	E	M
N	A	L	D	N	I	C	O	T	I	N	E
E	Q	M	E	H	Q	X	D	G	R	I	V
N	E	I	H	R	Z	H	P	K	M	C	H
B	K	C	Y	A	N	I	D	E	P	Q	I
T	H	O	D	E	K	P	N	M	G	A	W
W	S	Q	E	M	B	Q	I	C	Q	D	X

TEST

Circle the phrase which best answers each question.

1. Patrick Reynolds' grandfather, R.J. Reynolds, was the founder of:
 - an anti-smoking campaign.
 - a health-care plan for smokers.
 - the first convenience store to sell tobacco.
 - a large tobacco company.

2. Smokers become addicted to tobacco because it contains the drug:
 - chlorophyll.
 - tar.
 - nitrous oxide.
 - nicotine.

3. Smokers are not allowed to smoke in many public places because of the dangers of:
 - spit tobacco.
 - cigarette filters.
 - tobacco advertising.
 - secondhand smoke.

4. The best way to ask a friend or loved one to stop smoking is to:
 - give them plenty of compliments.
 - tell them how you feel.
 - show concern.
 - all of the above in combination.

5. Mr. Reynolds suggests asking a loved one to quit smoking:
 - once each week.
 - three times each month.
 - three times each year.
 - once a year.

TEST (CONTINUED)

6. Tobacco companies made spit tobacco popular by filling stores with:
- baseball posters.
 - small billboards.
 - pamphlets.
 - countertop displays.
7. Mr. Reynolds says that you are truly wealthy when you:
- only buy things you can afford.
 - feel that you have enough.
 - sell most of your possessions.
 - have money in the bank.
8. Sean Marsee was diagnosed with mouth cancer at age 18 and:
- went on to give speeches about his illness.
 - recovered with the help of surgery and medicine.
 - died a short time later.
 - none of the above
9. The “Joe Chemo” ad that Mr. Reynolds showed featured a famous camel:
- smoking outside in cold weather.
 - treating cancer patients who had used tobacco.
 - at his funeral.
 - in a hospital bed, dying of cancer.
10. To deal with problems, Mr. Reynolds says we must:
- talk them over with others.
 - think positive thoughts.
 - have faith in the future.
 - all of the above

ADDITIONAL AIMS MULTIMEDIA PROGRAMS

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

8210-EN-VID-JE3: *"Marijuana and the Mind: Intoxication and Addiction"*

9865-EN-VID-JE3: *"Alcohol Abuse and Teens: The Turning Point"*

9918-EN-VID-JE3: *"Crack: Dead at Seventeen"*

9955-EN-VID-JE3: *"Alcohol and Cocaine: The Secret of Addiction"*

ANSWER KEY for page 18

IN YOUR OWN WORDS

Use what you learned in *The Truth About Tobacco* to answer each question in your own words.

1. Why does Patrick Reynolds spend so much time teaching young people about the dangers of smoking? **(His grandfather, R.J. Reynolds, founded the first major tobacco company in the United States and made smoking popular. When Patrick was 15, his father died of emphysema, a disease caused by smoking.)**
2. Why are smokers not allowed to smoke in many public places? **(Secondhand smoke, or smoke that is breathed in by people near a smoker, is very dangerous. It can cause the same diseases in non-smokers that it causes in smokers, including lung cancer and heart disease.)**
3. If someone you care about smokes, what could you do or say to encourage the person to quit? **(Give them an honest compliment linked with a statement about your feelings, such as, "I love you and I feel sad when you smoke." Tell them why you feel the way you do. End with another compliment, such as, "I don't want to lose you because I really enjoy the time we spend together.")**
4. How did tobacco companies make chewing tobacco so popular? **(They paid baseball players to endorse chewing tobacco. They also spent millions of dollars on advertising. Countertop displays were set up in stores to make people think that the product was really in demand. They wanted young people to believe that chewing tobacco was popular and had to be placed where people could get to it right away. In truth, the stores were being paid to keep the displays on the countertop. People were just being tricked into thinking chewing tobacco was popular.)**

ANSWER KEY for page 19

CHECKING COMPREHENSION

Read the following sentences and circle the letter of the word that best fills each blank.

Patrick Reynolds teaches young people about the dangers of tobacco because ___1___. Mr. Reynolds explains that tobacco is extremely addictive because it contains a drug called ___2___. He encourages people to talk with loved ones who smoke to help them ___3___. Chew, spit or dip tobacco became popular after ___4___ were placed in stores. Sean Marsee, a young athlete who used spit tobacco, was diagnosed with ___5___ at age 18. Mr. Reynolds says that the best way to deal with a problem is to ___6___. He says that ___7___ will always move you forward. Mr. Reynolds also says that real wealth is knowing when we ___8___.

1. A. his father also teaches about the dangers
B. his father died of emphysema
C. his grandfather started a tobacco company
 D. both B and C
2. A. ethanol
 B. nicotine
C. tar
D. ammonia
3. A. quit using tobacco
B. accept their fate
C. switch to smokeless tobacco
D. none of the above
4. A. billboards
B. salesmen
 C. countertop displays
D. baseball cards
5. A. emphysema
 B. cancer of the mouth
C. lung cancer
D. heart disease
6. A. think about something else
B. buy something to make yourself feel better
 C. talk about it with someone you trust
D. all of the above
7. A. positive thoughts
B. wealth
C. other people
D. tobacco
8. A. need something new
B. should return a gift
C. have to give up something
 D. have enough already

ANSWER KEY for page 20

WORKING THROUGH PROBLEMS

In *The Truth About Tobacco*, Patrick Reynolds talked about things that everyone can do to work out problems. Think of a problem you have now or have had recently. Use that problem to answer the questions below. You don't have to put your name on this sheet or share it with anyone else.

"Talk to someone about the things that trouble you."

1. Did you talk with anyone about the problem? If so, what happened? Did it help?

Answers will vary.

If not, who could you talk to about the problem? What would you say to the person to get the conversation started?

Answers will vary.

"Think positive."

2. Think of a negative thought you may have had about the problem. An example could be, "No one understand me," or "I can't stand to be around my parents." Write the negative thought here:

Answers will vary.

Now think of a way to make that thought more positive. Write the positive thought here:

Answers will vary.

"Find out what real wealth means to you."

3. What do you really need to feel happy? What can you gain from working out the problem that would make you a wealthier person? Try to think of wealth as an internal feeling, not an external possession.

Answers will vary.

ANSWER KEY for page 21

TRUE OR FALSE

Place a T next to statements that are true and an F next to statements that are false.

1. **F** Most teenagers today feel confident and relaxed about the future.
2. **T** Countertop displays helped to make spit tobacco popular.
3. **T** Sugar and cherry flavoring are added to some types of spit tobacco.
4. **F** Spit tobacco is not quite as addictive as the tobacco found in cigarettes.
5. **T** Sean Marsee died at the age of 19 because of his spit tobacco use.
6. **T** Smoking is banned in many public places because of secondhand smoke.
7. **F** The best way to get a loved one to stop smoking is to give them compliments and avoid bringing up the subject of tobacco.
8. **T** Cigarettes cause 1 out of every 5 deaths in the United States.
9. **T** Addiction is caused by the powerful drug nicotine and its effects on the brain.
10. **F** Cigarette advertising is illegal in every state.

ANSWER KEY for page 22

REVERSE ALPHABET

Use the code below to uncover the words in bold and complete each sentence.

A = Z, B = Y, C = X, D = W, E = V, F = U, G = T, H = S, I = R, J = Q, K = P, L = O, M = N,
N = M, O = L, P = K, Q = J, R = I, S = H, T = G, U = F, V = E, W = D, X = C, Y = B, Z = A

1. Smoking causes the skin to become **tizb** and **dirmpoww** at an early age.

gray, wrinkled

2. One American dies every **hvevm hvxlmwh** because of tobacco.

seven seconds

3. A smoker's tongue is covered with thick, **szri-orpv** structures that look like **ufi**.

hair-like, fur

4. Spit tobacco is often placed right next to **xzmbw** in convenience stores.

candy

5. Cigarette smoke contains **xbzmrww**, a gas that is deadly to all living things.

cyanide

6. Spit tobacco contains twice as much **mrxlgrmv** as a cigarette.

nicotine

7. Secondhand smoke has more **gzi** and other **klrhlmh** than the smoke a smoker breathes in.

tar, poisons

8. The average pack-a-day smoker breathes in about a **xfk** of **gzi** each year.

cup, tar

ANSWER KEY for page 23

SMOKE-FREE CHOICES

The choices you make today will affect your life in the future. What would you say if a friend asked you to smoke? How would you use what you know to respond to the statements below?

"It's just one cigarette."

Answers will vary.

"Are you afraid to try something new?"

Answers will vary.

"Smoking helps you relax."

Answers will vary.

"You can always quit later."

Answers will vary.

"Everybody else does it."

Answers will vary.

"It might help you lose weight."

Answers will vary.

"If you hold a cigarette, people will look at you differently."

Answers will vary.

ANSWER KEY for page 24

WORD SEARCH

Below is a list of ingredients found in tobacco. Look for each word in the maze below. The letters may be arranged horizontally, vertically, diagonally or backward.

- acetone** (found in nail polish remover)
- ammonia** (used in explosives and cleaning products)
- arsenic** (deadly toxin used in rat poison)
- cyanide** (poisonous gas that is deadly to all living things)
- formaldehyde** (used to embalm dead tissue)
- nicotine** (poison once found in many pesticides)
- tar** (cancer-causing substance that damages lung tissue)
- zinc** (used in batteries and paint)

B	K	N	F	P	M	B	P	E	P	J	R
A	M	M	O	N	I	A	L	O	C	S	G
C	J	G	R	C	L	Y	Q	R	T	A	D
E	C	L	M	Q	G	A	O	D	J	R	T
T	N	T	A	R	E	R	S	L	S	S	U
O	R	K	L	Q	T	O	C	Z	T	E	M
N	A	L	D	N	I	C	O	T	I	N	E
E	Q	M	E	H	Q	X	D	G	R	I	V
N	E	I	H	R	Z	H	P	K	M	C	H
B	K	C	Y	A	N	I	D	E	P	Q	I
T	H	O	D	E	K	P	N	M	G	A	W
W	S	Q	E	M	B	Q	I	C	Q	D	X

ANSWER KEY for page 25

TEST

Circle the phrase which best answers each question.

1. Patrick Reynolds' grandfather, R.J. Reynolds, was the founder of:
 - an anti-smoking campaign.
 - a health-care plan for smokers.
 - the first convenience store to sell tobacco.
 - a large tobacco company.
2. Smokers become addicted to tobacco because it contains the drug:
 - chlorophyll.
 - tar.
 - nitrous oxide.
 - nicotine.
3. Smokers are not allowed to smoke in many public places because of the dangers of:
 - spit tobacco.
 - cigarette filters.
 - tobacco advertising.
 - secondhand smoke.
4. The best way to ask a friend or loved one to stop smoking is to:
 - give them plenty of compliments.
 - tell them how you feel.
 - show concern.
 - all of the above in combination.
5. Mr. Reynolds suggests asking a loved one to quit smoking:
 - once each week.
 - three times each month.
 - three times each year.
 - once a year.

ANSWER KEY for page 26

TEST (CONTINUED)

6. Tobacco companies made spit tobacco popular by filling stores with:
- baseball posters.
 - small billboards.
 - pamphlets.
 - countertop displays.
7. Mr. Reynolds says that you are truly wealthy when you:
- only buy things you can afford.
 - feel that you have enough.
 - sell most of your possessions.
 - have money in the bank.
8. Sean Marsee was diagnosed with mouth cancer at age 18 and:
- went on to give speeches about his illness.
 - recovered with the help of surgery and medicine.
 - died a short time later.
 - none of the above
9. The "Joe Chemo" ad that Mr. Reynolds showed featured a famous camel:
- smoking outside in cold weather.
 - treating cancer patients who had used tobacco.
 - at his funeral.
 - in a hospital bed, dying of cancer.
10. To deal with problems, Mr. Reynolds says we must:
- talk them over with others.
 - think positive thoughts.
 - have faith in the future.
 - all of the above