

# Staying Smokefree

*Te Noho Auahi Kore*



Teachers' guide

He pukapuka mā te kaiako

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# Acknowledgments

The Health Sponsorship Council (HSC) gratefully acknowledges the following organisations and people who willingly gave their time and expertise to the development of this resource.

The participants in the initial focus, consultation, and writing groups:

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The staff and students of Huia Range School Dannevirke, North Street School Fielding, and Peterhead School Flaxmere who trialed the resource and provided valuable feedback.

In particular, HSC acknowledges the significant contribution of Barbara Batchelor and Kate Matthews for their invaluable advice and countless hours spent reviewing the resource at each stage of its development.

Cover photograph by Adrian Heke

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Published 2011 for the Health Sponsorship Council by  
Learning Media Limited, Box 3293, Wellington 6140, New Zealand.  
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ISBN (kit) 978 0 7903 3756 2

Item number (kit) 33756

ISBN (teachers' guide) 978 0 7903 3759 3

Item number (teachers' guide): 33759

## Teachers' guide

### He pukapuka mā te kaiako

E tipu ai te pakiaka tangata, me whakatō he purapura wairua.

Whakahaukūtia te whenua ki te waiora pūmau kia puta ai ko te Hauora.

Ko te oranga te tino pūmanawa i homai ki a tāua ki te tangata. Kei a tāua te tino kawenga ki te manaaki, ki te tiaki i tēnei taonga tuku iho.

Ko ā tātou tamariki ngā rangatira mō āpōpō. Mā te tiaki, mā te poipoi ka puta te oranga ki a tātou katoa.

For the roots of humanity to grow well, spiritual seeds must first be sown.

Irrigate with the enduring waters of life, and Hauora will result.

The most precious gift we are given is life itself. Our duty is to nurture and care for this precious inheritance.

Our children are the leaders of the future. By caring for them and fostering their learning, we assure future life for all.

*Te Marautanga o Aotearoa, Hauora, page 60*

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## Introduction

### He kupu whakataki

*Staying Smokefree/Te Noho Auahi Kore* is a resource for teachers of students in years 7 and 8. It aims to develop the students' resilience and encourage a positive attitude to being smokefree/auahi kore, now and in the future.

Most smokers begin smoking as adolescents. In 2006, the average age of smoking initiation among New Zealanders was 14.6 years.<sup>1</sup> For this reason, promoting the benefits of a smokefree/auahi kore lifestyle in years 7 and 8 is crucial.

<sup>1</sup> Ministry of Health (2007). *New Zealand Tobacco Use Survey 2006*. Wellington: Ministry of Health.

The resource encourages students to acknowledge and build on their existing strengths. A positive outlook and a strong sense of self are key to helping them to make better choices.

*Staying Smokefree/Te Noho Auahi Kore* is a cross-curricular resource that supports learning in *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. Although its primary focus is levels 3 and 4 of the health and physical education learning area, it also has links to the English, mathematics and statistics, arts, technology, science, and social sciences learning areas as well as links across *Te Marautanga o Aotearoa*. (See the chart of curriculum links on pages 6–8.)

*Staying Smokefree/Te Noho Auahi Kore* has been developed by Learning Media for the Health Sponsorship Council (HSC).

## Components of the resource

### Ngā wāhanga o te rauemi

- This **teachers' guide/he pukapuka mā te kaiako**, with activities arranged in four units
- A **student journal/he pukapuka mā te ākongā** , which students can use to record their ideas
- An **audio CD**  containing eight stories (two per unit)
- Eight **student cards**  (two per unit), which include full transcripts of the audio stories and activities that allow for more in-depth discussion around the themes of those stories.

## Using this teachers' guide

### Te whakamahi i tēnei pukapuka mā te kaiako

Mā whero, mā pango, ka rapa te whai.

Working together will reap many rewards.

*Tikanga ā-lwi i roto i te Marautanga o Aotearoa, page 109*

Pages 3–5 provide information about the concepts underlying this resource, the harm-minimisation approach that it follows, factors that support staying smokefree/auahi kore, and factors that influence young people's decision making.

Pages 6–11 include tables showing how the activities link to the curriculum, an outline of inquiry learning, suggestions for strategies to promote class discussion, and some safety issues around using the resource. It's strongly recommended that you read this section before you start using the units.

### The units

The units progress from a focus on the self to focusing on both the self and others. They then move on to a community and socio-historical view. The units are:

- Being well/Te hauora
- Turning down the pressure/Kia tū māia
- What's the message and what's the cost?/He aha te kōrero, he aha te utu?
- Smokefree – our lives, our future/Auahi kore – mō tātou, mō āpōpō.

Before you start the units, use one or both of the diagnostic activities on pages 12–13 to draw out your students' prior knowledge. Depending on what you discover, you might emphasise certain sections, achievement objectives, or activities more than others.

### The activities

*Staying Smokefree/Te Noho Auahi Kore* supports inquiry-based, student-directed learning. The activities are designed to promote critical thinking and questioning, which could lead to short or extended inquiries. Lines of inquiry are suggested for each activity, though your students may come up with others – their questions should guide their research. (You can find a diagram of the inquiry learning model on page 10.)

The activities are laid out in a way that clearly separates background information for teachers from information for students. Possible achievement objectives are included for each activity.

Questions that you might use to prompt discussion and critical thinking are given in italics. These are intended as suggestions only. You can adapt or add to these as appropriate.

Many activities direct the students to work in their student journals. Remind the students that you and their fellow students may read their journals, so they should not include information that they wish to keep confidential. (Refer to the safety issues section on page 11 for information regarding students needing support.)

At various points during the activities, where appropriate, have the students share and discuss their journal reflections.

Students may need some guidance when working in their student journals or completing the activities on the student cards. You should familiarise yourself with these before using them.

The activities do not need to be completed in consecutive order. Choose activities to suit the learning needs of your students, in line with your teaching programme.

## Underlying concepts

### Ngā ariā matua

Piki mai. Kake mai. Homai te waiora ki ahau.

Come to me, join with me. Bring me the waters of life.

*Te Marautanga o Aotearoa, page 60*

The concepts underlying *Staying Smokefree/Te Noho Auahi Kore* are the underlying concepts of the health and physical education learning area.

### Hauora

This philosophy of well-being includes the interwoven dimensions of:

- taha tinana (physical well-being)
- taha hinengaro (mental and emotional well-being)
- taha whānau (social well-being)
- taha wairua (spiritual well-being).

As students develop strength in these areas, they also build their resilience. When they are more resilient, they are better able to make choices that support their own and others' well-being, including the choice of being smokefree/auahi kore. (See also the information about resilience on page 4.)

### Attitudes and values

The resource aims to help students develop a confident, responsible attitude to staying smokefree/auahi kore and to give them positive values including respect for other people's rights, needs, and beliefs.

### A socio-ecological perspective

Throughout the activities, students explore social factors that influence decisions to be smokefree/auahi kore and are encouraged to recognise the need for communities to promote being smokefree/auahi kore.

### Health promotion

*Staying Smokefree/Te Noho Auahi Kore* encourages students, where appropriate, to promote being smokefree/auahi kore in their school, their family/whānau, and the wider community and to take personal and collective action in a supportive environment.

## A harm-minimisation approach

### Hei whakaiti i te kino o te kaipaipa

*Staying Smokefree/Te Noho Auahi Kore* follows a harm-minimisation approach to drug education as recommended by the New Zealand Government and the World Health Organisation. Tobacco is one of the four categories of drugs listed in the government's *National Drug Policy 2007–2012*.<sup>2</sup>

The “just say no” message doesn't work for many young people. Pressure from peers, family/whānau, and the media often overrides that message. The harm-minimisation approach recognises that:

- some students do smoke and may be addicted to nicotine;

- smokefree/auahi kore students can be harmed by other people's smoking;
- smoking may be sanctioned by significant adults in the students' lives.

The approach focuses on “minimising the personal, social, and economic costs”<sup>3</sup> of smoking without condoning the practice. The aim is to encourage all students to be smokefree/auahi kore now and in the future.

2 Ministerial Committee on Drug Policy (2007). *National Drug Policy 2007–2012*. Wellington: Ministry of Health, page 7.

3 *Ibid.*, page 5.

## Recognition that some students smoke

In this programme, students are encouraged to be smokefree/auahi kore and not experiment with, or start, smoking. However, this programme also recognises that some year 7 and 8 students may already be smoking and be finding it difficult to quit.

In relation to students who already smoke, your school may need to:

- consider what support it offers them to quit and how the school might work with families/whānau (for example, in identifying a support person and working with the student to set achievable goals);
- develop strategies that lessen the chances of the students trying to persuade others to smoke (for example, entering a contract with a student who smokes);

- encourage activities that build self-esteem and support healthy lifestyle choices;
- set clear boundaries, ensuring that the students know the consequences of breaking them;
- make students aware that under Aotearoa New Zealand's smokefree legislation, the school is a smokefree/auahi kore environment at all times, including co-curricular activities such as sports trips and school camps;
- seek guidance from Quitline (0800 778 778), your public health nurse, and other services.

The resources listed on page 38 provide more information about working with students who require support to be smokefree.

## Factors that support staying smokefree

### Ngā āhuatanga e tautoko ana i te noho auahi kore

Kaua e hoki i te waewae tūtuki, engari mā te upoko pakaru.

Do not be deterred by minor obstacles ... press ahead to the desired goal.

*Ngā Pēpeha a ngā Tipuna, by Hirini Moko Mead and Neil Grove, page 192*

The following factors support students to stay smokefree/auahi kore (and meet other challenges in life): personal resilience; smokefree/auahi kore being seen as the norm; supportive schools, kura kaupapa, and wharekura; supportive families/whānau; and school policies and procedures.

### Personal resilience

**Resilience is the capacity to spring back, rebound, successfully adapt in the face of adversity, and develop social ... competence despite exposure to severe stress or simply the stress that is inherent in today's world.**

*Resiliency in Schools: Making it happen for students and educators, page 7*

Protective factors that help students develop resilience include:

- having a sense of self-worth, purpose, and hope;
- feeling connected to and valued by their family, school, kura kaupapa or wharekura, and community;
- knowing where they can go for help;
- feeling secure in who they are and having the skills to resist peer pressure;
- having the skills to cope with and manage stress;
- having the ability to problem solve and set achievable goals;
- being involved in activities where they can relate positively with their peers, express themselves and their independence, and feel a sense of achievement (for example, in sports).

### Smokefree/auahi kore being seen as the norm

Students are aware that:

- being smokefree/auahi kore is the norm and is socially accepted;
- smoking is over represented in the media, particularly movies.

### Supportive schools, kura kaupapa, and wharekura

These schools, kura kaupapa, and wharekura:

- have smokefree/auahi kore staff;
- have clear and consistently applied smokefree/auahi kore rules;
- work in partnership with their communities and communicate the protective factors to them.

### Supportive families/whānau

Such families/whānau:

- are smokefree/auahi kore at home;
- communicate and support positive, healthy lifestyles.

**Drug education programmes that are planned and implemented in consultation with parents are not only more successful, but they also empower parents.**

*Promoting Student Health and Wellbeing: A guide to drug education in schools, page 5*

*Staying Smokefree/Te Noho Auahi Kore* focuses on developing students' personal resilience and increasing their awareness of the social context of smoking. However, these factors don't exist in isolation, so this resource encourages the involvement of family/whānau where possible. Family/whānau support can be crucial in promoting resilience in young people.

### Whānau ora equals rangatahi ora

**Having a close relationship with a parent is one of the most important predictors of good health and well-being for young people (Adolescent Health Research Group Youth '07 Survey 2009). Efforts that can be made to strengthen families will go a long way to strengthening young people's resiliency to unhealthy choices.**

*NZAAHD (New Zealand Aotearoa Adolescent Health and Development) Submission to Māori Affairs Committee Inquiry into the Tobacco Industry, page 2, [sfc.org.nz/submissions/MASCINZAAHD.pdf](http://sfc.org.nz/submissions/MASCINZAAHD.pdf)*

Note that there may be risks for some students in involving family/whānau in activities, so it is vital that you know the home circumstances of all your students before using such activities. See also the section on safety issues on page 11.

## School policies and procedures

Another related resource, *Our Smokefree School/He Kura Auahi Kore*, addresses schools' smokefree/auahi kore policies and procedures.

See page 38 for the details of this and other resources that are available to help your school review its policies and procedures, including support for staff and students who smoke and want to quit.

## Young people and smoking Te rangatahi me te kaipaipa

Ko te piko o te māhuri, tērā te tupu o te rākau

As the sapling is bent, so the tree will grow.

*Te Marautanga o Aotearoa, Hauora, page 60*

## Why young people start smoking

Young people start smoking for various reasons. They might try smoking:

- to conform with their peers or "be cool";
- when they are feeling particularly vulnerable;
- as a form of self-expression, rebellion, control, or independence – that is, to show that they can make decisions for themselves;
- when they are bored;
- simply because they do not live in a smokefree/auahi kore environment and therefore do not see being smokefree/auahi kore as the norm.

## Why staying smokefree/auahi kore matters when young

Research shows that the longer the onset of smoking can be delayed, the more likely a young person will remain smokefree/auahi kore.<sup>4</sup>

Nicotine is thought to be more addictive to adolescents than older people because their brains are still developing. The process of going from being a non-smoker to an addicted smoker usually takes two or three years, and most addicted smokers continue smoking for around forty years.

Half of all addicted smokers die from tobacco-related diseases, including cancer, heart disease, and stroke. Smoking can negatively affect nearly every organ of the body.

You can find more information about smoking and young people in the background information for activities 1.2, 1.4, 1.6, 2.1, and 4.3, or visit:

- [smokefreeschools.org.nz](http://smokefreeschools.org.nz)
- [smokefree.co.nz](http://smokefree.co.nz)
- [sfc.org.nz](http://sfc.org.nz) (Smokefree Coalition)
- [ash.org.nz](http://ash.org.nz) (Action on Smoking and Health, ASH).

<sup>4</sup> U.S. Department of Health and Human Services (2004). *The Health Consequences of Smoking: A report of the surgeon general*. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health.

## Curriculum links

### Ngā hononga ki te marautanga

The tables below and on the following pages list each activity and its links to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. Although *Staying Smokefree/Te Noho Auahi Kore* is designed for English-medium schools, links to *Te Marautanga o Aotearoa* are included because the activities could be adopted for use in Māori-medium classrooms.

Students, through their inquiries, may well identify other learning outcomes not shown in the table. Select activities that meet your students' needs and interests.

Unit 1: Being well/Te hauora (page 14)			
Activity	Health and PE	Other learning areas	Links to <i>Te Marautanga o Aotearoa</i>
1.1 Getting to grips with hauora	L3 (A4)	<b>English</b> L4 – Show an increasing understanding of how to shape texts for different purposes and audiences	T3 Hauora: Waiora 3 T3 Hauora: Tangata 2
1.2 What's what?	L3 (A1, A3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T3 Hauora: Tangata 1, 2, and 3 T4 Hauora: Waiora 1 and 4
1.3 "Old Mitch"	L3 (A1, A3, C3, D1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T3 Hauora: Tangata 1, 2, and 3 T4 Hauora: Waiora 1 and 4
1.4 Can't live without it – understanding addiction	L3 (A1, A3, C2, C3, D2) L4 (A3)	<b>English</b> L4 – Select, develop, and communicate ideas on a range of topics	T3 Hauora: Waiora 2 and 3 and Tangata 1, 2, and 3 T4 Hauora: Waiora 1, 3, and 4 and Tangata 1 and 3
1.5 "Raven's Place"	L3 (A3, C2, C3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts L4 – Select, develop, and communicate ideas on a range of topics <b>The Arts</b> L3 – Present and respond to drama ...	T3 Hauora: Waiora 4 T4 Hauora: Waiora 4
1.6 Second-hand smoke	L3 (A1, A3, A4, C1, C2, D2, D3) L4 (C3)	<b>English</b> L4 – Select, develop, and communicate ideas on a range of topics <b>The Arts</b> L3 – Present and respond to drama ...	T3 Hauora: Waiora 4, Taiao 2, and Tangata 2 T4 Hauora: Waiora 4; Taiao 1, 2, and 3; and Tangata 1, 2, and 3

## Unit 2: Turning down the pressure/Te tū māia (page 21)

Activity	Health and PE	Other learning areas	Links to Te Marautanga o Aotearoa
2.1 Tell me why	L4 (A3, D1, D3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T4 Hauora: Waiora 3; Taiao 1, 2, and 3; and Tangata 1
2.2 “Don’t Tell!”	L3 (C1, C3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts <b>The Arts</b> L3 – Present and respond to drama ...	T3 Hauora: Tangata 1 T4 Hauora: Waiora 4
2.3 Resisting peer pressure	L3 (A4, C1, C2, C3, D2, D3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts L4 – Select, develop, and communicate ideas on a range of topics	T3 Hauora: Waiora 4 and Tangata 1
2.4 Kia kaha – stand strong	L3 (A4, C1, C2) L4 (A4, C1)	<b>English</b> L4 – Select, develop, and communicate ideas on a range of topics <b>The Arts</b> L3 – Present and respond to drama ...	T4 Hauora: Waiora 4 and Tangata 1
2.5 “Changes at Home”	L3 (A4, C1, C2) L4 (A4, C1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T3 Hauora: Waiora 4 and Tangata 1 T4 Hauora: Waiora 4 and Tangata 1
2.6 Roller coaster	L3 (A4, C1, C2, D2)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts L4 – Use a range language features appropriately, showing an increasing understanding of their effects	T3 Hauora: Waiora 4 and Tangata 1

### Health and Physical Education achievement objectives in these activities

#### Level 3

A1: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes

A3: Identify risks and their causes and describe safe practices to manage these

A4: Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth

C1: Identify and compare ways of establishing relationships and managing changing relationships

C2: Identify ways in which people discriminate and ways to act responsibly to support themselves and other people

C3: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these

D1: Identify how health care and physical activity practices are influenced by community and environmental factors

D2: Participate in communal events and describe how such events enhance the well-being of the community

D3: Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness

D4: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment

#### Level 4

A3: Access and use information to make and action safe choices in a range of contexts

A4: Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth

C1: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses

C2: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people

C3: Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people

D1: Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand

D2: Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members

D3: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community

### Unit 3: What's the message and what's the cost?/He aha te kōrero, ā , he aha te utu? (page 29)

Activity	Health and PE	Other learning areas	Links to <i>Te Marautanga o Aotearoa</i>
3.1 "Time on Your Hands"	L4 (D1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T4 Hauora: Waiora 4 and Tangata 1
3.2 Buying in – at what cost?	L4 (D1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts <b>Mathematics and Statistics</b> L4 – Use a range of multiplicative strategies when operating on whole numbers	T4 Hauora: Waiora 4, Taiao 3, and Tangata 1
3.3 Analyse that!	L3 (D4) L4 (A3, A4, D1 D3)	<b>English</b> L4 – Show an increasing understanding of how texts are shaped for different purposes and audiences	T3 Hauora: Tangata 1 T4 Hauora: Taiao 3
3.4 "At the Pictures"	L4 (A4, D1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T4 Tikanga ā-lwi: Te Ao Hurihuri 4.1 and 4.2

### Unit 4: Smokefree – our lives, our future/Auahi kore – mō tātou, mō āpōpō (page 33)

4.1 "Back in the Day"	L4 (D1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts	T4 Tikanga ā-lwi: Te Ao Hurihuri 4.1 and 4.2 and Te Wāhi me te Taiao 4.1 and 4.2
4.2 Laying down the law	L3 (D4) L4 (A3, A4, C2, D3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts L4 – Select, develop, and communicate ideas on a range of topics <b>Social Sciences</b> L4 – Understand that events have causes and effects L4 – Understand how people participate individually and collectively in response to community challenges	T3 Tikanga ā-lwi: Te Wāhi me te Taiao 3.1 T4 Tikanga ā-lwi: Te Ao Hurihuri 4.1 and 4.2 and Te Wāhi me te Taiao 4.1 and 4.2
4.3 Going up	L4 (A4, C2, D1)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts <b>Mathematics and Statistics</b> L4 – Know the equivalent decimal and percentage forms for everyday fractions	T4 Tikanga ā-lwi: Te Ao Hurihuri 4.1 and 4.2 and Te Wāhi me te Taiao 4.1 and 4.2 T4 Hauora: Tangata 1, 2, and 3
4.4 Being heard	L4 (D3)	<b>English</b> L4 – Show an increasing understanding of ideas within, across, and beyond texts L4 – Show an increasing understanding of how texts are shaped for different purposes and audiences <b>Social Sciences</b> L4 – Understand how people participate individually and collectively in response to community challenges	T4 Tikanga ā-lwi: Te Whakaritenga Pāpori me te Ahurea 4.1 and 4.2
4.5 "Fast Forward"	L4 (D1)	<b>English</b> L4 – Show an increasing understanding of how texts are shaped for different purposes and audiences <b>Technology</b> L4 – Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome	T4 Tikanga ā-lwi: Te Ao Hurihuri 4.1 T4 Hauora: Tangata 1
4.6 What's My Role?	L3 (D3, D4) L4 (D3)	<b>English</b> L4 – Show an increasing understanding of how texts are shaped for different purposes and audiences <b>Technology</b> L4 – Undertake planning that includes reviewing the effectiveness of past actions and resourcing, exploring implications for future actions and accessing of resources, and consideration of stakeholder feedback, to enable the development of an outcome	T4 Tikanga ā-lwi: Te Ao Hurihuri 4.1 T4 Hauora: Tangata 1

## Health and Physical Education achievement objectives in these activities

### Level 3

A1: Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes

A3: Identify risks and their causes and describe safe practices to manage these

A4: Describe how their own feelings, beliefs, and actions, and those of other people, contribute to their personal sense of self-worth

C1: Identify and compare ways of establishing relationships and managing changing relationships

C2: Identify ways in which people discriminate and ways to act responsibly to support themselves and other people

C3: Identify the pressures that can influence interactions with other people and demonstrate basic assertiveness strategies to manage these

D1: Identify how health care and physical activity practices are influenced by community and environmental factors

D2: Participate in communal events and describe how such events enhance the well-being of the community

D3: Research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness

D4: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment

### Level 4

A3: Access and use information to make and action safe choices in a range of contexts

A4: Describe how social messages and stereotypes, including those in the media, can affect feelings of self-worth

C1: Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses

C2: Recognise instances of discrimination and act responsibly to support their own rights and feelings and those of other people

C3: Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people

D1: Investigate and describe lifestyle factors and media influences that contribute to the well-being of people in New Zealand

D2: Investigate and/or access a range of community resources that support well-being and evaluate the contribution made by each to the well-being of community members

D3: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community

## The key competencies

There will be many opportunities to develop the key competencies as you work through the activities. The competencies are interlinked, and in most learning contexts all will be in play.

As stated in *The New Zealand Curriculum*, “people use these competencies to live, learn, work, and contribute as active members of their communities” (page 12). Because of this, the competencies are integral to building positive attitudes and values, including self-reliance and resilience, which will enable students to make healthy choices and stay smokefree/auahi kore.

# Inquiry learning

## Te ako pakirehua

Ko te ākonga te pūtake o te ako.

The student is the centre of learning.

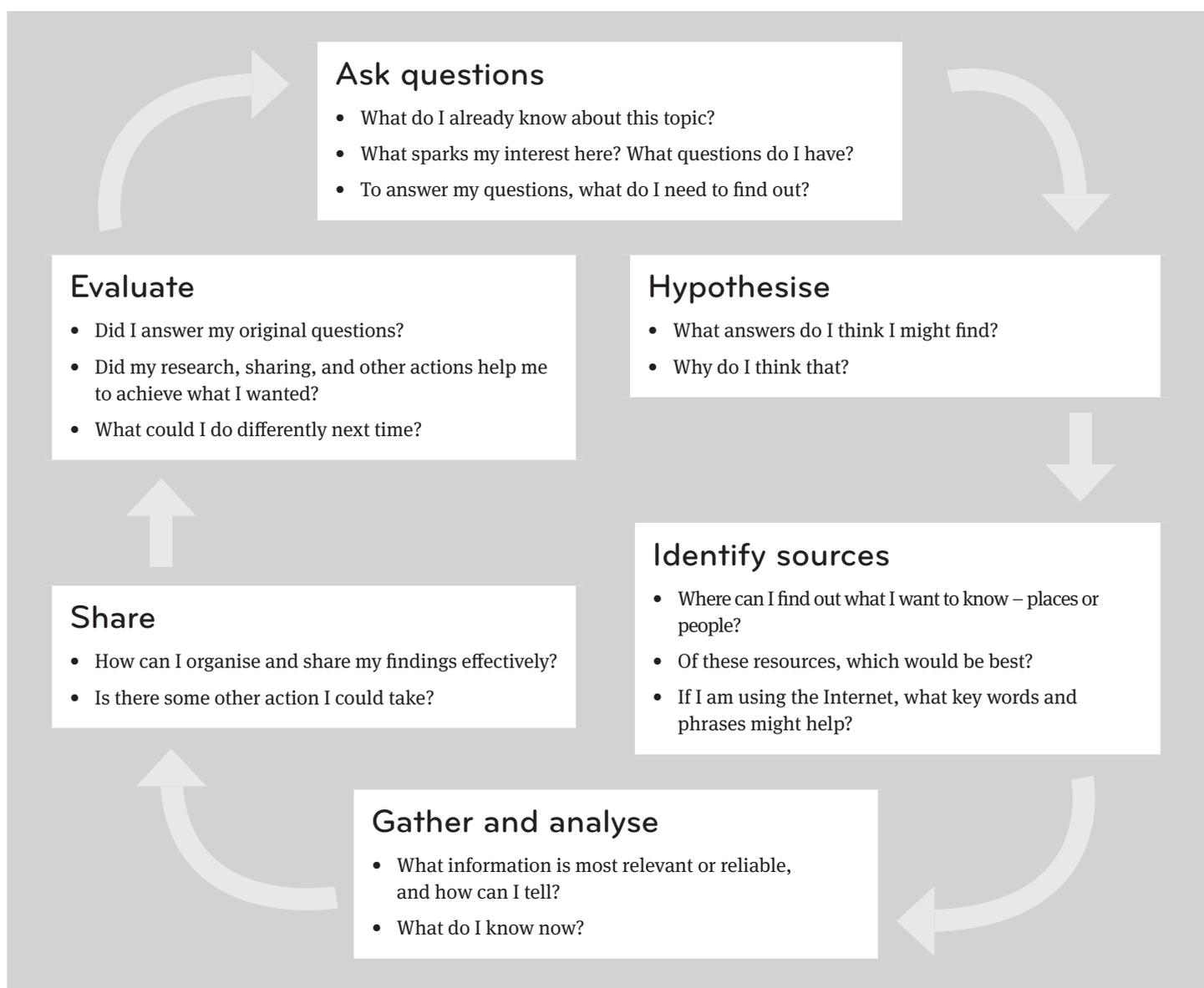
*Te Marautanga o Aotearoa, page 10*

*Staying Smokefree/Te Noho Auahi Kore* is built on the inquiry learning model. When students have a meaningful reason to seek new information and ideas – to answer their own questions and to help themselves, their peers, or their families/whānau – they are more likely to absorb that information and make positive changes in their lives.

The diagram below presents inquiry learning.

**Drug education learning experiences are meaningful when the students are actively involved ... at the centre of teaching and learning.**

*Promoting Student Health and Wellbeing:  
A guide to drug education in schools, page 7*



## Teaching as inquiry

Just as your students will be inquiring into the topic and their own learning, you can be inquiring into the impact of your teaching on your students. (See page 35 of *The New Zealand Curriculum* for information on teaching as inquiry.)

# Diagnostic activities

## Ngā ngohe aromatawai tuatahi

The following activities are designed to help discover your students' prior knowledge about being smokefree/auahi kore. You can use one or both of the activities.

### Activity 1: What do we know?

#### Purpose

To elicit your students' prior knowledge about being smokefree/auahi kore and well-being

Write the following words related to smoking and well-being on A3 sheets. Space out about ten terms on each page.

assertive, conform, drugs, hauora, individual responsibility, kore kaipaipa (non-smoker), kia kaha, laws, media, momi hikareti (smoking), peer pressure, rangatiratanga, resilient, second-hand smoke, smokefree/auahi kore, social responsibility, tobacco industry, tupeka (tobacco), vulnerable

**SJ Pg 1** Have your students work in pairs or groups to discuss the meanings of the words and then ask them to write definitions under each word on page 1 of their student journal. Prompt their thinking with questions such as *What types of drug are there? What are some examples of peer pressure? Who is involved in the tobacco industry?*

Have the students use lines to link particular words, with an explanation of the connection alongside each line. They could then compare their answers and discuss the vocabulary further with other pairs or groups.

Prompt the students to share any questions. Model your thinking.

*I wonder if tobacco is a drug. I've heard of possible changes to smoking laws. Does anyone know about this?* Note the questions for later inquiry.

**SJ Pg 1** Ask the students to record any questions or thoughts on page 1 of their journals.

Consider their next learning steps in relation to the activities in this guide. Take into account what they already know and the interests or questions they have raised.

### Possible lines of inquiry

- Why is tobacco a drug?
- What are the laws around smoking?
- How big is the tobacco industry, and who is involved in it?
- What is second-hand smoke, and how bad is it for you?
- What health and safety guidelines ensure we have a smokefree/auahi kore environment at our school, kura kaupapa, or wharekura? Could we improve on them?

## Purpose

To elicit your students' beliefs and knowledge about smoking and to encourage critical thinking

# Activity 2: The fine line

Propose two or three statements around smoking behaviours and well-being. Ask your students to place themselves along a continuum in relation to these statements. At one end is "Strongly agree", at the other is "Strongly disagree", and "Don't know" is in the middle. Some possible statements include:

- Aotearoa New Zealand should be completely smokefree/auahi kore.
- When you smoke, you only hurt yourself.
- People should be able to smoke when and where they want.
- Most young people are smokefree/auahi kore.
- Pregnant women shouldn't smoke.
- You can smoke and still be fit and healthy.
- Smoking looks cool.
- I have the right to be in a smokefree/auahi kore environment.
- Everyone should look after themselves.
- Smoking is the biggest preventable killer in Aotearoa New Zealand.

Encourage your students to back up their positions. *What information or ideas are you basing your position on?* The students could develop their ideas or arguments with a partner. You might identify some "class experts" who can offer their knowledge or ask students at opposite ends of the continuum to swap and try to persuade others of the opposite viewpoint.

*Do you need to know more to back up your position? What information might support you or test your beliefs? What questions do you have?*

The students could use these questions as lines of inquiry. You could revisit this activity later.

## Possible lines of inquiry

- What are the effects of smoking on the body, including the effects on unborn babies?
- What diseases and medical conditions are caused by smoking?
- If smoking is so unhealthy, why do people start in the first place?
- Where can people smoke in Aotearoa New Zealand?
- Why did workplaces become smokefree/auahi kore in Aotearoa New Zealand?
- What steps need to occur to make Aotearoa New Zealand completely smokefree/auahi kore in the future?
- What is our school's, kura kaupapa's, or wharekura's policy on smoking?
- Why do very few top sportspeople smoke?
- What is the impact of smoking on Māori communities?

# Unit 1: Being Well

## Mahi 1: Te hauora

What does it mean for me to be well?

Unit **1**

Activity **1**

## Getting to grips with hauora

### Purpose

For students to identify people, things, places, and situations that make them feel well

(Health and PE AO: L3 A4)

### Learning outcomes

Students will be able to:

- identify what makes them feel well;
- relate the things that make them feel well to the four dimensions of hauora.

### Background information

Hauora, the Māori philosophy of health, takes a holistic view of well-being. The concept of hauora is recognised by the World Health Organisation. The model of te whare tapa whā, which can be used to illustrate this philosophy, was developed by Dr Mason Durie.

To understand more about this model, refer to Mason Durie's *Whaiora: Māori Health Development* or go to:

- [maorihealth.govt.nz/moh.nsf/pagesma/445](http://maorihealth.govt.nz/moh.nsf/pagesma/445)
- [tki.org.nz/r/health/curriculum/statement/page31\\_e.php](http://tki.org.nz/r/health/curriculum/statement/page31_e.php)

### Activities

Review the concepts of hauora and te whare tapa whā. As a class, create a mind map of hauora. Your students may have raised some ideas in the first diagnostic activity. Encourage them to think of other words for feeling well (for example, happy, fit, safe, strong, relaxed, like I belong).

#### Who? Where? When?

Contextualise hauora by asking *Where or when do you feel well? Who or what makes you feel well?* Have the students write down their responses.

Tease out their ideas with prompts such as *Is hauora just about your body being healthy?* Introduce the four dimensions of hauora. Some students may have other ways of expressing these.

#### My hauora Pg 2

Discuss how the ideas the students noted down relate to the four dimensions. Then ask them to show this by arranging their ideas (and any further ideas they may have following the discussion) around the image of the whare tapa whā in their journals.

### Presenting the ideas

Ask your students how they could order and present their ideas effectively. Then ask them to choose an idea to develop. For example, they might:

- create a personal flag or banner;
- take photos of the people, places, and things that support their hauora;
- draw pictures, cartoons, diagrams, and so on that represent their ideas;
- add their ideas to a personal page on the class Intranet;
- create a computer-based presentation;
- create a video that represents their ideas.

### Possible lines of inquiry

- How do other people or cultures think about well-being?
- How does not living in a smokefree/auahi kore environment impact on our hauora and the hauora of others?
- What happens to our hauora if one of the four parts is not stable, for example, we are unwell physically?

## Purpose

For students to categorise drugs and consider their similarities and differences, especially in terms of their effects on hauora

(Health and PE AOs: L3 A1, A3)

# What's what?

Unit **1**

Activity **2**

## Learning outcomes

Students will be able to:

- identify four categories of drugs;
- explain how some drugs are harmful to their hauora and some are helpful;
- explain why tobacco is classified as a drug.

## Background information

Tobacco is one of the four categories of drug in the *National Drug Policy 2007–2012*. Smoking is the leading cause of preventable death in Aotearoa New Zealand, accounting for around five thousand deaths a year. Over three hundred deaths a year are caused by exposure to second-hand smoke. Inhaled smoke contains more than four thousand chemicals including acetone (paint stripper), ammonia (toilet cleaner), cyanide (rat killer), DDT (insecticide), and carbon monoxide (car exhaust fumes).

The physical effects of smoking on the body include:

- Brain – stroke (from narrowed blood vessels), nervousness;
- Eyes – irritation, cataracts, blindness;
- Ears – glue ear (hearing loss) in children exposed to second-hand smoke;

- Mouth – mouth disease, cancer, yellow teeth, poor taste, sore throat, croaky voice;
- Skin – wrinkles, nicotine stains, slow wound healing (from lower levels of Vitamin C);
- Lungs – cancer, emphysema, asthma, bronchitis;
- Heart – heart attack (from narrowed arteries);
- Stomach – ulcers;
- Limbs – weak bones and fractures, poor circulation (from narrowed arteries) sometimes resulting in gangrene and amputation.

Smoking also has many emotional and social impacts.

## Activities

### What's a drug? Pg 3

Have the students work in pairs or groups. Give each pair or group a set of cards naming drugs from the four categories of the National Drug Policy (tobacco, alcohol, illegal drugs, and other drugs/medicines). For example: wine, aspirin, cigarettes, insulin, P (methamphetamine), cigars marijuana, beer.

*What are the differences between these substances?* Have the students sort them into categories and justify their decisions.

*What do all these things have in common?* Elicit the fact that they're all drugs. *What makes something a drug?* Have the students brainstorm some ideas for a definition and write these in their student journal. Then give them the one below.

**“A drug is a substance that, when taken, changes the way the mind and/or body functions.”<sup>5</sup>**

*How does this compare with your definition?*

Encourage the students to share any thoughts or questions about this definition.

Ask the students *Can you think of another drug that is legal and is found in various drinks?* (Caffeine is found in many energy drinks.)

Give your students the four categories of drugs laid out in the National Drug Policy, noting that other ways of ordering them may be equally valid (for example, legal/illegal, helpful/harmful, medicinal/non-medicinal). Have the students make comparisons with the way they categorised the drugs on the cards. *Can you think of any other drugs under these categories?*

Ask the students to think about how the different types of drugs affect people's hauora. They should take into account the positive and negative effects and the four dimensions of hauora.

Have them complete the table in their journals. This may generate questions for later inquiry.

*Are some drugs better or worse than others? Why?* The students could try placing the drugs along a continuum from “Safe” to “Unsafe”, with “Not sure” in the middle. Encourage discussion around the students' reasons. Prompt them with questions such as *Is smoking better or worse than drinking alcohol? Why?* Elicit that medicinal drugs are often beneficial but only when taken as directed.

## Possible lines of inquiry

- Why are some drugs legal and others not?
- If tobacco is a drug, why isn't it illegal?
- What are the effects of smoking on hauora? How do they compare with the effects of other drugs on hauora?
- What are some of the alternatives to using drugs (legal or illegal)? How might these impact on our hauora?

# “Old Mitch”

## Purpose

For students to identify types of drug, their effects on hauora, and their appropriate and inappropriate use

(Health and PE AOs: L3 A1, A3, C3, D1)

## Learning outcomes

Students will be able to:

- explain how prolonged tobacco use can affect people;
- consider the positive and negative consequences of actions and make a decision based on best outcomes.

## Background information

Students may ask why the government hasn't banned tobacco as it has other drugs. If tobacco were introduced today, it would be a Class A drug (posing a very high risk to individuals or society).

To reduce smoking rates, the World Health Organisation recommends a mix of legislation, product taxation, health promotion, quit-smoking services, and research.

## Activities

### Listen in Track 1 “Old Mitch”

Have the students listen to “Old Mitch” on the CD and ask them to note their initial responses in their journals.  

Discuss their responses. You may want to replay the story so that the students have another opportunity to listen. Prompt their thinking:

- *What are the drugs in this story?*
- *Which ones does Old Mitch really need? Really want?*
- *Why do you think he needs these drugs?*
- *Do you think Ngākau would have got the cigarettes if he was old enough to buy them? Why/why not?*

This activity lends itself to hot seating. (The character doesn't have to be a person – it might be a part of their body, for example, their lungs [see page 11].)

### What is Ngākau thinking?

Have the students fill in Ngākau's thought bubble on page 4 of their journals.

### Student card “Old Mitch”

Have the students complete the discussion activities and “What now?” on the student card.

## Possible lines of inquiry

- What are the chemicals in tobacco? What effects do they have?
- What is emphysema?
- What community or whānau support is available to people who are addicted to tobacco?
- How can the media influence people to quit smoking?

## Purpose

For students to investigate why quitting smoking can be hard

(Health and PE AOs: L3 A1, A3, C2, C3, D2; L4 A3)

# Can't live without it – understanding addiction

Unit **1**

Activity **4**

## Learning outcomes

Students will be able to:

- explain why it can be difficult for smokers to quit;
- explain how they can avoid addiction to cigarettes;
- identify how relationships can support us to make positive choices.

## Background information

Nicotine is the addictive component of cigarettes. Addiction can set in very quickly. The more people smoke, the more they programme their brains to want nicotine in order to function well. To feel good, they may need increasing amounts of nicotine. Thinking about the next cigarette can control people's social interactions.

This chemical addiction makes it hard to quit smoking. For a time, people quitting might feel sick, irritable, restless,

tired, hungry, or nervous. They may try to quit a number of times before succeeding.

People who identify as smokers can find it even harder to quit – smoking has become part of who they are. They may need to form new, smokefree friendships, find something else to make them feel good, or even find something else to do with their hands.

## Activities

### What do I need? Pg 5

Discuss interests and activities, for example, church activities, kapa haka, playing a musical instrument, relationships, foods, and so on. *What do you need to feel well? What could you not do without?*

Have the students share their ideas and record these on large sheets of paper. Challenge their thinking. *Which ones do you really need – not just enjoy and want? What could you give up if you had to? Which ones truly support your well-being?* Talk about social, mental and emotional, and spiritual needs, as well as physical ones.

Share the whakatauki: “He aha te mea nui o tēnei ao – he tangata, he tangata, he tangata.” (What is the most important thing in the world – it is people, it is people, it is people.) *How important are people and relationships and your family/whānau in sustaining your sense of hauora? How can others support us to make positive choices?*

Have them complete the first three sections under “What do I need” on page 5 of their journals.

### What is addiction? Pg 6

*Do smokers need cigarettes? Why/why not?* Use these questions to prompt discussion. Ensure that your students are respectful of others (especially those who may have family members who smoke) when offering their opinions. *Why is it so hard to give up?*

Draw out the idea of addiction. *Is there a difference between quitting smoking and giving up the other things? If so, what is it? Is it something around supporting well-being? Why are cigarettes addictive? The discussion may include things beyond nicotine and its physical effects. How can we avoid addiction? Is it possible to have an occasional cigarette and not get addicted? Why do you say that?*

Ask the students to complete “About addiction” in their journals.

You or the students may know someone who is happy to share their experiences of quitting. Talk about ways of supporting people who are quitting and then have the students note their ideas in their journals.

*What questions do you have? Do we need more information to better understand addiction or anything else we've covered?* The students could complete an inquiry based on something that interests them and present their findings to the class.

## Possible lines of inquiry

- Why is smoking addictive?
- What effects does nicotine have on the brain?
- What strategies do people use to quit smoking?
- What support is there for people quitting?
- My mum/friend/cousin has decided to quit – how can I support them?
- What things (positive or negative) do ex-smokers replace smoking with? (A survey might be appropriate.)
- What activities or hobbies could we do that are good for our hauora? (This could lead on to planning a school or community activity day, which enhances the well-being of the community.)

# “Raven’s Place”

## Purpose

For students to explore the personal issues (including safety issues) around reducing exposure to second-hand smoke

(Health and PE AOs: L3 A3, C2, C3)

## Learning outcomes

Students will be able to:

- identify situations in which people are affected by second-hand smoke;
- identify strategies that others could use to reduce their exposure to second-hand smoke.

## Safety issues

This activity has been designed as a scenario because creating smokefree/auahi kore places at home may not be an option for some students. Through a scenario, they can think about such

issues without compromising their personal safety. They can also start thinking about ways to reduce their exposure to second-hand smoke in other places in their lives.

## Activities

### Listen in Track 2 “Raven’s Place”

Have the students listen to “Raven’s Place” on the CD and ask them to note their initial responses in their journals.

Discuss their responses. You may want to replay the story. Prompt their thinking:

- *What was Raven’s problem?*
- *Is it realistic, or even possible, for kids to question adults’ behaviour? Why/why not?*
- *Is it important for everyone to have a smokefree/auahi kore home? Or is it only important if you have asthma?*
- *What do you think Raven’s mum and dad’s solution might be?*

### Raven’s options Pg 7

The students can work in groups to identify:

- how Raven and her parents might reduce Raven’s exposure to smoke in safe ways;
- what else Raven could do to make part of her home smokefree/auahi kore;
- other places or situations where Raven might be exposed to smoke, for example, when she is travelling in the car.

Support the students to explore positives and negatives in relation to each idea. Discuss and evaluate the strategies as a class. Have them note their best ideas on page 7 their journals.

### What would you do?

Encourage the students to consider what Raven might do if her nana were not there. They could role-play some of their ideas.

### Student card “Raven’s Place”

Have the students complete the activities on the student card.

## Possible lines of inquiry

- What laws would ensure that children are brought up in smokefree/auahi kore environments?
- What would be an effective campaign (media or otherwise) to ensure that all children have the opportunity to live smokefree/auahi kore? Why?

## Purpose

For students to think critically and express opinions about second-hand smoke, identify when they are exposed to second-hand smoke, and explore how they might safely reduce their exposure

(Health and PE AOs: L3 A1, A3, A4, C1, C2, D2, D3; L4 C3)

# Second-hand smoke

Unit **1**

Activity **6**

## Learning outcomes

Students will be able to:

- identify strategies they could use to reduce their exposure to second-hand smoke;
- identify places that are smokefree/auahi kore.

## Background information

Two-thirds of the smoke from a cigarette is not inhaled by the smoker. This smoke mixes with the smoke exhaled by the smoker to form the second-hand smoke that other people breathe.

Second-hand smoke kills around 350 people in Aotearoa New Zealand each year. It can contribute to health problems including heart disease, lung cancer, and stroke. It puts children at risk of respiratory infections, ear infections, asthma, and sudden infant death syndrome (SIDS or cot death). It may also affect their learning and behaviour.

“For rangatahi Māori, having smoking in the home can be the biggest risk to both their health, through exposure to second-hand smoke, and through the influence it has on their uptake of smoking.”<sup>6</sup>

In 1990, New Zealand introduced legislation to reduce second-hand smoke. It banned smoking in offices, on public transport, and in certain other public places, and it restricted smoking in bars, cafes, and restaurants. In December 2003, Aotearoa New Zealand became the third country in the world (after Ireland and Norway) to become smokefree/auahi kore in all indoor workplaces, including bars, cafes, restaurants and schools.<sup>6</sup>

## Safety issues

Be careful to ensure that the danger of second-hand smoke is not overstated to the point of worrying students unnecessarily.

For example, they do not need to worry about passing someone smoking on the street.

## Activities

Discuss what your students know about the effects of second-hand smoke on hauora. In addition to the physical dimension of hauora, encourage the students to consider the social, mental and emotional, and spiritual dimensions.

Divide the students into groups and give each group one of the following statements.

- My smoking isn't a problem for anyone else. I blow the smoke away from them, and the window's always open so the smoke goes straight outside.
- It's hard to tell family/whānau and friends not to smoke in the house.
- No one can tell me where to smoke. It's my house, and I'll smoke here if I want to.
- We're not welcome in that family/whānau. They make us smoke outside.
- I can't ask my mum to smoke outside. She'll get angry if I mention it.
- I don't mind people smoking around me because it's a social thing.
- If children don't like to be in a smoky room, they'll leave.

Have the students discuss what they might ask or say to someone who makes this kind of statement. Then prepare a short role play

between two individuals in which the ideas in their statement are discussed. Share the role plays and discuss the ideas together.

## Second-hand smoke Pg 8

Have the students complete the table on page 8 of their journal (places they go that are smokefree/auahi kore, places they go to occasionally where people smoke, places they go to frequently where people smoke, and how much time they're in each of these places every week). Have them also complete the last two questions on the page. (How can I reduce my exposure to second-hand smoke? What issues do I need to consider?)

You could work separately with students who want to reduce their exposure to second-hand smoke so that you can better support them. They could ask themselves whether any of the ideas they developed in activity 1.5 might work for them (bearing in mind the safety issues raised in the teachers' notes).

The students could make a smokefree/auahi kore sign for a place (not necessarily their home) that they think should be or should remain smokefree/auahi kore. The area may be outside, for example, a bus stop. Ask them to consider whether their sign might include information or a slogan and, if so, what and why.

## Possible lines of inquiry

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- What are the physical effects of second-hand smoke, including those on small children?
- Why is smoking inside worse than smoking outside?
- What are Aotearoa New Zealand's laws around second-hand smoke?
- How likely is it that smoking outside will one day be illegal?
- Would my school consider making all events (for example, school camps and field trips) smokefree/auahi kore for parents too? How could we work towards that?

The website [www.secondhandsmoke.co.nz](http://www.secondhandsmoke.co.nz) may be helpful for your students' research.

# Unit 2: Turning down the pressure

## Mahi 2: Te tū māia

How can I stay well when under pressure?

### Purpose

For students to investigate factors that help young people stay smokefree/auahi kore

(Health and PE AOs: L4 A3, D1, D3)

## Tell me why

Unit **2**

Activity **1**

### Learning outcomes

Students will be able to:

- list the benefits of being smokefree/auahi kore;
- identify factors that will help them to be smokefree/auahi kore.

### Background information

Research<sup>7</sup> shows that:

- A higher prevalence of smoking has been observed among students attending low-decile schools. Girls attending low-decile schools are three times more likely to be regular smokers, and boys are four times more likely to be regular smokers, than their peers attending higher-decile schools.
- The risk of a student smoking if both parents smoke is almost seven times greater than the risk for a student whose parents don't smoke. Even having just one parent who smokes triples the risk of a student being a daily smoker.
- In 2006, more than half of year 10 and 12 students who reported smoking daily wanted to stop smoking, and 72.3 percent of youth reported that they would not smoke if they had their lives over.

- Young people with friends who smoke are more likely to smoke.
- The younger the age at which an adolescent begins smoking, the more likely they are to become regular smokers and the less likely they are to quit smoking.
- Young people with parents who disapprove of smoking are less likely to become established smokers.

For more information, including up-to-date facts and figures about smoking, see *Tobacco Control Facts at a Glance*, which can be downloaded from the resources section of the smokefree/auahi kore schools website at: [smokefreeschools.org.nz](http://smokefreeschools.org.nz)

### Safety issues

This activity is intended to raise discussion about factors that matter to young people in making smokefree/auahi kore choices.

In your discussion, be mindful of the feelings of anyone who smokes.

### Activities

#### The benefits of being smokefree/auahi kore Pg 9

Have your students brainstorm the benefits of being smokefree/auahi kore and write their ideas in their student journals, taking into account the four dimensions of hauora:

- taha tinana (physical), for example, fitness; good skin, hair, and nails; more likely to live longer;
- taha whānau (social), for example, to model a smokefree/auahi kore life for my peers;

- taha hinengaro (mental and emotional), for example, thinking of ways to get accurate, useful information and of constructive ways to use it to support each other;
- taha wairua (spiritual), for example, believing that I can make and keep good decisions that will support my well-being.

Ask the students which benefits appeal more than others and why. Discuss whether the benefits are enough to stop everyone from smoking. *Is the decision that simple? What or who else is involved (for example, home situations)?*

<sup>7</sup> *Tobacco Control Facts at a Glance*, available at: [smokefreeschools.org.nz](http://smokefreeschools.org.nz)

Have the students work in groups to brainstorm what else encourages young people to:

- start smoking;
- not start smoking;
- keep smoking over time;
- stay smokefree/auahi kore over time.

Remind them to consider such things as:

- personal traits (for example, self-confidence, vulnerability)
- other people (for example, role models or peers)

- personal experiences (for example, health of family members)
- other factors (for example, addiction, cost).

Have the students share their ideas.

*Which factors do you think are most important for staying smokefree/auahi kore?* Prompt them to give reasons. Then focus on peer pressure. *What kind of influence does peer pressure have?*

The students could test their ideas and answer any new questions through short inquiries, such as a survey of family/whānau or of their school, kura kaupapa, or wharekura. They could use the results to develop a smokefree/auahi kore campaign of their own. (Also see activity 4.5.)

## Possible lines of inquiry

- How many people are smokefree/auahi kore in our school/kura kaupapa/wharekura?
- How big an influence is peer pressure (positive or negative) on decisions to be smokefree/auahi kore or to smoke?
- What support do I have to stay smokefree/auahi kore? (Also see activity 2.4.)
- What support is there in my community to help people stay smokefree/auahi kore or quit smoking?
- What action could we plan and carry out to support our peers to be smokefree/auahi kore now and in the future?

## Purpose

For students to explore peer pressure and identify strategies to manage it

(Health and PE AOs: L3 C1, C3)

# “Don’t Tell!”

Unit **2**

Activity **2**

Story **A**

## Learning outcomes

Students will be able to:

- explain how peer pressure can influence their decisions;
- identify strategies to manage peer pressure.

## Activities

### Listen in

Track 3 “Don’t Tell!”

 Pg 10

Have the students listen to “Don’t Tell!” on the CD and ask them to note their initial responses in their journals.

Discuss their responses. You may want to replay the story so students have another opportunity to listen. Prompt their thinking:

- *Why do you think Rosie was pressuring Paige?*
- *What could Paige have done to support her well-being?*
- *How does Paige’s opinion of the group of girls change?*
- *What should we consider when we have to make choices like Paige’s?*

This activity lends itself to hot seating (see page 11.)

### What is Paige thinking and feeling?

Have the students complete “What is Paige thinking and feeling?” in their student journals.  Pg 10

### Student card “Don’t Tell!”

Have the students complete the activities on the student card.

## Possible lines of inquiry

- What help is there for people who are being pressured or bullied by others at school or in the community?
- What influences decisions that young people make about joining groups?

# Resisting peer pressure

## Purpose

For students to consider the strengths, skills, and people that can help them resist peer pressure

(Health and PE AOs: L3 A4, C1, C2, C3, D2, D3)

## Learning outcomes

Students will be able to:

- identify times when they have been subject to peer pressure;
- outline strategies for managing peer pressure;
- identify their internal warning signs that tell them when something doesn't feel right.

## Activities

Discuss the importance of friends – having people to hang out with, laugh with, and be with through tough times. Raise the idea that sometimes friends have different ideas about what to do and what's OK and not OK. Talk about the need (now and in the future) to be connected with people who can improve our well-being. Have the students identify some of the groups they are involved with and consider how they support their well-being.

### Under pressure Pg 11

Ask the students to think about when they feel peer pressure, for example, pressure to smoke or do other risky things, to look a certain way, or to do well at school or sport. Have them record their ideas in the first row of the “Under pressure” graphic organiser on page 11 of their journals.

*Which are positive pressures, and which are negative pressures? They could put a plus or minus symbol beside each.*

*What strengths or skills can help you to resist negative pressures, including the pressure to smoke? What skills would you like to develop? How could you do that? Have them complete the next two rows.*

### Pg 12

Now have the students respond to the final two questions of the graphic organiser – what they could say or do to resist peer pressure and who could help them (they can add more after

doing the next activity). They may have identified people already in activity 1.1. See if they can come up with at least one person that they can phone:

- at school, kura kaupapa, or wharekura;
- in their home or community.

### Personal radar

Introduce the idea of a personal “radar” or “alarm” – the thing inside that tells you that something is wrong or that you're not comfortable. (Some people might call this your intuition or conscience.)

*What is your personal radar like? What are the signs inside when the alarm starts going off?*

Discuss the importance of paying attention to this radar. You may have personal examples that you can share.

Then ask them to write about a time when they did or didn't listen to their radar, including the effects on their or others' well-being.

## Possible lines of inquiry

- How do other people deal with peer pressure? (Also see activity 2.5.)
- What help is there in the school, kura kaupapa, wharekura, or community to deal with peer pressure?
- What activities could we introduce for lunchtimes to develop a stronger sense of belonging in our school, kura kaupapa, or wharekura? How can we identify and establish activities to support as many students as possible to engage in fun, health-enhancing activities?

## Purpose

For students to explore strategies to manage times of change and stress

(Health and PE AOs: L3 A4, C1, C2; L4 A4, C1)

# Kia kaha – stand strong

Unit **2**

Activity **4**

## Learning outcomes

Students will be able to:

- identify ways that they can support each other to be smokefree/auahi kore;
- identify strategies they can use to resist peer pressure.

## Background information

This activity focuses on strategies for dealing with peer pressure to smoke.

For ideas for resistance strategies that students might use, see page 189 of *Primary Pathways* (Chen, (2007).

## Safety issues

Encourage the students to be realistic and honest in the strategies they develop in this activity – it's not about saying “the right thing” or pleasing the teacher. Fitting in, or keeping people on your side, is important for many people, regardless of

age. Sometimes, the best way to reject what someone's suggested is to make a joke or make light of it rather than express a strong contrary opinion.

## Activities

### How we can support each other to be smokefree/auahi kore Pg 13

Have your students work in groups to brainstorm ways they can support each other to be smokefree/auahi kore, including:

- things they might say (for example, remind each other:
  - of the benefits of being smokefree/auahi kore
  - of people who have suffered from smoking
  - for some people who are trying to quit, that the hardest part is at the start);
- things they might do (for example, play sports, get involved in social groups that are smokefree/auahi kore, read, play music, or decide to quit together and celebrate successes).

Then have them brainstorm:

- what friends and peers might say or do to encourage them to smoke (or do something else risky);
- why they might feel like doing what they're being pressured to do;
- times when they're more likely to try smoking than others (triggers);
- what they might do or say to resist the pressure (at least five possibilities).

### Role play

Ask the students to develop a role play in which one person in a group of friends is being pressured to smoke. That person responds in a way that makes them feel good and that the group is OK with.

The person might be supported by another friend, or they might have to act on their own. The students should take into account:

- specific things to say or do;
- ways of speaking (tone of voice) and ways of moving, including facial expressions.

Have the students test out some ideas and choose their best role play to present to the class.

Watch the role plays as a class and then discuss:

- the strategies the students used;
- how it feels to be pressured by others;
- how it feels to go with the group and do something that you really don't want to;
- how hard it is to go against the crowd and stand out on your own;
- how it feels if another friend supports you to do what you want to.

### Class strategies to support each other Pg 13

Draw up a class list of strategies to support each other. If necessary, suggest some ideas from the resistance strategies list in *Primary Pathways* (see the background information section above). The students could develop a list of come-back lines that will help them to stand strong.

Have the students choose their favourite strategies and note them in their journals under “Class strategies to support each other to stand strong/kia kaha”.

## Possible lines of inquiry

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- What are the strategies I need, and how can I develop them to stand tall during difficult times?
- What are some creative strategies to resist peer pressure and support hauora, and how can I present these to my peers and/or members of the school community?
- What media campaign could we develop for our school to emphasise the importance of kia kaha?
- What activities/strategies could be included in a brochure supporting our peers to stand strong? (This could lead to the design and printing of the brochure.)

## Purpose

For students to explore strategies to manage times of change and stress

(Health and PE AOs: L3 A4, C1, C2; L4 A4, C1)

# "Changes at Home"

Unit **2**

Activity **5**

Story **B**

## Learning outcomes

Students will be able to:

- identify and explore strategies that they or others could use for dealing with stress.

## Activities

### Listen in

Track 4 "Changes at Home"

Have the students listen to "Changes at Home" on the CD and ask them to note their initial responses in their journals.  Pg 14

Discuss their responses. You may want to replay the story so that students have another opportunity to listen. Prompt their thinking:

- *Why do you think Chelsea took up smoking? What do you think she's struggling with?*
- *Is Chelsea justified in being furious with her dad? How do you feel about her dad's behaviour?*
- *Is Chelsea smoking to make herself feel better or to get even with her dad?*
- *Do you think Chelsea would have begun smoking if it weren't for her home situation? Why/why not? What sort of impression do you get of her?*
- *In what other ways could Chelsea direct her frustrations?*

### What is Chelsea thinking and feeling? Pg 14

Have the students fill in the relevant section on page 14 of their journals. Encourage them to write down anything that comes to mind. They can also add any other responses to the story.

Share and discuss the responses.

### Student card "Changes at Home"

Have the students complete the activities on the student card.

## Possible lines of inquiry

- What supports and/or organisations exist in school and in the community to help people manage stress?
- Are young people today under more stress than young people last century? Why/why not?

# Roller coaster

## Purpose

For students to explore the ups and downs in their lives and how they might respond to them positively

(Health and PE AOs: L3 A4, C1, C2, D2)

## Learning outcomes

Students will be able to:

- identify strategies for dealing with stress.

## Safety issues

Some students may not be happy to talk or write about particular ups and downs in their lives. Allow them to opt out of that part of

the activity. Be aware also that talking about others' experiences may affect students who have had similar experiences.

## Activities

### Mind map Pg 15

Discuss how stress can affect us (for example, make us feel vulnerable or tempt us to do things we normally wouldn't do). Have the students use the mind map outline in their journals to note strategies for dealing with vulnerability, for example, going for a walk, calling a trusted person, not expecting so much of yourself for a time. The usefulness of each strategy may differ depending on the situation, for example, sometimes keeping a low profile might, while at and other times getting involved with activities and connecting with others can be best.

### *Oh, the Places You'll Go* Pg 16

Read or listen to *Oh, the Places You'll Go* by Dr Seuss. The text is available online and there are audio recordings on YouTube. Ask the students to reflect on what the text says about life. Have them complete a plot line that shows the central character's ups and downs in the story. Label each high and low point to show

what happened at that point. Draw out the message that finding positive ways through hard times is an ongoing challenge – it's not something that you learn once and then know.

You could use this exercise with other well-known stories in which the central character undergoes adventures that include a number of high and low points, for example, Māui or Tāwhaki.

Discuss the importance of feeling valued, connected, and secure and how these work together to support us. For example, our security could be challenged in a new environment, but we could use our connections to support us in that new situation. Relate this example to *Oh, the Places You'll Go*.

Ask the students to choose parts of the text to illustrate in their journals with drawings or photographs from their own lives.

Have the students include notes about what helped them (or might have helped them) get through the tough times. They could also identify school and/or community resources that can help.

## Possible lines of inquiry

- What support is available in my family or community when I'm going through tough times?
- How can I strengthen my own resilience?
- What action can I take to support my resilience and the resilience of others?

# Unit 3: What's the message and what's the cost?

## Mahi 3: He aha te kōrero, ā, he aha te utu?

### Purpose

For students to explore how changing routines can help break the triggers that make people want to engage in risk-taking behaviours

(Health and PE AO: L4 D1)

## "Time on Your Hands"

Unit **3**

Activity **1**

Story **A**

### Learning outcomes

Students will be able to:

- identify some ways that people might change their routines to break smoking triggers.

### Activities

#### Listen in

Track 5 "Time on Your Hands"

Have the students listen to "Time on Your Hands" on the CD and ask them to note their initial responses in their journals.

 Pg 17

Discuss their responses. You may want to replay the story so students have another opportunity to listen. Prompt their thinking further:

- *Why do you think Jamie is smoking?*
- *What are the disadvantages of Jamie being a smoker?*
- *Why do you think Pita was able to change his triggers?*

#### My routines Pg 17

As a class, discuss some of the things that are part of a routine.

*Is there a food or drink that you have every day? What is the first thing you do after dinner? Do you get home at the same time every day? Is there something that you do at the same time every day or week? Are the weekends different?*

Have the students fill in "My routines" on page 17 of their journals.

#### Student card "Time on Your Hands"

Have the students complete the activities on the student card.

### Possible lines of inquiry

- What are some ways I could support a friend who is trying to quit smoking?
- What supports are there in my school and community that can help someone quit?
- What are some of the challenges to quitting and how can I support others to overcome these?
- Why are cigarettes so cheap in places like Indonesia? What is the proportion of young smokers there compared with Aotearoa New Zealand?
- If Jamie quit, how much money would he save in a year?

# Buying in – at what cost?

## Purpose

For students to recognise the financial cost of buying cigarettes and how it might affect their lives

(Health and PE AO: L4 D1)

## Learning outcomes

Students will be able to:

- calculate the financial cost of buying cigarettes.

## Background information

Students will need to know the current cost of a packet of cigarettes to complete this activity.

The Ministry of Health regards increasing the tax on tobacco as a key way of reducing tobacco use. Tobacco companies are likely to pass on any tax increase to their customers.

Find out how much of the current price of cigarettes and tobacco is tax and what future increases in tax are planned. Information about tobacco tax is available on the ASH website ([ash.org.nz](http://ash.org.nz)) or the Ministry of Health website ([moh.govt.nz](http://moh.govt.nz)).

If appropriate, you could set mathematical activities as homework so students can complete them with their family/whānau.

## Activities

### Buying in Pg 18

Ask the students for their thoughts on how much the cost of cigarettes might influence young people to stay smokefree/auahikore. *Why are cigarettes so expensive? Do tobacco companies get all the money?* Draw out the idea that the government collects a portion as tax.

Ask the students to complete the “Buying in – at what cost?” table in their journals. Review their answers. *Were you surprised by the amount of money Lisa spent?*

*What questions do you have around the cost of cigarettes? What issues has this discussion raised for you? Ask for opinions on how much cigarettes should cost. Why do you say that? What are the issues around putting up the cost?*

## Possible lines of inquiry

- What influences the price of cigarettes?
- What is the government’s position on the price of cigarettes and tobacco?
- What portion of the cost of cigarettes is tax? How much does it come to each year, and where does that money go?
- Is the government likely to increase the tax on cigarettes?
- What is the government policy on taxing cigarettes?
- What are the arguments for and against putting up the cost of cigarettes?

## Purpose

For students to analyse how smoking is portrayed in visual media and what the effects of this might be on young people

(Health and PE AOs: L3 D4; L4 A3, A4, D1, D3)

# Analyse that!

## Learning outcomes

Students will be able to:

- describe how smoking is portrayed in the media.
- explain the effects that portrayal has on young people.

## Background information

New Zealand laws prohibit tobacco advertising in print media and on television, radio, and the Internet. However, showing pictures of smokers is allowed. For example, a magazine can show a celebrity smoking as long as it doesn't advertise cigarettes. Both New Zealand-made and overseas movies and television programmes can, and do, show characters smoking. Movies provide the tobacco industry with the perfect opportunity to promote their products now that advertising laws have tightened.

It's also illegal for tobacco companies that sponsor sport to promote their brand, product, or company name, but the

media may show overseas events sponsored by tobacco companies.

There is information about smoking in the movies at:

- Smokefree Movies ([www.smokefreemovies.ucsf.edu](http://www.smokefreemovies.ucsf.edu))
- Cancer Council New South Wales ([www.cancercouncil.com.au/editorial.asp?pageid=1070](http://www.cancercouncil.com.au/editorial.asp?pageid=1070))

Some media, including television and radio stations, have chosen to not run programmes that depict smoking.

## Activities

### Getting the picture

Ask your students to watch a favourite movie, music video, or television programme at home (or they could log 5–6 different programmes or movies over a period of time). Their job is to record:

- any characters who smoke or who refer to smoking;
- any characters who refer to being smokefree or to the negative impact of smoking;
- what kind of character they are portraying;
- how the role makes them look (for example, healthy and active, sophisticated, rough and rebellious, part of a group, independent).

Have the students report their observations to the class.

*What conclusions can we make?*

*What's your impression of how common smoking is in the movies compared with how common it is in real life?*

*How might these images affect young people? How do they affect you?*

*How important is smoking to characterisation? Could something else replace it?*

Have the students research smoking in the movies. (The websites in the background information above are one source of information.) Ask them to present their opinion about smoking in movies and on TV to a partner, a group, or the class. They could use their research to help support their point of view. Alternatively, hold a class debate on the topic.

## Possible lines of inquiry

- Why is smoking allowed in movies if it's not allowed in other advertising?
- What laws are there around cigarettes being shown on TV and in movies?
- What is "product placement"? Should it be allowed?
- How does smoking in movies and on TV today compare with how it was depicted in the past?
- How common is smoking in movies compared with how common it is in real life?
- What action can we take to influence the media to reduce the representation of smoking?
- What could be included in a campaign to have any reference to smoking removed from television and movies during the peak viewing times?

# “At the Pictures”

## Purpose

For students to compare tobacco advertising and smoking prevalence in the past versus today

(Health and PE AOs: L4 A4, D1)

## Learning outcomes

Students will be able to:

- describe how smoking was portrayed in the media in the past;
- describe how smoking was viewed in the past by society.

## Activities

### Listen in

Track 6 “At the Pictures”

Have the students listen to “At the Pictures” on the CD and ask them to note their initial responses in their journals.  Pg 19

Discuss their responses. You may want to replay the story so that students have another opportunity to listen. Prompt their thinking:

- *Do kids enjoy listening to old people’s stories? Why/why not?*
- *What are the main differences between Auntie’s day and now?*
- *How are things better now?*

### Same difference

Pg 19

Have the students answer the questions on page 19 of their student journals.

### Student card

“At the Pictures”

Have the students complete the activities on the scenario card.

## Possible lines of inquiry

- Grandma/Grandad used to smoke – how would her/his memories compare with those of Auntie in the story?
- What are the laws around tobacco advertising in Aotearoa New Zealand?
- How do tobacco companies try to get their message across now that advertising is restricted?
- How does cigarette advertising in Aotearoa New Zealand compare with advertising overseas?

- Do tobacco companies try to influence to political parties to get them on their side? If so, how do they do this?

There is information on the tobacco industry at:

- [www.notourfuture.co.nz](http://www.notourfuture.co.nz)
- [www.ash.org.nz](http://www.ash.org.nz)
- [www.sfc.org.nz](http://www.sfc.org.nz)

# Unit 4: Smokefree – our lives, our future

## Mahi 4: Auahi kore – mō tātou, mō āpōpō

What are the origins of tobacco use, and where are we heading in the future?

### Purpose

For students to be introduced to the history of tobacco use

(Health and PE AO: L4 D1)

## “Back in the Day”

Unit **4**

Activity **1**

Story **A**

### Learning outcomes

Students will be able to:

- outline the history of tobacco use;
- explain how tobacco came to Aotearoa New Zealand.

### Background information

Tobacco arrived in Aotearoa New Zealand with Captain Cook. Māori did not smoke tobacco before then.

### Activities

#### Listen in Track 7 “Back in the Day”

Discuss the students’ knowledge of the history of tobacco use – where tobacco came from, how it arrived in Aotearoa New Zealand, and so on.

Have the students listen to “Back in the Days” on the CD and ask them to note their initial responses in their journals.   Pg 20

Discuss their responses. You may want to replay the story. Prompt their thinking:

- *What sort of relationship did the boy have with his father?*
- *What did we already know about tobacco arriving in Aotearoa New Zealand? What did we find out?*

#### Timely advice Pg 20

Ask the students to imagine that they were there when European traders first offered tobacco to Māori. *What advice would you give to Māori?* They can write the advice in their journals (page 20).

#### Student card “Back in the Day”

Have the students complete the activities on the student card.

### Possible lines of inquiry

- Were Māori using tobacco before Europeans came here?
- When did tobacco enter other islands of the Pacific, for example, Sāmoa, Tonga?
- Why did people in the past start smoking? How can we ensure this doesn’t happen to us?
- What plan of action could we carry out to strengthen connectedness for ourselves and our peers (by using modern technology)?

# Laying down the law

## Purpose

For students to explore attitudes to past and proposed smokefree/auahi kore laws and to formulate their own opinion  
(Health and PE AOs: L3 D4; L4 A3, A4, C2, D3)

## Learning outcomes

Students will be able to:

- give reasons why the smoking laws in Aotearoa New Zealand were changed;
- outline some possible future smoking law changes.

## Background information

In 1990, Aotearoa New Zealand introduced legislation to reduce second-hand smoke. It banned smoking in offices, on public transport, and in certain other public places, and it restricted smoking in bars, cafes, and restaurants. On 10 December 2003, Aotearoa New Zealand became the third country in the world (behind Ireland and Norway) to go

smokefree/auahi kore in all indoor workplaces, including bars, cafes, restaurants, and schools.

The change provoked considerable debate.

## Activities

Source some historical views on proposed changes to smoking laws, for example, letters to the editor. You could use the letters in appendix A, which refer to the 2003 law change that made bars, cafes, restaurants, and schools smokefree/auahi kore.

**SJ** Pg 21

Establish what the 2003 change was and have the students brainstorm the people that might have supported or opposed it. Make a list of the supporters and opponents and their possible reasons. Have the students record their ideas in their journals.

Give out copies of appendix A and have the students discuss and evaluate the letters. They can mark up the letters with their questions and thoughts. Prompt their thinking.

*What do “PC” and “nanny state” mean? What do you think about the writer’s claims? Why?*

*Do people still talk about this law change? What is your opinion about the law change?*

*Do you have any questions or thoughts?*

Draw out the students’ knowledge about current proposed law changes (for example, introducing a beach smoking ban, turning Aotearoa New Zealand into a smokefree/auahi kore nation by 2025, removing cigarette advertising displays in shops). The website [stuff.co.nz](http://stuff.co.nz) is a useful source of information. *What ideas interest you? What would you like to know more about?*

Allow the students to choose a line of inquiry relating to a past or proposed law change. As a result of what they and others find, they could express their opinion in a letter to the editor, using the ones discussed as models or use another way to present their thoughts. (For example, a class debate might be appropriate.)

## Possible lines of inquiry

- What did my family (or others I know) feel about the 2003 law change? What were their experiences before the change? What are they now?
- What do people who opposed the 2003 law (for example, some bar owners) think now?
- What groups support the proposal for Aotearoa New Zealand to be smokefree/auahi kore by 2025 (or another proposal)?
- What are the pros and cons of a beach ban on smoking?

## Purpose

For students to look at recent upward trends in Aotearoa/New Zealand's smokefree/auahi kore figures and consider what might help continue the increase

(Health and PE AOs: L4 A4, C2, D1)

# Going up

## Learning outcomes

Students will be able to:

- outline trends in smoking in Aotearoa New Zealand since the smoking law change of 2003;
- list reasons why the government might want to stop people smoking.

## Background information

- Numbers of smokefree auahi kore people continued to increase in Aotearoa New Zealand, from 76 percent in 2005 to 79 percent in 2009.
- The increase was seen more among females than males.
- Numbers of both young and older smokefree people increased considerably. However, smoking among adults continues to be significant.
- Māori and Pacific New Zealanders have recorded the biggest increase in smokefree people across all ethnic groups in recent years.
- Māori and Pacific New Zealanders continue to have the lowest number of smokefree/auahi kore people.
- 82.4 percent of fourteen- to sixteen-year-olds said they were smokefree in 2004, up from 71.4 percent in 1999.

## Activities

*What do you think might have happened since the 2003 law change and the various campaigns to promote smokefree/auahi kore environments? How might the campaigns have affected the numbers of smokefree/auahi kore people? What's your impression from your experiences?*

Give your students some recent statistics, such as those provided in the background information above, or they could research them. Ask for ideas on what factors might have caused the improvement, especially among young people.

Discuss what factors might continue that trend? *Why do you think that? What do you think the government should do?*

Consider why the government might want people to stop smoking, aside from “looking after its people” (for example, the huge expense for the health system).

You could use De Bono's Thinking Hats to discuss the statement “Aotearoa New Zealand should be smokefree/auahi kore by 2025.” Alternatively, you could arrange a class debate on the topic or include persuasive letters or essays as the focus in your writing programme.

## Possible lines of inquiry

- Investigate the financial impact of looking after people with smoking-related diseases, including the total cost to the health system.
- How are tobacco companies responding as the numbers of smokefree/auahi kore people increase?
- How do people gather these statistics? (What questions do they ask? Do people always answer honestly? Why/why not?)
- What part do communities have to play in assisting people to be smokefree/auahi kore?
- Investigate the trends for smokefree/auahi kore statistics over the last ten years. Are they improving? If yes, why do you think more people are smokefree/auahi kore? (The ASH Year 10 Snapshot Survey on the ASH website is a useful source of statistics.)

# Being heard

## Purpose

For students to understand that they can make themselves heard and have an effect on smokefree/auahi kore laws

(Health and PE AO: L4 D3)

## Learning outcomes

Students will be able to:

- explain how they can make their voices heard in the law-making process.

## Activities Pg 22

Give the students copies of appendix B (submissions to the inquiry into the tobacco industry in Aotearoa and the consequences of tobacco use for Māori, January 2009. These submissions were made by Melanie and Brigham Riwai-Couch about their grandfather, Dennis MacDonald [Rāngitane, Ngāti Kuia] who died of lung cancer).

Ask the students to read the submissions (or read them aloud). Then have them answer the questions on page 22 of their journals.

In groups, or as a class, have the students consider what they would include in a submission to the government requesting that “All children have the right to a smokefree/auahi kore environment at all times.”

# “Fast Forward”

## Purpose

For students to hypothesise the advantages and disadvantages of a future smokefree/auahi kore Aotearoa New Zealand

(Health and PE AO: L4 D1)

## Learning outcomes

Students will be able to:

- outline the advantages and disadvantages of making Aotearoa New Zealand smokefree/auahi kore.

## Activities

### Listen in Track 8 “Fast Forward”

Have students listen to “Fast Forward” on the CD and ask them to note their initial responses in their journals.  Pg 23

Discuss their responses. You may want to replay the story. Prompt their thinking:

- *Do you think Aotearoa New Zealand might be completely smokefree/auahi kore one day? Why/why not? If so, by when?*

- *What advantages would there be for Aotearoa New Zealand to be the world’s first smokefree/auahi kore country? Can you think of any other advantages or disadvantages?*
- *How does the story make you feel towards Miki?*

### Student card “Fast Forward”

Have the students complete the activities on the student card. (These include the students writing a report on a smokefree/auahi kore Aotearoa New Zealand in their student journals.)

## Possible lines of inquiry

- Why has the uptake of smoking decreased across generations?
- What factors have influenced this trend?

## Purpose

For students to consider what role they might play in promoting a smokefree/auahi kore future

(Health and PE AOs: L3 D3, D4; L4 D3)

# What's my role?

## Learning outcomes

Students will be able to:

- identify how they could help to promote a smokefree/auahi kore future.

## Activities

Have the students discuss the roles they might play in promoting or creating a smokefree/auahi kore future, taking into account all they've learned. Prompt their thinking:

- *If you were to create a smokefree/auahi kore campaign, who would you target? Why? How (for example, through a song, a video, another idea)?*
- *On a personal level, what would help you to support people to stay smokefree/auahi kore or quit smoking, (for example, some guidelines)?*
- *If you wanted to help make your marae smokefree/auahi kore, who could you ask for help?*
- *What sorts of messages or information would you convey to your audience?*

The students could work in groups to brainstorm some ideas and then choose, develop, and complete one idea, following the design process in the right-hand column.

Encourage them to consider any issues (including safety issues) and to assess risks and benefits. Have a discussion around respecting other people when presenting your perspective. *How can you make a difference in a way that is respectful and without putting yourselves or others at risk?*

### Planning

- Which idea do we want to take forward? (selecting)
- What other information do we need? (researching)
- What steps are involved? Who will do them? By when? (scheduling)
- What resources do we need? How much will they cost? (budgeting)

### Doing

- How is our idea shaping up?

### Testing

- What does our target audience think about what we've produced?
- How could we improve it?

### Modifying

- How does this compare with what we had before?

### Presenting and evaluating

- How did our presentation go?
- What would we change next time?

### What's my role? Pg 24

Have the students complete "What's my role?" on page 24 of their student journals.

## Possible lines of inquiry

- What smokefree/auahi kore actions have other young people taken in Aotearoa New Zealand?
- What smokefree/auahi kore campaigns have been most effective in Aotearoa New Zealand?
- What resources (for example, guidelines) already exist in the area we're interested in?

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## Strategies to promote discussion

### Ngā rautaki hei whakakōrero i ngā ākongā

Many of the activities include discussion based around the italicised prompt questions. It is not intended that the discussion should necessarily be teacher-led.

There are a number of strategies that you could use to encourage discussion.

- **Question cards:** Write the questions on cards, then give out the cards to small groups of students to discuss.
- **Brainstorm sheets:** Write each question on a piece of A2 or A3 paper. Have the students brainstorm, then write their ideas on the piece of paper and pass from group to group to gather more ideas.
- **Graphic organisers:** Have the students use graphic organisers, such as mind maps, flow charts, Venn diagrams, or timelines when considering the questions.
- **Projected questions:** Use a data projector, interactive whiteboard, or other IT equipment to display the questions.
- **Postbox:** Place questions around the classroom with a postbox next to each question. The students can write their answers and “post” them into the box. Discuss the responses as a class.
- **Think, pair, share:** Give the students time to consider the question and discuss their answer with a partner. Then, give them the opportunity to share their thinking with the class.
- **Small-group discussion:** Divide the class into groups of four or five students to discuss the questions. Give each student in the group a role or responsibility, such as notetaker, facilitator, encourager, or timekeeper.

- **Hot seat:** You and/or the students take on the roles of characters in the stories or in particular situations. Other students can then interview them. (Students working in pairs or groups could brainstorm possible questions beforehand.)
- **Role play:** Students can take on the roles of characters in the stories or in particular situations and act out possible scenarios.
- **Debate:** Students can debate the questions as a class or in teams. The debate could be an impromptu one or a more formal, prepared one.
- **Survey:** Students can respond to a set of questions or statements individually and then analyse them in pairs or groups.
- **Six thinking hats:** Students can consider a statement or series of statements from different stances depending on the “hat” they are wearing. Further information on Edward de Bono’s Six Thinking Hats method can be found at: [www.edwarddebono.com/concept6.htm](http://www.edwarddebono.com/concept6.htm)

See the Ministry of Education publication *Effective Literacy Strategies in Years 9 to 13* or the “Teaching approaches and strategies” page at English Online (<http://englishonline.tki.org.nz>) for more on these and other strategies.

Consider which activities have strong links to your literacy or numeracy programmes. For example, students may write a letter to express their opinion or a persuasive essay as part of their debate preparation. This may be an opportunity to support students to develop the skills and strategies for meeting the reading and writing demands of the curriculum.

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## Safety issues

### Ngā take whakaruru

Before you start using *Staying Smokefree/Te Noho Auahi Kore*, it may be helpful to consult with families/whānau. As a first step, you could send a letter home outlining the aim of the resource (to develop students’ resilience and encourage a positive attitude to being smokefree/auahi kore now and in the future) and asking parents or guardians to contact you if they have any questions or if there are any issues that may affect their child’s well-being (for example, if family members have smoking-related illnesses or are trying to quit).

*Staying Smokefree/Te Noho Auahi Kore* is designed to be inclusive and non-threatening. Nevertheless, some safety issues, outlined below, need to be considered when using the resource. Each issue needs to be addressed on a case-by-case basis.

- Information about the health effects of smoking may be distressing for some students, especially those whose family members smoke or have smoking-related illnesses. We recommend consulting with families/whānau to help identify and support these students. Some students may want to talk about issues related to the health of family members. You may need to make yourself available for those students or refer them to someone else who can provide such support, for example, the public health nurse or school counsellor.

- Discussing being smokefree/auahi kore in the home or community may raise safety issues for some students. Therefore, it’s important that you make yourself aware of the home circumstances of all your students and assess any possible risks to their safety before you introduce activities that involve families/whānau or the community.
- In the course of the activities, some students may reveal that they or their family members smoke. Ensure that these students don’t feel isolated and are supported to make positive choices to be smokefree/auahi kore. You may also need to remind your students about respecting other people’s backgrounds and perspectives when voicing their opinions.
- Teaching from this resource may be difficult for staff members who smoke, and they will need the support of the school to manage this. On the other hand, a teacher may share their experiences (for example, how easy it is to become addicted and how hard it is to quit).

## References and other useful resources

Action on Smoking and Health (ASH) website: [ash.org.nz](http://ash.org.nz)

Australian Drug Foundation website: [druginfo.adf.org.au](http://druginfo.adf.org.au)

Centre for Tobacco Control Research (CTCR) website: [fmhs.auckland.ac.nz/soph/depts/sch/atc](http://fmhs.auckland.ac.nz/soph/depts/sch/atc)

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Health Sponsorship Council. Second-hand Smoke website: [secondhandsmoke.co.nz](http://secondhandsmoke.co.nz)

Health Sponsorship Council. Smokefree Schools website: [smokefreeschools.org.nz](http://smokefreeschools.org.nz)

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Ministry of Health. *Smokefree Law in New Zealand*. Available online at: [moh.govt.nz/moh.nsf/wpg\\_Index/About-smokefreelaw-schools](http://moh.govt.nz/moh.nsf/wpg_Index/About-smokefreelaw-schools)

Ministry of Youth Development (2004). *Strengthening Drug Education in School Communities: Best practice handbook for design, delivery, and evaluation, years 7–13*. Wellington: Ministry of Youth Development. Also available online at: [myd.govt.nz/about-mydp/publications/index.html](http://myd.govt.nz/about-mydp/publications/index.html)

The Quit Group website: [quit.org.nz](http://quit.org.nz) or Quitline on 0800 778 778 (young people can get help from these services, even though they are more targeted at adult smokers).

## Appendix A – (Journal activity for 4.2) Laying Down the Law

Letters to the Editor

Dear editor

I've been smoking down at my local club for thirty years, and I won't give it up just because a band of PC politicians tells me to. What is this, a nanny state? Smoking is legal, and people who come into a club know it's going to be smoky. That's their choice.

What we'll see now is loads of desperate smokers lining up on the footpaths outside.

Smoking is a matter of choice, and I enjoy it. I'm not impinging on anyone's rights by having a quiet smoke. But they're impinging on mine by telling me to go outside.

Disgusted smoker

Timaru

Dear editor

Some people don't take the ban on smoking in workplaces seriously enough. My mother worked for eight years in a smoky cafe, and the effect on her health was awful. She started to get asthma, and every day she dreaded going to work. She ended up having to leave the job and was sick at home for some time. Why should she suffer? Where are her rights?

Smokers just don't seem to understand that they are the ones who should change their habits. Non-smokers just want to breathe unpolluted air in public, indoor areas. It's obvious who should be going outside.

Angry daughter of a non-smoker

Napier

## Appendix B – (Journal activity for 4.4) Being Heard

### Oral submission to the inquiry into the tobacco industry in Aotearoa and the consequences of tobacco use for Māori, January 2009

(Presented by Brigham Riwai-Couch [9 years old], Rangitāne, Ngāti Kuia, Ngāi Tahu, Ngāti Kahungunu)

Kia ora everyone. My name is Brigham and I am nine years old.

I used to watch my grandfather smoke at breakfast.

He was a big man. He wore his black beanie all the time, even when it wasn't cold. He would sit on his bar stool at the bench eating his Ricies with cream and peaches.

His cigarette would sit on his lip. Even when he talked, it wouldn't fall out. He might have taken it out to eat or to drink his coffee but I don't really know. It was just always there.

I would watch him with this little machine he had to make his smokes.

It was quicker making the cigarettes with the machine, and he would make a whole pile of them so they would last for the day.

I was only allowed to go to Grandpa's sometimes because it was smoky and would give me asthma. Also Mum found out he let me make his smokes which was not a good idea.

He would help me to make inventions, to fix things, and use his tools from the garage. I really love my grandpa – he was like a best friend to me.

Grandpa's house had a funny smell that was always there. You could smell it on the couches, in the beds, and sometimes taste it in your mouth. It is hard to describe – kind of like the way car tyres smell but also kind of wet and heavy. He borrowed our van once, and when we got it back, it smelt of smoke for a long time afterwards.

Grandpa would cough a lot. He would have a smoke to make him stop.

Grandpa wouldn't smoke at our house. I think because we have lots of kids, but also because he knew our mum and dad teach us not to smoke and also not to drink alcohol. We learn this at church too.

Grandpa started to get very sick. One day, Grandpa had to go to hospital. We would go and see him. His skin looked pale and a grey-green colour. His hands were really big and rough but they felt cold.

He had a bad heart and also diabetes. He got that from too much fizz. Mum and Dad don't let us drink much of that either.

His lungs were filling up with water. Even when they took the water out a few times, it kept coming back. The doctors said that Grandpa had cancer in his lungs.

He would still give me cuddles and say, "How are you boy?" but his eyes would cry a lot.

Mum and Dad took Grandpa to all of his doctor visits. Dad even had to fly to Australia with him for a special X-ray. He couldn't drive any more. He was sad a lot, and he took more than twenty pills every day.

Grandpa did stop smoking, but it was too late.

When he came to live with us, we all had to look after him. We made our lounge into his bedroom, but he needed a special bed. Grandpa found it hard to walk and breathe. Mum and Dad had to change their work so that one of them could always be with him.

Mum would sleep on the couch in Grandpa's room at night in case he got up and fell over by accident. Sometimes I would watch him sleeping and wonder what he dreamed about. He told me that he needed new teeth, but it wasn't worth buying any new ones.

Grandpa couldn't teach me how to fix things any more. He couldn't take me to special places like the river or to visit people.

Mum asked me why I thought Grandpa smoked when he knew it was making him sick. I'm not sure what the right answer is.

I thought, maybe he wanted to die. I don't think that is true. It is a tough one, and it is very confusing for me to understand.

I have learnt that smoking is bad for the person who smokes and also their family. It makes them sick, and they can't stop even when they understand it is making them sick. It hurts their family, and it can make the little children copy their example in the future.

Mum and Dad would be very upset if I smoked. They talk to us about making good choices. Some things like smoking and alcohol are extra bad because they can become more important than everything else around you. It would be hard for me to stop if I started.

I already know smoking is bad – I have seen what it did to my grandpa. But I still see people smoking everywhere. Even some of the ladies from Mum's netball team and the men from Dad's rugby league smoke after the games.

If it is so bad for people, I don't know why smokes can still be sold in shops.

My grandpa smoked lots, more than lots. He got very sick and very sad. My grandpa passed away last year. I was the last grandchild to see Grandpa alive. I spoke at his tangi in Blenheim. I really miss my grandpa. I wish he never smoked.

### Written submission to the inquiry into the tobacco industry in Aotearoa and the consequences of tobacco use for Māori, January 2009

(Presented by Mei Riwai-Couch [7 years old], Rangitāne, Ngāti Kuia, Ngāi Tahu, Ngāti Kahungunu)

My grandpa used to be healthy and strong.

He started smoking when he was fifteen. It looked cool and he played the guitar.

My mum would get sick because she lived with him and the house was smoky.

Grandpa would get sick a lot so didn't work any more. He used to play with me and my brothers and sister. He had eighteen grandchildren.

Grandpa got cancer from smoking. Smoking makes your blood dry up.

He lived with us so we could give him his medicine. Dad and Mum worked at home so they could look after him. I read him stories.

He died last year. It makes me feel sad. I miss my grandpa. He didn't meet my new baby sister. I tell people I am allergic to smoke. I made a poster about smoking being bad.





ISBN 978-0-7903-3759-3



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