



**Topic 5B  
Smoking and the  
Media**

(2 lessons)

In this lesson, students use statistical information to further understand the goals of tobacco companies. They look at Canadian tobacco packaging and evaluate the effectiveness of the anti-smoking campaign, and design a photo essay that centres on a smoking issue that is important to them. They share their essays with a partner and each partner writes a 250-word description of his or her partner's photo essay. Some of the main

academic tasks are: producing intelligible spoken English; describing graphs, maps, and figures; using visual aids; summarizing, describing, and explaining; asking questions; stating a point of view; deducing the meaning of unfamiliar words and word groups; selecting relevant points; hypothesizing and predicting from trends; listening and viewing critically; and using an academic writing style.

## Outcomes

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

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

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

**SLO 6.1.1** Use advanced organization...

**SLO 6.2.1** Use resourcing to access...

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

**SLO 6.2.7** Use elaboration...

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

## Instructional and Learning Sequence

## Sequence 1

The beginning of this lesson will again focus on examining, discussing, and drawing conclusions from statistics.

### Activation

Divide students into quads. Give each quad **Handout 4-22**: “Tobacco Companies” and **Handout 4-23**: “Tobacco Industry Promotion.” Ask the students to do the following: Preview the “Tobacco Companies” and “Tobacco Industry Promotion” statistics and articles, noticing that the organization is similar to the statistical fact sheets from the previous lesson.

- a) Students first read the column of text on the left-hand side of the handouts in their quads and try to figure out the meanings of new words using context clues, knowledge of word families and affixes, and general knowledge.
- b) As a class, students discuss new vocabulary and information presented in the written articles.
- c) Then, students go back to their quads and look carefully at the map, the visuals, the clipboard, and different types of graphs, discussing the information presented and describing the visual information in words. They will find as many relationships as they can, look at trends, and predict the future.
- d) Each group chooses five important pieces of information from the readings and visuals to share with other groups, writing down the important information in point form as they share in their groups. They must draw at least one conclusion from each of the pieces of information they decide to share. Students should be able to express their ideas in a number of ways verbally.
- e) As a class, students share information.

**(Language Features on page 122.)**

## Student Learning Tasks

- a) In quads, preview **Handout 4-22: “Tobacco Companies”** and **Handout 4-23: “Tobacco Industry Promotion,”** looking at organizational pattern. Then, read and figure out the meanings of new words using context clues, knowledge of word families and affixes, and general knowledge. **(G)**
- b) Discuss new vocabulary and information presented in the written articles. **(C)**
- c) In quads look carefully at the map, the visuals, the clipboard, and different types of graphs, discuss the information presented, and describe the visual information in words. Look for relationships and future trends. **(G)**
- d) Choose five important pieces of information from the readings and visuals to share, writing down the important information and drawing at least one conclusion from each of the pieces of information. **(G)**  
**(C)**
- e) Share information with the class. **(C)**

## Teacher Notes and References



**Handout 4-22:** “Tobacco Companies”

**Handout 4-23:** “Tobacco Industry Promotion”



Have students name/describe the different types of graphs used in “Tobacco Industry Promotion,” and decide why each one was used for its specific purpose.

Outcomes	Instructional and Learning Sequence
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<b>Language Features</b>	<hr/> <p><b>Vocabulary</b></p> <p><b>Tobacco Companies:</b> another module referral to “Handout #”</p> <p><b>a) From graphs and visuals:</b> sponsorship, enables, acronym BAT, JTI</p> <p><b>b) From the article:</b> transnational, excluding, merge, intricate, joint ventures, monopolies, decline, state-owned, enterprises, privatized, IMF, pressurized, consumption, massively, manufacturing capacity</p> <p><b>Tobacco Industry Promotion:</b></p> <p><b>a) From graphs and visuals:</b> global market share, public transport</p> <p><b>b) From the article:</b> reliable, estimate, expenditures, prohibited, limitations, promotional allowances, bolder, retailers, facilitate, venues, exploited, “pop” events</p> <hr/> <p><b>Structures</b></p> <p>appropriate use of tense, articles, plural forms, comparative/superlative forms, appropriate subordinate and relative clauses</p> <hr/> <p><b>Discourse Features</b></p> <p>cause/effect markers, compare/contrast markers</p> <hr/> <p><b>Academic Language Functions</b></p> <p>analyzing, interpreting, explaining, concluding</p>
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**Student Learning Tasks**

**Teacher Notes and References**

**Outcomes**

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

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

**SLO 6.15** Use selective attention...

**SLO 6.2.7** Use elaboration...

**SLO 6.2.10** Use translation...

**Instructional and Learning Sequence**

**Sequence 2**

**Activity**

- a) Divide students into triads. Give each group a copy of **Handout 4-22:** “Tobacco Companies,” and **Handout 4-23:** “Tobacco Industry Promotion.. Have students look them over carefully and discuss them.

**Responding**

- b) Students each record one adjective to describe each picture. Students may use a thesaurus and a translator, if necessary. Adjectives should be written down and explained. Try to have students avoid over-using the same adjectives and discourage the use of those that are too general (i.e., bad, ugly, terrible, etc.). What emotion does each picture evoke? Again, use one clear, descriptive word to capture the emotion felt. Students should record the descriptive words with their meanings in their personal dictionaries. Finally, have each student describe one picture/graphic to another student as vividly as possible.

**Language Features**

**Structures**

specific descriptive adjectives to describe pictures; appropriate use of past, present, and future tenses (e.g., present progressive to describe the cigarette package warnings)

**Academic Language Functions**

describing

## Student Learning Tasks

- a) In triads, discuss **Handout 4-24: “A Smoker’s Hand,”** and **Handout 4-25: “Cigarette Package Warnings.”** (6)
- b) In your personal dictionary, record one adjective to describe each picture. Record one clear, descriptive word for the emotion evoked by the picture. (1)
- c) Describe one picture/graphic to another student as vividly as possible.

## Teacher Notes and References



**Handout 4-24: “A Smoker’s Hand”**

**Handout 4-25: “Cigarette Package Warnings.”** Two samples are provided; more can be found on the Canada Health Online website at <[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)>. In the search box, type in “Cigarette packaging.”



Choose cigarette package warnings that apply to a variety of different people (e.g., teenage boys, pregnant women, young children, the general public). You may choose to give each student in the group different warnings and graphics and have them share. They could verbally describe the label before showing it to the other group members.

**Internet Resource:** An alternative handout representing the “Smoker’s Body” can be downloaded from the World Health Organization website at <[www.who.int/tobacco/en/smokers\\_fr\\_en.pdf](http://www.who.int/tobacco/en/smokers_fr_en.pdf)>. Caution should be exercised as the imagery may be controversial.

**Outcomes**

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

**SLO 5.3** Analyze ways in which language and text affect... contemporary culture

**SLO 6.15** Use selective attention...

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

**SLO 6.2.7** Use elaboration...

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

**Instructional and Learning Sequence**

**Analyzing Responses**

Students meet in triads and discuss the following questions, using the cigarette package warnings and the ad evaluation suggestions in Appendix 17:

1. What tactics are being used by the Canadian government and various other organizations to reach smokers and potential smokers?
2. Look at each cigarette label warning and determine who is being targeted.
3. Decide what, specifically, makes each warning persuasive, powerful, and effective. (Are words alone as powerful as words and visuals?)
4. Why were these specific targets chosen?

Students record responses in point form.

As a class, discuss the following: Can the warnings be interpreted in more than one way? What feelings will they evoke in the viewer? Do smokers and non-smokers in each group have different reactions to the labels?

**Language Features**

**Vocabulary**

tactics, targets, evoke

**Discourse Features**

**Expressions for discussion:** to describe, compare, evaluate, explain, etc.

**Academic Language Functions**

describing, comparing, explaining, evaluating

**Student Learning Tasks**

In triads, discuss the four questions posed by the teacher, using the cigarette package warnings and the ad evaluation suggestions in Appendix 17. (G)

Record responses in point form.

Participate in class discussion about cigarette package warnings.

**Teacher Notes and References****Appendix 17: Evaluating Ads**

**Outcomes**

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

**SLO 1.6** Interpret a range of texts...

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

**SLO 3.1** Seek, organize, and synthesize information...

**SLO 3.2** Develop and implement a plan for researching...

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

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

**SLO 5.7** Select and present ideas ...keeping in mind the intended audience.

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

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

**SLO 6.1.6** Use self-monitoring to check...

**SLO 6.1.7** Use problem identification...

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

**SLO 6.2.1** Use resourcing to access...

**SLO 6.2.3** Use grouping of items to classify...

**SLO 6.2.7** Use elaboration...

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

**Instructional and Learning Sequence**

**Sequence 3**

**Writing Activity**

Students will create a visual essay and write about one.

**Step 1**

After reading the information on how to create a visual essay (Appendix 18), students should create a visual essay about smoking, based on the last two lessons. (Perhaps a brainstorm for ideas that students could use would be helpful.) In their essays, students may include pictures, cartoons, political cartoons, drawings, collages, graphs, statistics, maps, or any other visual they choose. The visuals must be arranged to describe something, explain something, show a process, indicate a problem and solution, compare and contrast, or show a cause/result relationship. Each student should have a minimum of eight visuals, and at least three visuals that are not pictures or drawings.

**Step 2**

- a) Have students pair to share and discuss their visual essays.
- b) Each student will write a short 250-word piece about his or her partner’s visual essay. It should reflect the organizational pattern of the visuals (e.g., cause/effect, process, problem/solution, etc.). Each student must use appropriate discourse markers and must include at least five new vocabulary words from these two lessons.
- c) Partners should act as peer editors for each other.

**Language Features**

**Vocabulary**

chosen from the last two lessons, appropriate for writing about the visual essay

**Structures**

appropriate use of tense  
dependent on visuals

**Discourse Features**

discourse markers for process, compare/contrast, cause/result, problem/solution, etc.

**Academic Language Functions**

describing, comparing, contrasting, expressing cause/result, expressing problem/solution

**Student Learning Tasks****Assignment**

Create a visual essay about smoking, using a variety of visual texts. **(I)**

- a) Pair to share and discuss your visual essays. **(P)**
- b) Write a short 250-word piece about his or her partner's visual essay. **(I)**
  
- c) Partners act as peer editors for each other. **(P)**

**Teacher Notes and References**

**Appendix 18:** Creating a Photo (Visual) Paragraph, Essay, or Report



The teacher should provide some resource ideas for students.

An alternative suggestion is to have students do the visual essay and writing after the next smoking lesson, in order to use information from that lesson as well.

**Outcomes**

**SLO 1.3** Develop and express a personal position in a variety of ways...

**SLO 1.4** Show an awareness of organizational patterns...

**SLO 2.4** Use the steps of the writing process...

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

**SLO 6.2.7** Use elaboration...

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

**SLO 6.2.1** Use resourcing to access...

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

**Instructional and Learning Sequence**

**Alternative Writing Suggestion**

Students write a persuasive essay based on the following statement:

Students state whether they agree or disagree with the assertion: Tobacco companies have the right to do whatever they need to do to sell their products.

<b>Language Features</b>	<b>Structures</b>
	choose those you wish students to focus on
	<b>Discourse Features</b>
	structure of a persuasive essay
	<b>Academic Language Functions</b>
	persuading

**Roundup**

Have students look for an example of subliminal advertising, and describe where they found it and how it was used.

<b>Language Features</b>	<b>Academic Language Functions</b>
	describing

**Student Learning Tasks****Teacher Notes and References****Assignment**

Write a persuasive essay based on the following statement:

State whether you agree or disagree with the assertion: Tobacco companies have the right to do whatever they need to do to sell their products. (1)

Look for an example of subliminal advertising, and describe where you found it and how it was used. (1)



# Tobacco Companies

14

## Tobacco Companies

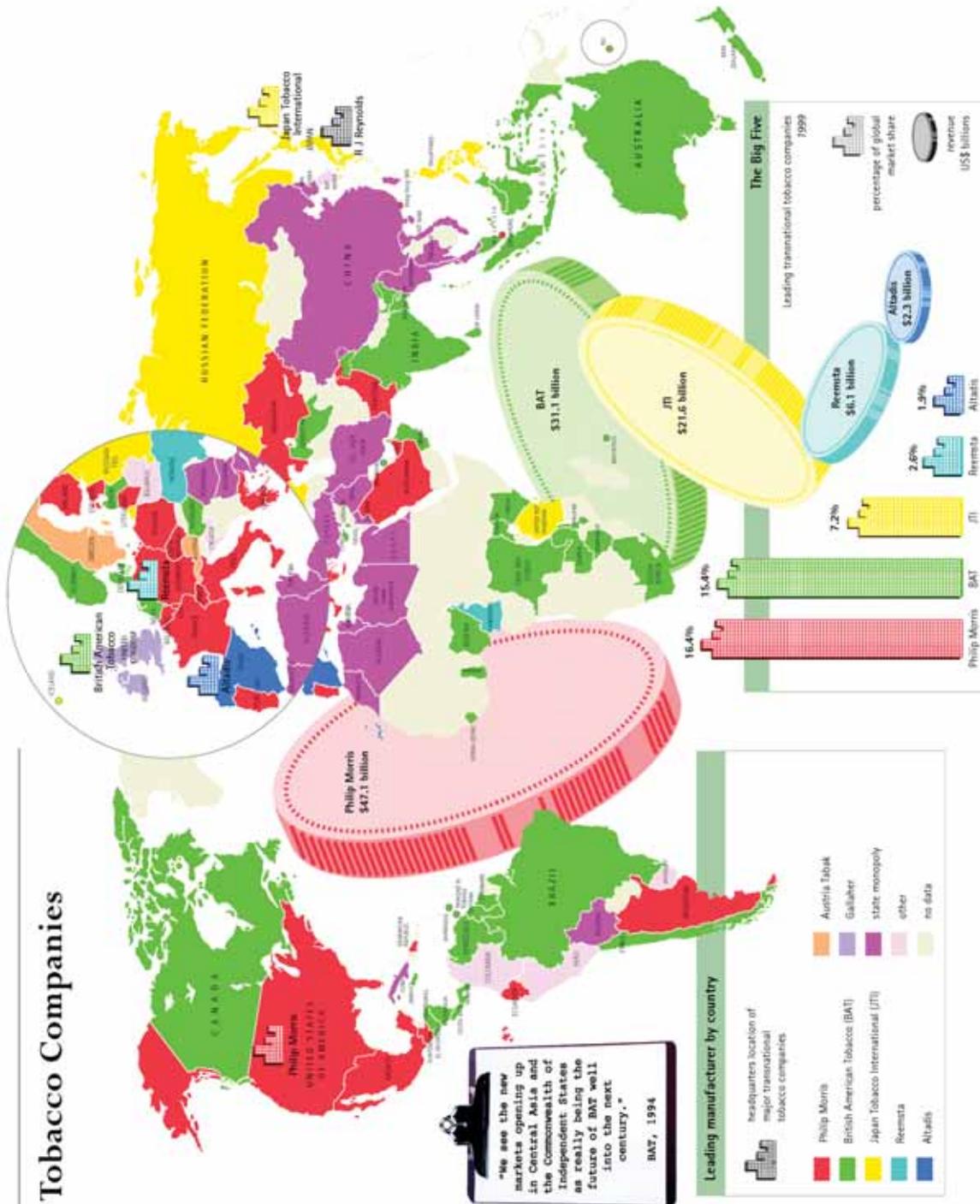
Philip Morris is the world's largest transnational tobacco company, whose Marlboro brand is the world leader. In 1999 the company had sales of over US\$47 billion. However, excluding the US domestic market, BAT sells the most cigarettes worldwide and has the largest network in the most countries.

The tobacco industry is a mixture of some of the most powerful transnational commercial companies in the world. Tobacco companies, which frequently merge, own other huge industries and run an intricate variety of joint ventures.

State tobacco monopolies have been in decline since the 1980s. About 7,000 medium to large state-owned enterprises were privatised in the 1980s and a further 60,000 in the 1990s after the collapse of the former Soviet Union. From the late 1990s, the IMF has pressurised countries such as the Republic of Korea, the Republic of Moldova, Thailand and Turkey to privatise their state tobacco industry as a condition of loans.

The remaining monopolies represent a combined consumption of 2 billion cigarettes or 40 percent of the world's total cigarette consumption.

Since the early 1990s, the cigarette companies have massively increased their manufacturing capacity in developing countries and eastern Europe. Where once the rich countries exported "death and disease", increasingly these are manufactured locally.





# Tobacco Industry Promotion

17

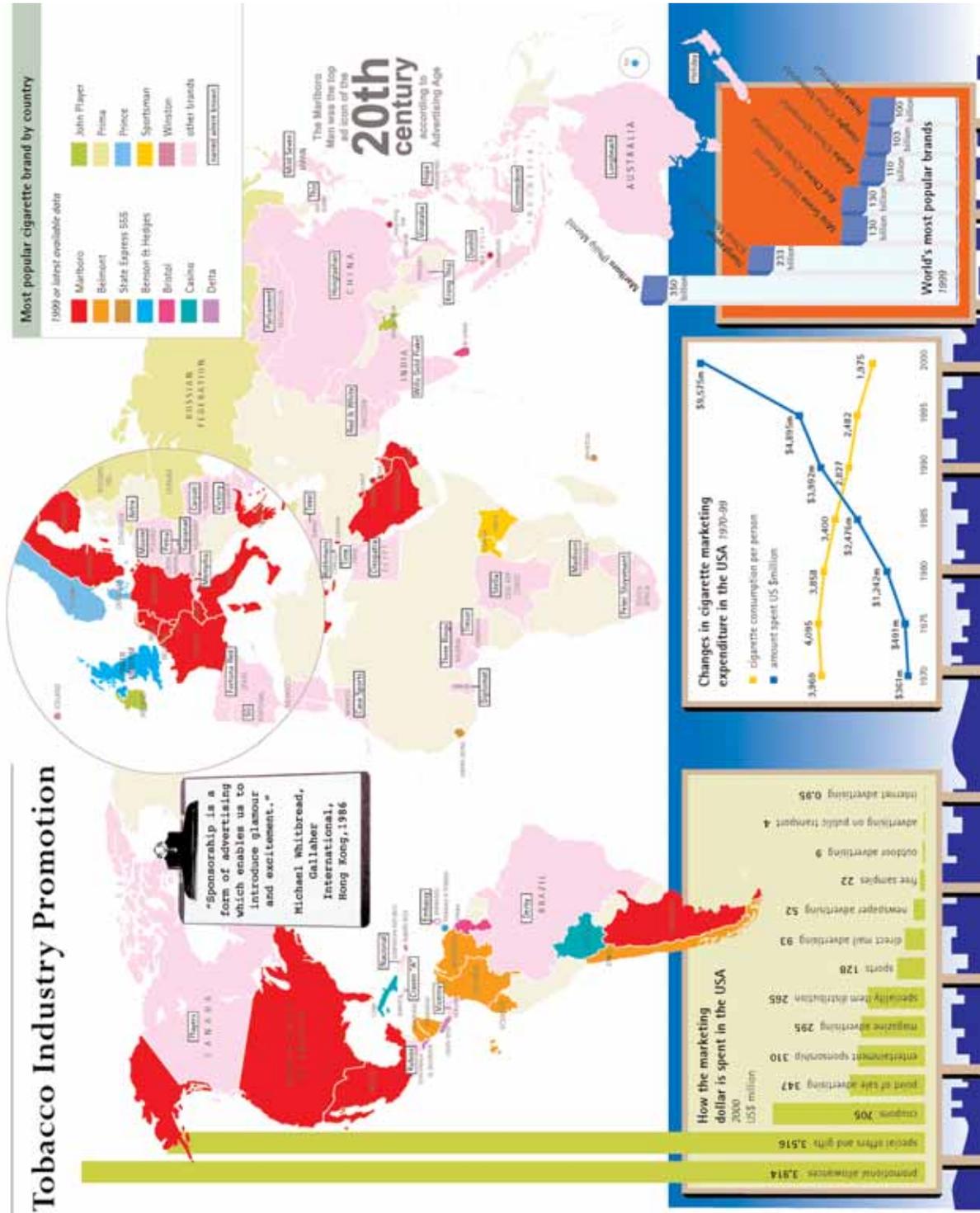
Cigarettes are possibly the most marketed product in the world. While there is no reliable estimate of global cigarette marketing expenditures, it is clearly in the tens of billions of US dollars a year.

In the USA alone over \$110 billion is spent a year on marketing cigarettes, and this at a time when advertising is prohibited on television and radio, when there are limitations on certain types of outdoor advertising and sponsorship, and when cigarette sales are falling. Annual marketing expenditure is over \$300 per smoker, and over 46 cents for every pack sold. Promotional allowances, that is payments made to retailers to facilitate sales, account for 41 percent of the total expenditure on cigarette marketing.

Cigarette marketing is bolder and more aggressive in developing countries than it is in the developed world. Cigarette advertising on television and radio is common, and a variety of other venues are exploited. These include sports, arts, pop, fashion and street events, adventure tours, concerts, give-aways and the Internet.

There are also the hidden advertisements such as the placement of cigarette smoking and tobacco products in films. In addition there is sponsorship of universities, good will donations for community events, and advertising of other goods and products bearing the cigarette name. Such marketing is seen throughout both the developed and the developing world.

## Tobacco Industry Promotion



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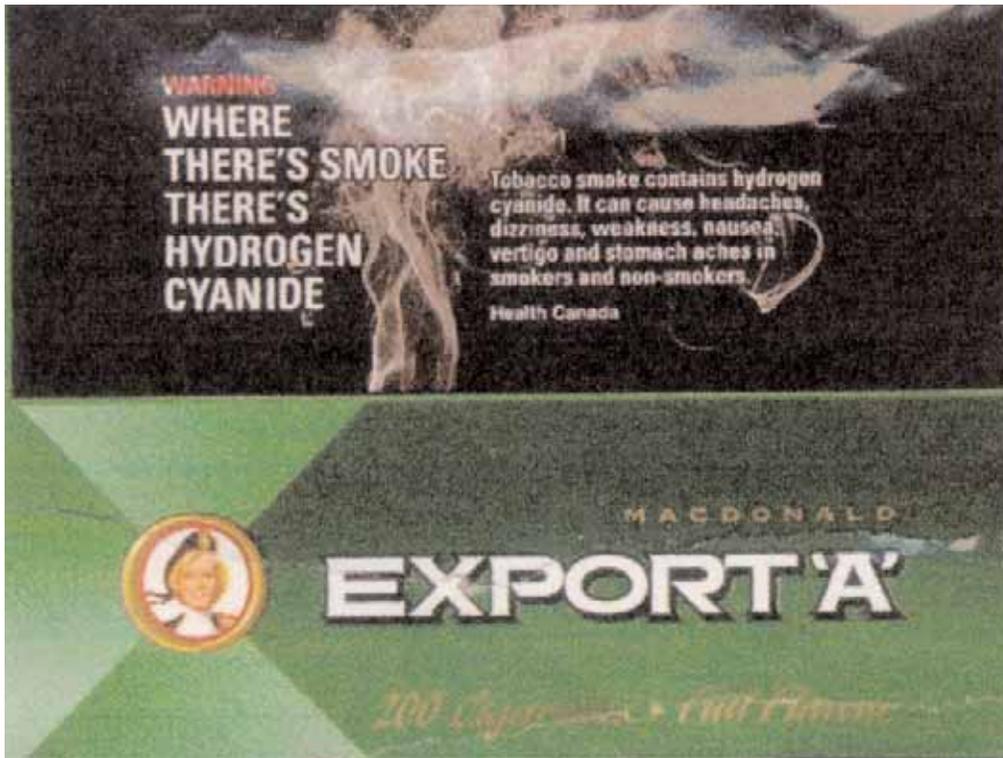
## A Smoker's Hand



\*Copyright Health Canada. <[www.hc-sc.gc.ca/francais/media/photos/tabac/fi/00000008.jpg](http://www.hc-sc.gc.ca/francais/media/photos/tabac/fi/00000008.jpg)>.



### Cigarette Package Warnings



(continued)

\*Copyright Health Canada. <[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)>.

## **Cigarette Package Warnings (continued)**

Manufacturers of cigarettes for sale in Canada are required to print one of the 16 new health warnings shown above on each pack of cigarettes. The requirement came into effect on December 23rd, 2000 for brands with a market share of 2% or more, and will be extended to smaller brands by mid-2001.

The above JPGs were scanned from cigarette packs purchased in Québec on January 2nd, 2001. The new warnings are trickling into retail outlets across the country as stocks of cigarettes are renewed. Warnings showed up first on the country's four biggest brands: du Maurier, Player's and Matinée (all manufactured by Imperial Tobacco of Canada, a subsidiary of British American Tobacco) and Export 'A' (manufactured by JTI-Macdonald, a subsidiary of Japan Tobacco International).

The new warning system extends to carton wrappers, which now include a warning on each of their six surfaces.