

Learning Outcomes for Schools

The following can be provided to teachers as suggested activities and ideas for projects, with links to the New Zealand curriculum.

Background

Tobacco use is the leading cause of **preventable** death and disease in New Zealand, accounting for around 4,300 to 4,700 deaths per year.^{1 2 3} When the deaths caused from exposure to second-hand smoke are included, this estimate increases to around 5,000 deaths per year.^{4 5}

Smoking is a major drain on health sector resources, with significantly increased use of health services by smokers. Every year children as young as 11-years old⁶ take their first puff on a cigarette. 7.7% of students nationally smoke regularly.^{7 8}

Nicotine makes tobacco products highly addictive, and young smokers can show signs of addiction after only one cigarette.

Tobacco does not discriminate - it kills around half its users no matter what their age, gender or ethnicity.⁹

Links to the Curriculum

There are a variety of projects and learning options available about tobacco and health. Potentially the most beneficial to both students and the community are those focused for projects focused on learning the background issues around the impact of tobacco on the community and developing an action plan to advocate to local community and decision makers at all levels for smokefree cars.

Health and Physical Education

- Healthy Communities and Environments
- Relationships with other people

Development, implementation and evaluation of a plan of action to enhance hauora/well-being in relation to an aspect of the school or community environment

Key Competencies

- Relating to others (initiating dialogue with local community and decision makers, what are their perspectives, sharing students' perspectives)
- Using language, symbols, and texts (principles of advertising and marketing using tobacco as examples)

1 Peto R, Lopez AD, Boreham J, et al. 2006. *Mortality from smoking in developed countries 1950-2000*. Second edition. www.ctsu.ox.ac.uk/~tobacco/, retrieved 24 June 2009.

2 Public Health Intelligence. 2002. *Tobacco Facts May 2002 (Public Health Intelligence Occasional Report no 2)*. Wellington: Ministry of Health

3 Ibid, 2

4 Ministry of Health. 2004. *Looking upstream: Causes of death cross-classified by risk and condition, New Zealand 1997*. Wellington: Ministry of Health.

5 Tobias M, Turley M. 2005. *Causes of death classified by risk and condition, New Zealand 1997*. Australian and New Zealand Journal of Public Health, 29, 5-12.

6 ASH New Zealand. 2011. *National Year 10 ASH Snapshot Survey, 1999-2010: trends in tobacco use by students aged 14-15 years*. Report for Ministry of Health, Health Sponsorship Council and Action on Smoking and Health: Auckland, New Zealand.

7 Regular smoking is the combined total of students who reported smoking daily, weekly or monthly

8 ASH New Zealand. 2012. *National Year 10 ASH Snapshot Survey*. Report for the Ministry of Health, Health Sponsorship Council and Action on Smoking and Health: Auckland, New Zealand. Retrieved from www.ash.org.nz

9 World Health Organization. *Why is tobacco a public health priority?* Tobacco Free Initiative. http://www.who.int/tobacco/health_priority/en/print.html.

- Participating and contributing (community members who make their cars smokefree provide positive health benefits for the children and whole community)

Tentative Links (depending on project undertaken)

- Social sciences – understanding how groups make and implement rules and laws (History of tobacco legislation, including tobacco advertising. Impact that members of the public have had on making tobacco control legislation and what may happen in the future)
- English – writing; (composing letters and formulating reasons/argument for why cars should be smokefree, presenting these letters to decision makers at all levels)

Possible Projects

- Investigate the impact tobacco has had on individuals and the community
- Write letters to newspapers outlining the impact of smoking in cars, asking the community to make their cars smokefree
- Initiate dialogue with decision makers, at all levels, to assess their perspectives on the issue - what is the problem, what are potential solutions, what can be done?
- Design and conduct survey of students in relation to their exposure to smoking in cars, etc?
- Write letters to MPs about smokefree cars in support of Government's goal of a Smokefree New Zealand by 2025
- Alert the local community to the issues surrounding smokefree cars and encourage calls to action to combat this
- Possible topics for classroom teaching sessions could include: background of tobacco, impact of tobacco on the community, impact of social policies and legislation, advertising of tobacco (product placement e.g. in movies), health promotion principles and tobacco

What support is available for teachers?

Information on accessing smokefree information/resources – written and web based

- Smokefree Schools www.smokefreeschools.org.nz
- Smokefree www.smokefree.org.nz
- Auahi Kore www.auahikore.org.nz
- Cancer Society of New Zealand www.cancernz.org.nz

Ministry of Health www.moh.govt.nz/tobacco