

Our Smokefree School

He Kura Auahi Kore



A Practical Guide to Being
a Smokefree Community

Reusable templates CD-ROM

School community profile matrix *
A smokefree inquiry cycle
Methods for gathering information
Some examples: Focus groups
An example: One school's priorities
A-I: Tips for bringing people together *
A-II: The first meeting or hui *
A-III: Template for planning *
A-IV: Sample survey letter *
A-V: Some possible survey questions *
A-VI: Survey analysis *
A-VII: Focus group summary *

Each document above is provided as a PDF.
Those marked with an * are also provided as Word files.

All text on this CD-ROM may be copied and adapted for use in school communities.

DVD

The DVD shows members of school communities participating in interviews, discussions, and activities in relation to being smokefree. The DVD is designed to inspire everyone in school communities to consider how they can promote smokefree environments and lifestyles.

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a Smokefree Community



Health Sponsorship Council
Learning Media, Wellington



"The biggest shift in the last few years has been trying to get people to quit, and there is a role for schools to be part of that. If you want the nation to be smokefree, you need to support people to quit."

Shane Bradbrook
(Ngāi Tāmanuhiri, Rongowhakaata, and
Ngāti Kahungunu) Tupeka Kore Advocate;
Senior Public Health Advisor, Regional Public Health



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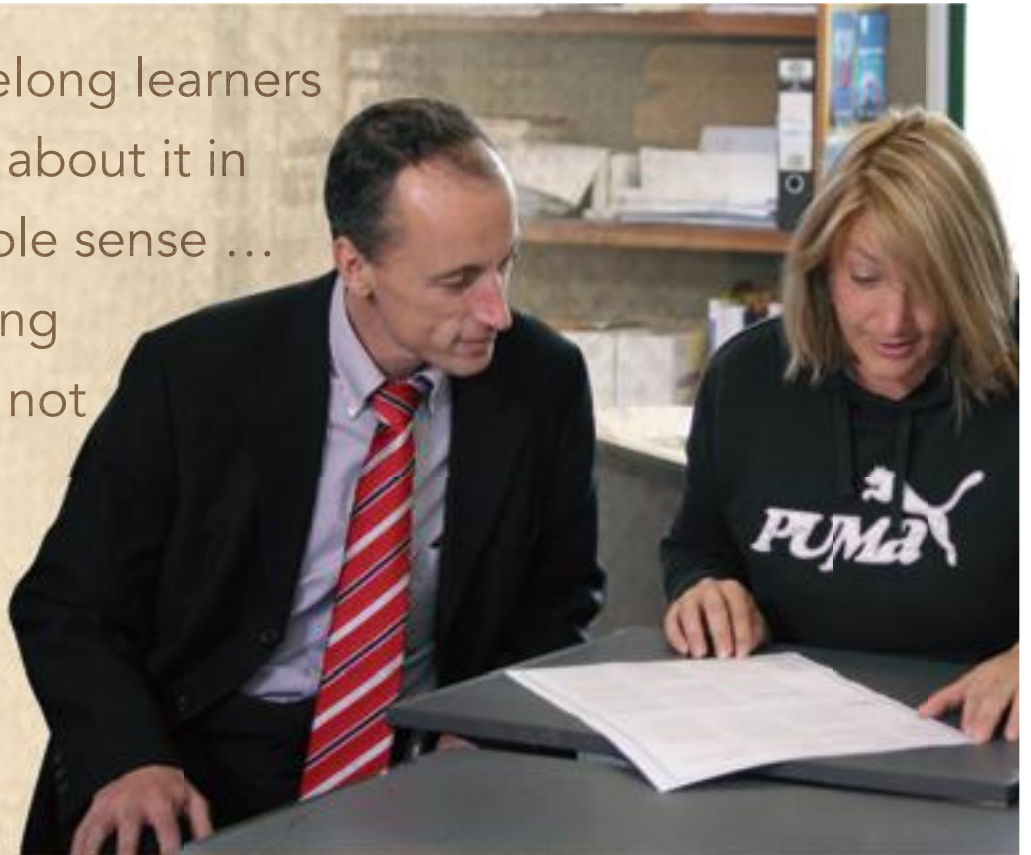
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"We talk about lifelong learners here, but we talk about it in a real, in a movable sense ... We look at growing students, and it's not just academically but the whole student."

Martin Henry,
Deputy Principal,
Wainuiomata High School



Foreword

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

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

Schools are the heart of communities. The school setting provides a place where everyone can work together to ensure that students have the best possible opportunity to achieve success and make positive choices as adults.

Our Smokefree School/He Kura Auahi Kore: A Practical Guide to Being a Smokefree Community aims to contribute to your students' success. The resource will support you to take steps that go beyond your legal and educational compliance obligations and to embrace and encourage the smokefree kaupapa within your school community.

The development of this resource was inspired by requests from many school leaders and board members. They wanted a practical planning tool they could use to help improve their school's smokefree status and to encourage support from the wider school community. The resource has been produced by the Health Sponsorship Council's Smokefree/Auahi Kore Schools Project Team and funded by the Ministry of Health.

The resource supports work by the Ministry of Health and the Ministry of Education, who are committed to supporting New Zealanders in being smokefree. Research has proved the benefits of living a smokefree lifestyle, and schools are in a unique position to support a smokefree generation. There are already many committed boards of trustees, teachers, and principals working to achieve this goal.

The project team would like to thank all the focus group participants and reviewers who have given their time to developing this resource, *Our Smokefree School/He Kura Auahi Kore: A Practical Guide to Being a Smokefree Community*. The generous contribution of these individuals and groups has meant that the resource has benefited from the insights and practical solutions offered by people working in the school environment.

Iain Potter



Chief Executive
Health Sponsorship Council

Introduction

How strong is the smokefree culture at your school?

What stage are you at on your smokefree journey?

What are your smokefree procedures within your health and safety policy?

What is your smokefree vision, and what are your priorities?

How do you intend to make your smokefree vision come true?

How are you involving the whole community in realising the vision?

This resource, *Our Smokefree School/He Kura Auahi Kore: A Practical Guide to Being a Smokefree Community*, is designed to support schools with students in years 1–13 to embrace the smokefree kaupapa. It provides a set of self-review tools that will help schools and their communities to create a profile of their beliefs, attitudes, and behaviours in relation to being smokefree. *Our Smokefree School* is intended for boards of trustees, principals, and teachers with responsibility for health at their school. It will also be of interest to any member of a school or school community who wants to support smokefree environments and lifestyles, including public health nurses, students, teachers, and parents.

This resource will help you gather information so that you can understand the issues your community faces and plan an ongoing smokefree initiative that will meet your school's particular needs.

A school community has a commitment to supporting the health and well-being of all its members. By working together as staff, board of trustees, students, parents, families, whānau, and other community members, you can support the people in your community to develop a smokefree lifestyle.

A smokefree school involves the whole school community. Parents, whānau and staff working together with a shared understanding of what keeps young people smokefree increases young people's chances of remaining smokefree for life.

Health Sponsorship Council, 2010



What's in this resource?

Our Smokefree School includes:

- a description of the context for New Zealand schools in relation to being smokefree
- a school community profile matrix
- a flexible, evidence-based approach to being smokefree
- information about, and tools for, gathering information as part of your self-review.

This resource does not provide a smokefree programme. Schools and communities will create and adapt their own ongoing initiatives and specific projects based on the information they gather about their school and community. However, there are many ideas available on the Smokefree website at www.smokefree.co.nz to support you in creating your action plans.

In this resource, the term “ongoing smokefree initiative” describes the sustained focus a school community has on promoting and supporting smokefree environments and lifestyles. The term “smokefree project” refers to a specific action within the initiative, such as a smokefree sports day or providing mentoring and/or support to students who are trying to quit.

How is this resource organised?

The first section after this introduction (pages 8–10) offers background information on the context for smokefree initiatives for school communities in New Zealand. It also outlines what we know about smoking behaviours and being smokefree.

The next section (pages 11–13) explains the concept of a school community smokefree profile. It presents a matrix that enables you to create a school community profile and to track your school's progress on your smokefree journey.

The next section (pages 14–17) outlines a flexible, evidence-based approach to making change happen and creating a sustainable smokefree school culture. This approach involves using an inquiry cycle with four stages – gathering information, planning, implementing plans, and evaluating progress.

The remaining four sections focus on these four stages. The section on gathering information (pages 18–29) provides in-depth guidance about collecting and analysing information on your school community in relation to being smokefree. It includes some of the practical data-gathering tools that are central to this resource. The other three stages are described more briefly (pages 30–39).

The appendices show an extract from each of the templates and other tools that are on the CD-ROM accompanying this book. The CD-ROM includes these materials in full so that you can adapt and use them for your information gathering and planning. The icon below appears throughout the book to indicate that an item is on the CD-ROM.

 Reusable templates on your CD-ROM

The DVD on the inside front cover of this book shows members of school communities participating in interviews, discussions, and activities in relation to being smokefree. It is designed to inspire you to consider opportunities for focusing on being smokefree within your school community.



A Context for School Smokefree Initiatives

Unuhia te rito o te harakeke
kei whea te kōmako e kō?
Whakatairangitia – rere ki uta, rere ki tai;
Ui mai koe ki ahau, “He aha te mea
nui o te ao?”
Māku e kī atu, “He tangata, he tangata,
he tangata!”

Remove the heart of the flax bush and
where will the kōmako sing?
Proclaim it to the land, proclaim it to
the sea;
Ask me, “What is the greatest thing
in the world?”
I will reply, “It is people, people, people!”

The broad context

Research has proved the benefits of becoming and staying smokefree. New Zealand has taken many steps to encourage people to quit smoking and to reduce the number of people who start smoking. For example:

- Laws have been changed so that people can no longer smoke in some public places (for example, bars and restaurants).
- There are graphic warnings on tobacco packets.
- There are limits on how tobacco can be sold and to whom.
- The tax on tobacco has been steadily increasing.

Both the Ministry of Health and the Ministry of Education work towards supporting New Zealanders in being smokefree. The Ministry of Health aims specifically to:

- reduce smoking initiation
- increase quitting
- reduce exposure to second-hand smoke.¹

The Ministry of Education provides a curriculum within the health and physical education learning area that:

- includes drug education directly as part of the mental health area of learning
- is underpinned by four concepts, each of which is highly relevant to drug education, including the importance of being smokefree
- presents achievement objectives within four strands, three of which are especially relevant to drug education, including the importance of being smokefree
- states clearly that the health curriculum makes a significant contribution to the well-being of students beyond the classroom and that it must be supported by school policies and procedures and by the actions of all people in the school community.

New Zealand’s ministries of health and education also work together to pursue shared goals, for example, through Health Promoting Schools.²



¹ Ministry of Health (9 November 2010). *Tobacco Control and Smoking*. Available on the Internet at www.moh.govt.nz/moh.nsf/indexmh/tobacco

² Information about Health Promoting Schools, including case studies and smokefree resources, can be found online at <http://hps.tki.org.nz>

Health Promoting Schools

The Health Promoting Schools initiative was introduced in New Zealand in 1997 and has now been joined by many schools across the country. The goal is to promote school social and physical environments that improve the health and well-being of students, their families, and their communities and that contribute to improved student educational outcomes.

Health Promoting Schools sees the well-being of children and young people as a fundamental prerequisite for living and learning and recognises that to achieve this, all aspects of hauora (health) need to be addressed.

School requirements and responsibilities

A school's legal responsibilities are set out in the Smoke-free Environments Amendment Act 2003. Schools must also comply with all the National Administration Guidelines (NAGs).

Each board of trustees,³ through the principal and staff, is required to implement its curriculum in accordance with the priorities set out in the National Education Goals and the National Administration Guidelines.

The New Zealand Curriculum, page 44

Legal and compliance requirements

Legal requirements

Amendments to the Smoke-free Environments Act in 2003 mean that smoking is prohibited at all times in all schools, school premises, and related facilities. (For a summary of the Act, see the Ministry of Health website at www.moh.govt.nz/smokefreelaw.) This includes any activities that take place in the grounds of a school outside normal hours, such as sports and other community events. Schools are legally required to have signs in place, at all school entrances, stating that smoking is forbidden at all times.

NAG requirements

National Administration Guideline 5 says that:

Each board of trustees is also required to:

(a) provide a safe physical and emotional environment for students;

(b) promote healthy food and nutrition for all students; and

(c) comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.

Curriculum responsibilities: Meeting students' needs

The vision of *The New Zealand Curriculum* is a vision of young people who are confident, connected, actively involved, lifelong learners – critical and creative thinkers, informed decision makers, and contributors to the well-being of New Zealand. Similarly, *Te Marautanga o Aotearoa* describes the aspiration of developing “successful learners, who will grow as competent and confident learners, effective communicators in the Māori world, healthy of mind, body, and soul and secure in their identity and sense of belonging.”⁴ Both of these visions align with the goal of being smokefree.

Within *The New Zealand Curriculum*, the health and physical education learning area “makes a significant contribution to the well-being of students beyond the classroom, particularly when it is supported by school policies and procedures and by the actions of all people in the school community” (page 22). Drug education is included explicitly as part of the mental health key area of learning. Each part of this learning area addresses the fact that people do not develop separately but rather in a social environment made up of complex interrelationships and influences. This means that students, teachers, and other community members have opportunities to influence one another and to work together to counter negative influences.

Educating people about the benefits of a smokefree lifestyle is essential. It provides a highly relevant arena for developing and using all the key competencies of the curriculum, especially “managing self” and “participating and contributing”.

³ For examples of the roles and responsibilities for boards of trustees, see the School Organisation and Ethos section of the School Community Profile Matrix on pages 12–13.

⁴ Ministry of Education (2008). *Te Marautanga o Aotearoa: English Translation*, page 3. Available online at <http://nzcurriculum.tki.org.nz/Curriculum-documents/Te-Marautanga-o-Aotearoa>

Existing research: What we already know

The context for any school community's ongoing smokefree initiative includes existing information and research about smoking. For general information about the negative impact of smoking and ways of encouraging people not to start smoking, or to quit if they have started, refer to the following links.

- www.smokefreeschools.org.nz
- <http://kuraauahikore.org.nz>
- www.hsc.org.nz
- www.smokefree.co.nz
- www.smokefreetoolkit.org.nz
- www.healtheducation.org.nz
- <http://hps.tki.org.nz>

Protective factors that support students to be smokefree

There is clear evidence that the following factors increase the likelihood of students staying smokefree.

- Teachers are smokefree.
- School rules are clear to students and consistently applied.
- Students feel connected to their school and community.
- Students have a sense of purpose, meaning, and hope.

- Students believe being smokefree is normal and socially acceptable.
- Students are aware that smoking is over-represented in the media.
- Students achieve well academically.
- Students are involved in co-curricular activities.
- Students do not have access to tobacco.
- The majority of students are smokefree.
- Schools communicate these protective factors to parents.

Health Sponsorship Council, 2005

In some communities, promoting being smokefree as the socially acceptable norm is a challenge (but it is one of the most crucial factors in sustaining smokefree communities).

The protective factors listed above are included on the Protective Factors poster, which you can download from the Smokefree Schools website at <http://www.smokefreeschools.org.nz/sites/all/files/SF%20Schools-Pro%20factors%20A3-web.pdf>. The Smokefree Schools website (www.smokefreeschools.org.nz) offers information, ideas, and resources to help schools develop and promote a smokefree school community.



The Smokefree Profile of Your School Community



The matrix on pages 12–13 will help you to develop a school community profile that you can use to track your school's progress in building your smokefree culture. The matrix can help you think about and decide where your school community is now, set your goals for the future, and track how your school community is progressing towards becoming sustainably smokefree.

School community profile matrix

 Reusable templates on your CD-ROM

You can use the profile matrix on the following pages as you develop an ongoing smokefree initiative. The matrix describes actions that might be occurring in the context of:

- teaching and learning
- the school organisation and ethos
- the links and partnerships between the school and the wider community.

For each of these school contexts, examples are given of actions and behaviours at three progressive stages on the school's journey:

- beginning
- under way
- sustainable.

As you work with the matrix, you can explore questions such as:

- Where do we see our school community?
- How do we know we are at that stage?
- What tools can we use to find out?
- What areas do we need to prioritise?

Your school community includes the students and staff and also the board of trustees, parents, and community members who support and engage with the students and staff.

School community profile matrix

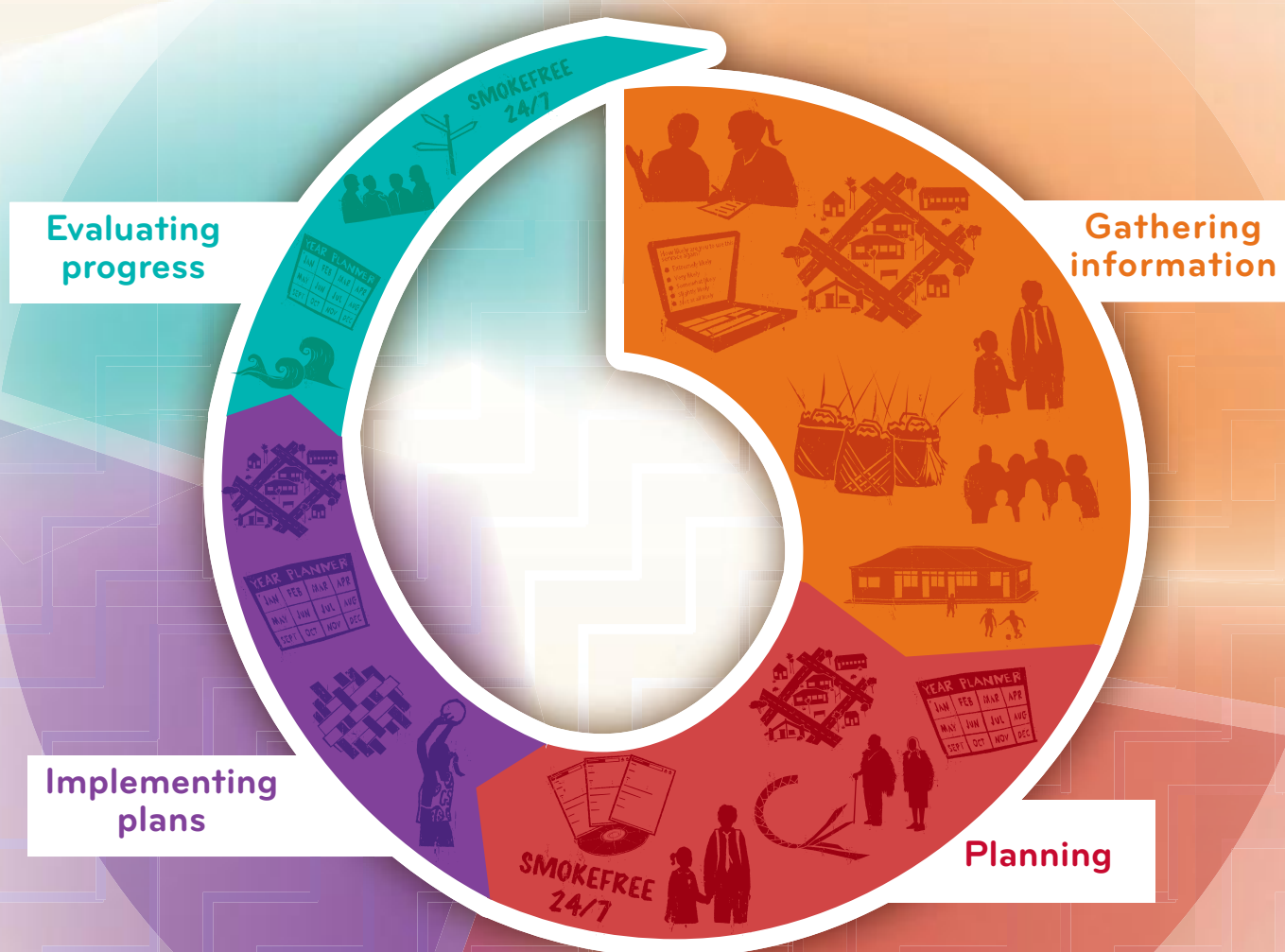
Beginning Under way Sustainable

Process (for the full inquiry process, see <i>A Guide to a Smokefree/Auahi Kore School</i> , Health Sponsorship Council, 2010)	We are gathering information about behaviours, attitudes, and opinions about being smokefree.	We have gathered and analysed information and identified priorities to work on.	We regularly monitor the smokefree status of the school community. We identify new or refined strategies as needed, develop and implement plans, and review these strategies and plans.
	We have developed a working group, which includes students, to support smokefree processes.	We are developing, implementing, and reviewing an action plan to support smokefree processes.	
	We have appointed a staff member as our "smokefree champion".		
Teaching and learning: <i>Curriculum</i>	We have developed a school curriculum in health education in line with the New Zealand Curriculum vision, key competencies, and health and physical education achievement objectives in strands A, C, and D. The big ideas or concepts are clearly articulated to assist teacher planning.	Our teachers support our students to be active participants and encourage leadership by students in smokefree projects across learning areas (health and physical education, social sciences, the arts, mathematics and statistics, technology, English, learning languages, and science).	Our students are given opportunities, as part of the class programme, to take meaningful action to promote the school's smokefree status (e.g., students campaign for a smokefree Aotearoa New Zealand, using letters to the local newspaper and submissions to local members of parliament).
	Our teachers are developing effective teaching strategies to support smokefree projects (in health education).	Our teachers access relevant, up-to-date resources to ensure that our projects best meet the learning needs of our students.	Our teachers access relevant, up-to-date resources to ensure that projects are current and best meet the learning needs of our students.
	Through professional learning, our teachers are beginning to build their health content knowledge in relation to being smokefree.	Through professional learning, our teachers are building their health content knowledge in relation to being smokefree.	Ongoing professional development in health enables our teachers to engage our students in critical thinking, leading to action that fosters smokefree environments.
School organisation and ethos: <i>Policies and procedures</i>	Our parents and whānau have opportunities to be involved in our school curriculum review in health education (and in all curriculum areas).	Our parents and whānau are consulted on the health education needs of their children in relation to smokefree projects.	Our students, parents, and whānau are consulted on the health education needs of the students, and all work together to improve the school's smokefree status.
	We have smokefree procedures, within the school strategic plan, that are reviewed annually by the BOT and school leaders.		
	Our school and its community are forming a vision for achieving a smokefree culture within the school.	Our school and its community have a clear vision for achieving a smokefree environment.	Our school and its community have a shared vision for maintaining a smokefree environment.

Our smokefree procedures meet NAG 5A.	Our school and its community are developing shared understandings that are leading to actions, across the school and the community, that support a smokefree culture.	Through ongoing action and reflection, our school leaders and BOT maintain a smokefree culture and ethos (e.g., all school-related events, such as school fairs, and all trips, such as sports visits, day trips, and school camps, are 100 percent smokefree).
We have agreed on a process to address non-compliance with the smokefree procedures (covering students, staff, parents, and contractors at facilities hired by the school).	In collaboration with the school community, we have made, documented, and actioned decisions to address instances of non-compliance with the smokefree procedures.	In collaboration with the school community, we have made, documented, actioned, and communicated decisions to address instances of non-compliance with the smokefree procedures.
We are setting in place opportunities for students and staff to receive support to quit smoking.	Support to quit smoking is available to students and staff. We have a trained "quit card" provider on site (e.g., a school nurse or a counsellor).	Support to quit smoking is available to members of the school community. We have a trained "quit card" provider on site (e.g., a school nurse or a counsellor).
We are identifying how to communicate effectively with our school community and beginning to communicate in these ways. We have a smokefree sign at each school gate and smokefree stickers on each external door. Our recruitment processes include a statement about the smokefree procedures. We advise all contractors and community users of school property of the legal requirements and smokefree culture within our school.	We communicate to the school community in a variety of ways about our smokefree projects and the "quit-smoking" support available. We give our new parents and students opportunities to learn about our school's smokefree culture and the "quit-smoking" support available. Smokefree signs and messages are prominent in our school.	We communicate to the school community in a wide range of ways on our smokefree projects and the "quit-smoking" support available. For example, we use the school website, school letters, newsletters, notices, and face-to-face discussions. We give our new parents and students opportunities to learn about the school's smokefree culture and the "quit-smoking" support available. Where necessary, letters to parents are translated into their first language. Smokefree messages are prominent, in a range of settings, throughout the school (e.g., in packs for students new to the school and/or the school handbook).
<p>School and wider community links and partnerships: <i>Parents, caregivers, and whānau; iwi and other groups and organisations in the wider community</i></p> <p>Our BOT and our school leaders support our smokefree kaupapa.</p> <p>Our students' parents, caregivers, and whānau are becoming informed about smokefree policies and projects.</p> <p>We are developing partnerships with local community groups (e.g., local iwi and hapū, the Cancer Society, the public health nurse and other public health workers, churches, local tobacco retailers, and local sports groups).</p> <p>We are seeking to develop a relationship with members of the local iwi, members of local Pasifika communities, and members of other ethnic communities who are champions for a smokefree community.</p>	<p>We encourage the school community to be smokefree outside school boundaries.</p> <p>We create opportunities, both formal and informal, for genuine partnerships with local community groups.</p> <p>We share our successes and our challenges with our school community and with other partners, both within and beyond the current smokefree project or initiative.</p> <p>We are developing partnerships with kaumātua, kuia, members of local Pasifika communities, and members of other ethnic communities who are champions for a smokefree community.</p>	<p>Our school community actively supports the smokefree vision.</p> <p>We create opportunities for genuine partnerships with local community groups, maintaining ongoing dialogue and communication.</p> <p>Our students act as smokefree ambassadors and campaign for a smokefree society (e.g., by supporting youth events to be smokefree or by writing letters to newspapers or submissions to members of parliament).</p> <p>We have strong partnerships with kaumātua, kuia, members of local Pasifika communities, and members of other ethnic communities who are champions for a smokefree community.</p>

A Flexible and Evidence-based Approach

You can develop a flexible and evidence-based approach to being smokefree by using an inquiry cycle, like the teacher inquiry and knowledge-building cycle in *Teacher Professional Learning and Development: Best Evidence Synthesis* (Timperley, Wilson, Barrar, and Fung, 2007).



A smokefree inquiry cycle

The diagram on the opposite page illustrates how a school community can take a flexible and evidence-based approach to being smokefree. This smokefree inquiry cycle includes four main elements – gathering information and identifying issues, planning for a vision and actions to address those issues, implementing plans, and evaluating progress by considering the impact of the actions and the implications in terms of next steps.

If you use this approach:

- **Gathering information** enables you to build a profile of your school community in relation to being smokefree and to identify what support is needed to help change attitudes and behaviour. This picture informs the school community as it develops a vision and plans for action. (See pages 18–29.)
- **Planning** and setting priorities enables you to use the information you've gathered to help you work out what you want to achieve (your vision and goals) and how you'll get there – who will do what and when. (See pages 30–33.)
- **Implementing plans** enables you to put the plans into action and monitor how things are going so that you can change or adapt your plans if needed. (See pages 34–37.)
- **Evaluating progress** allows you to identify what has worked, why it has worked, and what the ongoing challenges are, then use this knowledge to refine your vision and to work out what your next steps are. (See pages 38–39.)

Because this approach is cyclic, evaluating progress leads into a new phase of gathering information and reviewing your vision, goals, and plans. This may involve refining existing goals, or creating new goals, while following the process to achieve a school community that supports smokefree environments and lifestyles.

Getting started in your school

**Kaua e rangiruatia
te hāpai o te hoe;
e kore tō tātou
waka e ū ki uta.**

Don't paddle out
of unison;
our canoe will never
reach the shore.

To become sustainably smokefree, a whole-school approach is needed. However, any member of the school community could provide the catalyst for a smokefree initiative, for example:

- a group of students might decide to develop a smokefree project as part of their learning in health education
- a board of trustees member could decide to work with other parents
- a teacher might want to quit smoking and seek the support of the school to help them achieve this
- a health educator or parent could be the catalyst.

Alternatively, the principal and board of trustees may be the initiators, because they are responsible for maintaining a healthy school environment and ensuring it is smokefree at all times. (See School Requirements and Responsibilities on page 9 for more information.)

It's useful to have a kaumātua, kuia, leader, or champion involved – someone who has the passion and vision to work with other people to bring about change.



Bringing people together

Before you start gathering information, you may decide to hold an initial meeting or hui with members of your school community. This meeting or hui can include beginning to develop a vision for your smokefree school community and can generate enthusiasm and support for your ongoing initiative.

As you think about your community, identify the settings that will enable people to feel comfortable about coming together. You may decide to hold different meetings for different groups, depending on the needs of your community.

Be aware of the protocols used in a Māori or Pasifika setting or in any setting where you want to ensure these groups feel welcome and comfortable. Work with local kaumātua or elders to find the best time, place, and process for your meeting. In the same way, be aware of what works for other cultural groups in your community and find ways to make them feel welcome and comfortable.

Appendix II, The First Meeting or Hui (see page 40) offers suggestions for one type of meeting or hui. The steps given describe a school community meeting, but you could adapt this for a staff, student, or whānau meeting.

 Reusable templates on your CD-ROM

Think about how to get your community interested in participating actively. In a primary school, where parents are often more involved, it may be easy to get people together and engaged. In a large secondary school, this might not be so easy. For some suggestions about getting people involved, see appendix I (see page 40).

 Reusable templates on your CD-ROM

Emotional safety issues

Take note of the safety issues that apply to teachers and schools in relation to smokefree initiatives.

A discussion that includes information about the long-term health effects of smoking may be distressing for students whose whānau are addicted smokers or are affected by smoking-related illnesses.

If students are to take home materials or information about creating smokefree environments or quitting smoking, then both teachers and students need to be aware that there may be negative effects from discussing these issues at home. Encourage taking the smokefree initiative into the home only if you and the students feel it is safe and appropriate. Materials for students to take home also need to be sensitively written to encourage and support positive discussions.

No smokefree discussion or project should isolate or put pressure on students who are experimenting with smoking or are currently smoking.





Gathering Information

Kohia te kai rangatira – kia māmā
te ngākau, te tinana, te wairua i te
ara tangata.

Gather good information so that
the body, mind, and soul are
enlightened.

Before you begin to take action to promote and support smokefree environments and lifestyles, you need to gather information about the actual needs of the people in your school community. Gathering specific information about people's attitudes and behaviours gives you evidence on which to set your goals and create your plan.

When you have this information, you can decide on your priorities for action. The information you gather can also provide baseline data against which you can measure progress towards your goals.



This section focuses on gathering information about people's behaviours and their attitudes to a smokefree lifestyle. It provides specific guidance on how you could gather such information, as well as tools for you to adapt and use within your context and for your purposes.

Gathering information: Self-review tools

There are many methods you can use to gather data and/or information, including:

- surveys (page 22)
- focus groups (page 25)
- one-to-one interviews (page 27)
- classroom discussions (page 28).

Finding out about attitudes and behaviours

You can use surveys, focus groups, interviews, and classroom discussions in many different ways to find out about people's attitudes and behaviours. For example:

- carry out an online survey of different groups of people (management, staff, pupils, parents, and whānau) to help you plan a school-wide programme

- conduct individual interviews with a smaller number of people
- invite small numbers of people to take part in focus groups to talk about their thoughts and behaviours in relation to being smokefree
- with young children, have classroom conversations about being smokefree.

The table on pages 20–21 shows some of the information-gathering methods you can use, explains how each method is used, indicates the kind of information you can gather, and lists the pros and cons of each method.

In order to ensure that you cater for the needs of all your school community members, you will probably need to use a range of methods and approaches.

You will want to gather information in ways that are appropriate for the different cultural groups in your community. You could invite representatives of the cultural groups in your community to advise on what they think would be appropriate, useful, and engaging for them.

Privacy issues in gathering information

Whatever the scale of your research, you need to uphold ethical standards and protect participants' data.

What is confidentiality?

Confidentiality means that the data cannot be accessed by anyone other than those who are using it for the purpose for which it was collected. The data is stored securely, and personal identifiers that make a participant immediately identifiable are removed or stored separately from the data when possible. It is best to only present aggregated findings across groups of respondents rather than individuals' responses.

Sometimes, information that the respondent provides may inadvertently expose their identity. You need to be careful not to use this information in your reporting.

What is anonymity?

It's difficult for data to be truly anonymous. Anonymity means that there is no way that the data can be linked to the person. This means participants will not provide any personal information, such as their name, email address, address, age, or ethnic group. It is very unlikely that data you collect will be anonymous, so it is best not to promise that it will be.

Why collect personal information?

You may collect personal information such as name and phone number if you want to recontact the respondents, for example, if you have asked them to participate in a follow-up survey or interview.

How do you keep the information private?

If you have done an online survey, remove the data from the site you are using.

Consider whether you need to keep personal information, and if so, how long you need to hold it for. Keep the personal information only until you no longer need it.

Personal information that does not need to be attached to the data should be kept separate from it.

Methods for gathering information

Method	How it is used	Used for
Surveys <i>(See page 22)</i>	<ul style="list-style-type: none"> • can be completed on paper or online • can be done in an interview situation if a respondent needs support with the language • can use mostly closed or multiple-choice questions. 	<ul style="list-style-type: none"> • getting responses from a large number of people • asking “how many” and “how often” questions • finding out about attitudes and behaviour (e.g., by using scales or multiple-choice questions) • gathering data you can quantify and compare.
Focus groups <i>(See page 25)</i>	<ul style="list-style-type: none"> • a facilitator and a small group of people discuss a small number of questions on a topic. 	<ul style="list-style-type: none"> • asking “why” and “how” questions • learning about feelings, attitudes, ideas, past experiences • finding out more information about ideas or behaviours (such as those shown by responses to survey questions).
One-to-one interviews <i>(See page 27)</i>	<ul style="list-style-type: none"> • face to face or by telephone • usually includes a smaller number of questions to structure the interview, then the interviewer can dig deeper if necessary. 	<ul style="list-style-type: none"> • getting responses from a small number of key people • gathering specific information quickly • gaining in-depth information.
Classroom discussions <i>(See page 28)</i>	<ul style="list-style-type: none"> • informally with a specific group (e.g., young children) • must be done with sensitivity and awareness (e.g., of leading questions and family privacy). 	<ul style="list-style-type: none"> • finding out about attitudes • talking with people who may respond best in small-group discussions (e.g., children in years 1–3).



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Pros	Cons	When to use
<ul style="list-style-type: none"> • provides data that can be counted and generalised • can be anonymous • can include visual material. 	<ul style="list-style-type: none"> • responses aren't in-depth • the results may be biased if participants volunteer. 	<p>Gathering information</p> <ul style="list-style-type: none"> • to provide initial baseline data (It's especially helpful if you're at the beginning stage on the continuum.) <p>Evaluating progress</p> <ul style="list-style-type: none"> • repeat to measure progress towards goals and to help review goals.
<ul style="list-style-type: none"> • participants develop and build on ideas through the group interaction • the facilitator can elicit more information about responses • gives richer data than surveys, for example, about why the participants think or behave the way they do. 	<ul style="list-style-type: none"> • requires a skilled facilitator • some participants may dominate or influence others in the group • may not be representative of the wider group. 	<p>Gathering information</p> <ul style="list-style-type: none"> • to find out more about a group <p>Planning</p> <ul style="list-style-type: none"> • when brainstorming ideas about projects to use in your initiative • when trying out ideas • when testing reactions to proposed approaches or materials.
<ul style="list-style-type: none"> • participants can arrange a time and place to suit them • can be carried out quickly (perhaps 15–20 mins each) • the interviewer can use follow-up questions to get more information about responses. 	<ul style="list-style-type: none"> • interviewers may need training • the results are not representative • may not be appropriate for sensitive issues • takes time to gather data from a large number of people. 	<ul style="list-style-type: none"> • can be used at any time during the initiative, depending on the purpose (e.g., to gain information relevant to a specific concept, group, issue, or aspect of the process).
<ul style="list-style-type: none"> • can gain information from people who may not respond in other settings. 	<ul style="list-style-type: none"> • may not yield usable information • information may be very general • some areas are too sensitive to explore in this type of discussion. 	<ul style="list-style-type: none"> • before or during implementation of an initiative or of a specific project that involves the group (e.g., young children).

Surveys

Why use a survey?

It is important to be clear about what you are trying to achieve with a survey. You could conduct a survey for different reasons and at different points in an initiative.

Conducting one or more surveys to identify the behaviours and attitudes of participants at the start of the initiative will help you understand the issues and give you baseline data. Note that a survey does not always have to include a set of questions.

When you have baseline data, you can then track changes as your initiative develops by repeating the surveys after a period of time – as in case 2 below.

Linking the survey to your research objectives

If you are just starting, identify clear research objectives for your survey so that you will gather relevant data to inform the development of your initiative. Then, as you write your survey, ensure that the information you will get from the survey will help you meet those research objectives.

When you know the objectives of your initiative and you are surveying to evaluate your initiative, always link your findings back to your objectives.

Choosing appropriate questions

Once you are clear about the objectives of the survey, you can choose relevant questions (if your survey has questions). It is always best to use standardised questions, particularly for measuring smoking prevalence (or smoking status). The questions in appendix V have been used by other researchers and are valid, that is, they measure what they are supposed to measure. It is also useful to include questions from other national and international surveys. (See appendix V, page 42 for examples of questions and suggestions of surveys to refer to.)



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If your survey has questions, every question should have a clear purpose and provide information you can use in your initiative. It's a good idea to leave room for comments on some questions because this can help you get some useful, in-depth information. Make sure you don't do this too often, however. It can be time-consuming for respondents and time-consuming to analyse later.

Questions from your surveys can also be used or adapted when you follow up on selected survey responses in one-to-one interviews. See page 27 for more information about one-to-one interviews.



Case 1: Using a survey before you start – to help you understand the issue

This school knew that they wanted to embrace the smokefree/auahi kore kaupapa in their primary school. They had seen parents smoking outside the school gate and knew that parental smoking was a risk factor for their children starting smoking. They wanted to get some solid evidence about parental smoking in order to know where to focus their efforts. They sent a quick anonymous survey out to parents in the school newsletter with a prepaid envelope and the chance to win something for participating. They asked parents whether they smoked, as well as a range of questions about things they could do to help prevent their children smoking. (For examples of questions, see appendix V.)

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The school found that the majority of parents who smoked did not smoke in the home or the car but that around half still smoked in front of their children. Although most parents said that they didn't want their children to start smoking, the majority did not tell their children that they did not want them to smoke.

As a result of gathering this information, the school's Hauora group (made up of teachers and students) decided to develop a multimedia communication strategy. Implementing this strategy helped parents explore the influence they could have on their children and ways parents could increase the chances of their children remaining smokefree.

Case 2: Using a survey to evaluate the effectiveness of a classroom programme

Staff at an intermediate school were concerned about some of their students experimenting with smoking. They had previously surveyed their students about what they thought about smoking and found that students who had experimented with smoking held more favourable attitudes towards smoking. For example, they found that while only 30 percent of students who had never smoked agreed that "smokers are more popular", 50 percent of students who had experimented with smoking agreed with this statement.

The school designed a classroom programme to challenge these attitudes towards smoking. The objective of the programme was that all students, but particularly those who had experimented, would have less favourable attitudes towards smoking than before the activities. To evaluate whether the objective was achieved, they surveyed students again using the same questions.

The school found that a smaller proportion of students agreed with the same statement and that the reduction in agreement was greater for those who had experimented with smoking than for those who had never smoked.

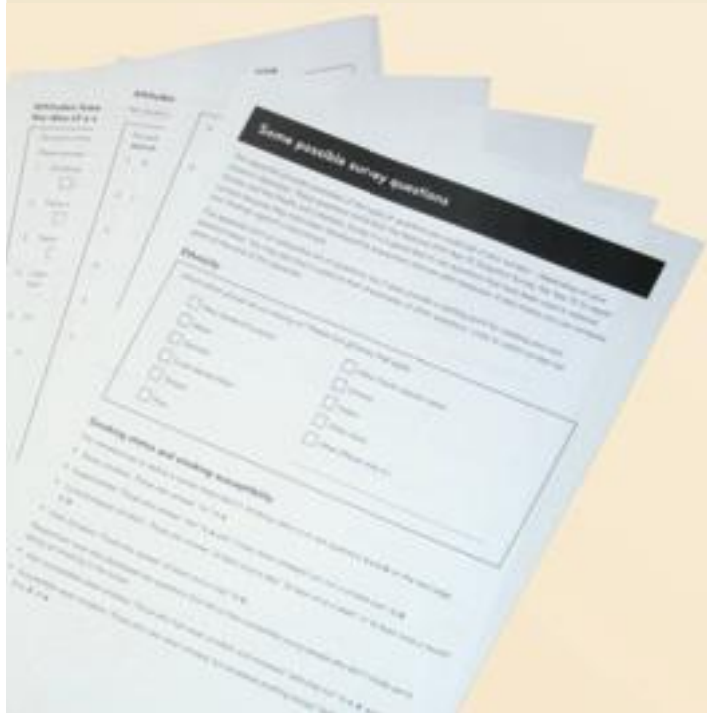
Case 3: Using a survey to ensure you meet your research objectives

Staff in a high school know that some of their students smoke, and they are worried about those at risk of starting smoking. They want to design a project to help prevent students from starting smoking and to encourage quitting for those who are already smoking. They are not sure which students are most at risk, though, and want to design a targeted intervention.

Their research objective is to determine which groups of students are smoking or likely to take up smoking.

They conduct an anonymous, confidential survey. Linking it back to the research objective, they use questions about smoking and questions that are designed to measure a respondent's susceptibility to taking up smoking. They also ask some standard demographic questions, such as ones about year level and ethnicity.

They find that smoking is highest among Māori girls across the year levels and decide that their projects should be designed for and be of primary benefit to this group of students.



"I think it's not so much saying 'don't smoke' because that never works. Children or younger teenagers tend to do things that you tell them not to do, so I think you just set the example of not smoking."

Swanny Martin, Peer Mentor,
Wainuiomata High School



Steps for carrying out a survey

1. Decide what you want to find out (the purpose of the survey). Aim to keep it simple and manageable. Purposes could include:
 - to find out the school community's attitudes and their level of support
 - to identify the smoking behaviours of staff and students
 - to find out what would encourage and support staff and students to work towards becoming smokefree
 - to find out how successful a particular project has been.
2. Decide who you will survey, based on the purposes you've chosen. Not all people or groups need to be surveyed, and sometimes other methods, such as focus groups, interviews, or classroom discussions, may be more appropriate than surveys.
3. Decide whether participants can be anonymous or not.
4. Create the survey by deciding on your survey questions. Keep it simple! Appendix V on page 42 provides examples of some standardised survey questions that you can use as a model, adapting them for your purposes.
5. Let people know what you're doing. Appendix IV on page 41 provides a sample letter letting the school community know about an upcoming survey.
6. Ensure that all the people involved know your timeframe.
7. Decide how you will distribute and collect the survey and who will be responsible for these tasks.
8. Distribute the survey forms for people to complete.
9. Collect the completed survey forms and collate and analyse the information. See suggestions for ways that you can collate the information in appendix VI.

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See page 29 for suggestions on how to use the information you have gathered.

While it is important to have a good sample size, you'll need to allow time for analysing the responses (although if you use a free online tool such as SurveyMonkey™, this will be done for you).⁵

⁵ SurveyMonkey™ is available at
www.surveymonkey.com

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Focus groups

You can use focus groups to find out how groups of people think about a topic or issue – and what's behind their thinking or behaviour. Focus groups can also be used to brainstorm ideas about an issue and suggest ways to address it. They give people the opportunity to discuss a topic or issue and to bounce ideas off each other.

Selecting people who have something in common (for example, teachers who smoke) or a limited mixed group (for example, samples of students from two or three year levels) will enable you to gather particular kinds of information about their attitudes and behaviour.

In some cases, focus groups will be less effective than one-to-one interviews. For example, students who smoke might give you more information in a private discussion. (For information about one-to-one interviews, see page 27.) However, when you're developing projects as part of an ongoing smokefree school initiative, focus groups can be used in many ways. The table on the next page shows some examples of the groups you could target, the purposes you could have, and the kinds of questions you could use.



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Students can also set up and run focus groups. They can use these guidelines to help them select the participants, purposes, and questions that will best suit their research goals.

In a Māori or Pasifika context, making people feel welcomed and at ease involves more than just giving a greeting. You need to allow time for the facilitator and the participants to have a more in-depth conversation. This involves inviting people to say where they are from – for example, their iwi, hapū, and whānau connections – as well as some of their personal history. This kind of sharing creates a situation in which group members can make personal connections with each other.

It can take time to develop the kind of relationships in which everyone can feel comfortable, but it is worth developing such relationships because they provide the opportunities for kanohi ki te kanohi – genuine face-to-face dialogue.

Managing the focus group

Use a personal invitation to ask people to take part in a focus group. In the invitation, explain the purpose of the meeting, let them know the date, time, and place, and ask them to confirm their attendance.

You'll usually need a facilitator and a note taker (who does not participate in the discussion). Alternatively, the facilitator can make notes on a whiteboard and then print them off for analysing later. However, the facilitator needs to be able to focus on the discussion and not on taking notes. A recording device may be useful if the participants feel comfortable with it. If you record the group discussion, you will need to allow time for someone to listen to it and make notes.

The facilitator's role is to manage the group in a way that lets people talk freely and keeps the discussion on the topic. This includes:

- making sure everyone feels welcomed and at ease
- using prepared questions as necessary to keep the discussion going
- ensuring all the planned topics are covered, without obviously directing the discussion
- encouraging everyone to express their views, even when that means disagreeing with another speaker
- asking questions in response to what people say, in order to learn more about their underlying thinking and attitudes
- letting everyone have a say and not allowing a few people to dominate the discussion
- bringing the discussion to a close by summarising what has been covered (although the purpose of this type of focus group is not to reach an agreement or consensus).

Analysing the data from a focus group

Go over the notes from the focus group to identify general trends and agreement on issues and to note different opinions. Individual comments that raise interesting ideas or concerns, such as lack of cultural sensitivity or difficulty in understanding materials, can be as valuable as identifying views that many people share. Your goal is to capture the range of opinions about an issue rather than to look for agreement or consensus.

There is a sample summary form in appendix VII on page 43.



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See page 29 for suggestions on how to use the information you have gathered.

Some examples: Focus groups

Participants	Purpose	Questions
Board members	<ul style="list-style-type: none"> to understand how board members view their roles and responsibilities in relation to promoting the smokefree kaupapa within their school community. 	<p>What does the phrase "a smokefree school" mean to you?</p> <p>How do you interpret the board's role and responsibilities?</p> <p>What opportunities can you see in relation to strengthening our school's smokefree status?</p> <p>What challenges can you see in relation to strengthening our school's smokefree status?</p>
Community members (mixed groups or members from specific parts of the community)	<ul style="list-style-type: none"> to understand how groups in the community view their roles and responsibilities in relation to supporting a smokefree school. 	<p>What does the phrase "a smokefree school" mean to you?</p> <p>How do you think people or organisations in the community could support the school and its students in embedding smokefree lifestyles into the school culture?</p> <p>What challenges do you see, for a school, in managing its legal responsibility to be smokefree 7 days a week and 24 hours a day?</p>
School staff	<ul style="list-style-type: none"> to identify their role as smokefree role models for their students. 	<p>How does it affect students if they see staff members smoking?</p> <p>What are the main obstacles to quitting smoking for those staff members who smoke?</p> <p>What kind of support could your school offer staff who want to quit smoking?</p>
Students in a specific year group	<ul style="list-style-type: none"> to find out what students in this year group think about being smokefree to identify actions that would support students in staying smokefree to identify actions that would support students who do smoke to quit. 	<p>Why do you think people smoke?</p> <p>Why do you think some students stay smokefree?</p> <p>How can schools support students to stay smokefree?</p> <p>What kind of support could your school offer students who smoke and want to quit?</p> <p>How could you help your fellow students to remain smokefree?</p>
Members of a local marae	<ul style="list-style-type: none"> to identify ways the school and marae could work together to support Māori teachers, students, and whānau to be smokefree. 	<p>What strategies do you think would help members of your whānau to be smokefree?</p> <p>How can we work together to support our tamariki, rangatahi, and whānau?</p>

One-to-one interviews

One-to-one interviews may give you richer, more detailed information about individuals' attitudes and behaviours than you can get from surveys or focus groups. Often, a carefully conducted interview will yield insights that can have a big impact on your planning for your smokefree initiative.

One-to-one interviews are an excellent way to find out what individual students or teachers think and to understand the drivers for their smoking or non-smoking behaviours.

- A student may be able to identify the types of action they and their friends would like to be involved in.
- Students can provide insights into the kinds of materials and approaches that are likely to be successful within their peer group.

Interviews with key people in the school community can provide information that may be missed in a more general survey.

- The owner of the local dairy may have interesting insights into the tobacco-buying habits of customers.
- Staff in local health services (especially those working in drug education) will probably be willing to assist with information from their experience and perspective.

One-to-one interviews can be useful for sensitive issues and can reveal individual differences that may not emerge in focus groups (because an individual's views can be obscured by the group's views).

A survey can be used in a one-to-one interview. If you talk through a survey, you can ask questions about a participant's responses to the survey questions, for example, "Can you tell me more about that?", "Why do you think ...?", and "Can you give me an example of ...?"



Steps for carrying out a one-to-one interview

1. Invite the person to take part in an interview, giving clear information about the purpose and the process.
2. Explain that you will make brief notes during the interview or that you will record it with audio or video. You will need the person's written permission to record the interview.
3. The interviewee may want to have a friend with them. Having another person present can make the situation comfortable for the interviewee and the interviewer.
4. Set the time and place for the interview.
5. Carry out the interview, making brief notes as you go.
6. Analyse the notes from the interview. (If you took notes during the interview, you may also want to add more comments you didn't have time to write.) You could use the survey analysis form in appendix VI or the focus group summary form in appendix VII.

 Reusable templates on your CD-ROM

See page 29 for suggestions about how to use the information you have gathered.

With some interviewees, it can be productive to use a narrative inquiry approach, or a semi-structured interview, to elicit their thinking in relation to the issue (rather than using a question and answer process).

With the narrative approach, you ask the participant to tell you about some aspect of their experiences or ideas in relation to smoking and then let them share their story. Their thinking will be embedded in their narrative. You then need to ask the right follow-up questions to get to the heart of the issue for them.

A semi-structured interview is like a discussion about planned topics. You may have questions as prompts or simply know the topics that you want to cover. These questions or topics guide the discussion.

These interview techniques help to create a relationship through dialogue and also allow opportunities for both participants to make connections and gain insights. If possible, it's better to record rather than to take notes so you can focus on the discussion. Be a really good listener, focusing on what the interviewee is saying and responding to them. Remember that smoking may be connected to deeper issues that participants may or may not want to talk about.

Classroom discussions

Teachers and other adults or senior students can gather valuable information about students' beliefs and attitudes in relation to smoking through classroom discussions. These discussions often occur within the context of the health and physical education learning area of *The New Zealand Curriculum* and the hauora wāhanga ako of *Te Marautanga o Aotearoa*. Such discussions are particularly useful when working with young children but can be appropriate at all year levels.

To start discussions, teachers can use resources such as the audio stories and the student cards in

the year 7–8 teaching resource *Staying Smokefree/Te Noho Auahi Kore*,⁶ which support students' choices, decision making, and critical thinking.

Questions or prompts for discussion could include:

- What do you think about smoking? Tell me more.
- Why do you think people smoke?
- How do you think smoking affects people's health and fitness?

⁶ Health Sponsorship Council (2011). *Staying Smokefree/Te Noho Auahi Kore*. Wellington: Learning Media.

"The message that we are trying to give our kids every day is one of resilience ... being able to make your own mind up about something and be responsible for the choices that you make."

Caro Begg, Teacher, Corinna School



- Why do you think people choose to be smokefree?
- Why do you think that local councils have made some parks and playgrounds smokefree?
- Why is it important for people not to smoke in cars?

Make notes during or after the discussion, then analyse them as described for the focus group analysis on page 25.

Using the information

Different people have different needs in relation to being smokefree, and you need to understand these before you move into the planning phase. The easiest way to do this is to group people with similar characteristics or needs together. You can then choose which groups to work alongside and plan for the strategies that are most likely to work with each of these groups.

Some examples of results showing groups with similar characteristics or needs

- You find that most student smokers in the school are girls over 15. You examine their responses further and find that they say the biggest influence on them is seeing teachers and family smoking.
- Teachers who smoke say they enjoy shared conversations when they gather to smoke around the corner from school. They think that if they quit, they would miss this sharing time.
- A lot of year 7–8 students say they think smoking is cool. They mention popular singers and actors who smoke, as well as older siblings.
- Some students from one whānau mention that a favourite aunty has emphysema. They say they want to know more about the health risks of smoking.
- Three teachers who smoke and want to quit report that they've thought about using the Quitline but never seem to have time to follow up.
- The local dairy owner has trouble with school students pretending to be over 18. He doesn't want to break the law – but he sometimes feels intimidated by the older boys.
- Many students who took part in the school programme last year said the *Breakfree* book⁷ was good because it was cool and written for their age group.

Using the information in your planning

When you decided to get involved in an ongoing smokefree initiative for your school community, you probably had some ideas about what you wanted to achieve and how you might do it. However, now that you have gathered and analysed information about the real people who make up your school community, you will have a much better understanding of the important issues for your community. The actions you decide to take will be based on evidence rather than assumptions.

Using this information in the planning phase will help you to plan relevant and targeted smokefree initiatives. The information you have gathered will also provide you with data that will help you measure your progress towards your goals and towards achieving your vision for a smokefree school community. And when you need to gather more information to find out what progress you have made, you will be experienced in choosing and using the best methods for getting the information you need.

⁷ *Breakfree* is a national health education resource written and designed for teenagers. It is a short, colourful guide to quitting smoking, with strategies to help young smokers. *Breakfree* is available from www.smokefreeschools.org.nz/resource-centre/student-resources or <http://health.govt.nz/resources/breakfree.aspx>



Planning

Ehara taku toa i te toa takitahi,
engari he toa takitini.

My strength is not that of a single
warrior but that of many.

Careful planning will help you to confirm your vision, identify priorities, set goals, organise activities, and allocate responsibilities. This resource includes some planning tools for schools. However, if you have already established your own effective planning tools, you may want to use those.



**SMOKEFREE
24/7**



Identifying priorities

In order to set a clear direction and focus for your planning, use the information you've gathered to select priorities to focus on. These priorities could include:

- the attitudes, behaviours, and opinions that you want to change
- contexts in which members of the school and its community are at risk
- at-risk groups within the school and its community.

You could create a plan like the example given in the table on page 33.



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For each priority, include what you're going to do, what you want to achieve, who will be responsible for it, and when the work will be in place.

You can decide to have only one (or two or three) priorities in this first plan. Add a summary of your decisions about priorities and goals to the plan.

Planning template



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The planning template in appendix III (see page 41) gives you a framework that you can adapt to suit your ongoing smokefree initiative. You will want to review your plans, and perhaps make changes to them, as you implement projects and track their progress.

The planning template is organised with the following headings:

- Our vision
- Background
- Goals
- Key messages
- Whole-school approaches and activities
- Partnerships
- Risks and issues
- Priorities, goals, activities, responsibilities, and timelines. (See page 2 of appendix III on the CD-Rom.)

Our vision

You may have had a vision from the outset, or a vision may have arisen out of the information-gathering phase. Write a brief description of what you hope to achieve and refine it through consultation and discussion.

Background

This section should give a brief summary of why you are planning an ongoing smokefree initiative. It can include links to *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*, as well as background information about the smokefree issues you are addressing in your school community.

Goals

In this section, record the specific goals for your initiative. They need to be achievable and measurable, for example:

- The annual Ash Year 10 Snapshot Survey⁸ for our school reports an increase in year 10 “never smokers”.
- Our evaluation shows an increase in smokefree households, in our school community, after one year.
- All school activities (for example, school camps, EOTC activities, and sports events) are smokefree.

Your school community may have the ultimate goal of becoming totally smokefree. In order to make your initiative realistic, however, you may want to start with some smaller goals.

Key messages

In this section, identify the key messages that you plan to promote through your initiative. Repeating a few strong messages is more likely to be effective than trying to communicate a wide range of messages – and it makes things easier when you need to develop new resources or information. You can use the information on pages 8–10 above to help you develop key messages, or you could identify some effective messages that arise from your own research. You might have different key messages for different ages or groups.

Some examples of key messages are given below.

- Our school is smokefree 24/7.
- Our school supports staff and students to be smokefree.
- It's cool to be smokefree.
- Don't send your dollars up in smoke!

⁸ This is a survey that is conducted each year in New Zealand. It includes about 30 000 students, and ASH publishes a summary of the findings. For more information, go to the ASH website at www.ash.org.nz/?t=139

Whole-school approaches and activities

Record a few short statements about the approach you are taking, for example:

- The benefits of a smokefree lifestyle will be taught as part of the health and physical education learning area of the curriculum at all levels in the school.
- We are seeking to develop a relationship with members of the local iwi and the local Pasifika communities who are champions for a smokefree community.
- We will offer support to teachers, students, parents, and whānau who want to quit.

You can list whole-school activities here and plan for them in more detail in the section Priorities, goals, activities, responsibilities, and timelines (see the table on the next page).

Partnerships

In this section, record details of any partnerships you're developing with the wider community, for example:

- sports groups
- kaumātua and kuia from local iwi
- the public health nurse or other health or social services providers
- quit services
- local sellers of cigarettes, such as dairies and garages⁹
- youth workers
- local council members
- church ministers and/or elders
- Pasifika community liaison workers
- Pasifika School Community Parent Liaison (PSCPL) personnel
- older youth leaders and/or siblings or cousins of students
- community leaders from different community groups
- after-school care workers
- cleaners and school contractors.

You can also record what role these partnerships will play, for example, you may be liaising with sports groups to set up smokefree tournaments that will promote awareness of the benefits of a smokefree lifestyle.

⁹ You can engage local retailers in supporting smokefree action. They can play an active role, for example, by displaying smokefree information and liaising with the school about harassment from students who want to buy cigarettes.

Risks and issues

To manage risks and issues, identify areas of resistance and plan strategically to overcome them. Think about areas of concern and what you can do to address these areas. In this section of the plan, record risks and issues and how you will manage them, including how you will regularly monitor and review the risks.

Developing positive and sustainable partnerships with the wider community involves taking cultural differences into account. For example, Pasifika students may view themselves primarily as members of their extended family or their peer group rather than as individuals making their own decisions for themselves. Individual children are also often considered as representatives of their family by their parents and other family members. Any smokefree initiative needs to consider the implications of this.

Priorities, goals, activities, responsibilities, and timelines

In this part of the plan, identify your priorities, goals, the activities you will use, who is responsible for each action, and the deadlines for each action.

The example on the next page illustrates the type of content that could be in each section.



An example: One school's priorities, goals, activities, responsibilities, and timelines

Use a blank version of this table (see appendix III) to inform your planning.
The school in this example identified three priorities.



Priorities	Our goals	Activities	Who is responsible	Timeline
The school grounds will be smokefree 24/7.	All users of the school grounds will know about the school's smokefree policies and procedures and will ensure the grounds are smokefree 24/7.	Send letters that include information about the school's smokefree policies and procedures to all groups using the grounds.	Board of Trustees Student Health Team	immediately
		Put up new signs at the school's entrances.	Board of Trustees	immediately
Year 12 girls currently smoking will be given support to become smokefree.	There will be an increase in the number of year 12 girls who are smokefree.	Establish a year 12 support group.	Dean	By Feb 21
		Make quit-smoking coaching available to year 12 girls who smoke.	Health co-ordinator and support group to organise	By March 21
		Run teaching and learning sessions, for all year 12 students, that focus on well-being through being smokefree.	Support group (advised by health teachers and school counsellor)	Throughout term 1
		Create computer-assisted presentations about the benefits of being smokefree. Develop unique school smokefree signage.	Year 12 health class (NCEA) teacher Year 12 art class Art teachers (add names)	Term 2
Community involvement	Community members are partners in the school's smokefree initiative. The immediate surroundings of the school are smokefree.	Hold a hui. Have a picnic. Contact advocates in the community (for example, marae representatives and local council members) and ask for their support and ideas for activities. Hold a smokefree march.	Board of trustees Parents' association Students and staff	Ongoing (specific event dates to be set)

"Having the smokefree parks policy denormalises smoking ... The less kids are exposed to smoking, the less likely they are to take it up."

Katie Brown, Resource Planner,
Porirua City Council

Implementing Plans

Whakapūpūtia mai ō mānuka
kia kore ai e whati.

Cluster the branches of the
mānuka so they will not break.

After gathering information, analysing it, and planning carefully, you are ready to start implementing your plans for the smokefree initiative. As well as organising and carrying out specific projects, the implementing phase involves keeping an eye on the bigger picture. You will be monitoring whether the projects are progressing well and maintaining everyone's involvement and enthusiasm.



Before you start implementing your plans, you could consider:

- whether you want to start with a launch
- how you will keep track of progress and measure your progress towards your goals
- how you will monitor and maintain good relationships with your smokefree partners
- how you're going to celebrate achievements, for example, of the staff, students, and members of your community who quit smoking.

Launching the initiative

You can start the smokefree initiative with a low-key approach or with a bang. A low-key start may be useful if you're not sure how the initiative will be received. A high-impact event may be a great way to start if the initiative or specific projects will involve everyone in the school community and need a lot of visible community support. Some examples of high-impact events are:

- a school-sponsored sports event, such as a multi-sport challenge that promotes being smokefree as the central part of a well-being message
- a community event, such as a sporting event, a council or marae activity, or a national theme day (in particular, one associated with being smokefree, with children, or with health)
- a local market day, a festival, or a marae occasion (with a smokefree theme) that is organised with partners who can share the costs and planning.

If you want to start with a high-impact event, tell local media about your event well in advance and invite them along. Advertise on your school website and build up to the event with regular items in school newsletters. Use podcasts to share activities with other schools and communities. Present digital stories that report on smokefree action. Connect with and contribute to smokefree-related websites, such as those listed on page 10.

An event (such as the hīkoi held by Manaia View School)¹⁰ can also be held to celebrate the ongoing achievements of the initiative. Such an event can help to carry the smokefree message out into the community.

You might prefer to have a low-key start, for example, if you are continuing and adding to projects that you are already running, or if you want to generate support for the initiative gradually. In such cases, you could start by letting people know about specific projects and any successes that you've had and gradually raise the profile of your ongoing smokefree initiative.



Media interest

Keep your local media informed about your ongoing smokefree initiative as it develops, not just at the start. Appoint one person to be the contact for the school, and expect them to keep in touch with local media.

The media like to be given:

- human interest stories, such as a principal being supported by the whole school to give up smoking
- issues that stimulate debate, controversy, or conflict (you need to think carefully about whether you want your school to be part of this type of debate)
- fresh angles or twists on issues that will attract public interest, for example, a school community getting together with local shopkeepers to promote students being smokefree
- accurate background information, for example, smokefree facts.

¹⁰ For more information about Manaia View School's smokefree initiative, go to the Smokefree Schools website at www.smokefreeschools.org.nz/school-stories/manaia-view-school

Tracking progress, adapting your plans, and keeping things moving

Throughout the smokefree initiative, you'll monitor the progress you're making and make adjustments if you need to. If you check whether the actions you're taking are actually helping you to progress towards your goals, you'll be able to get more value for your effort and resources.

The reasons for not making progress might be simple, for example, it could be that you're having support group meetings at a time that clashes with something else, so people aren't turning up. The reasons may be more complex, for example, you could be having difficulty finding students or community members with the mana, commitment, and time to champion the initiative or specific projects.

As your smokefree initiative continues, check:

- the level of people's participation in and responses to the smokefree activities (where appropriate, measure results as you go)
- that activities are starting and finishing according to the plan
- that your priorities are actually being focused on
- whether some activities are more successful than others (and find out why)
- whether some aspects of the initiative need to be dropped or adapted.

Monitor the results as each activity is carried out and review and revise plans and processes when necessary. At the same time, use opportunities like those listed here to keep up the enthusiasm of all of the groups involved.

- Report progress at regular intervals to all involved groups.
- Have regular check-in chats with staff, students, and others to see how each part of the initiative is going.
- Use a giant timeline or calendar to track activities and events, and display it in a public space.
- Publicise and share results as they come in.
- Ensure that everybody involved, including students, families, whānau, the board of trustees, teachers, and members of the community, are informed about progress and upcoming activities and events (for example, through announcements at staff meetings, newsletters, and assemblies).
- Encourage students to take an active part in monitoring and in generating interest and enthusiasm. For example, some students could write articles for the local paper or request interviews with radio or TV to talk about what's happening and how it's going.
- Keep a visual diary of your activities and display it where everyone will be able to view it.

Meeting challenges

As challenges arise, identify them and consider your options as soon as you can. At times, you may need to try an alternative approach in order to ensure your initiative stays on track. You can brainstorm ideas that may help you achieve your objectives in a different way.

Case Study

A secondary school health teacher worked with a group of year 11 smokers to help the students identify the times and triggers of their smoking behaviour. The objective was to help the students avoid or manage the triggers and reduce or quit smoking.

The original plan was to have the students keep a diary to record their smoking behaviours and the triggers they experienced through the day. However, it quickly became clear that this was not going to work: the students were under pressure with NCEA and didn't use the diaries at all.

After discussion, the students came up with

a solution. They drew up a short list of the most common situations or feelings that triggered their desire to smoke and coded each trigger. The students were then able to carry a card with the codes on it so they could tick the appropriate code whenever they felt the desire to smoke.

They agreed to do this for one day a week over three weeks and then analyse the information with the health teacher. The students reported that identifying the exact times, places, and situations helped them as they discussed ways to avoid or manage the most frequent triggers. And ticking a code on a card was a lot simpler than keeping a diary!

Maintaining partnerships

Good relationships take time and effort, and both parties need to be equally involved. To create genuine partnership, it is important to have two-way communication and to make decisions together.

Keep up the communication: if the partners you agreed to work with only hear from you when you need something or when problems arise, the relationship will suffer. Make sure that your community partners can contact the school and each other and can participate fully in leading the initiative and making decisions.

The guidelines below will help you to keep all your partners involved.

- Make sure you include a range of perspectives when you communicate about how the initiative is working.
- Offer and ask for help when necessary.
- Share and acknowledge each other's accomplishments and show interest in what other partners are doing.
- Work together with partners in all your activities, including initiative and project evaluation.

- Consider ways to share successes involving partners, for example, by playing a video clip about the initiative at a special assembly to which all partners are invited, or by including stories about the initiative in your newsletters and other publications about the initiative. The stories should acknowledge all participants.
- Share results (both what worked well and what didn't seem to work), related information, and new materials with all participants.
- Have a smokefree noticeboard that keeps people up to date with what's happening, successes, and so on.
- Explore opportunities to continue partnerships beyond specific projects.

Celebrating successes

Remember the importance of celebrating successes as often as you can. Celebrate results as they come in, for example, by holding a shared morning tea for a teacher or group of students who have achieved a milestone in quitting. Celebrating successes allows everyone the opportunity to enjoy time together as a group and to focus on what you have worked so hard for – a positive result for your students and the whole school community.



Evaluating Progress

Āta tirohia te ngaru nui, te ngaru roa, te ngaru paewhenua.

Analyse critically the gigantic wave, the long wave, the shoreward wave.

Evaluating progress is an important part of the change process. It's important that you assess how well your projects have gone in order to know whether you have achieved your goals or are on the way to achieving them. You want to know what happened as a result of each project and what you need to do next.

For example, a goal (based on survey information) could have been to counteract the influence of smokers (such as celebrities, older students, and siblings) on year 6 students.

In this case, you would carry out a quick survey of year 6 students to see how effective your positive messages and planned actions have been in changing their opinions and attitudes.



How to evaluate progress

Evaluation doesn't have to be complicated. It's just a matter of asking and checking whether you have achieved what you set out to do. There are a number of ways you could do this.

- Conduct another survey or organise another focus group with the same people to see if their behaviours and/or attitudes have changed.
- Interview a random sample of people and ask them what they have observed during the initiative, for example, whether they have seen promotional posters and whether they have noticed a reduction in smoking in and around the school grounds.
- Look at all your activities so far and think about whether they have had their intended impact. What went well? What didn't and why? What would you do differently next time? Do the processes you've used so far need to be changed at all?
- Provide a forum for all partners to share their perspectives on the smokefree projects within your ongoing initiative.
- Ask for feedback from your school community through newsletters or assemblies.
- Hold a community meeting and ask people how they felt a project went.

What to do with the information from the evaluation

Once you've gathered the information, you can use it to develop the next project in your ongoing initiative. You might decide to give the initiative over to the school council to run, or you might widen your initiative to include family and whānau (if this was not part of the initial projects). Remember to celebrate your successes as well as learning from things that didn't go well.

Sustaining change

Because the school student population changes all the time, you will need to monitor whether any positive changes you've made are sustained. You can do this by making the ongoing smokefree initiative a part of the annual cycle of planning for your board of trustees. You can also continue to review this as an aspect of your school's health and physical education programme at every level.

To ensure that a smokefree culture is sustained, schools need to continue to identify and support key people who can champion the smokefree initiative. This may involve providing new people with opportunities to work alongside

the existing smokefree champions in the school, building their knowledge, and contributing to the reviews of the initiative. A school is more likely to sustain practices introduced during an initiative if the school has a planned succession process.

Ongoing activity should include the four elements of the cycle described on page 15 of this resource. Gathering information and evidence is always necessary to make sure you continue to reflect on your priorities and address issues as needed. You will always need to have a plan with goals, activities, and a timeline so that you can keep the smokefree initiative moving in the right direction, and the plan always needs to be implemented.

Your school's ongoing smokefree initiative can:

- build the skills of students, staff, families, and whānau
- create a feeling of a common purpose in the school
- strengthen school and community partnerships
- contribute to the health and well-being of your school community
- be enjoyable and provide opportunities to be creative, for everyone involved.



Appendices

These appendices show an extract from each of the templates and other tools that are on the CD-ROM accompanying this book. The CD-ROM includes these materials in full so that you can adapt and use them for your information gathering and planning.

Tips for bringing people together

Appendix I

 "A-I_Tips_for_bringing_people_together" on your CD-ROM

Tips for bringing people together

Parents	<ul style="list-style-type: none">Teachers could use school newsletters and parent-teacher interviews to invite parents to become involved.Students could bring their parents along to join in smokefree projects.A group of interested parents who are keen to support others could approach other parents.The school office could display a visual diary or a noticeboard of smokefree events.The school could communicate key smokefree messages at "meet the teacher" or report evenings.
Students	<ul style="list-style-type: none">In a large secondary school, students could work in smaller groups, for example, the kapa haka group. (Whānau are likely to be engaged in a kapa haka group already, and the national kapa haka competition is smokefree.)The students in a year group where there is a high incidence of smoking could focus on helping people in their year quit and on getting their families involved.Students could create a student health team to take action on a range of issues.Smokefree issues could be a regular agenda item at meetings of the school council or student health team.A smokefree ambassadors' group could be set up within the school to champion the cause.
Community	<ul style="list-style-type: none">Local community groups and the school could work in partnership – for example, schools could work with sports clubs, churches, or local hapū. The community groups might be keen to hold meetings at their place.The school could work with the local council towards a smokefree environment in local parks and playgrounds.

The first meeting or hui

If you're holding a meeting or hui, you'll want to decide on the best person to run it, how long it should be, ways to make everyone feel welcome and comfortable, and what your agenda will be. Providing refreshments before or after the meeting can help make people feel welcome and give them an opportunity to chat and relax.

The person who runs the meeting will need to be someone who has some knowledge and experience of smokefree initiatives and who will be warm and welcoming. A kaumatua or an elder from the Pasifika community, or a member of the board of trustees or a community member, could facilitate the meeting together with a teacher or a principal. There may also be a proactive student who could work alongside the facilitator.

If you can, it's probably a good idea to keep the meeting to around an hour. If it goes on too long, some people won't be as keen to come to the next one. However, you need to think about your community and decide what's appropriate for your audience. For some, it may be more important to take time to welcome everyone, get to know each other, and give everyone a chance to contribute. (See page 25 for suggestions about making members of Māori and Pasifika communities feel welcome.)

Keep focused on the purpose – a smokefree school creates a healthy environment. Try to keep the tone, and your messages about being smokefree, positive rather than negative. This will help to ensure that any parents and whānau who are smokers don't feel judged.

The table below shows a possible agenda for an initial meeting or hui.

Mihi	Welcome
Kaupapa	Why we are here – include a short talk about keeping our students smokefree, including the benefits and the relevant legislation. You could also refer to relevant research if appropriate.
Kei hea tātou?	How do you think we are doing in relation to being smokefree in our school community? Look at the profile matrix on pages 12–13. (You could use this matrix as a basis for discussion, or the staff and board could fill it in first and you could present the findings to the wider meeting.)
He tirohanga whakamua	Where do we want our school community to be? What is our vision for our school community?
Hei whakaaro ake	<ul style="list-style-type: none">What can we do?What are some of the issues in our school community in relation to being smokefree?How will we find out about what we should prioritise? See page 31 for information on this.
Hei mahi	<ul style="list-style-type: none">Who will do what?When will we meet again?

Make sure that someone takes minutes and that you distribute these to all participants (board members, staff, parents, students, whānau, and community partners) so they know what's happening.

At the next meeting, you can share the information you've gathered and analysed (see pages 30–33) in order to develop a plan together.

Appendix II

The first meeting or hui

 "A-II_The_first_meeting_or_hui" on your CD-ROM

Template for planning

Appendix III

 "A-III_Template_for_planning" on your CD-ROM

Template for planning

Smokefree Plan Date

Our vision

Background (priorities)

Goals

- 1.
- 2.
- 3.

Key messages (these may be different for different groups)

Whole-school approaches and activities

Partnerships

Risks and issues

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Appendix III: Sheet 1 of 2

Priorities

Our goals

Activities

Who is responsible

Timeline

Sample survey letter

_____ School

Date: _____

Smokefree Schools

Tēnā koutou

As part of our commitment to the well-being of our staff and students, we are setting up [or renewing] a smokefree school initiative. A smokefree school means:

Parents, whānau, and staff working together with a shared understanding of what keeps young people smokefree/auahi kore increases young people's chances of remaining smokefree/auahi kore for life.

This initiative will be part of our teaching and learning in the health and physical education learning area of the New Zealand Curriculum.

We are carrying out a survey to gather information about the behaviour and attitudes of _____ [e.g., staff, students, and/or parents] that relate to smokefree lifestyles. This information will help us to establish our priorities.

The surveys will be completed anonymously. All survey forms will be treated as private information. The main results will be shared with everyone.

The board of trustees is sponsoring the survey and would like everyone's support to help keep our children and young people smokefree and healthy.

Parents, families, and whānau may be invited to attend a focus group to discuss ways we can further enhance the smokefree culture in our school community.

If you have any questions, or if you'd like to know more about our smokefree procedures and the projects we'll be running, please contact our health teacher _____.

Hei konā mai

Principal/Tumuaki

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Appendix IV: Sheet 1 of 1

Appendix IV

Sample survey letter

 "A-IV_Sample_survey_letter" on your CD-ROM

Some possible survey questions

Appendix V

 "A-V_Some_possible_survey_questions" on your CD-ROM

Some possible survey questions

This appendix provides examples of the types of questions you could ask in your surveys – depending on your research objectives. These questions come from the National ASH Year 10 Snapshot Survey, the Year 10 In-depth Survey, and the Health and Lifestyles Survey. It is a good idea to use questions that have been used in national surveys because they have been developed by researchers and are valid measures. It also means you can compare your findings against a benchmark.

The appendix isn't an exhaustive list of questions, but it does provide a starting point for creating your own questionnaires. You may also find it useful to look at examples of other questions. Links to useful surveys are given at the end of this appendix.

Ethnicity

Which ethnic groups do you belong to? Please tick **all** boxes that apply.

- | | |
|---|---|
| <input type="checkbox"/> New Zealand European | <input type="checkbox"/> Other Pacific Islands nation |
| <input type="checkbox"/> Māori | <input type="checkbox"/> Chinese |
| <input type="checkbox"/> Samoan | <input type="checkbox"/> Indian |
| <input type="checkbox"/> Cook Islands Māori | <input type="checkbox"/> Other Asian |
| <input type="checkbox"/> Tongan | <input type="checkbox"/> Other (Please write in.) |
| <input type="checkbox"/> Niue | _____ |

Smoking status and smoking susceptibility

The standard way to define a survey respondent's smoking status is to ask questions **a** and **b** on the next page.

- Never smokers: Those who answer "no" to **a**
- Experimenter: Those who answer "yes" to **a** and "I have never smoked/I am not a smoker now" to **b**
- Current or regular smokers: Those who answer "at least once a day", "at least once a week", or "at least once a month" to **b**
- Daily smokers: Those who answer "at least once a day" to **b**

Researchers have also developed two questions that tell us how susceptible young people who don't smoke are to taking up smoking in the future.

- Non-susceptible never smokers: Those who had never smoked and who answered "definitely not" to **c**, **d**, and **e**
- Susceptible never smokers: Those who had never smoked but who answered anything except "definitely not" to **c**, **d**, or **e**.

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Appendix V: Sheet 1 of 8

Survey analysis

Section one: Respondents

Total number of surveys distributed: _____

Total number of surveys completed: _____

Number of students at each year level:

6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____

Number of teachers at each year level (note that some teachers will teach more than one level):

6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____

Number of female students: _____ Number of male students: _____

Number of female teachers: _____ Number of male teachers: _____

	Students	Teachers
New Zealand European		
Māori		
Samoan		
Cook Islands Māori		
Tokelau		
Tongan		
Niue		
Other Pacific Islands nation		
Chinese		
Indian		
Other Asian		
Other (Please write in.)		

Comments:

Appendix VI

Survey analysis

 "A-VI_Survey_analysis" on your CD-ROM

Focus group summary

Appendix VII

 "A-VII_Focus_group_summary" on your CD-ROM

Focus group summary

Date: _____

Facilitator: _____

Purpose: _____

Participants: _____

Trends and/or topics	Summary of discussion
1.	
2.	
3.	
4.	
5.	
6.	

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