

bc.tobaccofacts

WELCOME to

the second issue of *bc.tobaccofacts*,
a newsletter for B.C. educators.

We want you to know

- the truth about tobacco,
- what its use is doing to our kids, and
- what YOU can do about it.

REGIONAL TOBACCO REDUCTION COORDINATORS

*Pictured here is
Judy VanderZwan,
the Regional
Tobacco Reduction
Coordinator
(RTRC) for the
Fraser Valley
Health Region,
working with the
Native Education
Coordinator at
Boston Bar
Elementary School
during a
bc.tobaccofacts
workshop.
Looking on is
the worker's young
daughter, who learned a lot about tobacco during the
session and told Judy and her mother that she would
NEVER SMOKE!*



Each Health Region has an RTRC who is available to help you teach a lesson in your classroom, or provide you with material about tobacco prevention and cessation. The RTRC can also book in-service sessions on the approved tobacco prevention program, *bc.tobaccofacts*. Call your local Health Unit and talk with your RTRC about any tobacco issues.



We'll be highlighting the *bc.tobaccofacts* program that has been developed by the Ministry of Health and the Ministry of Education and is approved for use in the B.C. school system. We'll be giving you information and lessons you can use with the students in your classroom to help them remain tobacco-free. And, we'll be spotlighting the work of students, teachers and health workers throughout the province.

Please share your students' work and your tobacco prevention ideas with us by contacting:

Tobacco Reduction Programs
Public and Preventive Health
Ministry of Health
1520 Blanshard Street, 2nd Floor
Victoria, BC V8W 3C8
Telephone: (250) 952-1710
Fax: (250) 952-1570

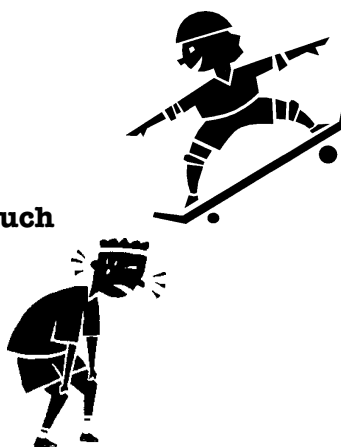




MYTH EXPLODER'S QUIZ

Use this quiz as a starting point to discuss the dangers of tobacco use.

- | | | | |
|-----------|--|-------------|--------------|
| 1 | I'll be cool if I smoke. | True | False |
| 2 | Smoking will make me thin. | True | False |
| 3 | Spit tobacco is safer and less addictive than smoking cigarettes. | True | False |
| 4 | I'm into sports so it won't hurt me as much if I smoke. | True | False |
| 5 | It's a myth that tobacco will hurt us. | True | False |
| 6 | Boys are more likely to smoke in their early teens than girls. | True | False |
| 7 | Nicotine is not a drug. | True | False |
| 8 | You can decide to smoke for a while and just quit when you feel yourself becoming addicted. | True | False |
| 9 | Smoking is relaxing. | True | False |
| 10 | Smoking doesn't hurt anyone except the smoker. | True | False |



After you have completed the quiz and discussed it in class, write a short paragraph about your feelings about tobacco use.

Answers and Discussion for the Myth Exploder's Quiz

TEACHERS

Please Note: In the Grade 7 Module of bc.tobaccofacts, students explode myths in each of the lessons on tobacco prevention. At the beginning of each lesson, the teacher writes a myth about tobacco on the board. The true statement has been written on a piece of paper which has been inserted into a balloon. At the end of the lesson the teacher discusses the myth with the students and one of them is invited to pop the balloon and share the truth with the class.



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- 1. False** Most kids don't smoke. If you want to have lots of friends, join the non-smokers.
 - 2. False** Using tobacco is not a diet. Although nicotine is a mild appetite suppressant and some people temporarily gain weight when they quit smoking, others do not. In fact, some people even lose weight when they quit smoking because they take better care of themselves and are able to exercise more extensively.
 - 3. False** Spit tobacco can cause serious damage to teeth and gums and also cancer in the mouth. It is also addictive like cigarette smoking.
 - 4. False** If you're a smoker you won't be "into" sports for the long term. The toxins in tobacco go directly into the lungs which makes it more difficult for them to absorb oxygen. This means your body can't perform at its best.
 - 5. False** In B.C., 20 kids begin using tobacco each day. Unless they quit, 10 of them will die of a tobacco-related disease.
 - 6. False** Today, slightly more teenage girls than boys are smoking. For many years, smoking was considered a man's activity. But tobacco advertising targeted women by using slogans and role models that linked smoking to independence, glamour, and slimness. In the six years following the campaign for Virginia Slims cigarettes, the number of teenage girls who smoked more than doubled.
 - 7. False** Nicotine, the drug found in tobacco, has been found to be more addictive than cocaine or heroin.
 - 8. False** Only five per cent of secondary school students who make the decision to smoke think they'll still be smoking in five years. But, five years later, 75 per cent are still smoking. Quitting is extremely difficult for the vast majority of people—not that they don't try. One survey found that of the 55 per cent of teen smokers who were thinking of quitting, only one out of 10 succeeded. And, the earlier people start smoking, the harder it is to quit when they are older.
 - 9. False** Smokers have a cigarette in order to gain temporary relief from the tension caused by the need for a nicotine "hit." But, smoking temporarily stimulates the body. One puff is enough to increase your heart rate, breathing rate, muscle tension, and blood pressure—exactly the opposite of relaxing.
 - 10. False** Second-hand smoke is even more toxic than smoke directly inhaled by smokers. It is associated with bronchitis, pneumonia and asthma in children who live with smokers. And, almost 500 British Columbians die of diseases related to ETS (Environmental Tobacco Smoke) every year!

JUST THE FACTS! THE MATH FACTS, MA'AM!









(This lesson integrates a tobacco prevention lesson into four curriculum areas.)

An activity that you can integrate into a Math lesson is one where students figure out the high cost of smoking. After they have done the math and completed the chart, integrate the activity into Personal Planning by having them discuss the higher costs of smoking—the costs to their health. Finish the lesson by integrating with English Language Arts by having individuals write about how they could spend the money they would save by not smoking. If you wish, carry this into the Fine Arts curriculum by having them create a poster about smoking costs.

\$moking costs

Based on an average price of \$5.50 per package of cigarettes

If you smoke one pack a day

1	Day		_____
1	Week		_____
1	Month		_____
1	Year		_____
5	Years		_____
10	Years		_____
20	Years		_____
30	Years		_____

REALITY

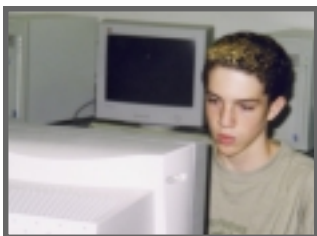
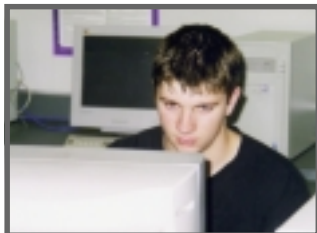


Spotlight on TOBACCO

Capitalize on the popularity of such television productions as *Survivor 2* and *The Mole* by having students create their own reality television show focusing on tobacco. Groups could create truthful ads about tobacco or present the latest research on nicotine and addiction. Their reality shows could be shown on the school's closed-circuit television system, the local cablevision station, or on television sets at the local mall. Getting the truth about tobacco into the community is a project that both elementary and secondary students will find worthwhile.



Shown here are some students from Robert Bateman Secondary School in Abbotsford concentrating on their tasks of creating animated anti-smoking public service announcements for television and for Web sites.



MEDIA WATCH

Ask students to recall the last movie or television program they watched. Was there any tobacco use? Discuss. Inquire if the smoking or chewing added to the plot.

Tell students that tobacco companies sometimes pay fees to have their products used in movies. For instance, Sylvester Stallone received \$500,000 to have his character smoke in five movies. To illustrate this type of advertising, you might have students think about the type of product placement that occurred in the movie, *The Truman Show*.

Assign students the task of monitoring TV for three nights. You might have different groups monitor movies, music videos, sitcoms, etc. Have them record their observations on the chart [page 6].

Have students compare their findings at the end of the three days. Ask students what message is contained in the way tobacco is used in these entertainment situations. What do they think about it? And, what message would they like to present?

WATCH FOR... IMPORTANT DATES

World No Tobacco Day

May 31

Drug Awareness Week

November 18-24, 2001

National Non-smoking Week

January 14-19, 2002



MEDIA WATCH RESEARCH

SHOW	TIME	CONTEXT	WHO USES IT	EFFECT ON AUDIENCE	COMMENTS

