

Overview

This is a draft version of the Teacher Toolkit for the Virtual Classroom on Tobacco Control. We are looking for feedback! If you would like to provide us with your thoughts on the guide--what worked, what did not, and what could work better, please e-mail us or complete our online survey before May 31, 2006!

education@takingitglobal.org

or

<http://surveys.takingitglobal.org/survey.html?SurveyID=46>

The Virtual Classroom on Tobacco Control has been developed in order to:

- a) positively influence behavioral intentions and resistance to smoking initiation among young people;
- b) inform youth about global tobacco issues and understand the global impact of their choices and actions; and
- c) increase the number of youth involved in tobacco control.

The Classroom contains four interrelated units:

- 1) *Facts & Figures* - examines the health effects of tobacco usage, from both a first-hand and second-hand perspective;
- 2) *The Smoking Zine* - allows students to explore their smoking behaviours and intentions and is designed to support healthy decision-making about using cigarettes;
- 3) *Denormalization* - investigates the tobacco industry's marketing campaigns that target youth, and highlights avenues for youth action; and
- 4) *Global & Social Justice* - focuses on the tobacco industry's exploitive practices in developing regions of the globe.

Like all TIGed classrooms, the Virtual Classroom on Tobacco Control also contains interactive discussion boards and online student galleries. Educators are able to post their own unique ideas as well, and comment on which areas have been most receptive by learners and/or helpful to their classroom needs.

The classroom guide is designed to accompany the online classroom environment. The guide allows educators to go through each section of the Virtual Classroom on Tobacco Control in order to decide which lessons and/or subjects will be most beneficial to their students. Each section includes a topic-overview, learning objectives, individual and group activities, as well as helpful on-line resources.



How to use this curriculum in your class

There are four easy steps to using this curriculum in your class:

1. Read through the curriculum. It is divided into four distinct units.
2. Set up your TIGed account and classroom (see page 4).
3. Modify assignments and set due dates as necessary to suit your teaching style and available time (see page 6).
4. Set your students loose on TIGed!

How much time will it take to work through the whole curriculum?

We estimate that with proper preparation, you will be able to complete each section in one 75 minute period, with some work assigned to be completed outside of class time. *Section 1: Facts* could potentially be completed in half of one period. You may find, however, that leaving more time allows for a richer discussion.

Implementing the curriculum with different levels of technology

As you work through this guide, you will find that the activities have been designed to suit a variety of environments—everything from a one-to-one student-to-computer setting, a classroom with a few computers to share, or occasional access to a computer lab.

Within each section, you will find various activities that take place entirely offline, with an online reporting component, such as the various small group discussions, or Activity 3.1 – *Shop Around*. In an environment with limited access to computers, you could divide your students between these activities and activities that take place entirely online, like the *Smoking Zine* (Activity 2.1) or the *Tobacco Match Game* (which is flexible, and could be used at any point during the curriculum.)

There are also a number of activities that can be completed entirely offline, with no online reporting component, such as the crossword puzzles included in Sections 1, 3 and 4.

Getting Started: TIGed

What is TIGed?

TIGed is a suite of tools that engages teachers and students in global education. TIGed connects you to the TakingITGlobal.org site, an online community of over 100,000 young leaders from around the world. Using TIGed, you can introduce your students to this vibrant community and to content developed by leaders in various fields (like this curriculum developed by TeenNet), within an online space that you control.

TIGed features:

- private classroom spaces, accessible only to your students and invited guests
- enhanced privacy to protect your students' personal information
- full teacher moderation and editing capabilities
- thematic content and prepared lesson plans and activity ideas
- a community of teachers and collaborative tools to help you work together

The screenshot shows a virtual classroom interface for the Tobacco Education Centre (TEC). The page is titled "TEC, Tobacco Education Centre" and is managed by Luke Walker at TakingITGlobal Collegiate & Vocational School. The interface is divided into several sections:

- Your Classroom:** A sidebar menu with options like "Class List", "Assignments", "Bookmarks", "Student Blogs", "Class Gallery", and "Student Writing".
- Collaborating in:** A section indicating that the class is not currently collaborating.
- Student Blogs:** A list of student blogs, including "The only one in the family..." by Yez and "Smoking in My Family" by Susheela.
- Class Gallery:** A section for sharing student work, currently showing "Kids @ Macklin".
- Welcome!** A central message dated March 3rd, 2006, reminding students of an assignment due March 12th and listing tasks: "Post a blog", "Create and post an image", and "Share a short story or poem". It also states that students must comment on others' work.
- Log In:** A login form with fields for "Username:" and "Password:" and a "Login" button.
- Spotlight:** A section titled "Need more information?" directing users to TIGed.org for frequently-asked questions.
- Documents:** A list of downloadable documents, including "1.4 - Facts Crossword (756 kb)", "3.5 - Manipulation Crossword (978 kb)", and "4.4 - Exploitation Crossword (482 kb)".
- Assignments:** A section for current assignments, featuring "1.2 - My Story (Personal Narrative)" which asks students to write about a time tobacco affected their life or someone they know.

A screenshot of the virtual classroom



Getting Started: TIGed

Step 1: Get the information

A few things you should know about TIGed:

1. You must register and become a TakingITGlobal member. You can do so for free using the link below. This will give you access only to our pre-made thematic classrooms. Pricing for full access to TIGed is available at <http://www.tiged.org>.
2. Your students will need TakingITGlobal accounts. When you set up your classroom, you can easily create accounts for your students or automatically send them instructions to sign up on their own.
3. TIG makes every effort to protect student information. Your students will not have to provide contact information, and any personal information provided will be displayed only within the classroom space and only to registered members of that classroom.
4. You have full control of your classroom. No one can access your classroom without receiving an access code from you. You decide which tools and features are available to your students. You can add or remove class members at any time. You can also moderate and edit all content posted to your classroom.

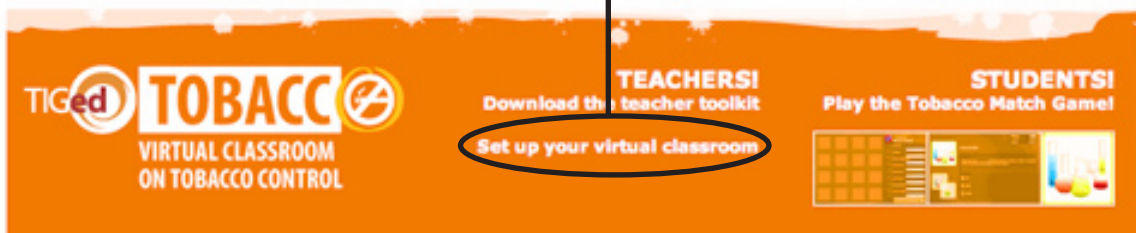
For more information, read the TIGed FAQ at <http://www.tiged.org>.

Getting Started: TIGed

Step 2: Register

Head to a computer and sign yourself up for TIGed.

1. Go to <http://www.tiged.org/tobacco/>
2. Click on *Set up your virtual classroom*



3. Follow the steps to set up your school on the TIGed site. To complete this process, you will:
 - Create a TakingITGlobal account
 - Find your school in TIGed's database.
 - If teachers in your school are already using TIGed, you will need a teacher registration code. We can send an automatic email to help you retrieve this code! If no one in your school is using TIGed, you will have to provide some basic information to get your school set up.
 - Set a few options, like your display name.
 - Choose your payment option. You have the option of a free account, which will limit you to the use of this thematic classroom (although you can create as many of these thematic classrooms as you want). With a full, paid account, you can create any number of empty virtual classrooms that you can populate with
4. Create your virtual classroom! See the next page for complete instructions

NOTE...

We will not share this contact information with anyone!

TakingITGlobal uses it for verification and emergency purposes only.



Getting Started: TIGed

Creating your Virtual Classroom

The process of creating a virtual classroom is fairly simple. After you've completed the registration process, you should be taken directly to the *Create Classroom* page. If not, go to your school page (ie <http://schoolname.tiged.org>) and click on *Create a Classroom*.

Basics

1. Choose a class name
2. Pick a class web address. This must begin with a letter, contain only numbers and letters, and be 3-14 characters long. It must be unique within your school.
3. Select the most appropriate subject and year/grade (optional)

Privacy & Student Signup Settings

1. Choose whether your classroom will be public (contents visible to anyone) or private (contents visible only to registered class members)
2. Decide whether you will manage the signup process (Teacher Managed) or whether your students will create accounts and join on their own (Student Managed)

What is the difference?

- Using the Teacher Managed option, you will create accounts for your students by entering a list of their names, desired usernames and passwords.
- Using the Student Managed option, you will simply create a student registration code. You will need to give your students this code, as well as the registration URL you will receive. If you need to retrieve these later, you will find them on your classroom settings page.
- Your choice of signup option could be affected by a number of factors. Although the Teacher Managed option will take some extra time initially, it will be much simpler to get your class logged in on your first session, and you will not need to provide student e-mails. Using the Student Managed option, your students will have more control over their username, but they will need to provide an e-mail address and complete the signup process on their own.

What is a URL?

A URL, or universal resource locator, is basically the for a website.

For example:

<http://www.tiged.org>

Appearance


Select the features you want to use in your virtual classroom. This curriculum makes use of all the 'option' features of a virtual classroom: blogs; discussions; gallery; and writing. If you want to work through all the included lessons, be sure to leave all four checked and active!

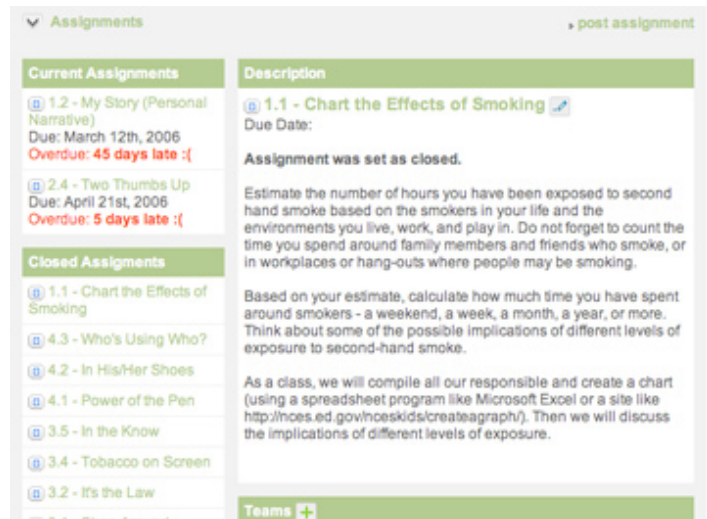
Getting Started: TIGed

Step 3: Prepare your classroom for student use

The Virtual Classroom on Tobacco Control comes pre-populated with assignments from all four modules of the curriculum. Before assigning any activities to your students, you should read through each and make any necessary edits. You should also add a due date!

How do you edit an assignment?

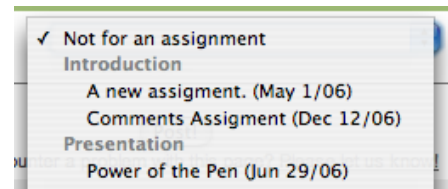
1. Log in to TIGed and head to your classroom page.
2. Click on the first assignment, *Chart the Effects of Smoking*
3. Beside the assignments title, you should see this icon:  Click on it!
4. You will now see the edit page. Here, you can modify the assignment as needed, and set a due date. Once you set a due date, your students will see it on the main classroom page, along with a reminder of how much time they have to complete the assignment.
5. Once the assignment is over, come back to this page and press *Close Assignment*. This will close the assignment to any further submissions from students.
6. Repeat as needed with any other assignments you want to make available to your students right away!



How will your student submit their work?

Most assignments point students to a particular section of the TIG or TIGed site. As students finish their submission, they will see this dropdown menu:

You should instruct them to select the appropriate assignment. Hint: Only open assignments—those with due dates—show up on this list. If you only open a few assignments at a time, it will reduce the number of misplaced submissions.



After students submit their work, their name, a link to their submission, and an easy way to create comments will appear on your view of that assignment.



Getting Started: TIGed

Step 4: Get your students online!


It's time to have your students log in!

- If you chose the teacher-managed signup option when you set up your classroom, make sure to provide your students with their logins and passwords.
- If you chose the student-managed signup option when you set up your classroom, make sure to provide your students with the student access code and registration URL. You can access these on your *Classroom Settings* page.

How can you manage your students once they're online?

- *Check student passwords:* Students lose passwords—it's inevitable. You always have access to your students' passwords. To retrieve them, go to your class list. Beside each student's name, you will see a link to retrieve his or her password. The password will pop up in a new window – if you don't see it right away, check your popup blocker settings!

TakingITGlobal Collegiate & Vocational School - Tobacco Education Centre (1)		Last Login
 Pat [x]	Password	15.3 days ago

- *Edit or delete student-created content:* Beside any student-submitted content, you should see two options:
 -  or [\[edit\]](#) Clicking this will let you edit anything a student has submitted to your classroom.
 - [\[delete\]](#) Clicking this will delete student content.
- *Remove someone from your class:* If someone should no longer be in your class, simply go to the *Class List* and click on the red [\[x\]](#) beside their name.

NOTE: Inform Your Students

We recommend that you let your students know that you have certain abilities they don't—like the ability to retrieve passwords and edit or delete content they submit.

Getting Started: TIGed

Step 5: Get support if you need it

As you use the Virtual Classroom on Tobacco Control, and TIGed more generally, you may run into confusion or problems. If you do, don't worry! There are a few different ways you can get help.

- *Turn to the Educator Discussion Forum:* Other teachers and TIGed staff use these forums regularly to discuss innovative ways to use the tools, find collaboration partners, or get help with specific issues. You can find the forums at <http://www.tiged.org>.
- *Email TIGed:* You can always reach us by e-mail for support. Our address is education@takingitglobal.org. A staff member will respond within 48 hours.

Educator Discussion Forum

Need help with TIGed? Looking to make global links? Use the Educator Discussion Forum to connect with other teachers and find inspiration or creative new ways to use TIGed in your classes.

 **discuss!**

NOTE...

You must be logged in and have a teacher account on TIGed to view and participate in the forum.

Notes on online safety

TakingITGlobal, like any community online or offline, is an excellent place to share ideas, gain to knowledge and skills, and connect with peers and colleagues. Just like any community, there are certain precautions to keep in mind.

1. *Respect your own personal information:* While TakingITGlobal will not give away any of your students' personal identifying information, students may accidentally do so through a discussion or blog post. They should know that things as simple as the name of their sports team or school could be enough to put them at risk.
2. *Respect your peers:* Online conversations, just like those in the real world, need to be respectful of people's opinions and diversity. Avoid being a cyber bully, and if you're the victim of cyber bullying right away, report it! If the offending user is a TakingITGlobal member, e-mail education@takingitglobal.org.
3. *Respect intellectual property:* All the content posted on the TakingITGlobal site (and the rest of the Internet) is the result of someone's hard work and creativity. Respect that author's rights, and don't simply cut and paste his or her work without credit, whether it's a discussion or blog post, a piece of art in the *Global Gallery*, or a piece of creative writing submitted to *Panorama*.

For more information on online safety, visit our resource page at <http://onlinesafety.takingitglobal.org>



Section 1: Facts & Figures

Learning Objectives

- Knowledge of the chemicals, additives, and other ingredients in tobacco products (i.e. cigarettes), and tobacco smoke
- Understanding the addictive qualities of tobacco products
- Understanding the link between health and tobacco

Suggested Reading and Background Information

NOTE...

All suggested readings are included in the Bookmarks section of your virtual classroom

1.1 - Tobacco Facts: A website produced by the British Columbia Ministry of Health

Resources include: facts and figures, legislation, pictures, games, stories, campaigns (Canadian)

<http://www.tobaccofacts.org>

1.2 - ASH: Action on Smoking and Health

Resources include downloads pertaining to facts, stats, news, pictures, resources, and links to other useful websites (United Kingdom)

<http://www.ash.org.uk>

1.3 - Face the Music- Smoking Is Stupid

A website produced for youth by youth in Ontario, funded by the Ontario Ministry of Health and Long Term Care – resources include: facts, pictures, games (Canadian)

<http://www.stupid.ca>

1.4 - The Lung Association

Resources include: Kid's Corner and Especially for Teachers page (Canadian)

<http://www.lung.ca>

Section 1: Facts & Figures

Projects and Student Activities

1.1 - Chart the Effects of Smoking (Class Poll)

- Get students to estimate the number of hours they have been exposed to second hand smoke based on the smokers in their lives and the environments they live, work, and play in (family members, friends, workplace, local hang-outs...)
- Chart the hours based on a day of exposure, a weekend, a week, a month, a year; compile stats from the class and discuss the possible implications.
- Group or individual work

1.2 - My Story (Personal Narratives)

- Have students tell or report on a personal story where tobacco has affected the life of someone they know.
- Ask them to post it in the *Student Writing* section of your virtual classroom.
- Individual work

1.3 - Warning Labels (Art and Media)

- Have students create their own warning labels to go on cigarette packages, chew packs, or on tobacco ads. Ask them to upload their work to the Class Gallery.
- Group or individual work

1.4 - In the Know (Printable Crossword)

- Using the scrambled answers provided, have students fill in the answers to complete the tobacco FACTS crossword puzzle. You can download this from the *Documents* section of your virtual classroom.
- Individual work

NOTE...

All activities are written directly for students in your virtual classroom. Be sure to read through the text before you open the assignment - you may find that edits are necessary!



Section 2: The Smoking Zine

Learning Objectives

- Understanding the social, behavioural, psychological aspects of smoking
- Understanding the financial cost of smoking
- Understanding the health costs of smoking
- Understanding the barriers/obstacles to quitting

Suggested Reading and Background Information

2.1 - *What About Me and Smoking – The Smoking Zine*

A youth-focused website created by the TeenNet Research Program at the University of Toronto (Canadian)

<http://www.smokingzine.org>

Also available in additional adaptations:

www.tabaczine.org (French), www.sheifalachaim.org (Hebrew),
www.smokingzinebig5.org (Chinese), www.nafass.org (Arabic),
(Aboriginal American)

Additional websites and resources:

2.2 - *The Canadian Cancer Society*

Resources include: links to Smokers' Helpline and suggested links on how to quit smoking (Canadian)

<http://www.cancer.ca>

2.3 - *Centers for Disease Control (CDC)*

Resources include: TIPS 4 Youth, a Tobacco Information and Prevention Source (American)

<http://www.cdc.gov/tobacco/tips4youth.htm>

Prevention & Cessation

2.4 - Quit 4 Life and Health Canada

Resources include self-help information pertaining to quitting, facing roadblocks and coping with stress. Interactive website for youth, as well as guides available for free through Health Canada. (Canadian)

<http://www.quit4life.com> (website for youth)

<http://www.hc-sc.gc.ca/hecs-sesc/tobacco/youth/quit/quit.htm>

2.5 - QUIT: The UK Charity that helps people give up smoking

Resources include: facts, stats, pictures, and toll-free helpline (United Kingdom)

<http://www.quit.org.uk>

Projects and Student Activities

2.1 - SmokingZine (Website)

- Have students work their way through the phases of the SmokingZine at <http://www.smokingzine.org>.
- Educators and facilitators can use the Guide to the Smoking Zine, which suggests for discussion topics and class activities for each phase of the Zine. A PDF copy is available in the *Documents* section of your virtual classroom.
- Individual work

2.2 - Act Up, Butt Out

- Have students role-play situations in which they would be tempted/pressured/encouraged/craving to smoke and allow students to suggest how the characters can choose to act in each situation. Vary the characters from peers who are ardent non-smokers, peers who define themselves as social smokers, and peers who are trying to quit.
- Group work

2.3 - Two Thumbs Up

- Have students write up a website review of the SmokingZine as a prevention and cessation tool. Ask them to post it in the *Student Writing* section of your virtual classroom.
- Individual work



The Smoking Zine



Section 3: Denormalization & Youth Action

Learning Objectives

- Understanding how and why the tobacco industry targets youth
- Knowledge and understanding of tobacco's media and marketing campaigns (movies, television, community events...)
- Examination of tobacco attitudes including municipal, provincial, state, and/or national legislation, sales practices, and smoking rates of local youth populations
- Exploration of avenues and areas for youth involvement and youth action

Suggested Reading and Background Information

3.1 - *National Clearinghouse on Tobacco Control and Health Program (NCTH)*

Includes large amounts of information on legislation and denormalization (efforts, case studies, tactics, best practices) in addition to other tobacco control areas (prevention, cessation, taxation, tobacco industry, and resources) (Canadian)

<http://www.ncth.ca>

3.2 - *The Truth: Site for information on the Tobacco Industry*

Funds a yearly tour with youth to spread the word on the tobacco industry and their practices, some facts, youth action projects, and has developed a 60 second "sitcom" based on tobacco industry documents. (American)

<http://www.thetruth.com>
<http://www.fairenough.com>

3.3 - *Smoke-FX*

A website geared towards youth in Ontario which includes facts, news, legislation, links to local community action groups and resources. (Canadian)

<http://www.smoke-fx.com>

3.4 - *Smoke Free Movies*

a website that discusses the impact of smoking on screen, including a rating system of current and past films (American)

<http://www.smokefreemovies.ucsf.edu>

Section 3: Denormalization & Youth Action

3.5 - Campaign for Tobacco Free Kids

Website focuses on deglamorizing tobacco, works for tobacco legislation that will protect youth, and promotes youth action (American)

<http://www.tobaccofreekids.org>

Projects and Student Activities

3.1 - Shop Around (Photo Imagery)

- Have students go in to local convenient stores, grocery stores, malls, and see how cigarettes and tobacco products are marketed – signs, promo, product placement, colours, lights, height level, accessibility.
- As an alternative to store locations, have students go around to bus stops, billboards, and other outdoor public areas to see where tobacco advertising exists.
- Ask students to post their work either in their Student Blog, along with their analysis. Students can then comment on each other’s work.
- Group or individual

NOTE...

Students will need permission from store owners/employees to take photos in stores as they are private property. You may want to prepare a short letter of explanation to help them out.

3.2 - It's the Law (Local/Provincial/State/Federal Legislation)

- Have students research the laws in their community, city, province/state, and country. Compare and contrast how laws vary. Have students debate the legislation that is in place. This debate can take place in person or online, using the TIGed discussion boards.
- Group or individual

3.3 - Tobacco On Screen (Movie/TV Review)

- Have students screen a TV show or movie that is targeted to youth and have them count the number of times a character is shown smoking, or there is prominent tobacco product placement.
- Have students critique why they felt the director had the actor smoke (character storyline, blatant promo...). Discuss if the message would still be the same without the use of tobacco. If critiques are written, ask students to post them in the *Student Writing* section of your virtual classroom.
- Check out <http://www.smokefreemovies.ucsf.edu> for more info.

EXTENSION...

Activities 3.2 and 4.2 are excellent starting points for collaboration with another class from another country. Use TIGed’ discussion features to host an online debate. You can find collaboration partners in the Educator Discussions Forum.

3.4 - In the Know (Printable Crossword)

- Using the answers provided, have students fill in the answers to complete the tobacco MANIPULATION crossword puzzle. You can download this from the *Documents* section of your virtual classroom.
- Individual work



Section 4: Global & Social Justice

Learning Objectives

- Understanding the tobacco industry's exploitative practices in the Global South
- Understanding "Westernization" as a marketing tool for Tobacco
- Knowledge of tobacco legislation around the world and how those who are unprotected are targeted

Suggested Reading and Background Information

4.1 - *Smoke Free World*

A website created by youth for youth to address the local, national, and global effects of tobacco (Canadian)

<http://www.smokefreeworld.org>

4.2 - *The World Health Organization - Tobacco Free Initiative*

Information on the WHO's Framework Convention on Tobacco Control; Millennium Development Goals on Tobacco Control (PDF); press releases; Tobacco related information by country and/or region (Global)

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

4.3 - *Tobacco-free Youth – PAHO publication*

Suggested readings: Part 1 of the Pan American Health Organization primer - Substance Use and Addiction; Young People: A Generation in Jeopardy; Taking action (Pan American)

- This document is available as a PDF in the Documents section of your virtual classroom
- Note: Part 2 of the PAHO guide is accessible to educators wanting to implement a Life Skills program with their students

4.4 - *Essential Action: Global Partnerships for Tobacco Control*

The program pairs groups in the United States and Canada with groups in Asia, Africa, Latin America, Central and Eastern Europe, and the former Soviet Union, and assists them in initiating meaningful shared activities (American)

<http://www.essentialaction.org/tobacco/>

Section 4: Global & Social Justice

4.5 Tobacco Control

An International Peer Review Journal for Health Professionals and others in Tobacco Control – includes access to journal articles on various topics pertaining to tobacco control, including global issues, youth issues, marketing, advertising, industry issues. (United Kingdom)

<http://www.tobaccocontrol.com> (home page)

<http://tobaccocontrol.com/misc/powerpoint.shtml> (free PowerPoint presentations)

Projects and Student Activities

4.1 - Power of the Pen (Letter Writing Campaign)

- Have students start a petition and/or letter writing campaign to their local officials addressing the issues of global and social justice with regards to tobacco.
- For petitions, consider using TakingITGlobal's
- Group or individual work

4.2 - In Her/His Shoes (Global comparison):

- Have students research the laws, legislation, and tobacco practices in another country, and have them write-up a report/story/diary entry in their *Student Blog* based on what they think they would be experiencing.
- Individual work

4.3 "Who's Using Who?" (Global Ad Campaign):

- Have students critique tobacco ad campaigns from around the world to see how companies use westernization as a marketing tool.
- Have students come up with their own marketing ideas using westernization as a way to market against big tobacco.
- Ask students to post their final work in the *Student Writing* section of your virtual classroom
- Group work

4.4 "In the Know" (Printable Crossword):

- Using the answers provided, have students fill in the answers to complete the tobacco EXPLOITATION crossword puzzle (most terms are found in the PAHO primer and/or the Smoke Free World website). You can download this from the *Documents* section of your virtual classroom.
- Individual work



Tobacco Match Game

Coming soon

Curriculum Links

Coming soon