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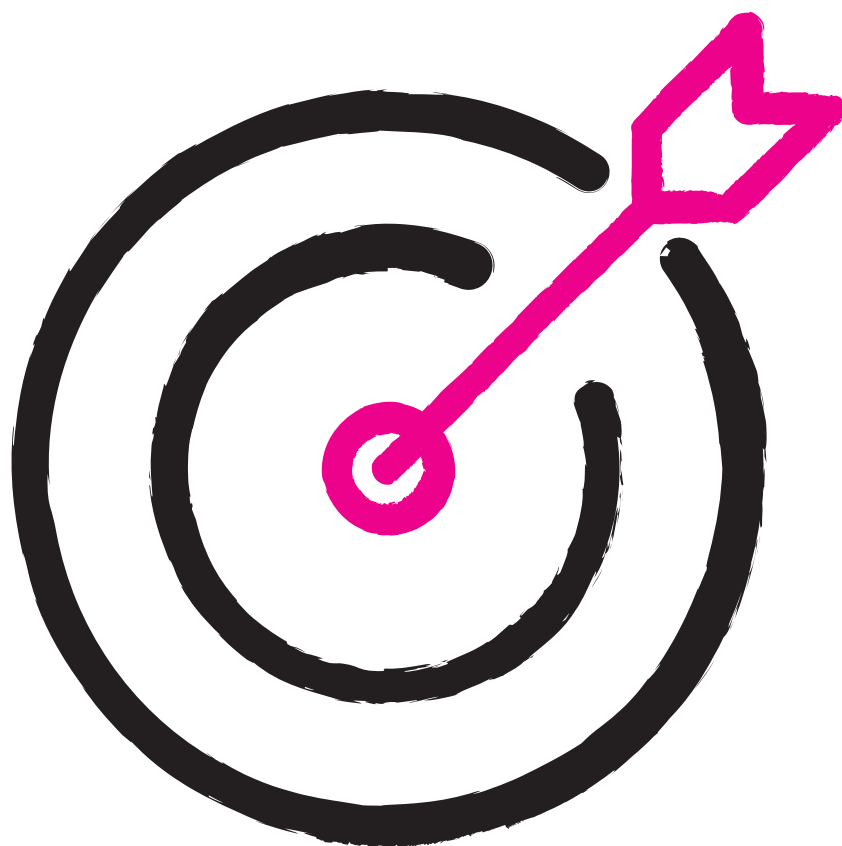
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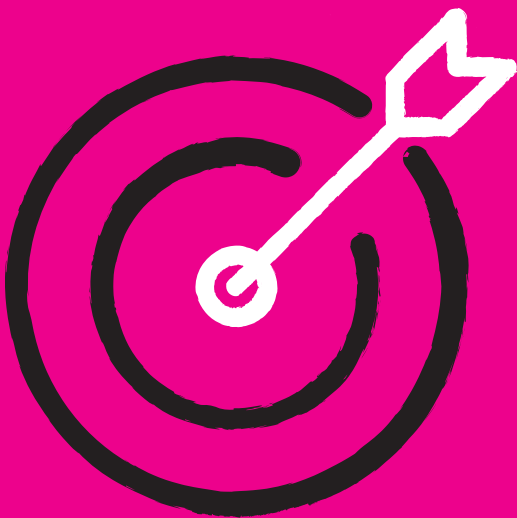




Lesson One:

Tobacco 101 - Introduction to Tobacco

Before students can work to create change, they must understand the root of the problem. Tobacco has a long and complicated history in the United States, and the health consequences of using tobacco are extensive. After today's lesson, the students will have a deeper understanding of how tobacco impacts the lives of Americans. Throughout the upcoming lessons, students will dive into more specific issues surrounding tobacco use in the United States.



Learning Objectives

After Lesson One, students will be able to:

- ① Explain how tobacco use impacts the lives of Americans;
- ② Identify key ingredients in tobacco products and how they affect the human body; and
- ③ Restate key facts about tobacco products and the tobacco industry.

Materials Needed

- Whiteboard markers
- Post-It notes
- Agree/Disagree signs
- Copies of Tobacco 101 factsheet
- “What’s in a cigarette?” cards
- “What’s in a cigarette?” activity kit
- Tobacco ingredient list
- Half sheets of paper for exit ticket

Overview of Lesson

- Warm-up Activity and Discussion: **5 minutes**
- Agree/Disagree Activity: **15 minutes**
- Tobacco 101 Factsheet and Discussion: **10 minutes**
- “What is in a cigarette?” Activity: **15 minutes**
- Debrief: **10 minutes**
- Exit Ticket: **5 minutes**



TOTAL TIME: 60 minutes

Before the Lesson

- Put up the Agree/Disagree signs.
- Draw the number line for the warm-up activity.
- Write out two or three long ingredients from the tobacco list. Tape a piece of paper over these words until the activity starts.
- Write the discussion questions on the board or make a PowerPoint slide to project.



Warm-up Activity and Discussion

TOTAL TIME: 5 minutes



- Before students arrive, write the following question on the board:
“On a scale of 1-10, how big of a problem is tobacco use in the United States, where one is not a problem and 10 is a major problem?”
Draw a number line from 1-10 on the whiteboard.
- As the students enter the room, give each student a Post-It note and ask them to read the directions on the board. Ask them to put their name on the Post-It, so they can find it again later.
- When the students have written their name on the Post-It, ask the students to come up to the front and put their Post-It under a number.
- Ask for one volunteer from the most common response, one volunteer from the high end and one volunteer from the low end to briefly explain their rationale.

NOTES



Agree/Disagree Activity

TOTAL TIME: 15 minutes



- Give the students the following directions: “On one side of the room, you will see a piece of paper that says “Agree.” On the other side of the room there is a sign that says “Disagree.” I’m going to read a statement and you will move to the side of the room that matches your view. If you are touching the Agree or Disagree wall, that means that you feel very strongly about what I just said. If you’re on one side of the room but not touching the wall, it means that you have an opinion about the topic, but it might not be a strong opinion. If you’re standing in the middle of the room, that means you have no opinion about what I just said.”
- If there are many English language learners in the class, you should move to the different parts of the room as you explain how this activity works. The visual reference will reinforce your verbal instructions.
- Instruct students to stand up and move to the middle of the room.
 - o **Statement 1:** “Hard drugs, like heroin or cocaine, kill more people in a year than cigarettes. Agree or disagree?” Students will move to their spot. Ask three students (one in the middle and one on each end of the spectrum) to explain their thinking.
 - o **Statement 2:** “If a substance is legal, it must not be that dangerous. Agree or disagree?” Students will move to their spot. Ask three students (one in the middle and one on each end of the spectrum) to explain their thinking.
 - o **Statement 3:** “In order to keep making money, the tobacco industry needs 5,000 new people to become smokers every single day. Agree or disagree?” Students will move to their spot. Ask three students (one in the middle and one on each end of the spectrum) to explain their thinking.
- Ask students to sit back down at their desks.
- Teacher will say the following to the class:

“We’ve all heard that tobacco is harmful. Typically, we think other things, such as hard drugs and alcohol, are more deadly. Every day, 128 people die from using hard drugs, such as heroin or cocaine. Alcohol kills people too. Each day, 241 people die from alcohol-related causes. However, tobacco is the biggest killer in the United States. Every single day, in the United States alone, 1,315 people die from tobacco use. That’s 480,000 people in a year. Three out of the four people who die from tobacco started using before they were 18. About half of them started using tobacco before they were 13. Tobacco kills. Not instantaneously, like hard drugs or alcohol. Tobacco kills people slowly. The tobacco industry must recruit 5,000 new smokers every day to replace the people that die or quit. This means the tobacco industry needs to recruit youth. Simply put, tobacco is the only legal consumer product that when used for its intended purpose will kill you.”



Tobacco 101 Factsheet and Discussion

TOTAL TIME: 10 minutes



- Ask for a different student to read aloud each fact from the Tobacco 101 Facts handout (pg 6).
- In classrooms with many English language learners, the concept of secondhand smoke may need to be explained. Give a straightforward explanation such as “secondhand smoke is when someone who is not smoking breathes in cigarette smoke.”
- After the students have finished reading the document, ask them to turn and tell their neighbor one thing they learned from the factsheet that surprised them. Allow two minutes for this mini-discussion.
- Call the students back together and ask for volunteers to share with the large group what they learned.

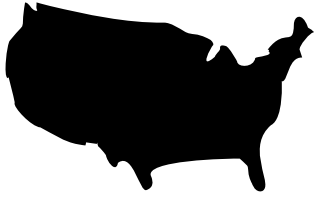
If students aren't giving a lot of responses, ask the following questions to elicit more responses. Give the students some time to think before you jump in with a response.

1. Are you surprised that so many people continue to smoke even though we are aware of the dangers of tobacco use?
2. How do you feel about the fact that Minnesota spends \$3 billion a year to take care of people who smoke?
3. What steps do you think we should take to break the cycle of people becoming addicted to tobacco?

NOTES

Tobacco 101 Facts

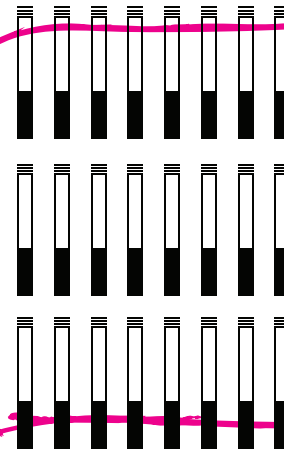
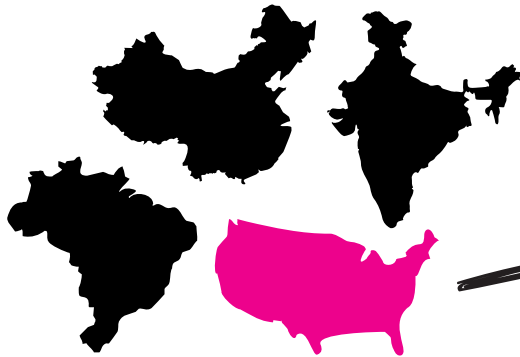
In 2013, tobacco companies spent **\$9.6 billion** marketing cigarettes and smokeless tobacco in the United States alone. ^{1,2}



This amount translates to about: ^{1,2}



The United States is the **fourth largest tobacco-producing country** in the world, following China, India and Brazil. ³



In 2014, nearly **264 billion** cigarettes were sold in the United States. ³

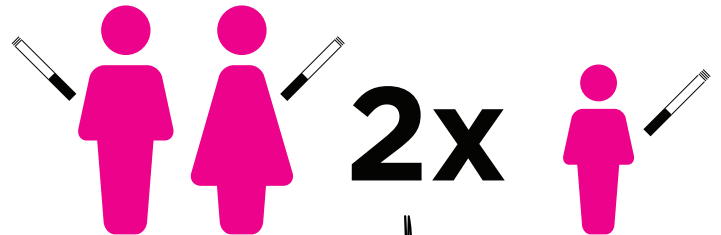
264,000,000,000

Each year, smoking costs Minnesota **\$3 billion** in health care costs. ⁴

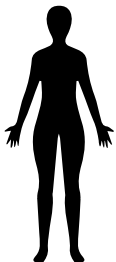


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3,000,000,000

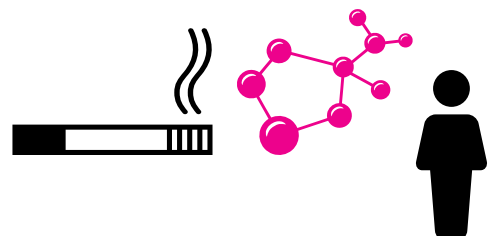
Children of smokers are almost **twice as likely** to smoke as children of nonsmokers. ⁵



Smoking **harms nearly every organ of the body**, causing **many diseases** and **life-long health problems** including **harming lung function** and **various cancers**. ⁶



Secondhand smoke can cause cancer. It contains more than **7,000 chemicals**, at least **69 that can cause cancer**. ⁷





What's in a cigarette? Activity

TOTAL TIME: 15 minutes



Introduction

Cigarettes contain approximately 600 ingredients and additives (they get into the tobacco plant from fertilizers, the soil, the curing process, etc.). In cigarette, cigar, and pipe smoke, there are more than 7,000 chemicals, including 69 known carcinogens and about 400 other toxins.⁹ Some of these chemicals are found naturally in unburned tobacco and release as it burns, while other chemicals are created while it burns. Spit tobacco contains more than 3,000 chemicals, including 28 known carcinogens.¹⁰

Ingredient Names

- Show the students the long list of ingredients included in cigarettes. Write the name of three of the ingredients in cigarettes on the board.
 - o Phenethyl Phenylacetate
 - o 2-aminonaphthalene
 - o 5-Methyl-2-Thiophenecarboxaldehyde
- Ask for student volunteers to try to pronounce the three ingredients.
- Ask the students if they would want to eat something that had these long ingredients. Tell the students: "Cigarettes have hundreds of ingredients, and many of them are toxic. Some people think that since tobacco is a crop that we can grow, tobacco is a safe product to use. However, commercial cigarettes have many different chemicals in them. We are going to learn about some of the things that are in cigarettes."

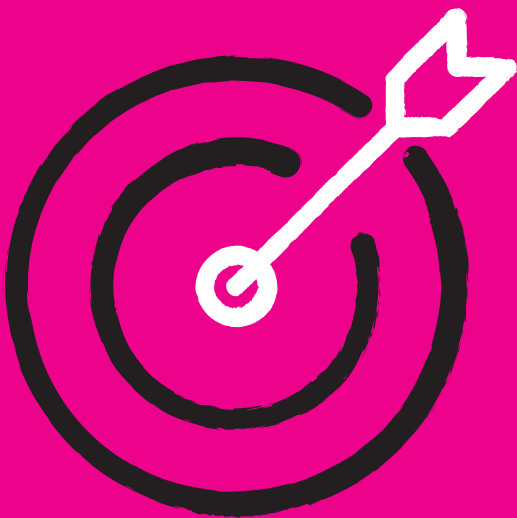
Ingredient Cards

- Ask for nine volunteers to come to the front of the room and give each volunteer one of the ingredient cards.
- Have the students read the card to the class. The card explains what the ingredient does to the human body and what other products contain that ingredient.

Lesson One:

Tobacco

Ingredient
Cards





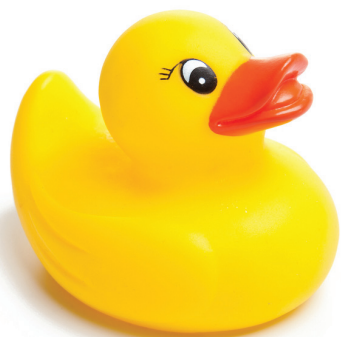
Acetone

Where do you find it?

- Nail polish remover
- Paint thinner
- Degreaser

What are some of the health effects?

This substance causes skin irritation, headaches, light-headedness, confusion, nausea, vomiting, and increased heart rate. High levels irritate noses, lungs, throats, and eyes. Extreme levels cause unconsciousness and coma. Long-term exposure causes liver and kidney damage.



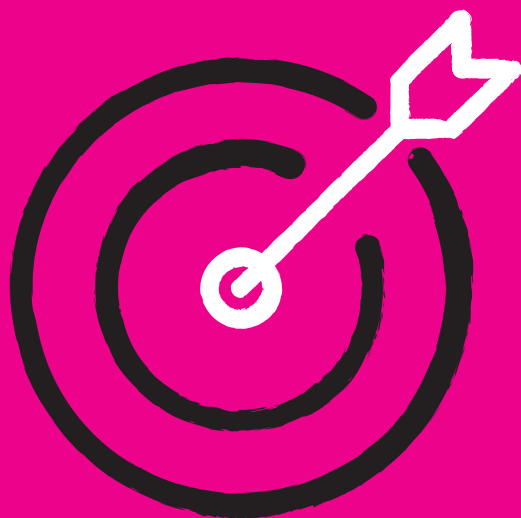
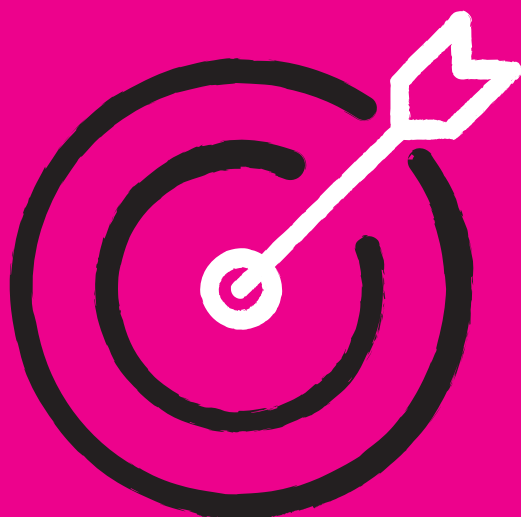
Acrylonitrile (vinyl cyanide)

Where do you find it?

- Fumigants
- Synthetic resins
- Plastics
- Rubber

What are some of the health effects?

This substance is suspected to cause cancer.





Ammonia

Where do you find it?

- Explosives
- Fertilizers
- Refrigerants
- Household cleaning fluids
- Fuel

What are some of the health effects?

This substance increases the addictiveness of tobacco by making the nicotine absorb through the lungs more quickly, meaning the brain gets a higher dose of nicotine with each puff. This causes irritation to the respiratory tract, coughing, irritation to the nose and throat, cramps, diarrhea, elevated blood pressure, anemia, asthma, paralysis, and cancerous skin tumors.



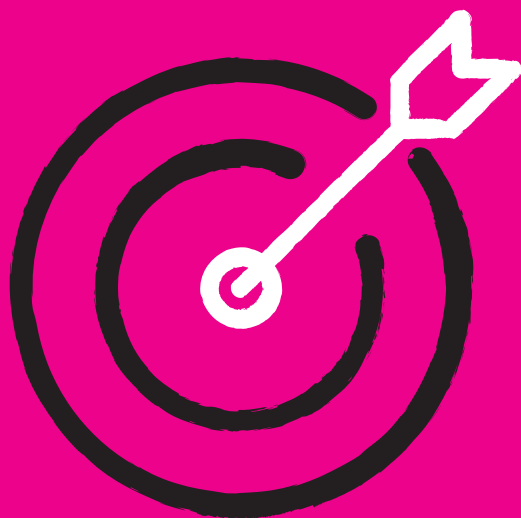
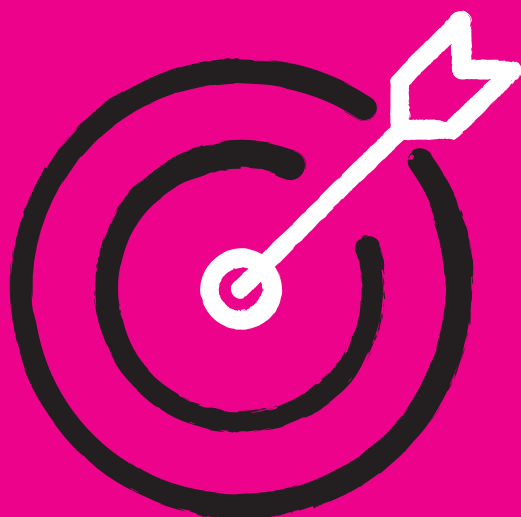
Arsenic

Where do you find it?

- Pesticides
- Rat Poison

What are some of the health effects?

This substance is used as a pesticide on tobacco plants around the world and is absorbed into the plant. Low levels cause nausea, vomiting, decreased production of red and white blood cells, damage to blood vessels, a sensation of pins and needles in hands and feet, and an abnormal heart rhythm. High levels of arsenic causes throat and lung irritation, and increases the risk of cancer.





Benzene

Where do you find it?

- Explosives
- Napalm
- Pesticides
- Industrial solvents
- Paint remover
- Gasoline
- Lubricants
- Adhesives
- Plastics
- Rubber
- Rubber cement
- Tire repair
- Nylon
- Detergents
- Dyes
- Inks

What are some of the health effects?

This substance causes extreme bleeding and problems with the immune system thus increasing the risk for infection. High levels cause drowsiness, dizziness, headaches, rapid heart rate, tremors, confusion, unconsciousness, and death. Benzene can also cause cancer.



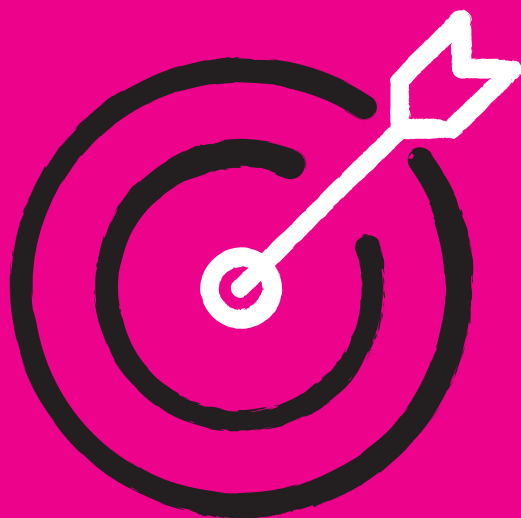
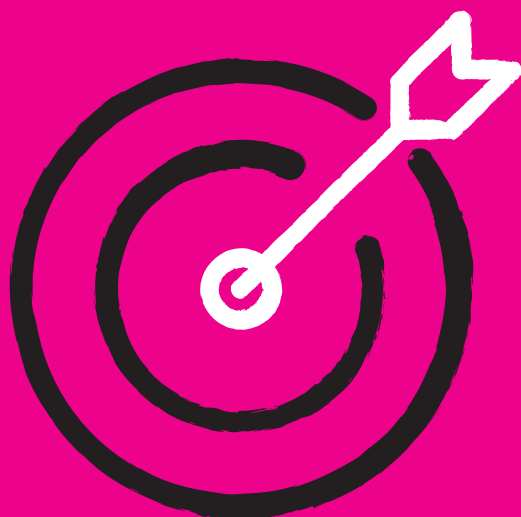
Butane

Where do you find it?

- Lighter fluid
- Gasoline
- Aerosol propellant

What are the health effects?

This substance is used to keep the tip of a cigarette burning at an extremely hot temperature, allowing nicotine to turn into a vapor so lungs may absorb it easier. Long term exposure to butane can cause damage to the nervous system, fatigue, and mental impairment.





Formaldehyde

Where do you find it?

- Embalming fluid
- Disinfectants
- Foam insulation
- Dyes
- Nail polish
- Photographic supplies

What are some of the health effects?

This substance causes irritation to the nose, eyes, skin, and throat, and damages the lungs, skin, and digestive system. People suffering from asthma are more sensitive to formaldehyde. It also causes nasal cancer and is linked to lung cancer.



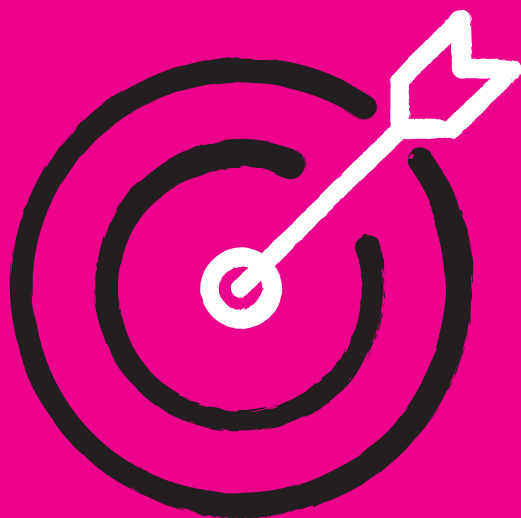
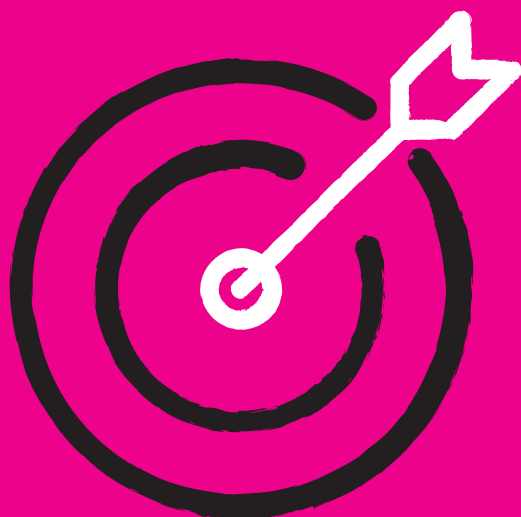
Isoprene

Where do you find it?

- Rubber

What are the health effects?

This substance causes cancer, irritation to the skin, eyes, and mucous membranes.





Lead

Where do you find it?

- Lead-acid batteries
- Coolant
- High voltage power cables
- Roofing materials
- Glass
- Paint
- Bullets
- Weights

What are some of the health effects?

This substance causes stomach problems, stunts growth, delays puberty in girls, disrupts the male reproductive system, damages the central nervous system, negatively affects memory (brain damage), and causes dementia. It is also linked to schizophrenia and can cause death. It is more toxic to children, resulting in cognitive deficits and other health problems.



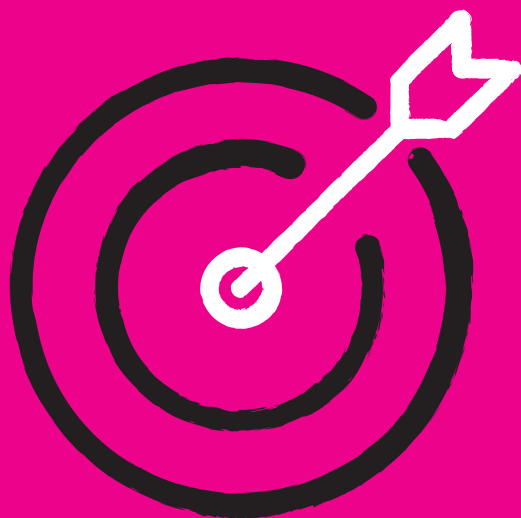
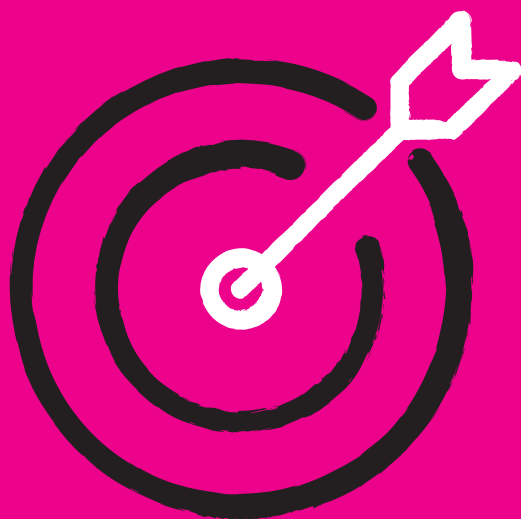
Nickel

Where do you find it?

- Alkaline batteries
- Stainless steel and other metal alloys
- Magnets
- Coins

What are some of the health effects?

This substance causes allergic reactions or skin rashes. People sensitive to nickel suffer upper respiratory irritation, asthma attacks, increased susceptibility to lung infections, chronic bronchitis, and reduced lung function. Lung and nasal sinus cancer may result from breathing dust containing high levels.





1,3-Butadiene

Where do you find it?

- Rubber
- Latex
- Neoprene products
- Automobile tires

What are some of the health effects?

This substance causes cancer.



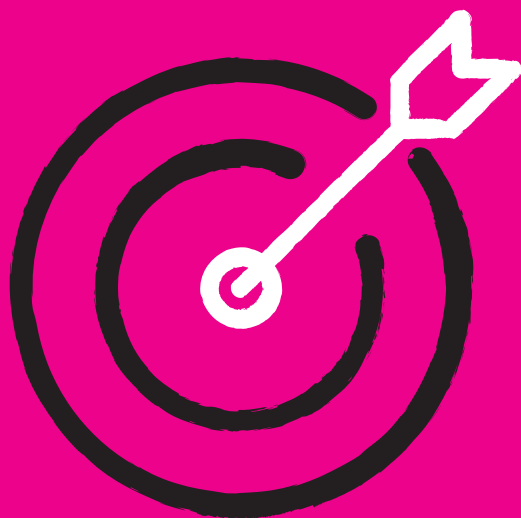
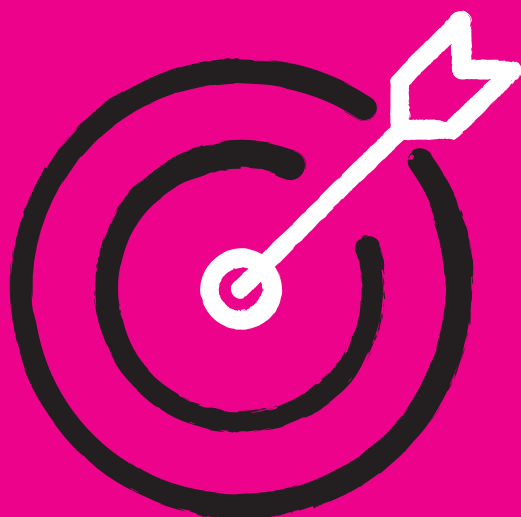
Vinyl Chloride

Where do you find it?

- PVC pipes
- Packaging materials
- Garbage bags

What are some of the health effects?

This substance causes cell mutations that may lead to cancer. High exposure causes headaches, dizziness, loss of coordination, and sleepiness, with severe cases progressing to hallucinations, unconsciousness, and death by respiratory failure.





Acetate Acid

Where do you find it?

- Vinegar
- Hair dye
- Photographic supplies

What are some of the health effects?

This substance irritates the skin, eyes, and nose.



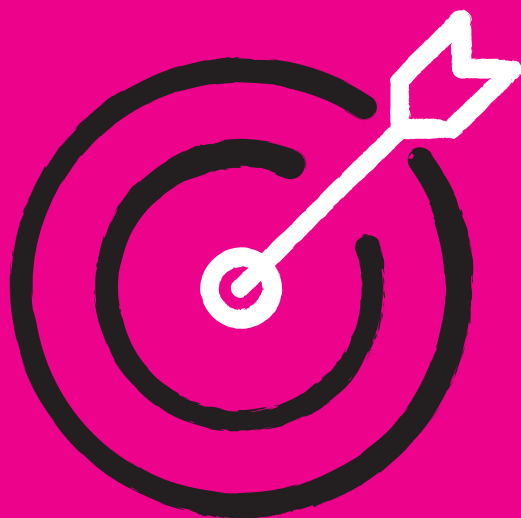
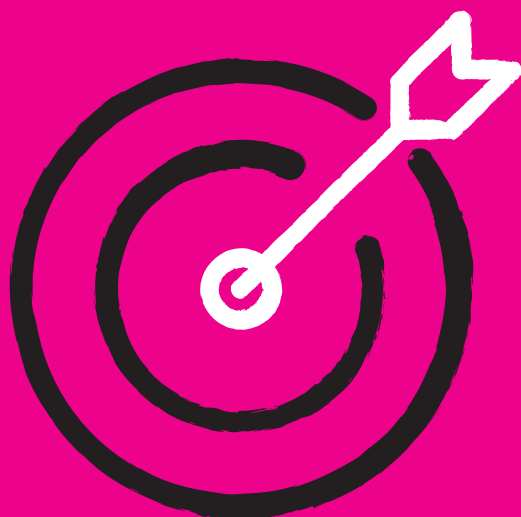
Phenol

Where do you find it?

- Herbicides
- Disinfectants
- Surgeries to prevent re-growth of ingrown nails
- Oral anesthetics
- Resins for plywood and other construction materials
- Epoxy resins
- Plastics

What are some of the health effects?

This substance causes skin, mucus membrane, and eye irritation. Exposure leads to diarrhea, dark urine, and hemolytic anemia. High levels affect the liver, kidney, respiratory, cardiovascular, and central nervous system.





Cadmium

Where do you find it?

- Non-corrosive metal coatings
- Bearings
- Pigments
- Oil paints
- Car batteries
- Storage batteries

What are some of the health effects?

This substance causes damage to the liver, kidneys, and brain, and stays in the body for years. High levels severely damage lungs, kidneys, and even cause death. It is a possible carcinogen, linked to kidney, lung, and prostate cancer.



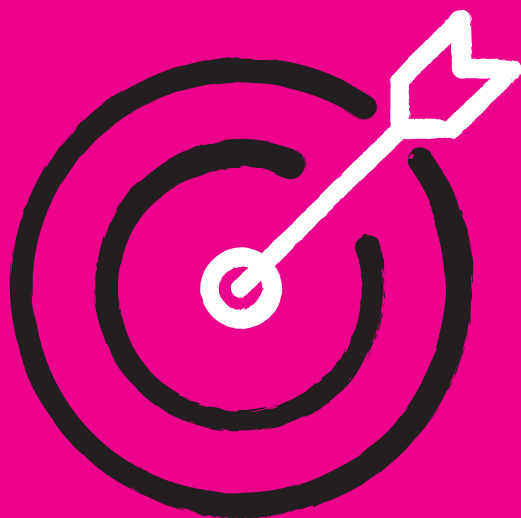
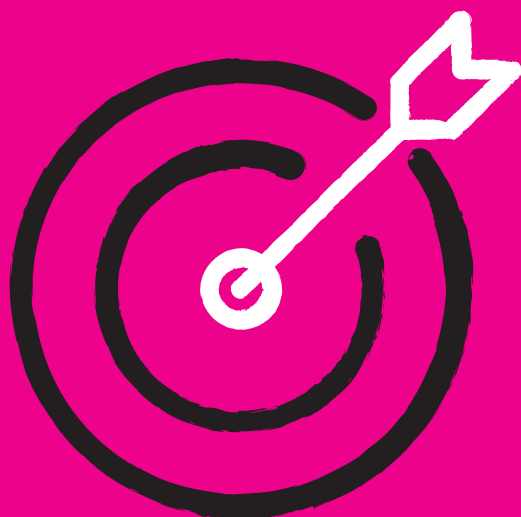
Steric Acid

Where do you find it?

- Plastics
- Oil pastels
- Candles
- Soaps
- Cosmetics
- Coating for metal powders in fireworks

What are some of the health effects?

This substance's long term effects are still being studied, although early studies suggest negative effects on cell function.





Cigarette Ingredients

- Acetaldehyde (Glues and resins)
- Acetanisoole
- Acetic Acid (Vinegar, hair dyes, and photo developing fluids)
- Acetone (Nail polish remover, solvents, and paint thinners)
- Acetophenone
- 6-Acetoxydihydrotheaspirane
- 2-Acetyl-3-Ethylpyrazine
- 2-Acetyl-5-Methylfuran
- Acetylpyrazine
- 2-Acetylpyridine
- 3-Acetylpyridine
- 2-Acetylthiazole
- Aconitic Acid
- Acrolein (Polyester resins, herbicides, tear gas, and chemical weapons)
- Acrylonitrile (Vinyl Cyanide) (Synthetic resins, plastics, rubber, and fumigants)
- dL-Alanine
- Alfalfa Extract
- Aluminum
- Allspice Extract, Oleoresin, and Oil
- Allyl Hexanoate
- Allyl Ionone
- Almond Bitter Oil
- Ambergris Tincture
- 1-aminonaphthalene (Weed control)
- 2-aminonaphthalene
- Ammonia (Floor/toilet cleaners, explosives, and fertilizers)
- Ammonium Bicarbonate
- Ammonium Hydroxide
- Ammonium Phosphate Dibasic
- Ammonium Sulfide
- Amyl Alcohol
- Amyl Butyrate
- Amyl Formate
- Amyl Octanoate
- alpha-Amylcinnamaldehyde
- Amyris Oil
- trans-Anethole
- Angelica Root Extract, Oil, and Seed Oil
- Anise
- Anise Star, Extract, and Oils
- Anisyl Acetate
- Anisyl Alcohol
- Anisyl Formate
- Anisyl Phenylacetate
- Apple Juice Concentrate, Extract, and Skins
- Apricot Extract and Juice Concentrate
- 1-Arginine
- Arsenic (Rat poison, pesticides, oil paints, and tempera paints)
- Asafetida Fluid Extract and Oil
- Ascorbic Acid
- 1-Asparagine Monohydrate
- 1-Aspartic Acid
- Balsam Peru and Oil
- Basil Oil
- Bay Leaf, Oil, and Sweet Oil
- Beeswax White
- Beet Juice Concentrate
- Benzaldehyde
- Benzaldehyde Glyceryl Acetal
- Benzene (Pesticides, solvents, gasoline, lacquers, paint removers, and rubber cement)
- Benzo[a]pyrene (Automobile exhaust fumes; emissions from coal, oil and wood burning stoves and furnaces; coal tar pitch; creosote; and asphalts)
- Benzoic Acid
- Benzoin
- Benzoin Resin
- Benzophenone
- Benzyl Alcohol
- Benzyl Benzoate
- Benzyl Butyrate
- Benzyl Cinnamate
- Benzyl Propionate
- Benzyl Salicylate
- Bergamot Oil
- Beryllium
- Bisabolene
- Black Currant Buds Absolute
- Borneol
- Bornyl Acetate
- Buchu Leaf Oil
- 1,3-Butadiene (Rubber, latex, and neoprene products)
- 1,3-Butanediol
- 2, 3-Butanedione
- 1-Butanol
- 2-Butanone
- Butane (Lighter fluid)
- 4(2-Butenylidene)-3,5,5-Trimethyl-2 Cyclohexen-1-One
- Butter, Butter Esters, and Butter Oil
- Butyl Acetate
- Butyl Butyrate
- Butyl Butyryl Lactate
- Butyl Isovalerate
- Butyl Phenylacetate
- Butyl Undecylenate
- 3-Butylidenephthalide
- Butyraldehyde (Solvents and resins)
- Butyric Acid
- Cadinene
- Cadmium (Heavy metal – NiCad storage batteries, non-corrosive metal coatings, bearings, pigments, and oil paints)
- Caffeine
- Calcium Carbonate
- Camphene
- Cananga Oil
- Capsicum Oleoresin
- Caramel Color
- Caraway Oil
- Carbon Dioxide
- Carbon Monoxide (Automobile exhaust fumes)
- Cardamom Oleoresin, Extract, Seed Oil, and Powder
- Carob Bean and Extract
- beta-Carotene
- Carrot Oil
- Carvacrol
- 4-Carvomenthenol

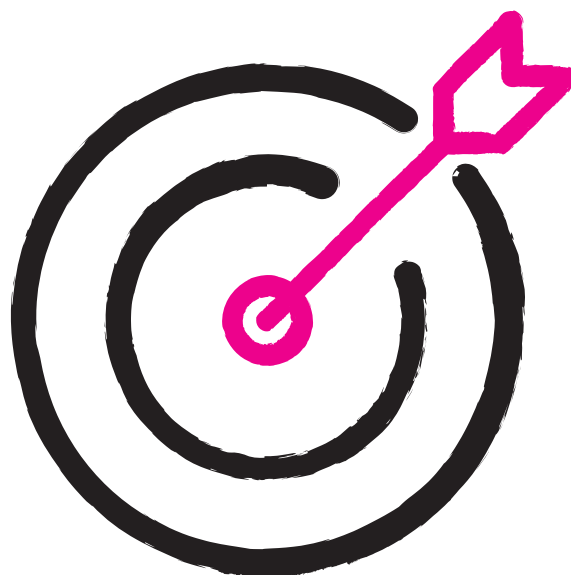
- 1-Carvone
- beta-Caryophyllene
- beta-Caryophyllene Oxide
- Cascarilla Oil and Bark Extract
- Cassia Bark Oil
- Cassie Absolute and Oil
- Castoreum Extract, Tincture, and Absolute
- Catechol (Antioxidant in dyes, inks and oils)
- Cedar Leaf Oil
- Cedarwood Oil Terpenes and Virginiana
- Cedrol
- Celery Seed Extract, Solid, Oil, and Oleoresin
- Cellulose Fiber
- Chamomile Flower Oil and Extract
- Chicory Extract
- Chromium (Steel, metal platings, alloys, wood treatments, preservatives, and pigments)
- Chocolate
- Cinnamaldehyde
- Cinnamic Acid
- Cinnamon Leaf Oil, Bark Oil, and Extract
- Cinnamyl Acetate
- Cinnamyl Alcohol
- Cinnamyl Cinnamate
- Cinnamyl Isovalerate
- Cinnamyl Propionate
- Citral
- Citric Acid
- Citronella Oil
- dl-Citronellol
- Citronellyl Butyrate
- Citronellyl Isobutyrate
- Civet Absolute
- Clary Oil
- Chloroform (Anesthetic)
- Clover Tops, Red Solid Extract
- Cocoa
- Cocoa Shells, Extract, Distillate, and Powder
- Coconut Oil
- Coffee
- Cognac White and Green Oil
- Copaiba Oil
- Copper
- Coriander Extract and Oil
- Corn Oil
- Corn Silk
- Costus Root Oil
- Creosote (Coal tar, cleaning solvents, disinfectants, laxatives, and cough treatments)
- Cresol (Solvents, disinfectants, and wood preservatives)
- Crotonaldehyde (Warning agent in fuel gases)
- Cubeb Oil
- Cuminaldehyde
- para-Cymene
- 1-Cysteine
- Dandelion Root Solid Extract
- Davana Oil
- DDT/Dieldrin (Insecticides)
- 2-trans 4-trans-Decadienal
- delta-Decalactone
- gamma-Decalactone
- Decanal
- Decanoic Acid
- 1-Decanol
- 2-Decenal
- Dehydromenthofuro lactone
- Diethyl Malonate
- Diethyl Sebacate
- 2,3-Diethylpyrazine
- Dihydro Anethole
- 5,7-Dihydro-2-Methylthieno(3,4-D) Pyrimidine
- Dill Seed Oil and Extract
- meta-Dimethoxybenzene
- para-Dimethoxybenzene
- 2, 6-Dimethoxyphenol
- Dimethyl Succinate
- 3,4-Dimethyl-1,2-Cyclopentanedione
- 3,5- Dimethyl-1,2-Cyclopentanedione
- 3,7-Dimethyl-1,3,6-Octatriene
- 4,5-Dimethyl-3-Hydroxy-2,5-Dihydrofuran-2-One
- 6,10-Dimethyl-5,9-Undecadien-2-One
- 3,7-Dimethyl-6-Octenoic Acid
- 2,4-Dimethylacetophenone
- alphapara-Dimethylbenzyl Alcohol
- alphaalpha-Dimethylphenethyl Acetate
- alphaalpha Dimethylphenethyl Butyrate
- 2,3-Dimethylpyrazine
- 2,5-Dimethylpyrazine
- 2,6-Dimethylpyrazine
- Dimethyltetrahydrobenzofuranone
- delta-Dodecalactone
- gamma-Dodecalactone
- para-Ethoxybenzaldehyde
- Ethyl 10-Undecenoate
- Ethyl 2-Methylbutyrate
- Ethyl Acetate
- Ethyl Acetoacetate
- Ethyl Alcohol
- Ethyl Benzoate
- Ethyl Butyrate
- Ethyl Cinnamate
- Ethyl Decanoate
- Ethyl Fenchol
- Ethyl Furoate
- Ethyl Heptanoate
- Ethyl Hexanoate
- Ethyl Isovalerate
- Ethyl Lactate
- Ethyl Laurate
- Ethyl Levulinate
- Ethyl Maltol
- Ethyl Methyl Phenylglycidate
- Ethyl Myristate
- Ethyl Nonanoate
- Ethyl Octadecanoate
- Ethyl Octanoate
- Ethyl Oleate
- Ethyl Palmitate
- Ethyl Phenylacetate
- Ethyl Propionate

- Ethyl Salicylate
- Ethyl trans-2-Butenoate
- Ethyl Valerate
- Ethyl Vanillin
- 2-Ethyl (or Methyl)-(3, 5 and 6)-Methoxypyrazine
- 2-Ethyl-1-Hexanol 3-Ethyl-2-Hydroxy-2-Cyclopenten-1-One
- 2-Ethyl-3 (5 or 6)-Dimethylpyrazine
- 5-Ethyl-3-Hydroxy-4-Methyl-2(5H)-Furanone
- 2-Ethyl-3-Methylpyrazine
- 4-Ethylbenzaldehyde
- 4-Ethylguaiaicol
- para-Ethylphenol
- 3-Ethylpyridine
- Eucalyptol
- Farnesol
- D-Fenchone
- Fennel Sweet Oil
- Fenugreek, Extract, Resin, and Absolute
- Fig Juice Concentrate
- Food Starch Modified
- Formaldehyde (Embalming fluid – a preserver of bodies, tissue, and fabric; resin in particleboard, fiberboard, and plywood; foam insulation)
- Furfuryl Mercaptan
- 4-(2-Furyl)-3-Buten-2-One
- Galbanum Oil
- Genet Absolute
- Gentian Root Extract
- Geraniol
- Geranium Rose Oil
- Geranyl Acetate
- Geranyl Butyrate
- Geranyl Formate
- Geranyl Isovalerate
- Geranyl Phenylacetate
- Ginger Oil and Oleoresin
- 1-Glutamic Acid
- 1-Glutamine
- Glycerol
- Glycyrrhizin Ammoniated
- Gold
- Grape Juice Concentrate
- Guaiac Wood Oil
- Guaiacol
- Guar Gum
- 2,4-Heptadienal
- gamma-Heptalactone
- Heptanoic Acid
- 2-Heptanone
- 3-Hepten-2-One
- 2-Hepten-4-One
- 4-Heptenal
- trans-2-Heptenal
- Heptyl Acetate
- omega-6-Hexadecenlactone
- gamma-Hexalactone
- Hexamine (Barbecue lighter fluid)
- Hexanal
- Hexanoic Acid
- 2-Hexen-1-OL
- 3-Hexen-1-OL
- cis-3-Hexen-1-Yl Acetate
- 2-Hexenal
- 3-Hexenoic Acid
- trans-2-Hexenoic Acid
- cis-3-Hexenyl Formate
- Hexyl 2-MethylbutyrateHexyl Acetate
- Hexyl Alcohol
- Hexyl Phenylacetate
- 1-Histidine
- Honey
- Hops Oil
- Hydrazine (Jet and rocket fuels)
- Hydrogen Cyanide (Chemical weapons, gas chambers, fumigants, resins, and acrylic plastics)
- Hydrolyzed Milk Solids
- Hydrolyzed Plant Proteins
- Hydroquinone (Paints, varnishes, and motor fuels)
- 5-Hydroxy-2,4-Decadienoic Acid delta-Lactone
- 4-Hydroxy-2,5-Dimethyl-3(2H)-Furanone
- 2-Hydroxy-3,5,5-Trimethyl-2-Cyclohexen-1-One
- 4-Hydroxy-3-Pentenoic Acid Lactone
- 2-Hydroxy-4-Methylbenzaldehyde
- 4-Hydroxybutanoic Acid Lactone
- Hydroxycitronellal
- 6-Hydroxydihydrotheaspirane
- 4-(para-Hydroxyphenyl)-2-Butanone
- Hyssop Oil
- Immortelle Absolute and Extract
- alpha-Ionone
- beta-Ionone
- alpha-Irnone
- Isoamyl Acetate
- Isoamyl Benzoate
- Isoamyl Butyrate
- Isoamyl Cinnamate
- Isoamyl Formate Isoamyl Hexanoate
- Isoamyl Isovalerate
- Isoamyl Octanoate
- Isoamyl Phenylacetate
- Isobornyl Acetate
- Isobutyl Acetate
- Isobutyl Alcohol
- Isobutyl Cinnamate
- Isobutyl Phenylacetate
- Isobutyl Salicylate
- 2-Isobutyl-3-Methoxypyrazine
- alpha-Isobutylphenethyl Alcohol
- Isobutyraldehyde
- Isobutyric Acid
- d,l-Isoleucine
- alpha-Isomethylionone
- Isoprene (Rubber)
- 2-Isopropylphenol
- Isovaleric Acid
- Jasmine Absolute, Concrete, and Oil
- Kola Nut Extract
- Labdanum Absolute and Oleoresin
- Lactic Acid
- Lauric Acid

- Lauric Aldehyde
- Lavandin Oil
- Lavender Oil
- Lead (Metal alloys – solder, brass, bronze; and paints)
- Lemon Oil and Extract
- Lemongrass Oil
- 1-Leucine
- Levulinic Acid
- Licorice Root, Fluid, Extract, and Powder
- Lime Oil
- Linalool
- Linalool Oxide
- Linalyl Acetate
- Linden Flowers
- Lovage Oil and Extract
- 1-Lysine
- Mace Powder, Extract, and Oil
- Magnesium
- Magnesium Carbonate
- Malic Acid
- Malt and Malt Extract
- Maltodextrin
- Maltol
- Maltol Isobutyrate
- Mandarin Oil
- Maple Syrup and Concentrate
- Mate Leaf, Absolute, and Oil
- para-Mentha-8-Thiol-3-One
- Menthol
- Menthone
- Menthyl Acetate
- Mercury
- Methane (Swamp gas)
- Methanol (Rocket fuel)
- dl-Methionine
- Methoprene
- 2-Methoxy-4-Methylphenol
- 2-Methoxy-4-Vinylphenol
- para-Methoxybenzaldehyde
- 1-(para-Methoxyphenyl)-1-Penten-3-One
- 4-(para-Methoxyphenyl)-2-Butanone
- 1-(para-Methoxyphenyl)-2-Propanone
- Methoxypyrazine
- Methyl 2-Furoate
- Methyl 2-Octynoate
- Methyl 2-Pyrrolyl Ketone
- Methyl Anisate
- Methyl Anthranilate
- Methyl Benzoate
- Methyl Cinnamate
- Methyl Dihydrojasmonate
- Methyl Ethyl Ketone (Solvents)
- Methyl Ester of Rosin, Partially Hydrogenated
- Methyl Isovalerate
- Methyl Linoleate (48%)
- Methyl Linolenate (52%) Mixture
- Methyl Naphthyl Ketone
- Methyl Nicotinate
- Methyl Phenylacetate
- Methyl Salicylate
- Methyl Sulfide
- 3-Methyl-1-Cyclopentadecanone
- 4-Methyl-1-Phenyl-2-Pentanone
- 5-Methyl-2-Phenyl-2-Hexenal
- 5-Methyl-2-Thiophenecarboxaldehyde
- 6-Methyl-3-5-Heptadien-2-One
- 2-Methyl-3-(para-Isopropylphenyl) Propionaldehyde
- 5-Methyl-3-Hexen-2-One
- 1-Methyl-3Methoxy-4-Isopropylbenzene
- 4-Methyl-3-Pentene-2-One
- 2-Methyl-4-Phenylbutyraldehyde
- 6-Methyl-5-Hepten-2-One
- 4-Methyl-5-Thiazoleethanol
- 4-Methyl-5-Vinylthiazole
- Methyl-alpha-Ionone
- Methyl-trans-2-Butenoic Acid
- 4-Methylacetophenone
- para-Methylanisole
- alpha-Methylbenzyl Acetate
- alpha-Methylbenzyl Alcohol
- 2-Methylbutyraldehyde
- 3-Methylbutyraldehyde
- 2-Methylbutyric Acid
- alpha-Methylcinnamaldehyde
- Methylcyclopentenolone
- 2-Methylheptanoic Acid
- 2-Methylhexanoic Acid
- 3-Methylpentanoic Acid
- 4-Methylpentanoic Acid
- 2-Methylpyrazine
- 5-Methylquinoxaline
- 2-Methyltetrahydrofuran-3-One
- (Methylthio)Methylpyrazine (Mixture of Isomers)
- 3-Methylthiopropionaldehyde
- Methyl 3-Methylthiopropionate
- 2-Methylvaleric Acid
- Mimosa Absolute and Extract
- Molasses Extract and Tincture
- Mountain Maple Solid Extract
- Mullein Flowers
- Myristaldehyde
- Myristic Acid
- Myrrh Oil
- Napthalene (Moth balls, explosives, and paint pigments)
- beta-Napthyl Ethyl Ether
- Nerol
- Neroli Bigarde Oil
- Nerolidol
- Nickel (Alkaline batteries, stainless steel, and metal alloys)
- Nicotine (Insecticides and drug – more addictive than Heroin)
- Nitrobenzene (Gasoline additive and cleaning solvents)
- Nitrous Oxide Phenols (Disinfectants, created by combustion of gasoline)
- Nona-2-trans,6-cis-Dienal
- 2,6-Nonadien-1-ol
- gamma-Nonalactone
- Nonanal
- Nonanoic Acid
- Nonanone

- trans-2-Nonen-1-ol
- 2-Nonenal
- Nonyl Acetate
- Nutmeg Powder and Oil
- Oak Chips Extract and Oil
- Oak Moss Absolute
- 9,12-Octadecadienoic Acid (48%) and 9,12,15-Octadecatrienoic Acid (52%)
- delta-Octalactone
- gamma-Octalactone
- Octanal
- Octanoic Acid
- 1-Octanol
- 2-Octanone
- 3-Octen-2-one
- 1-Octen-3-ol
- 1-Octen-3-yl Acetate
- 2-Octenal
- Octyl Isobutyrate
- Oleic Acid
- Olibanum Oil
- Opoponax Oil and Gum
- Orange Blossoms Water, Absolute, and Leaf Absolute
- Orange Oil and Extract
- Origanum Oil
- Orris Concrete Oil and Root Extract
- Palmarosa Oil
- Palmitic Acid
- Parsley Seed Oil
- Patchouli Oil
- omega-Pentadecalactone
- 2,3-Pentanedione
- 2-Pentanone
- 4-Pentenoic Acid
- 2-Pentylpyridine
- Pepper Oil, Black and White
- Peppermint Oil
- Peruvian (Bois De Rose) Oil
- Petitgrain Absolute, Mandarin Oil, and Terpeneless Oil
- alpha-Phellandrene
- 2-Phenethyl Acetate
- Phenethyl Alcohol
- Phenethyl Butyrate
- Phenethyl Cinnamate
- Phenethyl Isobutyrate
- Phenethyl Isovalerate
- Phenethyl Phenylacetate
- Phenethyl Salicylate
- Phenol (Disinfectants, anesthetics, resins in plywood and other construction materials, epoxy resins, and plastics)
- 1-Phenyl-1-Propanol
- 3-Phenyl-1-Propanol
- 2-Phenyl-2-Butenal
- 4-Phenyl-3-Buten-2-ol
- 4-Phenyl-3-Buten-2-one
- Phenylacetaldehyde
- Phenylacetic Acid
- 1-Phenylalanine
- 3-Phenylpropionaldehyde
- 3-Phenylpropionic Acid
- 3-Phenylpropyl Acetate
- 3-Phenylpropyl Cinnamate
- 2-(3-Phenylpropyl) Tetrahydrofuran
- Phosphoric Acid
- Phosphorus (Mineral – laundry detergents and fertilizers)
- Pimenta Leaf Oil
- Pine Needle Oil, Pine Oil, and Scotch
- Pineapple Juice Concentrate
- alpha-Pinene
- beta-Pinene
- D-Piperitone
- Piperonal
- Pipsissewa Leaf Extract
- Plum Juice
- Polonium-210 (Radioactive element)
- Potassium Sorbate
- 1-Proline
- Propenylguaethol
- Propionaldehyde (Disinfectants)
- Propionic Acid
- Propyl Acetate
- Propyl para-Hydroxybenzoate
- Propylene Glycol
- 3-Propylenephthalide
- Prune Juice and Concentrate
- Pyridine (Solvents)
- Pyroligneous Acid and Extract
- Pyrrole
- Pyruvic Acid
- Quinoline (Corrosion inhibitor and solvent for resins)
- Raisin Juice Concentrate
- Resorcinol (Laminates, resins, and adhesives)
- Rhodinol
- Rose Absolute and Oil
- Rosemary Oil
- Rum
- Rum Ether
- Rye Extract
- Sage, Sage Oil, and Sage Oleoresin
- Salicylaldehyde
- Sandalwood Oil, Yellow
- Sclareolide
- Silicon
- Silver
- Skatole
- Smoke Flavor
- Snakeroot Oil
- Sodium Acetate
- Sodium Benzoate
- Sodium Bicarbonate
- Sodium Carbonate
- Sodium Chloride
- Sodium Citrate
- Sodium Hydroxide
- Solanone
- Spearmint Oil
- Stearic Acid (Candle wax)
- Styrax Extract, Gum, and Oil

- Styrene (Insulation, fiberglass, pipes, and plastics)
- Sucrose Octaacetate
- Sugar Alcohols
- Sugars
- Tagetes Oil
- Tannic Acid
- Tar (Asphalt and dandruff shampoos)
- Tartaric Acid
- Tea Leaf and Absolute
- alpha-Terpineol
- Terpinolene
- Terpinyl Acetate
- 5,6,7,8-Tetrahydroquinoxaline
- 1,5,5,9-Tetramethyl-13-Oxatricyclo (8.3.0.0(4,9) Tridecane
- 2,3,4,5 and 3,4,5,6-Tetramethylethyl-Cyclohexanone
- 2,3,5,6-Tetramethylpyrazine
- Thiamine Hydrochloride
- Thiazole
- 1-Threonine
- Thyme Oil, White and Red
- Thymol
- Titanium
- Tobacco Extracts
- Tochoferols
- Tolu Balsam Gum and Extract
- Tolualdehydes
- Toluene (Industrial cleaning solvents, oils, resins, embalming glue, and paint thinners)
- para-Tolyl 3-Methylbutyrate
- para-Tolyl Acetaldehyde
- para-Tolyl Acetate
- para-Tolyl Isobutyrate
- para-Tolyl Phenylacetate
- Triacetin
- 2-Tridecanone
- 2-Tridecenal
- Triethyl Citrate
- 3,5,5-Trimethyl-1-Hexanol
- para, alpha, alpha-Trimethylbenzyl Alcohol
- 4-(2,6,6-Trimethylcyclohex-1-Enyl)But-2-En-4-yl One
- 2,6,6-Trimethylcyclohex-2-Ene-1, 4-Dione
- 2,6,6-Trimethylcyclohexa-1, 3-Dienyl Methan
- 4-(2,6,6-Trimethylcyclohexa-1, 3-Dienyl)But-2 En-4-One
- 2,2,6-Trimethylcyclohexanone
- 2,3,5-Trimethylpyrazine
- 1-Tyrosine
- delta-Undercalactone
- gamma-Undecalactone
- Undecanal
- 2-Undecanone
- 10-Undecenal
- Urea
- Valencene
- Valeraldehyde
- Valerian Root, Extract, Oil and Powder
- Valeric Acid
- gamma-Valerolactone
- Valine
- Vanilla Extract and Oleoresin
- Vanillin
- Veratraldehyde
- Vetiver Oil
- Vinegar
- Vinyl Chloride (PVC pipes and packaging materials)
- Violet Leaf Absolute
- Walnut Hull Extract
- Water
- Wheat Extract and Flour
- Wild Cherry Bark Extract
- Wine and Wine Sherry
- Xanthan Gum
- 3,4-Xylenol
- Yeast
- Zinc



Debrief

TOTAL TIME: 10 minutes



- Have the students sit in groups of four to answer the discussion questions.
- Post the discussion questions on the board or on a PowerPoint slide. Move around the room as students discuss these questions in small groups for 5-7 minutes to ensure students are on-task.

1. Why are there so many chemicals in tobacco?
2. Were you surprised by any of the chemicals found in tobacco?
3. How would you respond if someone told you tobacco is safe to use because it is natural?

- After 5-7 minutes, call the students back together and ask for a group spokesperson to share their answers for the questions.

Exit Ticket Activity

TOTAL TIME: 5 minutes



- Ask the students to come to the front of the room where they posted their “rating” at the beginning of class. Ask students to move their number if their opinion has changed at all.
- Call on three students to give reasons for why they moved their number.

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Lesson Two:

Marketing and Advertising: What You See is Not Always What You Get

In this lesson, students will use the basic information they learned in Lesson One to dive deeper into how the tobacco industry markets its products. Students will be able to identify the tactics tobacco companies use and will be able to discuss how advertising affects daily choices.




Learning Objectives

After Lesson Two, students will be able to:

- ① Identify basic advertising and marketing principles;
- ② Discuss how tobacco companies market to specific age, ethnic, gender and socioeconomic groups; and
- ③ Explain how tobacco companies use promotional campaigns and coupons to entice youth.

Lesson 2

Materials Needed	<ul style="list-style-type: none"> • Computer with internet access or computer with USB drive that contains videos • Copies of Looking at Tobacco Advertising factsheet • Copies of advertisements
Overview of Lesson	<ul style="list-style-type: none"> • Warm-up and Introduction: 5 minutes • Video and Discussion: 20 minutes • Advertising Factsheet: 5 minutes • Local Tobacco Advertising: 10 minutes • Tobacco Advertising in Magazines: 20 minutes • Exit Ticket: 5 minutes <div>  TOTAL TIME: 65 minutes </div>
Before the Lesson	<ul style="list-style-type: none"> • Have Post-It notes or scrap paper ready for the students as they walk into class. • Double check the sound for the video. If streaming the video from YouTube, ensure you have a working internet connection. • Have the discussion questions posted on the board. • Either project the photos of tobacco advertisements from the computer or have one handout of the images for each table. • Have printed copies of the magazine advertisements ready to hand out.



- ## NOTES

[illegible]



Video and Discussion

TOTAL TIME: 20 minutes



- Choose one or both of the following videos to watch with students:

- o Teens React to Cigarette Commercials (9:23)

➔ <https://www.youtube.com/watch?v=6ZeilwHKlds>

- o Through Our Eyes: NYC Youth on Tobacco Marketing (9:21)

➔ <https://www.youtube.com/watch?v=HeBcohAj9Qk>

- “One of the reasons people start smoking is because tobacco companies work hard to create advertisements to get people to think that smoking will make them popular, attractive or happy. We are going to watch a video about advertising and tobacco. As you are watching the video, I want you to think about things that surprise you and if you have ever seen these types of advertising in _____ (name of city) _____.
- Play the entire video.
- After the video is done, have students discuss with people at their table or in groups of four, the following questions. Have the questions on the board or projected on a PowerPoint slide. Give the students 5-7 minutes to discuss the questions. Circulate around the room to ensure that students are on-task.

1. What surprised you?

2. Have you seen examples of this in _____ (name of city) _____?

3. Why don't people try to stop this type of advertising?

4. What other things are advertised this way?



Tobacco Advertising Factsheet Activity

TOTAL TIME: 5 minutes



- Have a student pass out the “Looking at Tobacco Advertising” factsheet (pg. 37).
- Ask for student volunteers to read each bullet point.

Looking at Tobacco Advertising

Tobacco advertising has specific goals. As you look at tobacco advertisements, you might see pictures and words that:

- Make a person feel good about the fact that they smoke
- Minimize how smoking makes people sick and kills a lot of people
- Imply that smoking makes one glamorous, sexy, and desirable
- Remind people of good times with friends
- Pair smoking with financial success
- Emphasize smoking as part of having a fun and exciting life
- Make a person feel a part of something special
- Suggest that smoking and rebellion or being wild and free go together (question authority)
- Uniquely appeal to something important to a racial/ethnic group
- Suggest that people can use a tobacco product without ever having smoke in the room, thus dispelling the issue about secondhand smoke

Do you see any of these?





Local Tobacco Advertising

TOTAL TIME: 10 minutes



- Tell students to keep their factsheets close by as they will need them for the rest of the lesson.
- Show students the first collage of different tobacco advertisements.
- Have students come up to the front and point to different advertisements and explain what makes the advertising appealing to youth.
- If students are not able to come up with reasons why the advertisements are appealing, ask the following questions.

1. Are the products advertised inexpensive or expensive?
2. What other products (food, candy, pop) are near the tobacco advertisements?
3. Are any of these advertisements trying to be witty or funny?
4. What types of colors are used on the advertisements?

- Repeat the process with the other images.

NOTES

Outdoor Tobacco Advertising Found in the Twin Cities Metro Area







This bright and colorful poster was photographed at a local neighborhood corner store.



This advertising is placed prominently on the exterior of a store near advertising for other popular products.



This advertisement was placed on a sidewalk outside of a tobacco shop.



This e-cigarette advertisement was taken outside a local convenience store.



This was taken at a gas station in Minneapolis. Cheap prices on cigars make these products more youth-friendly.



Indoor Tobacco Advertising Found in the Twin Cities Metro Area







Advertising placed right next to register in visible location and next to candy. Also, provides points for purchase.



Advertising placed above soda, a popular product for youth.



Tobacco products placed in a visible counter-top location next to candy.



Advertising placed above ice cream, a popular product for youth.



Tobacco Advertising on Billboards







**"I DONT ALWAYS VAPE,
BUT WHEN I DO, I CHOOSE VAPOR SHARK."**

- KRIS KRINGLE



005472

CLEAR CHANNEL

The 1998 Master Settlement Agreement prohibited direct or indirect marketing to youth and any use of cartoons in cigarette advertising. However, e-cigarette companies are not subject to the same restrictions. A cartoon version of Santa is used in this Florida billboard.

Vapor Shark E-Cigarettes Billboard,
Florida, 2013

[*www.trinketsandtrash.org](http://www.trinketsandtrash.org)

**VAPE
INSTEAD.**

At Smokeless Smoking Hennepin + Central

Smokeless
Smoking
vapor lounge

**SURGEON GENERAL'S WARNING
Quitting Smoking Now
Greatly Reduces
Serious Health Risk.**

The 1998 Master Settlement Agreement restricts some outdoor forms of tobacco advertising, including billboards. E-cigarette companies are not subject to the same agreements and are using similar tactics the tobacco industry used to employ.

Smokeless Smoking Billboard,
Minneapolis, MN



Tobacco Advertising through the Mail





**SURGEON GENERAL'S WARNING: Cigarette
Smoke Contains Carbon Monoxide.**

Nothing about our cigarettes or packaging, including color, should be interpreted to mean that any cigarette is safer than any other cigarette. Nothing about our cigarettes will help you quit smoking.

For more information about PM USA, its products or quitting smoking, visit www.philipmorrisusa.com.

THE
SAVINGS
you requested
ARE HERE!

For more fashion, great conversation
and monthly coupons, get clicking at
VIRGINIASLIMS.COM

Site limited to eligible smokers 21 years of age or older.

This is an example of tobacco product coupons mailed directly to consumers by the tobacco industry. In 2013, the tobacco industry spent \$8.2 billion, approximately 87% of their marketing budget, to reduce the price of cigarettes and smokeless tobacco to consumers.^{1,2}

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For more information about PM USA, its products or
quitting smoking, visit www.philipmorrisusa.com.

**SURGEON GENERAL'S WARNING: Cigarette
Smoke Contains Carbon Monoxide.**

Thanks for choosing
**VIRGINIA
SLIMS**

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MANUFACTURER'S COUPON EXPIRES 03/31/2016

\$1.50 OFF A PACK OF ANY STYLE VIRGINIA SLIMS CIGARETTES

Consumer: Limit one coupon per purchase of specified product. Limited to smokers of legal age to purchase. Valid in face-to-face transactions only. Not to be transferred, sold, or reproduced. Any other use constitutes fraud. Participation in this promotion at discretion of the retailer. Offer good only in U.S.A. Consumer pays any sales tax. **Retailer:** PM USA will reimburse you the face value of this coupon plus postage and 8¢ handling provided you have complied with the terms of the PM USA Coupon Redemption Policy. Void when submitted by an unauthorized agent. PM USA reserves the right to request and verify retailer's purchases and sales of PM USA products. Void where prohibited by law. Cash value 1/20¢. Redeem by mailing to: Philip Morris USA, CMS Dept. #28200, 1 Fawcett Drive, Del Rio, TX 78840.

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MANUFACTURER'S COUPON EXPIRES 03/31/2016

\$1.50 OFF A PACK OF ANY STYLE VIRGINIA SLIMS CIGARETTES

Consumer: Limit one coupon per purchase of specified product. Limited to smokers of legal age to purchase. Valid in face-to-face transactions only. Not to be transferred, sold, or reproduced. Any other use constitutes fraud. Participation in this promotion at discretion of the retailer. Offer good only in U.S.A. Consumer pays any sales tax. **Retailer:** PM USA will reimburse you the face value of this coupon plus postage and 8¢ handling provided you have complied with the terms of the PM USA Coupon Redemption Policy. Void when submitted by an unauthorized agent. PM USA reserves the right to request and verify retailer's purchases and sales of PM USA products. Void where prohibited by law. Cash value 1/20¢. Redeem by mailing to: Philip Morris USA, CMS Dept. #28200, 1 Fawcett Drive, Del Rio, TX 78840.

© Philip Morris USA 2015 F5368-02

www.trinketsandtrash.org



\$1.50 one dollar & fifty cents off one pack of any style
VIRGINIA SLIMS

**SURGEON GENERAL'S WARNING: Cigarette
Smoke Contains Carbon Monoxide.**

\$1.50 one dollar & fifty cents off one pack of any style
VIRGINIA SLIMS

**SURGEON GENERAL'S WARNING: Cigarette
Smoke Contains Carbon Monoxide.**



Tobacco Advertising Through Social Media





Create Page

**Executive Branch**

@execbranch

This page was found on Facebook for Executive Branch cigars. The use of celebrities, such as Snoop Dogg, is a common industry tactic used to appeal to youth.

*Executive Branch Facebook Page, July 2016

Like

Message

...

Home

About

Photos

Likes

More ▾

Company

Search for posts on this Page



35,159 people like this



Status



Photo / Video



Write something on this Page...



Executive Branch

E-cigarette advertisements can also be found on TV and YouTube. TV advertising of tobacco products by the tobacco industry is restricted. The e-cigarette industry is not subject to these restrictions.

*blu YouTube Video, July 2016



1:19 / 1:30

**"Pilot" - Just You & blu (TV Commercial)**

blu



Subscribe

5,661

43,934 views

+ Add to

Share

... More

324

97





Tobacco Advertising in Magazines

TOTAL TIME: 20 minutes



- Introduce the activity by telling the students “Now it’s your turn to look closely at tobacco advertisements found in magazines. I will give each of you copies of magazine ads. You will work with a partner to answer the questions that are posted on the board. When you’re done answering the questions, you will share what you learned with the group.”

1. Who does this advertisement target? (i.e. age, gender, ethnicity)
2. Why is this company targeting this group?
3. How is this advertisement trying to attract this group?
(look at your factsheet for help)
4. Do you think this advertisement will be successful?

- Pair students off. Mix English language learners with native English language speakers and mix students with different genders and ethnicities. Many of these advertisements are designed to attract specific demographics, so diverse grouping will allow for a deeper conversation.
- Give each group of students 1-2 advertisements to work with.
- Give the students 5-7 minutes to prepare their presentation.
- Ask for volunteers to start presenting their information and have every group share. If possible, project the advertisement under a document camera. If that is not possible, have one of the student presenters show the class their advertisement so everyone can see it.
- After everyone has presented, ask students the following questions:

1. What were some tactics that showed up in different advertisements?
2. What were the differences between e-cigarette advertisements and cigarette advertisements?
3. Why might these advertisements be successful in convincing people to start smoking?

NOTES

[illegible]

Smell as Good as You Look



No Smoke, No Smell.

apollo
Electronic Cigarettes

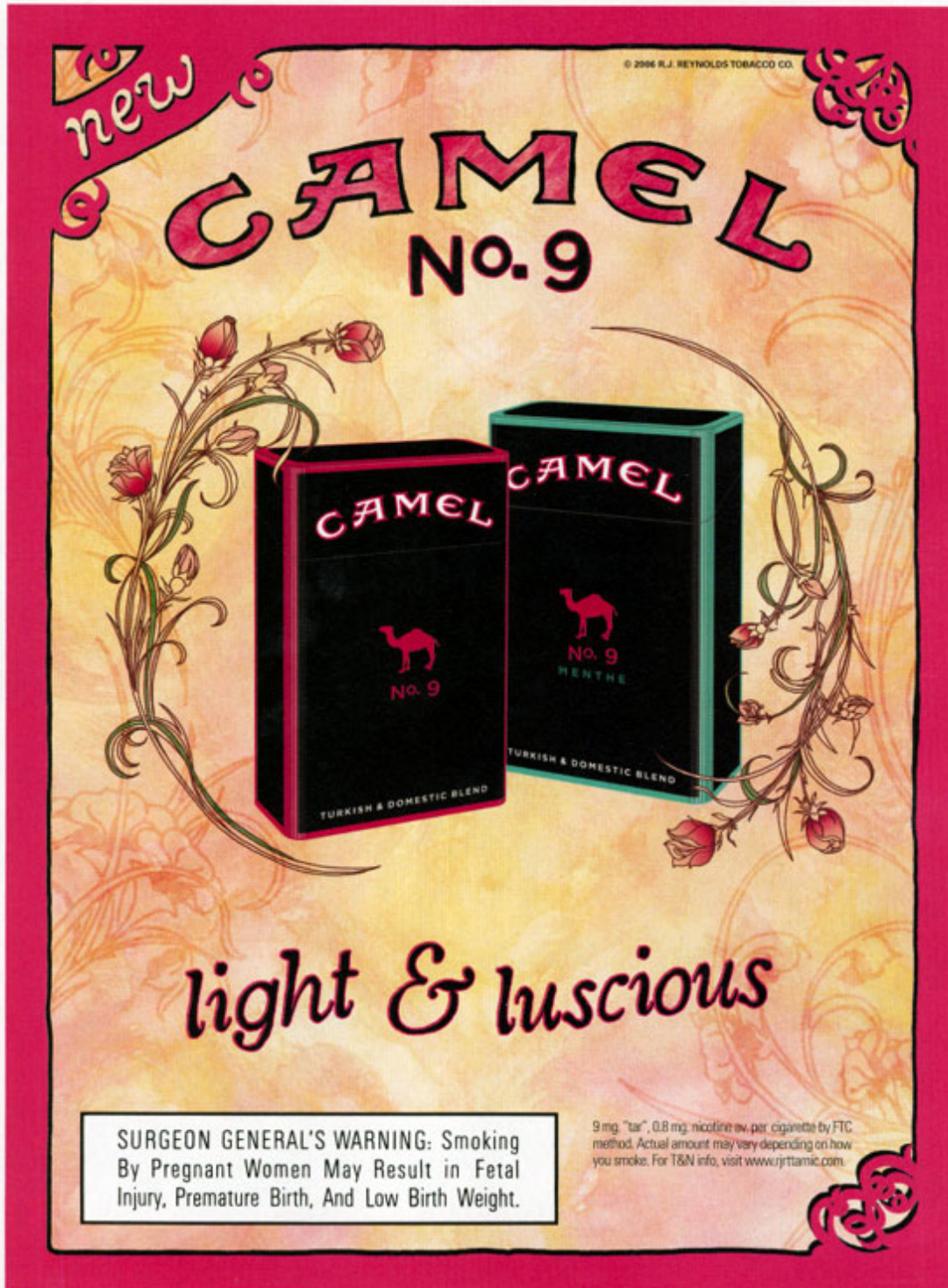
www.ApolloECigs.com/Star



#1

Star Magazine: October 2013³





#2

Cosmopolitan: January, February 2007⁴



© 2013 Lorillard

FIVE *Lucky* WINNERS
\$50,000 EACH



GET SOME BLING!

**Newport
PLEASURE
PAYDAY**



Enter weekly for a
chance to win only at
Newport-pleasure.com

Restricted to Adult Smokers 21 or Older

Or call 1-877-745-6094

(Limit of one phone entry per person.)



NO PURCHASE NECESSARY. A PURCHASE DOES NOT IMPROVE YOUR CHANCES OF WINNING. Sweepstakes begins at 12:01 AM EST on 5/31/13 and ends at 11:59 PM EST on 5/31/13. Entrants must be legal U.S. residents who are smokers, 21 years of age or older, and registered Newport Pleasure members in good standing at time of entry. Sweepstakes entry is subject to age verification. Age verification will be completed by date of Sweepstakes drawing. Void in CO, WA, ME, TX, all retail in VA and where prohibited. For Official Rules call 1-877-745-6094, go to www.newport-pleasure.com, or send request to Newport Pleasure Payday Sweepstakes, P.O. Box 9021-A, Great Rapids, MI 50145-9021. To enter: Call 1-877-745-6094, go to www.newport-pleasure.com, or complete and mail an Official Entry form. Sweepstakes and other similar specific written messaging rules and all applicable laws upon drawing upon the instant's sweepstakes prize pool. Internet service providers' and wireless carriers' rate plans may vary, and you should contact your service providers for more information on rates, offers and other charges that may apply to your use of the service. (U.S. Retail Price, valued at \$10.00 each, will be awarded. Odds of winning depend upon the number of entries received. SPONSOR: LORILLARD TOBACCO COMPANY, 714 GREEN VALLEY ROAD, BRIDGEBORO, NJ 07006

Newport, Pleasure, Newport Pleasure, Newport Pleasure Payday, package design and other trade dress elements TM Lorillard Licensing Company LLC Reg. U.S. Pat. & Tm. Off.

NO PURCHASE NECESSARY. A PURCHASE DOES NOT IMPROVE YOUR CHANCES OF WINNING. OFFER RESTRICTED TO SMOKERS 21 YEARS OF AGE OR OLDER.

VOID IN COLORADO, MASSACHUSETTS, MICHIGAN, TEXAS, AT RETAIL IN VIRGINIA, AND WHERE PROHIBITED.

SWEEPS ENDS 5/31/13

**SURGEON GENERAL'S WARNING: Smoking
By Pregnant Women May Result in Fetal
Injury, Premature Birth, And Low Birth Weight.**

#3

Essence: March 2013⁵



©2011 R.J. REYNOLDS TOBACCO CO.



TAKE PRIDE IN YOUR FLAVOR

Enjoy smoke-free, spit-free, drama-free tobacco that's packed in a pouch for great tasting, long-lasting anytime enjoyment.

Camel SNUS—the pleasure's all yours.

camelsnus.com*

*WEBSITE RESTRICTED TO AGE 21+ TOBACCO CONSUMERS.



WARNING: Smokeless tobacco is addictive.

#4

Lavender (Minneapolis): October 6, 2011 ⁶





COHIBA

SURGEON GENERAL WARNING:
Cigar Smoking Can Cause Lung
Cancer And Heart Disease.

COHIBA.COM
© 2012 General Cigar Co., Inc.

#5
Esquire: August 2012; September 2012⁷



**WOMEN HAVE SPAS.
MEN HAVE
FIRING RANGES.**



Tellin' it like it is.

mygrizzly.com*

**WARNING: This product is not
a safe alternative to cigarettes.**

*WEBSITE RESTRICTED TO AGE 21+ TOBACCO CONSUMERS.

© 2012 American Snuff Company, LLC

MOIST SNUFF

#6

Field & Stream: July 2012 ⁸



The background of the advertisement is a photograph of a hand holding a purple miVape device against a vibrant, colorful sky at sunset or sunrise. The device is emitting a plume of white vapor. In the lower background, the silhouettes of a crowd of people are visible, some holding up their phones to take pictures.

miVape

by vaporfection

CLEARLY AHEAD OF THE PACK

ARE YOU READY FOR
THE ULTIMATE EXPERIENCE?



WWW.VAPORNATION.COM
YOUR ONLINE VAPORIZER SUPERSTORE

#7

Rolling Stone: July 2, 2015⁹



Newport



pleasure!

Visit us at Newport-pleasure.com

Restricted to Adult Smokers 21 or Older.

These cigarettes do not present a reduced risk of harm compared to other cigarettes.



Scan to visit the World of Newport Pleasure!

Newport, Pleasure, Newport Pleasure, The World of Newport Pleasure, Inland East, Inland Blue, signature design, package design, and other trade dress elements TM Lorillard Licensing Company LLC Reg. U.S. Pat. & Tm. Off.

**SURGEON GENERAL'S WARNING: Cigarette
Smoke Contains Carbon Monoxide.**

#8

People: April 2013; December 2013¹⁰



~~Filthy.~~ ~~Stinking.~~ Rich.



blu ELECTRONIC CIGARETTE



With no ash, no odor, and an unmistakably rich taste, blu is everything you enjoy about smoking without the things you hate. You control when and where you want to smoke. Take back your freedom with blu.

blucigs.com

18+ only.

CALIFORNIA PROPOSITION 65 Warning: This product contains nicotine, a chemical known to the state of California to cause birth defects or other reproductive harm.

#9

Rolling Stone: May 2012 ¹¹



CIGARETTES



TOBACCO AND WATER
100% ADDITIVE-FREE
NATURAL TOBACCO



No additives in our tobacco
does **NOT** mean a safer cigarette.

SURGEON GENERAL'S WARNING: Smoking
By Pregnant Women May Result in Fetal
Injury, Premature Birth, And Low Birth Weight.



TRY 2 PACKS FOR \$2.
TryAmericanSpirit.com
1-800-435-5515

Offer for two "1 for \$1" Gift Certificates good toward any Natural American Spirit pack or pouch purchase (excludes 150g tins). Not to be used in conjunction with any other offer. Offer restricted to U.S. smokers 21 years of age and older. Limit one offer per person per 12 month period. Offer void in MA and where prohibited. Other restrictions may apply. Offer expires 12/31/13. Natural American Spirit® is a registered trademark of Santa Fe Natural Tobacco Co. © SFNTC 2 2013

#10

Maxim: April 2013¹²



Newport

pleasure!



Visit us at NewportPleasure.com

Restricted to Adult Smokers 21 or Older.

Newport® (logo), pleasure!® (logo), Newport pleasure!® (logo), spinnaker design and package design are trademarks of Lorillard Licensing Company LLC. © 2016 RJRTG

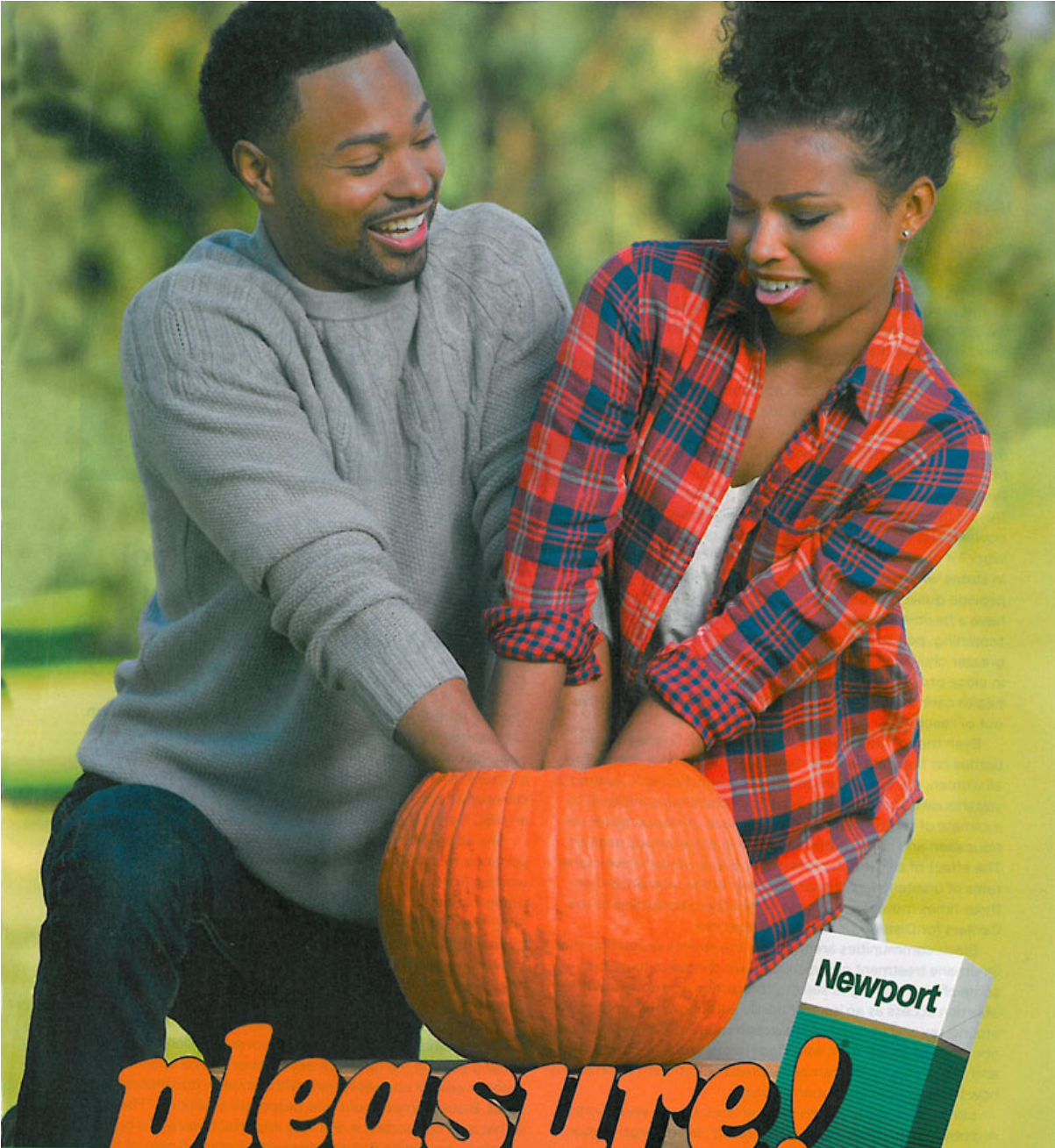
CIGARETTES

SURGEON GENERAL'S WARNING: Smoking By Pregnant Women May Result in Fetal Injury, Premature Birth, And Low Birth Weight.

#11


Sports Illustrated: February 23, 2016 ¹³





pleasure!
Rich & Refreshing. The Perfect Menthol!

Newport

 Visit us at Newport-pleasure.com
Restricted to Adult Smokers 21 or Older.
Newport® (logo), pleasure!® (logo), Newport pleasure®,
spinnaker design and package design are trademarks of
Lorillard Licensing Company LLC. © 2015 RJRTG
CIGARETTES

**SURGEON GENERAL'S WARNING: Quitting Smoking
Now Greatly Reduces Serious Risks to Your Health.**

#12

Essence: October 2015¹⁴





SKOAL
A PINCH BETTER[®]
SINCE 1994

GRAB A COUPON AND THEN SOME AT SKOAL.COM*

WARNING: Smokeless tobacco is addictive.

*Site and offer limited to eligible tobacco consumers 21+
© U.S. Smokeless Tobacco Co. 2015 F5502.03

SMOKELESS TOBACCO

#13

Car and Driver: July 2015¹⁵



blu PLUS⁺ works for me

"blu PLUS⁺ has
made an impact
on my life."
-Kim



"See My Story" at:
www.blucigs.com/plusworks

- + Real Draw
- + Maximum Hit
- + Big Flavors

NOT FOR SALE TO MINORS. ©2016 blu eCigs. WARNING: This product contains nicotine derived from tobacco. Nicotine is an addictive chemical.

#14

Entertainment Weekly: February 19/26, 2016 ¹⁶



SETTLE FOR NOTHING LESS

HAND ROLLED • NATURAL LEAF CIGARILLOS

BUY 2 GET 3

HAND ROLLED
NATURAL LEAF WRAP
RESEALABLE FOIL POUCH

King
EDWARD VII

VANIL
3 FINEST QUALITY
CIGAR

3 FINEST QUALITY
CIGARILLOS

SURGEON GENERAL WARNING: Tobacco
Smoke Increases The Risk Of Lung Cancer
And Heart Disease, Even In Nonsmokers.

WWW.THEKINGCIGAR.COM

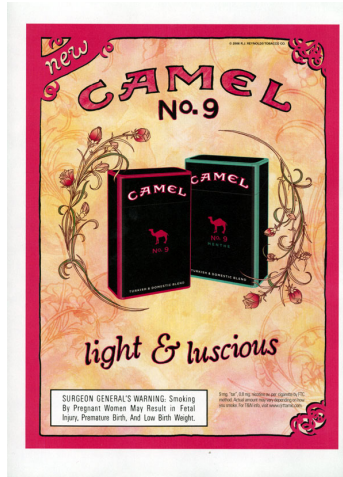
#15

Philadelphia Weekly: October 8, 2014 ¹⁷





#1



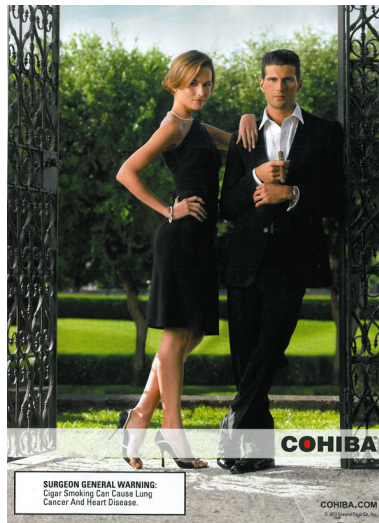
#2



#3



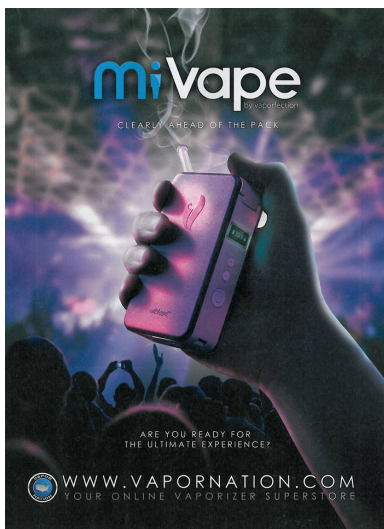
#4



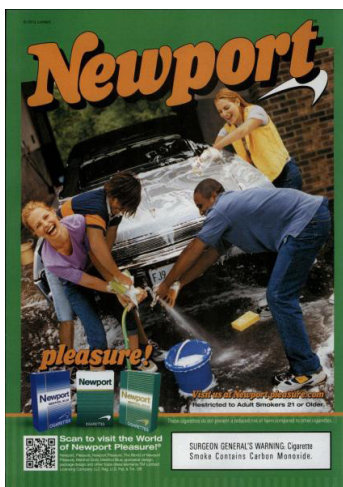
#5



#6



#7



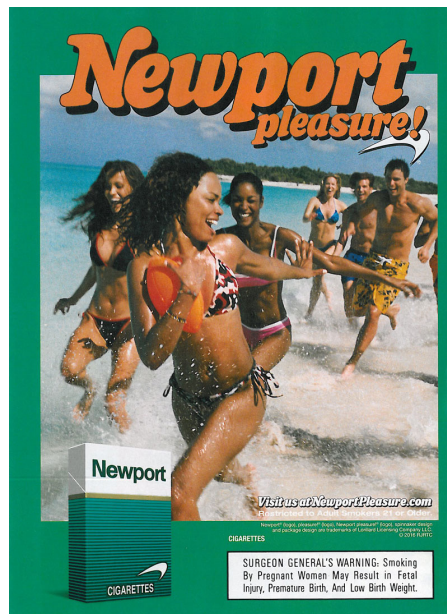
#8



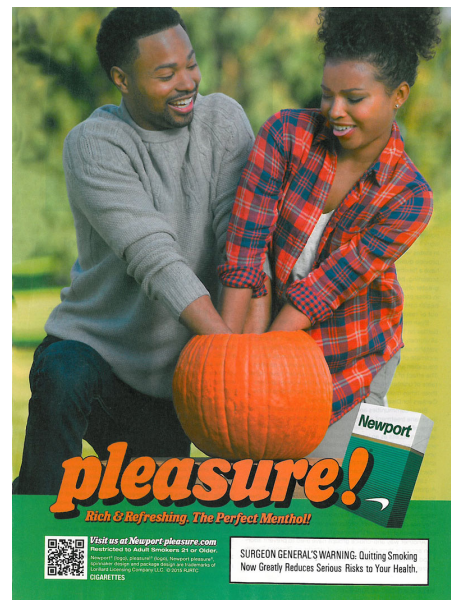
#9



#10



#11



#12



#13



#14



#15



TOTAL TIME: 5 minutes

[illegible]

Lesson Three:

Child Labor in the Tobacco Industry

There is a lot of information about how damaging tobacco is to people who use it, but there is little discussion about how the tobacco industry exploits children to produce their products. Students will be able to use this information as they start to plan their outreach activities.



Learning Objectives

After Lesson Three, students will be able to:

- ① Explain how the tobacco industry uses child labor practices;
- ② Discuss how the use of child labor harms the communities where child labor exists; and
- ③ Identify tobacco industry motives for using child labor practices.

Lesson 3

Materials Needed

- Computer with ability to project images
- Access to YouTube or a USB drive with video loaded
- Image of child workers in Bangladesh
- Copies of New York Times article
- Scrap paper
- Copies of Child Labor Facts and Child Labor in Tobacco Farming factsheets
- Highlighters

Overview of Lesson

- Warm-up and Introduction: **5 minutes**
- Videos: Child Labor in Tobacco: **15 minutes**
- Video Discussion: **5 minutes**
- Factsheet: **5 minutes**
- Read New York Times article: **15 minutes**
- Socratic Seminar: **15 minutes**
- Exit Ticket: **5 Minutes**



TOTAL TIME: 65 minutes

Before the Lesson

- Prepare slides with discussion questions.
- Move extra furniture out of the way so students will have space to make a circle with their chairs.



Child workers in Bangladesh



Warm-up and Introduction



- As students enter the classroom, hand each student a piece of scrap paper.
- Ask the students to write their reaction to the child labor picture from Bangladesh on the piece of scrap paper. Encourage students to write 2-3 sentences.
- Ask for three student volunteers to share their reaction.

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Videos: Child Labor in Tobacco

TOTAL TIME: 15 minutes



- Before playing the two videos, ask the students to listen for things that surprise them.
- Play both videos back to back.
 - Malawi's Tobacco Children by Plan International (6:24)



<http://www.youtube.com/watch?v=0dr0z0AR250>

- MADE IN THE USA: Child Labor & Tobacco by Human Rights Watch (8:20)



<https://www.youtube.com/watch?v=0-8TBcea05Q>



Video Discussion

TOTAL TIME: 5 minutes



- After the videos finish, have the students share with a neighbor one thing that surprised them.
- Ask the students if they are aware that child labor takes place in the United States.
- Ask the students to share any other interesting things they saw in the videos.

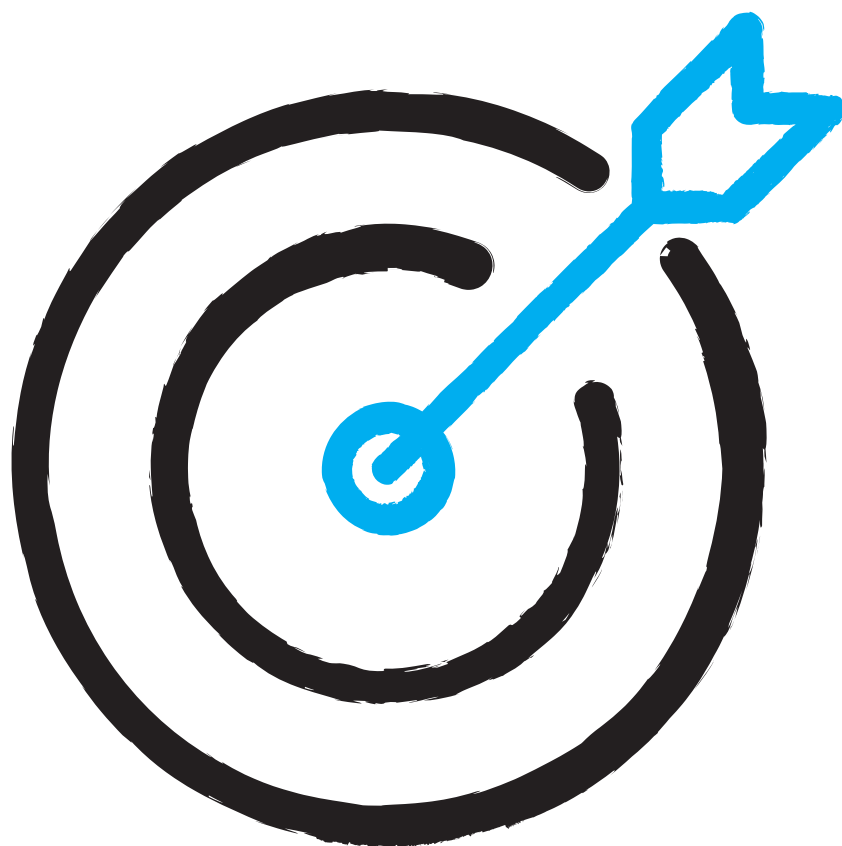


Factsheet

TOTAL TIME: 5 minutes

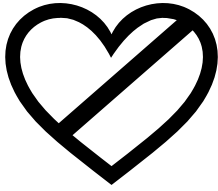


- Ask for students to volunteer to read the factsheet (pg. 101-102). Each student should read one fact.



Child Labor Facts

The UN Convention on the Rights of the Child (CRC 1989) views child labor as a human rights violation.





Poverty is forcing many young children into work. Working takes them out of school.



Only one in five child laborers is paid for their work.²



About 72 percent of Malawians lived below the income poverty line on less than \$1.25 per day in 2015. As a result of high poverty levels, 25.7 percent of children aged 5 to 14 were engaged in child labor.³

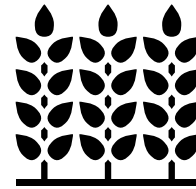
   < \$1.25 PER DAY

Globally, 168 million children are child laborers. Of these children, 85 million of them work in hazardous conditions.¹

Children working in the agriculture sector are commonly exposed to dangerous pesticides. Children are more vulnerable to exposure to pesticides than adults because the absorption through their skin is greater and they are less able to metabolize toxic chemicals. Pesticides harm the immune system and many other parts of the developing human body.⁵



Fifty-nine percent of child laborers work in agriculture.¹



Sub-Saharan Africa is the region of the world with the highest incidence of child labor, with 59 million children involved.¹



= 59 MILLION

In Sri Lanka, more than 300,000 children ages 5 to 14 are engaged in child labor. Most of those children are working in agriculture.⁴



Child Labor in Tobacco Farming

Tobacco is labor intensive, requiring about 100 million workers in production from start to final product. ⁶ *Many of these workers are children.*



In the late 1990s, for every \$1 spent on a cigarette, *only two cents went to the tobacco farmer*, while 43 cents went to the tobacco company. ⁷



Workers in tobacco fields are *at high risk for getting Green Tobacco Sickness (GTS)*, a type of nicotine poisoning that occurs from touching tobacco plants. Symptoms of GTS include nausea, vomiting, dizziness, headaches, difficulty sleeping and lack of appetite. ⁸



Even though it is prohibited, more than *225,000 children* work in the bidi industry in India. Bidis are small, hand rolled cigarettes. ⁹ Many children roll *1,500 to 2,000 bidis each day* and work six and a half days a week. ⁹ Rolling 1,000 bidis earns workers *less than \$2.10*. India classifies Bidi rolling as hazardous because the working position causes chronic pain, harms growth, causes deformations, and can lead to lung disease from inhaling tobacco dust. ⁹



< \$2.10 PER DAY





- Print copies of article *Just 13, and Working Risky 12-Hour Shifts in the Tobacco Fields* by Steven Greenhouse

➔ <http://nyti.ms/1tAZY29>

- Have students pass out copies of the article and highlighters.
- Ask the students to number each paragraph.
- If possible, project a copy of the New York Times article under the document camera and number the paragraphs along with the students.
- Give the students the following directions:

1. Highlight at least three things you find interesting
2. Circle any words you are unsure of
3. Write down at least one question you have about the article

- Allow the students to independently read the article.

NOTES



- Have the students move the chairs into a circle
- Give the students the following guidelines. If possible, have the guidelines projected on a PowerPoint slide.

1. One person talks at a time
2. You do not need to raise your hand to respond or ask a question
3. After you respond, let two other people talk before you talk again

- Start by having a student summarize the article. If their summary is incomplete, ask another student to add to the summary.
- Ask students if there are any words they want clarified. Try to have another student define the word, if possible. If students are unable to define the word, then provide a short definition.
- Ask a student to read their question. At this point, the goal is for the facilitator to let the students talk as much as possible. However, the facilitator may need to intervene if the discussion slows down or gets off track. With younger students and classes with English language learners, the teacher may need to ask a question or two to keep the discussion moving. Some questions to ask include:

1. Were you surprised that child labor happens in the United States?
2. Do you think this it is OK for kids to work these kind of jobs?
3. How old should people be before they are allowed to work?
4. Why do you think the tobacco industry uses child labor?
5. What are some of the dangers of children working in tobacco fields?
6. Whose responsibility do you think it is to help fix this problem?
7. Do you think the tobacco industry is doing a good enough job controlling the issue?



- Project the following questions on the board so the students can refer to it as they reflect. Ask them to write down their answers.

1. What are some things that the United States can do to stop child labor from happening?
2. Why should we care about child labor?
3. What other industries use child labor?

NOTES

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Lesson Four:

Flavored Tobacco, Menthol and E-Cigarettes

This lesson looks at flavored tobacco, menthol and e-cigarettes. Students will learn how these products are marketed toward youth. Students will show their understanding of marketing tactics by creating an advertising campaign.



Learning Objectives

After Lesson Four, students will be able to:

- ① Explain how and why tobacco companies market flavored tobacco, menthol and e-cigarettes toward youth;
- ② Discuss marketing tactics that work to attract younger customers; and
- ③ Create a marketing campaign using tactics similar to those of the tobacco industry.

Materials Needed

- Computer with ability to project images and video
- Whiteboard markers
- Copies of Electronic Cigarettes, Flavored Tobacco Products and Menthol Factsheets
- Four different candy or snack products
- Paper
- Markers
- Surgeon General Warning Labels
- Copies of Advertising Worksheet
- Copies of Post Activity Worksheet

Overview of Lesson

- Warm-up and Introduction: **5 Minutes**
- Videos: **16 minutes**
- Video Discussion: **5 minutes**
- Factsheet Jig-Saw: **15 Minutes**
- Marketing Activity: **35 Minutes**
- Marketing Activity Debrief: **10 Minutes**
- Exit Ticket: **5 Minutes**



TOTAL TIME: 91 minutes

Before the Lesson

- Have questions typed on PowerPoint slides
- Cut out Surgeon General Warning labels



Warm-up and Introduction

TOTAL TIME: 5 minutes



- Have the following questions projected on the board as students walk in:

1. What is the last advertisement that you remember seeing? This could be an advertisement on TV, on a billboard, online or in a magazine.
2. What makes you remember this advertisement?

- After the students are done reading, ask for three students to share their answers.



Videos

TOTAL TIME: 16 minutes



- Before playing the videos, ask the students to listen for things that surprise them. Play the videos back to back.

1. Video: JUUL E-Cigarettes

- JUULers Against JUUL (6:24)

➔ <https://www.youtube.com/watch?v=7EsNG7RcStQ>

1. Video: E-Cigarettes

- E-Cigarettes in Minnesota (2:56)

➔ <https://vimeo.com/106003257>

2. Video: Flavored Tobacco Products

- The Problem with Flavored Tobacco (2:23)

➔ <https://www.youtube.com/watch?v=Hm9EzB9C1-o>

3. Video: Menthol

- Menthol Cigarettes 101 (4:50)

➔ <https://www.youtube.com/watch?v=9gyb9J9JA8Q>



Video Discussion

TOTAL TIME: 5 minutes



- After the videos finish, have the students share with a neighbor one thing that surprised them



- Count the students off by three.
- Give one group the factsheet for menthol (pg. 113), one group the factsheet for electronic cigarettes (pg. 111) and the other group the factsheet for flavored tobacco (pg. 112).
- Give the students the following directions. If possible, project the directions on a PowerPoint slide:

- 1. With your group, read your factsheet.**
- 2. Together, write down three important pieces of information you learned.**

- Give the students 7-10 minutes to read and write their main points. Circulate around the room to ensure students are on task and understanding the material. If students finish early, encourage them to practice saying their three main points.
- Re-shuffle the group and put the students in groups of three with one student who read the menthol factsheet, one student who read the electronic cigarette factsheet and one student who read the flavored tobacco factsheet. Have each student talk about the three pieces of information they learned to their new group members. If there is extra time, have the students share additional information or discuss what they found interesting.

Electronic Cigarettes

Electronic cigarettes, e-cigarettes, vape pens, JUULs, e-hookahs or hookah pens are battery-operated devices that contain a mixture of liquid nicotine and other chemicals. The device heats this mixture, called e-juice, producing a nicotine emission that is inhaled. There is no evidence that using e-cigarettes or inhaling the secondhand emissions from an e-cigarette is safe. Studies have found nicotine, heavy metals, toxins, and carcinogens in e-cigarette emissions. ^{1,2}

E-cigarettes first resembled conventional cigarettes and now have morphed into sleek gadgets, like the JUUL. They are very appealing to youth for their big nicotine hit and stealthy, easily-hidden looks.

E-Cigarette Facts:

- Youth tobacco use in Minnesota has risen for the first time in 17 years, largely due to e-cigarette use. ³
- 99% of e-cigarette products contain nicotine, according to their labeling. ⁴
- Studies have shown e-cigarettes labeled as containing no nicotine actually contained nicotine. E-cigarettes labeled as containing the same nicotine level emitted varying levels of nicotine. ^{1,2}
- Minnesota law prohibits e-cigarette use in public schools, hospitals, clinics and government-owned buildings, including city and county buildings. Many cities have prohibited their use in all indoor public spaces.
- E-cigarette liquids must be sold in child-resistant packaging. E-cigarettes usually contain nicotine, an extremely addictive stimulant. High amounts of nicotine can be fatal, especially to small children.
- Nicotine's side effects include increased blood pressure, bronchospasms, joint pain, insulin resistance, heart arrhythmias and coronary artery constriction. Nicotine is harmful to developing adolescent brains. It interferes with brain development and can have a long term effect on mental health. ^{5,6}
- E-cigarette use is increasing rapidly among youth. E-cigarette companies sell thousands of different flavors of e-cigarettes. These flavors appeal directly to youth. ⁷
- E-cigarettes have not been proven safe or effective in helping people quit smoking. ^{8,9} Research shows current smokers are more likely to use e-cigarettes than former or never smokers. ¹⁰
- Smokers might use e-cigarettes where they cannot use conventional cigarettes, which might deepen their addiction to nicotine. Some e-cigarettes are marketed with taglines such as "smoke anywhere."
- Research shows that youth and young adults who are introduced to tobacco through e-cigarettes are more likely than their peers to start smoking. ^{11,12,13,14}
- The three largest cigarette companies, Altria, R.J. Reynolds and Imperial Tobacco, have an e-cigarette brand. These companies are employing the same marketing tactics used in the past to lure young people into a lifetime of nicotine addiction.

Flavored Tobacco Products

What types of tobacco products are flavored?

There are several types of flavored tobacco products on the market, including cigars, chewing tobacco, blunt wraps, electronic cigarettes and shisha, the tobacco used in hookah.

What are common flavors used in tobacco products?

Products are sold in an endless array of fruit, candy, dessert and novelty flavors. Scientists recently found that the same flavorings used in tobacco products are also used in candy and Kool-Aid.⁹

Who uses flavored tobacco products?

Because of their sweet flavors, low cost and attractive packaging, flavored tobacco products are especially appealing to youth. Young people are much more likely to use flavored tobacco products than adults.¹⁰ Studies show that young people perceive flavored tobacco products as tasting better and being safer than unflavored products, even though they are just as dangerous and addictive as unflavored tobacco products.¹¹

How do flavors in tobacco products affect youth?

Nearly 90 percent of adult smokers began smoking before 18.¹² The flavoring in these products makes it easier for new, young users to take up tobacco, because the flavoring masks the harshness of the tobacco and enhances the user's pleasure.^{13,14} Flavored products often serve as a "starter" product for young people, many of whom eventually move to smoking cigarettes.

What does the tobacco industry say about flavored tobacco?

The tobacco documents from the U.S. Tobacco Master Settlement revealed the "Graduation Theory," a method used by the tobacco industry that aims to secure customer loyalty.¹⁵ This approach implies that new users start with milder tasting and flavored products. They then graduate to full-bodied, less flavored items that often contain more nicotine and remain addicted for life.

Why should people care about flavored tobacco products?

Flavored tobacco products are a major public health concern because they encourage young people to start using tobacco. While the FDA banned flavored cigarettes other than menthol in 2009, the ban does not affect other tobacco products, many of which are now heavily marketed by the tobacco industry.¹⁶ The use of these products, especially among young people, has spiked.

What communities have regulated flavored tobacco?

New York City, Providence, R.I., Minneapolis, Minn., and Saint Paul, Minn., have passed policies restricting flavored tobacco sales, with the exception of menthol-flavored products.

In Minnesota, many cities, including Minneapolis, Saint Paul, Richfield and Maplewood, have adopted ordinances that require cigars to be sold for a minimum price of \$2.60 each with packs of four or more cigars being sold for a minimum of \$10.40. These ordinances are meant to make cigars, many of which are flavored, more expensive and less appealing to price-sensitive youth.

Menthol

Menthol is a flavor added to cigarettes and other tobacco products.¹⁷ Menthol has a minty taste that masks the harshness of tobacco through the cooling and numbing sensation it provides.¹⁸

Studies show that people who smoke menthol cigarettes have a higher level of nicotine addiction.¹⁹ Menthol users have a harder time quitting smoking than users of non-menthol products.²⁰

Tobacco industry documents show efforts to market menthol products to African Americans, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) communities, and young people.^{21, 22} This has resulted in higher usage of these products in these communities.¹⁸

Despite conclusive evidence that menthol cigarettes are particularly harmful, the FDA continues to exempt menthol from the ban on flavored cigarettes. If menthol were banned in the United States, 39 percent of menthol smokers, including 47 percent of African American menthol smokers, would quit smoking.²³

Menthol Facts:

- More than one million youth in the United States smoke menthol cigarettes, a higher rate than any other age group.²⁴
- 70 percent of LGBTQ youth smokers smoke menthols.²⁵
- About half of Minnesota teen smokers – 44 percent – smoke menthol cigarettes.²⁶
- 25 percent of Minnesota adult smokers smoke menthols.²⁷
- 88 percent of adult African American smokers smoke menthols, compared to 26 percent of adult white smokers.²⁸
- 83 percent of African American youth smokers smoke menthols²⁵



Tobacco Marketing Activity

TOTAL TIME: 35 minutes



Marketing simulation for youth on hidden tobacco company tactics.

Adapted from SE MN Tobacco Collaborative

Target Audience

Middle and high school students

Objectives

Teach students about marketing strategies used to target youth.

1. Wrestle with ethical issues concerning media and the public good
2. Identify strategies used for target marketing
3. Recognize different motives used in advertising by tobacco companies (specifically: Altria and RJ Reynolds)

Materials/Preparation

1. 4 different candy or snack products (ex. M&Ms, Skittles, Sprees, Goldfish, Granola Bars, etc.)
2. Blank Paper
3. Markers
4. Tape
5. Magazines with advertisements

Description

Students get inside the mind of a tobacco executive by creating an ad campaign for their favorite brand of candy or snack food to demonstrate the methods tobacco companies use to reach target audiences (youth). The students will become the new marketing team for the company selling the candy product. Throughout the exercise, they discover Breaking News that the product they are marketing and trying to sell is addictive, causes cancer, stains your teeth, causes bad breath, and creates breathing problems. Watch as your students employ different strategies to sell their product. Do they continue their same game plan for marketing their product knowing the health risks associated with consuming the candy or snack product or do they re-evaluate their marketing plan?



Marketing Activity

- Introduce the activity by saying the following:

"A few weeks ago, we talked about how tobacco companies target youth. Today, we talked about how tobacco companies design products specifically to appeal to youth. Now, we are going to use the same tactics the tobacco companies use to market tobacco products, to market candy or snacks. At the end, we are going to do a 30 second presentation of each ad."

- Count off by four to create groups of students.
- Give each team a different type of candy (ex. M&Ms, Skittles, Sprees, Goldfish, Granola Bars, etc.) and congratulate each team on being the new marketing department for the candy or snack.
- Tell each group, "It is your job to create a brand new magazine advertisement for this candy or snack product. You will have 20 minutes to come up with your ad." Give each group markers, paper and some magazines with advertisements to use as examples.
- After the students have worked for 5 minutes, say "Breaking News: This just in... Research has now shown that candy/snack 1 and 2 cause lung cancer." Give Group 1 and Group 2 the top secret letter.
- 3 minutes later, say "This just in... Research has now shown that candy/snack 3 and 4 cause heart disease." Give Group 3 and Group 4 the top secret letter.
- 2 minutes later, say "Breaking News: This just in... 1200 people die every day due to consuming candy/snack products."
- 5 minutes later, say "Breaking News: This just in... All candy or snacks must now have a warning sign on the package and on any advertisement to warn individuals of health risks associated with consuming your product!" Give each group two Surgeon General warning labels--one for the advertisement and one for the package of candy. Have the students write the disease their candy/snack product causes on the label.

TOP SECRET

IMPORTANT: PLEASE DO NOT SHARE THIS INFORMATION

Dear Marketing Team:

Our research department has come to the conclusion that loyal and longtime customers of our product are becoming ill and dying from its prolonged use.

We need you to design a new marketing campaign that appeals to teens, females and/or ethnic groups. These groups are our next generation of loyal and longtime customers. These customers will replace those who are no longer using our product due to death or illness.

The law states that our advertising cannot target children or people 18 and younger. With this said, we have faith in your marketing team that you will find creative ways to get children/teens to notice your advertisement. This could be achieved by the advertisement itself or in the placement of the advertisement.

We look forward to your contributions in making our company a success. Without your expertise in marketing to these target groups, we would not be able to sell our product!

Thank you for your support and we look forward to seeing your new advertisement soon.

Sincerely,

Ickey Mouse

CEO of Your Candy Product

Surgeon General's Warning Labels

SURGEON GENERAL'S WARNING:

This product

SURGEON GENERAL'S WARNING:

This product

SURGEON GENERAL'S WARNING:

This product

SURGEON GENERAL'S WARNING:

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SURGEON GENERAL'S WARNING:

This product



Marketing Activity Debrief

TOTAL TIME: 10 minutes



- Hand out one copy of the Advertisement Worksheet to each group. Ask them to designate one person to write down the group's answers.
- Ask each group to do a 30-second presentation of their ad. Ask them to show the ad and discuss what they wrote on their worksheet.
- After group presentations, go over the teacher wrap-up sheet showing the connection between this marketing project and the tobacco industry.

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Advertisement Worksheet

To be completed by groups after their ads are completed.

CANDY PRODUCT COMPANY NAME:

NAMES OF MARKETING TEAM MEMBERS:

1. What target audience(s) did your team focus on? (youth, females or ethnic groups)

2. Did the Top Secret letter and Breaking News announcements change your strategy in developing your ad? If yes, how?

3. If you were to place your ad in a magazine, which magazines would you put it in, and why?



Teacher Wrap-Up on Project

- Tobacco companies market their products to youth, females and ethnic groups to replace those customers who have died or have quit using their products. They know if they target younger customers they will have a customer for life.
- When tobacco products were first introduced, the harmful side effects were unknown. The candy products used in this activity demonstrated a similar scenario where a thought-to-be safe product was marketed and then later discovered to be unsafe and still sold.
- After tobacco products were found to contain harmful and addictive chemicals, restrictions were established as to who could buy them and what advertising techniques were used.
- Tobacco companies know they cannot survive without gaining new customers. Advertising marketing tactics they use to appeal to certain populations include:
 - Youth: Representing independence, rebellion against authority, fitting in, participating in activities associated with adults
 - Females: Conveying body image, independence, sophistication, glamour
 - Ethnic Groups: Representing independence, fitting in
- Tobacco use causes:
 - Cancer
 - Heart Disease
 - Stroke
 - Emphysema
 - Bad breath, tooth decay
 - Premature birth and low-birth weight in babies
- Tobacco companies claim that they do not target youth. However, next time you are at a store or looking through a magazine, look at their choice of colors, images, wording and placement of the advertisement and ask yourself if they are targeting you, your parents, or your grandparents?



Exit Ticket

TOTAL TIME: 5 minutes



- Pass out copies of the post-activity worksheet. Have students independently reflect and hand the sheet in before they leave.

NOTES

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Post Activity Worksheet

Name: _____

1. How did this activity make you feel?

2. Were you surprised to hear that these are the same tactics that tobacco companies use?

3. Have you noticed tobacco advertisements that target you?

4. Do you think your friends know about these marketing tactics?

5. Would you ever work for a tobacco company or any other company that sold dangerous products, and aimed their marketing and advertisements directly to youth to increase their usage of that product?

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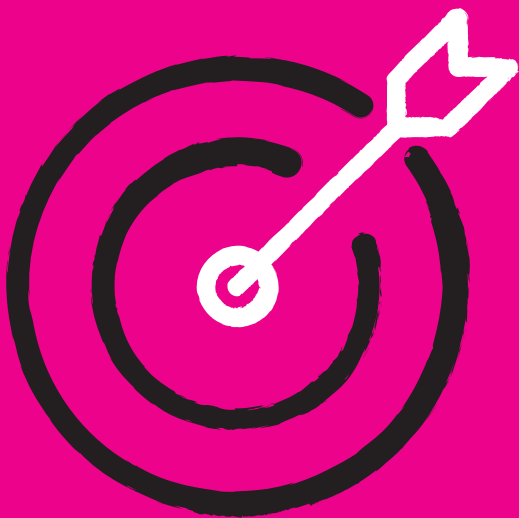
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Lesson Five:

People Power vs. Tobacco Industry

Minnesota has a history of fighting against the tobacco industry. This lesson will center around how different laws protect Minnesotans from some of the marketing tactics employed by the tobacco industry. Some of the legislation covered in this lesson includes the Minnesota Tobacco Settlement, Minnesota's Freedom to Breathe act and other laws and policies related to tobacco control. Additionally, students will start to formulate ideas on how to create change at the local level.



Learning Objectives

After Lesson Five, students will be able to:

- 1 Discuss major state legislation that restricts the power the tobacco industry has in Minnesota;
- 2 Identify the role of grassroots movements in creating change at the local level; and
- 3 Brainstorm additional ways for communities to create change regarding tobacco use.

Materials Needed

- Computer with internet access and projector
- Copies of Factsheets on Freedom to Breathe, Youth Access and 1998 Tobacco Settlement
- iPads or computers for students to work on/printouts of documents
- Scrap paper

Overview of Lesson

- Warm-up and introduction: **5 Minutes**
- Factsheet Jig-Saw: **15 minutes**
- Research a Tobacco Document: **15 Minutes**
- Document Presentations: **20 Minutes**
- Exit Ticket: **5 Minutes**



TOTAL TIME: 60 minutes

Before the Lesson

- Post warm-up and exit ticket on a PowerPoint slide or the whiteboard



Warm-up and Introduction

TOTAL TIME: 5 minutes



- Have the following question posted on the board:

Can you think of an experience from your life where you or someone you know was able to change something for the better?

- Ask for 2-3 students to share their answers.



Factsheet Jig-Saw

TOTAL TIME: 15 minutes



- Count the students off by three.
- Give one group of students the Freedom to Breathe factsheet (pg. 128), another group the Youth Access Laws factsheet (pg. 129) and the final group the 1998 Tobacco Settlement factsheet (pg. 130).
- Have each group read the facts together and write 2-3 sentences summarizing the factsheet.
- The teacher should actively be checking in on students to ensure that they are on task and are able to concisely summarize the information.
- Before the students switch groups, ask members of each group to give their presentation to you. Give feedback to the students if their presentation is lacking key information or provides incorrect information.
- After the students have worked in their original groups for 7-9 minutes, re-shuffle the students in groups of three students who each read a different factsheet. Have the students share the main ideas with their group. The students should be able to summarize the factsheet to the other students in the group. Move around the room to ensure that students are correctly conveying the information.

Freedom to Breathe

Secondhand smoke is the leading cause of preventable death in the United States. According to the Surgeon General, there is no safe level of secondhand smoke exposure.

In the past, smoking was allowed in restaurants, bars, hospitals, businesses and even schools. In 1975, Minnesota became the first state to pass a law limiting smoking in workplaces. Over the years, parts of this law were changed and strengthened to prohibit smoking in specific public places, such as schools, daycare centers, hospitals and clinics, state government buildings, public transport, and other public indoor areas. Places like bars and restaurants were left out of the regulations.

In 2007, after a long and heated legislative debate and vigorous activism by public health advocates across the state, Minnesota passed the Freedom to Breathe Act.

Highlights of the Freedom to Breathe Act

- No smoking is allowed in bars, restaurants, private clubs or other workplaces.
- Exclusions to the policy include use in scientific studies; theatrical productions by actors; traditional Native American ceremonies; hotel and motel guestrooms; product sampling in tobacco shops; a disabled veterans rest camp in Washington County; locked psychiatric units; and on family farms. ¹

In 2014, the State of Minnesota began extending Freedom to Breathe laws, prohibiting the use of electronic cigarettes in government owned buildings, schools and hospitals. However, as of 2016, there is no state law regulating the use of electronic cigarettes in all indoor public spaces, such as bars and restaurants. Many cities and counties throughout the state have regulated electronic cigarettes in local clean indoor air ordinances. This means they are regulated the same as conventional cigarettes for purposes of clean indoor air.

Minnesota's Youth Access Laws

- It is illegal to give or sell tobacco, such as cigarettes, cigars and chewing tobacco; tobacco related devices, such as pipes or rolling papers; and nicotine delivery products, such as electronic cigarettes, to anyone under 18 years old. It is illegal for someone under 18 to possess or attempt to buy tobacco, tobacco-related devices or electronic cigarettes. ²
- All stores that sell tobacco must be licensed by the city or county. The store fills out an application and pays a licensing fee. The city or county chooses whether to give that store a license. ³
- Tobacco products cannot be offered for sale in open displays or be accessible to the public without clerk assistance. ⁴
- Licensed stores cannot sell single cigarettes, commonly called loosies. ⁴
- The city or county must do one unannounced compliance check at each licensed tobacco store each year. A person between the ages of 15 and 17 years goes into each store and attempts to purchase a tobacco product. If asked, the youth must show the store clerk his or her real ID. If the store clerk sells tobacco to the minor, the store has failed its compliance check.
- If a store fails a compliance check by selling tobacco to a minor, the store is penalized. They pay a fine and/or have their license to sell tobacco taken away for a period of time. ³

These Minnesota youth access laws are all enforced locally through the city or county. These city and county laws are known as tobacco licensing ordinances.

It is important that cities' tobacco licensing laws meet the minimum state requirements listed above. A main goal of all of these laws is to make it difficult for youth under 18, the largest and most important source of new smokers for the tobacco industry, to obtain tobacco. This will cut down on the number of youth, who are likely to become the next generation of smokers, to die from cancer, heart disease, and other tobacco-related diseases.

A city or county can pass laws that strengthen their tobacco licensing laws beyond the minimum required by the state. Here are some examples of what cities can do:

- Prohibit the sampling of tobacco in tobacco shops
- Require that people selling tobacco must be at least 18 years old
- Require that stores selling tobacco train their employees about youth access laws
- Prohibit the sale of all flavored tobacco products in stores accessible to people under 18
- Require that cigars be sold for a minimum of \$2.60 each
- Require that people purchasing tobacco must be at least 21 years old

2-1 lead
in series
C4

Picking
the perfect
parrot
E1

Brook & Rober
pick up an
old shtick
E1

Picking up
the pieces
after
disaster

Low 17
score 17
Coke has the word
B10

Saturday
MAY 16, 1998
\$1.00

Star Tribune

NEWSPAPER OF THE TWIN CITIES

State
Edition

Minnesota 1998 Tobacco Settlement

In 1994, the State of Minnesota and Blue Cross Blue Shield of Minnesota (BCBS) sued the major cigarette companies for, among other things, violating Minnesota's consumer fraud laws by marketing cigarettes to youth under 18 years old and lying about the hazards of smoking. The state and BCBS sued to recover money they paid to cover the enormous health-care costs associated with the treatment of tobacco-related illnesses, incurred on behalf of Minnesotans who became smokers as a result of the industry's deceptive business and marketing tactics. The cigarette companies settled with the state in 1998 at the end of a long trial. The State of Minnesota will receive more than \$6 billion over the first 25 years and about \$200 million annually thereafter, forever. BCBS set aside its settlement winnings to fund long term health improvement for the state of Minnesota.

What does the settlement cover?

- The settlement resulted in a court order prohibiting the cigarette companies from using youth-targeted advertising and certain other kinds of advertising, such as cartoon characters like Joe Camel, putting signs larger than 14 square feet outside of stores that sell tobacco products, using billboard ads, selling, giving away, or even using things with cigarette brand names on them (e.g. t-shirts, matchbooks, backpacks, and other items), paying for tobacco product placement on TV or in movies; and other restrictions on tobacco advertising.
- Minnesota's court case and settlement also resulted in millions of pages of previously secret, internal industry documents, the overwhelming majority of which had never been seen by anyone outside of industry insiders before, being made public. These documents are being used by tobacco prevention advocates each day to continue to focus scrutiny on the tobacco industry and its harmful business practices.⁵

MINNESOTA
Tobacco companies have agreed to limit youth advertising, pay to have their products labeled as harmful. The state will apply some of the money.

MINNESOTA
Tobacco industry says it wants the Minnesota settlement. It says it will pay the state for 25 years to cover health care costs of the tobacco-related illnesses. The state will receive \$6 billion to create a smoking cessation fund.

DEAL

starts deliberations



The tobacco industry says it wants the Minnesota settlement. It says it will pay the state for 25 years to cover health care costs of the tobacco-related illnesses. The state will receive \$6 billion to create a smoking cessation fund.

They regret their say



The tobacco industry says it wants the Minnesota settlement. It says it will pay the state for 25 years to cover health care costs of the tobacco-related illnesses. The state will receive \$6 billion to create a smoking cessation fund.

Research a Tobacco Document

TOTAL TIME: 15 minutes



- Ask the students to find a partner to work with.
- Say to the students:

"You just learned about the tobacco settlement in 1998. As part of these lawsuits, the tobacco industry was required to turn over documents that were previously secret and not seen by the public. These documents revealed many deceptive things the tobacco industry did, including targeting youth. Today we are going to look at some of these secret documents and get a firsthand look at how the tobacco industry targets youth."

- Provide the students with printed copies of different tobacco industry documents.
- Tell the students they have 15 minutes to look over the document and prepare a two minute mini-lesson on what they learned from the document.

Document Presentations

TOTAL TIME: 20 minutes



- Have each pair give a mini-lesson on what they learned.
- If there is time at the end, ask the class what connections they made between the documents they read this week and some of the marketing tactics they learned in previous weeks.

NOTES

[illegible]

First with the finest cigarettes...through Lorillard research

(Bob Davis :

August 30, 1978

Please draft a reply for me by 9/11 -

TO: Mr. Curtis Judge

Thanks -

FROM: T. L. Achey - Field 3

BAH 9/6

SUBJECT: Product Information



Mr. Judge, if you will look at my Sales figures (attached), you will note that NEWPORT KING SIZE is the #1 selling Lorillard brand, and NEWPORT BOX the #6 selling Lorillard brand in Field 3 for the year-to-date.

I know your immediate concern must be the "Lights" market; however, I also know the efforts placed into several "taste" brands over the past few years.

The success of NEWPORT has been fantastic during the past few years. Our profile taken locally shows this brand being purchased by black people (all ages), young adults (usually college age), but the base of our business is the high school student.

NEWPORT in the 1970's is turning into the Marlboro of the 60's and 70's. It is the "In" brand to smoke if you want to be one of the group.

Our problem is the younger consumer that does not desire a menthol cigarette. If that person desires a non-menthol, but wants to be part of the "In group", he goes to Marlboro.

✓ Could we be furnishing a back-lash to Marlboro from our NEWPORT brands?

✓ Is Marlboro as strong with the early beginning consumers as the NEWPORT brands?

Could we end the success story for Marlboro by furnishing the young adult consumers with a total category of "In" brands?

I think the time is right to develop a NEWPORT NATURAL (non-menthol) cigarette to attract the young adult consumer desiring a non-menthol product. We have a solid base with NEWPORT and I foresee much success with the name of NEWPORT on new packaging.

SUITE 2, RTR BLDG., RTE. 73, MT. LAUREL, N.J. 08054 Telephone: (609) 234-8141-42

03537131

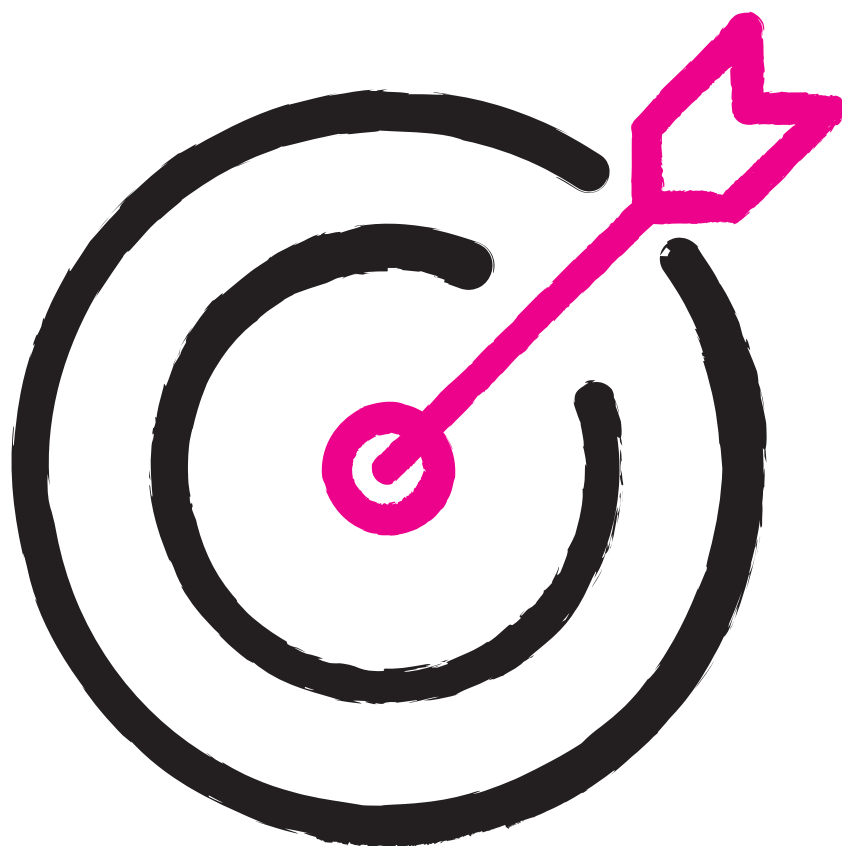
Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/kqng0121>

Title: Product Information

Bates Number : 03537131-03537132

URL: <http://legacy.library.ucsf.edu/tid/tqn61e00/pdf>

This is the famous Lorillard memo which states: "the base of our business is the high school student.." It was written by a Lorillard salesperson to Curtis Judge, the President of Lorillard.



YOUNGER ADULT SMOKERS
STRATEGIC IMPORTANCE

1. EACH YEAR 1.0MM NEW ADULT SMOKERS ENTER THE CIGARETTE MARKET -- 2.0 SHARE POINTS.
2. YAS ARE THE ONLY SOURCE OF REPLACEMENT SMOKERS.
 - LESS THAN ONE-THIRD OF SMOKERS START AFTER AGE 18.
 - ONLY 5% OF SMOKERS START AFTER AGE 24.
3. FIRST USUAL BRAND YOUNGER ADULT SMOKERS (FUBYAS) DRIVE THE GROWTH OF MARLBORO AND NEWPORT.
4. THE VALUE OF FUBYAS COMPOUNDS OVER TIME DUE TO EXTREME BRAND LOYALTY AND RATE PER DAY INCREASES.
 - OF ALL SMOKERS WHO CHOSE MARLBORO AS A FUB IN THE MID 1970's, 41% STILL SMOKE THE BRAND.
 - RATE PER DAY INCREASES 30% BETWEEN AGES 18 AND 35.
5. RJR IS SUBSTANTIALLY UNDERDEVELOPED AND DECLINING IN SHARE OF 18-20 YEAR OLD SMOKERS.

SHARE OF 18-20 SMOKERS

	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>
RJR	16.8	16.4	14.5	14.0	13.5	13.8
P. MORRIS	65.1	65.4	67.5	67.9	68.7	69.8
DIFFERENCE	48.3	49.0	53.0	53.9	55.2	56.0

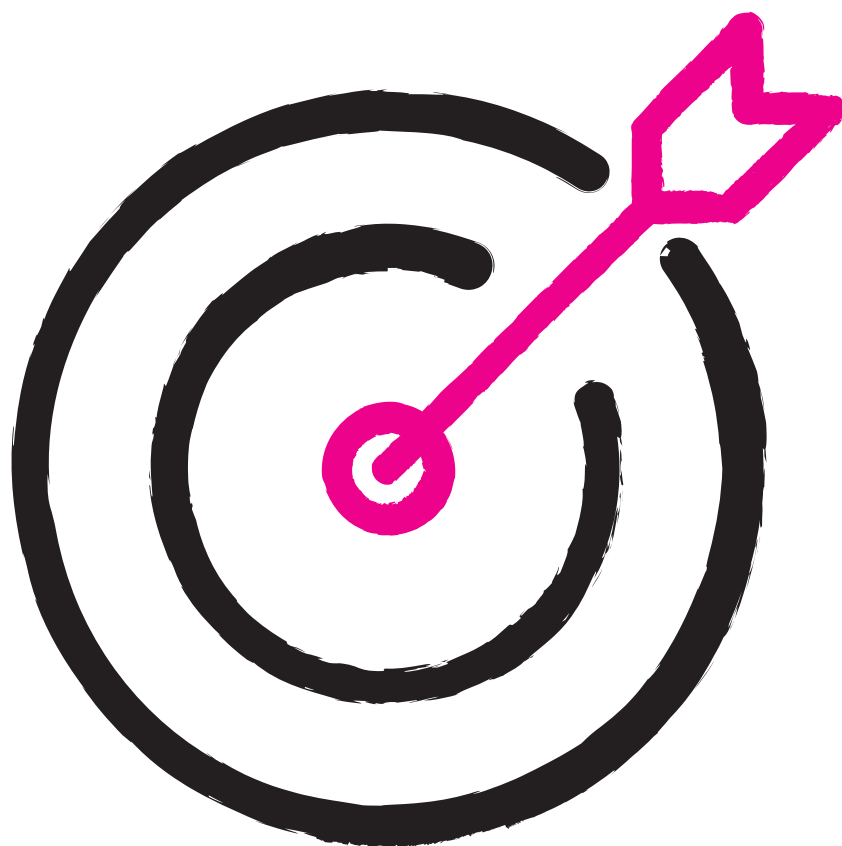
SOURCE: TRACKER

50724 1617

Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/pmc10092>

Title: Camel Y&R Orientation
Bates Number : 507241613-507241838
URL: <http://legacy.library.ucsf.edu/tid/sdj54d00/pdf>

This lengthy 1989 R.J. Reynolds (RJR) document discusses the importance of young people to tobacco industry profits.



TARGET MKT. STUDY
SALEM SOUNDWAVES
BY DENICOLA RESEARCH
9-20-89

(COVER MEMO TO
TOR P/L HARRISON
4-10-90)

TARGET MKT. STUDY
SALEM SOUNDWAVES
BY DENICOLA RESEARCH
9-20-89

(COVER MEMO TO
P/L HARRISON
4-10-90)

- . Our target is (more) downscale; typically they are:
 - ... less educated than others
 - ... more literate, not subtle
 - ... not necessarily in college
 - ... less urban, less likely to pick up on new social trends
 - ... into escapism because they have no intellectual diversions
 - ... working from 9 to 5
 - ... likely to have goals and aspirations that are more short term; often defined by things they want to buy
 - ... more immature in some cases than college kids
- . They're more impressionable to marketing/advertising...they're more susceptible
- *. They're less formed intellectually...more malleable
- . They are somewhat intolerant of people who talk down to them
- . How to talk their language...to not be condescending
- . There's lots of stress in their lives because of the absence of long-term goals...nothing to look forward to
- . They need places to meet one another...a place where they can be themselves
- . These kids see themselves as grownups
- . They have a tunnel vision of the future because there's no college/greater opportunities to look forward to
- . They're always on the prowl for instant gratification
- . Are we imposing our own values on this target market?
- . For many, the "future" means a party that they're going to in the next two weeks or a car they're planning on buying in the Fall
- . Cars gives them a sense of freedom
- . Are they mobile or more stationary?...are they transitory?
- . Many can't afford to be mobile

4 **PROJECT COPY**

51560 3998

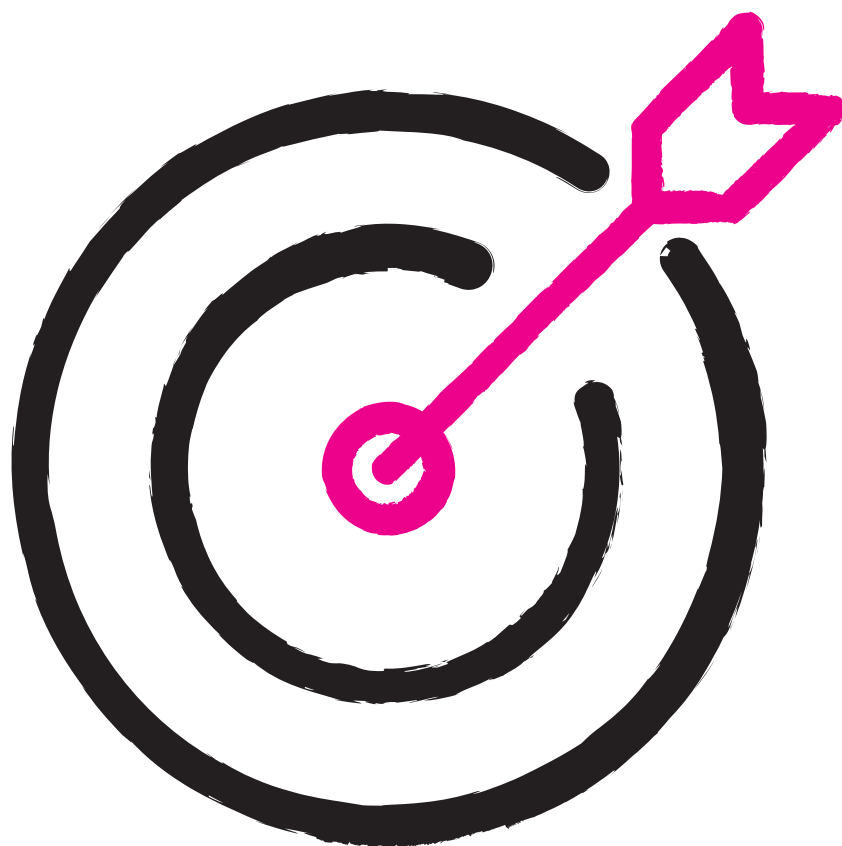
Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/lmkp0102>

Title: Our target is (more) downscale...

Bates Number : 515603998-515604000

URL: <http://legacy.library.ucsf.edu/tid/pbs92d00>

This 1989 marketing document summarizes RJ Reynolds' "target market," mostly "kids," who do not attend college.



D R A F T

SOME THOUGHTS ABOUT NEW BRANDS OF CIGARETTES
FOR THE YOUTH MARKET

At the outset it should be said that we are presently, and I believe unfairly, constrained from directly promoting cigarettes to the youth market; that is, to those in the approximately twenty-one year old and under group. Statistics show, however, that large, perhaps even increasing, numbers in that group are becoming smokers each year, despite bans on promotion of cigarettes to them. If this be so, there is certainly nothing immoral or unethical about our Company attempting to attract those smokers to our products. We should not in any way influence non-smokers to start smoking; rather we should simply recognize that many or most of the "21 and under" group will inevitably become smokers, and offer them an opportunity to use our brands.

Realistically, if our Company is to survive and prosper, over the long term, we must get our share of the youth market. In my opinion this will require new brands tailored to the youth market; I believe it unrealistic to expect that existing brands identified with an over-thirty "establishment" market can ever become the "in" products with the youth group. Thus we need new brands designed to be particularly attractive to the young smoker, while ideally at the same time being appealing to all smokers.

Several things will go to make up any such new "youth" brands, the most important of which may be the image and quality - which are, of course, interrelated. The questions then are: What image? and What quality? Perhaps these questions may best be approached by consideration of factors influencing pre-smokers to try smoking, learn to smoke and become confirmed smokers.

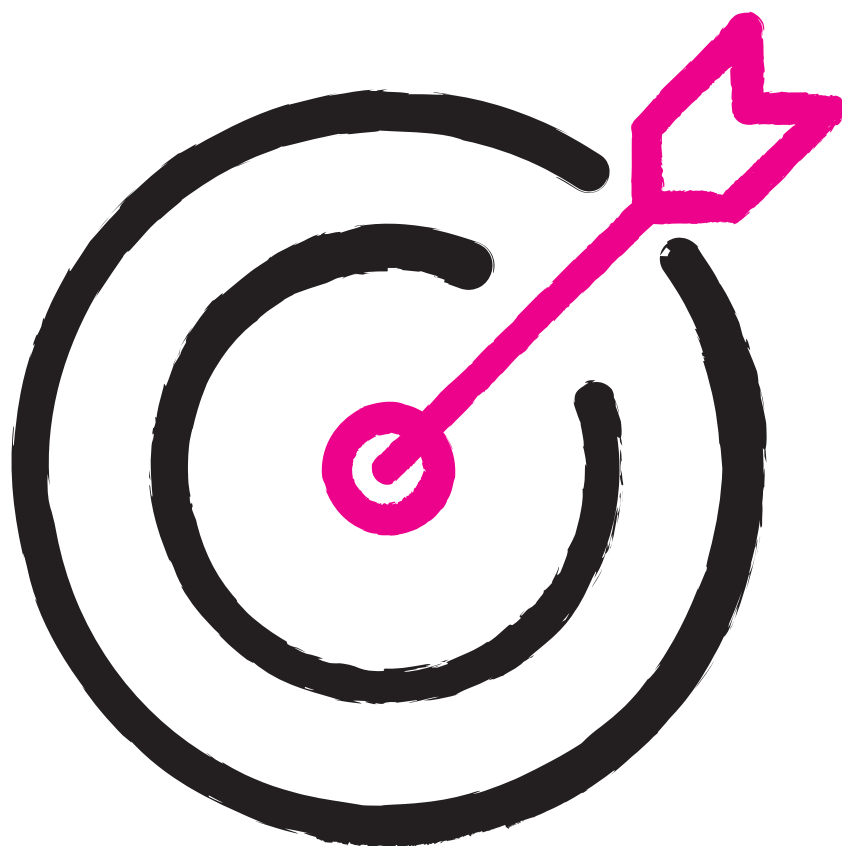
50298 7358

TIOK 0034692

Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/lhvl0146>

Title: Research Planning Memorandum on Some Thoughts About New Brands of Cigarettes for the Youth Market
Bates Number : TIOK0034691-TIOK0034702
URL: <http://legacy.library.ucsf.edu/tid/iu91f00/pdf?search=%22502987357%22>

Here, Claude Teague of RJ Reynolds' research department complains that it is "unfair" that RJR cannot market cigarettes directly to the youth market.



PHILIP MORRIS U. S. A.
INTER-OFFICE CORRESPONDENCE
RICHMOND, VIRGINIA

Dr. Dunn

To: Dr. R. B. Seligman

Date: May 21, 1975

From: Myron Johnston

Subject: The Decline in the Rate of Growth of Marlboro Red

I think Dr. Dunn's memo has very effectively dispelled the notion that nicotine reductions have been the cause of the slackening in the rate of growth of Marlboro Red.

In view of my fields of interest, it should come as no surprise that I chose to investigate the economic and demographic factors that could be responsible for the decline in Marlboro's rate of growth. Indeed, I treated these factors in my 1975-1980 Economic Forecast. It was my contention that Marlboro's phenomenal growth rate in the past has been attributable in large part to our high market penetration among younger smokers and the rapid growth in that population segment. I pointed out that the number of 15-19 year-olds is now increasing more slowly and will peak in 1979, and then begin to decline. I also hypothesized that Marlboro would be particularly vulnerable to the recession.

In my opinion, the decline in Marlboro's growth rate is due to four factors:

1. Slower growth in the number of 15-19 year-olds
2. The recession
3. Price increases in 1974
4. Changing brand preferences of younger smokers

Obviously, we can do nothing about factors 1 and 2 and have only partial control over factor 3. (State taxes are beyond our control, for example.) Let us look at each of these factors individually.

Demographics

It has been well established by the National Tracking Study and other studies that Marlboro has for many years had its highest market penetration among younger smokers. Most of these studies have been restricted to people age 18 and over, but my own data, which includes younger teenagers, shows even higher Marlboro market penetration among 15-17 year-olds. The teenage years are also important because those are the years during which most smokers begin to smoke, the years in which initial brand selections are made, and the period in the life-cycle in which conformity to peer-group norms is greatest.

COPY

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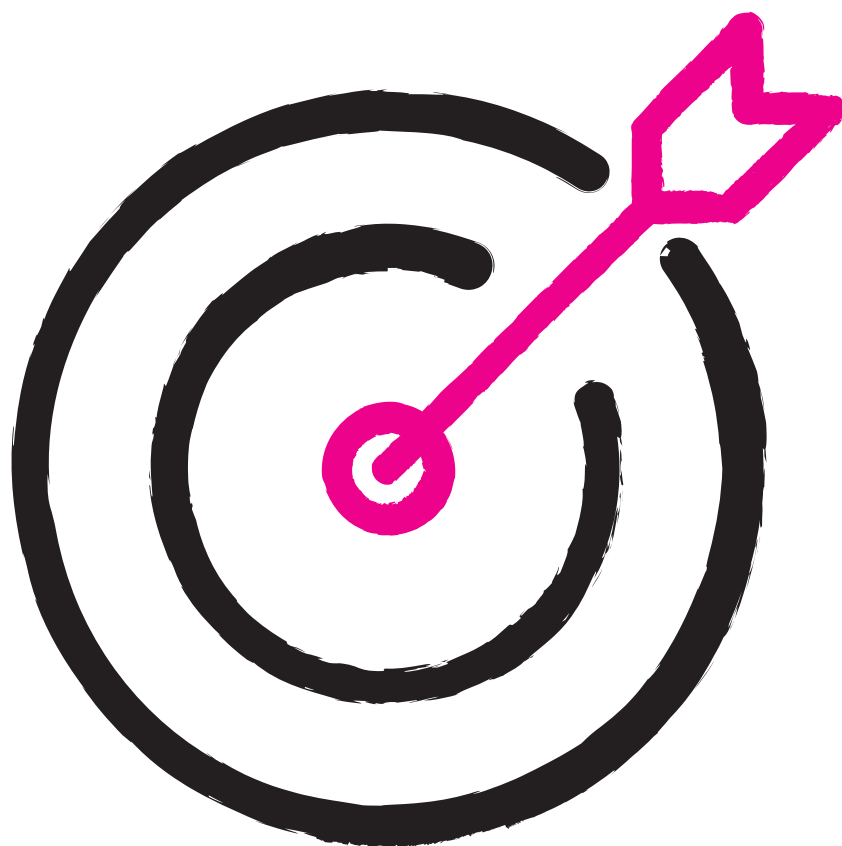
Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/pkhy0125>

Title: The Decline in the Rate of Growth of Marlboro Red

Bates Number : 2022849875-2022849880

URL: <https://www.industrydocumentslibrary.ucsf.edu/tobacco/docs/pkhy0125>

This six-page internal memo was written in 1975 by Philip Morris researcher Myron Johnston. This document discusses why the sales of Marlboro Reds have declined, sighting particularly that less youth aged 15-19 are using the product.



1975 MARKETING PLANS PRESENTATION
HILTON HEAD
SEPTEMBER 30, 1974

CHART #1
OBJECTIVE IN 1975

OUR PARAMOUNT MARKETING OBJECTIVE IN 1975 AND ENSUING YEARS IS TO REESTABLISH RJR'S SHARE OF MARKETING GROWTH IN THE DOMESTIC CIGARETTE INDUSTRY.

CHART #2
OPPORTUNITY AREAS

WE WILL SPEAK TO FOUR KEY OPPORTUNITY AREAS TO ACCOMPLISH THIS.

THEY ARE:

- 1- INCREASE OUR YOUNG ADULT FRANCHISE.
- 2- IMPROVE OUR METRO MARKET SHARE.
- 3- EXPLOIT THE POTENTIAL OF THE GROWING CIGARETTE CATEGORIES.
- 4- DEVELOP NEW BRANDS AND LINE EXTENSIONS WITH NEW PRODUCT BENEFITS OR NEW PERSONALITIES.

FIRST, LET'S LOOK AT THE GROWING IMPORTANCE OF THE YOUNG ADULT IN THE CIGARETTE MARKET. IN 1960, THIS YOUNG ADULT MARKET, THE 14-24 AGE GROUP, REPRESENTED 21% OF THE POPULATION.

CHART #3
YOUNG POPULATION
SKEW

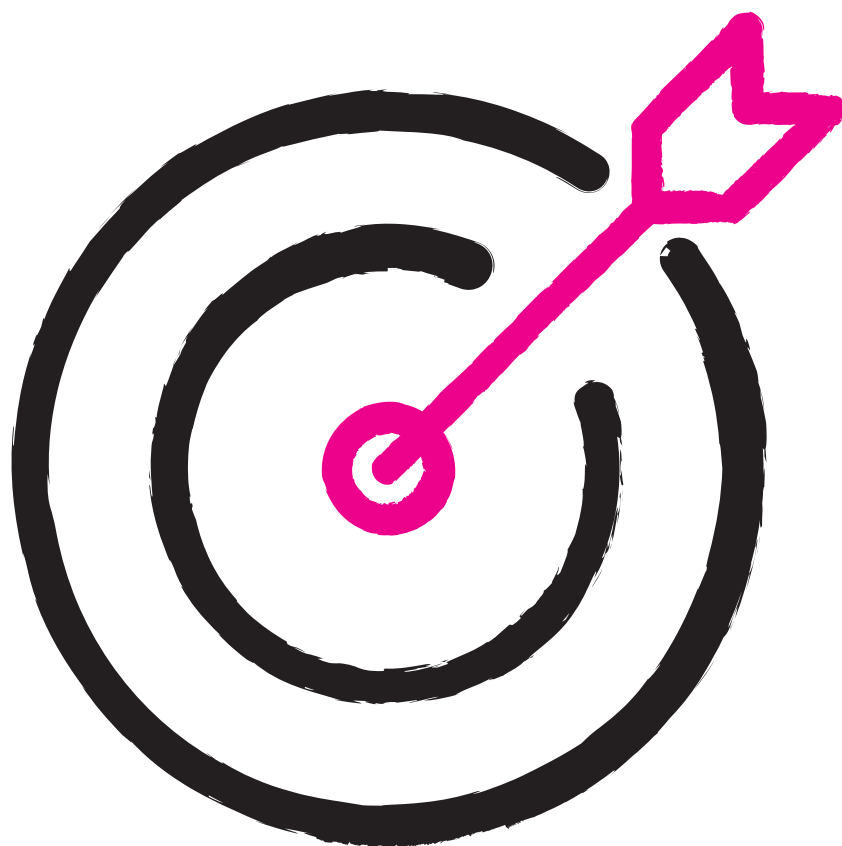
AS SEEN BY THIS CHART, THEY WILL REPRESENT 27% OF THE POPULATION IN 1975. THEY REPRESENT TOMORROW'S CIGARETTE BUSINESS. AS THIS 14-24 AGE GROUP MATURES, THEY WILL ACCOUNT FOR A KEY SHARE OF THE TOTAL CIGARETTE VOLUME -- FOR AT LEAST THE NEXT 25 YEARS.

1101 24100

Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/rlnp0094>

Title : 1975 Marketing Plans Presentation -- Hilton Head, September 30, 1974
Bates Number : 501421310-501421335
URL: <https://www.industrydocumentslibrary.ucsf.edu/tobacco/docs/rlnp0094>

This is a corporate marketing strategy document from a presentation given by a R.J. Reynolds Tobacco Company employee.



MARKETING INNOVATIONS, INC.

SCARBOROUGH HOUSE, BRIARCLIFF MANOR, N.Y. 10510, USA - PHONE (914) 762-3030

CONFIDENTIAL
PURSUANT TO COURT ORDER

BROWN & WILLIAMSON TOBACCO CORPORATION

PROJECT REPORT

September, 1972

PROJECT:

Youth Cigarette - New concepts

MARKETING INNOVATIONS' SUGGESTIONS:

MI suggests new ideas for the breath-freshener field...

COLA-FLAVOR

While the government would not permit us to add caffeine to a cigarette, it may be possible to use artificial ingredients to obtain a cola taste and aroma.

Suitable names might be:
COLA-COLA, COLA-COOLER.

APPLE FLAVOR

Apples connote goodness and freshness and we see many possibilities for our youth-oriented cigarette with this flavor. Apple cider is also a possibility.

SWEET FLAVOR CIGARETTE

We believe that there are pipe tobaccos that have a sweet aromatic taste. It's a well known fact that teenagers like sweet products. Honey might be considered.

If any of the above ideas have interest, MI, will prepare concept ads.

021635

170042014

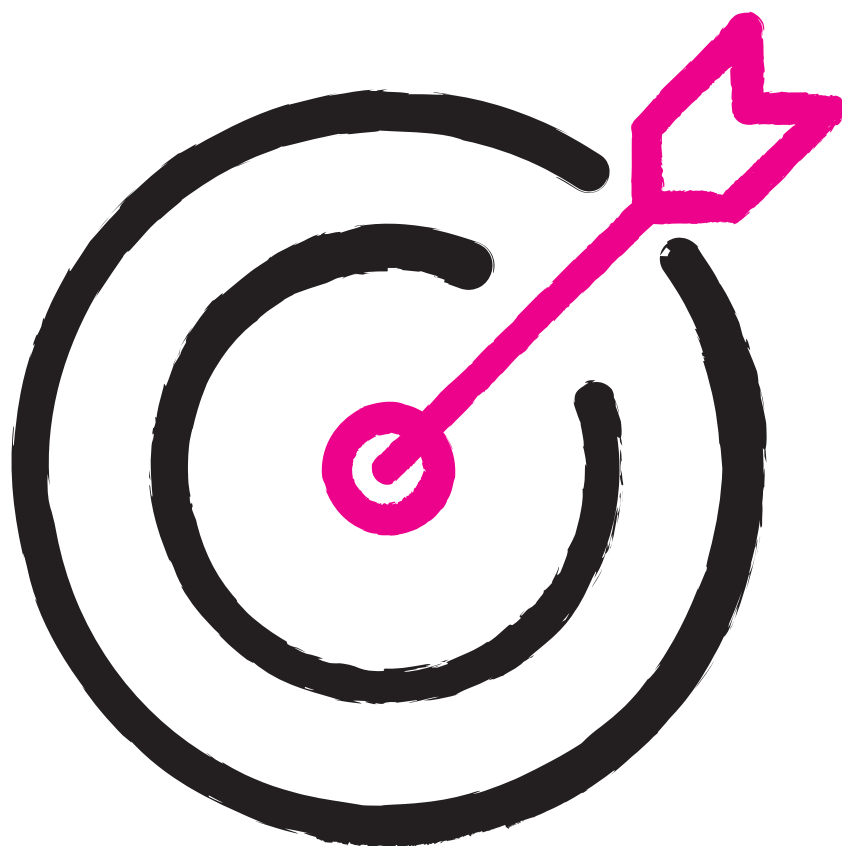
Source: <http://industrydocuments.library.ucsf.edu/tobacco/docs/hjff0045>

Title : Youth Cigarette - New Concepts

Bates Number : 170042014

URL : <https://www.industrydocumentslibrary.ucsf.edu/tobacco/docs/hjff0045>

This document from 1972 was created by Brown and Williamson Tobacco Corp. and discusses new concepts for youth cigarettes.





- What are some next steps Minnesotans need to take in order to fight against the tobacco industry or prevent others from starting to use tobacco?**

[illegible]

References

1. **MINN. STAT. 144.414** (2014)
2. **MINN. STAT. 609.685** (2010)
3. **MINN. STAT. 461.12** (2014)
4. **MINN. STAT. 461.18** (2014)
5. **Consent Judgment. State of Minnesota, et al. v. Philip Morris, et al. Court File No. C1-94-8565** May 8, 1998.
http://www.library.ucsf.edu/sites/all/files/ucsf_assets/mnconsent.pdf (7)

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	<ul style="list-style-type: none"> • Computer with internet access or computer with USB drive that contains videos • Tobacco advertising factsheet from Lesson Two (pg. 37)
Overview of Lesson	<ul style="list-style-type: none"> • 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 <div>  TOTAL TIME: 65 minutes </div>
Before the Lesson	<ul style="list-style-type: none"> • 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

TOTAL TIME: 5 minutes



- 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.

Point-of-Sale Marketing Video and Discussion

TOTAL TIME: 10 minutes



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

➔ <https://www.youtube.com/watch?v=HS7BlffTb4c>

- 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?

Store Visit Guidelines and Demonstration

TOTAL TIME: 15 minutes



- Have a student pass out a copy of Rules and Conduct When Visiting Stores (pg. 153) to each student.
- Have a different student read each bullet point.
- Ask for a student volunteer.
- Give the student and the class the following explanation:

We just talked about how to act during a store visit. It is one thing to read a list of rules, but it is another thing to actually know what to do if someone from the store starts asking you questions. (student name) will be the person conducting the store visit and I will be the person working at the store. (student name) will use the tactics we talked about to answer any questions I have. If (student name) gets stuck, the rest of you can help them out.

- Student volunteer pretends to be looking around the store.
- Facilitator: What are you doing here?
- Student responds that they are a student from (school/group) .
- Facilitator: What is this? A compliance check?
- Student responds that they are doing a marketing and advertising study.
- Facilitator: "Let me see what you are writing down!"
- Student shows facilitator study sheet.
- Facilitator: "You need to get out of my store."
- Student leaves.

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

TOTAL TIME: 20 minutes



- 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.

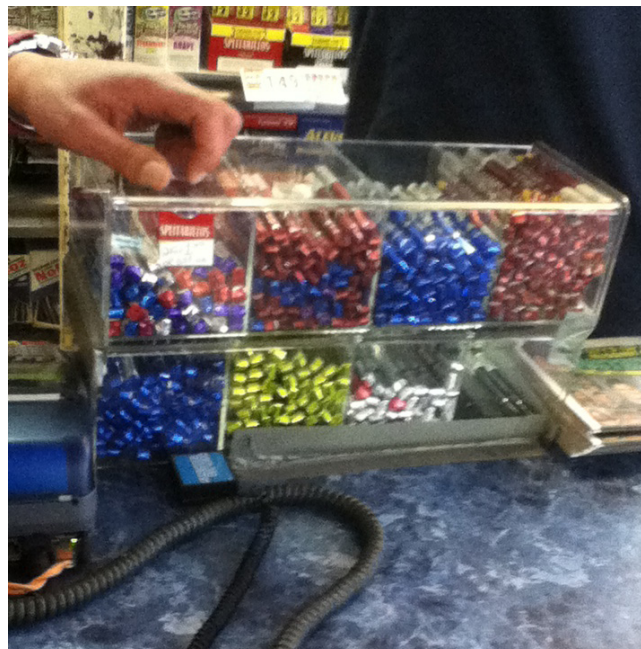
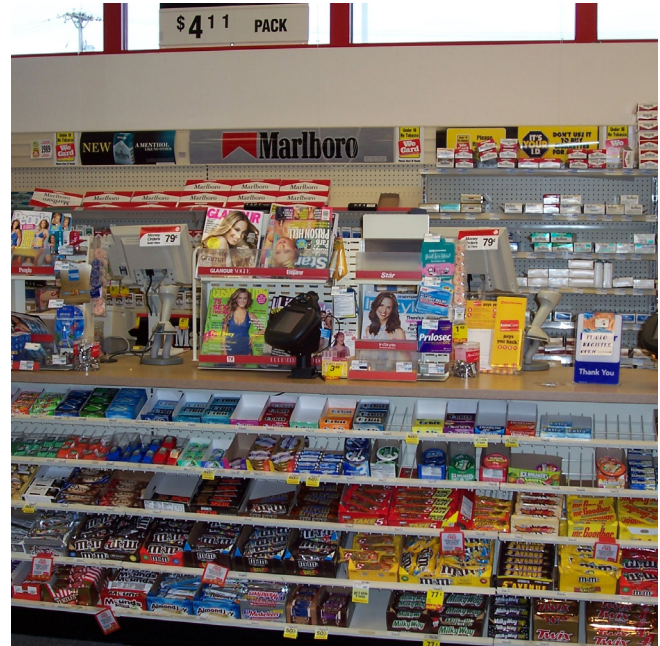
These pictures will give you an idea of what a real convenience store looks like. When looking at these pictures, let's pretend like we are in a convenience store. We are going to use these pictures to practice filling out the store survey form. Now, not every picture may have everything on the survey. 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:

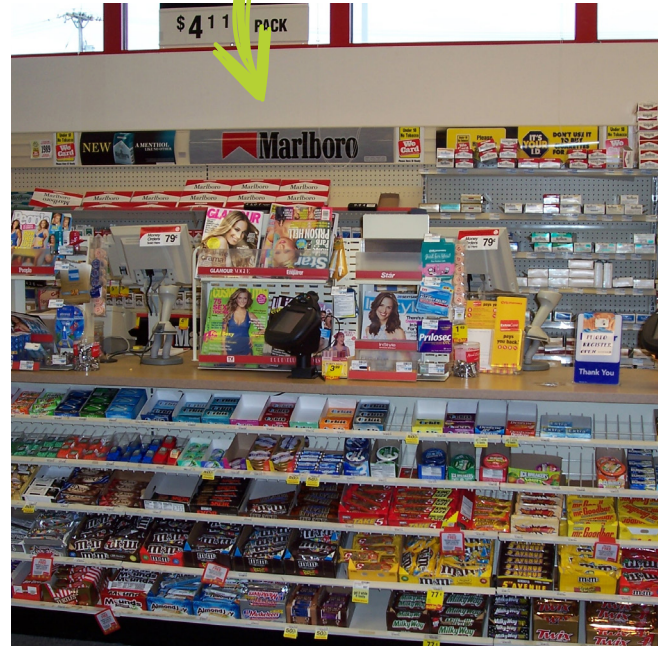


TEACHER'S GUIDE

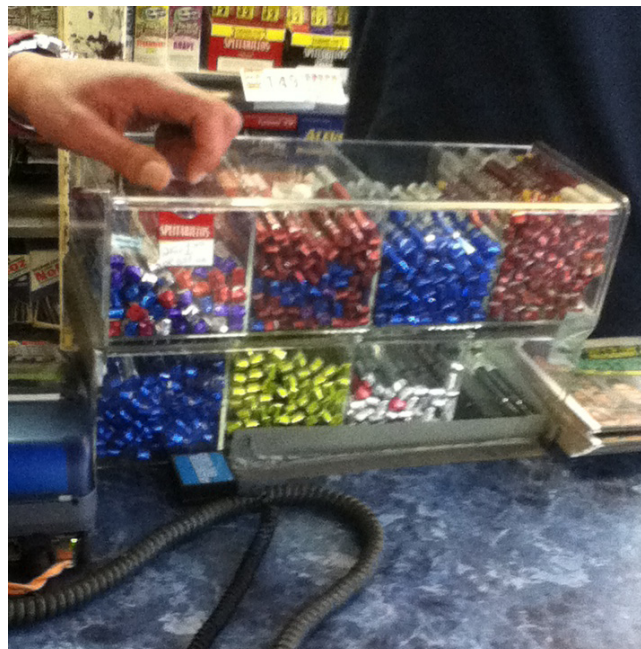
Inside the Store:



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



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



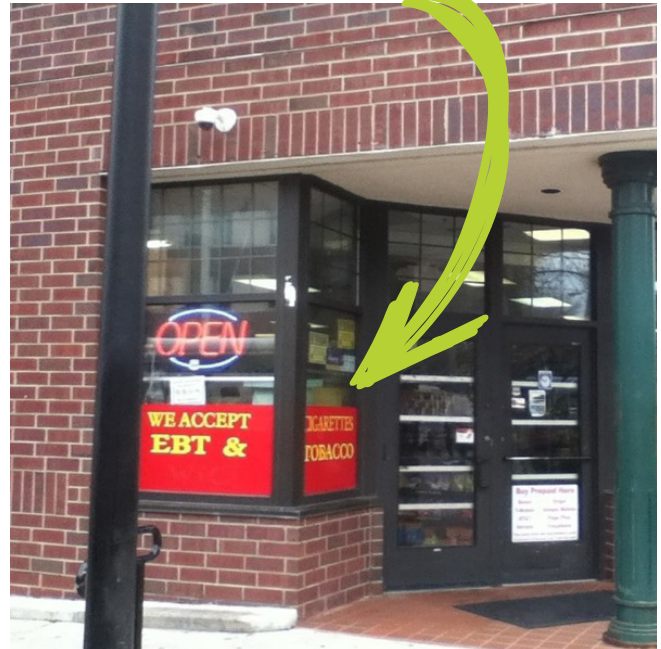
According to Minnesota law, tobacco products in most stores can only be sold with the help of a clerk. Here, cigars are sold from a clear box on the counter of a convenience store, easily accessible by anyone.

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

TOTAL TIME: 10 minutes



- 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



- How prepared do you feel to do the store visits? Do you have any questions or concerns?**

- ## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Lesson Seven:

Sharing Our Findings: Taking Action

This week, students will present their findings from the store visits with their classmates. Students will also focus on tobacco-related issues that are important to them and create a plan for creating change. Students will decide how they want to gather support for their message through community outreach events, letters to the editor or social media campaigns, and they will identify other people who will support their message.



Learning Objectives

After Lesson Seven, students will be able to:

- ❶ Present their findings from the store visits;
- ❷ Identify tobacco-related issues that are relevant to their community; and
- ❸ Draft an action plan to create change in their community.

Materials Needed

- Exit Tickets from Lesson Two
- Copies of Store Survey Results Handout
- Whiteboard markers/computer with ability to project images
- Copies of Issues and Goals Handout
- Copies of How Will We Gather Support? Handout
- Copies of Tools to Build Support Handout
- Copies of Who Will Support Us? Handout
- Scrap paper

Overview of Lesson

- Warm-up and Introduction: **5 minutes**
- Sharing Store Visits Presentation Prep Time: **10 minutes**
- Presentations: **10 minutes**
- Brainstorming Next Steps: **5 minutes**
- Video: Example of a Successful Ordinance: **5 minutes**
- Issues and Goals Handout: **10 minutes**
- Building Support Information and Action Plan: **15 minutes**
- Exit Ticket: **5 Minutes**



TOTAL TIME: 65 minutes

Before the Lesson

- Review the exit tickets you saved from Lesson Two
- Make PowerPoint slides with question prompts or write the questions on the board.



Warm-up and Introduction

- As students enter the room, have them pick up their exit ticket from **Lesson Two**.
- When everyone has picked up their exit ticket, ask them to add any ideas they have for action against tobacco's marketing efforts.
- Have the students keep their answers until the brainstorming activity.



Sharing Store Visits Presentation Prep Time

- Have students get into groups with the people they did their store visits with.
- Pass out one copy of the Store Survey Results handout (pg. 168-169) to each group.
- Give the group 10 minutes to answer the questions. Tell students that they will share their answers to questions 1, 2, 6, 7 and 10 with the class.



Presentations

- Have each group share their answers to questions 1, 2, 6, 7 and 10 with the class. Allow the class to ask a question or two after each group presentation.



Store Survey Results

Names: _____

1. Overall, what did you find?

2. What stores did you visit? Were any of them close to a school or other places with a lot of youth?

3. Which stores had the most advertising?

4. Why do you think there was a difference between stores?

5. Did you see many advertisements for electronic cigarettes?

6. Describe the advertisement that appealed most to you.

7. Of all the stores you visited, how many stores sold:

Electronic cigarettes? _____ out of _____ stores

Flavored cigars? _____ out of _____ stores

Single cigars? _____ out of _____ stores

Cigars in packs of two or three? _____ out of _____ stores

Self-service products? _____ out of _____ stores

8. What surprised you?

9. How do you feel after what you have learned and witnessed in your own community?

10. What key points do you want to share with the community?



Brainstorming Next Steps

TOTAL TIME: 5 minutes



- Pose the following question to the class: “What are some things that need to change in order to keep people from using tobacco?”
- Write down as many student responses as possible. Either write the student answers on the whiteboard or type student responses into a Google Doc that is projected on the screen.
- If students are not coming up with a lot of ideas, try the following prompts:

1. Should we change how tobacco companies can advertise to people?
2. Is there anything we should do about products such as flavored tobacco, menthol or e-cigarettes?



Video: Example of a Successful Ordinance

TOTAL TIME: 5 minutes



- Pick one of the two following videos to show the students:
 - Saint Paul Advocates at Work (2:35)
➡ <https://www.youtube.com/watch?v=rH0bD-mQ7gY>
 - Minneapolis Ordinance Prevents Youth Tobacco Use (4:10)
➡ <https://www.youtube.com/watch?v=X9DatZ-0JDc>
- Say the following to the students:

After doing all of this work to find out what is happening in your community around tobacco, one of the options you have is educating and asking for policy change based on these findings. Many times, policy change happens through an ordinance. Ordinances are laws made at the city level and passed by city council members. Ordinances can be used for everything from regulating how buildings are built, where people can live and even how things can be sold in stores. This video is an example of youth asking for change at a city council public hearing in Saint Paul/Minneapolis. The ordinance that passed restricted the sale of flavored tobacco products and removed them from stores youth visit. It also increased the price of little cigars. Many youth were involved in passing this ordinance. Their roles included meeting with city council members, talking to the press, posting on social media and gathering support from their friends and family. Youth sought change, advocated and won. They made an impact on youth for years to come.



Issues and Goals Handout

TOTAL TIME: 10 minutes



- Have the students sit with their store survey group members.
- Pass out copies of the Issues and Goals handout (pg. 172). Each student needs their own copy.
- Give the students the following directions:

With your group, pick one issue you really want to focus on. Define the issue, explain why it is a problem and decide what you want to accomplish in order to create change.

- Give the students 10 minutes to work. Circulate around the room to ensure that students are on-task and to answer any questions.
- For younger students or groups with lots of English language learners, extend the activity by 5 minutes so you can do an example together. Pick a topic (e.g. banning smoking in city parks) and talk through your thought process (e.g. "This is an issue because families who visit city parks should not have to inhale secondhand smoke.")

Issues and Goals

<p>ISSUE:</p> <p>What do we want to change in our community related to tobacco?</p>	<p>Example: We want to prohibit the sale of flavored tobacco products. We want tobacco-free parks.</p>
<p>PROBLEM:</p> <p>It is a problem and a concern because:</p>	<p>Example: Young people are getting addicted to nicotine through candy flavored products.</p>
<p>GOALS:</p> <p>What do we want to accomplish?</p>	<p>Example: We want the City of Saint Paul to adopt an ordinance prohibiting the sale of all flavored tobacco products.</p>

Building Support Information and Action Plan

TOTAL TIME: 15 minutes



- After 10 minutes, call the group back together.
- Have students pass out the “Tools to Build Support.” (pg. 174), “How Will We Gather Support?” (pg. 175) and “Who Will Support Us?” (pg. 176-177) handouts.
- Tell the students the following:

There are many ways to get support for your idea. Look through the Tools to Build Support handout and pick two or three ideas that interest you. If you like to write, you might want to do a letter of support sharing your concerns and asking for change. If you have a lot of followers on social media, then organizing online might be a good fit for you. When you have picked a couple of ideas, start to fill in more details on the How Will We Gather Support? handout. Decide on each person's role and responsibility and when your deadline is. Finally, look at the Who Will Support Us? handout. Brainstorm five people who will support you as you try to create change in your community. These people could be teachers, family friends, people in the healthcare field or anyone else who is supportive. Do your best to get through these next steps in the next 15 minutes.

- Circulate around the room to ensure that students are on-task and to answer any questions.

Tools to Build Support

Think of ways you can share what you have learned and gain support for your goal. How can you utilize the contacts you already have at school, work, home, extra-curricular activities, or other areas of your life? Here are a few suggestions and tools:

- **Community Event:** You may be able to reserve a booth or walk around a community event and talk to residents about tobacco prevention and your issue and goal. Ask people to sign a petition, or write a letter of support. Display the pictures you collected from the store assessment and demonstrate how tobacco products are marketed towards youth. Community events may include a festival, fair, farmer's market, PTA meeting, community expo, athletic event, or neighborhood gathering.
- **Presentations to Community Groups:** Share what you have found with community members and ask for their support in reaching your goal.
- **Letters of Support:** Develop a list of people who will support your policy idea, such as youth groups, teams, coaches, school staff, families, day care providers, and health professionals. Use sample letters and talking points and ask people to make it their own. Collect the letters and give copies of them to policy makers.
- **Petition:** Gather signatures of people who support stronger tobacco prevention laws. Use the sample petition and gather signatures at school, work, and community events. Present copies of the petition to policy makers in your presentation packet. A petition will be most effective if it is paired with letters of support or other tools.
- **Online Organizing:** Use email, Facebook, Snapchat, Twitter and other online networks to ask for support from your peers. Include a sample letter of support and ask people to add their touches and send it back to you. It is best to connect with people who live, work, or play in your community, though you can also ask for support from others.

You can also use the media to help build support. Talk to your advisor about the messages your group will use when working with media. It is best to have one or two members of your group who are trained and prepared to speak with the media, especially if you are attending an event or meeting where a reporter wants to learn about your issue. Everyone in your group should be prepared to direct the media to those members

- **Letter to the Editor (LTE):** Submit a letter to your local newspaper about your group, your goals, and why taking action on stronger tobacco prevention laws is important.
- **School Newspaper:** Contribute an LTE or a longer article to your school newspaper. Talk about your group and the importance of the issue. Since the school newspaper is read by other community members, you could ask readers to submit letters of support to your group.
- **Pitching a story:** Newspapers, TV, and radio stations are often looking for interesting stories, especially when young people are creating positive change in their communities. Draft a press release to pitch your story to local media.

How Will We Gather Support?

Support Tool	Notes/Details	Who Is Responsible	Deadline
Community Event #1			
Community Event #2			
Letters of Support			
Petition			
Online Network			
Letter to the Editor			
School Newspaper			
Presentation to Community Group			
Media Pitch			

Who Will Support Us?

Student Name:

Think of at least five people you know who you could talk to about supporting your efforts. They could be parents, relatives, neighbors, teachers, school staff, coaches, youth group leaders, church members, your family doctor, or anyone else you know in your town who believes in protecting youth from the harms of tobacco.

Name	Phone number/ email address	What are they willing to do?
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:

Name	Phone number/ email address	What are they willing to do?
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:
		<input type="checkbox"/> Sign a petition <input type="checkbox"/> Write a letter of support <input type="checkbox"/> Call decision makers <input type="checkbox"/> Attend the city council meeting <input type="checkbox"/> Other:



- On a piece of scrap paper, have the class answer the following questions. Tell the students they do not need to put their name on the paper. Post these questions on the board or project them on a PowerPoint slide:
 - o What was your favorite activity from this class?
 - o What is one thing you would change about this class?
 - o Do you think this class was useful? Why?
 - o Do you have any other comments or feedback for me?

Resources





American Cancer Society

<http://www.cancer.org/healthy/stayawayfromtobacco/>

The American Cancer Society is dedicated to eliminating cancer as a major health problem. The website resources include information on quitting smoking, tobacco-free community spaces, the Great American Smokeout and information on the links between tobacco and cancer.

American Heart Association

http://www.heart.org/HEARTORG/HealthyLiving/QuitSmoking/Quit-Smoking_UCM_001085_SubHomePage.jsp

The American Heart Association is dedicated to fighting heart disease and stroke. The website resources include information on smoking cessation, how tobacco damages the body and a quiz on the dangers of smoking.

American Lung Association

<http://www.lung.org/our-initiatives/tobacco/>

The American Lung Association's mission is to save lives by improving lung health and preventing lung disease. The website resources include information on regulation of tobacco products, tobacco taxes and cessation.

Americans for Nonsmokers' Rights

<http://www.no-smoke.org/>

Americans for Nonsmokers' Rights is a national lobbying organization that takes on the tobacco industry through all levels of government. The website resources include factual information about tobacco, updates on tobacco-related legislation throughout the country and information about tobacco industry targeting of specific communities.

Association for Nonsmokers-Minnesota

<http://ansrmn.org>

The Association for Nonsmokers-Minnesota is dedicated to reducing the human and economic impacts of tobacco. The website resources include factual information about various tobacco products, smoke-free housing, tobacco-free campuses, tobacco-free parks and tobacco industry marketing.

Campaign for Tobacco-Free Kids

<http://www.tobaccofreekids.org/>

The Campaign for Tobacco-Free Kids is a leading force working to reduce the harm of tobacco both nationally and around the world. The website resources include factsheets about tobacco, the latest tobacco-related news and informational on tobacco use around the world.

Centers for Diseases Control and Prevention – Smoking & Tobacco Use

<http://www.cdc.gov/tobacco/>

The CDC provides scientific and health information to protect our nation against expensive and dangerous health threats. The website resources include factsheets, use data and statistics and information on tobacco use disparities.

Center For Prevention Minnesota

<http://www.centerforpreventionmn.com/>

The Center for Prevention Minnesota is a program of Blue Cross Blue Shield Minnesota that tackles the leading causes of preventable disease in Minnesota, including tobacco use and healthy eating. The website resources include tobacco-related facts and tobacco policy in Minnesota.

ClearWaySM Minnesota

<http://clearwaymn.org/>

ClearWaySM Minnesota's mission is to enhance life in Minnesota by reducing tobacco use and exposure to secondhand smoke through research, advocacy and collaboration. The website resources include in-depth information on tobacco's harms, smoking cessation and policy.

Fresh Empire

<https://freshempire.betobaccofree.hhs.gov/>

Fresh Empire is a campaign that salutes those who represent Hip Hop and live tobacco-free. The website resources include social media interaction and videos for young people.

Kick Butts Day

<http://www.kickbuttsday.org/>

Kick Butts Day is a national day of activism that empowers youth to stand out, speak up and seize control against Big Tobacco. The website resources include youth activity ideas, webinars, and tools for promoting your events to the media.

Minnesota Department of Health

<http://www.health.state.mn.us/tobacco/>

The Minnesota Department of Health's mission is to protect the health of all Minnesotans. The website resources include data and reports on tobacco use in Minnesota and information on tobacco prevention and control efforts in the state.

Minnesotans for a Smoke Free Generation

<http://smokefreegenmn.org/>

Minnesotans for a Smoke Free Generation is a coalition of Minnesota-based organizations that share a goal of saving Minnesota youth from a life of tobacco addiction. The website resources include information on current tobacco-related policy initiatives in Minnesota.

National African American Tobacco Prevention Network

<http://www.naatpn.org/>

The National African American Tobacco Prevention Network focuses on tobacco control leadership, expertise and promotion in the African American community. The website resources include information on menthol tobacco and the latest national news in tobacco control.

National Cancer Institute

<http://www.cancer.gov/about-cancer/causes-prevention/risk/tobacco>

The National Cancer Institute is the nation's leader in cancer research. The website resources include various studies on the links between different types of cancer and tobacco.

National Spit Tobacco Education Project

<https://oralhealthamerica.org/our-work/nstep/>

The National Spit Tobacco Education Project's mission is to prevent people from starting to use smokeless (or spit) tobacco, and to help all users quit. The website resources include information on smokeless tobacco and advocacy tools.

Public Health Law Center

<http://publichealthlawcenter.org/topics/tobacco-control>

The Public Health Law Center is a Minnesota-based organization with the mission to advance public health through the power of law. The website resources include information on tobacco-related legal cases and policy.

QUITPLAN® Services

<https://www.quitplan.com/>

QUITPLAN® Services is a Minnesota organization with the mission of helping people conquer addiction and become 100 percent tobacco-free. The website resources include information and tools for quitting tobacco use.

Shift MN

<http://shiftmn.org/>

Shift MN advocates for healthier lesbian, gay, bisexual, transgender and queer communities. The website resources include a blog written by young people and information on tobacco industry targeting of members of the LGBTQ community.

Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov/atod/tobacco>

The Substance Abuse and Mental Health Services Administration is the agency within the U.S. Department of Health and Human Services that leads efforts to advance the behavioral health of the nation. The website resources include information on the links between tobacco use and mental health.

The Real Cost

<http://therealcost.betobaccofree.hhs.gov/>

“The Real Cost” is a campaign of the FDA’s Center for Tobacco Products giving readers the real facts so they can make their own decisions about tobacco. The website resources include videos, quit resources and interactive tools to be used by teens.

This Free Life

<https://thisfreelife.betobaccofree.hhs.gov/about-this-free-life>

This Free Life is a campaign that celebrates the lives of the LGBT community and seeks to improve LGBT people’s health by encouraging tobacco-free lifestyles. The website resources include videos, personal stories and social media interaction about tobacco use in the LGBT community.

Trinkets & Trash

<https://www.trinketsandtrash.org/>

Trinkets & Trash is a program of Rutgers School of Public Health that monitors, collects, and documents current and historic tobacco products and tobacco industry marketing materials. The website resources include pictures of tobacco products and advertisements.

Truth

<https://www.thetruth.com/>

Truth’s mission is to expose the lies of Big Tobacco to arm smokers and non-smokers with the tools to make change. The website resources teen-friendly videos and facts.

Truth Tobacco Industry Documents Library

<https://www.industrydocumentslibrary.ucsf.edu/tobacco/>

The Truth Tobacco Industry Documents Library is a program of the University of California – San Francisco. The website resources include an archive of 14 million documents created by tobacco companies about their advertising, manufacturing, marketing, scientific research and political activities.

U.S. Food and Drug Administration

<http://www.fda.gov/TobaccoProducts/>

The U.S. Food and Drug Administration is the agency within the U.S. Department of Health and Human Services responsible for regulating tobacco products. The website resources include scientific research and data on tobacco, compliance and enforcement information.

U.S. Surgeon General

<http://www.surgeongeneral.gov/priorities/tobacco/>

The U.S. Surgeon General is the spokesperson for the United States government on issues relating to public health. The website resources include in-depth factsheets, Surgeon General Reports, and a video and podcast series on the history of tobacco control.

Wellshare International East African Smoke-Free Program

<http://wellshareinternational.org/program/east-african-smoke-free-program/>

The East African Smoke-Free program is a program of Wellshare International, working to reduce the harm caused by tobacco and secondhand smoke among Somali and East African children, youth, and adults. The website resources include information on tobacco and smoke-free policies and education materials from the East African community.

World Health Organization

<http://www.who.int/topics/tobacco/en/>

The World Health Organization operates as part of the United Nations and supports important public health issues around the globe. The website resources include in-depth facts and statistics on global tobacco use.





Tobacco 101- Price Discounting

The tobacco industry knows that high prices prevent youth from ever using tobacco products and helps addicted or lifelong smokers quit. That's why the tobacco industry spends millions on coupons and promotions such as "Buy One, Get One." After today's lesson, the students will understand that tobacco companies use coupons and promotions to make their products more appealing and accessible so young people are more likely to smoke and current smokers are less likely to quit.

Learning Objectives

After this lesson, students will be able to:

- Restate key facts about how tobacco companies use price discounting;
- Discuss the amount of money spent and specific marketing tactics used by tobacco companies; and
- Explain how tobacco companies use coupons and promotions to persuade young people to try smoking and discourage current smokers from quitting.

Materials Needed:	<ul style="list-style-type: none"> • Computer with internet access or computer with USB drive that contains the Don't Discount My Life video • Copies of Don't Discount My Life factsheet • Copies of advertisements • Paper • Writing utensils • White board markers
Overview of Lesson	<ul style="list-style-type: none"> • Warm-up and Introduction: 5 minutes • Video & Discussion: 10 minutes • Price Discounting Factsheet & Discussion: 10 minutes • Price Discounting & Coupon Activity: 20 minutes • Exit Ticket: 5 minutes <div>Total Time: 50 minutes</div>
Before the Lesson	<ul style="list-style-type: none"> • Have the warm-up question ready for the students as they walk into class. • Double check the sound for the video. If streaming the video from YouTube, ensure you have a working internet connection. • Have the discussion questions posted on the board. • Either project the photos of tobacco coupons and promotions from the computer or have printed copies ready to hand out.

Warm Up Activity and Introduction

Total Time: 5 minutes

Before the students arrive, have the following questions projected on the board:

- Have you ever used a coupon on something you didn't need?
- What was that item?
- Why did you use the coupon?

Conversation Prompt: Imagine that you were trying to give up your favorite item (snack, clothing, electronics, etc.), but you found it was on sale. It's a good sale! BOGO, 75% off OR you have a coupon (on your phone, in your email, in the mail)! What would you do? Could you resist the urge to buy it?

What if those coupons were sent by push notification to your phone? Every time you opened your phone you saw a new coupon for a great deal on your favorite product. How do you think that would affect whether you bought the item or not?

Notes

Video and Discussion

Total Time: 10 minutes

Before playing the video, ask the students to listen for things that surprise them.

- Don't Discount My Life **(1:30)**
<https://www.youtube.com/watch?v=OGRmGFDvzpA>

After the video finishes, have students discuss the following questions with people at their table or in groups:

- What types of coupons and promotions have you seen in your community?
- In the video, we saw many different tactics used by tobacco companies to distribute discounts and promotions. What surprised you about their tactics?
- What other tactics have you seen that weren't shown in the video?

Notes

Factsheet and Discussion

Total Time: 10 minutes

Have a student pass out the **“Don’t Discount My Life”** factsheet.

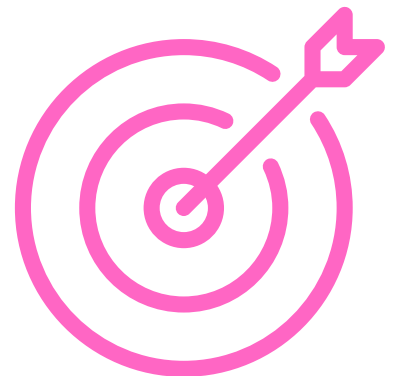
Ask for students to read through the factsheet.

After the students have finished reading the document, ask them to turn and tell their neighbor one thing they learned from the factsheet that surprised them. Allow two minutes for this mini-discussion.

Call the students back together and ask for volunteers to share what they learned with the larger group.

If students aren’t offering to volunteer responses, ask the following questions to prompt responses. Give students some time to think before you jump in with a response.

- Are you surprised that tobacco companies spent more than \$7.7 billion in 2016 to reduce the price of cigarettes and smokeless tobacco for consumers?
- How do you feel about the fact that young smokers, women, and African Americans are more likely to be targeted by coupons or promotions?
- One-third of adults use a tobacco coupon every time they receive one. How do coupons and promotions hinder quit attempts?



DON'T DISCOUNT

MY LIFE

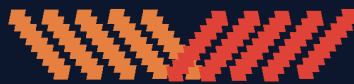
- KEEPING TOBACCO PRICES HIGH
- IS THE MOST EFFECTIVE WAY TO
- HELP PEOPLE QUIT & PREVENT
- YOUNG PEOPLE FROM STARTING
- TO USE TOBACCO.

- When prices are higher, tobacco use decreases, especially among youth and low-income smokers.
- Tobacco companies use coupons and retail promotions to lower the price of products.
- Price promotions are so targeted to smokers, they are nearly invisible to the general public and allow the tobacco industry to avoid regulations.



2X

MN young adult nonsmokers who receive tobacco coupons are twice as likely to become smokers.



About 50 percent of MN smokers have used tobacco coupons or promotions in the past year to save money on cigarettes.



A third of adult smokers use tobacco coupons or discounts every time they see one.

TOBACCO INDUSTRY TARGETING

THE FACTS ARE . . .

Tobacco companies spent **\$7.7 BILLION** in 2016 to reduce the price of cigarettes and smokeless tobacco for consumers. That is nearly **\$900,000** every hour.

COUPONS HINDER SMOKERS' ATTEMPTS TO QUIT. Minnesota adult smokers who redeemed cigarette coupons were much less likely to quit smoking than those who didn't use coupons.

DON'T
DISCOUNT
MY LIFE

DEATH AT A DISCOUNT

DISCOUNTED TOBACCO ONLY BENEFITS THE TOBACCO INDUSTRY.

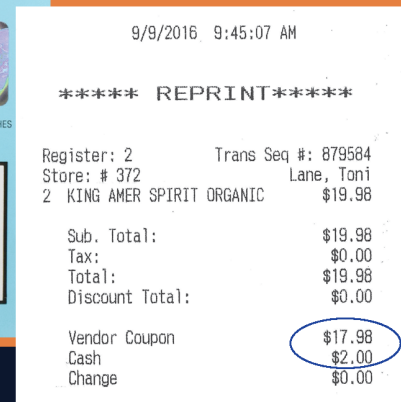
Tobacco coupons and discounts make it more likely young people will become addicted to tobacco and less likely current smokers will be able to quit. Young and low income smokers are more likely to use tobacco coupons or promotions.

THE TOBACCO INDUSTRY USES COUPONS TO KEEP PRICES LOW.

Tobacco companies send coupons in birthday cards, pass them out at events and bars, promote them inside stores, and send emails and text alerts through their smartphone apps.



This customer only paid \$2 for two packs of American Spirit cigarettes. Without the coupon, the customer would have paid \$19.98.



TAKE ACTION!

WE CAN STOP THE TOBACCO INDUSTRY FROM TARGETING OUR COMMUNITIES WITH CHEAP TOBACCO.

Cities **CAN** and **SHOULD** prevent the redemption of tobacco coupons to help people quit smoking and prevent people from starting.

**DON'T
DISCOUNT
MY LIFE**

www.DontDiscountMyLife.org



Association for Nonsmokers-Minnesota
2395 University Ave. W, Suite 310, Saint Paul MN 55114

References available at: DontDiscountMyLife.org
(December 2018)

Coupon Activity

Total Time: 20 minutes

Show students different coupon examples.

Have students come up to the front and point to different coupons or promotions and explain what makes the coupon or promotion appealing.

If students are not able to come up with reasons why the coupons or promotions are appealing, ask the following questions:

- What is the coupon or promotion?
- Who does the coupon or promotion appeal to?
- What else is being “sold” in the coupon or promotion?

Repeat the process with the other images.

Included in this:

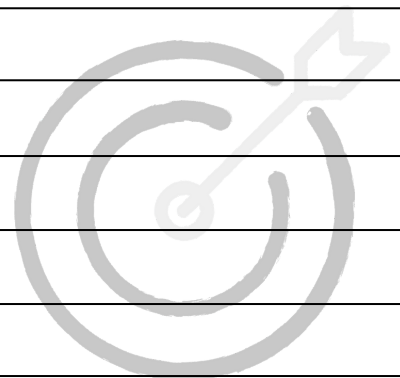
- 3 main cigarette companies coupons/promotions
- 3 smokeless tobacco companies coupons/promotions
- 3 vaping/e-cigarette companies coupons/promotions

After going through all the coupons and promotions, ask the students the following questions:

- What were some tactics that showed up in different coupons or promotions?
- Were there differences between e-cigarette, smokeless, and cigarette coupons?
- How do coupons and promotions like these keep people hooked and convince others to start smoking?

Notes

A blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. In the bottom right corner, there is a faint, light gray watermark or logo consisting of concentric circles and an arrow pointing towards the center, resembling a target.



Exit Ticket

Total Time: 5 minutes

Post the following question on the board and have students write their answers on a piece of scrap paper and include their name. Have students hand in this paper before they leave for the day.

- What steps do you think we should take to break the cycle of people becoming addicted to tobacco?

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



For help locating your pack, go to

VIRGINIASLIMS.COM

and click on "FIND A STORE." If you need further assistance, please
call 1-800-868-9327. As always, thanks for choosing Virginia Slims.

Site limited to eligible smokers 21 years of age or older.

\$1.50 one dollar & fifty cents off one pack of any style
VIRGINIA SLIMS

**SURGEON GENERAL'S WARNING: Quitting Smoking
Now Greatly Reduces Serious Risks to Your Health.**





WARNING: This product contains nicotine. Nicotine is an addictive chemical.

WARNING: This product contains nicotine. Nicotine is an addictive chemical.

\$5 off
JUUL Device



In store or online. See reverse for details.

Free JUUL Pass™ membership.

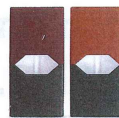
Sign up at [JUUL.com/pass](https://www.juul.com/pass)* for lost device replacement.

WARNING: This product contains nicotine. Nicotine is an addictive chemical.

Free portable charging case.



Redeem the enclosed offer at [JUUL.com/winter](https://www.juul.com/winter) and get a free portable charging case at checkout.* (\$49.99 value)



The choice is yours.

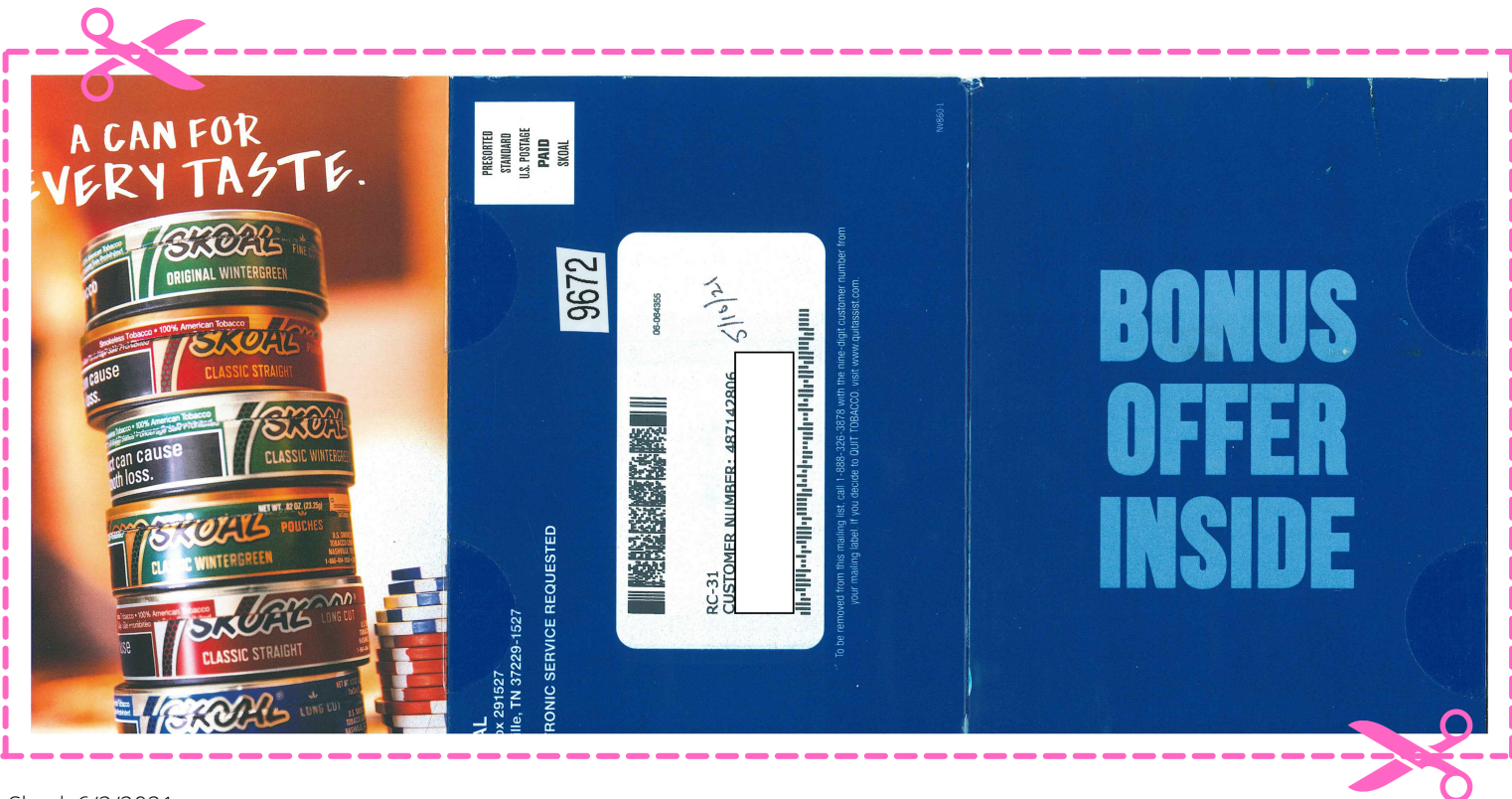
5% and 3% nicotine strengths available.
Shop our genuine JUULpods lineup at [JUUL.com](https://www.juul.com).*


*For adults 21+ years old only.



JUUL: 12/16/2019








DON'T LET THESE SAVINGS SLIP AWAY

THESE OFFERS ARE WAITING FOR YOU ON CAMEL.COM:
SO LOG IN AND CASH IN BEFORE THEY'RE GONE!

TAP INTO THE DEALS →




THE SAVINGS ARE FRESH
MOBILE COUPONS AWAIT
CLAIM NOW →

**\$1.50 OFF TWO PACKS
AND
\$1.00 OFF ONE PACK**


CIGARETTES

SURGEON GENERAL'S WARNING: Smoking Causes Lung Cancer, Heart Disease, Emphysema, And May Complicate Pregnancy.

Camel: 8/25/2021



Get \$2 off before it's too late
If you are unable to view this email, [click here](#)




MADE WITH THE EARTH IN MIND.

Crafting earth-friendly cigarettes means putting the needs of nature first. For our partner growers, sustainable farming is just the way things should be done. It takes more effort, but it's what makes us different.

SEE THE DIFFERENCE

NEW ORGANIC PACKS DESIGNS ARE COMING SOON.
CHECK THEM OUT.



\$2 OFF
YOUR NEXT PACK

REDEEM NOW

CIGARETTES

Organic tobacco does NOT mean a safer cigarette.

Natural American Spirit cigarettes are not safer than other cigarettes.

SURGEON GENERAL'S WARNING: Cigarette Smoke Contains Carbon Monoxide.

American Spirit: 8/20/2021

If you are unable to view this email, [click here](#)

WARNING: This product contains nicotine. Nicotine is an addictive chemical.

UNDERAGE SALE PROHIBITED

VAPOR PRODUCTS



VUSE.COM



SUMMER CHILL

Somewhere, there's a summer chill to be had. Get a **99¢ blue or teal Alto device** to match when you spend \$50 or more.

[SHOP NOW](#)

*Plus Tax. Pods sold separately.

WEBSITE, OFFERS & SOCIAL MEDIA CHANNELS RESTRICTED TO AGE 21+ TOBACCO CONSUMERS.

For messages containing promotional codes: Only available to age 21+ tobacco consumers. Conditions apply. Discount applied at checkout before tax and shipping with valid promo code. Not valid on previous orders. Void where prohibited. Subject to change or termination without notice. [See offer details.](#)

This email is being sent to SARAH.DULLINGER3@GMAIL.COM since you have requested to receive email communications from Vuse Vapor and we have confirmed that you are an age 21+ tobacco consumer.

IMPORTANT: To ensure you will receive email communications from Vuse Vapor please add "vusevapor@email5.vusevapor.com" to your email address book or safe senders list.

DO NOT reply directly to this email - your email will not be answered.

Vuse: 8/23/2021

If you are unable to view this email, [click here](#)

WARNING: This product contains nicotine. Nicotine is an addictive chemical.

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Vuse: 7/24/2021

Don't forget to grab a deal while you're there.

This email is being sent to you because you certified that you are a tobacco consumer 21+ interested in communications from U.S. Smokeless Tobacco Co. brands and should not be forwarded. If you are unable to see the images below, please contact us at 1-877-RedSeal. The GoRedSeal.com website is limited to eligible tobacco consumers 21 years of age or older.

WARNING: This product can cause mouth cancer.

SMOKELESS TOBACCO

**SHOW YOUR HOMETOWN PRIDE
WITH A FREE CUSTOMIZED
METAL LID**



NO PURCHASE NECESSARY. Limit 1 offer per eligible tobacco consumer 21 years of age or older. While supplies last through 8/11/21. Void where prohibited.

**TWO COUPONS FOR
\$1.00 OFF
A CAN**
OR ANY STYLE RED SEAL

CHOOSE OFFER

-OR-

**TWO COUPONS FOR
\$3.75 OFF
5 CANS**
OR A ROLL OF ANY STYLE RED SEAL

CHOOSE OFFER

Coupon offer may vary or end at any time without notice. Valid in NJ, NY and where prohibited.

**★ THE WAY IT
OUGHT TO BE ★**

SMOKELESS TOBACCO

WARNING: This product can cause mouth cancer.

The GoRedSeal.com website is restricted to eligible tobacco consumers 21 years of age or older.

Red Seal: 8/11/2021

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or call (270) 685-8777.

General Snus: 8/10/2021

References

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Created By:

Association for Nonsmokers-Minnesota | September 2021

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It is made possible with funding from *ClearWay Minnesota*.

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Lesson 9:

Electronic Cigarettes (Vapes): A deeper dive

Earlier in the lessons, you learned about electronic cigarettes, also known as vapes. This lesson features a more in-depth look at the epidemic facing teens today. Since 2016, youth e-cigarette use has skyrocketed in large part because of marketing by the tobacco industry.



Learning Objectives

After this lesson, students will be able to:

1. Talk about the basics of e-cigarettes/vapes;
2. Learn the facts and health impacts of nicotine and other chemicals in e-liquid and;
3. Discuss the influences on youth, including peer perspectives and targeted marketing by the tobacco industry.

Materials Needed:

- Whiteboard and whiteboard markers (Use a chalkboard or large white sticky note paper if a whiteboard is not available.)
- Access to the Internet for video and Kahoot
- Presentation slides
- Scrap paper for Exit Ticket
- Optional: markers and paper for Tobacco Industry Targeted Marketing supplemental activity

Overview of Lesson

- Warm up Activity and Introduction: **5 minutes**
- What's in an E-cigarette Discussion: **10 minutes**
- Nicotine Harms Discussion: **10 Minutes**
- Why Do Teens Vape Discussion: **10 minutes**
- Tobacco Industry Targeted Marketing: **10 minutes**
- Kahoot Activity: **10 minutes**
- Exit Ticket: **5 minutes**



Before the Lesson

- Prepare the whiteboard or large sticky note paper for the Warm-up Activity.
- Cue up the "Dr. Rose Marie Leslie" video in presentation slides
- Prepare the presentation slides



Warm Up Activity and Introduction



- Ask for a volunteer notetaker to write responses under each of the words in **bold** below. Ask the group to call out what these words mean to them, going through each word one by one. Note: Refer to combustible cigarettes as “regular” cigarettes for this discussion.
- On the whiteboard/large piece of paper, write **“Vapes.”** Ask the group what words come to mind when they think about Vapes. If needed, ask prompting questions, such as “Who’s using them?”, “Where do you see them?”, “What do you see on social media about vapes?”, “Where can you buy them?”, or “What do you know about flavored vapes?”.
- On the whiteboard/large piece of paper, write **“E-cigarettes.”** Ask the group what words come to mind when they think about E-cigarettes. Ask prompting questions if needed.
- On the whiteboard/large piece of paper, write **“Cigarettes.”** Ask the group what words come to mind when they think about cigarettes. Ask prompting questions if needed.
- Ask the students what are the similarities and differences between the products? Make sure the students make the connection that vapes and e-cigarettes are the same product, that all three products are tobacco products, and that e-cigarettes are not “quit smoking” tools.

Notes

What's in an e-cigarette? Activity



Prepare slides 2-10 for the *What's in an e-cigarette?* activity. Ask the questions as you move through the slides. See below and notes in slides for discussion prompts.

Introduction

E-cigarette aerosol contains thousands of unknown chemicals and more than 60 known chemicals. Almost 30 of those chemicals are on the FDA's list of harmful and potentially harmful substances and several are carcinogenic or cancer-causing. Typically, e-liquid consists of nicotine, glycerin, propylene glycol and flavorings. However, when the liquid is heated, other chemicals are formed. To learn more about flavored tobacco, see Lesson 4.

Ingredient Names

Show the group the list of ingredients included in e-cigarettes on page six, along with the harmful ones highlighted. Ask the students what stands out to them about the various ingredients.

Discussion Prompts

1. What is an aerosol? *(Answer: An aerosol is a suspension of fine solid particles or liquid droplets in air or another gas)*
2. When heated and vaped, propylene glycol changes. Why do you think that happens? Who knows what happens when a liquid is heated? *(Answer: Heated liquid turns to gas. Propylene glycol turns into formaldehyde)*

Environmental Impacts of Commercial Tobacco

E-cigarettes are harmful to the environment because they contain three forms of waste in one: plastic waste, hazardous waste, and electronic waste (e-waste). Their manufacturing processes also contribute to deforestation and the emission of greenhouse gasses. We will discuss this more in Lesson 10 "Environmental Impacts".

E-Cigarette Ingredients

Propylene glycol

Glycerin

Flavorings

Nicotine

NNN

NNK

NAB

NAT

Ethylbenzene

Benzene

AcetaldeXylene

Toluene

hyde

Formaldehyde

Naphthalene

Styrene

Benzo(b)fluoranthene

Chlorobenzene

Crotonaldehyde

Propionaldehyde

Benzaldehyde

Valeric acid

Hexanal

Fluorine

Anthracene

Pyrene

Acenaphthylene

Acenaphthene

Fluoranthene

Benz(a)anthracene

Chrysene

Retene

Benzo(a)pyrene

Indeno(1,2,3-cd)pyrene

Benzo(ghi)perylene

Acetone

Acrolein

Silver

Nickel

Tin

Sodium

Strontium

Barium

Aluminum

Chromium

Boron

Copper

Selenium

Arsenic

Nitrosamines,

Polycyclic aromatic

hydrocarbons

Cadmium

Silicon

Lithium

Lead

Magnesium

Manganese

Potassium

Titanium

Zinc

Zirconium

Calcium

Iron

Sulfur

Vanadium

Cobalt

Rubidium

NOTE: Compounds in **blue** are from the FDA's Potentially Harmful Substances-Established List (2012)



All of these chemicals have been found in e-cigarette aerosol. Many of these are the same chemicals found in regular cigarettes. The takeaway is that e-cigarettes produce an aerosol that often contains glycerin, flavorings, nicotine and many other harmful chemicals and toxins, some of which are known to cause cancer.

Nicotine Harms



Prepare slides 11-16 on *Nicotine Harms*. Ask questions as you move through the slides and inform students about My Life, My Quit™ at the end of the discussion.

Introduction

Nicotine's negative health effects extend to all systems of the body including the brain, cardiovascular (heart, blood vessels, and blood), respiratory (breathing), renal (kidneys), and reproductive systems. Because their brains are still developing, adolescents can become addicted to nicotine more easily than adults. Some e-cigarettes contain as much nicotine as 300 cigarettes.

Discussion Prompts


1. Has anyone ever heard the term "nic sick"? Raise your hand if you have heard about it.
2. Why do you think young people are afraid to ask for help when they are sick from vaping?
3. How old are you when your brain is fully developed? (*Answer: 25*)
4. What part of the brain is the decision-making center? (*Answer: Pre-Frontal Cortex*)
5. What is the impact of nicotine on the brain? (*Answer: No amount of nicotine is safe. Nicotine can interfere with brain development and can have long-term effects on cognitive development (thinking) and mental health.*)
6. What does addictive mean? (*Answer: That means that once you use it, your body will continue to want more.*)
7. Do you know of any resources available to help someone quit?

My Life, My Quit™

My Life, My Quit™ is the free and confidential way to quit smoking or vaping. Teens can text "Start My Quit" to 36072 or click to chat with a Coach.

More information is available at

mn.mylifemyquit.org.

A photograph of three teenagers in red baseball uniforms and caps sitting on a bench. The focus is on the teen in the foreground, who is looking towards the camera.

**DOES VAPING
HAVE YOU ON
THE BENCH?**

Text "Start My Quit" to 36072
or call 855-891-9989.
Free confidential help.
Just for teens.

MY LIFE MY QUIT.

Why Do Teens Vape? Discussion



- Prepare slides 17-23 for the *Why Do Teens Vape?* segment, beginning with the one asking why teens vape. See below and notes in slides for discussion prompts.
- It's okay to acknowledge that it's not only normal for teens to take risks, but it is an essential part of adolescent development. The goal of the conversation is to discuss healthy ways to check out new and exciting experiences (i.e., healthy social opportunities to try new things vs. more dangerous risky behavior).
- **Option 1:** Have students shout out thoughts, write on a white board, turn and talk, or go around the room to answer the questions below or,
- **Option 2:** Break students into groups of 3-6 students per group for discussion. Have each group choose a reporter to report back on what their group discussed.
- Acknowledge the helpful stress relievers they share that release natural dopamine (ex. sleep, exercise, deep breathing) and explain how dopamine can improve mood, reduce stress, and help with focus and concentration.

Discussion Prompts

1. What stresses you out?
2. What are healthy ways to cope with stress?
3. How do YOU cope with stress?
4. Why do you think your friends might vape?
5. Friends have a big influence on us. What are ways to handle peer pressure?

Tobacco Industry Targeted Marketing



Prepare slides 24-27 for the *Tobacco Industry Targeted Marketing* segment, beginning with the slide with the Juul and Newport ads. Ask the group if they have noticed any marketing aimed at them, and if so, what.

Supplemental Activity

If students are interested in continuing the conversation after presenting the slides on Tobacco Industry Targeted Marketing, prepare this supplemental activity. Discuss with students specific tactics they noticed the tobacco industry uses in its targeted marketing. Hand out a piece of paper and markers for each student to create a social media post. Using the tobacco industry's tactics, have students create a message preventing their peers from vaping and instead turning to healthy ways to cope with stress. Allow 5-10 minutes for students to create their ad. After everyone is done, go around and have each student share and discuss the ad they created and what tactics they used.

Discussion Prompts

1. What specific tactics did you notice the tobacco industry used to target specific audiences?
2. How can we use its tactics to prevent individuals from vaping and promote healthy ways to cope with stress?
3. What tactics did you use in your social media ad?

Prepare a Kahoot for students by creating questions based on the information presented in this lesson plan. Sample questions can be found on the next page. If time allows, have students create their own questions based on the information provided, compile the questions they created, and conduct the activity as a group.

To create a Kahoot:

1. Login or create an account on kahoot.com.
2. Start typing your first quiz question and add 2-4 answer alternatives.
3. On the right-hand side, adjust the timer and choose how many points to award for a correct answer.
4. Click "Add Question" to create 5-8 questions and add images or videos to make the question more engaging.
5. Once the Kahoot is ready, click "Start" on the left-hand side and choose between classic mode (individual) or team mode. Share your screen with the group to have students visit the website and use the game PIN provided.

Note: If creating a Kahoot is not feasible or students do not have access to a device to play a Kahoot, read out the questions and have them write their answers on a piece of paper. After the final question, go through and have students tally up the number of correct answers.

Kahoot Sample Questions

Please use the sample questions below as a guide. The bolded options are the correct answers to the questions.

1. Inhaling formaldehyde gas is associated with:
 - a. **Increased risk of certain types of cancer.**
 - b. **Irritation to the nose, eyes, skin and throat.**
 - c. Nothing, It's perfectly safe to inhale.
 - d. An unexplained urge to dissect a frog.
2. No amount of nicotine in vapes or other tobacco products is safe for teens because:
 - a. Their bodies are smaller than adults.
 - b. **Their brains are still developing and nicotine can have long-term effects.**
 - c. **Nicotine is highly addictive.**
3. "Nic Sick" (nicotine poisoning) symptoms include:
 - a. **Nausea**
 - b. **Dizziness**
 - c. **Headache**
 - d. Cravings for cotton candy.
4. Vaping does not help to reduce stress.
 - a. **True**
 - b. False
5. Some disposable vapes have really high levels of nicotine that can exceed
 - a. The equivalent nicotine of 10 cigarettes.
 - b. **The equivalent nicotine of 300 cigarettes.**
 - c. Most disposable vapes do not contain any nicotine.

Project the following questions on the board so the students can refer to them as they reflect. Ask them to write down their answers.

1. What do you think is the most dangerous effect of nicotine?
2. What would you say to a friend who vapes or is considering starting to vape?
3. What do you think vaping will look like in 10 years?

Notes

Notes



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Tobacco 101- Environmental Impacts

Commercial tobacco-related deforestation, single-use plastics, and hazardous waste threaten our planet. After today's lesson, students will understand how commercial tobacco products harm the environment and how the tobacco industry continues to "greenwash" their image.



Learning Objectives

After this lesson, students will be able to:

- Summarize key facts about how tobacco products harm the environment; and
- Define the term "Greenwashing" and how the tobacco industry uses it to protect their image.

Materials Needed:	<ul style="list-style-type: none"> • Computer with internet access or computer with USB drive that contains the three videos used in this chapter. • Copies of Environmental Impacts factsheet • Copies of the newspaper <u>article</u> • Paper • Writing utensils • Whiteboard markers
Overview of Lesson	<ul style="list-style-type: none"> • Warm-up and Introduction: 5 minutes • Video & Discussion: 25 minutes • Factsheet & Discussion: 10 minutes • 'Greenwashing' Activity: 15 minutes • Exit Ticket: 5 minutes <div>Total Time: 60 minutes</div>
Before the Lesson	<ul style="list-style-type: none"> • Prepare the warm-up question to be ready for the students as they walk into class. • Double-check the sound for the video. If streaming the video from YouTube, ensure you have a working internet connection. • Have the discussion questions posted on the board.

Warm Up Activity and Introduction

Total Time: 5 minutes

Before the students arrive, have the following questions projected on the board:

- How often do you see litter on the ground? What kinds of litter do you see most often?
- What do you think happens to that litter over time?

Ask for three student volunteers to share.

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Videos and Discussion

Total Time: 25 minutes

Before playing the videos, ask the students to listen for things that surprise them.

- The Earth is Not Disposable: Nicotine Vape Waste **(3:47)**
https://www.youtube.com/watch?v=kdP_Jw_Q9EQ&t=227s
- Tobacco and the Environment **(7:18)**
https://www.youtube.com/watch?v=9-Y_IVE9xLQ&t=334s
- Tobacco: Threat to Our Environment **(4:00)**
<https://www.youtube.com/watch?v=bs4Aoolq5al>

After each video finishes, have students discuss the following questions with people at their table or in groups:

- What types of tobacco product litter have you seen in your community?
- In the video, we saw how many different ways commercial tobacco is harmful to the environment. What surprised you most?
- How did the video make you feel?
- What's your reaction towards the tobacco industry after learning how they harm the environment?

Notes

Factsheet and Discussion

Total Time: 10 minutes

Have a student pass out the Environmental Impacts factsheet (next page).

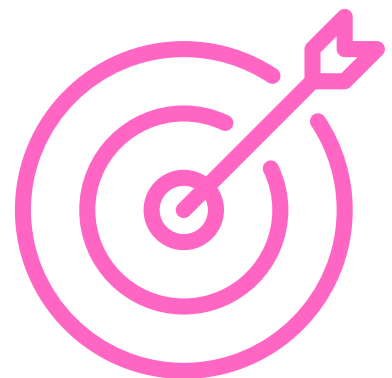
Ask students to read through the factsheet.

After students have finished reading the document, ask them to turn and tell their neighbor one thing they learned from the factsheet that surprised them. Allow two minutes for this mini-discussion.

Call students back together and ask for volunteers to share what they learned with the larger group.

If students aren't volunteering responses, ask the following questions to prompt responses. Give students some time to think before you jump in with a response.

- What surprised you most from the factsheet?
- How do you feel about the tobacco industry's tactic of greenwashing?



HOW DO VAPES HARM THE ENVIRONMENT?

Vaping is not only harmful to your health, it is also harmful to the health of our planet. The production, manufacturing and disposal of vapes cause destruction and pollution that will have a lasting impact on Earth if we don't take action!

DEFORESTATION

Most nicotine comes from tobacco plants.³ **Millions of trees are cut down every year** by the tobacco industry so they can plant more tobacco.²



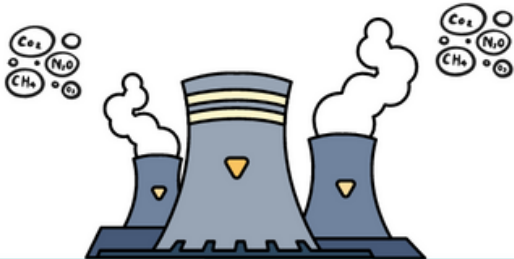
HAZARDOUS WASTE

Vapes are considered hazardous waste, meaning **vapes cannot be thrown in the regular trash or recycling bin**. Improper disposal harms our environment.¹



GREENHOUSE GASES

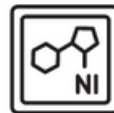
The manufacturing of vapes and deforestation from commercial tobacco farms contribute to an increase in greenhouse gases like carbon dioxide. High greenhouse gas emissions have been linked to climate change.^{7,8}



HARMFUL CONTENTS

Vapes contain **nicotine**, which is hazardous waste. Improper disposal of nicotine can poison humans and wildlife, and pollute our soil and water.¹

Vapes also contain **lithium ion batteries**. If batteries are improperly disposed of, they can leak chemicals and pollute our soil and water as they degrade. Improperly disposed batteries have even caused fires in garbage and recycling trucks!⁹



THEY'RE WASTE!

Vapes are thrown out more frequently than before due to the rise in popularity of disposable vapes. Vapes are made with **metals, chemicals and plastic**, and these materials can take hundreds of years to decompose.⁹



DON'T LET THE TOBACCO INDUSTRY FOOL YOU!

The tobacco industry (which includes the vape industry) has a history of pretending to be environmentally friendly when they're really not. This is called **"greenwashing."**

Here are some examples...

Tobacco companies occasionally host **trash clean-up** events...¹

...but refuse to take responsibility for making some of the **most littered products in the world**.⁹

Tobacco companies claim to **plant trees**...⁴

...even though a few trees won't make up for the **millions of trees they cut down** every year.²

Tobacco companies use words like **"natural"** and **"earth-friendly"** to market some of their products...⁵

...even though there's nothing "natural" about **plastic filters, added chemicals, or deliberately harming the planet for profit**.^{6,11}

TAKE ACTION

- ▶ Educate your friends about the harm vapes do to the environment.
- ▶ Don't start vaping. If you do vape, learn about free quit programs so that when you're ready to quit, you know where to find help.
- ▶ Talk to adults in your life about the problem.

ADDITIONAL RESOURCES



Tobacco Prevention
Advocacy Toolkits
(CYAN)



Tobacco and The
Environment
(Truth Initiative)



Tips for Safe Disposal
of E-Cigarettes and E-
Liquid Waste (FDA)



Free quit programs
for teenagers and
adults in Minnesota
(MDH)



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info@ansrmn.org

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AUGUST 2022

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(10) Why are cigarette butts the most littered item on earth? (2019, March 19). Truth Initiative. <https://truthinitiative.org/research-resources/harmful-effects-tobacco/why-are-cigarette-butts-most-littered-item-earth>

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'Greenwashing' Activity

Total Time: 15 minutes

Supply copies of the article **WHO accuses tobacco industry of 'greenwashing' in new report** by Tracy J. Wholf and Eric Fayeulle

<https://abcnews.go.com/Business/accuses-tobacco-industry-greenwashing-report/story?id=84602120>

Have students pass out copies of the article and highlighters.

Allow students to independently read the article.

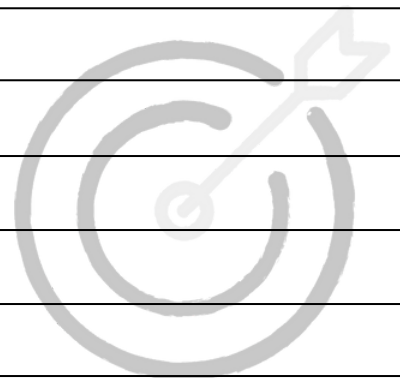
Once students have completed reading the article, ask the students to summarize the article.

At this point, the goal is for the facilitator to let the students talk as much as possible. Ask the following questions to keep the discussion moving:

- Where have you heard the term 'greenwashing' before?
- What are some of the environmental impacts discussed in this article?
- Whose responsibility do you think it is to help fix this problem?
- Do you think the tobacco industry is doing enough to reduce the environmental impact of their products? How could the tobacco industry reduce the environmental impact of their products?
- Can you think of other examples of the tobacco industry being dishonest?



Notes



WHO accuses tobacco industry of 'greenwashing' in new report

The report outlines Big Tobacco's attempts to improve its image.

By [Tracy J. Wholf](#) and [Eric Fayeulle](#)

May 12, 2022, 10:28 AM

Share



Smoke plume rises above Santa Fe forest fire

The United States Forest Service shared footage of smoke plumes and other fire activity taken from Highway 283 in New Mexico.

Companies like British American Tobacco and Philip Morris International don't typically come to mind as environmental stewards. But [a new report](#) from the World Health Organization and STOP, a global tobacco watchdog, outlines how the tobacco industry has been working to rehabilitate its image by showcasing sustainability efforts that critics claim is a form of "greenwashing."

The term, which refers to a form of disinformation published by an organization to appear to be environmentally friendly, is a common practice in numerous industries.

"This kind of activity gives the impression that the tobacco industry is socially and environmentally responsible," the report warns. "Yet this industry is causing an incalculable toll

on health to smokers, non-smokers and farmers. And not only is tobacco harming humans, it is also damaging the environment.”



In this Dec. 6, 2021, file photo, a farmer carries a chainsaw at a coca plantation after cutting down trees to plant coca in Guaviare department, Colombia.

Raul Arboleda/AFP via Getty Images, FILE

The report says its goal is to call on governments to ban tobacco industry greenwashing and to avoid partnerships with cigarette companies engaged in environmental activities that could promote the industry as an environmental partner.

The website of British American Tobacco (BAT), for example, promotes news releases with headlines such as, “BAT in Dow Jones Sustainability Indices for 20th Consecutive Year” and “BAT recognized as Climate Leader by the Financial Times.”

Philip Morris International (PMI) has a full sustainability landing page on its website that outlines everything from a low-carbon transition plan to “achieving a smoke-free future” that the company says can be done in a sustainable manner.

But critics have pointed out that many environmental, social and governance (ESG) rankings and accreditations, like the ones BAT and PMI promote on their websites, rarely consider a

company's end-product or service, in this case, ignoring the fact that tobacco products are harmful to human health, according to the report.

The report says there are more than 600 different ways to assess corporate ESG activity and there are no global, standardized disclosure requirements for companies to follow, which means businesses can edit sustainability data to promote a favorable outcome.

PMI declined to comment on the report because the company said it had not reviewed it yet.

"Some well-funded anti-tobacco lobbying groups with strong links to WHO are committed to shutting down debate and closing doors to cooperative efforts that can drive better outcomes for the world. We take a different approach. Philip Morris International (PMI) is fully in favor of complete disclosure and encourages open and honest, fact-based dialogue with all stakeholders," the company said in a statement to ABC News.

The statement added, "The company regularly shares updates on our sustainability objectives and achievements at [PMI.com/sustainability](https://www.pmi.com/sustainability). Our Integrated Report 2020 shows the progress we are making toward a world without cigarettes. (The company's forthcoming Integrated Report 2021 will be published on May 17, 2022.)"

BAT did not immediately respond to a request for comment from ABC News.

In addition to the greenwashing examples, the report highlights the ecological impact of the tobacco industry. Annually, 32 million tons of tobacco leaf is grown globally to produce 6 trillion cigarettes, the report notes.

It takes about 22 billion tons of water to grow the global crop, or the equivalent of 8.8 million Olympic-sized swimming pools, often in places where water is limited, the report says. It is estimated that nearly 1.5 billion acres of global forest have been lost to tobacco farming since the 1970s, according to the report.



In this undated stock photo, a cigarette butt is shown in the sand on a beach.
STOCK PHOTO/Getty Images

Electronic cigarettes are no less friendly to the earth, the report says.

The report notes that “e-cigarette waste is potentially a more serious environmental threat than cigarette butts since e-cigarettes introduce plastic, nicotine salts, heavy metals, lead, mercury, and flammable lithium-ion batteries into waterways, soils and to wildlife.”

Among its recommendations, the report says it is calling on all governments, especially those who are members of the WHO's Framework Convention on Tobacco Control to ban greenwashing activities. It is also calling on environmental and sustainability accreditation organizations not to endorse industry greenwashing or provide awards to the tobacco industry.

Exit Ticket

Total Time: 5 minutes

Post the following question on the board and have students write their answers on a piece of scrap paper and include their name. Have students hand in this paper before they leave for the day.

- What steps do you think we should take to decrease the harm that commercial tobacco and vapes have on the environment, and hold the tobacco industry accountable for the harm their products have done to the environment?

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Tobacco 101- Mental Health and Nicotine

Nicotine, the drug present in commercial tobacco products, can have detrimental effects on mental health, especially for young people. After today's lesson, students will understand the effects of nicotine on their brains. Students will also learn how to care for their own mental health after learning this important, but sometimes draining information.



Learning Objectives

After this lesson, students will be able to:

- Summarize the effects of nicotine on developing brains; and
- Identify healthy habits that can promote a positive state of mental health.

Materials Needed:

- Computer with internet access or computer with USB drive that contains the two videos used in this chapter
- Copies of Nicotine and Mental Health factsheet
- Copies of the newspaper article
- Paper
- Writing utensils
- Whiteboard markers

Overview of Lesson

- Warm-up and Introduction: 15 minutes
- Video & Discussion: 20 minutes
- Factsheet & Discussion: 10 minutes
- 'Sleep Hygiene' Activity: 15 minutes
- Exit Ticket: 5 minutes

Total Time: 65
minutes

Before the Lesson

- Prepare the warm-up question to be ready for the students as they walk into class.
- Double-check the sound for the video. If streaming the video from YouTube, ensure you have a working internet connection.
- Have the discussion questions posted on the board.

Total Time: 15 minutes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Total Time: 20 minutes

Before playing the videos, ask the students to listen for things that surprise them.

- After each video finishes, have students discuss the following questions with people at their table or in groups:

- ## Notes

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Factsheet and Discussion

Total Time: 10 minutes

Have a student pass out the Vaping and Mental Health factsheet (next page).

Ask students to read through the factsheet.

After students have finished reading the document, ask them to turn and tell their neighbor one thing they learned from the factsheet that surprised them. Allow two minutes for this mini-discussion.

Call students back together and ask for volunteers to share what they learned with the larger group.

If students aren't volunteering responses, ask the following questions to prompt responses. Give students some time to think before you jump in with a response.

- What surprised you most from the factsheet?
- How do you feel about the misinformation from the tobacco industry that nicotine can improve mental health and wellbeing?





AT WHAT COST?

VAPING AND MENTAL HEALTH

YOUNG PEOPLE ARE FACING TWO RELATED CRISES

The 2022 National Youth Tobacco Survey shows that about 1 in 10 middle and high school students use e-cigarettes, and more than 1 in 4 who use e-cigarettes vape daily.¹ At the same time, symptoms of anxiety and depression in young people have doubled from pre-pandemic levels.²

These two crises are not isolated. Though more research is needed about the connections between vaping nicotine and mental health, numerous studies expose the worrying connections between them.

THE “STRESS RELIEF” ILLUSION

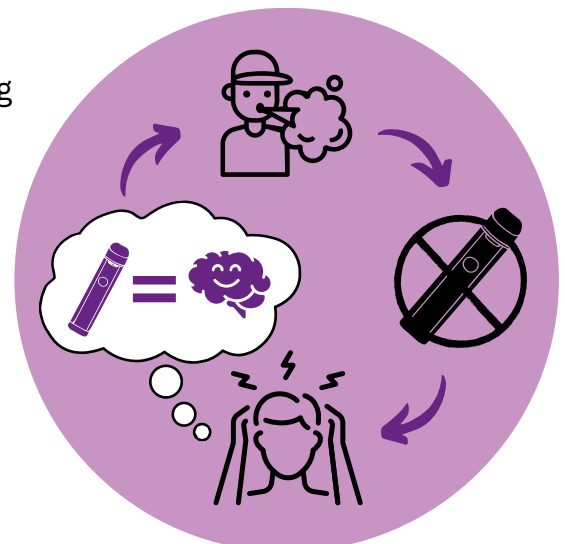
Many young people start and continue to vape because they think vaping will relieve their mental health symptoms. The most common reason youth give for continuing to use e-cigarettes after their first use is “I am feeling anxious, stressed, or depressed.”³ The illusion that vaping improves mental health was created by the tobacco industry and pushed through marketing, preying on those looking for relief.

81%

of young people ages 15-24 who had used e-cigarettes said they started vaping to decrease stress, anxiety or depression.²

THE NICOTINE WITHDRAWAL CYCLE

Part of the illusion comes down to biology. When someone hasn't vaped in a while, it doesn't take long for symptoms of nicotine withdrawal like irritability, anxiety, depression and insomnia to begin. Vaping gives the illusion of relief from these symptoms, because consuming nicotine stops feelings of withdrawal. The cycle of symptoms followed by relief can create the false perception that vaping benefits mental health overall, even though it only curbs temporary withdrawal symptoms.² It is a difficult cycle to break and Big Tobacco knows it.





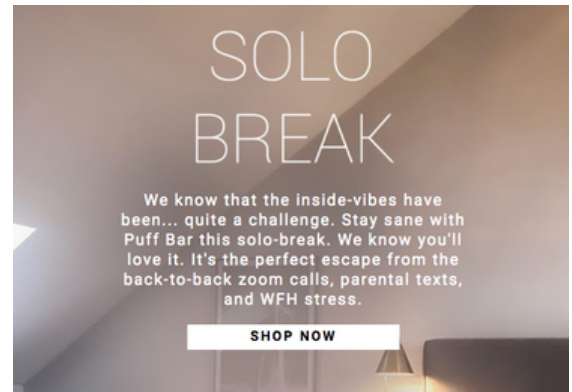
AT WHAT COST?

VAPING AND MENTAL HEALTH

BIG TOBACCO LINKS VAPING & MENTAL HEALTH

The tobacco industry's marketing campaigns try to link e-cigarette use to relaxation, pleasure and stress relief. Below are some of the ad slogans and flavors that the tobacco industry uses to convince customers of this connection:

- "Stay sane"
- "Perfect escape"
- "Relaxed and enjoyable"
- Bliss
- Soothe
- Chillax
- Zen



A Puff Bar ad connects vaping to stress relief

This marketing strategy, combined with the experience of the nicotine withdrawal cycle, seems to reinforce the connection between vaping and coping with poor mental health for those that vape. This thinking adds to the stress relief illusion. 45% of those who vape frequently agree it is OK to vape to relieve stress, while only 20% of non-vapers agree.²

THE REAL COST OF VAPING, POOR MENTAL HEALTH

Young people who vape frequently are

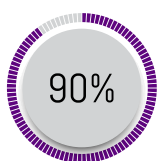
2.4X

more likely to be diagnosed with depression than their non-vaping peers.²

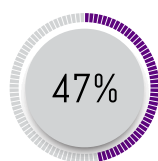
- Young people who vape report more days of poor mental health than those who don't.²
- Vaping nicotine can make existing mental health conditions worse.⁴
- Using e-cigarettes is associated with difficulty concentrating, remembering and making decisions.²

QUITTING IS THE BEST STRESS RELIEVER

Of young people who quit vaping...



felt less stressed, anxious and depressed²



felt more in control²

Quitting vaping can relieve mental health symptoms and improve quality of life. Visit www.flavorshookkidsmn.org to learn more about tobacco industry targeting and how to take action.

'Sleep Hygiene' Activity

Total Time: 15 minutes

Supply a copy of the blog post "Sleep and Mental Health: 15+ Helpful Tips to Get a Better Night's Sleep"

www.namiberkspa.org/sleep-and-mental-health/

Have students pass out copies of the blog post and highlighters.

Allow students to independently read the blog post.

Once students have completed reading, ask the students to summarize the blog post.

At this point, the goal is for the facilitator to let the students talk as much as possible. Ask the following questions to keep the discussion moving:

- Have you heard of the term "sleep hygiene"?
- What healthy sleep habit do you think is the hardest for you?
- What healthy sleep habit do you think is the easiest for you?
- What steps could you take to improve your sleep habits?
- What do you think are the biggest challenges to healthy sleep habits that young people face today?

Sleep and Mental Health: 15+ Helpful Tips to Get a Better Nights Sleep

When I looked at the March calendar and saw that not only is this Sleep Awareness Week, but this week also includes National Napping Day and World Sleep Day, I knew that I needed to write about sleep. So, I started to research to find the best information to share. Ironically, I did my research and writing while yawning and fighting heavy eyelids.

Whoa- there is a lot of information out there: the science behind sleep, sleep cycles, sleep disorders, and a lot of scientific words that I'm not sure that I can pronounce. Since this is a NAMI Berks County blog, I decided to whittle the topic of Sleep down to just Mental Health and Sleep (although this is a huge topic in itself- so I will just cover the basics and share a bunch of ideas.)

Sleep: A Summary

Sleep is often considered an underappreciated aspect of our lives, but it is so important that we spend 1/3 of our lives sleeping. Sleep is a state of rest when our bodies disconnect from our senses to stop processing outside information and consciousness is suspended so we are not aware of what is happening around us. This all occurs while the body still performs essential biological activities.



Why Do We Sleep?

Sleep is a necessary activity for us to function at our best while awake. When we sleep, we conserve our energy to restore it and increase alertness in wakefulness. Our bodies also grow and develop in sleep and our immune system scans for illness and damage and then starts to fight it. Sleep also strengthens our learning and memory as well as helps us process emotional information.

When we do not get enough sleep, we feel fatigued, and our attention is reduced. Our productivity decreases and the likelihood of errors and accidents increases. Lack of sleep is linked to greater risk for illness such as heart disease and stroke. The reduced functions caused by lack of sleep have been compared with the impairment associated with alcohol. A person who does not sleep for 24 hours has impaired cognitive ability to the same extent as a person with a blood alcohol level of 0.10% (well above the legal limit to drive.)

RECOMMENDED SLEEP

CHILDREN

Total: 10-14 hours
depending on age



TEENS

Total: 8-10 hours



ADULTS

Total: 7-9 hours



OLDER ADULTS

Total: 7-8 hours



What Is “Good” Sleep?

During sleep, our bodies progress through 4 stages of sleep and we continue through multiple cycles of these stages. The stages and cycles vary in length. Each stage of sleep is important and getting the right amount of each is essentially “good sleep.”

In stages 1 and 2, the body and the brain slow and prepare us for sleep. In stage 3, Deep Sleep, our muscles relax, and our brain waves slow. This stage is believed to be the most important for the recoupment of our body, thinking, and memory. In stage 4, REM Sleep, the activity in the brain increases but the body- except for the eyes and breathing muscles- is temporarily paralyzed. People experience their most intense dreams during this stage, and it is the stage when we process emotional information.

Sleep And Mental Health

Most of us feel better after a good night’s sleep and terrible after a night of poor sleep. Sleep and mental health are closely connected- sleep deprivation affects both your psychological state and mental health. People with mental health problems are more likely to have sleep problems. Poor sleep is connected to depression and can affect emotional responses and social interactions.

Our brain- including our cognitive skills- is restored during sleep. When we sleep poorly it is much more difficult to deal with minor stressors and can even impact our ability to perceive the world accurately. Sleep deprivation studies have found that “healthy” people experience increased

anxiety following poor sleep. People with mental health disorders are more likely to experience sleep problems and sleep problems often exacerbate the symptoms of a mental health condition.

Research is ongoing, but researchers believe that mental health and sleep have a “bidirectional relationship”. Mental health disorders can make it hard to sleep well and poor sleep can be a factor in developing or worsening a mental health condition. Both aspects are complicated, but most believe that improving sleep can have a positive impact on mental health.



SLEEP HYGIENE

Five effective tips to establish a healthy sleeping habits

Stay clear of stimulants late in the day.



avoid beverages and foods that contain caffeine

Do a regular exercise.



regular exercise routine can help contribute to improved sleep.

Stick to a consistent sleep schedule.



going to bed and waking up at the same time every day

Create a relaxing bedtime/pre-bedtime routine.



any relaxing activity about an hour before bed helps creates a smoother transition.

Unplug an hour before bed.

Keep screen use to a minimum, at least an hour before bed,



Keep your room cool and comfortable.

ideal room for sleeping is cool, quiet, and dark.



Avoid foods that can disrupt sleep.

when you lie down right after a big meal, your digestive juices are still cranking.



How To Improve Sleep

How do I improve my sleep? It seems easy to answer- sleep more. But, as we all know, it's not that simple. For many sleep problems, incorporating healthy sleep habits can be enough to improve

sleep. For more chronic problems like insomnia, Cognitive Behavioral Therapy (CBT) which educates about sleep and aims to change sleep-related behaviors, is known to be successful. Optimal treatment for both mental health and sleep problems will vary between individuals.

Adopting healthy sleep habits, or sleep hygiene, can improve sleep. The Sleep Foundation's website has great tips, including explanations for the "why." Visit here:

<https://www.sleepfoundation.org/sleep-habits>



Examples Of Healthy Sleep Habits/Sleep Hygiene:

- Try to keep a consistent sleep schedule, waking up around the same time even on weekends.
- Set a bedtime that is early enough for you to get at least 7 hours of sleep. However, don't go to bed unless you are sleepy.
- If you're having trouble falling asleep, don't lie in bed awake. If you can't get to sleep, get out of bed, and do something relaxing until you feel tired.
- Find ways to wind-down, such as with relaxation techniques, as part of a standard routine before bedtime
- Avoid alcohol, tobacco, and caffeine in the evening.
- Dim lights and put away electronic devices for an hour or more before bed.
- Get regular exercise and natural light exposure during the daytime.
- Maximize comfort and support from your mattress, pillows, and bedding.
- Create a healthy sleep environment– avoid excess light and loud sounds, keep the room at a comfortable cool temperature, and try to limit electronics in your bedroom.
- Finding the best sleep habits that work for you may take some trial and error to determine what works best for you. But when you find what works you will be rewarded by being able to fall asleep quickly, stay asleep and hopefully improve mental health.

Getting healthy sleep has been a recent issue for me. I did a lot of research and tried a lot of things to improve my sleep. I'm also a data nerd and track my sleep with my Smart Watch. Tracking my sleep has helped me figure out what works for me and what does not. These are the things that help me:

- Frequent exercise: I try to get at least 30 minutes of activity every day. I notice that the more physical activity I get, the better I sleep.
- Hydration: I try to drink as much water during the day as possible. It is recommended to drink ½ ounce of water per 1 pound you weigh (if you weigh 100 lbs., you should drink 50 ounces of water.) I also start each day drinking a full glass of water.
- Yoga: I have added a bunch of “Yoga for Sleep” videos to my YouTube library and try to do 10-20 minutes of yoga in the evening. Any type of yoga in general is good for your health.
- Tart Cherry Juice: I'm not completely sold on this yet, but it doesn't hurt. I don't do this every night, usually just when my muscles or joints are sore (I am sold on the fact that tart cherry juice helps with inflammation and recovery after a workout). I drink a small glass of tart cherry juice a few hours before I go to bed.
- Planning: I have found that if I plan out the next day before going to bed, I am less anxious and my mind doesn't race thinking about everything I need to do. If I get everything out of my head and onto paper- I am able to sleep much better
- Journaling: This goes hand-in-hand with planning- getting everything out of my head before going to bed. If you're not a planner, maybe try just journaling.
- Melatonin: I take melatonin gummies before bed. I have noticed that when I do everything else on my list, I don't really need them
- Everything on this list is something I have found to help me with sleep and is honestly part of my overall Self-Care Plan. But these ideas are just that- my ideas and opinions.

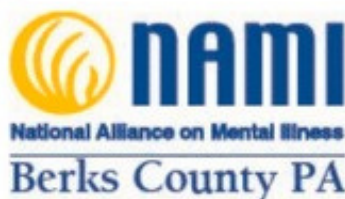
Hopefully you can find some inspiration to find what helps you sleep better.

Nicole

Nicole Missimer

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Like our Community Mental Health Blog? Read about the [Winter Wellness Challenge](#) and our [Essential Mental Health Music Playlist](#)

For more information about sleep visit: <https://www.sleepfoundation.org/> and <https://aasm.org/>

Information Used In This Article Has Been Derived From The Following Sources:

- The Sleep Foundation website <https://www.sleepfoundation.org/>
- How Sleep Deprivation Impacts Mental Health, Interview with [Elizabeth Blake Zakarin](#), March 6, 2021, Columbia University Department of Psychiatry
- Harvard Medical School's Health Publishing Newsletter
- American Academy of Sleep Medicine, <https://aasm.org/> educational articles and videos



Exit Ticket

Total Time: 5 minutes

Post the following question on the board and have students write their answers on a piece of scrap paper and include their name. Have students hand in this paper before they leave for the day.

- What elements that you learned today do you think are most important for your peers to improve their mental health?

Notes

[illegible]

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