

Section 1: Smoking and your health

Teachers' note

This section looks at the effects of smoking on your physical health and body. There is the possibility that knowledge of the potential long-term physical health effects from smoking may cause distress for students whose family or whanau smoke. Teachers may need to work through this with individual students. There are opportunities for some students to take their concerns home and for this to be a factor in their family members deciding to quit. In other situations discussing concerns about family members' health will not be appropriate. Strategies to discuss smoking at home are addressed in the activity Making our homes or living areas smokefree (Page 39).

This activity also looks at nicotine addiction and why it is hard to quit smoking. Information on quit smoking support services for adults is provided, such as the freephone Quitline service 0800 778 778. (see www.quit.org.nz). This information is intended for students to take home to parents where appropriate.

The government does not fund smoking cessation services specifically for young people, as there is little international evidence that such programmes are effective in helping adolescents quit. Attempts to help young people quit smoking in New Zealand have also had very limited success. Current smoking cessation programmes in New Zealand therefore focus on adult smokers. However, young people are able to access some of these services, such as the freephone Quitline service.

Achievement Objective

Strand A3 Level 4

Intended Outcome

Students will

- acquire and process information about the negative physical health effects of 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.
-

Things to look for

Students can

- recognise that smoking negatively affects people's physical health both in the short and long term and that some of these effects can be fatal or cause serious illness
- describe the effect smoking has on some parts of the body
- explain why it is not always easy to quit smoking and how experimenting with smoking can lead to becoming an addicted smoker.

SMOKEFREE IS FOR ME

Part A: Smoking and your health

Teachers' note

core activity

In this activity students process information about the physical effects of smoking on the body.

The activity begins with a discussion on *At the bustop* scenario that explores students' current knowledge. The final tasks on the scenario sheet provide an assessment task.

The activity explores students' prior knowledge of, and provides information about, the effects of smoking on physical health.

Preparation

Make copies of the *At the bustop* scenario (page 24) and the *Effect of smoking on parts of the body cards* (pages 21–25) before commencing the activity.

- Give students the Mark and Mia illustration (on page 20) and explain that these characters are going to appear in a lot of the work they are going to do on being smokefree, being auahi kore.
- Give the students the *At the bustop* scenario (on page 24).
- As a class brainstorm why Aunty Jo might get breathless.
- Ask the students if smoking could be making Aunty Jo breathless and if smoking could be affecting her health in any other way.

- Explain that the class will be divided into nine groups. Each group will take on the role of medical experts on a particular part of the body using one of the body cards as the information source.
- Use an illustration of the body, or the one provided on page 26, to make sure the students can identify the nine areas of the body the class will be studying (brain, eyes, ears, mouth, skin, lungs, heart, stomach, limbs).
- Give each group one body card and have them
 - study the information
 - plan an interesting way to present this information to the rest of the class
 - make a presentation to the class.
- The presentation should include
 - an explanation of where the body part is
 - what it does to keep us alive and healthy
 - the effects of smoking on this part of the body as you smoke
 - the possible long term affects of smoking on this part of the body.
- Allow time for further research (library, websites) if you think this is necessary. You may like to arrange a visit from a local health professional associated with your school.

Ideas for presentation/display

- Write information on cut-out shapes of body parts that can be added to a life-size outline of the human body. (Draw around a student for a body shape or enlarge the illustration provided.)
- Present each body part as a cartoon character and use in a picture strip with speech bubbles explaining facts about their particular role and how that role can be affected by smoking.
- PowerPoint presentation, chart etc.
- Act how the organ works and how it is affected by smoking.

SMOKEFREE IS FOR ME

Mia and Mark

In this unit of work we are going to be exploring some situations that happen to Mia and Mark.

Mark and Mia live with Mum, but their Uncle Sam and Aunty Jo and their two children Vicki and Paul visit a lot.



At the bustop

Aunty Jo and Mia are walking to the town centre. It's not a long walk but when they get to the hilly bit Aunty Jo slows down and gets breathless. She sits on the bus stop seat and has a cigarette.



Five ways smoking can affect your health

1.

2.

3.

4.

5.

If Aunty Jo wants to give up smoking she could

SMOKEFREE IS FOR ME

Effect of smoking on parts of the body cards

Brain		
What the brain does normally	The immediate effects of smoking on the brain	The later effects of smoking cigarettes on the brain
Your brain is the control centre of your body. It controls thinking, seeing, hearing, moving and how the internal parts of your body work.	Chemicals from the cigarette reach your brain within seconds and give you a 'buzz'. These chemicals can make you more nervous, energetic or jumpy.	The longer people smoke the harder it is for them to stop. Smoking and being exposed to second-hand smoke increases the chance of having a stroke when you are an adult. A stroke is when a part of your brain stops working.

Eyes		
What the eyes do normally	The immediate effects of smoking on the eyes	The later effects of smoking cigarettes on the eyes
Your eyes allow you to see what is happening around you.	Cigarette smoke irritates your eyes and makes it difficult to wear contact lenses.	Smokers are more likely to go blind due to cataracts in later life. Cataracts are when the lens in the eye changes from being clear to being cloudy or opaque.

Effect of smoking on parts of the body cards

Ears		
What the ears do normally	The immediate effects of smoking on the ears	The later effects of smoking cigarettes on the ears
You hear sounds with your ears.	Cigarette smoke (second-hand smoke) is a major cause of glue ear. Glue ear is an ear problem children can get when their ears get blocked up.	Glue ear can cause deafness and learning difficulty in young children. Smoking also increases the risk of deafness in older people.

Mouth		
What the mouth does normally	The immediate effects of smoking on the mouth	The later effects of smoking cigarettes on the mouth
You eat, drink and taste the food that you eat and drink with your mouth.	Smoking can stain your teeth and means you cannot taste food as well as non-smokers.	Smokers have a greater chance of getting gum infections and some smokers get cancer of the lips, mouth or throat.

Effect of smoking on parts of the body cards

Skin		
What the skin does normally	The immediate effects of smoking on the skin	The later effects of smoking cigarettes on the skin
Skin is the outer protective layer you have all over your body. It stops disease entering your body.	Hot cigarette smoke makes your skin go pale. If smokers cut or graze their skin it can take longer to heal than non-smokers.	The skin of smokers, especially on the face, often gets lines after about 10 years of smoking.

Lungs		
What the lungs do normally	The immediate effects of smoking on the lungs	The later effects of smoking cigarettes on the lungs
You breathe air in and out of your lungs. Your lungs allow you to take the oxygen you need to live out of the air.	The chemicals in cigarettes enter your body through your lungs. As soon as you take a puff your breathing starts to speed up. Smokers cough a lot to get rid of the chemicals from the cigarette smoke they breathe in. Smoking makes asthma worse. It takes longer to recover from colds and flu if you are a smoker. Smoking also reduces your fitness.	Smoking damages the tissues in your lungs. This means that your lungs are not able to work so well. Many smokers die from diseases where it is hard to breathe, like bronchitis, emphysema and lung cancer.

SMOKEFREE IS FOR ME

Effect of smoking on parts of the body cards

Heart		
What the heart does normally	The immediate effects of smoking on the heart	The later effects of smoking cigarettes on the heart
Your heart pumps blood around your body. If your heart completely stops beating or pumping blood you die. When something goes wrong with your heart and it stops pumping blood properly it is called a heart attack.	The chemicals in cigarettes make the blood vessels in your heart smaller so the heart has to beat faster.	Smoking and being exposed to second-hand smoke increases the chance of heart attacks. These are caused when the blood vessels in the heart get blocked.

Stomach		
What the stomach does normally	The immediate effects of smoking on the stomach	The later effects of smoking cigarettes on the stomach
Your stomach is part of a system in your body that gets the energy and chemicals from the food you eat that you need to grow.	Smokers are more likely to get painful stomach ulcers than non-smokers are.	Smokers are more likely to get cancer of the stomach.

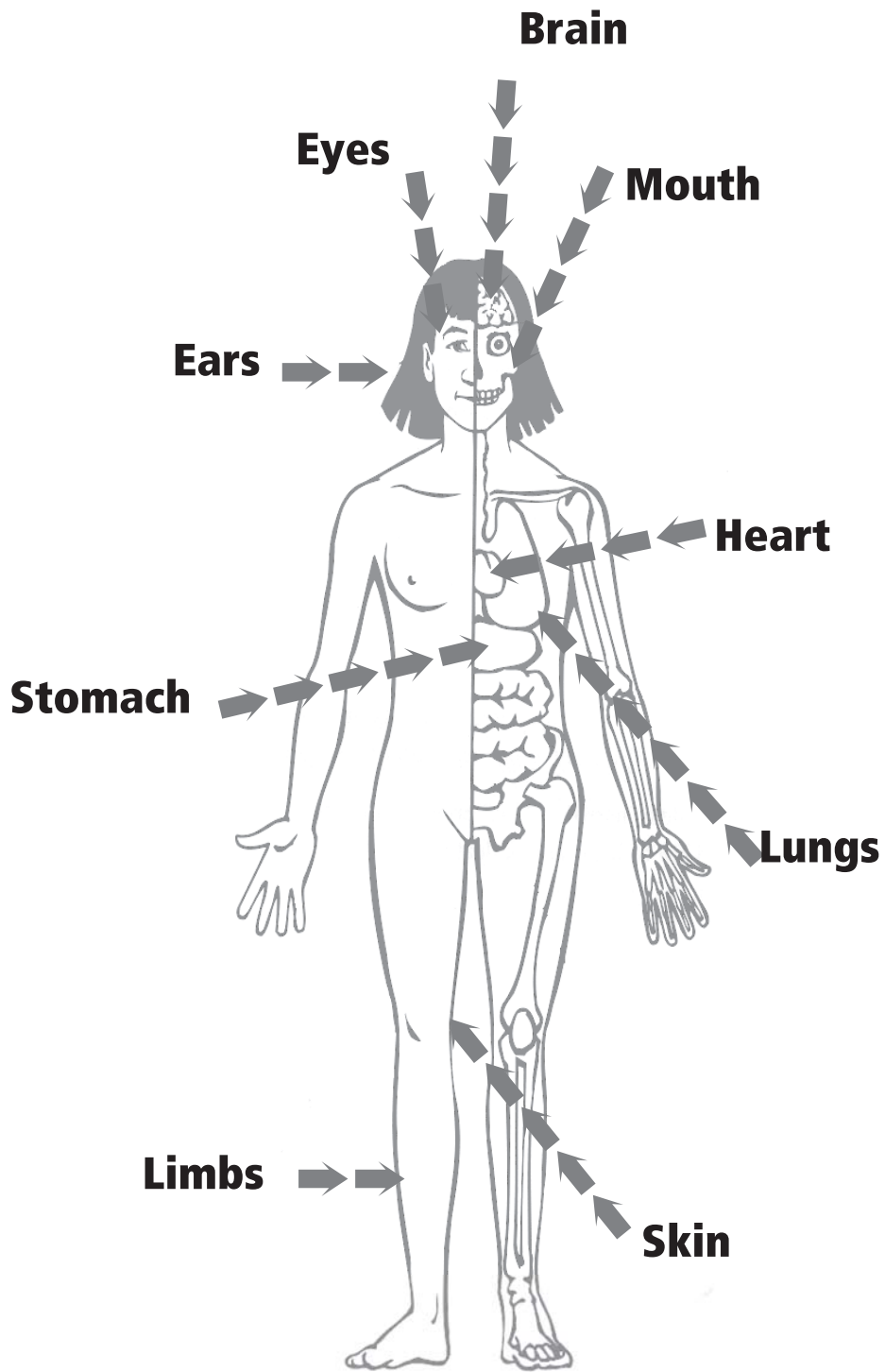
SMOKEFREE IS FOR ME

Effect of smoking on parts of the body cards

Limbs		
What the limbs do normally	The immediate effects of smoking on the limbs	The later effects of smoking cigarettes on the limbs
Your arms, hands, legs and feet are described as your limbs. Your limbs allow you to move, hold and throw things.	Smokers can get shaky hands if they haven't had a cigarette for a while.	Smoking means the blood supply around the limbs is less effective. This can mean smokers have cold fingers and toes. Their toes, fingers, or even their arms and legs can begin to get gangrene and may have to be amputated (cut off) to stop the poisons reaching the rest of the body and killing them.

SMOKEFREE IS FOR ME

Smoking and Your Body



SMOKEFREE IS FOR ME

Part B: Don't start because.....

Teachers' note

This activity looks at how difficult it is to quit smoking. Some information on nicotine addiction is provided.

The activity introduces the process becoming a regular and addicted smoker who will have difficulty in quitting smoking to students.

Preparation

- Make enough copies of the information sheet *A smoker's journey* (page 29) for students to use individually, in pairs, or in groups.

- Tell the students Aunty Mia does not like being breathless and would like to give up smoking.
- Ask the students:
 - if they think it will be easy or hard for her to give up smoking
 - who she could ask for help to quit smoking
 - how she could give up smoking.
- If it is appropriate in your class (eg, will not negatively identify a small group of students) ask the students if they know of any adults who have given up smoking or are trying (or have tried) to give up smoking. They could talk about what they did to give up, and how easy or hard it was.

Some information you may want to include in this class discussion is provided here.

Quitting smoking

If you are a regular smoker (someone who smokes every day) you will find it hard to give up smoking.

There is a substance in cigarettes called nicotine and regular smokers become addicted to the nicotine. Once you are a regular smoker your body wants to have nicotine in it to function properly.

If you just stop smoking you can become unwell, or irritable, nervy, or lose concentration easily. Some people just stop smoking (go 'cold turkey'), and work through their urges to smoke and not feeling well. Other people feel so ill and want the nicotine so much that they start smoking again.

Some people choose to use nicotine replacement therapy (NRT), like nicotine patches or gum, to gradually reduce their body's dependence on nicotine. People using NRT are gradually reducing the amount of nicotine they put in their body and retraining their body to function well without nicotine.

Many people who try to quit do not succeed on their first attempt. In fact, it can take five or six attempts, or even more, before people are able to quit.

The government spends money to help smokers to quit. It operates Quitline - a help and support phone line for people who want to quit smoking. Around 90,000 people call the Quitline every year. About 33,000 of those go on to make a quit attempt with help and support from quit advisors.

SMOKEFREE IS FOR ME

Students may ask why the government has not banned tobacco because it has such bad health effects. If tobacco was introduced today, it would be a **Class A drug** (posing a very high risk of harm to individuals or society). It is very difficult, however, to ban something that has been widely available for over 200 years. Such a ban would criminalise innocent people who are addicted to nicotine, and could lead to smuggling and black market issues. To reduce smoking rates, the **World Health Organization** recommends a mix of tobacco product taxation, smoking cessation services, health promotion, legislation and research.

- Give the students the information sheet **A smoker's journey** (page 28) and have them use the information to provide advice Nick can give his younger brother.
- Have student review their knowledge by completing the bottom section of the **At the bustop** scenario sheet.



SMOKEFREE IS FOR ME

A smoker's journey

1

- Many students who 'just try smoking' (taking the first and then occasional cigarette)

2

- move on to smoking regularly (smoking every day or nearly every day)

3

- move on to become addicted smokers (and their body will need nicotine to function well)

The process of going from a non-smoker to an addicted smoker usually takes two or three years.

4

- try to quit and fail (The younger the person is when they become an addicted smoker the harder it will be to quit).

5

- keep on smoking and trying to quit
- until they either quit or decide to stay a smoker even although they know it is not good for their health.



- Use this information to help Nick persuade his younger brother Adam that accepting one cigarette, then 'a few more after school' is not a good idea.

Section 2: Smokefree places

Teachers' note

This series of activities looks at

- the effects of second-hand smoke
- the new smokefree workplaces law
- issues involved in creating smokefree places in homes and other places where students spend their time
- strategies students can use to discuss creating smokefree places
- your school's smokefree policy and how it is implemented.

Some activities have students consider their home and other situations where they might be breathing in second-hand smoke for significant periods of time. The students are encouraged to take action to reduce their exposure to second-hand smoke. This may include discussing with family or whanau making all or some of their home smokefree. Some students will need to consider and discuss with the teacher what approach they could use to achieve this and whether it is appropriate to discuss the issue at home.

Achievement Objective

Strand A 3 Level 2,3,4

Strand A 4 Level 2

Strand D 1 Level 2,3

Strand D 3 and 4 Level 4

Intended Outcome

Students will

- acquire and process information about the negative health effects of second-hand smoke
- describe and use safe practices about being smokefree that are appropriate in a range of situations and environments (eg, homes, places where people are smoking, or with a group of smokers)
- develop and implement appropriate strategies to respond to situations where people may be smoking.

Things to look for

Students can

- recognise that people are exposed to a health risk when they breathe in second-hand smoke
- recognise the need for smokefree workplaces and living places
- recognise that there can be social and emotional issues around establishing smokefree environments
- recognise that they can act to reduce their exposure to second-hand smoke by, where possible, leaving a smoky environment
- make decisions and take appropriate action to make their homes smokefree or create smokefree zones in their homes or to remove themselves, where possible, from situations where they are exposed to second-hand smoke.

SMOKEFREE IS FOR ME

Part A: What is second-hand smoke and can it harm me?

Teachers' note

This activity

- uses the *Dinnertime* scenario to introduce information about second-hand or passive smoking
- investigates what is in cigarette smoke.

Two options for exploring some of the chemicals in cigarette smoke are provided, with one requiring teachers to bring objects including paint stripper, ammonia-based toilet cleaner, moth balls, preservative for laboratory specimens and lighter fuel to class. The other option uses a prepared visual information sheet as the basis of the sort activity.

Preparation

- Provide individual copies of the *Dinnertime* scenario (page 32) folded across the dotted line so students can initially see only the top section.
- Either bring in objects to class or provide enough copies of the sheet *Things we put into our body* (page 35 and 36) for groups to work with.
- Make arrangements for students to view the *Take the smoke outside* advertisements on the Lungfish website
- Display the *Take the smoke outside* posters supplied to your school.

Dinnertime Scenario

Aunty Jo and Uncle Sam and their two small children Vicki and Paul come to tea with Mum, Mark and Mia. Before the meal is finished Aunty Jo asks Mark to go and get an ashtray and she and Uncle Sam start smoking at the table.



Some time later Mum asks Mark and Mia to bring in the dessert and they have a conversation in the kitchen. When Mark takes out his puffer and Mia asks, 'Are you OK - you haven't needed that for a while.'

Mark says 'No, I'm a bit wheezy and my eyes are stinging. It always happens when Aunty Jo and Uncle Sam are here.'

What is second-hand smoke?



Second-hand smoke is smoke from a cigarette that is breathed in by a non-smoker.

Mark is breathing in second-hand smoke from Uncle Sam's cigarette. It can affect Mark's health.

What could Uncle Sam do if he did not want Mark breathing second-hand smoke?

What could Mark do to NOT breathe in second-hand smoke?

- Give students a copy of the **Dinnertime** scenario and ask the students if they think Aunty Jo and Uncle Sam smoking could be affecting Mark's asthma.
- Show the lower half of the scenario to the students and discuss second hand smoking, introducing these facts.

Second-hand smoke

Two-thirds of the smoke from the cigarette is not inhaled or breathed in by the smoker. This smoke mixes with the smoke breathed out by the smoker. This is the second-hand smoke that is breathed in by people near the smoker.

Each year in New Zealand around 5,000 people die from smoking-related illnesses. This is made up of an estimated 4,700 people who die from direct smoking every year, and an estimated 350 who die from exposure to second-hand smoke.

Breathing in second-hand smoke can be described as passive smoking.

- Explain that for the students to understand why breathing in second-hand smoke is dangerous they need to find out what chemicals are in cigarette smoke.

Have students brainstorm what they think is in cigarette smoke and make a list of their ideas.

Teachers' note

This part of the activity has two options to demonstrate some of the chemicals found in cigarette smoke. One requires you to gather a collection of products including some that are found in cigarette smoke, the other uses the illustrations *Things we put into our body* and a group sort activity.

Option 1

- Bring to class a range of things that are good and bad for our bodies, including the following substances that contain chemicals that are in cigarette smoke: paint stripper, ammonia-based toilet cleaner, moth balls, preservative for laboratory specimens and lighter fuel.
- Create two classifications: 'things that are good for my health' and 'things that are bad for my health'.
- Introduce each item to the class and have them decide which classification is correct
- Explain which chemicals are in cigarette smoke.

Option 2

- Give groups of students the illustrations ***Things we put into our body*** (page 35 and 36) and have them cut them up and classify them into two piles under the two headings 'things that are good for my health' and 'things that are bad for my health'.
- From the 'things that are bad for my health' extract those that are found in cigarette smoke and discuss how they are used in everyday life.

When someone lights a cigarette, around 4,000 chemicals are released in the smoke. Some of these are known to cause cancer.

The chemicals in second-hand smoke include:

Chemical	Where found
Acetone	Paint stripper, nail polish remover
Ammonia	Toilet cleaner
Benzene	Pesticides
Formaldehyde	As a preservative for laboratory specimens eg, dead frog preservative
Carbon monoxide	Car exhaust fumes
Toulene	Industrial solvent
Arsenic	Ant poison
Hydrogen cyanide	Used in chemical warfare
Cadmium	Car battery metal

Second-hand smoke and small children

Infants and children of all ages develop health problems from passive smoking because:

- their lungs and body weight are small so the dangerous substances in smoke are more harmful to them
- they are not always able to move away from other people's smoke, especially if it is their parents and caregivers who are the smokers
- children who have ear, nose throat or chest infections or have asthma can have more infections or asthma attacks if they are breathing in second-hand smoke.

**Things
that are
GOOD
for my
health**

**Things
that are
BAD for
my health**

SMOKEFREE IS FOR ME

Things we put into our body



SMOKEFREE IS FOR ME

Things we put into our body



SMOKEFREE IS FOR ME

Part B: Smokefree environments

Teachers' note

The activity focuses on the positive options of reducing exposure to second-hand smoke by

- removing you self from a smoky environment, or
- asking people not to smoke around you.

However some year 5 and 6 students may be restricted in their ability to implement these options, and there will be some occasions when it may not be appropriate for them to take either option.

- Show the students the **Take the smoke outside** advertisements on the *Lungfish* website and display the **Take the smoke outside** posters supplied to your school.
- Have the students return to the **Dinnertime** scenario.
- Ask the students
 - what Uncle Sam could do if he did not want to have the family breathing second hand smoke
 - what Mia and Mark could do if they don't want to breathe second hand smoke, or want to breathe as little second hand smoke as possible.
- Have the students record their answers on the **Dinnertime** scenario sheet.
- Discuss with the students
 - how hard it would be for Mia's Mum to talk to her sister and brother-in-law (Aunty Jo and Uncle Sam) about not smoking at the table or inside
 - how hard it would be for Mark and Mia to talk with Mum about not smoking in the house
 - how hard it could be for Mark to move away from the smoky environment whenever Mum, Aunty Jo and Uncle Sam smoke inside
 - why some parents would not want their children to go home and talk about the dangers of breathing second-hand smoke or would not want the children to ask to make some or all of their home smokefree
 - what you could say to parents or whanau if you wanted to talk about having a smokefree home (or parts of a home)
 - who could support you if you wanted to discuss this at home.
- Ask the students to draw a plan of their house and identify any rooms where they are exposed to second-hand smoke. You may wish to set this up as a confidential activity. If you have significant numbers of students who are exposed to smoke at home you may wish to do Part C and D of this activity. If your students are not exposed to smoke at home you will want to select other activity options.

What can I do if someone is smoking near me?

- Ask the students to work in groups and work out what they could say and or do in these situations.

A. You are driving in the car with Nana and feeling carsick. She lights up a cigarette.

C. You are at a friend's house listening to music on a portable CD player in the living room, when her Mum and friends come in and start smoking.

B. You are in your bedroom feeling a bit wheezy. Your big brother comes in smoking a cigarette.

D. You are doing homework on the kitchen table when Dad comes in with a mate who lights up a cigarette.

- Ask the students to identify any situations where they are in smoky environments and identify what they could do. They could make a chart like the one below.

Situations when I am in smoky places	What could I do about it	Would it be a good idea to do this	
		Why	Why not

SMOKEFREE IS FOR ME

Part C: Making my home (or part of it) smokefree

Teachers' note

This activity is designed as a group activity for students who want to talk to their family about making all or some of their home smokefree. These students need to consider carefully the possible positive and negative effects of discussing this at home. Students should only discuss this issue at home if they are sure they can do so in a way that will not negatively affect their wellbeing.

Preparation

- Provide copies of the Making my home (or part of it) smokefree graphic organiser (page 40).

- Ask each student in the group to talk about:
- what they want eg, 'I would like my bedroom and the kitchen or living room to be smoke free'.
- who in the family they would talk to eg, 'Mum'
- when they will discuss the issue at home eg 'I would wait until Mum is on her own and not too busy and talk to her'.
- who in the family might support them eg, 'I would ask my older sister to be with me and share the talking'.
- what they might say eg, 'I would say the smoking hurts my eyes and makes me feel funny' or 'I have learnt that the smoke has chemicals in it that aren't good for people especially children and I'm worried about our baby'.

- what the family might say that is positive eg, 'Mum might say she will talk with Dad about it and try to make the living room smokefree'.
- what the family might say that is negative eg, 'Mum likes to smoke in the living room, she has tried to give up before but she started again so she might get cross'.
- how they would deal with it if the family was negative eg, 'I would not talk back if Mum get cross, I would try not to get upset. I would just think I tried, I wish she hadn't yelled at me'.
- decide if it is a good idea for them to discuss this at home and complete their own graphic organiser.



- Have the students practice what they are going to say at home using a role-play with other students taking the roles of their family members.
- Ask the students to make sure they do want to go home and discuss making their home, or an area in it, smokefree before they have the discussion at home with selected family members.

SMOKEFREE IS FOR ME

ME

What I want

Who in the family I would talk to

Who in the family might talk with me or support me

When I will I discuss this at home

What the family might say that is negative

What I might say

How I would deal with it if the family was negative

What the family might say that is positive

Do I really want to talk about this at home?

Am I sure talking about this at home is a good idea?

Part D: Smokefree signs

Teachers' note

The activity involves the creation of a smokefree sign. There is evidence that, for some students, placing a smokefree sign on their bedroom door is an effective way of keeping their personal space smokefree.

Preparation

This activity requires art materials and/or the use of a computer for computer graphics.

- Have students design, make and (where possible) display or use at home stickers for smokefree homes/whare auahi kore. Visit the Smokefree Homes website [link to www.secondhandsmoke.co.nz/at_home/at_home_resources.shtml] to see some examples of stickers.

Part E: Smokefree workplaces

Teachers' note

core activity

The activity investigates the new smokefree workplace laws. It provides the opportunity for you to investigate and discuss your school's smokefree policy and how it is implemented.

- Ask the students to identify any places they go where people smoke.
- Tell students that on 10 December 2004 new smokefree workplace laws came into effect to protect workers from second-hand smoke.

New Zealand smokefree laws

On 10 December 2004, New Zealand became the third country in the world to go smokefree in bars and restaurants.

For the latest information on smokefree bars and restaurants, check out www.no-smoke.org/pdf/internationalbarsandrestaurants.pdf

From 10 December 2004 smoking has been banned in indoor workplaces, including bars, restaurants, clubs and casinos. Smoking has been banned in schools and offices, on public transport and certain other public places, and restricted in cafes, restaurants and casinos since the introduction of the Smoke-free Environments Act in 1990.

- Ask the students
 - why they think this law was introduced
 - what non-smokers might think about the new law
 - what smokers might think about the law
 - what this law means for any student who has a cigarette at school.
- Have the students investigate and discuss the school's smokefree policy and policy on students who smoke at school. You will need to frame discussion and investigation questions that are relevant to your students and the school's policy.

SMOKEFREE IS FOR ME