

Dear Good Teacher,

I hope you like my lesson plan, and, more importantly, I hope it has an impact on your students. There are several slides and pictures at the end of the lesson plan (pages 8 -15). I think it is best if they are printed on a transparency with a color printer and then they can be shown to the class at large. The lesson plan is free. However, I am working with a psychologist to study the effectiveness of this lesson plan and I would greatly value a return of the students' comments as well as your own comments. They are the only way I know how to make the plan better and more effective.

The lesson plan features Jack Jackass (TM). I am trying to develop my own counter-advertising campaign with Jack Jackass (TM) the Smoking Mule. If the students wish to view the website and give their comments, suggestions, or donate their artwork which I can share on the website, I would be extremely grateful. The website is [jackjackass.com](http://jackjackass.com)

Please help. You can mail the questionnaires to:

David Lippman  
2816 Tanglewood Drive  
Owensboro, KY 42303

[delippman@yahoo.com](mailto:delippman@yahoo.com)

Thank you very much for your time.

Sincerely,

David Lippman, M.D.

## **Jack Jackass Rebel Without a Clue**

### **Learning Objectives**

- 1) The student will identify the marketing tactics used by tobacco companies to sell cigarettes.

Specifically, these tactics include, and strongly appeal to young peoples desire for,:

- \* Individual expression and independence
- \* Rebellion against corporate conformity
- \* Respect from peers
- \* Confidence
- \* An enjoyable lifestyle

- 2) The student will identify the addictive, deadly properties of tobacco.
- 3) The student will be able to identify the major lifestyle values and fears that commercials use to entice individuals to buy products, especially tobacco products -- acceptance, respect, fear of rejection, independence, and vanity.

### **Behavioral Objectives**

The student will abstain from smoking particularly during the adolescent and teenage years.

### **Lesson Plan**

#### **I. Pre-Test (Survey)**

The teacher tells the class that a survey will be distributed. It is anonymous and will not be graded. The student should answer the questions as honestly as possible. The teacher then distributes a survey which asks general questions about students' lifestyles and values. This survey is similar to a large survey financed by RJR to individuals between the ages of 15-24 to identify potential smokers among this age group.

## II. Overview

Following the distribution of this survey, the teacher states, “Let’s talk about advertising. How do you think advertising works?” Through a series of questions, the teacher leads students to the conclusion that advertisers use basic desires and fears to entice people to buy their product. Further, the teacher explains that advertisers learn about these desires and fears from surveys such as the one distributed.

The teacher explains that an individual’s concerns and fears make up ones values and that advertisers use “value oriented” marketing to sell their wares.

After this discussion, a white box will be held up as an example. The teacher then states, “Inside this box is a very powerful, deadly drug. By many, this drug is considered more addictive than heroin or cocaine. It changes people’s identity and makes them crave the substance and will likely kill them. You own this drug and want to sell it to as many people as possible. How do you do it?”

The teacher then leads a discussion about various marketing tactics to sell this drug. The teacher will explain that not everyone will want to spend their hard earned money on this drug; thus it will have to be marketed towards a specific group.

The teacher asks “which questions from that survey do you think most accurately pinpoint a person who might use this drug?” The teacher points out that the students who don’t think smoking or marijuana “is that bad” are probably more likely to use this drug than students who think they are very bad. Further, who take school or sports very seriously are less likely to buy this drug. .

The teacher leads the students into how one would market thus drug by focusing on an individual’s desire for:

- independence
- respect
- rebellion
- financial security
- enjoyable lifestyle

The teacher then opens the box and states, “This drug is nicotine and that survey that I handed out was very similar to a survey RJR, the makers of Camel cigarettes, used to identify smokers among people aged 15-24.” The teacher then emphasizes that potential smokers are very likely to answer the market survey very similarly to the way that individuals who would use any drug would answer it -- i.e. they do not think smoking or marijuana is that bad and are not overly concerned with school or sports.

### III. Nicotine as a Drug, and Cigarettes as Nicotine Delivery Systems

The teacher asks the students if they believe nicotine is addictive and deadly. The teacher explains that many scientists in the tobacco industry and public health view cigarettes as very sophisticated, powerful nicotine delivery systems.

The teacher states, “Many in the tobacco companies have viewed cigarettes as nicotine delivery systems and nicotine as a drug for a long time. This is from an internal document from Philip Morris, the largest tobacco company in the world.” ( Shows *Slide 1* )

*The cigarette should be conceived, not as a product, but as a package. The product is nicotine. Think of the cigarette pack as a storage container for a day's supply of nicotine. Think of a puff of smoke as the vehicle of nicotine. Smoke is beyond question the most optimized vehicle of nicotine and the cigarette the most optimal dispenser of smoke.*

The teacher states that nicotine has many pharmacological effects on the body, and that scientists, using specialized technology called PET scans can identify some of the effects on the brain. The teacher explains that dopamine is the “reward” center. Dopamine is released when certain drugs, such as cocaine and nicotine, are used. The teacher shows how the brain “lights up” on PET scan activating many dopaminergic receptors.

The teacher then shows the PET scan slide of the brain. (*Slide 2*).

The teacher states that according to the National Institute of Drug Abuse, nicotine is considered more addictive than heroin and that 50% of everyday users will become addicted to nicotine. (*Slides 3 and 4*)

The teacher then asks if students remember the pH scale from chemistry, how some substances are “acidic” and some “basic” based on whether they have a low or high pH.

The teacher explains that nicotine is a base. The teacher then explains that the oral mucosa lining the mouth is quite acidic and in order for nicotine to be most effective one must neutralize the acidity of the mouth. If one can neutralize the mouth's acid, then one can make nicotine more effective -- this process is called freeing the base, or free-basing.

The teacher explains that cigarette manufacturers “free base” nicotine by adding ammonium compounds. Ammonia is a basic substance that neutralizes the mouth and allows the nicotine to be more effectively absorbed through the oral mucosa.

The teacher then holds up a projection of British American Tobacco's 1968 diagram showing how, by changing the mouth's pH with ammonia, one dramatically increases the permeability of the lining the oral mucosa and thus dramatically increases the uptake of

nicotine. (Slide 5. For the teacher -- the pH is on the x axis. permeability is on the y axis. By increasing the pH with ammonia, one dramatically increases the permeability)

The teacher explains that ammonia is just of thousands of compounds tobacco companies add to cigarettes to make the nicotine more palatable and effective.

- cocoa opens up the lungs and increase the amount of smoke inhaled.
- menthol anesthetizes the throat, so the smoke is less irritating to the smoker.
- tobacco in Brazil has been genetically engineered to produce more nicotine.

#### **IV. Marketing and the Historical Importance of the Youth Market**

The teacher leads the group into a discussion about how tobacco companies sell their cigarettes by “selling coolness.” Hold up magazine advertisements of cigarettes to show how tobacco companies sell their products using images of sex appeal and independence.

The teacher then asks if the adolescent group is, or has been, important to the tobacco companies and if so, why.

The teacher states that there is evidence that tobacco companies specifically targeted their cigarettes towards adolescents. As an example, the teacher uses two quotes from RJR’s marketing memo of 1974.

*“First, let’s look at the growing importance of the young adult in the cigarette market. In 1960, this young adult market, the 14-24 age group, represented 21% of the population.... They will represent 27% of the population in 1975. They represent tomorrow’s cigarette business.”*

*“Our two major brands, Winston and Salem, show comparative weakness against Marlboro and Kool among these younger smokers. Winston is at 14% in the 14-24 age group versus Marlboro at 33%. Salem is at 9% versus Kool at 17%...This suggests slow market share erosion for us in the years to come unless the situation is corrected.”*

The teacher then asks the students why the tobacco companies were so interested in individuals as young as 14 years old.

After obtaining several responses, the teacher emphasizes the fact that the tobacco industry knows that most people that become smokers do so by the time they are 18.

The teacher then holds up the excerpts from RJR’s Younger Adult Smokers of 1987.

*“Younger Adult Smokers (YAS) are the only source of replacement smokers.*

*-- Less than one-third of smokers start after age 18*

*-- Only 5 % of smokers start after age 24.”*

Further, the brand of cigarettes that one starts smoking as an adolescent is likely the brand they will smoke for the rest of their life, and the cigarette companies know this.

Again, holding up excerpts from the Younger Adult Strategic Importance Memo

*“Of all smokers who chose Marlboro as a First Usual Brand (FUB) in the mid 1970’s 41% still smoke the brand.”*

## **V. Health Consequences**

The teacher then asks the students to list the health effects of smoking.

The teacher emphasizes that, according to the Centers for Disease Control, 1 out of 5 of all American deaths are caused by smoking and that 1 out of 3 smokers die from a smoking related illness.

The teacher emphasizes that smoking causes 20% of fatal heart attacks and 85% of all lung cancer.

The teacher then asks, “How do you think most teenager smokers feel about smoking?”

The teacher then emphasizes that 95% of teenagers think that they will quit in the foreseeable future but, in fact, only 25% of teenage smokers quit after 8 years of lighting up.

The teacher then states a lot of teenage smokers feel used and addicted. And tobacco is very addictive. The teacher then holds up quotes of smoking adolescents about how they feel about their own smoking. (Project 16)

*“I started because it was the thing to do. Now it doesn’t matter....Now, it’s just a habit.”*

*Interviewer asking a teenage smoker: ‘How do you feel when you see a 12 year old smoking?’*

*‘I want to go up and punch him in the head. You think you’re cool but you’re such an -----’*

*‘What would you tell him?’*

*‘Well, nothing, I guess. Nobody could have told me anything then either.’*

## **VI. Action Plan**

The teacher then tells the students that when they light up a cigarette to “rebel against authority” and to “be an individual”, they are really only fooling themselves. In reality, they are buying a deadly, addictive substance that is only making corporate executives at tobacco companies richer.

The teacher then asks the class to imagine they were a doctor and all their favorite patients were dying from diseases caused by cigarettes. How would they create an effective anti-smoking message.

Introduce Jack Jackass (TM). Hand out pictures of the character. Emphasize how the character ridicules the images of social success that tobacco companies so effectively sell.

The teacher then tell the students, “You are the marketing executives of Jack Jackass, Inc. You’re job is to make this character keep kids from smoking. Would situations would you place him in?”

Have them draw pictures of Jack and other characters of the Jack Pack such as Chemo Camel, Stroked out Sal(amander), Freezing Frogger, Gerry Jackass, Doc Dimwit, Nurse Nitwit... Have them create their own characters.

Log on to the website, [www.jackjackass.com](http://www.jackjackass.com), and have the students submit their pictures and artwork to the website to share it with friends and other students.

## **Wrap Up**

Emphasize that experimenting with tobacco is not an effective means of rebellion or individual expression. Rather, one is experimenting with their life by buying an addictive, deadly substance that only makes the tobacco companies richer. Emphasize the CDC’s guidelines for effective smoking cessation:

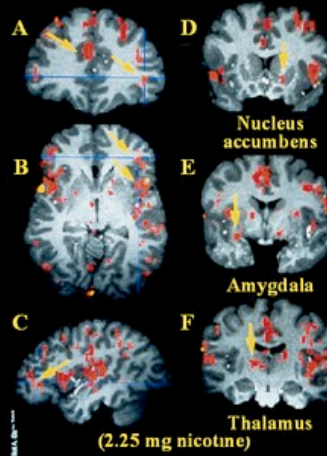
- #1) Smoking is not personally or socially desirable.
- #2) Smoking is not an adult habit or an effective act of rebellion
- #3) Smoking takes away a smoker’s free choice.
- #4) Smoking destroys good health.
- #5) Most teenagers do not smoke and it is good to refuse to smoke.

The cigarette should be conceived, not as a product, but as a package. The product is nicotine. Think of the cigarette pack as a storage container for a day's supply of nicotine. Think of a puff of smoke as the vehicle of nicotine. Smoke is beyond question the most optimized vehicle of nicotine and the cigarette the most optimal dispenser of smoke.

-- internal document from W.L. Dunn, Philip Morris, 1972

(slide 1)

## Nicotine-Induced Limbic Cortical Activation in the Human Brain

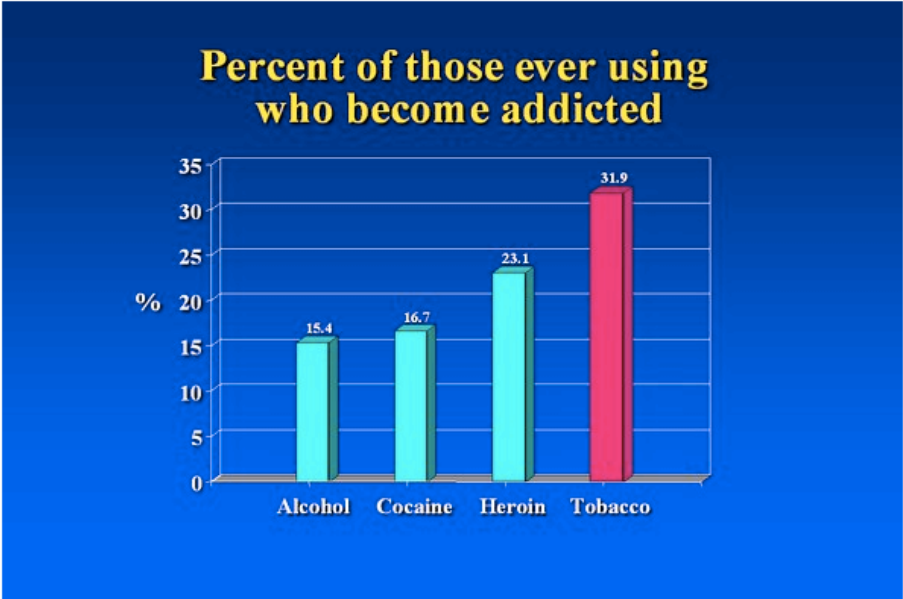


Source: Stein, E.A., et al. *American Journal of Psychiatry*, 155(8), August 1998.

Slide 2. From National Institute of Drug Abuse (NIDA)



Slide 3. From National Institute on Drug Abuse



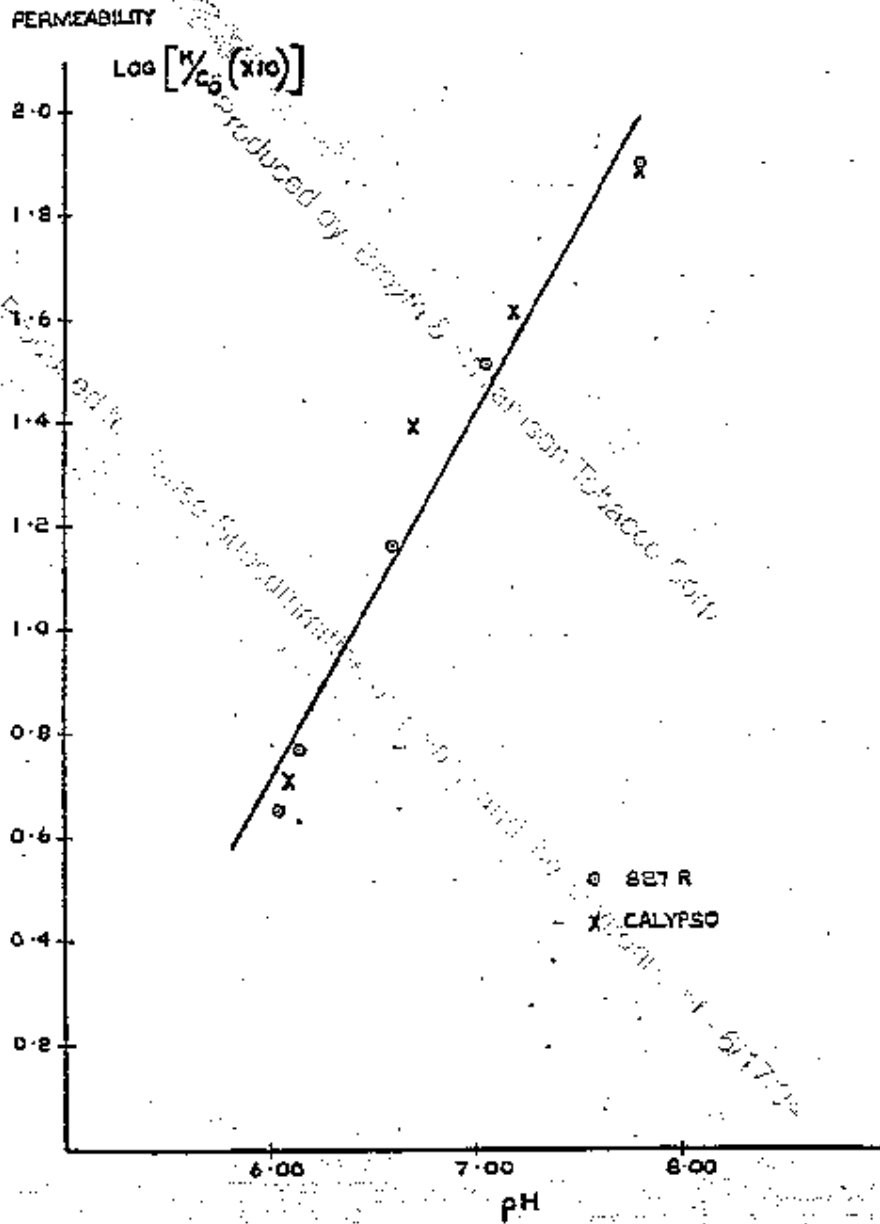
Slide 4. From National Institute on Drug Abuse (NIDA)

FIG 6

RD 560-6

RELATION BETWEEN PERMEABILITY COEFFICIENT AND SOLUTION pH

SMOKE SOLUTIONS, CELL 2



GM-W2-11759

Slide 5. Permeability. From B.A.T. (Tobacco Control Archives)

1975 MARKETING PLANS PRESENTATION  
HILTON HEAD  
SEPTEMBER 30, 1974

CHART #2  
OPPORTUNITY AREAS

FIRST, LET'S LOOK AT THE GROWING IMPORTANCE OF THE YOUNG ADULT IN THE CIGARETTE MARKET. IN 1960, THIS YOUNG ADULT MARKET, THE 14-24 AGE GROUP, REPRESENTED 21% OF THE POPULATION.

CHART #3  
YOUNG POPULATION  
SKEW

AS SEEN BY THIS CHART, THEY WILL REPRESENT 27% OF THE POPULATION IN 1975. THEY REPRESENT TOMORROW'S CIGARETTE BUSINESS. AS THIS 14-24 AGE GROUP MATURES, THEY WILL ACCOUNT FOR A KEY SHARE OF THE TOTAL CIGARETTE VOLUME -- FOR AT LEAST THE NEXT 25 YEARS.

50142 1311

*Younger Adult Smokers (YAS) are the only source of replacement smokers.*

- Less than one-third of smokers start after age 18*
- Only 5 % of smokers start after age 24.*

*Of all smokers who chose Marlboro as a First Usual Brand (FUB) in the mid 1970's 41% still smoke the brand.*

From RJR's Younger Adult Smokers

# Statements by Student Smokers

The following are real statements made by teenage smokers.

“I started because it was the thing to do, but now it doesn’t matter...Now it’s just a habit.”

“They (the non-smokers) resisted...I wasn’t strong enough.”

**Interviewer:** How do you feel today when you see a 12 year-old smoking?

**Student:** I want to go up and punch him in the head. You think you’re cool but you’re such an -----

**Interviewer:** What would you tell him?

**Student:** Well, nothing, I guess. Nobody could have told me anything then, either.

## Pre Lesson Survey

	Strongly Disagree			Strongly Agree	
Smoking is not that bad.	1	2	3	4	5
Marijuana is not that bad.	1	2	3	4	5
I take school seriously.	1	2	3	4	5
I think I'll be successful.	1	2	3	4	5
I play a lot of sports.	1	2	3	4	5
I may smoke cigarettes when I get older.	1	2	3	4	5
Tobacco companies profit by selling drugs to kids.	1	2	3	4	5
Advertisers spend a lot of time researching their "target" audience.	1	2	3	4	5
Advertising can influence people's behavior.	1	2	3	4	5
Cigarettes are extremely addictive.	1	2	3	4	5
I feel sorry for kids that smoke.	1	2	3	4	5
Do you smoke?		YES	MAYBE	NO	
If so, how many packs per week? _____					
If so, what brand do you smoke? _____					
Do you plan on quitting? _____					
When? _____					
If you do plan on quitting,					
do you think it will be hard?		YES		NO	

## Post Lesson Survey

	Strongly Disagree			Strongly Agree	
Smoking is not that bad.	1	2	3	4	5
I may smoke cigarettes when I get older.	1	2	3	4	5
I think cigarettes are addictive drugs.	1	2	3	4	5
Tobacco companies profit by selling drugs to kids.	1	2	3	4	5
Advertisers spend a lot of time researching their "target" audience.	1	2	3	4	5
Advertising can influence people's behavior.	1	2	3	4	5
Cigarettes are extremely addictive.	1	2	3	4	5
I think Jack Jackass is cool.	1	2	3	4	5
I think Jack Jackass is stupid.	1	2	3	4	5
Jack Jackass makes me not want to smoke.	1	2	3	4	5
I feel sorry for kids that smoke.	1	2	3	4	5
If you smoke, do you plan on quitting? If so, when? _____	YES		MAYBE		NO

Did this program have any effect on your attitude towards smoking?

## **The Program:**

The character was originally created in 1997 as a heart-felt response to the smoking pandemic affecting America's youth. The character began as stickers for kids and given away. The character had a very strong positive response among children and the creator felt that the character could be used to teach children about the hazards of smoking.

Jack Jackass was first launched as an educational campaign in Seattle in the Spring of 2000, under the guidance of educational teachers and professionals. The focus of the educational campaign is to emphasize the marketing aspects of cigarettes and to help children understand that the tobacco companies actively market a deadly, addictive drug. It is to be used in collaboration with more comprehensive programs to educate children about the dangers of tobacco.

## **The Strengths of the Program:**

- #1) Strong positive response by children to the cartoon character with stickers which they enjoy.
- #2) Pre and post survey analyses to evaluate the effectiveness of the program.
- #3) A focus on undermining the "Smoking is Cool" marketing message which tobacco companies so effectively sell.
- #4) Opportunity for media awareness. Jack Jackass has been featured on the local Fox affiliate in Seattle -- Mornings Live on Q on Channel 13 (April 17th), with an opportunity for a return visit in 6 months. If Jack is eventually used in any Public Service Announcements, children can see him both on television and in school.
- #5) Children oriented web-site, eventually to include multimedia and flash technology [www.jackjackass.com](http://www.jackjackass.com).
- #6) Low cost.
- #7) Ability to incorporate children's ideas into future cartoon creations to make the smoking of cigarettes more undesirable.
- #8) Interaction. Students can draw their own pictures of Jack and his friends with some being uploaded to the website so that they can share them with others.

#9) Use of comedy and cartoons to communicate with children.

### **The Weaknesses of the Program:**

- #1) The character's name. Some adults object to the character's last name. There is a "school-safe" website at [jack-jackash.org](http://jack-jackash.org) put out by the wonderful people at the Audobon Area Community Health Department.
- #2) A brand new program without a proven track record.
- #3) It is not a stand alone program, but rather adjunctive with other tobacco curriculums.

### **Company Description**

Grace Under Fire is a sole proprietorship formed in 2000 with a plan for eventual incorporation. The organization's name is a tribute to the beautiful smoker and founder's mother, Grace Lippman, who died of lung cancer, as well as a reference to the youth that have been targeted by tobacco companies.

The business originated from the founder's personal and professional experiences dealing with the tragic effects of cigarette smoking. As a son, he saw his mother, a longtime smoker, die from lung cancer. As an internal medicine physician he cared for many individuals and their family members who were destroyed by the impact of tobacco. Feeling that the medical community had to take a more proactive stance in the prevention of smoking-related disease, the cartoon character Jack Jackass was born in 1997. Rather than emphasizing the **health** risks of cigarette smoking, which children largely ignore, this character and his smoking friends undermine the positive social image that tobacco companies so successfully sell to young adults.

Key management includes David Lippman, M.D., president. He graduated from Wesleyan University and the University of Louisville School of Medicine. He is a board-certified internist with a strong interest in preventive medicine. Vice President is Susan Lippman, a high school teacher with degrees from Bennington College and a Masters in Education from University of Louisville.

## **Website Resources and References:**

The RJR documents came from the Tobacco Control Archives. As a settlement in the Mancini vs. RJR case which accused RJR of targeting children with their Joe Camel, RJR was forced to publically release internal documents.

[www.galen.library.ucsf.edu/tobacco](http://www.galen.library.ucsf.edu/tobacco).

World Congress on Tobacco or Health. [www.wctoh.org](http://www.wctoh.org)

American Campaign for Tobacco Free Kids. [www.tobaccofreekids.org](http://www.tobaccofreekids.org)

Antismoking resources for children:

[www.thetruth.com](http://www.thetruth.com)

[www.jackjackass.com](http://www.jackjackass.com)

[www.jack-jackash.org](http://www.jack-jackash.org)

Books:

Hilts, Philip J. Smokescreen: How the Tobacco Industry Got Away with 40 years of Deceit and Denial. Adison Wesley Pub. Co, 1996.

Kluger, Richard. Ashes to Ashes America's Hundred-Year Cigarette War, the Public Health, and the Unabashed Triumph of Philip Morris. New York: Alfred A Knopf, 1996.