

# Manitoba Addictions Awareness Week

---

## Smoking - Activity 2



### PROJECT EXPOSURE - TOBACCO EFFECTS AND IRONIES

Despite the potential health risks surrounding tobacco use (i.e. cigarettes, chewing tobacco) it is still a common practice in our communities. This activity allows us to raise awareness around tobacco use, explore some of the mixed and confusing messages that we may be receiving and come up with creative solutions on how we can make a difference.

#### Directions

- Recruit a group of students & take a photograph of your group.
- As a group, identify and photograph paradoxes, behaviours, inconsistencies, etc. surrounding tobacco in your community. (To name a few - people smoking outside a hospital or in a no-smoking zone, or nicotine replacement aids and cigarettes sold side by side). Remember to ask people's permission if you want to include them in your photos.
- Use a log to record the picture number, location where it was taken, significance of the picture taken and a title or brief description.
- Create an art exposé of your developed photographs with their descriptions or titles.
- Expose this collage during World No Tobacco Day on May 31<sup>st</sup>, National Addictions Awareness Week (3<sup>rd</sup> week in November) or National Non-Smoking Week (3<sup>rd</sup> week in January).
- Engage a discussion. Ask the following questions - What is happening in these photographs? Is the situation harmful to smokers, non-smokers? Why do governments continue to allow the sale of a known toxic substance such as tobacco? What can we do to change what we are seeing?

Activity designed for and by a group of Manitoba high school students and representatives from Manitoba Lung, Mantra (Manitoba Tobacco Reduction Alliance), and Winnipeg Regional Health Authority. Adapted by AFM Youth Services, 2004.

## Healthy Choices - Activity 3

### MOVIES - FACT OR MYTH?

When specific behaviours such as tobacco, alcohol and drug use or gambling are portrayed in movies as glamorous, fun, rebellious or part of the lifestyle of the rich and famous, these messages can be very confusing to young people.

For example, movies (with serious or comic undertones) such as *Super Size Me* (fast foods and obesity), *Trainspotting* (drug use), *Where's My Car Dude?* (alcohol use & blacking out), *Raising Helen* (super model turned super mom & smoking), *Owning Mahoney* (gambling) send a powerful message to the viewing audience.

Keeping this information in mind, have the students view video clips to determine what kind of health related messages are being portrayed. Have them review and rate the movies using their own rating and awards criteria. A good Website to consult is <http://www.scenesmoking.org>.

Discuss how using popular Stars who smoke, use alcohol or drugs, gamble or indulge in other possible health threatening behaviours may have an effect on their adolescent viewing audience. How are these messages promoted in documentary style plots, historical enactments or fictionalized stories? How do young people react when they learn that their favourite Stars are struggling with addiction issues? Are there ways that individuals can influence the messages movies give to young people to assist them in examining and making healthy choices?

Activity developed by AFM Youth Staff, 2004