

Focus area 3

Tobacco & passive smoking

Focus area 3

Tobacco and passive smoking

Overview

This section provides an overview of the units included in the *Tobacco and passive smoking* focus area and the content related to young children and smoking.

The following units are included in the *Tobacco and passive smoking* focus area:

Unit 3:1 What is tobacco and how does it affect us?

This unit focuses on the social norm that most people do not smoke and the physical effects of smoking.

Unit 3:2 Passive smoking

This unit focuses on potential harms of passive smoking and strategies to avoid passive smoke.

Unit 3:3 Smoking decisions

This unit focuses on making decisions in smoking related situations.

Focus area 3: Tobacco and passive smoking

CONTENT

This describes the content addressed in this focus area that will contribute to the achievement of the *Curriculum Framework Health and Physical Education Learning Outcomes* in the context of drug education. The content has been listed under the organisers from the early childhood phase of the *Curriculum Framework Curriculum Guide – Health and Physical Education*. The content for Attitudes and Values is incorporated in the outcomes (shown in italics).

LINKS TO THE CURRICULUM FRAMEWORK CURRICULUM GUIDES - HEALTH AND PHYSICAL EDUCATION

Students should be taught:

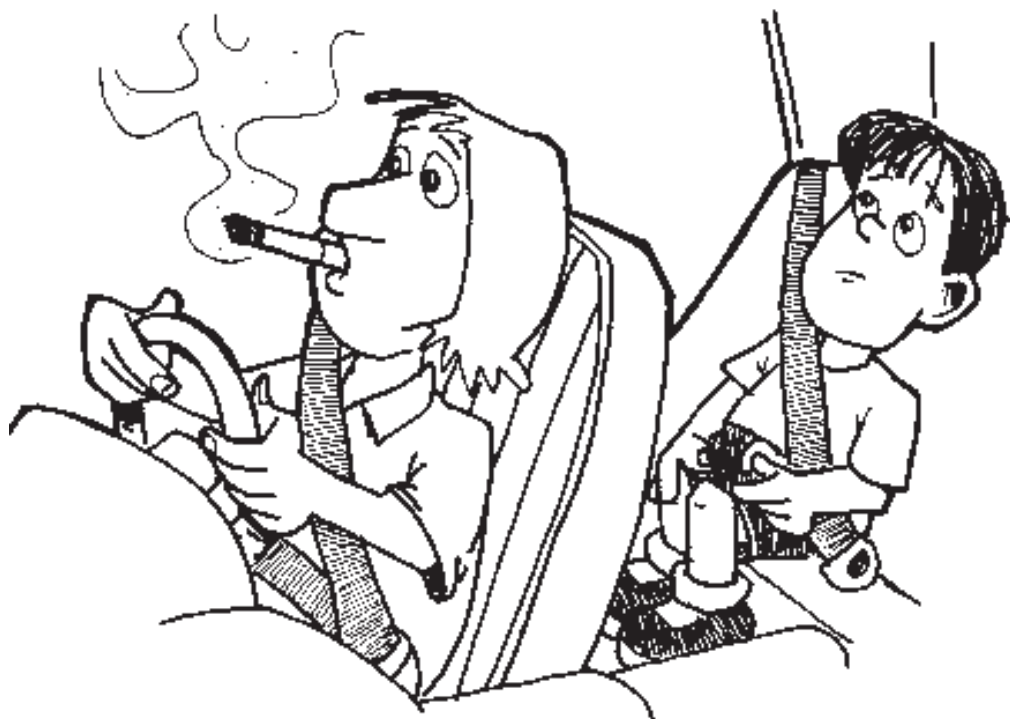
TOBACCO AND PASSIVE SMOKING FOCUS AREA	KNOWLEDGE AND UNDERSTANDINGS	SELF-MANAGEMENT SKILLS	INTERPERSONAL SKILLS
<p><i>Unit 3:1 What is tobacco and how does it affect us?</i></p> <p><i>Unit 3:2 Passive smoking</i></p> <p><i>Unit 3:3 Smoking decisions</i></p>	<p>PROMOTING WELL-BEING</p> <p>The meaning and dimensions of health</p> <ul style="list-style-type: none"> <i>attributes and behaviour of a healthy person</i> <p>Growth and development</p> <ul style="list-style-type: none"> possible effects of others' smoking on their health effects of tobacco on the body <p>Ways to keep healthier and safer</p> <ul style="list-style-type: none"> ways to avoid passive smoking acceptance of personal responsibility for well-being <i>identifying personal attitudes and values towards passive smoking and smoking</i> <p>Resources and consumer skills</p> <ul style="list-style-type: none"> critical review of packaging of tobacco 	<p>SELF UNDERSTANDING</p> <p>Understanding emotions</p> <p>Managing emotions</p> <ul style="list-style-type: none"> modifying actions in response to unsafe or risky situations using positive 'brave talk' <p>DECISION-MAKING</p> <p>Reviewing the situation</p> <ul style="list-style-type: none"> how to seek help in 'risky situations' <p>Planning before deciding</p> <ul style="list-style-type: none"> identifying more than one option in relation to tobacco use and passive smoking <i>appreciate the need to avoid passive smoke</i> <p>Deciding and acting</p> <ul style="list-style-type: none"> identifying consequences of using tobacco identifying influences for tobacco use from peers and family managing peer influences on the use of tobacco <p>Monitoring and evaluating</p> <ul style="list-style-type: none"> being responsible for actions and consequences of tobacco-related decisions 	<p>RELATIONSHIP SKILLS</p> <p>Communicating</p> <ul style="list-style-type: none"> expressing needs, wants and feelings appropriately conveying key information effectively in small groups asking questions to clarify information <p>Preventing and managing conflict</p> <ul style="list-style-type: none"> practising communicating assertively in smoking-related situations <p>WORKING WITH OTHERS</p> <p>Cooperating and collaborating in groups</p> <ul style="list-style-type: none"> practising positive interactions to enhance their own feelings following instructions and responding appropriately to questions, ideas and advice of others <p>Leading, initiating and facilitating</p> <ul style="list-style-type: none"> reporting concerns about smoking to parents/teachers

BACKGROUND INFORMATION

- ▶ Passive smoking is more harmful to young children than adults as their respiratory systems are still developing. It is important to engage parents in the experiences relating to passive smoking, as it is unrealistic to expect young children to protect themselves fully from passive smoke.
- ▶ Find the school's policy on smoking and make sure it is up to date. If possible ensure that your policy treats smoking at school as a health and safety issue rather than a disciplinary issue.
- ▶ Be prepared for criticism from parents who may consider that teaching young children about smoking is not relevant or appropriate (see p. 14 of the *Resilience and drug education* section)
- ▶ Read the more detailed background notes on tobacco on p. 144 - 145 in the *Background information* section of this resource.

KEY CONCEPTS

- ▶ Ensure that the message about people who smoke is that 'what they do is harmful' but they are not 'bad' people.
- ▶ It is not envisaged that Unit 3.3: *Smoking decisions* would be covered with younger students unless it was evident that these students were being exposed to pressures to smoke (either overt or covert). It is enough for younger students to know that smoking is harmful and that they are able to avoid passive smoke.
- ▶ Ensure that students are given many opportunities to consider situations where they may feel pressured to try a cigarette. Consider situations that involve both overt pressure from peers and also covert pressures where a child thinks that someone else thinks they should try a cigarette.
- ▶ Ensure that students are given many opportunities to practise 'brave talk' to counter covert pressure and refusal excuses to counter overt pressure so that they can continually develop this repertoire of skills in a safe environment.



Unit 3:1 What is tobacco and how does it affect us?

For students:

Key understandings

- Most people choose not to smoke.
- Tobacco is a drug.
- Different parts of the body are affected by tobacco.
- Appreciate that others may have different opinions and values about smoking.

Key skills

- Share own opinions about tobacco and smoking.
- Practise communicating about smoking-related situations.
- Identify more than one option in relation to tobacco use and passive smoking.

TUNING IN

SHARED READING

➤ What's in tobacco?

Read *Resource Sheet 1: What's in tobacco?* Use the suggested questions provided for the shared reading strategy in the **Tuning in** section, before and after the reading. Some specific post reading questions may be:

Why do you think this story was written?

Did you find out something new about tobacco?

Who thinks tobacco is a drug? (Ensure that students know that a drug is something that is taken or used that changes the way people think or feel, if the definition of a drug has not been covered previously.)

What is your opinion about smoking?

Do you think your opinion about smoking will change as you get older/? Why?

In small groups, students discuss the immediate effects of smoking listed on the resource sheet and using a coloured dot reach a consensus and mark the most important effect for their age group. Remind students that non-smokers as well as smokers are affected by tobacco smoke.

KWL

➤ All about tobacco

Introduce tobacco by showing students a cigarette and loose tobacco (many students may not have been exposed to either of these forms of tobacco).

Discuss:

What are some of the names you may have heard this drug being called? (ciggies, fags, lungers, smokes)

Why do you think most people choose not to use this drug? (health reasons, social reasons, financial reasons)

Why do you think people use this drug? (curiosity, peer influence, stress relief, habit, boredom)

What do you think tobacco does to our bodies? (see *Resource Sheet 1: What's in tobacco?*) Stress that while smoking is harmful for our bodies, people who smoke are not bad people.

In groups, students complete a KWL on butcher's paper on 'what they know' and 'want to know' about tobacco. In younger ages, this may need to be a teacher-directed activity with the teacher scribing. This will determine your selection of subsequent learning experiences. Display the KWL findings around the room and invite students to complete the last column ('what I have learnt') at different intervals.

SORTING OUT

MUSIC AND MOVEMENT

➤ Cigarettes are poison

Teach students the *Cigarettes are poison* song found on the CD in this kit.

Cigarettes are poison

(Words and music by Janis Cullen and Adele de Marchi.)

Chorus

*Stop right now. Here's the latest news.
Cigarettes are drugs. They are bad for you.
Stop right now. Here's the latest news.
Cigarettes are poison and they can kill you,
Cigarettes are poison and they can kill you.*

Unit 3:1 What is tobacco and how does it affect us?

Verse 1

You don't want smelly hair,
Stinky stinky everywhere. *Woah*
You don't want yellow teeth,
Yellow fingers people see. *Woah*
Dizzy head racing heart,
Don't you ever ever start. *Woah*

Chorus

Verse 2

Waste of money costs a lot,
Better things at the shop. *Woah*
People choke they're a joke,
Never ever ever ever smoke. *Woah*
Watery eyes feeling ill,
Don't you know that smoking kills. *Woah*

Chorus (twice)

ARTS IDEAS

► A smoke-free lifestyle

After conducting at least one of the values experiences outlined in this unit (Around the table, Values continuum):

- design a postcard for a smoke free zone and write to a friend describing the benefits of being there
- design badge or sticker to promote a smoke-free lifestyle
- produce a cartoon strip of no more than four frames demonstrating their right to lead a healthy smoke free lifestyle.

MIND MAP

► What smoking means to me

After conducting at least one of the values experiences suggested below, students use *Resource Sheet 1: What's in tobacco?* to draw or write a mind map to reflect what smoking means to them. If some students demonstrate pro-smoking attitudes, reiterate the effects of tobacco and the fact that most young people and adults do not smoke.

TEXT INNOVATION

► I can remember what's in tobacco

Using an enlarged *Resource Sheet 1: What's in tobacco?* remove key words from each sentence and ask students to complete the sentences with the help of an adult or another group member.

Discuss:

What have you learnt about the ways tobacco affects the body?

What have you learnt about tobacco?

Students can add this knowledge to their KWL sheets.

DEVELOPING VALUES

AROUND THE TABLE

► Values affect behaviour

Using the 'Around the table' strategy students either talk or write about the following:

Tobacco causes harmful effects on our bodies such as...

Most people choose not to smoke because...

People smoke for many different reasons such as...

I am choosing not to smoke because...

Discuss common findings and how they feel about these issues. Discuss how the harmful effects of smoking may go beyond health effects. If students raise these effects, encourage discussion about financial costs and social costs such as being smelly, inconvenience of having to smoke outside, disapproval from people who don't like the passive effects of tobacco. Another key message is that while many adults smoke, many of them would like to be non-smokers but find it difficult to quit smoking.

VALUES CONTINUUM

► Sharing opinions about tobacco

Using a 'disagree, 'agree' continuum and the processing questions required to process this strategy well, conduct the following values continuum or use student-generated comments: (Students need to be familiar with this strategy, so provide them with non threatening ideas such as *I like holidays, I like music, I like sport* before discussing the following statements.)

People look attractive when they smoke.

Smoking affects all people.

Most people smoke.

Smoking is expensive.

It's easy to give up smoking.

It's OK for adults to smoke but not children.

Smoking makes you look 'cool'. (or equivalent jargon)

I have made my decision about smoking.

Unit 3:1 What is tobacco and how does it affect us?

Discuss:

How does it feel to say your opinions about smoking to others?

Has hearing others' opinions and thoughts about smoking changed how you think about smoking?

Why/why not?

SPEAKING OUT

THINK-PAIR-SHARE

► Sharing opinions about tobacco

Using a think-pair-share strategy, students think about the pros and cons for the following issues:

Smoking in public places should be banned.

People who smoke should be fined.

Smoking should be banned in our school.

Share findings with another group and discuss what they think about each issue.

Did sharing your thoughts about these issues with someone change the way you think about them?

REFLECTING

REFLECTIVE QUESTIONS

► What does all this mean for me?

At the conclusion of a series of learning experiences ask students to respond to the following questions either by drawing or writing their responses:

What have you learnt about the effects of tobacco on our bodies?

Do you think you will ever smoke one day? Why/why not?

Why have we been learning about ways tobacco affects our bodies?

SIMULATED

INTERACTIVE CD ROMS AND WEBSITES

► Clever Castle CD ROM

Working in small groups, direct students to the 'thinking room' in the *Clever Castle CD ROM* (available on john@axiomdist.com.au) and ask them to complete the activity relating to cigarettes in the 'room'.

REPLICATING THE REAL WORLD

► Blocks and construction

Using *Resource Sheet 2: Body parts* students work in groups to construct a human body from empty boxes and bottles. Students cut up the 'body parts' from their resource sheet and place them on the appropriate parts of their constructed 'body'.

Students shade the body parts that they think are affected by tobacco with grey pencil (all parts are affected). It is not important that students understand each of these effects but instead have a general understanding of the extent of harm associated with smoking.

Discuss:

Were there any surprises about body parts affected?

Who else apart from smokers does tobacco smoke affect?

What do you think would be the effect on non-smokers? (watery eyes, smelly clothes and hair, harder to breathe)

Which one of these effects do you think is the most yucky?

Alternative:

Students draw an outline of a body on butcher's paper and add the body parts from the Resource Sheet in the appropriate places.

► Tobacco packaging

Using a collection of empty cigarette packets students discuss the packaging used to sell this drug (bright colours, bold lettering, very little information about the harmful effects of smoking).

Students identify the health warning on their packet of cigarette (may need help to read it). Discuss what other information needs to be included on this packet to tell people how harmful tobacco is?

Students design and construct their own bookmarks or postcards drawing or writing information to warn people about the harmful effects of tobacco. Discuss finished products and display in the library.

REAL WORLD

PARENT INFORMATION AND AT HOME ACTIVITY

► What do we think about smoking?

Send *At Home Activity Sheet 1: What do we think about smoking?* home with students. Leave extra copies in the school foyer, library or pick up area.

What's in tobacco?

My name is Smoky Butt.
I am a cigarette.

I have tobacco inside me.
Tobacco smoke is very
harmful for you.

Tobacco smoke has tar in
it. Tar is black and sticky
and causes throat and lung
cancer.

Tobacco smoke has
nicotine in it. Nicotine is a
drug that makes the heart
beat faster.

Tobacco smoke has
carbon monoxide in it.
Carbon monoxide is a gas
that makes a smoker's
blood have less oxygen in it.



If someone smokes me I might give them :

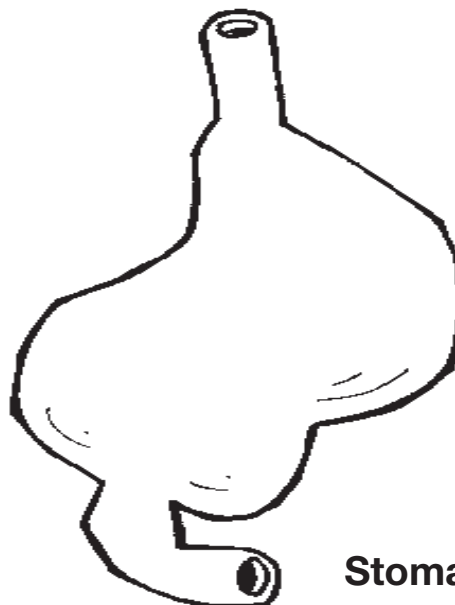
- a dizzy feeling
- watery eyes
- a sick feeling in the tummy
- less blood in the fingers and toes
- smelly hair
- smelly breath
- an asthma attack if they have asthma.

If someone smokes me for a long time I might give them:

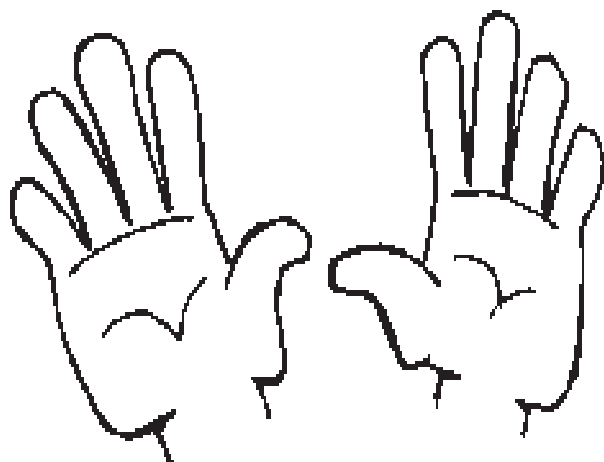
- bad lungs
- puffy breath
- stained fingers and teeth
- more chance of getting colds and bad coughs
- more chance of heart attacks
- more chance of cancer in the lungs, mouth, throat, lips and breasts.



Throat



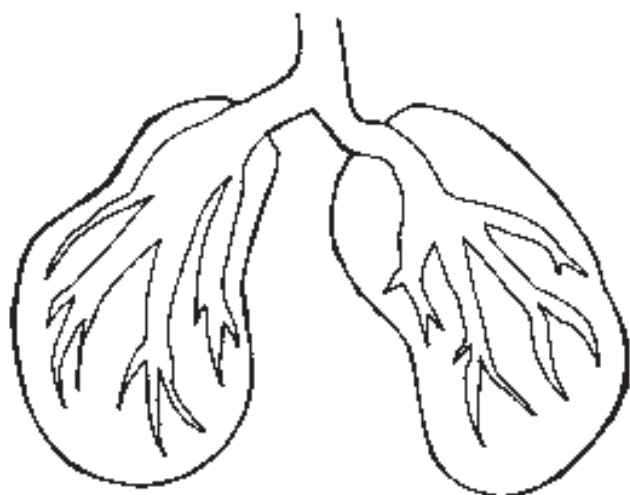
Stomach



Fingers



Heart



Lungs



Teeth



Lips



Nose



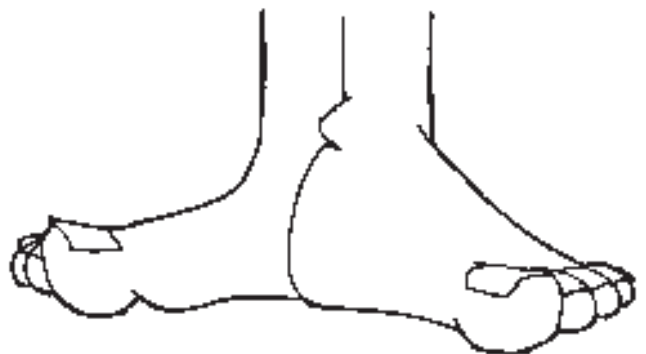
Tongue



Eyes



Brain



Toes



Dear family

We are learning about the effects of tobacco on our bodies and ways to avoid passive smoke. Please talk to your child about what you think about smoking.

If you don't want your child to become a smoker, it is important that you tell your child you don't approve of them smoking even if you smoke yourself.

The activity below may help you talk about smoking with your child. We have completed a similar activity in class.

Draw a line between the **physical effect** of smoking to the **body part** it affects. More than one line may go to one body part.



Get dizzy

Get watery eyes

The heart beats faster

Get headaches

Sneeze

Teeth become stained

It's harder to breathe

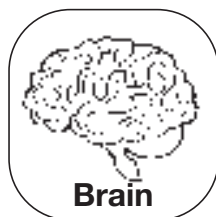
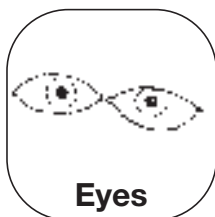
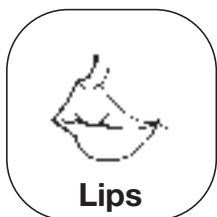
Fingers become stained

The fingers and toes go numb

Blood does not flow as easily

More likely to get colds and coughs

More likely to have a heart attack



Thank you for playing a vital role in your child's drug education.

Yours sincerely

Classroom Teacher

Passive smoking

Unit 3:2 Passive smoking

For students:

Key understandings

- There are potential harms associated with passive smoking.
- There are many things students can say and do to avoid passive smoking.
- Appreciate that others may have different opinions and values about passive smoking.

Key skills

- Practise making decisions in passive smoking situations.
- Share opinions about passive smoking.

TUNING IN

PICTURE TALK

- **No smoking sign** 

Enlarge *Resource Sheet 1: No smoking sign* and display to class.

Discuss:

Where have you seen this sign before? (hospitals, public transport, schools, theatres, food preparation areas, government buildings, taxis, airlines and shopping centres)

Why do we have this sign? (health reasons: in restaurants, hospitals, public transport, workplaces; and safety reasons: near flammable products, in theatres and on planes to prevent fires)

What is passive smoking? (the inhalation of tobacco smoke by people who don't smoke but spend time with smokers)

Why is passive smoking bad for you? (children exposed to passive smoke are more likely to have serious chest infections, poor lung function and growth, triggered asthma attacks and irritated eyes and throat)

Older children may already know about passive smoking, so discuss 'mainstream smoke' (the smoke drawn through the cigarette into the smoker's mouth) and 'side stream smoke' (the smoke that drifts off the end of a burning cigarette).

Stress that some poisons in tobacco smoke are more concentrated and dangerous in 'side stream' smoke than 'mainstream' smoke because the particles are unfiltered, smaller and reach deeper into the lungs and stay longer in the body.

GRAFFITI

- **What is passive smoking?**

Make graffiti sheets with:

'I think passive smoking is....'

*'Passive smoke is bad for me because...'
'If I'm around passive smoke I...'*

After initial discussion to clarify that all students understand what passive smoking is, students complete graffiti sheets either with words or pictures. Discuss findings and correct any misinformation.

Processing questions:

What does most of the class think about passive smoking?

Are there any ideas about what you could do around passive smoke that you had not thought of before?

FINDING OUT

BRAINSTORM

- **Where have I found passive smoke?**

Students brainstorm *Where have I found passive smoke?*

Discuss:

How did you feel when this happened?

Did you do anything about it/? If so, what happened?

Did anyone else do anything about it?

HEAD TALK

- **Thinking about avoiding passive smoke** 

Use the scenarios outlined on *Resource Sheet 2: What would you do?* or student-generated scenarios involving passive smoking and conduct a head talk.

Consensus for decisions does not have to be reached in each group. It is the sharing of different options that is the most useful part of this experience. The group will need to review a guided decision making process if students are unfamiliar with this experience.

Discuss how the responses they chose involved doing something themselves (e.g. winding down a window) or

Unit 3:2 Passive smoking

saying something themselves (e.g. asking Mum to ask someone if they'd mind smoking after your meal). This is a good introductory experience to assertive communication.

Processing questions:

How do you think you'd feel if you just ignored the problem?

Do you think it would be scary to ask someone not to smoke near you in real life?

Would it be easier to move away from the problem than say something?

SORTING OUT

SEQUENCING INFORMATION

► Avoiding passive smoke

Using the pictures on *Resource Sheet 3: Avoiding passive smoke*, give students one scenario and ask them to draw how they would respond to this situation. Teacher would need to model the activity. For those students who have not experienced the decision-making process, preliminary discussions would need to focus on:

What is the problem?

What can I do? Think of more than one choice

What are the good and bad things that could happen in each choice?

How would I feel if I decided to do either choice?

Which choice do you think would be the best?

ARTS IDEAS

► Smoke-free home

Students draw or paint a poster for their home, e.g. 'Smoke-free home' or 'My room is smoke-free'. Encourage students to talk to their family about the poster.

► Class mural

Students work together to create a mural to recall key information about passive smoking (e.g. how to avoid it, effects on their bodies).

Display the murals near the entrance of the classroom where it will catch family and caregivers' attention. Add a statement about the concepts covered so that adults can reinforce them.

MUSIC AND MOVEMENT

► I like to be smoke free

Students write an 'I like to be smoke free' rap or learn the following rap:

I like to be smoke free

Yeah! That's the way I like to be!

Smoke free lets my lungs work best

*Smoke free gives my eyes a rest
Smoke free keeps me smelling fine
Smoke free is a real cool sign
I like to be smoke free
Yeah! That's the way I like to be*

DEVELOPING VALUES

VALUES CONTINUUM

► What do others think about passive smoking?

Conduct a values continuum using 'Yes', 'No', 'Maybe' cards, on the following statements:

It's OK for adults to smoke around me.

I could easily avoid passive smoke.

Passive smoking is only harmful for smokers.

I think it would be easier for me to avoid passive smoke by doing something (like opening a window) than saying something (like could you please smoke outside).

I have made my decision about smoking.

Discuss:

How does it feel to say your opinion about passive smoking to others?

How would you protect yourself from passive smoke?

How does it make you feel knowing you can do something about passive smoke?

CHOOSE A CORNER

► Ways to be smoke free

Starting with a topic students may be familiar with, conduct a 'choose a corner' activity. Then use the following passive smoking options:

If I was exposed to passive smoke, I would feel:

1. that it's easy to do something to get away from it
2. that it's hard to do something to get away from it
3. that it doesn't bother me at all.

If I was exposed to passive smoke, I could:

1. walk away
2. ask the smoker to smoke somewhere else
3. ask my Mum or Dad to say something to the smoker
4. do nothing about it.

MAKING DECISIONS

DECISION-MAKING MODEL

► Practising assertive communication

Read students the following scenario:

Jo doesn't like cigarette smoke and knows that it is dangerous. A friend of Mum's visits every Saturday morning when Jo's favourite TV show is on. This friend always smokes inside their house. Jo knows there are lots of things she can do and has narrowed it down to two choices:

Choice 1: *She could ask Mum to ask the visitor to smoke outside.*

Choice 2: *She could stay outside while the visitor is in the house.*

Divide the class in half ('apples' and 'pears') and form small groups. Ask the 'apples' groups to discuss positive and negative things that might happen if Jo chose Choice 1.

Ask the 'pears' groups to discuss positive and negative things that might happen if Jo chose Choice 2.

Encourage students to highlight the reasons they will use to persuade the other group that their choice is the best choice.

Join an 'apple' with a 'pear' and ask them to use their lists to persuade each other that their choice is best for Jo. Pairs then reach consensus on what they think is the best choice.

It is valuable for students to recognise at this stage that there are different ways of communicating. Teachers could assist this by role-playing a passive (Shy Puppy) statement, an aggressive (King Kong) statement and an assertive (Cool Cat) statement.

Processing questions:

How did it feel to try to influence your partner's decision?

How did it feel when your partner was trying to persuade you?

Were some of the things they said to you 'Shy Puppy', 'King Kong' or 'Cool Cat'?

DECISION-MAKING MODEL

▶ Practising making decisions

Model the guided decision-making model using one of the scenarios from *Resource Sheet 3: What would you do?* Explain the following steps in decision making:

Issue: *What is the problem?*

Choices: *What are the choices for the person?*

Consequences: *What are the good and bad things that could happen with each choice?*

Feelings: *How would the person feel about these choices*

Decision: *What do you think the person should do?*

Either working in pairs or as a whole class, work through the scenarios on this resource sheet or use

student-generated scenarios.

PUPPET ROLE-PLAY

▶ Practising assertive communication

Using puppets, model an assertive response to one of the scenarios on *Resource Sheet 2: What would you do?* Be mindful of students putting themselves in potentially volatile situations (e.g. an adult smoker responding negatively to a child's request for no smoking).

Emphasise that preference for students to control their own actions with regard to smoking, rather than trying to control a smoker's actions, e.g. leave the room, open a window, ask a parent for help.

Ask students to use their decision-making sheets from previous activity and practise their decision with one puppet and teacher 'controls' the other puppet.

REFLECTING

UNFINISHED SENTENCES

▶ What does all this mean for me?

At the conclusion of a series of learning experiences ask students to respond to the following questions either by drawing or writing their responses:

I think smoking is.....

I'm not going to smoke because.....

I could avoid passive smoke by....

REAL WORLD

PARENT INFORMATION AND AT HOME ACTIVITY

▶ Passive smoking

Distribute *At Home Activity Sheet 1: Passive smoking* and ask students to discuss it with their families. Leave extra copies in the school foyer, library or pick up area.

SIMULATED

HOME CORNER

▶ No smoking sign

Display 'No smoking' sign in home corner and other areas of the classroom. Model telling the toys and children in home corner that this means that it is a smoke-free area.



What would you do?

Kim is in Year 2. Her sister, Jenny, in Year 7 walks her home every day with her friends. Some of her friends smoke on the way home. Kim doesn't like it when they smoke around her.



Every Thursday after swimming lessons, Chen gets a lift home with his friend Luke's Mum. She always smokes in the car and it makes Chen feel like he can't breathe.



Annie loves playing with her friend Sylvie but doesn't like playing inside her house because her Mum and Dad both smoke and the house has a funny smell.



Caitlin catches the bus to school every day. Each morning a man catches the bus with her and lights a cigarette while they are waiting. Caitlin doesn't like the smell and it makes her clothes and hair smell all day.



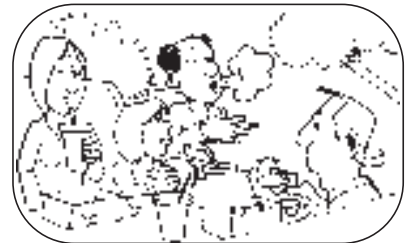
Zac is at home with his older sister. Their neighbour comes for a chat while Mum is out. She lights up a cigarette as soon as she enters the house. There is no smoking allowed in Zac's house.

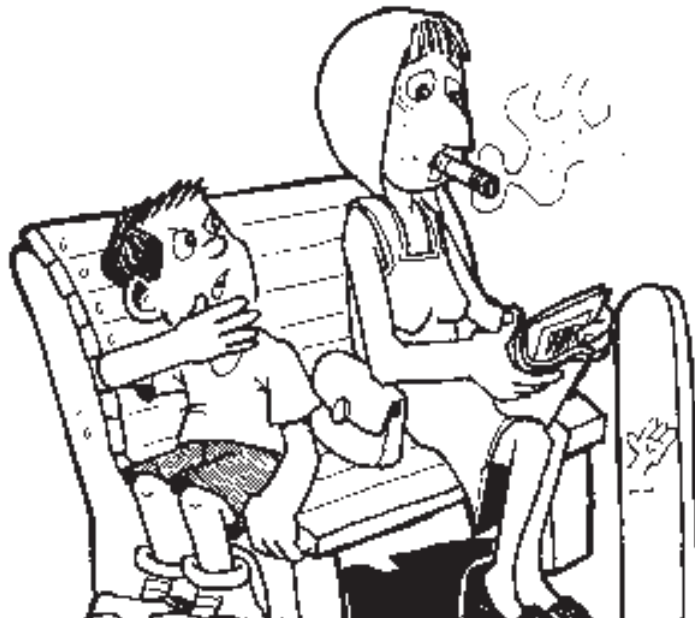
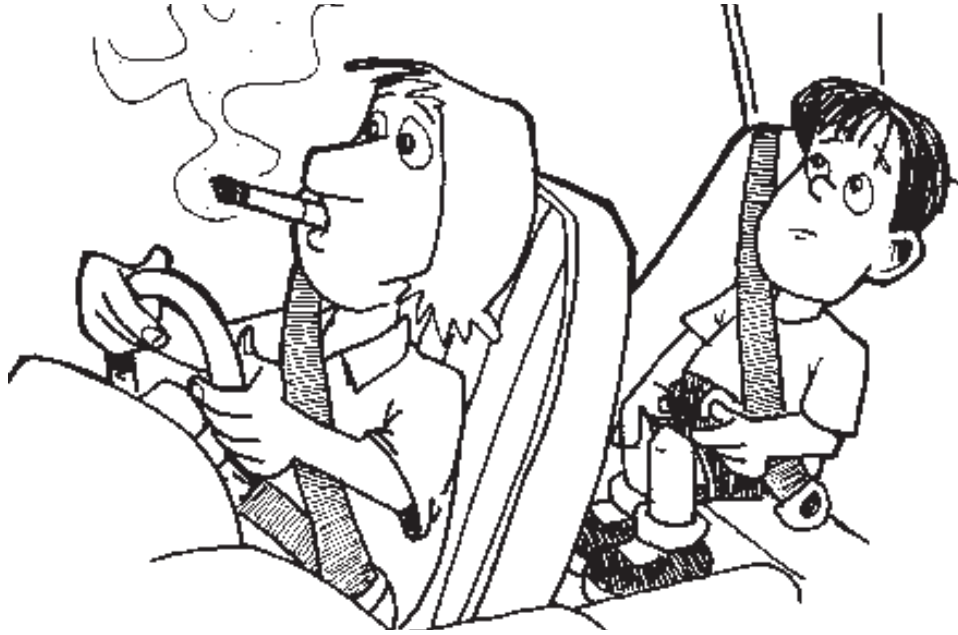


Kia is in Year 3 and has been invited for a sleepover to Mae's place. Kia knows that Mae's parents both smoke and is worried that her parents won't let her go because her parents don't smoke.



Su-Lin's family are at an outdoor restaurant eating lunch and someone is smoking at the next table. The smoke makes Su-Lin's eyes sting and she doesn't feel like eating her meal.





Dear family

We are learning about how to avoid passive smoke. When a non-smoker breathes in tobacco smoke it is called **passive smoking**. About 85% of the smoke in an average room where people have been smoking is passive smoke. This smoke affects both smokers and non-smokers.



Passive smoke:

- is more dangerous for young children than adults because their lungs are still developing
- causes bad chest infections, slower lung growth and more asthma attacks in young children who are exposed to it
- irritates young children’s eyes, ears and throats.

Young children find it hard to ask adults not to smoke around them. If you are a smoker, please try not to smoke around young children. If you don’t smoke, you can keep young children safer around passive smoke by letting friends and relatives know you don’t want them smoking in the house.

You might like to talk with your child about ways you can reduce or eliminate the amount of passive smoke in your house:

	Yes	Not Yet
Make our house a smoke-free zone		
Make some rooms in our house smoke free		
Put ‘No smoking’ stickers or magnets in some rooms in our house		

Thank you for playing a vital role in your child’s drug education.

Yours sincerely

Classroom Teacher

Smoking decisions

Unit 3:3 Smoking decisions

For students:

Key understandings

- There are many things students can do and say when influenced by family or friends to use tobacco.
- Appreciate that others may have different opinions and values about smoking.
- Share own opinions about tobacco and smoking.

Key skills

- Practise making decisions in smoking situations.
- Practise using 'brave talk'.

TUNING IN

PICTURE TALK

- **Who, what, when, where?** 

View illustrations from *Resource Sheet 1: Smoking decisions*. Give students several minutes to talk with a partner and share all the things they notice about these illustrations.

Discuss:

What do you think is happening in each scenario?
(Scenario 1: a person my age if being offered a cigarette – overt pressure; the pressured person may be feeling anxious and left out. Scenario 2: a person my age thinking other people think he should smoke – covert pressure)

What do you think might happen if the person being pressured refuses? (Scenario 1: raise idea that refusal strategies often take persistence and may need to be used over a long period of time. Scenario 2: discuss ways of overcoming internal pressure to smoke, such as brave talk or 'dolphin thoughts')

Who do you think might offer you cigarettes? (older siblings, friends, adults)

What kinds of things do you think people say or do to encourage a person to smoke (words may be ones of encouragement to allay fears or derogatory e.g. 'don't be a wimp'; actions may be overt offers or more subtle exclusion of a non-smoker from a group)

How do you feel about refusing a cigarette or coping with the feeling of being pressured to smoke? (important to have students name potential emotions and raise the issue of 'brave talk' here. For instance, what sorts of things can you say to yourself when you feel this pressure?)

What do you think might happen if you refuse?
(reinforce the idea of persistence and feelings associated with being assertive)

Where do you think you might feel pressured to smoke?
(at the bus stop, after a sporting event, at the shopping centre, at a friend's house)

GRAFFITI

- **What I can say, do and think** 

Paste a scenario from *Resource Sheet 1: Smoking decisions* on the top of separate sheets of butcher's paper. Draw three columns under each picture with the headings: 'What I could do', 'What I could say' and 'What I could say to myself'.

In groups have students graffiti ideas under each heading. Some explanation of the self-talk column may be required, i.e. what things can you say to yourself to remind yourself that you don't want to be a smoker?

Allow time for all groups to see others' ideas and discuss as a whole group.

FINDING OUT

FOUR SQUARES

- **Making excuses**

Explain that while being assertive is usually the best approach in conflict situations (being a Cool Cat, not a Shy Puppy or King Kong), sometimes making an excuse can help people in uncomfortable situations.

Students complete a four square sheet of possible excuses that someone their age could use if they were being pressured to smoke, e.g. 'No, I don't like smoking'; 'No, I'm getting a sore throat'; 'No my Mum doesn't like smoking'; 'No, I get asthma'; 'No, I'm busy I've got to go now'.

Students form groups and each group creates a situation on a card where someone their age feels pressured to smoke. They need to state where it happened, who was involved; and how the person being pressured felt.

Collect cards and ensure they are suitable scenarios. Distribute the scenario cards to different groups. Students use the excuses collected on their four square sheet and as a group decide which excuse would be most effective one to use if they were the person involved

in their scenario. If none are appropriate, they will need to reach consensus on a more appropriate excuse.

Circulate scenarios several times so that students understand that the same excuse is not appropriate in every situation.

Process learning experience by reinforcing that there is more than one option in dealing with uncomfortable situations and that sometimes these actions require persistence.

Extension:

Students role-play some of the excuses and discuss how they felt using them and which excuses they would be most likely to use themselves.

SORTING OUT

STORY MAP

► Looking at options

After conducting the picture talk 'Tuning in' learning experience above, students choose one of the scenarios on *Resource Sheet 1: Smoking decisions* and in a group make a story map, using writing or drawings, to show two different options that may have resulted from what the pressured person did or said. Encourage students to include how the pressured person would feel if they chose this option.

For example, boy at the bus stop could:

Move around to the other side of the bus stop and pretend to read. He may feel less pressure to smoke if he was away from the other boys. The boys may get the idea that he doesn't like smoking and not smoke around him again.

OR

He could just take one puff and say he didn't like it. He might feel worried that he had smoked when he knew that his family didn't like smoking or he might feel a bit sick. The other boys might continue to smoke around him and he might feel like he should smoke.

DEVELOPING VALUES

VALUES CONTINUUM

► Sharing opinions about avoiding cigarettes

Using a 'disagree' 'agree' continuum and the processing questions required to process this strategy well, conduct the following values continuum or use student-generated comments. (Students need to be familiar with this strategy, so provide them with non-threatening ideas such as I like holidays, I like music, I like sport before discussing the following statements.)

I think it would be easier to walk away from someone offering me a cigarette than thinking of something to say to them.

I would feel a bit nervous if someone offered me a cigarette.

I would talk to an adult if I was worried about feeling pressured into smoking.

I feel like I know what to do and say if I feel pressured by someone to try a cigarette.

Discuss:

How does it feel to say your opinions about smoking decisions to others?

Has hearing others' opinions and thoughts about smoking decisions changed how you think about smoking? Why/why not?

MAKING DECISIONS

DECISION-MAKING MODEL

► Practising making decisions

Model the guided decision-making model using one of the scenarios from *Resource Sheet 2: I make my own decisions*. Explain the following steps in decision making:

- Issue:** *What is the problem?*
- Choices:** *What are the choices for the person?*
- Consequences:** *What are the positive and not so positive things that could happen with each choice?*
- Feelings:** *How would the person feel about these choices?*
- Decision:** *What do you think the person should do?*

Either working in pairs or as a whole class, work through the scenarios on this resource sheet or use student-generated scenarios.

Extension:

Students role-play their scenarios practising the decision that they thought would be the most effective.

REFLECTING

REFLECTIVE QUESTIONS OR SHARING CIRCLE

► What does all this mean for me?

At the conclusion of a series of learning experiences, ask students to respond to the following questions either by drawing or writing their response or use a sharing circle:

What have you learnt about coping with pressure to smoke?

How do you feel about coping with pressure to smoke?

How will you use the skills you have learnt about coping with pressure to smoke?

1.

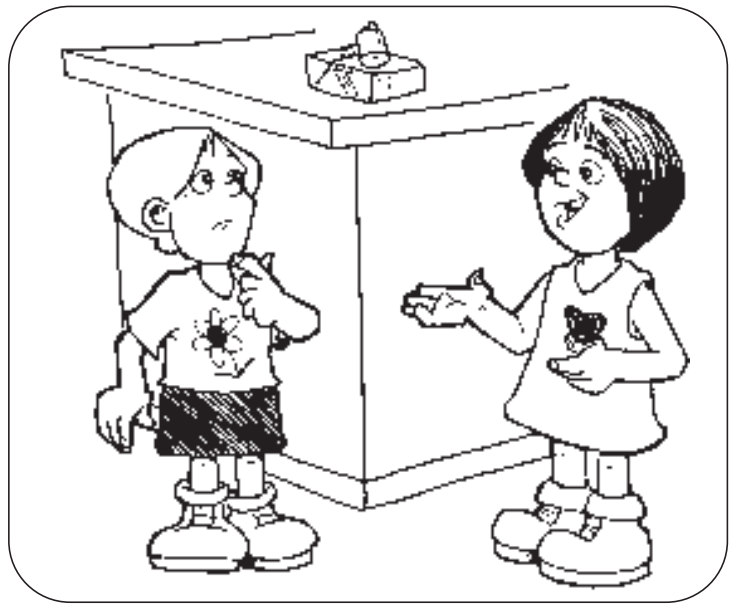


2.



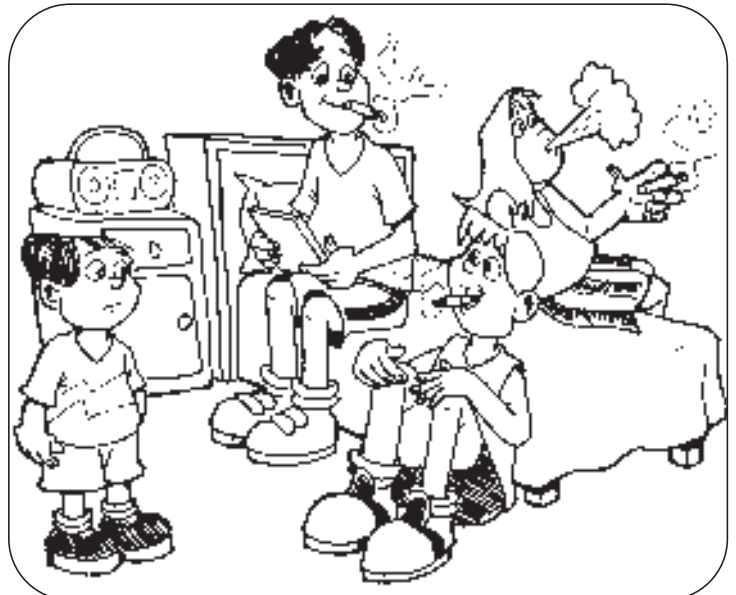
You are at your friend Vic's house and her Dad's cigarettes are on the kitchen bench. She suggests you take them to the park and try a couple.

You have already had a puff of a cigarette before and you don't want to try another one. What could you do?



Your older brother is looking after you. He has a few friends over. When you walk into his bedroom you see that they are smoking. You know that your parents don't like smoking.

They don't offer you a cigarette but you feel like you should ask to try one just so they'll let you stay in the room. What could you do?



Your aunty is a smoker. She has tried to quit smoking many times and is always telling you how bad smoking is and how she wishes she could quit. She offers you a cigarette and says if you see how awful they taste, you might not ever take up smoking.

You don't want to offend your aunty because you think she is trying to help you. What could you do?

