

Big Tobacco & Our Communities Activity

<u>Purpose & Preparation</u>	<u>Procedure</u>
<p>Purpose:</p> <p>To understand how the tobacco industry uses manipulative advertising, focusing on menthol, to target specific communities like the African American community.</p> <p>To discuss which other communities are at risk and are already being targeted by tobacco companies.</p> <p>Preparation:</p> <p>Instructor Pre-Work: Print out advertisement for each student or circulate a few copies</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Computer and Projector • "Targeting African Americans: The Menthol Plan" PowerPoint • Print out or project slide 2 from the "Big Tobacco & Our Communities" PowerPoint 	<p>Procedure:</p> <p>Warm-Up:</p> <ol style="list-style-type: none"> 1. Present PowerPoint: "Targeting African Americans: The Menthol Plan" <p>Activity:</p> <ol style="list-style-type: none"> 2. Hand out a copy of or project the ad (slide 2) from the "Big Tobacco & Our Communities" PowerPoint while you show it to the class and ask them to read it. 3. Have first slide up on the projector. 4. Say to the students: <i>"Big tobacco has turned use of menthol into a racial equality issue, rather than an issue of the marketing and selling of a highly addictive product to the African-American community."</i> 5. After students have read the advertisement ask the students to discuss the below question with their neighbor: <ol style="list-style-type: none"> a. Should informed grown-ups, who decide to smoke, have the freedom to choose menthol cigarettes? 6. After a short exchange between the dyads/pairs, have all students line up along a line of 0% agree with the statement [left] to 100% disagree with the statement [right]. 7. Now pair up the first student to the left with last student to the right. <p><i>More directions below, please continue reading</i></p>



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8. Continue to pair up the far-right students with a far-left partner until everybody has a partner or triad. Ask them to discuss this question briefly:
 - a. **Is the use of tobacco, particularly menthol cigarettes, a civil right that should be guaranteed to the African American community?**
9. Ask the students how many would change their first score based upon this discussion.
10. Now read to students: 3.9% of African American high schoolers smoke, but 85% of menthol smokers are African American.
11. Ask them:
 - a. If menthol cigarettes are a form of racism, stand up.
 - b. If smoking menthol cigarettes is a form of choice--stand up.
12. Finally ask the class: **Should African Americans, who chose to smoke, receive health care from their health insurance companies when they have a smoking-related disease?**
13. Show slide 2. Ask students: Why would youth between the ages of 11-23 that have experienced racism be 80% more likely to smoke cigarettes than youth that have not faced racism?
14. Have students work in small groups to brainstorm a list of what other communities would be more likely to smoke as a result of prejudice and why?
15. Have groups share out with entire class.

