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Assisting teachers through curriculum change: teachers' use of support materials for teaching about smoking-related matters

Khoali, Thabo Johannes

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Suggested LESSON 1

An introduction to issues relating to smoking, and the views of different stakeholders

Suggested Lesson 1: Introduction to smoking and related matters

Purpose of lesson

1. To introduce learners to smoking as a problematic issue.
2. To introduce the topic in such a way that the learners are motivated to get involved in learning more about it.
3. To help the learners realise there are many stakeholders involved in smoking, often with conflicting opinions (although this variety will be apparent only in the next lesson).
4. To provide an opportunity for the learners to identify stakeholders involved in smoking, including tobacco companies, government people, health organisations, the community, etc.

Lesson outcomes

By the end of this lesson the learners should be able to:

1. correctly explain the term *stakeholder*.
2. identify the stakeholders with an interest in smoking-related matters, and what they have to say about smoking.
3. explain the difference between a "problem" and an "issue".
4. recognise that the "problem" of smoking is really an "issue" (as different people have different opinions about smoking).

Recommended length of lesson

A single period (about 40 minutes).

Advance preparation needed

1. We are suggesting that a display area is created in the classroom, so that relevant articles and other displays relating to the section on smoking can be displayed, continually added to, and worked with as the lessons progress.

   Before you even start the lessons on this topic, clear a large display board (if you have such boards). If you don't, clear a large section of wall on which you can prestick articles.

   To make it clear that the display board will be kept for this particular topic you may wish to outline it with a border made of ribbon, tape, string, strands of wool, or something similar. A large bold heading will help focus learners attention (e.g. "smoking and related issues").

   Having the board prepared will allow you to explain to the learners, in this first lesson, how they will be using the board.

2. All further advance preparation for this lesson involves photocopying worksheets and handouts (see list on next page).

Although learners will be working in groups of four, with each group working on a different article (and its associated questions), **each of the four learners in a group should be given their own copy of the article and answer-sheet to record their discussions on**. Please supply each group with ONE EXTRA answer-sheet, so the group can write the answers down.

Please note that there is an answer sheet for each of these articles (i.e. for each of the worksheets 2a to 2h). Copy these either on the back of the relevant worksheet, or staple each answer sheet to its specific worksheet.

Only eight articles are provided, so if you have more than eight groups you will need to give the same article to different groups. Alternatively, you may find other suitable articles to use.

Resources required for lesson

	No.	Name of worksheet / handout	Number needed
Worksheet	1	*What do you think about smoking?*	1 per learner
	2a	*Thai films kicking the habit* (The Star, 22 May 2003)	1 per learner in each group, but each group gets a different article.
	2b	*Smoke on the dance floor* (The Citizen, 4 July 2001)	
	2c	*Cup tobacco ban mooted* (The Citizen, 4 July 2001)	
	2d	*Even teachers targeted in school smoking ban plan* (The Star, 14 April 2003)	
	2e	*Smoking in new link to cot death* (The Star, 13 September 2002)	
	2f	*Economic contribution* (*Talking Tobacco*, from Drum magazine, August 28, 2003)	
	2g	*I don't want to die hooked up to a lung machine* (The Star, Thursday 18 July, 2002)	
	2h	*Passive smoking: Children protest* (http://www.who.int/ceh/publications/atlas/en/index.html)	
Answer sheets		An answer sheet for each of the worksheets 2a to 2h	1 per learner
Handout		*Working in groups* (teachers sample on p. 43; original in the "skills" section)	1 per learner
Poster		School girl smoking in the street	1 for teacher

Suggested approach

The lessons and approaches in this package are just SUGGESTIONS. Each teacher needs to adapt the approaches to suit their classes and their circumstances.

The format of the lesson preparation document: We have presented the suggested lessons in a table to make the information easier and quicker to access, and to focus on what the teacher needs to do and what learners will be doing.

Resources needed: To make things easier for you, the teacher, we have indicated the resources at the particular point in the lesson where they will be used.

Suggested timing: In the last column we have estimated the amount of time suggested as appropriate for each section of the lesson. Obviously you, as the teacher, may decide to modify these times, especially in light of the time YOUR learners may need (you know them best). However, we urge teachers to keep an eye on the time. Inquiry lessons (where learners are working on tasks) tend to drag on. Often learners purposely try to delay getting back to a whole-class situation, which they see as "work". You need to keep an eye on the time and ensure that lessons do get finished.

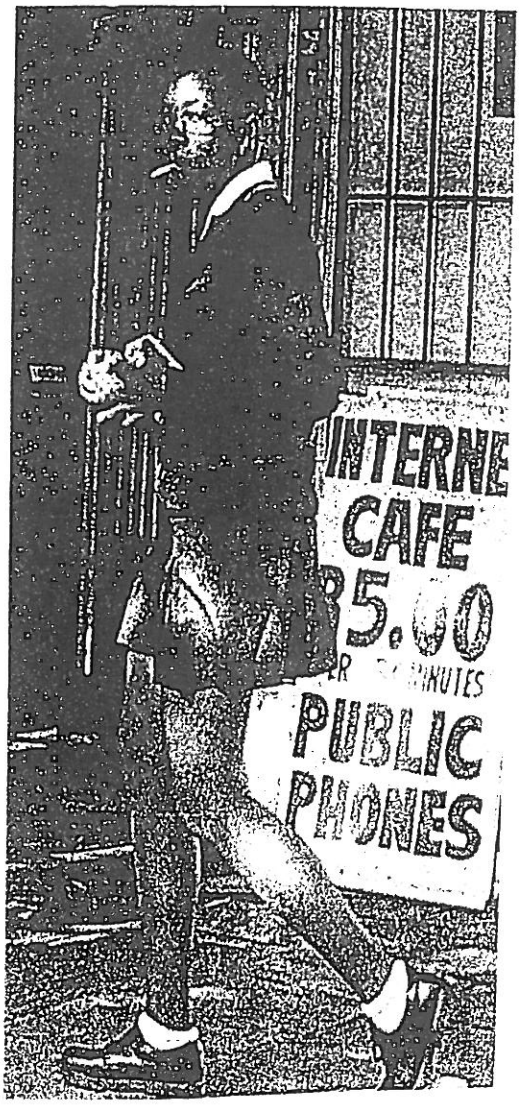
What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
LESSON INTRODUCTION: Introducing learners to smoking and related problems			
The introduction to this section of work must motivate the learners and help them see the relevance of the topic. ***Activity 1: Finding out what learners think about smoking*** Activity 1 ensures that every learner writes down their personal views about smoking. ▸ Put up the poster of the schoolgirl who is smoking in the street. ▸ Give *Worksheet 1* to each learner, and ask them to write down their views (as explained in worksheet 1) about the schoolgirl who is smoking, as shown in the poster. Explain they have 3-4 minutes to do this. ▸ Use a whole-class discussion to find out ***different*** views from the class, summarising points on the board or overhead as they are mentioned. *(NB: Without saying anything to the class, the teacher should try to list the points in two columns, one of which will be points supporting the right to smoke, and others being negative comments about smoking.* ▸ Tell the learners what to do with all their worksheets for this section of work (for example, put them in their files or stick them in their books)	Each learner thinks about their own viewpoints, and describes them on the worksheet. Individual learners explain their views. Each learner should make just one point at a time, so that others get a chance to state their views. Learners should only volunteer NEW points to the discussion, not points already raised by another learner.	Poster of girl Worksheet 1 *What do you think about smoking?*	± 8 min
LINK TO THE LESSON			
At this point it is important for the teacher to point out that different people hold different views about smoking. Explain to the class that people who have an interest in a particular situation are called ***stake-holders***. *(NB. Write down every new term that you introduce so that learners can see how they are spelled, and to make sure they have heard them correctly*). Explain that although many people see smoking as a ***problem***, not all agree, and there will be arguments for and against smoking. Problems about which different viewpoints exist on any matter are more correctly called ***issues***.	Listen to the explanation.		± 2 min

What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
TEACHING A SKILL (working in groups)			
▸ Explain that learners will be working in groups for the next activity. ▸ Ask learners why groupwork is important in learning science (ask three to four volunteers). Then explain that it is very important for every member of the group to participate: firstly, so that they can share ideas, secondly, so that those who are struggling can get help from the group, thirdly, research has shown that if people discuss ideas it often helps them to realise important points, which helps them to understand the science they are discussing. ▸ Give each learner a copy of the handout "*Working in groups*". ▸ Ask one volunteer at a time to read to the class one of the guidelines (from the handout) on how to do successful groupwork. Ask another volunteer to explain to the whole class the guideline or ("rule"), and why it is an important rule for effective groupwork. The teacher should assist where necessary.	Learners volunteer answering the question. Learners volunteer reading and explaining the guidelines for doing effective groupwork.	Handout *Working in groups*	± 7 min
BODY OF LESSON: Identifying more viewpoints about smoking			
Point out to the learners that teenagers have reached a stage when they are making decisions about certain things in their lives - for example, whether or not to smoke. In order to make sensible decisions they really need to know more about the issue they intend making a decision about. Before deciding whether or not to smoke it would be sensible to know more about what different stakeholders have to say about smoking. Explain to the learners that the purpose of the next activity is to give learners an opportunity to identify stakeholders who have an interest in smoking-related matters, and their views about smoking. ***Activity 2*: *Discovering more opinions about smoking*** ▸ Divide learners into groups of no more than four learners per group. Ask them to choose someone in their group who will be presenting the group's work to the class in the next lesson (Lesson 2), as each group will be reading a different article (on their worksheet). In Lesson 2 each group will present their answers to the questions from the article they will read in today's lesson. Each presentation in Lesson 2 will be given a maximum of 3 minutes, so they need to be brief and to-the-point with their answers, both in today's lesson and the Lesson 2 presentations. Point out that keeping to time when giving a presentation is an important skill which learners must master.	Learners choose representatives in their groups for class presentation in the next lesson.		± 15 min

What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
▸ Make sure that each of the worksheets is used by at least one group, so that a good range of opinions will be covered during the feedback from this activity. You may have to give the same worksheet to more than one group if the class is large. Hand out the worksheets at this point, making sure each group member gets a copy of their group's worksheet, for them to record their views during the group activity. ▸ Ask them to read their articles and answer the questions relating to the article. Tell the class they have just 10 minutes to complete the task. As a facilitator you should encourage them to settle down and get started without wasting time.	Learners, in their groups, read and discuss their articles, and answer the questions on the group's extra copy of the worksheet.	Copies of worksheets 2a-2h (each group will have a different worksheet)	
CONCLUDING THE LESSON			
▸ Explain to the learners that they are going to do one last activity as a class. ▸ Explain that the purpose of this activity is to ensure that they understand the terms "problem" and "issue". ***Activity 3: Summarising the lesson*** (if you are short of time, rather omit Activity 3, and deal with giving out the homework, which does cover the terminology). ▸ Ask each child to decide what the terms "problem" and "issue" (write the two words on the chalkboard), and if they think the words mean different things. ▸ Find out how many learners say there is a difference by asking them to raise their hands. Do the same procedure with those who say there is no difference. ▸ Ask for volunteers to explain the word "problem" *(The teacher should note that it is quite a difficult word to explain, but the dictionary defines it as "a situation that presents difficulty or uncertainty". It is when something is wrong.)* ▸ Remind the learners that earlier in the lesson the word "issue" was explained. Ask for volunteers to define the word "issue". *(To the teacher: remember that **problems** about which different viewpoints exist are more correctly called **issues**.)* ▸ Ask learners the following question: Would you say smoking is a "problem" or an "issue"? Establish that it is an ***issue*** as different people have different views on it.	Learners volunteer to answer the questions		± 5 min

What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
HOMEWORK AND INSTRUCTIONS FOR COLLECTING MATERIALS			
▸ The purpose of this homework is to make sure that learners are aware of the difference between "problem" and "issue". Ask them to define these two words in their books for homework. The instruction for the task appears at the bottom of their answer-sheet for the activity. They should also fill in their personal copy of the answer-sheet, based on the work their group did.	Define the words "problem" and "issue" in their books (homework).		± 3 min
▸ Each group should make sure they know who will be presenting their group's findings to the class during the next lesson. That person needs to make sure they are well prepared.	Elected learner prepares to present the group's findings in the next lesson.		
▸ Point out the display board for the topic to the learners. Make a big thing of it, to get them interested. Ask them to look in all the newspapers and magazines to which they have access, to find ANY articles or advertisements to do with smoking. They should get permission to cut these out and bring them to school, for the display board. Also collect empty cigarette boxes and bring them to school.	Learners to look for articles or advertisements, and empty cigarette boxes, and bring them to school.		
▸ Ask the learners to collect empty 2-litre transparent cold-drink bottles (with lids), as well as 500ml cold-drink bottles (with lids), and straws (preferably the "self-bend" type) for investigations to be done in Lesson 6. They should wash these, remove the labels, and bring the bottles and straws to school as soon as possible.	Learners to collect coke bottles and straws		

What do you think about smoking?



This picture shows a girl, in school uniform, walking near an internet café which has public telephones. The girl is smoking. (Source: *Sunday Sun*, March 24 2002)

Write a paragraph to explain YOUR POINT OF VIEW about smoking (what you think about smoking). In your paragraph include what you think about smoking in general (as a habit), what you think about OTHER people smoking, and whether you will ever smoke (you may already be a smoker).



Additional space for your own notes

Movies often show tough guys and successful women smoking. Smokers are shown as sexy people, living fun-filled exciting lives. This image of smokers may influence some people to smoke. Last year the film industry in Thailand decided to make some changes about how smokers were depicted in films.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed to the right of the article.** (NB: To help you, the questions have been repeated on the answer-sheet where you have to record your answers).

Thai films kicking the habit

Bangkok – Thailand's film industry has kicked the habit of promoting cigarettes and now mainly depicts smokers as bad guys, according to a study published yesterday.

The study by the Action on Smoking and Health Foundation and Chulalongkorn University PhD candidate Saowalak Assavathevavit analysed 19 Thai films released last year and concluded that they did not encourage viewers to smoke.

Saowalak was quoted by the *Bangkok Post* as saying that most scenes in which cigarettes were used showed smokers in the role of villains or people portraying negative images, such as prisoners or those involved in illicit activities.

The study was released on Tuesday to coincide with the World Health Organisation's "Tobacco Free Film, Tobacco Free Fashion: Action" campaign, which is due to be launched on May 31.

Last year Thai television stations began blocking out the faces of smokers in local and foreign movies and television series.

- ★ What is it that the Thailand film industry is trying to discourage?
- ★ Describe how the industry is trying to do this.
- ★ Write a paragraph which describes what YOU think about what the Thailand film industry is trying to do (i.e. what do you think, and why?)
- ★ How many people in your group support what the industry is trying to do, and how many are against it?

This article is an extract from "The Star" newspaper (22 May 2003)

Answer-sheet 2a

Tell us your views about the article

"Thai films kicking the habit"



Please answer the following questions in the space provided.

1. What is it that the Thailand film industry is trying to discourage?

2. Describe how the Thailand film industry is trying to do this.

3. Write a paragraph which describes what YOU think about what the Thailand film industry is trying to do (i.e. what do you think, and why?)

4. How many people in your group support what the industry is trying to do, and how many are against it? (Write the numbers in the boxes below)

Number of people who support the moves ☐ Number of people against the moves ☐

Homework

In your exercise book define the words "problem" and "issue"

In South Africa a smoking control act, aimed at protecting the rights and health of non-smokers, came into effect on October 1st, 2000. This *Tobacco Products Control Amendment Act* banned smoking in public places except those identified as smoking areas (such as pubs, bars, etc.). This Act also affects night clubs. Owners of the night clubs are not happy about this.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed to the right of the article.** (NB: To help you, the questions have been repeated on the answer-sheet.)

Smoke on the dance floor

By DEON WIGGETT

THE owner of one of Johannesburg's leading night clubs has called on other club owners to defy the country's stringent new smoking laws.

Clubs are having serious trouble abiding by the regulations, which require hospitality establishments to allocate no more than 25% of floor space to smokers.

Club-owners *The Citizen* spoke to, but who asked not to be identified for fear of being targeted by law-enforcers, say it is impossible to segregate dance floors. Smoking and clubbing go hand in hand, they say.

"If we all stick together they might just listen," said Sasha Fabris, owner of the club Carfax in Newtown. "When everybody clubs together and refuses together, (the authorities) cannot do anything about it."

But, said the fiery Ms Fabris, "in the meantime, we will stand alone if we have to.

"I am not prepared, if the police come to the door, to send a runner to the DJ to announce that people cannot smoke."

She said one "cannot tell an adult not to smoke. Do you pay money at a place to feel like a leper? No you do not. We will not force our patrons to abide by these laws.

"And if we have to fight it in court, we will."

Johannesburg International, meanwhile, is the only airport in South Africa with no plans to accommodate smokers flying in from often far-off destinations and dying to light up, it has emerged.

According to spokesman Mahle Ndlovu the only designated smoking area will be at the international departures lounge in Terminal 6.

Johannesburg International "has partnered with a tobacco company, whose lease of a smoking lounge is in place and has agreed to brand it and furnish it before the end of July," Ms Ndlovu said.

- ★ What is the problem faced by club owners?
- ★ What are the viewpoints of the club owner, Ms Fabris?
- ★ Write a paragraph which describes what YOU think about what she says about smoking in this article (ie. explain what you think and why you think that).
- ★ How many people in your group support Ms Fabris' views, and how many are against them?

This article is an extract from "*The Citizen*" newspaper (Wednesday 4 July 2001)

Answer-sheet 2b

Tell us your views about the article

"Smoke on the dance floor"



Please answer the following questions in the space provided

1. What is the problem faced by club owners?

2. What are the viewpoints of the club owner, Ms Fabris?

3. Write a paragraph which describes what YOU think about what she says about smoking in this article (ie. explain what you think and why you think that).

4. How many people in your group support Ms Fabris' views, and how many are against them? (Write the numbers in the boxes below)

   Number of people who support the views ☐ Number of people against the views ☐

Homework

In your exercise book define the words "problem" and "issue".

Worksheet 2c

In 2002 the soccer World Cup was held in Korea and Japan. The opening World Cup match took place in Seoul, South Korea, while the final match was played in Yokohama, Japan, on the 30th June 2002. This newspaper article appeared a year before the World Cup, when all the preparations were in full swing.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed below the article.** (NB: To help you, the questions have been repeated on the answer-sheet.)

The Citizen Wednesday 4 July 2001

Cup tobacco ban mooted

GENEVA – The United Nations health agency is hoping to persuade Japan to join South Korea in banning tobacco from next summer's World Cup, a spokesman said yesterday.

South Korean Foreign Minister Han Seung-soo was in Geneva yesterday to negotiate the details of Seoul's previously announced commitment, said Gabriela Bagozzi of the World Health Organisation.

"South Korea and WHO have come to an agreement to have the 2002 World Cup completely tobacco-free-no smoking, no advertising, etc," said Bagozzi. "The broad policy has been agreed to, but there are some details that haven't been thrashed out."

WHO was still "fully in negotiation" with Japan yesterday, she said. "We don't know if Japan will agree."

South Korean officials said in Seoul last week that they planned to ban smoking inside World Cup stadiums under a programme to make the tournament environmentally clean.

Seoul's World Cup Organising Committee said it was discussing the smoking ban with the Japanese organisers and soccer's world-governing body, Fifa.

Japan and South Korea are the co-hosts of the 2002 World Cup, the first to be held in Asia.

The two countries will host 32 matches each during the Games scheduled for May 31 to June 30. – *Sapa-AP.*

WHO = The World Health Organization

★ What were the South Korean officials trying to persuade the Japanese organisers to do?

★ Write a paragraph explaining the reasons why you think the South Korean officials might have wanted to do this.

★ Do you agree with what the South Korean officials were trying to do? Write a paragraph giving your reasons for agreeing or disagreeing with what they were trying to do.

★ How many people in your group support what the South Korean officials were trying to do, and how many are against it?

Tell us your views about the article

"Cup tobacco ban mooted"



Please answer the following questions in the spaces provided.

1. What were the South Korean officials trying to persuade the Japanese organisers to do?

2. Write a paragraph explaining the reasons why you think the South Korean officials might have wanted to do this.

3. Do you agree with what the South Korean officials were trying to do? Write a paragraph giving your reasons for agreeing or disagreeing with what they were trying to do.

4. How many people in your group support what the South Korean officials were trying to do, and how many are against it? (Write the numbers in the correct boxes below)

   Number of people who support the move ☐ Number of people against the move ☐

Homework

In your exercise book define the words "problem" and "issue".

Worksheet 2d

In South Africa a smoking control act, aimed at protecting the rights and health of non-smokers, came into effect on October 1st 2000. This *Tobacco Products Control Amendment Act* banned smoking in public places except those identified as smoking areas (such as pubs, bars, etc.). Kader Asmal suggested that smoking be banned in schools.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed below the article.** (NB: To help you, the questions have been repeated on the answer-sheet.)

Even teachers targeted in school smoking ban plan

BY KASHIEFA AJAM

Education Minister Kader Asmal was today due to discuss a plan to ban smoking at schools for teachers and pupils.

The plan comes after the launch of a R13,5-million anti-smoking project, which identified 36 schools in the Western Cape and KwaZulu Natal as pilot sites in a bid to reduce the number of children who smoke.

A recent Medical Research Council survey indicated that 23% of pupils from Grade 8 to Grade 10 and 20% of children under the age of 19 were smokers.

The World Health Organisation estimates that tobacco currently accounts for more than 4-million deaths a year.

Western Cape Education MEC André Gaum supports Asmal's proposal to ban pupils from smoking, but believes there should be more leniency for teachers.

Keith Damon, principal of Aloe High School in Mitchells Plain, Cape Town, said teachers should be role models for pupils, but at the same time they could not be prevented from smoking.

He added that before the plan for smoke-free schools was implemented, education officials should think about how it would be controlled.

Aloe High teacher Noel Cleophas, a smoker himself, believes it is a good thing for pupils and teachers not to smoke at school.

"I would give up smoking tomorrow if I could. I support the minister's plan to rid schools of smoking. It is for our own good," he said.

■ At a Council of Education Ministers meeting today, other matters on the agenda were expected to include religious observance in schools, drugs and target shooting.

This article is an extract from "*The Star*" newspaper (14 April 2003)

★ What does Kader Asmal plan to do in schools?

★ Why do you think Asmal might be against learners smoking, and why might he be against teachers smoking at school?

★ Explain fully what each of the following people says about Asmal's plan? (André Gaum, Keith Damon, and Noel Cleophas)

★ What is YOUR viewpoint about Kader Asmal's plan?

★ How many people in your group support Kader Asmal's plan, and how many are against it?

Answer-sheet 2d

Tell us your views about the article

"Even teachers targeted in school smoking ban plan"



Please answer the following questions in the spaces provided.

1. What does Kader Asmal plan to do in schools?

2. Why do you think Asmal might be against learners smoking, and why might he be against teachers smoking at school?

3. Explain fully what each of the following people says about Asmal's plan.
   - Andrè Gaum
   - Keith Damon
   - Noel Cleophas

4. What is YOUR viewpoint about Kader Asmal's plan?

5. How many people in your group support Kader Asmal's plan, and how many are against it?
   (Write the numbers in the boxes below)

   Number of people who support the views ☐ Number of people against the views ☐

Homework

In your exercise book define the words "problem" and "issue".

Worksheet 2e

According to medical research, tobacco smoking contributes towards ill-health. This article highlights one of the effects of tobacco - cot deaths. Normal babies often stop breathing for a few moment while sleeping, but brain receptors will make them breath again.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed to the right of the article.** (NB: To help you, the questions have been repeated on the answer-sheet.)

SMOKING IN NEW LINK TO COT DEATH

Scientists have discovered that smoking in pregnancy is directly linked to cot deaths.

Normally during sleep, babies have short pauses when they stop breathing for a few seconds before receptors in the brain kick into action and start them breathing again.

Sometimes, for reasons doctors do not fully understand, a baby does not start breathing again, and dies – this is known as a cot death.

French and Swedish researchers have found that brain receptors which start babies breathing again are in the same brain area where nicotine lodges. According to the research nicotine (from tobacco) damages the receptors in the brain which keep sleeping babies breathing.

Experiments on mice show that nicotine transmitted during pregnancy alters and diminishes the receptors which order the "waking and breathing reflex" in the brain of babies who lack oxygen because they have stopped breathing. When a pregnant woman smokes the nicotine passes into the unborn child's brain and dulls the effectiveness of the receptors. If the receptors don't work fully they can fail to restart breathing, causing the baby to die from lack of oxygen.

Leading researcher Dr Claude Gaultier urged doctors to renew their warnings to pregnant smokers. "Today a third of women of child-bearing age smoke. Doctors must warn smoking mothers of the dangers," he said. Smoking in pregnancy is now the biggest risk linked to cot death.

- ★ What is a "cot death" and how does it happen?
- ★ In what way does nicotine contribute to cot deaths?
- ★ How does nicotine get into a baby's blood stream?
- ★ What does Dr Gaultier urge doctors to do?
- ★ What is YOUR opinion about women who smoke while they are pregnant?
- ★ How many people in your group think pregnant women should stop smoking, and how many say pregnant women should be allowed to smoke?

This article is a modified extract from "The Star" newspaper article (Friday September 13 2002)

Answer-sheet 2e



Tell us your views about the article

"Smoking in new link to cot death"

Please answer the following questions in the space provided.

1. What is a "cot death" and how does it happen?

2. In what way does nicotine contribute to cot deaths?

3. How does nicotine get into a baby's blood stream?

4. What does Dr Gaultier urge doctors to do?

5. What is YOUR opinion about women who smoke while they are pregnant? Explain your reasons for your answer.

6. How many people in your group think pregnant women should stop smoking, and how many say pregnant women should be allowed to smoke? (Write the numbers in the boxes below)

People who think pregnant women should stop smoking ☐

People who think pregnant women should be allowed to smoke ☐

Homework

In your exercise book define the words "problem" and "issue"

Worksheet 2f

Some people think tobacco companies are unethical, because although their products cause sickness and death they continue to sell cigarettes, to enrich themselves. In 2003 one of the tobacco companies, *British American Tobacco South Africa* (BATSA) gave a statement in Drum magazine claiming that it plays a positive role in South Africa by contributing towards the economy of the country.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed to the right of the article.** (NB: To help you, the questions have been repeated on the answer-sheet.)

Economic contribution by tobacco companies

The tobacco industry is controversial. It goes with the territory when you manufacture a risky product like cigarettes. But what most of its critics often don't acknowledge is that the tobacco industry is also a huge South African success story.

Across all its operations, from growing tobacco to making cigarettes, the industry employs some 53 000 people in South Africa, about 46 000 people growing tobacco, 2 400 in tobacco co-operatives and another 5 000 people manufacturing tobacco products such as cigarettes. In taxes alone, the industry contributes over R 6 billion to government annually, with British American Tobacco South Africa contributing some R 5.9 billion.

South Africa is the fourth largest producer of tobacco leaf in Africa after Zimbabwe, Malawi and Tanzania, with tobacco plantations in the Limpopo, Mpumalanga, North-West Province and the Eastern Cape. There are some 630 registered farms planting nearly 14 000 hectares of tobacco, with estimated production of over 30 million kilograms valued at more than R 500 million annually. Up to 45 per cent of this is exported.

Currently there are around 65 000 formal retailers, 370 wholesalers and tens of thousands of spazas and hawkers in South Africa that are dependent to some degree on the sale of tobacco products.

- ★ What is the main product sold by tobacco companies, and which some people object to?
- ★ How does the *British American Tobacco South Africa* company claim to be improving the South African economy? Quote figures to support your answer.
- ★ Do YOU think the industry should be allowed to continue making cigarettes? Explain.
- ★ How many people in your group say the company should be allowed to continue making and selling cigarettes, and how many say they should be stopped?

This article is an extract from "Drum " magazine (28 August 2003)

Answer-sheet 2f

Tell us your views about the article

"Economic contribution by tobacco companies"



Please answer the following questions in the space provided.

1. What is the main product sold by tobacco companies, and which some people object to?

2. How does the *British American Tobacco South Africa* company claim to be improving the South African economy? Quote figures to support your answer.

3. Do YOU think the industry should be allowed to continue making cigarettes? Give reasons for your viewpoint.

4. How many people in your group say the company should be allowed to continue making and selling cigarettes, and how many say they should be stopped? (Write the numbers in the boxes below)

   Number of people who say it should continue ☐ Number of people who say it should not continue. ☐

Homework

In your exercise book define the words "problem" and "issue"

Worksheet 2g

Scientists claim that smoking is addictive (i.e. once people start smoking they find it difficult to stop). The newspaper article below is a letter written to the *Star* newspaper by Dominic, in response to an earlier letter by Stanley, who is a smoker.

1. **Carefully read the newspaper article below, to see what it says.**
2. **Then answer the questions listed to the right of the article.** (NB: To help you, the questions have been repeated on the answer-sheet.)

I don't want to die hooked up to a lung machine

I write in response to Stanley Esterhuizen's letter entitled "Life is too short not to enjoy smoking" in *The Star* letters on July 10. He asked fellow smoke abolitionists and myself to sit down and shut up. I will not sit down until I deal with Esterhuizen's flawed view of his addiction.

He states that smoking makes him feel relaxed in a stressed-out world. Why then does the government not let its population smoke crack? This is because the government has a duty to serve its country by ensuring it has a fit and healthy work force. This work force is currently losing a person every 10 seconds due to the effects of tobacco use; this excludes all deaths related to passive smoke exposure (*http://www.heartfoundation.co.za*.

This is why there is an anti-smoking campaign and is the same reason they are trying to prevent HIV/Aids.

A recent study at the University of Cape Town estimated the cost of cardiovascular disease (CVD) in South Africa to be between R4,35-billion and R5,035-billion, not including rehabilitation and follow up costs. About three quarters of the direct costs were carried by the private sector (*http://www.heartfoundation.co.za*.

This means smokers and non-smokers alike had to pay for Esterhuizen's and others' addiction. Smoking is the number one cause of CVD. The above numbers exclude the costs of the many other smoking and passive smoking-related diseases such as asthma and cancer.

These costs could be well used in the fight to reduce other fatal issues such as "Aids, violent demise, nuclear fallout, motor accidents and stress-related diseases", as Esterhuizen mentions.

He says he would prefer to die attached to a lung machine. I, however, would not like to die attached to a lung machine, put there by second-hand smoke. I find Esterhuizen's statement that smoking is a choice he has the right to make is irritating in the sense that those who have to inhale his second-hand smoke do not have such a choice. If Esterhuizen is one of those who ensures none of his smoke is inhaled by non-smokers then I apologise, however a large majority of his fellows do not have such manners. I thought Esterhuizen summed up this point nicely: "Very few people in this country really give a damn about other people's lives."

Dominic White
Norwood,
Johannesburg

- ★ According to what Dominic says in the article, what are Stanley's reasons for smoking?
- ★ Make a list of reasons why Dominic objects to smoking.
- ★ What are YOUR views about people being allowed to smoke? Explain the reasons for your views.
- ★ How many people in your group think Stanley should be allowed to smoke wherever he wants to and how many think he should not be allowed to smoke where it affects other people?

This article is an extract from "The Star" newspaper (18 July 2002)

Answer-sheet 2g

Tell us your views about the article

"I don't want to die hooked up to a lung machine"



Please answer the following questions in the spaces provided.

1. According to what Dominic says in the article, what are Stanley's reason for smoking?

2. Make a list of reasons why Dominic objects to smoking.

3. What are YOUR views about people being allowed to smoke? Explain the reasons for your views

4. How many people in your group think Stanley should be allowed to smoke wherever he wants to, and how many think he should not be allowed to smoke where it affects other people? (Write the numbers in the boxes below)

Number of people who think Stanley should be allowed to smoke wherever he wants.		Number of people against Stanley being allowed to smoke wherever he wants	

Homework

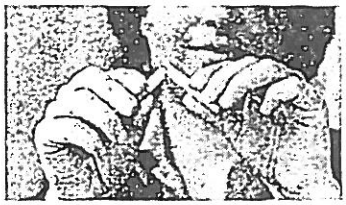
In your exercise book define the words "problem" and "issue"

Worksheet 2h

Medical researchers claim that in addition to cigarette smoking being dangerous to smokers it is also dangerous to non-smokers. Inhaling somebody else's cigarette smoke is called "passive smoking".

1. **Carefully read the article printed below, to see what it says.**
2. **Then answer the questions listed to the right of the article.** (NB: To help you, the questions have been repeated on the answer sheet.)

Passive Smoking: Children Protest



The burning of tobacco produces a cocktail of dangerous chemicals. Almost half the world's children (about 700 million) are exposed to smoke from burning tobacco and exhaled smoke at home. Environmental tobacco smoke has particularly harmful effects on foetuses and young children, causing respiratory infections and other illness.

Children do not choose to inhale a mix of over 4000 chemicals including carcinogens. In fact, the majority of children worldwide urge people to stop smoking in public places. At home, it is the responsibility of parents to protect their children and stop smoking. Media campaigns, combined with smoking restrictions in public places and the workplace, can help make homes tobacco-free. Other tobacco control measures include taxation, bans on tobacco advertising and health warnings on cigarette packs. The Framework Convention on Tobacco Control, an international treaty instigated by WHO, is currently in the process of signature and ratification.

Children whose parents and friends smoke are more likely to become addicted themselves: 250 million children alive today will be killed by tobacco if current consumption trends continue.

This article is an extract from "The Star" newspaper

- ★ Who are the victims of cigarette smoking in this article?
- ★ List three things the article claims cigarette smoke in the air does to non-smoking children (three effects of smoke on passive smokers).
- ★ According to the article parents should protect their children by not smoking. What do YOU think? Explain your reasons.
- ★ How many people in your group believe parents should not smoke in the house if they have children, and how many believe they should be allowed to smoke around their children?

Answer-sheet 2h

Tell us your views about the article

"Passive smoking: children protest"



Please answer the following questions in the spaces provided.

1. Who are the victims of cigarette smoking in this article?

2. List three things the article claims cigarette smoke in the air does to non-smoking children (three effects of smoke on passive smokers).

3. According to the article, parents should protect their children by not smoking. What do YOU think? Explain your reasons.

4. How many people in your group believe parents should not smoke in the house if they have children, and how many believe they should be allowed to smoke around their children? (Write the numbers in the boxes below)

   Number of people who believe that parents should be allowed to smoke around their children ☐

   Number of people who believe that parents should not be allowed to smoke around their children ☐

Homework

In your exercise book define the words "problem" and "issue"

Suggested appropriate answers for the worksheets

Answer-sheet 2a **Suggested suitable answers (model answers)**

Tell us your views about the article

"Thai films kicking the habit"



Please answer the following questions in the space provided.

1. What is it that the Thailand film industry is trying to discourage?

   The Thailand film industry is trying to discourage smoking of cigarettes.

2. Describe how the Thailand film industry is trying to do this.

   They are showing smokers as "bad guys" by depicting people who play negative roles in the films (e.g., villians, prisoners, or those involved in illegal activities) as smokers

3. Write a paragraph which describes what YOU think about what the Thailand film industry is trying to do (i.e. what do you think, and why?)

   No "model answer" available as the answer will depend on the students' individual point s of view.

4. How many people in your group support what the industry is trying to do, and how many are against it? (Write the numbers in the boxes below)

Number of people who support the moves		Number of people against the moves	

Homework

In your exercise book define the words "problem" and "issue"

Answer-sheet 2b **Suggested suitable answers (model answers)**



Tell us your views about the article

"Smoke on the dance floor"

Please answer the following questions in the space provided

1. What is the problem faced by club owners?

   They are struggling to abide by the new smoking laws, which require them to allocate only 25% of their floor space to smokers. They find it impossible to segregate smokers and non-smokers on the dance floor.

2. What are the viewpoints of the club owner, Ms Fabris?

   - *Mrs Fabris does not agree with the new smoking laws.*
   - *She encourages other club owners to stick together in defying the laws.*
   - *She argues that one cannot tell an adult not to smoke.*
   - *She refuses to force their customers to abide by the new smoking laws.*

3. Write a paragraph which describes what YOU think about what she says about smoking in this article (ie. explain what you think and why you think that).

   No "model answer" available as the answer will depend on the students' individual point s of view.

4. How many people in your group support Ms Fabris' views, and how many are against them? (Write the numbers in the boxes below)

   Number of people who support the views ☐ Number of people against the views ☐

Homework

In your exercise book define the words "problem" and "issue".

Answer-sheet 2c **Suggested suitable answers (model answers)**



Tell us your views about the article

"Cup tobacco ban mooted"

Please answer the following questions in the spaces provided.

1. What were the South Korean officials trying to persuade the Japanese organisers to do?

   To ban tobacco (cigarettes) from world cup final match venues, and also to prohibit advertisements (at the venues) for cigarettes.

2. Write a paragraph explaining the reasons why you think the South Korean officials might have wanted to do this.

   - *to make the tournament "environmentally clean".*
   - *to protect non-smokers from inhaling other people's cigarette smoke, because it is so dangerous to their health.*
   - *to prevent the possibility that children might copy what smokers do (i.e., smoking), thinking it is "cool".*

3. Do you agree with what the South Korean officials were trying to do? Write a paragraph giving your reasons for agreeing or disagreeing with what they were trying to do.

   No "model answer" available as the answer will depend on the students' individual point s of view.

4. How many people in your group support what the South Korean officials were trying to do, and how many are against it? (Write the numbers in the correct boxes below)

   Number of people who support the move ☐ Number of people against the move ☐

Homework

In your exercise book define the words "problem" and "issue".

Answer-sheet 2d **Suggested suitable answers (model answers)**



Tell us your views about the article

"Even teachers targeted in school smoking ban plan"

Please answer the following questions in the spaces provided.

1. What does Kader Asmal plan to do in schools?

   To ban smoking at schools for teachers and pupils.

2. Why do you think Asmal might be against learners smoking, and why might he be against teachers smoking at school?

   - *Smoking is not a healthy habit for anybody, regardless of age, causing 4 million people to die each year. He is worried because 23% of Grade 8 - 10 learners, and 20% of children under 10, smoke.*
   - *He feels that teachers who smoke set a bad example, so learners may also want to do the same. Learners who smoke are unlikely to stop if the very teachers who tell them to stop smoking, smoke themselves.*

3. Explain fully what each of the following people says about Asmal's plan.

   Andrè Gaum: *Agrees that learners should be banned from smoking, but feels the ban should not apply to teachers.*

   Keith Damon *Though teacher should be role models to the learners, one cannot stop them (teachers) from smoking. He is unsure about how one would stop them from smoking.*

   Noel Cleophas *Supports the minister's plan to ban smoking at schools for teachers and pupils, as he believes it is good for everyone.*

4. What is YOUR viewpoint about Kader Asmal's plan?

   No "model answer" available as the answer will depend on the students' individual point s of view.

5. How many people in your group support Kader Asmal's plan, and how many are against it? (Write the numbers in the boxes below)

   Number of people who support the views ☐ Number of people against the views ☐

Homework

In your exercise book define the words "problem" and "issue".

Answer-sheet 2e **Suggested suitable answers (model answers)**



Tell us your views about the article

"Smoking in new link to cot death"

Please answer the following questions in the space provided.

1. What is a "cot death" and how does it happen?

   "Cot death" is when a baby, after stopping breathing for a few seconds does not breath again, and dies.

2. In what way does nicotine contribute to cot deaths?

   - *Nicotine damages the brain's receptors which usually start babies breathing if they stop breathing when they sleep (as happens normally).*
   - *Nicotine damages the receptors so they no longer function properly.*

3. How does nicotine get into a baby's blood stream?

   When a pregnant woman smokes the nicotine from her bloodstream passes into the unborn child's bloodstream via the placenta.

4. What does Dr Gaultier urge doctors to do?

   Doctors must warn smoking mothers of the dangers of increasing the chances of their babies dying of "cot death" if mothers smoke.

5. What is YOUR opinion about women who smoke while they are pregnant? Explain your reasons for your answer.

   No "model answer" available as the answer will depend on the students' individual point s of view.

6. How many people in your group think pregnant women should stop smoking, and how many say pregnant women should be allowed to smoke? (Write the numbers in the boxes below)

   People who think pregnant women should stop smoking ☐ People who think pregnant women should be allowed to smoke ☐

Homework

In your exercise book define the words "problem" and "issue"

Answer-sheet 2f **Suggested suitable answers (model answers)**



Tell us your views about the article

"Economic contribution by tobacco companies"

Please answer the following questions in the space provided.

1. What is the main product sold by tobacco companies, and which some people object to?

   Cigarettes

2. How does the *British American Tobacco South Africa* company claim to be improving the South African economy? Quote figures to support your answer.

   BATSA claims to contribute to the South African economy by creating jobs (they employ 53,000 people in South Africa), and paying money to the South African government (they contribute R 5,9 billion in taxes)

3. Do YOU think the industry should be allowed to continue making cigarettes? Give reasons for your viewpoint.

   No "model answer" available as the answer will depend on the students' individual point s of view.

4. How many people in your group say the company should be allowed to continue making and selling cigarettes, and how many say they should be stopped?
   (Write the numbers in the boxes below)

   Number of people who say it should continue ☐ Number of people who say it should not continue. ☐

Homework

In your exercise book define the words "problem" and "issue"

Answer-sheet 2g **Suggested suitable answers (model answers)**

Tell us your views about the article

"I don't want to die hooked up to a lung machine"



Please answer the following questions in the spaces provided.

1. According to what Dominic says in the article, what are Stanley's reasons for smoking?

   - *Smoking makes him feel relaxed and less stressed.*
   - *Life is too short not to enjoy smoking.*

2. Make a list of reasons why Dominic objects to smoking.

   - *The workforce is currently losing a person every ten seconds due to the effects of tobacco use and government has a duty to protect these people.*
   - *Non-smokers who inhale smokers' tobacco smoke (passive smoking) can also die.*
   - *A lot of money is spent on diseases related to smoking, and innocent non-smokers have to bear the costs. This money could be better spent on diseases not caused by people purposely smoking when they know it is dangerous.*

3. What are YOUR views about people being allowed to smoke? Explain the reasons for your views

   No "model answer" available as the answer will depend on the students' individual points of view.

4. How many people in your group think Stanley should be allowed to smoke wherever he wants to, and how many think he should not be allowed to smoke where it affects other people? (Write the numbers in the boxes below)

Number of people who think Stanley should be allowed to smoke wherever he wants.		Number of people against Stanley being allowed to smoke wherever he wants	

Homework

In your exercise book define the words "problem" and "issue"

Answer-sheet 2h **Suggested suitable answers (model answers)**

Tell us your views about the article

"Passive smoking: children protest"



Please answer the following questions in the spaces provided.

1. Who are the victims of cigarette smoking in this article?

   Children

2. List three things the article claims happen to children in homes where the parents smoke.

   - *They get more respiratory infections and other illnesses (like cancer).*
   - *They are more likely to smoke and become addicted themselves.*
   - *This increases their chances of dying early.*

3. According to the article, parents should protect their children by not smoking. What do YOU think? Explain your reasons.

   No "model answer" available as the answer will depend on the students' individual points of view.

4. How many people in your group believe parents should not smoke in the house if they have children, and how many believe they should be allowed to smoke around their children? (Write the numbers in the boxes below)

   Number of people who believe that parents should be allowed to smoke around their children ☐

   Number of people who believe that parents should not be allowed to smoke around their children ☐

Homework

In your exercise book define the words "problem" and "issue"



Space for additional notes



Source: *Sunday Sun*, March 24 2002

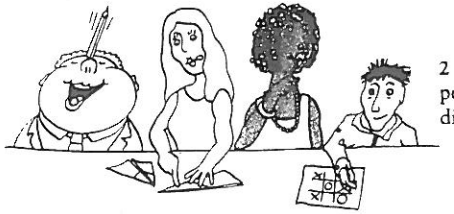
WORKING IN GROUPS

Discussion Techniques

When you are taking part in a discussion remember the following points. They are *very* important.

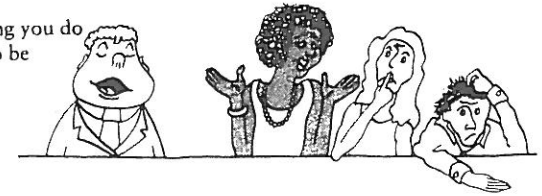
1 Remember you are taking part in a discussion
(a) to learn
(b) to help other people to learn.





2 Always have a paper and pencil handy during discussions.

3 Ask for anything you do not understand to be explained.





4 If two people have misunderstood each other, help them out.

5 If someone has said something which you think is important, remind the group about it.





6 Always let other people 'have their say', even if you are bursting to say something.

7 Be prepared to change your mind if you have been proved wrong.





8 Do not shout people down just because you don't agree with them.

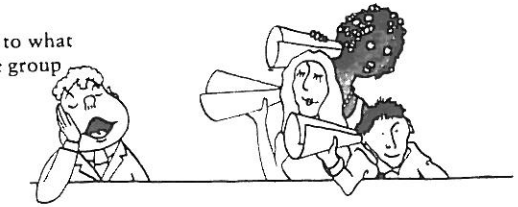
9 Do not show off in a discussion.





10 You must take part in a discussion even if you feel shy.

11 Listen carefully to what everyone else in the group says.





12 Always have one member of the group writing down the most important points discussed and any decisions that the group has made.

From Bulman, L. (1985) Teaching language and study skills in secondary science: Heinemann Educational London

Suggested LESSON 2

Group presentations on the views of different stakeholders

Suggested Lesson 2: Presentations by individual groups

Purpose of lesson

1. To give learners an opportunity to share information from their articles about smoking-related matters.
2. To allow all learners to hear a wide range of opinions about smoking-related matters from a variety of stakeholders.
3. To get learners to tell you (the teacher) what they wish to know more about, regarding smoking.

Lesson outcomes

By the end of this lesson the learners should be able to:

1. identify a range of stakeholders with an interest in smoking-related matters and what they say about smoking-related matters.
2. describe different opinions about smoking-related matters from a range of stakeholders.

Recommended length of lesson

A double period (about 60 - 70 minutes).

Advance preparation needed

Advance preparation for this lesson involves photocopying the worksheet *"What stakeholders say"*.

Resources required for lesson

- A copy for each learner of the worksheet *"What stakeholders say"*.

What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
LESSON INTRODUCTION: Sharing of information by learners from articles they have read			
▸ Point out that the purpose of the presentations is to give all learners in the class an opportunity to hear about the information that each group read up on in their articles from Lesson 1. ▸ Explain that the information from each presenter will help learners identify stakeholders interested in smoking-related matters and their viewpoints. NOTE: Their ***views*** are not always stated directly in the article, and sometimes need to be inferred from what they say. ▸ At this point give each learner a copy of the worksheet *"What stakeholders say"*. Explain that they must complete the worksheet while each group presents its work.	Listen to purpose of lesson	Worksheet *"What stakeholders say"*	± 5 min
BODY OF LESSON: Presentation of findings			
Activity 1: ***Presentations by all the groups*** ▸ Remind learners that each group should present their answers to the questions from the article they were reading, and that each presentation will be given a maximum of 3 minutes, so they need to be brief and to-the-point with their answers. **Keeping to time is a vital skill to be learned**. *(NB: As the teacher you need to avoid repetition in the presentations, if more than one group has covered the same article. We suggest you choose one of the groups to present, and then ask other groups which did the same worksheet to add any points they feel did not come up in the presentation.).*	Learners listen to the presentations and at the same time complete their worksheets individually, noting what stakeholders are involved and what their opinions are.		± 45 min
CONCLUDING THE LESSON			
▸ Point out to the learners that from the presentations they can see that there are many different stakeholders with different opinions about smoking.			± 5 min
HOMEWORK			
▸ The purpose of this homework is to allow learners to tell you (the teacher) about what they want to learn about smoking. ▸ The information from the homework exercise should help you when planning your lessons. Knowing what interests learners helps the teacher to plan lessons in such a way that the lessons incorporate the interests of learners. Educationists argue that this helps bring about "effective learning".			
▸ Explain that the homework task is for learners to think about what they would like to know more about, in connection with smoking. ▸ At home each learner should write down (in their books) a list of everything they would like to know about smoking. Once the list is complete, they must decide which question is the most important one to them (the one they would most like the answers to). They must write the question on a piece of paper, and hand it in at the start of Lesson 3.	AT HOME: Learners think of what they want to know about smoking, write down the questions they want answered, and select the one they MOST want answered		± 5 min

Stakeholders and their views about smoking

Who are the stakeholders?	What the stakeholders say about smoking (their viewpoints)
Article: *Thai films kicking the habit*	
Article: *Smoke on the dance floor*	
Article: *Cup tobacco ban mooted*	

Article: *Even teachers targeted in school smoking ban plan*	
Article: *Smoking in new link to "cot death"*	
Article: *Economic contribution by tobacco companies*	

Article: *I don't want to die hooked up to a lung machine*	
Article: *Passive smoking: children protest*	

Stakeholders and their views about smoking

Suggested appropriate answers (model answers)

Who are the stakeholders?	What the stakeholders say about smoking (their viewpoints)
Article: *Thai films kicking the habit*	
The Thailand film industry	• They believe the way people in films depict smoking could influence film audience's smoking habits. • They believe that smoking is a bad habit. • They believe if they show "bad guys" in films (e.g., villians, prisoners, or those involved in illegal activities) as smokers they could discourage smoking. • They also think that blocking out the faces of actors who smoke may discourage smoking (like the faces of criminals are blocked out in magazines)
Article: *Smoke on the dance floor*	
▸ Club owners ▸ Ms Fabris (club owner) ▸ Johannesburg International Airport officials ▸ Tobacco companies	• Club owners believe that smoking and clubbing go hand in hand, and that one cannot have a dance floor for smokers and another for non-smokers. • Ms Fabris believes that one cannot tell adults (who have paid to get into the club) not to smoke. • She thinks club owners should stick together and defy the law (which she sees as unreasonable), and go to court if necessary. • The Johannesburg International Airport officials believe that smoking - especially for international departures - should be in designated areas (e.g. a smoking lounge) only. • They think people who want to smoke should be able to (i.e. should be given a place where they can smoke).
Article: *Cup tobacco ban mooted*	
▸ United Nations health agency ▸ South Korean football officials ▸ World Health Organisation (WHO)	• South Korean football officials, the United Nations health agency, and the World Health Organisation (WHO) believe that cigarette smoking in football venues is not good for people's health (especially those who do not smoke). • South Korean officials think smoking makes the football stadiums environmentally unclean. • They also believe that smoking should not be advertised in the football stadiums - they want to discourage smoking

Who are the stakeholders?	What the stakeholders say about smoking (their viewpoints)
Article: *Even teachers targeted in school smoking ban*	
▸ Kader Asmal (Minister of Education) ▸ André Gaum (Western Cape Education ▸ Keith Damon (School principal) ▸ Noel Cleophas (High school teacher who smokes) ▸ The World Health Organisation (WHO)	• Kader Asmal is worried by the number of children who smoke. He believes that smoking is not a healthy habit, and that teachers and learners should not smoke, especially at school. • André also believes that smoking is not good for people, but believes adults (teachers) should be allowed to smoke if they want to. • Keith believes that (although they should be role models to the learners) one cannot stop teachers from smoking. • Noel believes that banning both teachers and learners from smoking at school would be a good thing for everyone's health. • The World Health Organisation is worried because more than 4 million people die every year due to smoking.
Article: *Smoking in new link to "cot death"*	
▸ Scientists (French and Swedish researchers) ▸ Doctor Gaultier (a leading researcher)	• Scientists believe that smoking during pregnancy contributes to cot death. • The researchers say that that nicotine (from cigarette smoke) damages vital receptors in babys' brains, resulting in cot deaths. • Doctor Gaultier believes that doctors should warn pregnant mothers about the dangers of smoking (that the chances of their babies dying of "cot death" would increase).
Article: *Economic contribution by tobacco companies*	
▸ The British American Tobacco South Africa (BATSA) - a tobacco company ▸ Critics of smoking	• BATSA believes that they contribute something towards the economy of South Africa by creating jobs and paying taxes to the government, and by earning money for the country by exporting tobacco. • Critics believe that smoking is bad for the people.

Who are the stakeholders?	What the stakeholders say about smoking (their viewpoints)
Article: *I don't want to die hooked up to a lung machine*	
• Stanley (a smoker) • Dominic (a non-smoker)	• Stanley believes that smoking makes him feel relaxed and less stressed. • Stanley believes that life is too short not to enjoy smoking. • Dominic believes that the workforce is currently losing a person every ten seconds due to the effects of tobacco (cigarette) use (which is bad for the economy). He believes that smoking is harmful to people's health and government has a duty to protect these people. • Dominic believes that non-smokers who inhale smokers' tobacco smoke (passive smoking) can also die. • Dominic believes a lot of money is spent on diseases related to smoking, and innocent non-smokers have to bear the costs. He believes that this money could be better spent on diseases not caused by people purposely smoking when they know it is dangerous. • He believes smokers have no right to make non-smokers suffer (by passive smoking).
Article: *Passive smoking: children protest*	
▸ Children ▸ Parents who smoke ▸ Media ▸ The government	• The protesting children believe that it is not right for people to smoke in public areas, or for parents to smoke at home, as it forces children to inhale the smoke, which is dangerous. The majority of children want this smoking stopped. • They believe they should be allowed to smoke in their own homes. • The media believe that in collaboration with anti-smoking groups, they can publicise the dangers of smoking, and therefore help make homes tobacco-free. • The government feels it can play a part in discouraging people from smoking by increasing tax on tobacco sales, banning tobacco advertising, and forcing cigarette companies to write health warnings on cigarette packs.

Suggested LESSON 3

**Teaching the skill of critical thinking,
and applying the skill to
claims made about smoking.**

Suggested Lesson 3: Thinking critically about claims regarding smoking

Purpose of lesson

1. To make learners aware of the seriousness of smoking by providing information on the nature and extent of the effects of smoking (i.e. illnesses and deaths caused by smoking).
2. To introduce the learners to some of the steps that critical thinkers follow before deciding whether to believe what they hear or read.

Lesson outcomes

By the end of this lesson the learners should be able to:

1. . explain some of the effects of smoking.
2. name at least three diseases associated with smoking.
3. describe steps critical thinkers would follow before making decisions about whether to believe what they hear or read.

Recommended length of lesson

A single period (about 40 minutes).

Advance preparation needed

1. If you are going to use an overhead projector for the transparency on critical thinking make sure that the projector is working properly.

   If there is no overhead project at your school, or its not in good working order, prepare a poster with the steps on critical thinking, to use in the lesson.

2. The rest of the advance preparations involves photocopying worksheets and handouts for the learners.

Resources required for lesson

	No.	Name	Number of copies needed
Worksheets	1	*Deciding whether to believe everything we hear or read about smoking*	1 per learner
	2	*How expensive is the smoking habit?* (Homework)	1 per learner
Handout		*Some of the steps followed by critical thinkers*	1 per learner
Transparency		*Some of the steps followed by critical thinkers*	1 for teacher

What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
LESSON INTRODUCTION: Collecting the homework			
Before the start of Lesson 3 remember to collect the questions that learners listed for homework at the end of Lesson 2. *(Note: instructions on how to deal with the questions are given at the end of this lesson plan)* ▸ As you collect the homework from the learners, explain that their questions will be put on the special display board prepared for the topic "Smoking". ▸ Explain that many of the questions they want answers to will be answered in the lessons to come, and that a card with a tick will be placed next to questions as they are dealt with in class. *(NB: Teachers need to follow up on this after each lesson, and draw learners' attention to it when one of their questions is answered)*	Learners hand in the questions on smoking that they want answers to. Learners listen to the teacher's announcement.		± 3 min
BODY OF LESSON: Thinking critically about what to believe			
▸ Point out to the learners that there are many claims made about the dangers of smoking to both smokers and non-smokers, as shown in the newspaper headlines in their worksheets from Lesson 1. ▸ Ask learners the following question "Can we believe the claims made about smoking in the newspapers?" Allow a few learners to say what they believe. Try to get different points of view. Do not spend too long on this. ▸ Explain that critical thinkers do not automatically believe everything they hear or read. They first check for evidence to support the claims.	Learners listen to what the teacher tells them. Learners volunteer to answer the question.	Each learner has one article (worksheets 2a - 2h) from Lesson 1	± 5 min
Activity 1: ***Looking at steps in critical thinking*** ▸ Display progressively (that is, one step at a time) an overhead transparency with some of the main steps that critical thinkers follow before making decisions on what to believe. As you do this, ask for volunteers to read the steps to the whole class, and facilitate a whole-class discussion on each step *(See notes for the teacher after this lesson plan)* ▸ identify the major message in the claim(s) ▸ look at all points of view, relating to the message. ▸ look at who is making the claim(s), to judge if they can be believed. ▸ look for evidence to support the claim. ▸ make up your mind whether to believe the claim or not.	Volunteers read the steps	The overhead transparency *Some of the steps followed by critical thinkers*	± 5 min

What the teacher needs to do	What learners will be doing	Resources needed	Time (min.)
Activity 2: Looking at claims about smoking ▸ Give each learner a copy of the worksheet "*Deciding whether to believe what we hear or read about smoking*". ▸ This activity involves the learners completing a worksheet which takes them through the steps of critical thinking. We recommend that teachers keep an eye on the pace of the lesson by drawing attention to the steps one at a time, allowing learners time to complete each step on their own, or in pairs, – What is the main message being conveyed by the claims? (establish the one general claim) – What would a critical thinker do before deciding whether to believe the message that "*smoking is bad for your health*"? – Who is making the claims? Could they have distorted the truth? If so why? – What evidence is there to support the claims? Get learners to work individually on the worksheet, *Deciding whether to believe what we hear or read about smoking*. They should look at the statistical information (in the worksheet) given in the form of a graph and a table as evidence for Activity 2, and then answer the questions that follow. This will allow them to look at the last step of critical thinking, i.e *can I believe the claim that "smoking is bad for your health"?*	Volunteers say what they think is the main message (that smoking harm the human body) and make judgements about it. Learners look at the information given and answer the worksheet questions in order to establish whether there is evidence to support the main message being conveyed by the claims (from the newspaper headlines).	Worksheet : *Deciding whether to believe what we hear or read about smoking*	± 25 min
CONCLUDING THE LESSON			
▸ Give whatever instructions are needed to ensure learners all complete the worksheet. ▸ Ask learners (in passing) whether they have ever wondered how much smokers spend on smoking in their life-time, and by how long cigarettes could shorten their (smokers) lives. ▸ Explain to the learners that the homework task will give them an idea of the "costs" of smoking.	Learners need not answer the question. They just have to think about it. If time permits learners should start working on the task. They must complete it at home.	Homework worksheet *How expensive is the smoking habit?*	± 2 min



Add your own additional notes here.

Instructions for the teacher on what to do with the homework handed in at the start of Lesson 3

A reminder

As homework for Lesson 2, learners were given a task in which they had to think about what they would like to know more about in connection with smoking. Each learner had to write down (in their books) a list of everything they wanted to know about smoking. Once the list was completed, they had to decide which **ONE** was the most important one to them (the one they would most like the answers to). They had to write the questions on a piece of paper, and hand it in at the start of Lesson 3.

Purpose of the homework

Curriculum 2005 advocates ***learner-centredness*** which focuses on recognising and accommodating differences between learners. One way of accommodating differences is to allow learners to make some choices about what and how they learn. The homework exercise gives learners the opportunity to say what they want to know about smoking and smoking-related matters.

Teachers should use this information when planning their lessons. Planning lessons which take into account the learners interests is well supported by what learning theorists say about effective learning. Educationists argue that one of the ways to help bring about "effective learning" is to get the learners interested in what they are learning about. Knowing what interests learners helps the teacher to plan lessons in such a way that they incorporate the interests of the learners.

Sorting the learners' questions

If every learner hands in one question you will have a very large number of questions to sort through and make sense of before you can use the information to plan lessons which answer the learners' questions.

The teacher should do this sorting after Lesson 3, NOT during the lesson.

1. Arrange the questions in categories, for example, put together those that are linked with the effects of smoking.
2. As you are sorting, throw away duplicate questions (NB: in each case keep the one which is worded best).
3. If you have large categories (i.e. with lots of questions), see if you can subdivide them (into smaller groups of questions). For example the effects of smoking could be subdivided into (i) illnesses and (ii) deaths. *Note: You can come up with your own categories that will suit you*
4. Write the questions on flashcards in large legible writing (in categories, as suggested above) and pin them on the display board prepared for the topic "Smoking". Every time a question is dealt with in class, place a card with a tick next to the question.

Background notes on CRITICAL THINKING for the teacher

Teachers need to have a clear understanding of why critical thinkers follow each of the following steps before making decisions. Having this information will assist the teacher in giving (to the learners) clear and easy-to-follow explanations about the steps. Below are some of the steps followed by critical thinkers before they decide whether or not to believe what they hear or read about. For each step there is an explanation for the teacher why the step is used.

Steps on critical thinking, and reasons for the steps	
Step	**Explanation**
1. Identify the major message in the claim(s)	It is crucial to identify the major message in the claim(s) so that you know what to focus on when using your critical thinking skills.
2. Look at all claims	Look, especially, at opposing claims. For example, some people say *"smoking is harmful to the human body"*, while others claim that *"there is no proof that smoking harms the body."*
3. Look at who is making the claims	Writers often have "hidden agendas" (unstated reasons for doing things) and these could lead them to purposely distort the truth. • Newspaper editors want to sell more papers to make more money, so they often sensationalise articles by distorting the truth. • Information on the internet has no quality control. Anyone can put anything on the internet. Often students put their essays / projects on the internet even if they did not get a good mark. When people search for information on the internet using key words to search, such articles are found. Critical thinkers need to be aware of such problems.
4. Look for evidence to support the claims	Check that the claim is not just based on personal opinions. For example, when looking at claims about smoking being dangerous you could look for evidence in reliable reports on • diseases associated with smoking. • hospital admissions of people with diseases associated with smoking. • deaths attributable to smoking.
5. Make up your mind whether to believe the claim or not	Based on the evidence (i.e. if it supports the claim) try to judge how true the claim is and then make up your mind about whether to believe it or not.

Deciding whether to believe what you hear or read

A lot of claims have been made about the dangers of smoking, as shown by these recent newspaper headlines.

Smoking in link to eye problems. *The Panther*

Research shows health risks to children in houses of smoking parents. *The Bridge*

Smoking claims more lives than HIV and drugs combined *The Guardian*

21 ways in which smoking can kill you. *The Eagle*

Cigarette company accused of putting addictive substances in cigarettes. *Morning Sun*

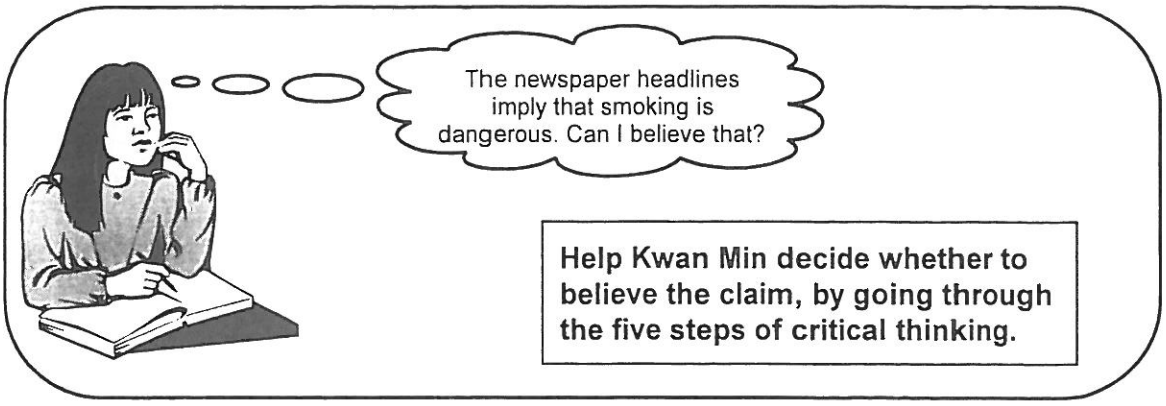
Smoking, a leading cause of preventable deaths in the United States of America. *Daily Comet*



Critical thinkers don't just automatically believe everything they hear or read. Before they make up their minds about whether to believe something or not, they usually go through the following steps.

Steps followed by critical thinkers

1. Identify the major message in the claim(s).
2. Look at all points of view relating to the message.
3. Look at who is making the claim(s), to judge if they might have distorted the truth.
4. Look for evidence to support the claims.
5. Decide whether to believe the claim or not.



STEP 1: Identify the major message in the claim(s).

What is the general message the newspaper headlines are trying to pass to the reader?

_____

STEP 2: Look at all points of view, relating to the message.

Are there differing viewpoints expressed about the tobacco industry? _____

If "yes", what are they?

_____

_____

STEP 3: Check who is making the claim, & decide if they may have distorted the truth.

Who is making the claim(s) in the headlines?_____

Might they have distorted the truth? _____

Explain your answer. _____

_____

_____

STEP 4: Look for evidence to support the claim(s).

A critical thinker then looks for evidence. This section provides some of the evidence regarding risks associated with smoking.

Table 1 (on the next page) shows the number of people who were admitted to hospitals in a one-year period ending in 1998, in the United Kingdom, due to diseases associated with smoking. This data is supplied by doctors at the *Royal College of Physicians*, who have no reason to distort the figures. The table shows approximately 7,000 admissions a week, approximately 1,000 per day.

Table 1: **Estimated number of hospital admissions attributed to smoking in the United Kingdom in 1998** (Royal College of Physicians, 2001)

	Disease	No. of admissions
Types of cancer	cancer of the lungs	50,400
	cancer of the upper respiratory tract	10,400
	cancer of the oesophagus	13,800
	cancer of the bladder	21,600
	cancer of the kidney	1,900
	cancer of the stomach	5,500
	cancer of the pancreas	2,400
	cancer (site not specified)	2,200
	myeloid leukaemia (a cancer of the blood)	1,900
Respiratory diseases	chronic obstructive lung diseases (including emphysema)	95,800
	pneumonia	16,000
Circulatory diseases	ischaemic heart disease (blocked vessels supplying heart muscles)	100,800
	cerebrovascular disease (disease relating to blood supply to the brain)	23,000
	aortic aneurysm (bulges of the walls of the aorta caused by weakened walls)	8,400
	arteriosclerosis (blockage of the blood vessels)	1,700
Digestive diseases	ulcer of stomach or duodenum	14,100
Total admissions from diseases associated with smoking (year ending 1998)		369,900

Do you think this evidence is sufficient to support the claim that smoking is harmful to your health? _____

If your answer is "no", what other evidence do you think is needed to convince you?

_____

_____

The graph below shows the results of a South African study in which the deaths of 1,106 smokers who died in one region of South Africa in 2001 were investigated. The researcher looked at diseases which are typically linked to smoking, and he found out from the doctors of the smokers whether they died BECAUSE of their smoking, or whether they might have died anyway.

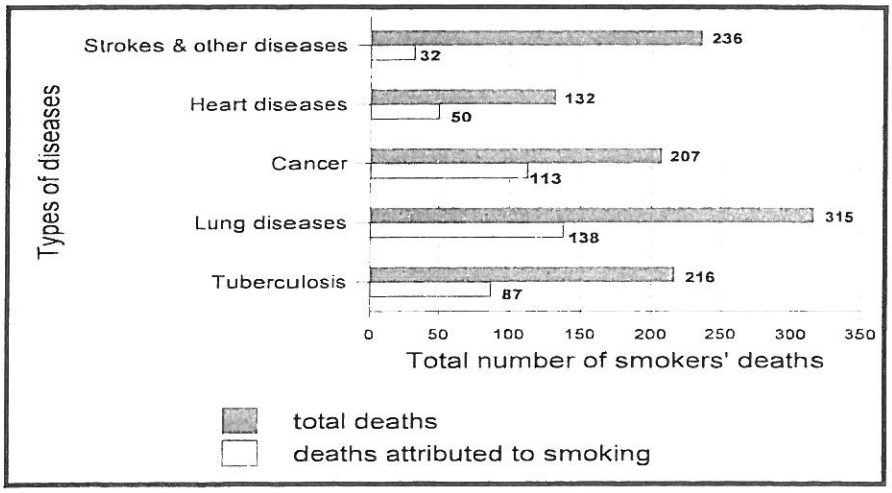


Figure 1: Analysis of causes of deaths of 1,106 smokers in one area of South Africa, in 2001 (Source: Sitas *et al.*, unpublished)

Using the figures in the graph, calculate **how many** of the 1,106 smokers who died, died as a result of their smoking, according to their doctors?

Now calculate this number as the **percentage of the deaths** which doctors said were a result of smoking. (Show your calculations.) These deaths might not have occurred if the people had not smoked.

List the four most serious diseases from which the **smokers** in this study died (starting with the biggest killer)

STEP 5: Decide, as a critical thinker, whether or not to believe the claim.

As a critical thinker, you are aware that newspaper journalists and editors often distort their claims, in order to sell more newspapers. You have now carefully considered the claims made in the newspaper headlines. But you have also looked at some statistics from reputable sources, to see if the evidence supports the claims that smoking is harmful to your health.

Do you believe the claims made in the newspaper headlines, that smoking is harmful to your health?

If not, what other evidence could you look for?

What are the costs of smoking?

Have you ever wondered how much smokers spend on their habit, and the health-related costs they incur?

The financial costs of smoking

1. Use the information provided in Table 1 to calculate **the number of packets of cigarettes bought by the average South African adult in 1990.** Assume the cigarettes are bought as packets containing 20 cigarettes. Use the space below the table to do the calculations.

Table 1: The average number of cigarettes bought per South African adult

Year	No. of cigarettes
1970	1340
1980	1600
1990	1720

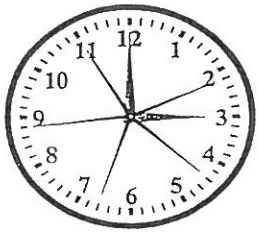
2. Calculate what it cost the person (in 1990) to buy those cigarettes, if a packet of 20 cigarettes cost R4.26 in 1990. Use the space below to do your calculations.

3. In South Africa the cost of cigarettes goes up every year, usually in March when the government announces the budget for the year. Cigarettes are heavily taxed to try to discourage people from smoking. If you decide to smoke (in 2006 or later) the amount of money you are going to spend will be much higher than it was in 1990.

   Calculate out how much it would cost to buy the same number of packets in the year 2005, when a packet of 20 cigarettes cost R17.00. Use the space below to do your calculations.

The health-related costs of smoking

There are claims that the more cigarettes you smoke the more you shorten your life. Read the information below and answer the questions that follow.



According to the latest statistics, every cigarette reduces a smoker's life by 11 minutes. The average South African male smoker who smokes from age 17 until his death at the age of 71 will have smoked 311,688 cigarettes.

(Information from an article in Die Burger, 1 January 2000)

4. If one cigarette reduces a smoker's life by 11 minutes, calculate by how long (in hours and minutes) a packet of 20 cigarettes reduces the life of a smoker. Use the space below to do your calculations

5. Calculate by how long the average smoker reduces their lifespan if they smoke the 311,680 cigarettes mentioned in the newspaper article. It will be easiest to calculate the answer in minutes, and then convert this to hours, the number of days, then weeks, then years. Use the space below to do you calculations.

Minutes	hours	days	Weeks	Years

Deciding whether to believe what you hear or read

A lot of claims have been made about the dangers of smoking, as shown by these recent newspaper headlines.

Smoking in link to eye problems. *The Panther*

Research shows health risks to children in houses of smoking parents. *The Bridge*

Smoking claims more lives than HIV and drugs combined *The Guardian*

21 ways in which smoking can kill you. *The Eagle*

Cigarette company accused of putting addictive substances in cigarettes. *Morning Sun*

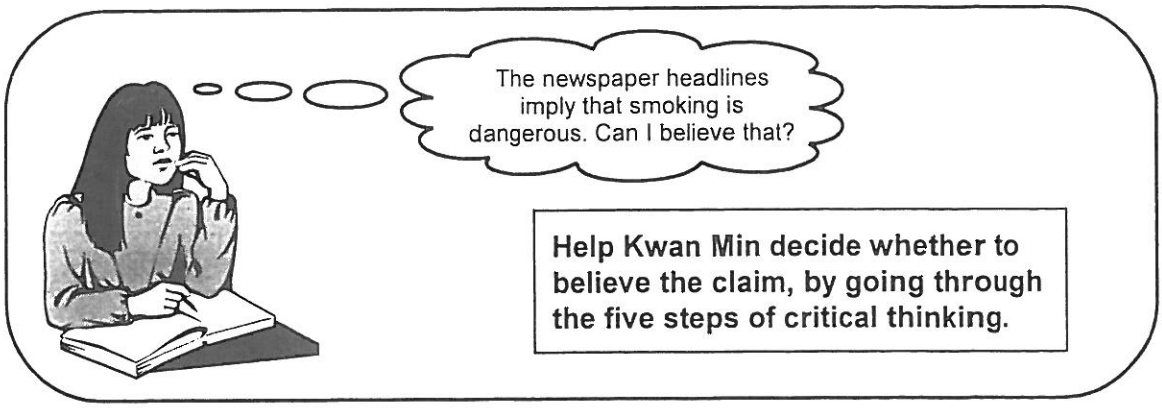
Smoking, a leading cause of preventable deaths in the United States of America. *Daily Comet*



Critical thinkers don't just automatically believe everything they hear or read. Before they make up their minds about whether to believe something or not, they usually go through the following steps.

Steps followed by critical thinkers

1. Identify the major message in the claim(s).
2. Look at all points of view relating to the message.
3. Look at who is making the claim(s), to judge if they might have distorted the truth.
4. Look for evidence to support the claims.
5. Decide whether to believe the claim or not.



STEP 1: Identify the major message in the claim(s).

What is the general message the newspaper headlines are trying to pass to the reader?

That cigarette smoking has serious effects on human beings

STEP 2: Look at all points of view, relating to the message.

Are there differing viewpoints expressed about the tobacco industry? *Yes*

If "yes", what are they? *People who are against smoking do not approve of the industry making and selling cigarettes because they say it is harmful to people's health. The tobacco industry, on the other hand, claims to contribute to the economy of countries where they plant and sell tobacco, as well as where they make and sell cigarettes. In South Africa, the British American Tobacco South Africa company claims to contribute to the South African economy by creating jobs (they employ 53, 000 people in South Africa), and contributing to the South African government through taxes like VAT (R 5,9 billion a year is raised in taxes)*

STEP 3: Check who is making the claim, & decide if they may have distorted the truth.

Who is making the claim(s) in the headlines? *Journalists and editors from newspapers*

Might they have distorted the truth? *Yes*

Explain your answer. *Newspapers often have "hidden agendas" (unstated reasons for doing things) and these could lead them to purposely distort truth. Newspaper editors want to sell more papers to make more money, so they often sensationalise articles by distorting the truth.*

STEP 4: Look for evidence to support the claim(s).

A critical thinker then looks for evidence. This section provides some of the evidence regarding risks associated with smoking.

Table 1 (on the next page) shows the number of people who were admitted to hospitals in a one-year period ending in 1998, in the United Kingdom, due to diseases associated with smoking. This data is supplied by doctors at the *Royal College of Physicians*, who have no reason to distort the figures. The table shows approximately 7,000 admissions a week, approximately 1,000 per day.

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	arteriosclerosis (blockage of the blood vessels)	1,700
Digestive diseases	ulcer of stomach or duodenum	14,100
Total admissions from diseases associated with smoking (year ending 1998)		369,900

Do you think this evidence is sufficient to support the claim that smoking is harmful to your health? *No - probably not.*

If your answer is "no", what other evidence do you think is needed to convince you?

One needs to check other sources for more evidence. For example, when looking at claims about smoking being dangerous you could look for evidence in reliable reports on diseases associated with smoking, hospital admissions of people with diseases associated with smoking, and deaths attributable to smoking.

The graph below shows the results of a South African study in which the deaths of 1,106 smokers who died in one region of South Africa in 2001 were investigated. The researcher looked at diseases which are typically linked to smoking, and he found out from the doctors of the smokers whether they died BECAUSE of their smoking, or whether they might have died anyway.

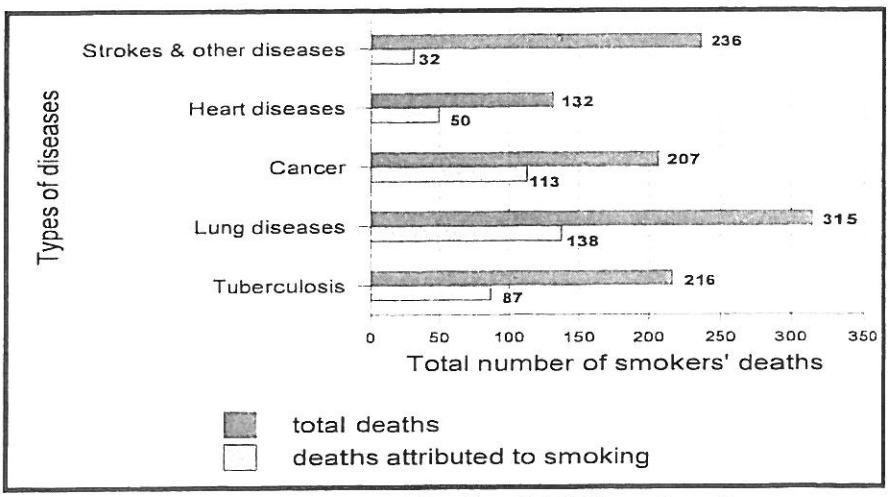


Figure 1: Analysis of causes of deaths of 1,106 smokers in one area of South Africa, in 2001 (Source: Sitas *et al.*, unpublished)

Using the figures in the graph, calculate **how many** of the 1,106 smokers who died, died as a result of their smoking, according to their doctors?

$32 + 50 + 113 + 138 + 87 =$ 420 smokers

Now calculate this number as the **percentage of the deaths** which doctors said were a result of smoking. (Show your calculations.) These deaths might not have occurred if the people had not smoked.

$420 \div 1106 = 37.97$

$=$ 38% of the smokers who died, died BECAUSE they smoked (according to the doctors)

List the four most serious diseases from which the **smokers** in this study died (starting with the biggest killer)

lung diseases

cancer

tuberculosis

heart diseases

STEP 5: Decide, as a critical thinker, whether or not to believe the claim.

As a critical thinker, you are aware that newspaper journalists and editors often distort their claims, in order to sell more newspapers. You have now carefully considered the claims made in the newspaper headlines. But you have also looked at some statistics from reputable sources, to see if the evidence supports the claims that smoking is harmful to your health.

Do you believe the claims made in the newspaper headlines, that smoking is harmful to your health?

No "model answer" available as the answer will depend on the students' individual points of view.

If not, what other evidence could you look for?

No "model answer" available as the answer will depend on the students' individual points of view.

SUGGESTED ANSWERS FOR WORKSHEET 2 (HOMEWORK EXERCISE)

What are the costs of smoking?

Have you ever wondered how much smokers spend on their habit, and the health-related costs they incur?

The financial costs of smoking

1. Use the information provided in Table 1 to calculate **the number of packets of cigarettes bought by the average South African adult in 1990.** Assume the cigarettes are bought as packets containing 20 cigarettes. Use the space below the table to do the calculations.

Table 1: The average number of cigarettes bought per South African adult

Year	No. of cigarettes
1970	1340
1980	1600
1990	1720

1 packet of cigarettes contains 20 cigarettes.
How many packets will contain 1720 cigarettes? (1720 ÷ 20 = 86)
In 1990 the average South African adult bought 86 packets of cigarettes.

2. Calculate what it cost the person (in 1990) to buy those cigarettes, if a packet of 20 cigarettes cost R4.26 in 1990. Use the space below to do your calculations.

1 packet of cigarette (in 1990) cost R4.26
How much would 86 packets have cost in 1990 ? (R4.26 x 86 = 366.36))
The average South African adult would have spent R 366.36 on their 86 packets of cigarettes.

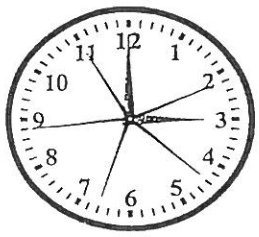
3. In South Africa the cost of cigarettes goes up every year, usually in March when the government announces the budget for the year. Cigarettes are heavily taxed to try to discourage people from smoking. If you decide to smoke (2006 or later) the amount of money you are going to spend will be much higher than it was in 1990.

   Calculate out how much it would cost to buy the same number of packets in the year 2005, when a packet of 20 cigarettes cost R17.00. Use the space below to do your calculations.

1 packet of cigarette (in 2005) cost R17.00
What would be the cost of 86 packets? (R17.00 x 86 = 1,462)
86 packets of cigarette in 2005 would have cost R1,462.00

The health-related costs of smoking

There are claims that the more cigarettes you smoke the more you shorten your life. Read the information below and answer the questions that follow.



According to the latest statistics, every cigarette reduces a smoker's life by 11 minutes. The average South African male smoker who smokes from age 17 until his death at the age of 71 will have smoked 311,688 cigarettes.

(Information from an article in Die Burger, 1 January 2000)

4. If one cigarette reduces a smoker's life by 11 minutes, calculate by how long (in hours and minutes) a packet of 20 cigarettes reduces the life of a smoker. Use the space below to do your calculations

1 cigarette reduces a smoker's life by 11 minutes

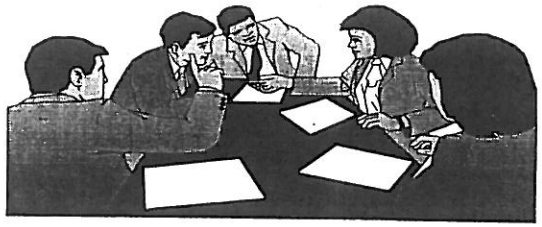
How many minutes would a smoker's life be reduced by if he smokes one packet of 20 cigarettes? (11 x 20)

It would be reduced by 220 minutes which is (220 ÷ 60) = 3 hours and 40 minutes per packet of cigarette smoked.

5. Calculate by how long the average smoker reduces their lifespan if they smoke the 311,680 cigarettes mentioned in the newspaper article. It will be easiest to calculate the answer in minutes, and then convert this to hours, the number of days, then weeks, then years. Use the space below to do you calculations.

Minutes	hours	days	Weeks	Years
1 cig. - 11 min.	*60 min. = 1 hr*	*24 hours = 1 day*	*7 days = 1 week*	*4 weeks = 1 month*
311,680 x 11 =	*3428480 ÷ 60 =*	*57141 ÷ 24 =*	*2380 ÷ 7 =*	*340 ÷ 4 =*
3428480 min.	*57141 hours*	*2380 days*	*340 weeks*	*85 months*
				12 months = 1 yr
				85 ÷ 12 =
				7 years

Some of the steps followed by critical thinkers



1. Identify the major message in the claim(s)
2. Look at all points of view, relating to the message.
3. Look at who is making the claim(s), to judge if they might have distorted the truth.
4. Look for evidence to support the claim being made.
5. Make up your mind whether to believe the claim or not