



Smoke, sip and see sport



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group

Resources needed

- Smoke, sip and see sport – Group investigation

Suggested activity sequence

Part A: Adverts

- 1 Introduce advertising in sport.

Advertising in sport has changed over the last decades. Smoking and alcohol generate government revenue and for many years tobacco and alcoholic products were advertised freely at sporting events. However, this advertising no longer happens.

- 2 Use a *grouping strategy* to organise students into groups of 4.
- 3 Groups complete the *Investigation*.
- 4 As a class, discuss the pros and cons of each of the propositions. Possible responses are provided in Table 1.

Table 1: Possible responses to propositions

Propositions	Possible responses
Bring back advertising of cigarettes and alcohol during and around sporting events.	<p>This might increase use of cigarettes and alcohol, which will increase revenue from tax excise.</p> <p>That money could be used to increase health funding.</p>
Continue to ban advertising of cigarettes and alcohol during and around sporting events.	<p>This might decrease use of cigarettes and alcohol, which will decrease revenue from tax excise.</p> <p>The reduction in government revenue could reduce health funding.</p>
Increase anti-smoking and anti-alcohol advertising.	<p>This might decrease smoking rates and the use of alcohol, which will decrease revenue from tax excise but may reduce the amount of money needed to treat health issues related to drug and alcohol use.</p>



Part B: Two-minute debate – advertising in sport

- 1 Introduce advertising in sport with a discussion about how the sale of cigarettes and alcohol generate government revenue, yet these products cannot be advertised during sporting events. Do you agree with this? Why or why not?
- 2 Reconvene original groups and give them the following instructions:
2 people in each group will argue **for** advertising cigarettes and alcohol at sporting venues and during television coverage for 2 minutes, then the other 2 people will argue **against** for 2 minutes.

Following the first debate, students swap sides and repeat the debate – this time pairs are arguing the opposite point of view.

- 3 Call time (2 minutes + 2 minutes) and ask students to write a summary of their opinions on advertising in sport in their books, including the reasons for their views.

Part C: Reflection

Use a *reflection strategy* to encourage students to reflect on their learning about tax, health, and wellbeing.