



### Topic 5A

## Smoking and Statistics: What a Tale They Tell

(1–1.5 lessons)

**T**his lesson introduces the worldwide problem of smoking, through statistics, graphs, and short supporting articles. Students are required to interpret statistics, drawing conclusions and making predictions about them. They will write a personal response based on their reading of the statistics, or a paragraph describing the statistics that personally affect them the most. Other main

academic tasks are: surveying, understanding, explaining and evaluating graphs and tables, describing graphs and figures, note taking, viewing critically, viewing to extract specific information, recognizing implications, extracting salient points to summarize, comparing and contrasting, giving examples and referring to statistical charts, and asking for more information or for clarification.

## Outcomes

**SLO 1.5** Examine and interpret various visual media...

**SLO 2.2** Use several visual techniques...

**SLO 3.3** Quote from or refer to sources...

**SLO 4.1** Use language to encourage...

**SLO 4.2** Communicate effectively to work with others...

**SLO 4.4** Manage group action...

**SLO 5.4** Show understanding of the effect of cultural background...

**SLO 6.1.5** Use selective attention...

**SLO 6.1.8** Use self-evaluation to check...

**SLO 6.2.4** Use note taking...

**SLO 6.2.5** Use deduction and induction...

**SLO 6.2.7** Use elaboration...

**SLO 6.2.9** Use summarization...

**SLO 6.3.1** Use questioning for clarification...

**SLO 6.3.2** Use co-operation...

## Instructional and Learning Sequence

## Sequence 1

## Activation

Begin this topic by stating that smoking is a universal health problem. Show the picture of the child smoking (**Handout 4-17: “Prevalence and Health”**). What feelings does it evoke?

Ask students to describe their reaction in one word. Ask students to answer the following focus questions individually: Do you smoke? Does anyone in your family smoke? Do your friends smoke? Why do you (or others) smoke? Have you or anyone you know tried to quit? Do you know much about the worldwide statistics concerning smoking? (Add any other pertinent questions.)

Once they have finished, discuss the answers as a class. Tell them they will have a chance to analyze a number of visuals and statistics about smoking, taken from the World Health Organization (WHO).

## Jigsaw Activity

Divide the students into groups of four. Give each person in each group one of the visuals from the WHO Tobacco Atlas (Handouts 4-18, 4-19, 4-20, and 4-21).

- a) Have each group look at the organization of the statistic sheets, noting the different features. There is always a written passage on the left-hand side of the page, but for this assignment ask students to ignore it and concentrate on the graphics to extract their information.
- b) They may also look at the clipboard and any bubbles or charts. Give the students 10 minutes to examine their visuals.
- c) Write down as much information as they can glean from the visual. (For example, in 1960, 20 percent more teens were smoking in Japan than in the U.K.) After 10 minutes, have the people with the same visuals from each group form new groups and meet and compare their information.
- d) Give them 10 minutes to decide on the 8 to 10 most important points they have written down and the conclusions they have reached about the information.
- e) They must come to a consensus. The points should be recorded.
- f) Have the four students of the original groups meet together again. Each one should share his or her visual with other group members, emphasizing the most important pieces of information in his or her statistics. The speaker can use the visual and his or her notes. Other group members take notes. Move from person to person until all of the information has been shared.
- g) Discuss the information and statistics in the large group. Draw conclusions from the information gleaned from each sheet of statistics. Now the class may read and discuss the information from the left-hand side of each sheet if so desired.

(Language Features on page 102.)

## Student Learning Tasks

Describe your reaction in one word to **Handout 4-17:** “Prevalence and Health.” **(I)** Answer focus questions related to smoking. **(I)**

Discuss answers as a class. **(C)**

Work in groups of four. Each person in a group should examine a different visual from the WHO Tobacco Atlas (**Handout 4-18:** “Male Smoking” and **Handout 4-21:** “Cigarette Consumption”).

- Look at the organization of the statistic sheets, noting the different features.
- Look at the clipboard and any bubbles or charts.
- Write down as much information as you can glean from the visual. **(I)**
- Decide on the 8 to 10 most important points you have written down and the conclusions you have reached about the information. **(I)**
- Groups must come to consensus by discussing the statistics in as many different ways as possible and make predictions, hypotheses, and connections, and extrapolate information and draw conclusions from them. **(G)**
- Four students from the original groups meet to take turns sharing their visual with other group members, emphasizing the most important pieces of information. Other group members take notes. **(G)**.
- Discuss information with the class and read the left-hand sidebars together. **(C)**

## Teacher Notes and References



**Handout 4-17:** “Prevalence and Health”

Visuals from the World Health Organization Tobacco Atlas (one of each to each group):

**Handout 4-18:** “Male Smoking”

**Handout 4-19:** “Female Smoking”

**Handout 4-20:** “Youth”

**Handout 4-21:** “Cigarette Consumption”



Help students focus on areas of interest and issue.

Students should discuss the statistics in as many different ways as possible and make predictions, hypotheses, and connections, and extrapolate information and draw conclusions from them. This activity may be done online with students (the URLs are provided at the bottom of each handout) to enable students to see the visuals in colour and enlarge the images so that the writing is legible.



Have questions prepared to help the students with their discussion.

Outcomes	Instructional and Learning Sequence
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<b>Language Features</b>	<p><b>Vocabulary</b></p> <p><b>Male Smoking chart:</b> prevalence, physicians, trends, premature, peaked, declining, comprising</p> <p><b>Female Smoking chart:</b> differs from, as much, ten or more times more than, neurotic, launching, oriented, relatively, reflect, declining, notably, promotes, seductive, vitality, modernity, emancipation, sophistication, sexual allure, feminized</p> <p><b>Youth chart:</b> fewer than, over _% of, potential, overwhelming, passive smoking, dwindle, factors, promotion, access, peer pressure, siblings, self-image, perceiving “cool,” decades, addicted, adolescence, contracting</p> <p><b>Cigarette Consumption chart:</b> annual, global consumption, leveling off, expansion, prevalence, absolute number, offset by, proportions, global epidemic, cranking out, consumers</p>
	<p><b>Structures</b></p> <p>adjectives to describe the picture</p> <p><b>Structures to remember when answering focus questions:</b> agreement of subjects and verbs, use of appropriate tense, appropriate use of articles, appropriate use of prepositions</p>
	<p><b>Discourse Features</b></p> <p><b>Discussion expressions:</b> I smoke/don’t smoke because...; even though they know it’s a health risk...; more than... smoke in...; fewer (not less) than...; smoke in...</p> <p><b>Some expressions to use in describing and comparing statistics:</b> more than...; fewer than...; almost _ %; 1 in 3... (replace with correct numbers); as many/few as...; ...has increased/decreased by...% or fraction; over... people...; etc.</p>
	<p><b>Academic Language Functions</b></p> <p>analyzing, seeking information, explaining, justifying</p>

**Student Learning Tasks**

**Teacher Notes and References**

**Outcomes**

**SLO 2.1.1** Analyze and edit texts...

**SLO 2.1.2** Use standard Canadian spelling...

**SLO 2.1.3** Use developing control of grammatical features...

**SLO 2.3.1** Use the structures and language features...

**SLO 3.3** Quote from or refer to sources...

**SLO 6.1.2** Use organizational planning...

**SLO 6.1.5** Use selective attention...

**SLO 6.1.8** Use self-evaluation to check...

**Instructional and Learning Sequence**

**Writing Activities**

Have students choose from the following activities:

1. After looking at all the information about smoking, write a paragraph about the three most important pieces of information learned. Refer to and quote from the statistical information. Elaborate on why this information is important to you and mention if it has moved you to take action of any kind. Make sure you follow good paragraph-writing rules and use a variety of sentence types.\*

OR

2. Respond fully to five of the response prompts suggested by your teacher. Each answer should be at least four to five sentences.\*

\*In both assignments, students must use at least five new words from this lesson.

**Language Features**

**Structures**

sentence combining

**Discourse Features**

**Paragraph format:** topic sentence; examples, with statistical support, concluding sentence

**Academic Language Functions**

citing sources, justifying

**Student Learning Tasks**

1. Write a paragraph about the three most important pieces of information learned about smoking. Elaborate.\* (I)

OR

2. Respond fully to five of the response prompts provided. Each answer should be at least four to five sentences.\*

\* In both assignments, you must use at least five new words from this lesson.

**Teacher Notes and References**

Suggested response prompts:

1. I was shocked...
2. I was disgusted...
3. I was moved to action by...
4. I am going to rethink... because...
5. It is very thought-provoking to know...
6. Obviously, smoking is...
7. I did not realize...
8. I wonder...
9. The differences between... and ... really...
10. I am concerned about...

Outcomes	Instructional and Learning Sequence
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**SLO 1.5** Examine and interpret various visual media...

**SLO 6.1.5** Use selective attention...

**SLO 6.2.7** Use elaboration...

**SLO 6.2.8** Use imagery in the form of mental or actual pictures...

**Roundup**

Have students write a personal response in their journal or Learning Logs about the use of these statistical charts to glean information. What did they like about them? What did they dislike about them? What techniques did the creators use to organize the information on the pages? Were they successful? What learning strategies did they use to help them interpret the statistics?

<b>Language Features</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;"><b>Academic Language Functions</b></td> </tr> <tr> <td style="padding: 2px;">evaluating, analyzing</td> </tr> </table>	<b>Academic Language Functions</b>	evaluating, analyzing
<b>Academic Language Functions</b>			
evaluating, analyzing			

**Student Learning Tasks**

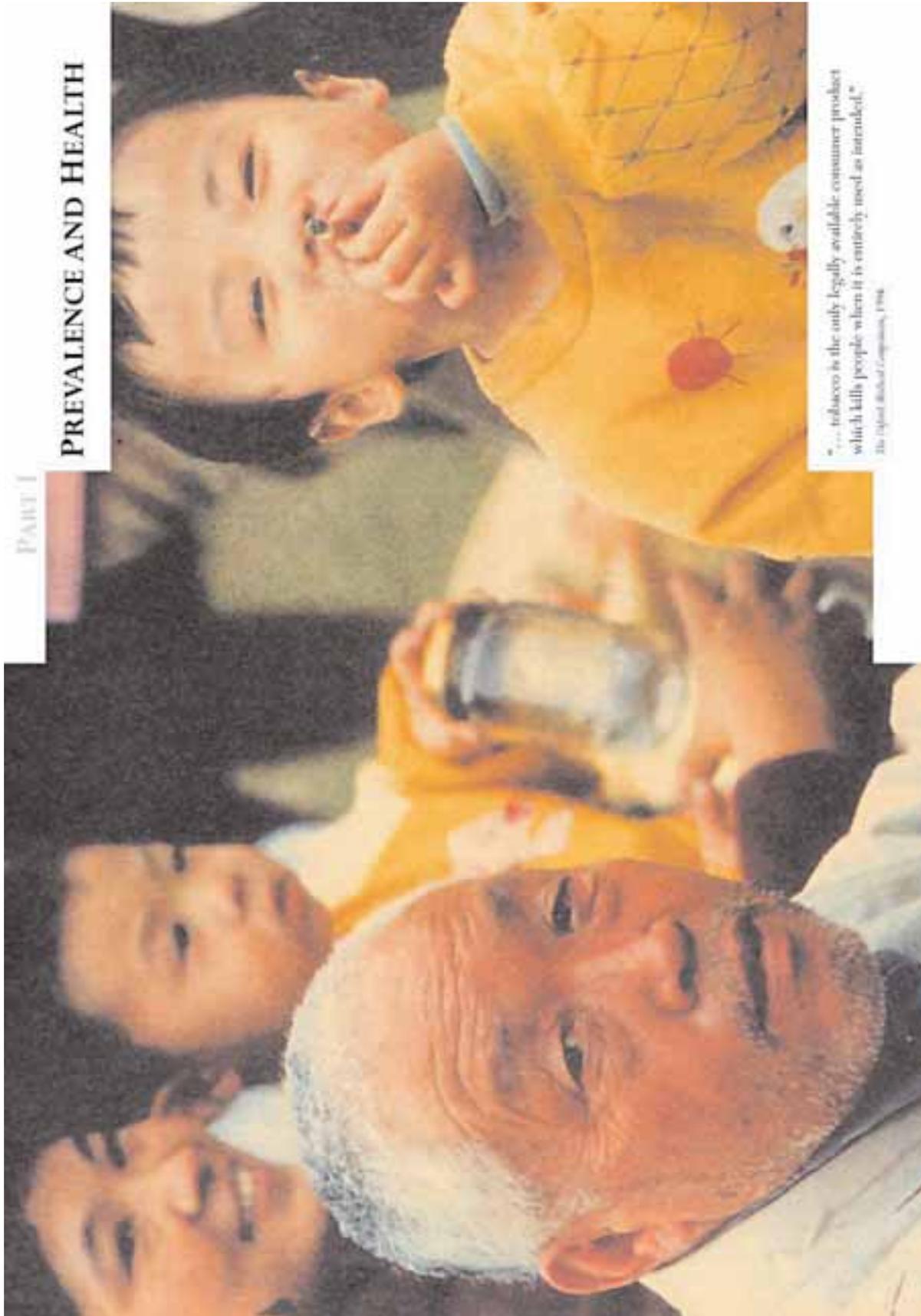
**Teacher Notes and References**

Write a personal response in your journal about the use of the statistical charts to glean information about smoking.

In your Learning Log, discuss the learning strategies you used to interpret the statistics.



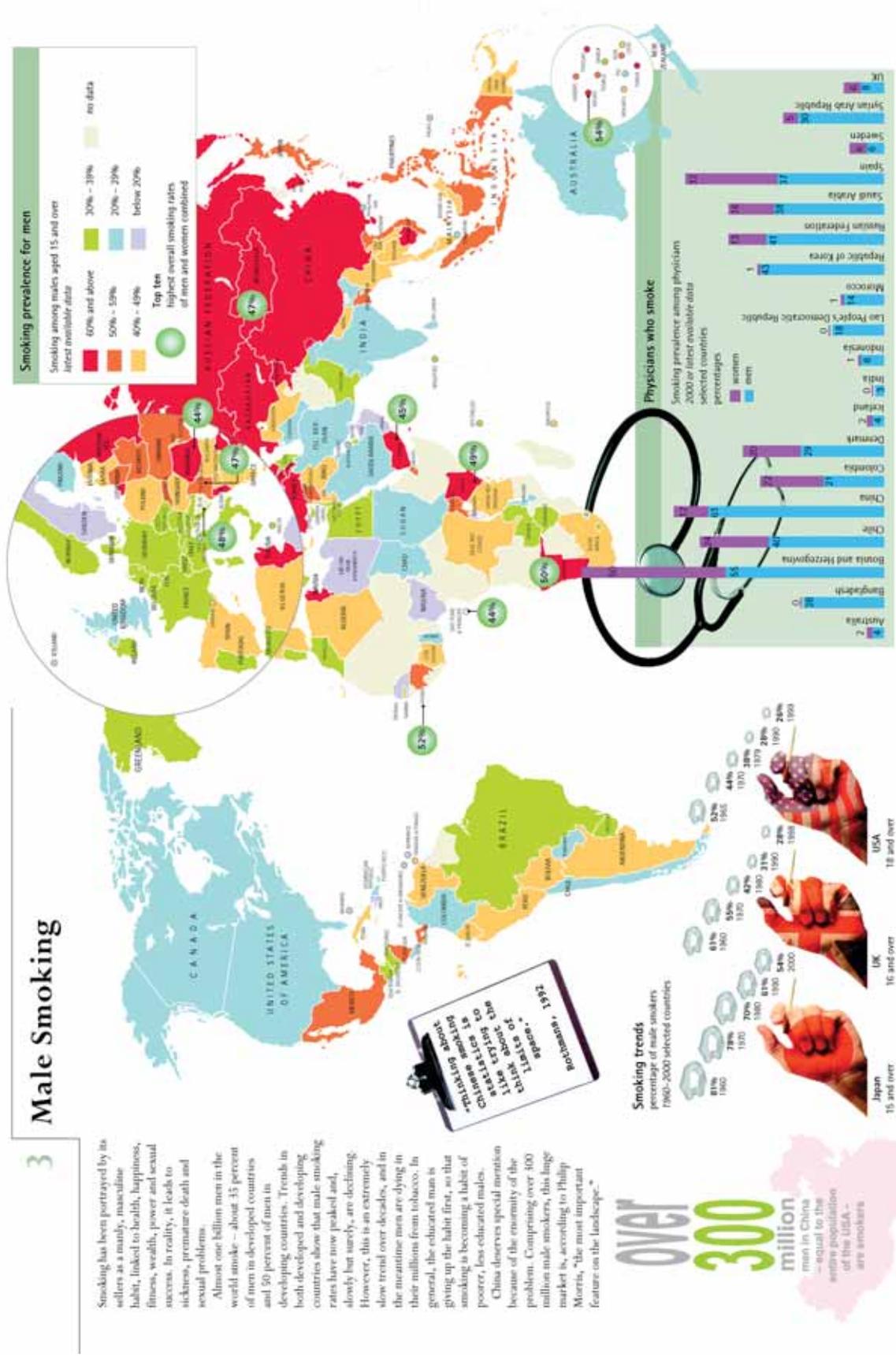
### Prevalence and Health



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# Male Smoking



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Youth

5

Youth

"If younger adults turn away from smoking, the industry will decline, just as a population which does not give birth will eventually diminish."  
— BJ Reynolds, executive, 1984

The overwhelming majority of smokers begin tobacco use before they reach adulthood. Among those young people who smoke, nearly one quarter smoked their first cigarette before they reached the age of ten.

Several factors increase the risk of youth smoking. These include tobacco industry advertising and promotion, easy access to tobacco products, and low prices. Peer pressure plays an important role through friends' and siblings' smoking. Other risk factors associated with youth smoking include having a lower self-image than peers, and perceiving that tobacco use is normal or "cool". Many studies show that parental smoking is associated with higher youth smoking.

While the most serious effects of tobacco use normally occur after decades of smoking, there are also immediate negative health effects for young smokers. Most teenage smokers are already addicted while in adolescence. The younger a person begins to smoke, the greater the risk of eventually contracting smoking-caused diseases such as cancer or heart disease.

The highest youth smoking rates can be found in Central and Eastern Europe, sections of India, and some of the Western Pacific islands.

Fewer than 5% of young people in Bahamas, Barbados, Costa Rica, Indonesia, Malawi, Montserrat, Poland, Russia, Singapore, Ukraine and Venezuela think girls who smoke look most attractive.

Over 40% of young people in Fiji, Ghana, Malawi, Nigeria, South Africa, Sri Lanka and Zimbabwe think boys who smoke have more friends.

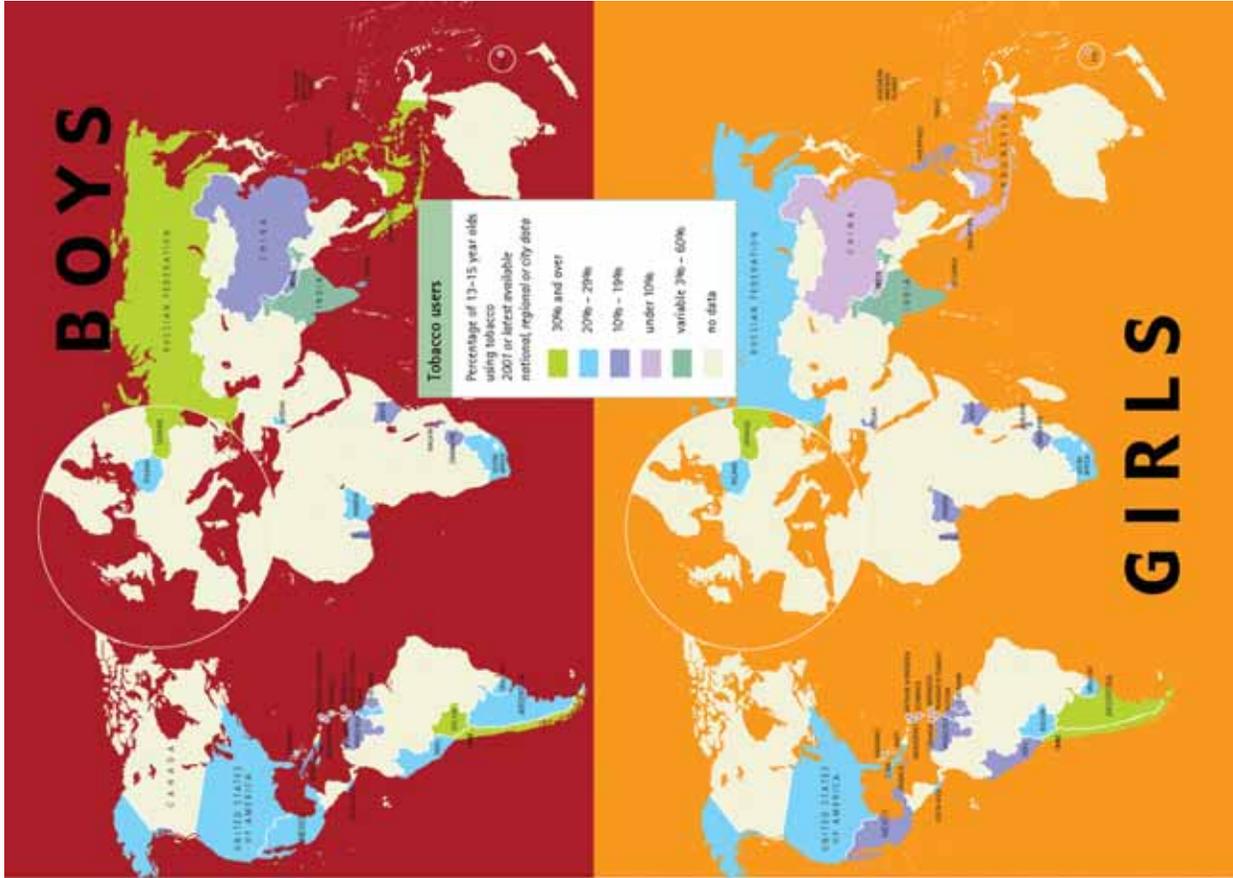


**50%**  
of young people who contribute to smoke will die from smoking

**Early smokers**  
Over 30% of children smoked their first whole cigarette before age 10 in Ghana, Grenada, Guyana, India, Jamaica, Palau, Poland, N. Mariana Islands and St. Lucia.

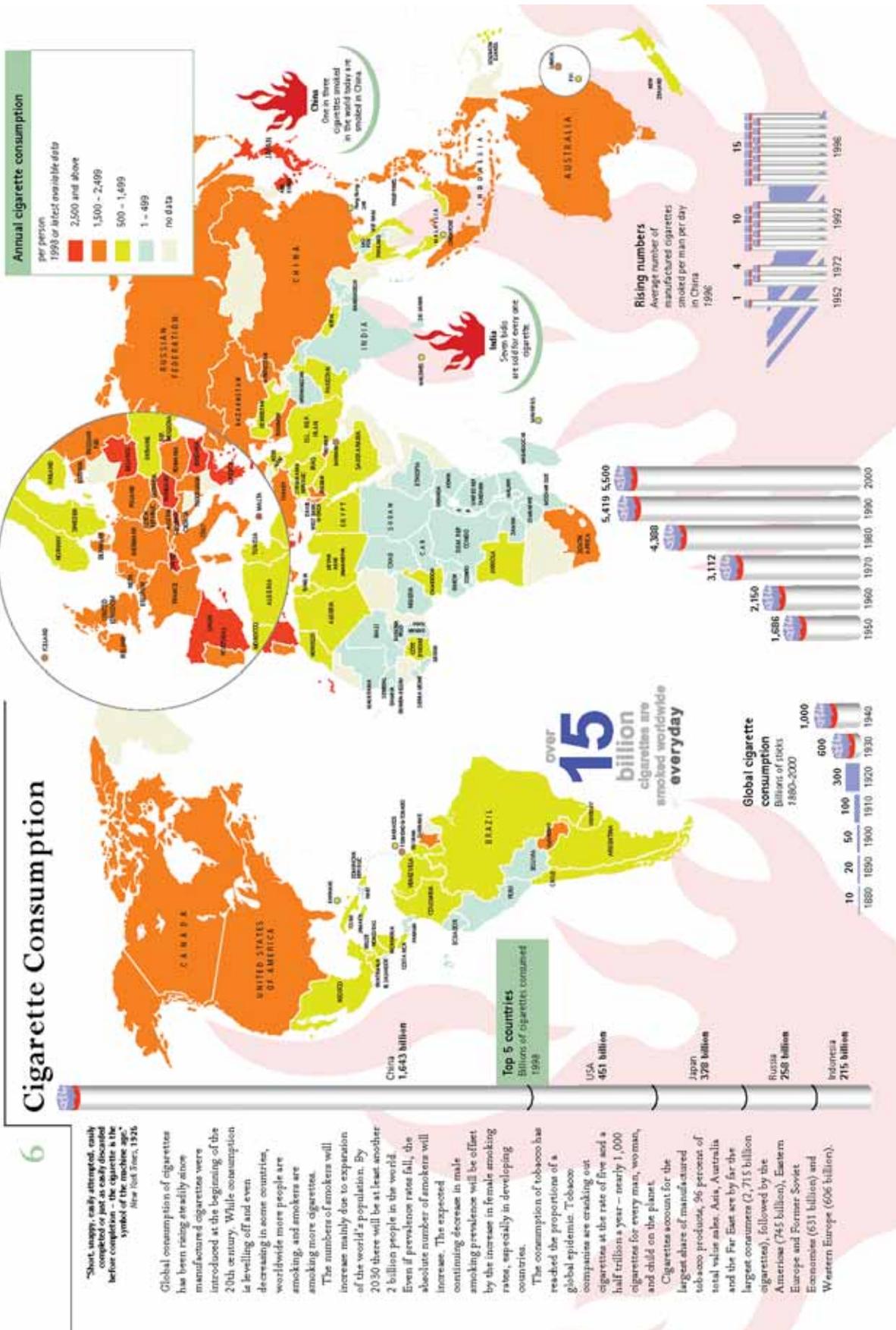


**40%**  
of children worldwide are exposed to passive smoking at home





# Cigarette Consumption



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