

Lesson Six:

What is the Tobacco Industry Doing in My Neighborhood?

Over the past five lessons, the students have developed a strong understanding of how the tobacco industry works and the role marketing plays in enticing new smokers. The next two lessons will help students realize how the tobacco industry is working in their neighborhood. This week, students will plan visits to tobacco retailers to investigate the advertising strategies used in Minnesota.



Learning Objectives

After Lesson Six, students will be able to:

- 1 Explain how point-of-sale advertising draws in new smokers;
- 2 Demonstrate appropriate behavior during a store visit; and
- 3 Identify important components of a store visit.

Lesson 6

Materials Needed

- Computer with internet access or computer with USB drive that contains videos
- Tobacco advertising factsheet from Lesson Two (pg. 37)

Overview of Lesson

- Warm-up and Introduction: **5 minutes**
- Point-of-Sale Marketing Video and Discussion: **10 minutes**
- Store Visit Guidelines and Demonstration: **15 minutes**
- Store Survey Form Introduction: **20 minutes**
- Location Brainstorming: **10 minutes**
- Exit Ticket: **5 minutes**



TOTAL TIME: 65 minutes

Before the Lesson

- Write the warm-up question on the board.
- Have Post-It notes or scrap paper ready for students as they enter class.
- Double-check the sound for video. If streaming video from YouTube, ensure you have a working internet connection.



Warm-up and Introduction

- Have the following question posted on the board and have the students write their responses on a piece of scrap paper:

Have you seen any advertising for tobacco since our last class? Where did you see it? What was it advertising?

- Ask for two students to share their experiences.

TOTAL TIME: 5 minutes



Point-of-Sale Marketing Video and Discussion

- Play the video “Why point of sale tobacco marketing matters” (4:02)

➔ <https://www.youtube.com/watch?v=HS7BiffTb4c>

- Ask the following questions:

1. How has tobacco advertising changed over the years?
2. Why do you think tobacco companies advertise heavily in low-income neighborhoods?
3. Do you think that being exposed to more tobacco advertising makes people more likely to smoke? Why or why not?

TOTAL TIME: 10 minutes



Rules and Conduct When Visiting Stores

A few things to remember when conducting the store survey:

- Come prepared. Bring store surveys, pen, and possibly a camera or phone to take pictures of what you find.
- Write it down. There is a lot to look for and one person cannot remember everything, so write things down while at the store.
- Stay out of the way. Stores can be busy places. We do not want to be disruptive to staff or customers.
- Be honest. If asked, tell the store owner or manager that you are conducting a survey on advertising and marketing. If they ask you to leave, that is OK. Thank the employee for their time and leave the store right away.
- Be safe. If you feel uncomfortable, unsafe, or have a bad feeling, you can stop your survey at any point and leave the store immediately. Your safety and well-being are more important than gathering information.

Questions and Answers

A storeowner, manager, or employee may ask you about the project. Here are some common questions and to answer them:

- If they ask who your employer is or what school/organization you are with, reply honestly.
 - “I am with (school/group) .”
- If you are asked if your visit is related to tobacco compliance checks from the city, county, or federal government, let them know that it is not.
 - “This is a study on advertising and marketing in retail stores.”
- If a storeowner or employee asks to see the assessment form, show it to them.
- If you do not know the answer to a question, tell them to contact your supervisor/teacher. If you are with an adult chaperone, they can help answer questions.
 - “I do not know. You can call my teacher or advisor, (name) at (phone #) .”



Store Survey Form Introduction



- Introduce the activity by saying: “Earlier in this class we talked about how tobacco companies design advertisements that are appealing to youth. Now it is your turn to see what kinds of tactics tobacco companies are using in your neighborhood. You will be going out to stores in your neighborhood to see what the tobacco industry is doing where you live. Before you go out to actual stores, we are going to practice looking for advertising tactics. Please find a partner to work with.”
- Have a student pass out a copy of the photo sheet entitled ABC Convenience Store (pg. 155-156) and the Store Survey Form (pg. 159-161) to each pair of students.

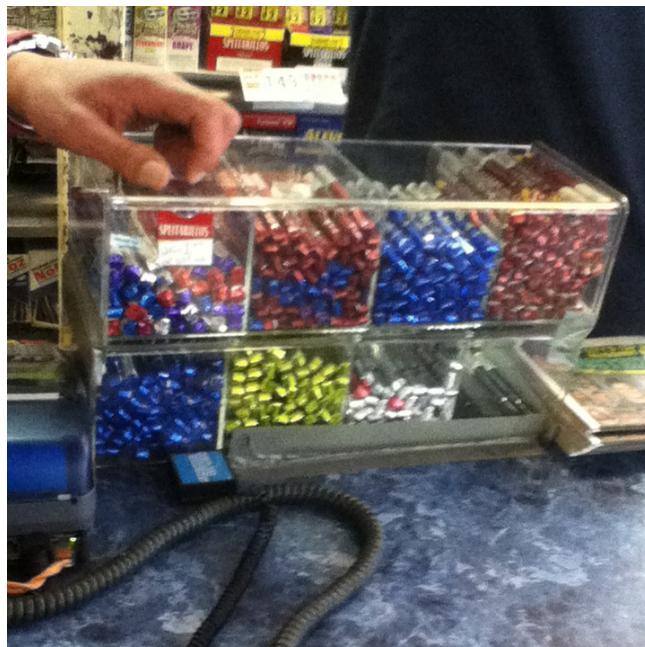
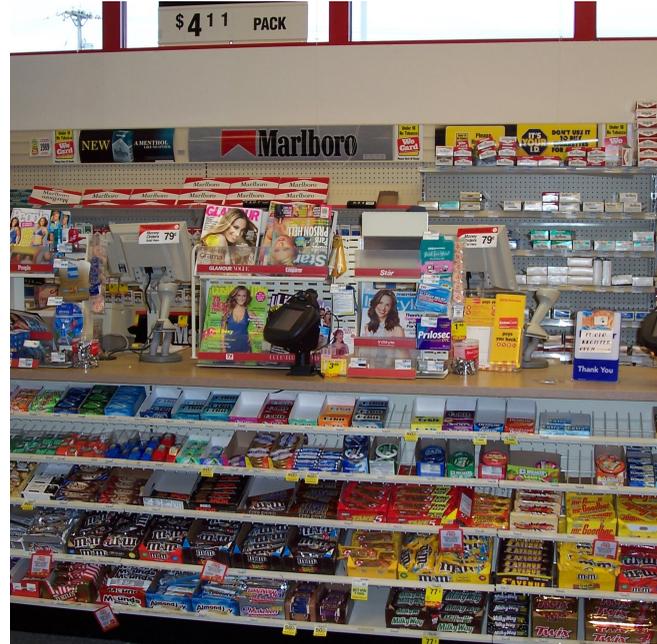
These pictures will give you an idea of what a real convenience store looks like. When looking at these pictures, let's pretend like we are in a convenience store. We are going to use these pictures to practice filling out the store survey form. Now, not every picture may have everything on the survey. If you can not tell from the picture what something says, do not worry. You can leave that question blank. Once again, fill out the information you know.

- Give the students five minutes to complete this.
- After five minutes, come back together as a class. Go through the Store Survey form point-by-point and ask students what they noticed. If discussion gets stagnant, use the Teacher's Guide and the captions describing what is in each photo as guidance.

ABC Convenience Store

1234 Main Street, Any Town, MN 00000

Inside the Store:



ABC Convenience Store

1234 Main Street, Any Town, MN 00000

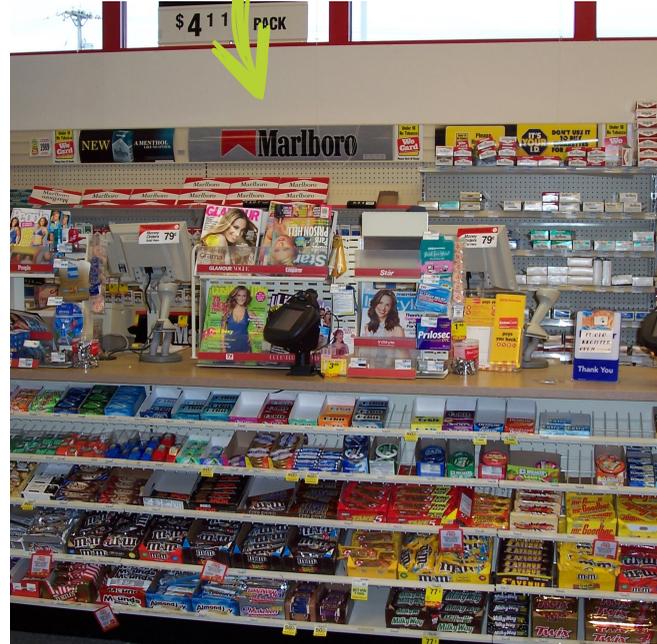
Outside the Store:



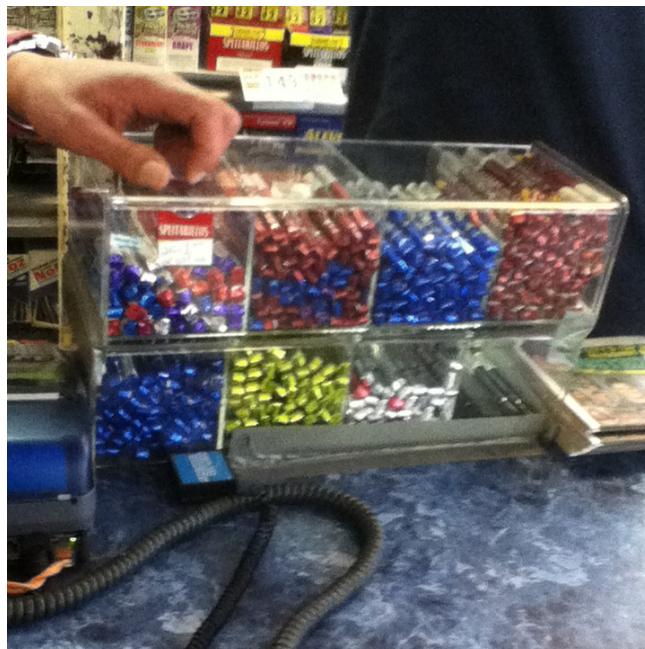
TEACHER'S GUIDE

Inside the Store:

Notice the Marlboro branded sign, right above the candy products.



This colorful display of flavored, cheap cigars is right in front of the counter.



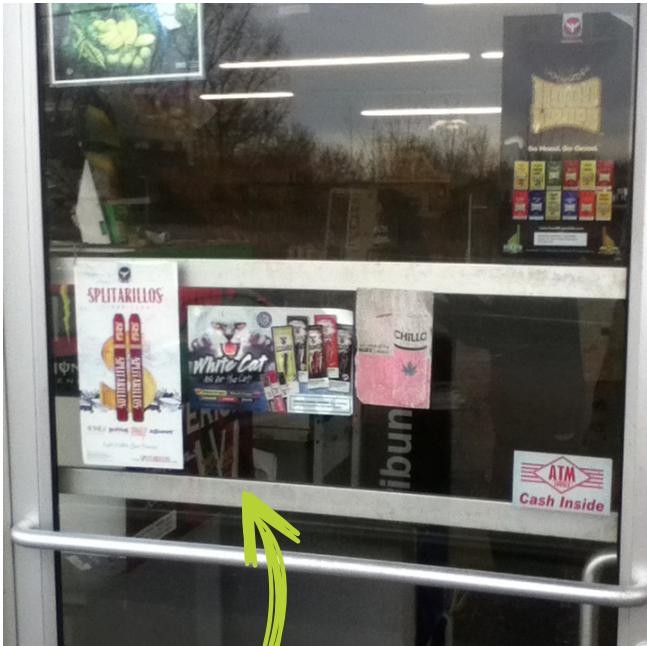
According to Minnesota law, tobacco products in most stores can only be sold with the help of a clerk. Here, cigars are sold from a clear box on the counter of a convenience store, easily accessible by anyone.

TEACHER'S GUIDE

Outside the Store:

Be sure to look for advertisements on light poles, gas pumps, and other places around the store's property.

This is an example of a non-branded sign.



Advertisements may be placed on the door, windows, walls, and the property.

Examples of branded tobacco advertising. Branded advertising usually comes directly from the tobacco industry.

Store Survey Form

Store Name:

Store Address:

Student Names:

Date of visit:

STORE INFORMATION

Type of Store (check one):

Convenience/Corner Store Drug store (Walgreens)

Gas Station Grocery Store Big Box store (Walmart)

Other

ADVERTISEMENTS - OUTSIDE THE STORE

1. How many branded tobacco signs do you see outside the store (on the windows, on the walls of the building, by the roads, poles or fences, at the gas pumps)?

2. Do any of the signs have "special" price offers?

No Yes, Describe:

3. Do you see any branded signs advertising electronic cigarettes? No Yes

ADVERTISEMENTS - INSIDE THE STORE

4. How many branded tobacco signs do you see inside the store (behind the counter, on the walls, hanging from the ceiling, near the counter)?

5. Do any of the signs have "special" price offers?

___ No ___ Yes, Describe:

6. Do you see any branded signs advertising electronic cigarettes? ___ No ___ Yes

7. What is the cheapest tobacco product sold in the store? What is the price?

8. Pick one sign advertisement that is appealing to you or catches your eye. Describe the advertisement:

Other comments about advertising you see (inside or outside):

TOBACCO PRODUCTS AVAILABLE

9. Do they sell electronic cigarettes?

___ No ___ Yes

10. Do they sell flavored little cigars or cigarillos?

___ No ___ Yes

11. Do they sell single cigars?

___ No ___ Yes

12. Do they sell cigars in packs of 2 or 3?

No Yes

13. Are any tobacco products located in a self-service display (where you can access products without assistance from the clerk)?

Yes No

Notes about anything else you notice or that surprises you:



Location Brainstorming



- Ask the students to make groups of 3 or 4 and sit together.
- Have a student pass out one copy of the Locations List (pg. 163) to each group.
- Encourage students to share their contact information with one another so they can finalize plans outside of school.
- Have students brainstorm five locations to visit.
- If technology is available in the classroom, let students use Google Maps to get addresses or to look at bus routes to plan their visits.

Locations List

Students in Group:

What date and time will you go visit the stores?

Who is going to drive you to the stores?

Which five locations will you visit in your neighborhood?

Store Name	Address	Notes

