

## Section 3: Young people and smoking

### Teachers' note

#### This section looks at

- some smoking statistics about New Zealand year 7 and 8 student smoking (optional)
- pressures on young people to smoke or be smokefree including
  - personal and family or environmental (social) pressure
  - peer pressure
  - media pressure
  - the influence of the tobacco industry.
- students' strengths, skills and strategies to resist pressures to smoke and how they can use people to support them to be and stay smokefree.

### Achievement Objective

**Strand A 3 Level 2,3,4**

**Strand C 3 Level 2,3,4**

**Strand D 1 Level 2,4**

### Intended Outcome

Students will

- identify influences or pressures to experiment with, or start, smoking, such as pressure from family, peers, other significant people, the media, the tobacco industry and their own feelings and needs and the feelings and needs of others

- clarify their own and other people's opinions and attitudes to starting smoking
- access and use information to develop a positive attitude to being smokefree that will help them resist pressures to start smoking now and in the future
- develop and implement appropriate strategies to respond to situations where an individual or group of people is encouraging them to smoke.

### Things to look for

Students can

- explore reasons young people start smoking like life pressures, issues around relationships, feeling isolated, alone, bored, or rebellious, responding positively or negatively to non-smoking messages from home or not being able to identify or rely on support people
- explore pressures on them to be smokefree or to smoke
- develop strategies to say no to smoking that will work for them
- explore peer pressure to smoke and develop and practise some strategies to resist peer pressure to experiment with or start smoking
- understand the impact of seeing smoking portrayed in movies and, to a lesser extent, television programmes
- understand that the tobacco industry has a strong interest in getting them to start smoking.

**SMOKEFREE IS FOR ME**

## Part A: Who smokes?

### Teachers' note

This is an optional activity that you may wish to use to clarify with your students the number of young people who are actually experimenting with smoking or who smoke occasionally or regularly.

Many students have a wrong impression of the number of young people who smoke. People who talk to groups of young people about smoking often find that they think far more people smoke than actually do.

The activity below is a visual way of introducing statistics about year 7 and 8 student smoking gathered from a 2002 student survey. You need to decide if it is useful to introduce this statistical and factual information to your class.

- Explain to your students that you are going to explore some statistics about year 7 and 8 students smoking. The statistics come from a 2002 survey of New Zealand year 7 and 8 students.

The bottom of the **Want to try this!** scenario sheet (on page 45) has ten students drawn on it. Explain that these students represent average ten year 7 and 8 students.

- Ask the students to estimate (by using a piece of paper to cover none, or one, or up to 10 students) how many of the ten students they think

- currently smoke (one or two)
- have at least experimented with smoking (four)
- intend to smoke in the next year (one or two)
- would smoke a cigarette offered by a friend (one or two)
- currently smokes regularly (daily) (LESS THAN ONE).

The answers to the questions are in brackets.

- You could add have friends or family who smoke (nine) were exposed to second hand smoke last week (five.)
- Discuss these statistics with your students relating them to your class (if appropriate).
- Ask the students how many adults in New Zealand smoke. Do they think it would be
  - less than  $\frac{1}{4}$
  - less than  $\frac{1}{2}$
  - less than  $\frac{3}{4}$  of all adults.

The answer is that slightly less than  $\frac{1}{4}$  (25%) of New Zealand adults smoke. Often people believe the smoking rate is higher than it actually is.

## Part B: Want to try this?

### Teachers' note

#### core activity

This activity uses a scenario and an 'in their character' drama activity as a way for students to begin exploring their attitudes to experimenting with smoking.

One part of this activity has the students consider what their family and other people who are important to them would think if they experimented with smoking. For a number of students this activity will be a theoretical exercise. For some it may be very current and for a few students it will in fact relate to their current pattern of smoking or smoking occasionally.

The activities in this resource are designed **NOT** to identify students who smoke. You may elect to establish this activity as a confidential activity that is not shared even with you.

#### Preparation

- Provide each student with a copy of the *Want to try this?* scenario (page 45).
- Prepare students to complete the drama activity.

- Give the students the **Want to try this?** scenario (page 45) and ask one student to sit in the chair representing Mia.
- Have the students ask the student playing Mia some questions about why she is tempted to try the cigarette.

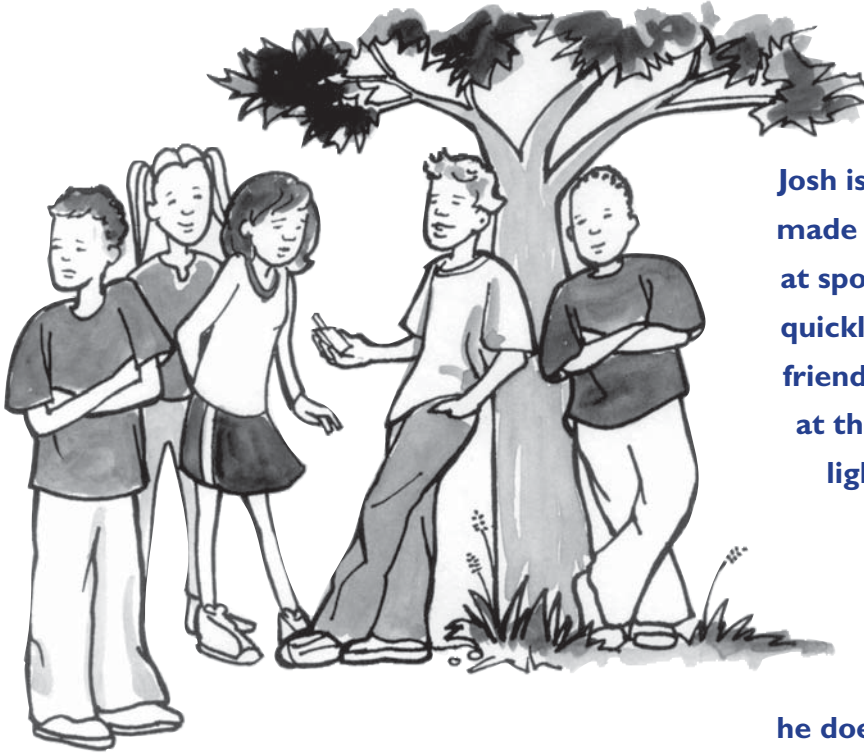
You may wish to give a number of students the opportunity to represent Mia, and you can also ask questions to focus class discussion/thinking.

- Ask one (or more) student(s) to sit in a chair representing Mark and have the students ask the student playing Mark why he does not want to try the cigarette.
- Ask a selected student to sit in the chair representing Josh and have the students ask the student playing Josh why he wants to get his new friends to try smoking.
- Discuss with the class
  - what happened in the activity
  - why they think students experiment with smoking.

Make sure answers include

- for fun
- to see what it was like
- to be part of a group
- to rebel
- because the student is feeling vulnerable, not strong etc and it is too hard to say no
- to be like older brothers or sisters or mates)
- what encourages students to keep trying smoking even although the first experience is not pleasant and can leave the student feeling dizzy or sick
- what encourages students to NOT experiment with smoking or NOT start smoking.
- Ask the students to imagine they are in Mia's position. Have them draw a mindmap of all the people that matter to them in their lives and what they would think or do if they found out that they were experimenting with smoking.

## Want to try this? scenario



Josh is a new student to the school. He has made quite an impact because he is good at sport, good-looking and cool. He has quickly joined a group of Mia's and Mark's friends. One day when the group is down at the park Josh produces a cigarette and lighter and asks if anyone wants to try a smoke.

Mia can't decide if she wants to try the cigarettes. She is tempted to have a go. Mark knows he does not want to have a cigarette.



## Part C: No, not for me role-play

### Teachers' Note

#### core activity

**This activity is a role-play so students will need to be reminded of role-play guidelines, especially those involving deroling.**

**The activity uses the students' knowledge and skills to develop strategies that work for them to say no to trying a cigarette.**

**Research shows that, for young people, deciding to try a smoke is sometimes a rational decision and sometimes an emotional decision that can be made when students are feeling vulnerable and lack the resiliency to resist pressure from significant others. Young people can also smoke when they are feeling confident, independent, or rebellious.**

**Developing and practising ways of saying no that allows students to feel good about themselves and stay part of their group of friends is building skills that will help them to have the personal strength to make a rational decision to say no to accepting a cigarette, now or in the future.**

**Students who move to a different school for year 7 and 8 face a transition time. This can be stressful and may present opportunities for students to face pressures to try smoking at a time when they are feeling vulnerable in unfamiliar surroundings, with a new peer group and when their self-belief is low. You may want to discuss this transition and possible pressures with your students, and develop strategies to resist this specific pressure.**

### Preparation

- Prepare students to complete role-plays.
- Ask the students to work in groups and discuss how Mia can say 'No, smoking is NOT for me.' in a way that will have her feel good about saying no and means she stays friends with the group.
- Saying no to your friends is a hard thing for young people (and adults) to do. After your students have given their ideas you may wish to assist students to explore some responses like these (but in your student's language) to see if they would work for them.

'Na, I'd rather go and play basketball, go skateboarding, go to the mall' etc.

'I don't want to be a smoker, I don't think it looks good/cool.'

'Sweet as, I'm okay not smoking!'

'I want to play sport really well, you can't do that if you smoke' or 'I'm into my sports, no thanks!'

'I get asthma – it's hard to breathe, and it's worse if you smoke.'

'You can smoke but I don't want to!'

'I've tried that and I felt...'

'I don't want to breathe poisons'.

'Na, I'll never get a boy/girlfriend!'

'Mum and Dad will ground me if they catch me!'

'I don't want to get hooked on cigarettes, my brother was just going to try smoking, now he smokes heaps.'

'I don't like the smell of cigarettes' or 'My mum would smell them and I'll be in trouble.'

'Smoking costs/wastes money' or 'I don't want to get caught nicking them or have to cadge them off my family!'

'I'm in enough trouble at home or school already, I can't afford to get caught.'

- Have the students work in groups of four and do some role-plays where each of the students in the group role-plays one way of saying no.

The group can set up a situation like the

**Want to try this?** scenario with two main characters.

Character one is like Josh and encourages one student to try smoking.

Character two is like Mark and finds a way to say no that they feel good about and will allow them to stay friendly with the group.

Character three supports character one and is encouraging the student to try smoking.

The fourth character can either say nothing or support character two who is saying no.

- Set each group to do one role-play with the fourth character staying silent then de-role. Discuss with the class how the role-play went.
- Set each group to do a second role-play and have the fourth character act as a good friend and support the student who is saying no. After the students have de-rolled discuss how the role-play went and if it made a difference for the person saying no to be supported by a friend.
- Complete two more role-plays so each student has had the opportunity to say no then discuss with the class successful strategies or ways of saying no.
- Have the students complete the comic strip on the **Want to try this?** scenario sheet (page 25) using a strategy for saying no that they identify with.

## Part D: Being smokefree, being auahi kore

### Teachers' Note

#### core activity

**The activity is approached on an individual basis, so that students can identify their own strengths, skills and strategies to be smokefree and draw on their strengths and skills, and the support of other people who are important to them.**

**This activity needs to be approached with the following considerations**

- **there is no one simple reason why young people start to smoke. Students can experiment with smoking when they are feeling vulnerable and lack the resiliency to resist pressure from significant others, but they can also smoke when they are feeling confident, independent, or rebellious**
- **people close to students can influence them both to be smokefree and to experiment with smoking or to smoke**
- **a short term programme like *Smokefree is for me* cannot on its own develop student's resiliency and sense of self worth. This activity focuses students to their strengths, skills and support they have to resist the pressure to smoke and to say no.**

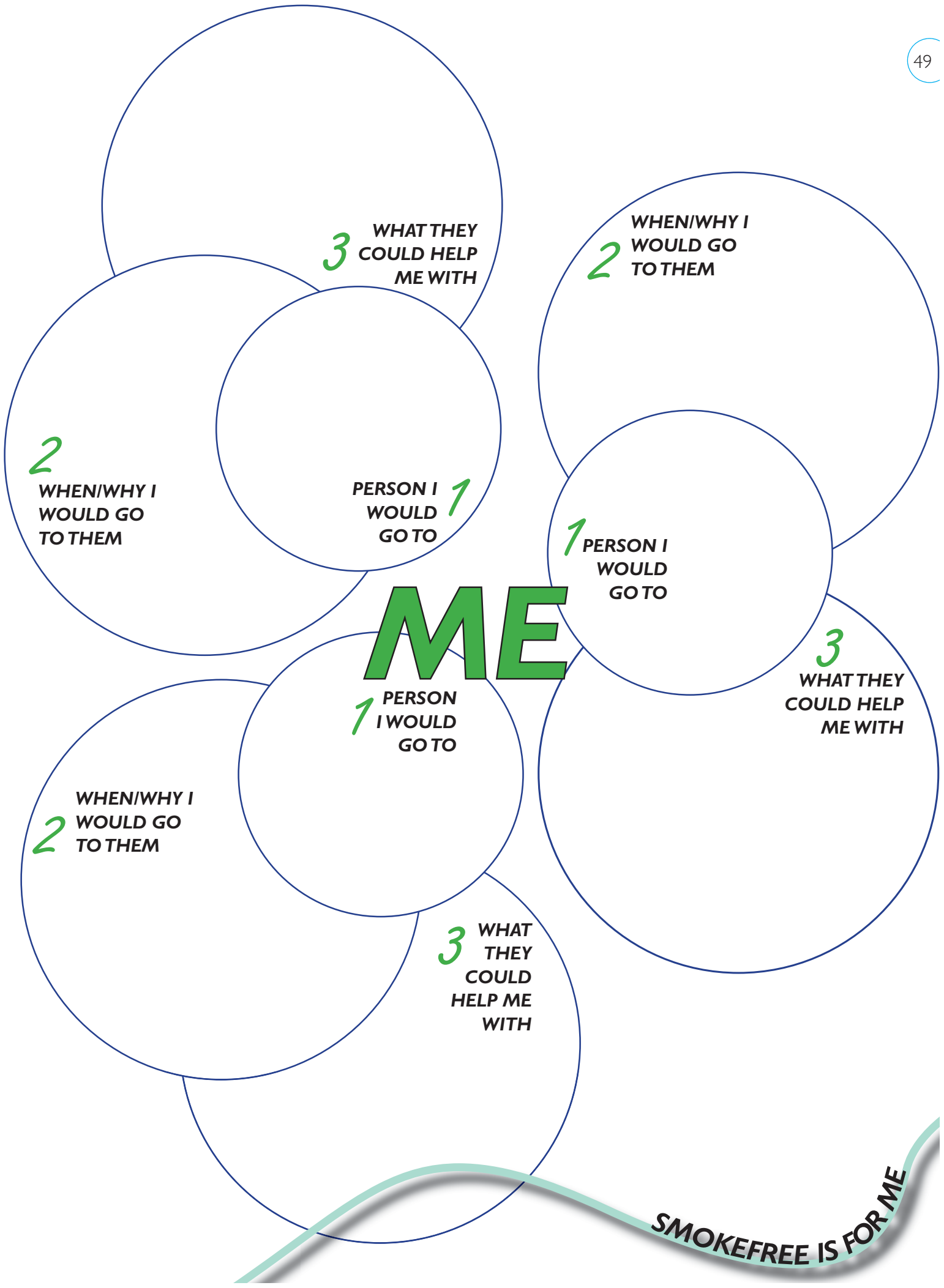
Your year-long class programme in building student self esteem and sense of self can influence a student's ability and confidence to say no to experimenting with smoking (or to smoking).

**A part of this activity has students identify their personal support networks. Teachers will need to be aware of the potential for some students to be in a position where, either they cannot feel positive about identifying people to support them, or their particular circumstances limit their support networks. These students will need individual support to make sure this learning experience is positive.**

**The final part of this activity is designed as a personal and confidential activity that students may choose to share with you or keep confidential.**

#### **Preparation**

- **Prepare copies of the graphic organisers (pages 49 and 51) or alternatively students could use mindmaps.**
- Discuss with the students the idea that we all face different pressures to smoke, now and in the future and we all have different skills and strengths, and 'ways of standing tall'. Sometimes we can turn to our family, friends, people at school, church, or youth groups for support. Sometimes we can get strength by thinking about what other young people have done or are doing. We can have role models.
- Ask the students to define a role model or someone they look up to or admire. Role models could be from
  - family – a family member younger or older
  - school – a friend, a particular teacher
  - community – a local person like a sportsperson, musician, community leader, youth worker, 'person known for a particular achievement'
  - New Zealand – a national sportsperson, musician, or person known for a particular achievement
  - worldwide – a sportsperson, musician, or person known for a particular achievement eg, movie star, pop star, royalty.
- Ask the students to work in pairs and talk about:
  - people they look up to or who are role models in their lives
  - why they see these people as role models
  - how these people could help them when 'things get tough' or they are not feeling positive.
- Ask the students to think about the people they can go to if they are under pressure – their personal support group. This could be done with a mindmap, or a graphic organiser like the one on page 49.



SMOKEFREE IS FOR ME

- Explain that the students are going to look at the pressures on them as individuals to smoke. Some students may find lots of pressures while some may identify no pressures or very few pressures. The activity is designed for students to identify strengths, skills and people who will help them to be and stay smokefree or auahi kore.
- Work through each section of the graphic organiser (page 51) **Being smokefree being auahi kore** with the students.

## Part E: The image of a young smoker

### Teachers' Note

**This activity has the students consider the image of a young person smoking.**

**It builds on the students' perceptions, and introduces some ideas from role models that your students will identify with.**

**The activity identifies the tobacco industry's need to attract new smokers to maintain sales levels of cigarettes.**

### Preparation

- **Provide access to the *Lungfish* website where students can read what selected role models have to say about why they are smokefree.**

- Ask the students to draw and describe their image of a young smoker (around 15-16) and share their images in pairs, groups or in a class discussion.
- Have the students visit the ***Lungfish*** website **[www.lungfish.co.nz](http://www.lungfish.co.nz)** to read what the role models on the website have to say about the image of smoking and why they choose to be smokefree. Do the views match their image of young people smoking? Why, why not?
- Explain to the students that tobacco companies need new people to start smoking every year because some smokers quit smoking and some die of smoking-related illnesses.
- Discuss with the students the idea that tobacco companies want to make smoking attractive to people so they will start smoking. Have the students describe the image tobacco companies would like to portray of a young smoker.
- Ask your students to think of some reasons why a tobacco company would want people to start smoking their cigarettes. (If necessary revise the addiction to cigarettes and how hard it is to quit if you are a regular or addicted smoker).

# Being smokefree being auahi kore

What I can say or do to say **No** to the pressure

What I can say or do to say **No** to the pressure

What I can say or do to say **No** to the pressure

Pressures to smoke might come from

Pressures to smoke might come from

Pressures to smoke might come from

Things and people that will help me...  
**stand tall**  
**be strong**  
say no to experimenting with smoking

Positive things I can do to help me say no

Why I want to be smokefree now and in two years

People and things that will help me to be smokefree

## Section 4: Unit conclusion

### Teachers' Note

The *Smokefree is for me* teaching and learning programme concludes with students playing a *Smokefree is for me* boardgame that revises the programme's key learning. Students can develop extensions to this game or alternative games.

The games the students develop could be submitted to the webmaster of the *Lungfish* website. Selected games developed by students will feature on the website.

All schools who submit material for inclusion on the website will receive a response from *Lungfish*, and the schools whose material is placed on the website will receive some *Lungfish* promotional packages.

The *Lungfish* website has games that students can play to conclude this unit of work.

- Have students revise their knowledge and skills about being smokefree, being auhi kore by playing the **Smokefree is for me** boardgame and completing the games and activities on the **Lungfish** website.

## To play Smokefree is for me you need

- the **Smokefree is for me** board
- a dice and counters for all players
- the instruction sheet
- copies of the True/False and Opinion cards



## To start



Place these cards into two piles beside the  and  cards

Each player throws the dice. The one with the highest number starts. If two players have the same high number, they must throw again until one person has the highest number to start.


The next person to play is the person on the right of the starting player. Play goes around the circle.


## Playing

Each player starts on the start square.

They throw the dice and move the number of squares on the dice face.

If a player lands on a  they go down.

If they land on a  they go up.

If they land on a  square they must answer a question from the true/false pile of cards. The group decides if the answer the player gives is correct. If the answer is correct the player moves forward two squares.

When they have finished the player puts their card on the bottom of the pile.

If the player lands on the  card they must answer the question from the hand pile of cards.

The group decides if the answer the player gives is correct. If the answer is correct the player moves forward three squares.

When they have finished the player puts their card on the bottom of the pile of cards.

## Finish

The first person to reach the finish square is the winner.





**What could you say if a friend offers you a cigarette?**



**What could you say if you are in a group and your friend is being pressured to try a cigarette?**



**What could you say if you are in a car and someone lights up a cigarette?**



**What can you do if you are in a room with someone who smokes?**



**What could you say to a friend who says they want to start smoking?**



**What could you say if Mum's friend who is looking after you wants to smoke in your bedroom?**



**What could you say to a friend who says 'Its cool to smoke everyone does it'?**



**What could you say to someone who says 'You don't get sick if you smoke cigarettes'?**



**What could you say to a friend who says 'I can smoke and still be a really good sports person'?**



**T/F**

*More New Zealanders say no to smoking than smoke.*

**T/F**

*You can smoke at work in New Zealand.*

**T/F**

*25% of New Zealanders smoke.*

**T/F**

*School students under 18 can buy cigarettes.*

**T/F**

*Cigarette smoke has poisonous chemicals in it.*

**T/F**

*You can get sick by breathing in second-hand smoke.*

**T/F**

*It's OK to smoke in a room with a baby if you make sure you blow the smoke away from them.*

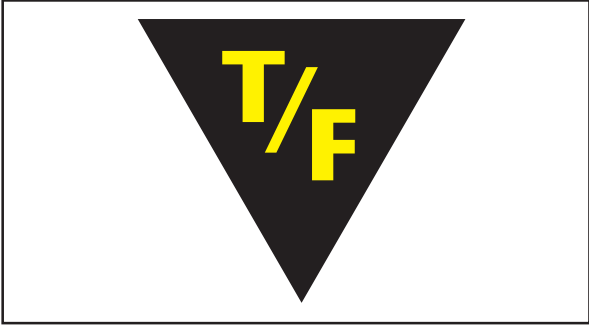
**T/F**

*Half of the people who continue to smoke will die early from smoking-related illnesses.*

**T/F**

*In New Zealand around 5000 people die from smoking-related diseases every year.*

**T/F**



*Smoking affects your fitness.*



*Cigarettes contain nicotine.*



*Smoking increases your chance of having a heart attack or a stroke.*

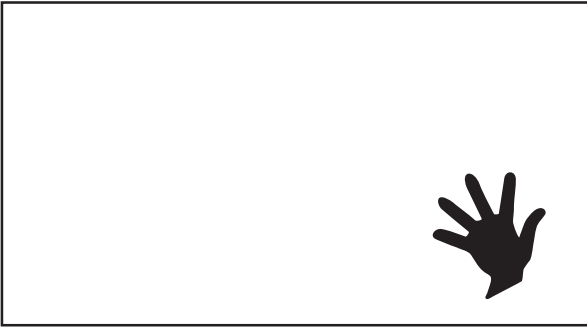
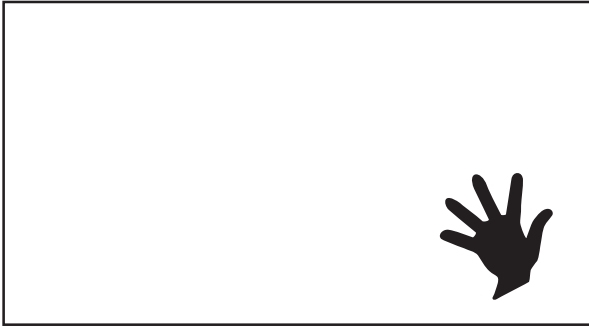
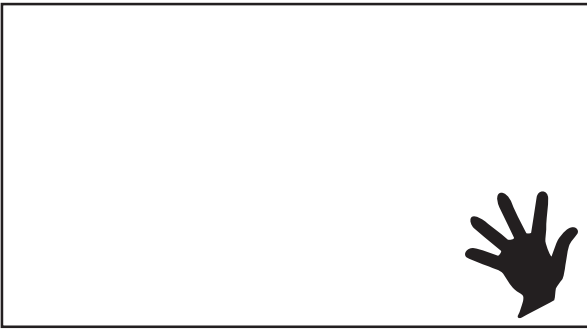
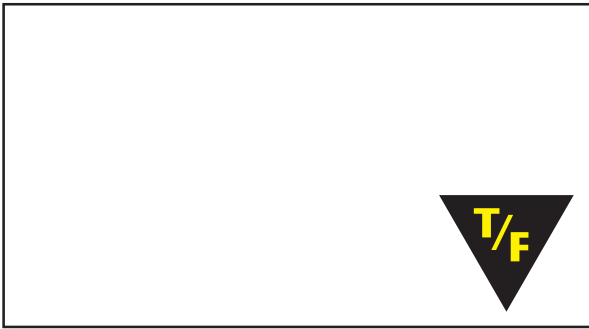


*It is hard to give up smoking once you are a regular smoker.*



*Smoking can damage your health.*

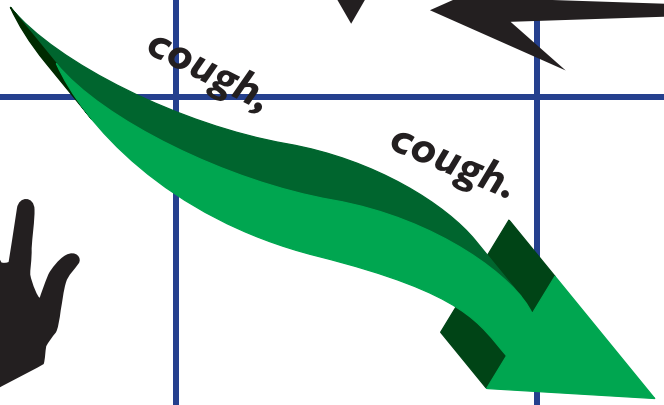
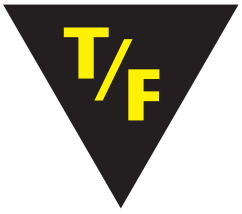
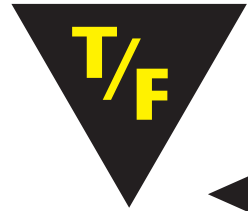




**FINISH**

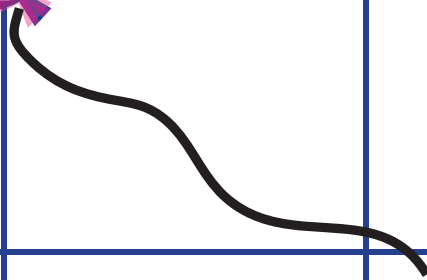
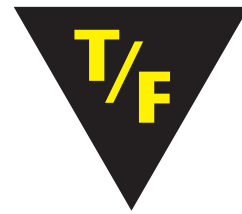
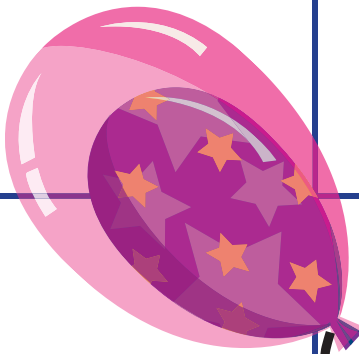
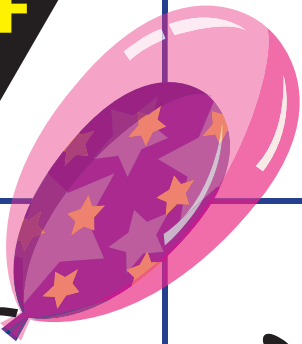
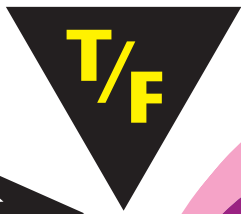
You don't support a friend who is refusing a cigarette.

You try puffing on a cigarette and cough,



cough,

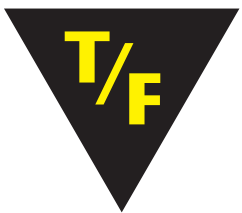
cough.



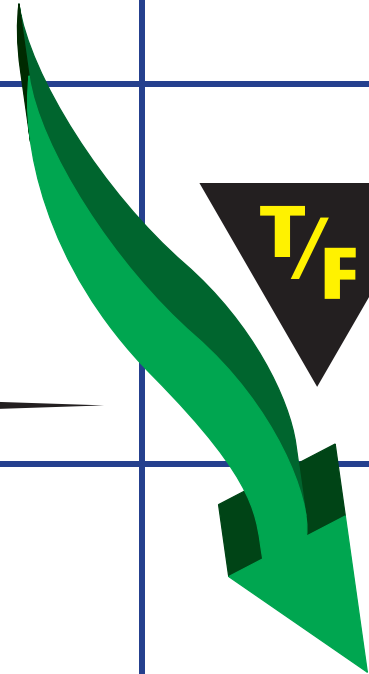
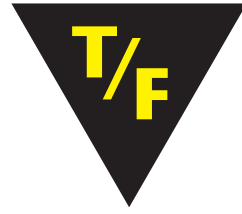
You politely ask your uncle not to smoke in the car.



You say NO to trying a cigarette.



You stay in a smoky room and your eyes get sore.



**START**

You take your baby sister out of a smoky room.

