

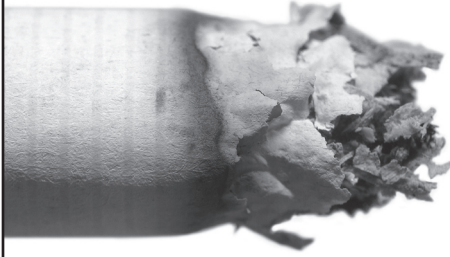
Where There's *Smoke* & *Tobacco's Last Stand*

STUDY GUIDE



A NATIONAL FILM BOARD OF CANADA PRODUCTION





Where There's Smoke & Tobacco's Last Stand

STUDY GUIDE

INTRODUCTION

This study guide is a companion to *Where There's Smoke* (23 minutes) – the educational version of *Tobacco's Last Stand* (44 minutes) – and can be adapted for use with either documentary. We invite teachers, students and community groups to explore local and international tobacco issues through the debate on smoke-free legislation. This guide is especially relevant for high school classes in Civics, Social Sciences, English/Media and Health Education.

Where There's Smoke takes us into the heart of Ontario's tobacco growing region and the social changes in Norfolk County. Focussing on the town of Delhi, a small community deeply rooted in the culture and economy of tobacco farming, the film explores the controversy surrounding local efforts to pass a no-smoking bylaw. It's a highly contentious issue and, as competing interests unfold, we come to appreciate what's at stake not only in the tobacco debate, but in any public issue campaign.

Tobacco's Last Stand amplifies the issues in *Where There's Smoke* by adding more voices to the debate and including scenes with tobacco farmers and local business leaders.

The following support materials are available free of charge at www.gosmokefree.ca:

- *The Smokefree Spaces Activist Toolkit* – a CD-ROM with facts and action plans to help youth create smoke-free spaces
- *Smoke-Free Public Places: You Can Get There* – a strategic action guide for community groups

For more information, visit the NFB web page www.nfb.ca/tobacco and see the Resources section at the end of this guide.

CLASSROOM ACTIVITIES AND DISCUSSION **(Grades 9-12)**

CIVICS AND SOCIAL SCIENCES

Pre-Screening

What changes in perceptions of smoking or in tobacco legislation have you seen in your community (e.g., smoking in public places, youth buying cigarettes)? How have these changes come about?

After Screening: Activity One

Although smoking and exposure to second-hand smoke are recognized as hazardous to health, the no-smoking bylaw in Delhi, Ontario, did not pass. Why?

1. Working in small groups, identify the stakeholders in the bylaw debate, their key arguments and interests, how they influence community opinion, and how they stand in relation to each other. Flow charts or semantic webbing can be useful for this step. Who makes the strongest argument?

2. Some stakeholders in the debate are implied in the documentary, while others are mentioned briefly (*Where There's Smoke*). Research one or more of the following groups. Add the results to your chart and share with the class:

- **tobacco farmers** (see, e.g., *The Simcoe Reformer*, *Farm Market Newspaper*, Ontario Flue-Cured Tobacco Growers, Canoe.ca websites)
- **teenagers** (see, e.g., *Activist Toolkit* CD-ROM for resources, facts, testimonials)
- **tobacco companies** (e.g., Imperial Tobacco Canada website)
- **tobacco retailers** (e.g., Ontario Convenience Stores Association website)
- **Ontario Ministry of Health** (e.g., Ontario Tobacco Strategy website)

3. As a follow-up project, do a community research activity with a partner. Report your findings to the class or publish in the local paper. Here are some ideas:

- Interview a convenience store owner, or survey several corner stores. What are the effects of tobacco control measures such as Operation I.D. and new legislation on power wall displays?
- Interview the owner of a pub or restaurant, or talk with a restaurant server. What are the outcomes of smoke-free bylaws? How important is it that smoke-free legislation apply to all hospitality establishments equally (restaurants, bars, bingo halls, bowling alleys, etc.)?
- Do some research on the tobacco debate in prisons.
- Interview a city councillor to see if your community has moved toward changes in smoking bylaws.
- Find out about the debate over tobacco legislation in Aboriginal communities.

Activity Two

What did you learn from the documentary about creating a municipal bylaw, and what more can you learn? What are the roles of different levels of government in tobacco legislation? Does democracy work by town surveys or elected councillors? Find out about *Fair Vote Canada* (see the CD-ROM *Activist Toolkit* for resources).

Activity Three

Find out what has happened in Norfolk County since the municipal vote. In your own community what further strategies could be used to promote smoke-free bylaws? Visit a local health council or anti-tobacco organization and invite a guest speaker to your class.

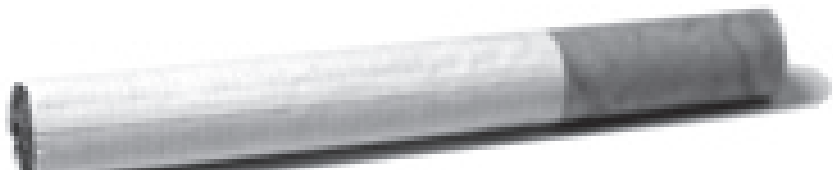
Activity Four

Recall Mayor Rita Kalmbach's argument in the documentary. Should government protect people or should people be responsible for themselves? To what extent should government be involved in legislating public health issues? Survey students in your grade on current debates over gambling or the legalizing of marijuana.

WORLD ISSUES AND SOCIAL SCIENCES

Activity One

In the film, Delhi is referred to as a one-industry town. What alternatives do farmers have to planting tobacco? How can the agricultural industry be encouraged to change production of products such as tobacco, which are hazardous to health?



Activity Two

We learn from the film that China is now the world's largest tobacco-producing country. What are the issues here? Research the economy of tobacco trade between First World and developing countries, or debate the planting of tobacco crops in the context of world food production.

Read about Canadian tobacco farming and the world market at www.smoke-free.ca, and in the book *Smoke & Mirrors: The Canadian Tobacco War*. Learn about international tobacco trade at www.tobaccofreekids.org and www.worldsmoking.com. The book *Good News for a Change: How everyday people are helping the planet*, by David Suzuki & Holly Dressel, and the website www.seeingisbelieving.ca include some ways to take action.

ENGLISH/MEDIA STUDIES

Pre-Screening

In small groups, brainstorm what constitutes good news reporting. List three basic guidelines for ethical practice in investigative journalism.

After Screening: Activity One

Trevor Haché states in the film that the task of a journalist is to “search for the truth.” Given the paradox that tobacco is a legal but hazardous product, what are the social responsibilities of a reporter, an editor and a newspaper in covering this issue?

Read a handout on guidelines for investigative journalism (e.g., Canadian Association of Journalists) and compare to your own guidelines. Do journalists also have a responsibility to work for social change? See, for example, the documentaries *The World is Watching* and *Manufacturing Consent*, the film *The Insider* or the Media Awareness Network (www.media-awareness.ca). Write a short opinion essay on the topic.

Activity Two

We learn from the documentary that tobacco was once the pride of Norfolk County. Explore how perceptions of tobacco have changed socially, historically and culturally by comparing *Where There's Smoke* or *Tobacco's Last Stand* with the 1959 NFB documentary *The Back-breaking Leaf*. If you were making your own documentary on tobacco, what would your focus be?

Activity Three

Before screening, ask students for examples of anti-smoking ads. How effective are these ads? How have messages and strategies changed over the years?

After screening the film, ask for reactions to the TV ad featuring waitress Heather Crowe. Does seeing the filming of this ad change your reaction to it? Who is the audience? Does it change your attitude toward smoking?

Assign one or more of the following research topics for written or oral presentation (see Anti-Smoking Advertising in the Resources section).

- Choose two ads or media campaigns that you feel are either compelling or weak and explain why.
- Design a print or video ad on the impact of tobacco displays in convenience stores.
- Learn about “tobacco industry denormalization” in media campaigns and discuss your reactions to one or two ads that use this strategy.

HEALTH EDUCATION

Activity One

How have no-smoking laws become so powerful? Why have anti-smoking lobbies been effective in pressing for social change? With a partner, speak to a member of an anti-smoking organization or research several organizations on the Internet (use the *Activist Toolkit* as a resource). Present your findings orally or in writing.

Activity Two

According to Health Canada, smoking among Canadian teenagers has dropped significantly in the past five years. Talk to your parents and their friends. Survey smokers at your school. Is it true that “we’re seeing a new generation of Canadian youth who view smoking very differently than their parents did”? (“Smoking by Canadian Teens Declines Dramatically,” *The Globe and Mail*, 8/10/2004)

COMMUNITY GROUP USE

Consider using the documentary as a training video for youth health advocates or for raising discussion at a community meeting or Inter-Agency Council workshop. Here are some suggestions:

- At the end of the documentary, the municipal council votes down the bylaw. What new campaign strategies would you use to build support for the bylaw in a future vote?
- Does the documentary add to the debate on smoke-free spaces? If so, how?
- What can you learn from the documentary about how to approach your next campaign?
- How do you, as a group, combat public-issue fatigue in the tobacco debate?
- What role should government play in legislating public health issues?
- How do changes in public perception of a health issue happen?
- How should smoking be legislated in communities and provinces?

FURTHER RESOURCES

CANADIAN & INTERNATIONAL

- **Aboriginal Youth Network** (www.ayn.ca/quit/en/home.asp) “What’s the big deal?” Lively, user-friendly and full of information.
- **Campaign for Tobacco-Free Kids** (www.tobaccofreekids.org) “Freeing America’s youth from tobacco,” global initiatives, big array of resources.
- **Non-Smokers’ Rights Association** (www.nsr-aadnf.ca), Committed, full of useful fact sheets.
- **Sick of Smoke - Nova Scotia** (www.sickofsmoke.com/pgs/home.html) A stylish site with a critical look at tobacco ads and more.
- **Smoke-Free Spaces Activist Toolkit** (Health Canada, 2005). Bilingual CD-ROM with facts, media, resources and action plans to help youth create smoke-free spaces. Copies and facilitator’s guide at: www.gosmokefree.ca/youth/toolkit.html.
- **Smoke FX - Ontario** (www.smoke-fx.com) Extensive teen site, great resources, and links to Stupid.ca and Cyberisle.
- **Smoking Sucks - Newfoundland & Labrador** (www.smokingsucks.ca) Not for the faint of heart, this powerful site for youth carries strong, clear messages.
- **Tobacco Facts - British Columbia** (www.tobaccofacts.org) “All real” tobacco facts

- **Info-tabac - Quebec** (www.arrete.qc.ca) "Your gateway to a smoke-free Quebec"
- **World Health Organization, Regional Office for Europe** (www.euro.who.int) Informative, easy-to-use country-by-country tobacco control database
- **World Smoking** (www.worldsmoking.com) Large international site on anti-smoking campaigns, world news stories, etc
- **Smoke & Mirrors: The Canadian Tobacco War**, a book by Rob Cunningham (International Development Research Centre, 1996). A powerful history of lobbying against tobacco in Canada and in developing countries

ANTI-SMOKING ADVERTISING

- **Smoke-Free Movies** (www.smokefreemovies.ucsf.edu) "Opens secret industry files"; see ads, surveys, solutions
- **Health Canada** (www.hc-sc.gc.ca/hl-vs/tobac-tabac/res/news-nouvelles/fs-if/photo_e.html) See images and facts behind cigarette package warning labels
- **Health Canada** (www.hc-sc.gc.ca/hl-vs/tobac-tabac/res/media/camp/index_e.html) See transcripts & images of TV, print, cinema & Aboriginal campaigns
- **Tobacco Ads** (www.whyquit.com/ads) Tobacco advertising images in the USA
- **Brown and Williamson** (www.brownandwilliamson.com) Read what this major tobacco company has to say
- **Advertising Educational Foundation** (www.aef.com/06/news/data/2003/2239) See the article "Anti-smoking ads creating defiance" (on "Truth" ads in the USA)
- **"Great Reasons to Smoke"** (www.greatreasonstosmoke.com) Satirical awareness campaign

RELATED DOCUMENTARIES

- **Bright Leaves** (2004) by Ross McElwee. Travel with the filmmaker to his family roots in the tobacco country of North Carolina (www.brightleaves.com)
- **The Last Cigarette** (1999) by Kevin Rafferty & Frank Keraudren. Hollywood clips, vintage cigarette commercials and more satirize the smoking wars in the USA (www.newyorkerfilms.com)
- **The Back-breaking Leaf** (1959) by Terence Macartney-Filgate. A compelling 1950s look at tobacco harvesting and farming in southwestern Ontario (National Film Board of Canada www.nfb.ca)

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