



LESSON: Tell the Tobacco Ads What You Think

CONTENT AREA: Tobacco

GRADE LEVEL: Grades 4-5

Synopsis

Students create a "cool" character by dressing it in fashionable, brand-name clothing. Then they discuss and analyze how the advertising industry can influence choices. Students focus on tobacco ads and identify ways the ads attempt to influence use of tobacco. Students are given a chance to talk back to the ads by writing their comments directly onto a variety of tobacco ads.

About this Lesson

Key Concepts

Health effects of tobacco use

NHES Alignments

NHES Grades 3-5 Alignments

Explain how media influences thoughts, feelings, and health behaviors

Arkansas - K-4 Alignments

Discuss the messages of media sources that contribute to health information

National Science Standards - Grades 4-5 Alignments

Science Standard NS.5-8.6 PERSONAL AND SOCIAL PERSPECTIVES: As a result of activities in grades 5-8, all students should develop understanding of: personal health, populations, resources, and environments, natural hazards, risks and benefits, and science and technology in society.

National Language Arts Standards - Grades 4-5 Alignments

Language Arts Standard 1 READING FOR PERSPECTIVE: Students read a wide range of print and nonprint texts to build an understanding of texts, themselves, and of the culture of the United States and the world, to acquire new information, to respond to the needs and demands of society and the workplace, and for personal fulfillment.

Language Arts Standard 3 EVALUATION STRATEGIES: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw upon prior experience.

their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Language Arts Standard 4 COMMUNICATION SKILLS: Students adjust their use of spoken, written, and visual language (e.g.conventions, style, vocabulary) to communicate with a variety of audiences and for different purposes.

Language Arts Standard 5 COMMUNICATION STRATEGIES : Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.

Language Arts Standard 6 APPLYING KNOWLEDGE: Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Language Arts Standard 7 EVALUATING DATA: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g.print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

Language Arts Standard 8 DEVELOPING RESEARCH SKILLS: Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

Language Arts Standard 12 APPLYING LANGUAGE SKILLS: Students use spoken, written, and visual language to accomplish their own purposes (e.g.for learning, enjoyment, persuasion, or exchange of information).

Gifted and Talented – Grade 4 Alignments

Interpret new knowledge and show connections to real world experiences

Communicate knowledge through multiple defined means

Gifted and Talented – Grade 5 Alignments

Evaluate how cultural group portrayals in visual, print, and electronic media impact individual perceptions and cultural sensitivity

Objectives

Students will describe health effects of tobacco that aren't depicted in advertising.

Students will learn to analyze ads for ways they attempt to influence personal choices.

Skill Emphasis

Analyzing Internal and External Influences

Preparation

Time Requirements

One 35-minute session.

Materials & Preparation

Have masking tape.

Have fine felt tip pens (one for each student) and sticky notes (eight to ten for each student).

Collect at least one print advertisement for tobacco products for each student. Insert ads into transparent sheet protectors for student use.

Provide youth oriented magazines with fashion emphasis. (Flyers from local department stores would also work well.)

Provide construction paper, scissors, and paste.

Background Information

[Additional Tobacco Information](#)

Teaching Steps

1. Make me cool.

Distribute youth oriented magazines, construction paper, scissors, and paste.

Ask students to work in pairs to create a "cool" character. Have them begin by drawing a simple stick character on the left side of their construction paper. Invite them to look through the magazines provided or to draw their own collage of clothing and accessories that would turn their simple stick person into a really "cool" character.

Have students introduce their character to the class, explaining what makes it so cool. (You may need to draw out information about brands and styles of clothing chosen.)

DISCUSSION POINTS

Lead a discussion that focuses on branding (labels) or fashion:

Were brand names selected or modeled?

Did current fashion styles influence depictions?

What is it about brand names, current fashion or fads that appeal to you and others your age?

Why might a young person think he/she needs to wear certain brand name clothing?

Reorient the discussion to focus on sales strategies:

Did you know that you are a "consumer" (a buyer) of goods?

Did you know that you are directly "targeted" by the manufacturers (the makers) of those goods?

Why might a business target young consumers? (to sell to them)

What types of sales strategies do businesses use to get your attention and to get you to buy something?

CONCEPTS

Businesses target consumers to sell their goods.

Businesses know what their target consumers want (i.e., to be cool, to look great).

Businesses use a variety of strategies to get the attention of their target buyer.

SKILL DEVELOPMENT

Students identify ways in which advertisements attempt to influence their choices. For example, by:

Knowing what young students want (e.g., to be cool, to be popular, to fit in)

Showing their product as a way to get what you want (e.g., selling jeans using a super model or sports hero appeals to students, desire to be cool, attractive, fit in)

Using attractive colors, words, pictures, etc. in the ad

1. Students focus on tobacco ads.

Introduce this transition to tobacco ads by saying, "Now we are going to look at ways the tobacco industry targets young consumers through advertising."

Define advertising as "an attempt to persuade people to purchase or use a product or a service."

Ask students to think about the things that were discussed in Step 1 about the way clothing is advertised. Explain that the same or similar strategies are used to influence the purchase and use of tobacco products.

Distribute the tobacco ads you have collected. Generate discussion about advertising strategies by asking questions such as the following.

What makes these ads appealing?

What's missing from the ads?

Are there warning labels or other special information?

What do the ads depict about tobacco use?

Ask students to focus on a specific ad and analyze (figure out) the way the product is presented.

What does the ad want you to think or to know? (e.g., they have a great product/using it will make you great also)

What does the ad want you to feel? (e.g., good, happy, in the know)
How do the people in the ad appear? (e.g., happy, healthy, successful)
What are the people in the ad doing? (e.g., having fun)
Ask students to call out tobacco facts they know (both short-term and long-term effects).

Are any of these facts shown in the advertisement?
What is left out?
Physical consequences
Social consequences
Financial consequences
Other consequences
Is this important decision-making information?

CONCEPTS

Advertising is the attempt to persuade people to purchase or use a product or a service.

Advertisements don't show negative effects of their products because their purpose is to get people to buy the products.

Tobacco use has physical consequences that are hazardous to health.

Tobacco use also has social, financial, and emotional consequences.

1. Students talk back to ads.

Have students post the ads around the room. Distribute sticky notes and a fine felt-tip pen to each student. Explain that this is their chance to "talk back" to the ads by writing notes to the advertisers and sticking them on the sheet protectors covering the ads.

SKILL DEVELOPMENT

Students identify advertising strategies designed to influence their choices.

1. Reflect, summarize, and discuss.

Encourage students to browse among the ads and read all the messages that have been posted.

Discussion Points:

What do they notice about the comments?

1. Advertise the truth about tobacco ads to other students in your school.

Post some or all of the students' ads with their comments on a bulletin board or other display in your school. Explain that doing so is one way that we can take action to tell the truth about the dangers of smoking and the ads that promote it.

Assessment

Give each student one of the tobacco ads. Ask students to describe what's missing from the ad. Students should identify at least one health effect that's missing and write a sentence explaining why the effect is not in the ad.

Assessment Criteria

CONCEPTS

Student work demonstrates accurate information about:

Health effects of tobacco use

ANALYZING INTERNAL AND EXTERNAL INFLUENCES

Student work demonstrates proficiency by analyzing:

Missing components of tobacco ads

Reasons advertisers don't include negative effects in ads

Related Lessons

Related Resources