



SECRETS

THROUGH

THE SMOKE

Teacher's Guide

Secrets Through the Smoke is a 55-minute educational video designed for middle- and high-school students, community health leaders, and policymakers. The video provides the perspective of a former senior-ranking tobacco industry “insider,” Dr. Jeffrey S. Wigand, whose foresight, personal knowledge, and integrity motivated him to publicly voice his concerns about tobacco and health. Because some of the footage related to the health effects of tobacco use are graphic, we suggest that adults screen the video before showing it to young teenagers.

This guide for classroom use is designed to provide teachers with questions to promote critical thinking skills and encourage discussion. *Secrets Through the Smoke* is divided into three segments:

- Part 1 presents background information about Dr. Wigand and discusses the ingredients in cigarettes.
- In part 2, Dr. Wigand discusses the science of addiction and the marketing practices of the tobacco industry, including the use of front groups and code words.
- Part 3 highlights countermarketing campaigns, tobacco settlement issues, and resource information.

The video can be shown in one session or spread out over three sessions. The video can be used in schools as part of a comprehensive health education program or an alcohol, tobacco and other drug use prevention program. It can also be used in social studies, health, humanities, and language arts classes.

National Health Education Standards addressed in the video and this guide will help students to:

- Understand concepts related to health promotion and disease prevention (Standard 1).
- Analyze the influence of culture, media, technology, and other factors on health (Standard 2).
- Advocate for personal, family, and/or community health (Standard 6).

V I E W I N G O B J E C T I V E S

After viewing *Secrets Through the Smoke*, students will be able to:

1. Identify Dr. Wigand and discuss why he was hired and subsequently fired by the Brown & Williamson Tobacco Corporation.
2. Identify some of the harmful effects of tobacco use.
3. Define the following key tobacco-related terms used in the video:
front groups, code words, second-hand smoke, intoxication, physical dependence, tolerance, and big tobacco.
4. Discuss the effects of tobacco advertising, especially among young people.
5. Identify what is meant by tobacco settlement money.

Previewing activities: Brainstorm possible answers to the following questions before watching the video.

1. Have you ever seen or heard of the movie *The Insider*? Do you know what it's about?
2. What are some reasons why teenagers start smoking?
3. Why do most teenagers choose not to smoke? For you, what is the single most important reason for not smoking?
4. What are some of the negative effects of using tobacco?
5. How important is cigarette advertising in encouraging young people to start smoking? What messages do cigarette ads communicate? Do you believe these messages?
6. Do you think cigarettes are addictive? Why or why not?

Viewing questions: Listen for the answers to these questions in the video (answers are on page 6).**Part I**

1. What are the three criteria for addiction?
2. What did the 1964 Surgeon General's report say about smoking?
3. What did the seven Chief Executive Officers (CEOs) of the big tobacco companies swear to Congress?
4. How much does the tobacco industry spend on cigarette advertising each year?
5. Why did Brown and Williamson hire Dr. Wigand?
6. What does the narrator mean when she said Dr. Wigand "risked everything"? What did he do?
7. How did his testimony in a Mississippi court "set a precedent for major change"?
8. What are some of the ingredients in cigarettes other than tobacco? Why are these ingredients added?
9. Are "natural" cigarettes any safer than engineered cigarettes? Why or why not?
10. What is "second-hand smoke"? Is it dangerous?
11. What was an immediate physical effect of smoking on Becca, the twin who smokes?

Part II

12. What are "front groups"? How do tobacco companies use them?
13. What are "code words"? What are some examples that Dr. Wigand gives of code words? Why do tobacco companies use them?
14. According to Dr. Wigand, why did the tobacco companies choose to use science to create doubt about the health effects of tobacco even though they knew tobacco was addictive?
15. How does the tobacco industry use behavioral research?

Part III

16. What are three reasons that young people start smoking?
17. In Dr. Wigand's opinion, what are some strategies that can help keep people from smoking?

18. What is “tobacco settlement money”?
19. What evidence supports the claim that the tobacco companies have successfully targeted young people with cigarette advertising?
20. How have the tobacco companies responded to the tobacco settlement?

Discussion questions: For class or small group discussions following the video.

1. Do you agree or disagree with the following statements from the video? Why?
 - a. “There is no such thing as an addictive level of nicotine in cigarettes.”
 - b. “Reality can be altered, especially when there’s greed involved, when big business puts profits over people.”
 - c. “For decades, the tobacco companies have been exempt from standards of responsibility and accountability that apply to all other American corporations.”
 - d. “There is a direct correlation between cigarette advertising and cigarette use.”
2. How addictive are cigarettes?
 - a. In the video, a young man says “I don’t smoke because I think I’m cool. I smoke because I’m stuck on it.” Do you think this is why many people continue to smoke? Why?
 - b. According to the pharmacological definition of addiction, the three criteria for addiction are intoxication, physical dependence, and tolerance. What is meant by each of these terms? Do you think that they apply to tobacco?
 - c. In 1994, seven CEOs of big tobacco testified under oath before Congress that nicotine was not addictive. Do you think that they believed this? If not, why would they say it?
3. Do you think that tobacco advertising intentionally targets young people? What do you think of the accuracy of each of the following quotes from the video?
 - a. “Mr. Congressman, I don’t want my children to smoke. I don’t want anybody’s children to smoke. I want adults to smoke.”
 - b. “We hook them young, we hook them for life.”
 - c. “We don’t smoke it. We just sell it. We reserve the right to smoke for the young, the poor, the black, and the stupid.”
4. Do you think that Dr. Wigand did the right thing by “going public”? Do you think what he did was worth the risk? If you were Dr. Wigand, what would you have done?
5. If you were a state legislator, what would you vote to do with the tobacco settlement money?
6. What does Dr. Wigand mean when he says, “The fight is just beginning”?

Follow-up activities: Opportunities for further exploration of the issues raised in the video.

1. Developing Media Literacy
Media literacy means being able to question media messages critically rather than simply accepting, rejecting, or avoiding them. To become media literate, young people need to understand how media messages are produced. Working in small groups, produce an ad for or against cigarette smoking. The ad can be designed for television, radio, or print. The ad must convince the audience. Perform or display the ad for the class and ask class members for feedback. Were they convinced? Why or why not?

2. Influencing Policymakers

Information on the Master Settlement Agreement is available on the Internet at www.tobaccofreekids.org. Find out how much money your state received in the tobacco settlement and how the money is being allocated. Write a letter to a state legislator to express your opinion about the best uses of this money and, if necessary, to request more information about your state's use of the funds.

3. Writing an Editorial

Write an article for the school or local newspaper on one of the following topics. Use facts and opinions presented in the video to support your position.

- a. The ways in which the tobacco industry has manipulated the truth about tobacco.
- b. Why a local (mall/business/restaurant) should be smoke-free.
- c. The most important reasons that teenagers should avoid cigarettes.

Additional Resources

- For further information on Dr. Jeffrey S. Wigand and his current activities, visit his Web site at www.JeffreyWigand.com.
- For information on the Master Settlement Agreement, go to www.tobaccofreekids.org.
- For more information on smoking and health, visit the Web site of CDC's Office on Smoking and Health at www.cdc.gov/tobacco.
- For further information about using the television spots shown in the video, or for a guide to using effective print, radio, or television spots as part of an effective countermarketing campaign strategy, go to www.cdc.gov/tobacco and click on "media campaign resources."

In Memoriam

Ms. Pam Laffin, who appears in *Secrets Through the Smoke*, lost her battle with emphysema on October 31, 2000, at the age of 31. During the last years of her life, she courageously shared her story with the public in hopes of preventing others from smoking.

Answer Key for Viewing Questions:

1. Intoxication, physical dependence, tolerance.
2. It definitively linked smoking to heart disease, lung cancer, and other diseases.
3. They swore that nicotine was not addictive.
4. More than \$6 billion.
5. They hired him to make a safer cigarette.
6. He risked his job, his reputation, and his family by urging Brown and Williamson to address his negative findings about the safety of cigarettes and—when they refused to do so—by making the truth known to the public about the tobacco industry’s disregard for health and safety.
7. It forced the tobacco companies to settle lawsuits across the country totaling \$248 billion.
8. Cigarettes can have over 600 additives, including cocoa, licorice, honey, ammonia, propylene glycol, acetone, plutonium 210, formaldehyde, and arsenic. Some are added to make nicotine delivery more pleasant; others are the unintentional result of chemical reactions.
9. No, they are not safer. All cigarettes contain toxic chemical compounds.
10. Second-hand smoke is the smoke inhaled by people who share air space with smokers. Just like primary smoke, second-hand smoke is a Group A carcinogen and therefore dangerous to people who are exposed to it.
11. Becca’s blood flow had difficulty normalizing after she was exposed to cold.
12. Front groups are third parties that are paid to represent the interests of another group. The tobacco industry uses front groups, such as the Smoker’s Alliance, to support the tobacco industry’s goals.
13. Code words are words that stand for other words that have very different meanings. Examples are zephyr, which stands for cancer, and Hamlet, which refers to a fire-safe cigarette developed by Phillip Morris in 1986. Tobacco companies use code words in their documents to disguise the true content of the document.
14. They put profit before their responsibility to public health and safety.
15. They use behavioral research to find out what young people like and how they behave. They use this information to make cigarette advertising more effective in convincing young people that smoking is cool.
16. Reasons that young people start smoking include 1) to look cool; 2) to go along with their peers; 3) to rebel against their parents’ wishes.
17. Dr. Wigand thinks that the following strategies can be effective in keeping people from smoking: 1) counteradvertising; 2) education programs through the college level; 3) higher prices for cigarettes; 4) better enforced laws (compliance); 5) better labeling of ingredients, as on other food products.
18. In the Master Settlement Agreement, tobacco companies agreed to pay the states \$248 billion over a 25-year period to compensate the states for the health care costs of smokers.
19. The three most heavily advertised brands (Marlboro, Camel, and Newport) are the top three brands sold to young people.
20. Their advertising has increased to almost \$7 billion a year. They are trying to change their public image by giving contributions to worthy causes

