

Level

F	1	2	<b>3</b>	4	5	6	B6
---	---	---	----------	---	---	---	----

# Smoke signals

## Strands

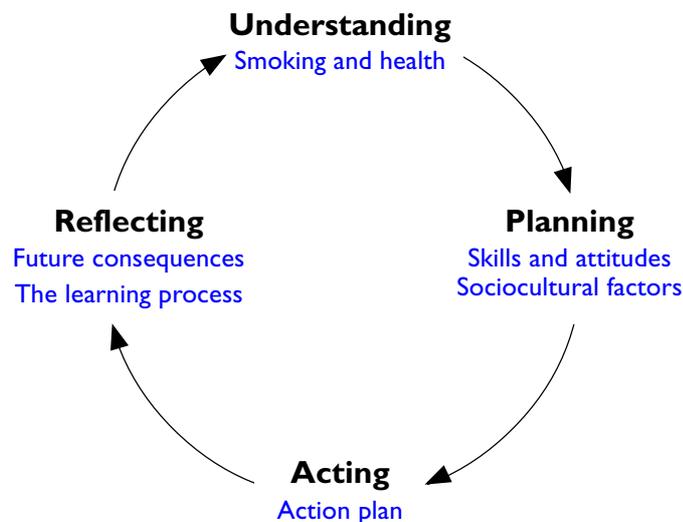
Promoting the Health of Individuals and Communities  
Enhancing Personal Development

## Purpose

Students describe situations where smoking is a health concern. They describe their feelings and emotions in situations where people smoke and suggest and practise personal actions and strategies that respond to the pressures of smoking. Within a group students identify a smoking issue they believe is hazardous and cooperatively develop a strategy to address that issue.

## Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



## Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

### Promoting the Health of Individuals and Communities

3.1 Students describe the impact of their own and others' behaviours on health, and propose personal and group actions which promote the dimensions of health.

3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.

### Enhancing Personal Development

3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

## Core content

This module incorporates the following core content from the syllabus:

### Promoting the Health of Individuals and Communities

- health-promoting behaviours of individuals and groups related to the use of tobacco;
- safe, unsafe, risky and challenging behaviours with respect to relationships and physical dares and risks;

### Enhancing Personal Development

- interpersonal skills, in particular, assertiveness, cooperation and expressing feelings, ideas and emotions.

## Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module.

### Promoting the Health of Individuals and Communities 3.1, 3.3

- **Students describe or role-play situations that involve people smoking. In these situations they suggest or demonstrate actions to promote the health of themselves and others.**
  - Can the student describe how smoking influences the health of both the smoker and non-smoker?
  - Can the student propose personal and group actions that could:
    - (a) promote own health in situations where other people are smoking?
    - (b) promote the health of people who choose to smoke?

### Enhancing Personal Development 3.4

- **Students, in groups, plan and present a project on a smoking-related issue. As part of the project they have to collaborate with others using a range of communication, cooperation and decision-making skills.**
  - Can the student cooperate with other group members when working on the project?
  - Can the student communicate clearly and appropriately with other group members?

- Can the student participate in decision-making processes appropriately?
- Can the student share responsibilities and tasks with other members of the group?

## Background information

### The smoking issue\*

The World Health Organisation has identified smoking as the single greatest preventable cause of disease in the developed world. Smoking claims around 19 000 lives every year in Australia. This is more than nine times the number of people killed on Australian roads in the same period.

Tobacco is responsible for around 82 per cent of all drug-related deaths — compared with around 16 per cent for alcohol and only 2 per cent for illicit drugs. Smoking is a major cause of heart disease and is associated with 30 per cent of all cancers, including:

- lung cancer;
- cancer of the mouth, throat and stomach;
- cancer of the pancreas and kidneys;
- uterine and cervical cancer;
- cancer of the bladder and colon;
- myeloid leukemia.

Other conditions such as colds, gastric ulcers, chronic bronchitis, asthma and emphysema have also been linked to smoking.

The smoke from burning tobacco is a cocktail of some 4000 chemicals, around forty of which are known cancer-causing agents, or carcinogens.

Passive smoking (or involuntary smoking) is the term given to the inhalation of environmental tobacco smoke — the smoke of other people’s cigarettes, cigars and pipes. Passive smokers are exposed to the same dangerous substances as the active smoker.

### Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

cancer	drug-related	responsibilities
carbon monoxide	exhale	rights
chemicals	inhale	smoke
cigarette	lung	strategy
consequence	nicotine	tar
disease	passive	tobacco

\* Adapted from Queensland Cancer Fund information sheets, ‘The health effects of smoking’ and ‘Passive smoking’.

## School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module, particularly policies relating to drug education.

## Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and equity. It includes activities that encourage students to:

- consider the welfare, rights and dignity of others;
- take action to ensure the existence of healthy environments that maintain the rights of non-smokers as well as cater for the rights of smokers;
- recognise the responsibilities of individuals and communities to maintain a healthy environment;
- recognise that smoking has different levels of cultural acceptance throughout the world.

Students with disabilities or learning difficulties may require some activities to be modified in order to optimise both their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

## Support materials and references

---

Australian Institute of Health and Welfare.

Available URL: <http://www.aihw.gov.au> (accessed November 2000).

Department of Public Health and Community Medicine, University of Sydney, *Tobacco Control Supersite*.

Available URL: <http://www.health.usyd.edu.au/tobacco/> (accessed November 2000).

Lees, R. & Lees, A. 1995, *Personal Development: Health and Physical Education Book 1*, McGraw-Hill, Sydney.

National Tobacco Campaign, *Quit Now*.

Available URL: <http://www.quitnow.info.au> (accessed November 2000).

Queensland Department of Education 1988, *Butt it Out! A Smoking Prevention Kit*, Alcohol and Drugs Program Unit, Brisbane.

Quest International 1990, *Skills for Growing: A Positive Youth Development Program for Grades K–6*, Quest Life Skills (Australia) Inc., Bondi Junction, NSW.

Rawlings, J. 1996, *Health Works: Junior Health and Personal Development*, Longman, Melbourne.

Shilton, T. & Cross, D. 1988, *Advancing My Health*, Macmillan Education Australia, South Melbourne.

Victorian Smoking and Health Program, *Quit*.

Available URL: <http://www.quit.org.au> (accessed November 2000).

### Organisations

Queensland Cancer Fund

PO Box 201

Spring Hill, Q 4001

Tel: 1300 361 366

The Queensland Cancer Fund has a range of resources including videos, stickers, fact sheets, booklets, brochures, posters and policy guidelines that are freely available to schools.

## Activities

### Understanding

#### SMOKING AND HEALTH

#### Developing an understanding of smoking as a health-related issue

- ▶ Students discuss what they already know about the relationship between smoking and health. The discussion should refer to both smokers and non-smokers.
- ▶ Students identify situations which for non-smokers are considered hazardous and unsafe. They list these and provide reasons for their answers.
- ▶ Students, in pairs, discuss what they would like to learn about the relationship between smoking and health. They compile a class list of ideas, which can be built into future activities.

#### Focus questions could include:

- What would you like to learn about the connection between smoking and health?
- Is there anything that you would like to find out about smoking that you are not sure of? If yes, what? If no, why not?
- ▶ Students identify issues and topics from this list of ideas that could be researched and investigated.
- ▶ Students suggest a process for group formation and negotiation that is acceptable to all, and consider the ideas, feelings and emotions of everyone. Students are then placed in project groups based on their suggestions.
- ▶ Students determine an issue or topic that their group could investigate. They use the PMI (Pluses, Minuses and Interesting points) method of investigation to decide on one of these. Their aim is to develop a reasonable and achievable action plan for investigating the issue or topic. Groups present their initial thoughts on their chosen issue or topic to the class, giving reasons for their selection. Issues could include:
  - coping with peer pressure to smoke;
  - strategies to help friends and family quit smoking;
  - alternatives to smoking;
  - reasons for smoking;
  - passive smoking;
  - an anti-smoking campaign.

#### Teaching considerations

The groupings should not be too large to ensure all students have greater opportunity to participate in the project.

Groups should be given time during the planning stage of the module to investigate the issue or topic. The planning stage of the module will also help students gather information for the issue or topic to be investigated.

The PMI activity may need to be modelled to students if they have not had prior experience with it.

► Students discuss the terms ‘rights’, ‘responsibilities’ and ‘feelings’. They give examples — which are listed on a chart — that explain why smokers and non-smokers have rights, responsibilities and feelings in terms of the health issue of smoking. This list is added to when appropriate during the module.

---

**Teaching consideration**

Students should consider various settings for this activity and understand that non-smokers could include co-workers, family members, visitors, friends etc. of the smoker.

---

**Planning**

**SKILLS AND ATTITUDES**

**Developing skills and attitudes that help students cope with smoking-related issues**

► Students establish a display of resources and materials related to smoking and the effects of smoking on health. Using the materials collected, students suggest reasons why smoking is a health issue that should be investigated, and write these on a chart.

---

**Teaching consideration**

The display should be of school-based resources only, as further investigations to gather resources are carried out later in this module.

---

► Students use a personal diary to write down the issue or topic the group has decided to investigate. They write their personal plan to carrying out the investigation including:

- the steps they need to take to investigate the issue or topic;
- the order the steps should be taken in;
- the people who could help them in their investigation;
- how they could personally contribute to the investigation.

Students should add to this diary regularly as they participate in the activities and reflect on their involvement and progress.

► Students write letters and e-mails to government agencies, interest groups and tobacco companies seeking information that relates to their issue or topic. In their groups, students should discuss ideas and questions they could ask letter recipients. They work together to craft the ordering of the paragraphs, questions and requests in the letter before writing a first draft.

---

**Teaching consideration**

Consider modelling the writing of a business letter before students begin.

---

► Students search the Internet for information about their topic. They compile an information profile into which they add all relevant material to which they can continually refer.

**Focus questions could include:**

- Is all the information the same? Why?
- What influences the nature of the information that is provided?
- How do you know what the truth really is?

---

**Teaching considerations**

Students may wish to correspond with other schools, both nationally and internationally, to develop a shared strategy for gathering information about smoking.

Depending on the school's Internet capabilities, groups could be encouraged to present their final action plan on the school web site.

Students should critically analyse the information they receive, noting the source and, therefore, viewpoints of those who provided the information as well as the country of origin.

---

▶ Students read and discuss the information contained on a packet of cigarettes. They note the warnings and other information included and discuss why this has to appear on all such products.

▶ Students discuss the uses of the products shown on Resource Sheet 1, 'Where there is smoke there are poisons!'. They then suggest what all of the products have in common (they all have the same chemicals found in cigarettes). Knowing that cigarettes contain these chemicals, students discuss how health may be affected by smoking.

---




---

**Teaching considerations**

Display Resource Sheet 1 as an overhead transparency or provide as a student reference sheet.

Display as many as possible of the products listed on Resource Sheet 1 to serve as a real-life stimulus.

---

**SOCIOCULTURAL FACTORS**

**Exploring sociocultural factors that influence the acceptance and non-acceptance of smoking**

▶ Students discuss the meanings of the terms 'historical', 'social' and 'cultural'. They write phrases or words that help them understand the meaning of each of the words on charts. They then suggest some historical, social and cultural reasons why people smoke and why others accept it.

---

**Teaching consideration**

Historical reasons may include: My parents smoke and their parents smoke. People have been smoking for hundreds of years in many countries.

Social reasons may include: People enjoy smoking with their friends. It is a way of meeting people and relaxing.

Cultural reasons may include: People from my family have always smoked. Smoking is part of a ritual or a part of a progression into adulthood.

---

- ▶ Students discuss historical, social and cultural reasons why smoking is a health risk and should not be accepted.

### Teaching consideration

Historical reasons may include: It is proven historically that smoking causes cancer and can cause death. Just because things happened many years ago doesn't mean they should still occur, especially if such habits have been proved to damage our health.

Social reasons may include: There are other ways to make friends that do not involve smoking. Smoking leaves a bad smell on our clothes and bodies, which is antisocial.

Cultural reasons may include: Some aspects of our culture may need to be modified if they cause harm to people. Other cultures have changed and adapted so we can as well.

- ▶ Students interview people identified as smokers and non-smokers. Each group prepares a range of questions relating to their issue they can ask in their interviews. Alternatively, students can develop a survey form to send to smokers and non-smokers in different age groups.

### Teaching considerations

Students should be encouraged to modify the following questions or create their own questions based on their particular topic.

Questions to a smoker could include:

- What impact do you think smoking has on your short- and long-term health?
- How do you think your smoking behaviour affects other people?
- How may your smoking behaviour affect another person's health?
- How do you react when other people suggest you should not smoke?
- Do you want help to stop smoking? Why?
- How could other people help you to stop smoking?

Questions to a non-smoker could include:

- Why have you chosen not to smoke?
- Does it bother you when other people smoke near you?
- How do you react when other people are smoking near you?
- Do you think situations where people are smoking around you are a risk to your health? Why?
- Do you know people who smoke and who would like to quit? If yes, how could you help them? If no, why don't they want to quit?



► Students suggest smoking-related situations that are potentially hazardous and unsafe for both smokers and non-smokers. They add these to the list compiled in the Understanding phase of this module, and discuss possible actions that could be taken to respond to such situations.

► Students role-play a range of situations that involve smoking. They practise the responses, skills and actions they would use, and encourage others to use when they:

- say no to an offer of a cigarette;
- try to stop smoking;
- ask a smoker not to smoke in a non-smoking area;
- ask a family member or a friend to consider others when smoking in a confined area.

---

### Teaching considerations

Smoking-related scenarios could include:

- A close friend/elder brother or sister offers you a cigarette on the way home from school.
- While you are sitting having dinner, a person comes to sit with you and immediately lights a cigarette.
- You would like to ask someone to stop smoking.
- A friend gives you some money to buy a pack of cigarettes.
- A smoker reaffirms the right to smoke while in the outdoors.
- Your mother/father/aunt/uncle offers you a cigarette.
- A parent starts smoking while you are travelling in the car.

It is advisable to establish some ground rules before the role-play situations to ensure there is a sense of reality and that everyone's rights, responsibilities and feelings are considered during the portrayal.

Debrief students after the role-plays as to whether everyone's rights, responsibilities and feelings were considered.

Some students may want to experiment and say 'yes' to an invitation to smoke. Teachers will need to evaluate such possibilities in the context of their own class.

---

► Students research and respond to the following questions that relate to misinformation about quitting smoking:

- Do you put on weight if you stop smoking?
- If a person can't quit the first time, does that mean he or she will never be able to quit?
- Is it all right to smoke cigarettes that have less nicotine?
- If your friends smoke and you quit, will they still want you to be their friend?
- If smoking is so bad for you, why do some people smoke all their lives and still not die from some smoke-related cause?

---

### Teaching consideration

Students should be guided to understand that knowing correct information about quitting smoking helps them to propose actions that promote healthy living.

---

**R** Resource Sheet 2a, b

► Students investigate what effects cigarette smoking have on the body. They refer to Resource Sheets 2a and b, ‘What happens to you when you smoke?’ and discuss the effects one cigarette can have on the body as well as the long-term effects of smoking. They complete three definitions on Resource Sheet 2b.

**Teaching consideration**

Students should have come up with the following definitions:

- Carbon monoxide: a poisonous gas absorbed in the blood. This leaves the body with less oxygen and forces the heart to work harder.
- Nicotine: a powerful poison that increases blood pressure and heart rate. It is also the addictive part of tobacco.
- Tars: these are poisonous chemical compounds that collect in the lungs and can cause cancer.

► Groups sort the information they have gathered about their topic and use it to prepare a project for presentation and exhibition. They consider any other information they may need and plan how to collect it and incorporate it into their presentation. The project must advocate an action plan or strategy that could be put in place to address the smoking-related issue identified by the group.

**Teaching consideration**

Groups should be encouraged to use a range of presentation and exhibition styles and mediums as they finalise their project. The style of presentation may be determined by the cultural backgrounds of the students involved or the audience to whom it is aimed.

**Acting**

**ACTION PLAN**

**Advocating an action plan for addressing an issue related to smoking**

► Groups present their project on their smoking-related health issue to the class and any other visitors, parents or guests they feel it is appropriate to invite.

**Teaching considerations**

The materials to be exhibited could be displayed in the classroom, library, administration building or other appropriate school locations.

Other groups should use their diaries in which to record their comments for feedback to each group. This feedback is given at the end of each presentation. Ensure feedback for comments is always stated in positive terms. Teachers may need to model giving ‘positive’ feedback.

## Reflecting

### FUTURE CONSEQUENCES

#### Predicting future consequences of smoking on society



Resource Sheet 3

- ▶ Students complete a chart describing the consequences of smoking on society (see Resource Sheet 3).

#### Teaching consideration

This activity encourages students to think of the future impact smoking may have at different levels of our community. Students will have to revisit what they have learnt throughout the module to complete this activity effectively.

### THE LEARNING PROCESS

#### Reviewing what has been learnt and how it has been learnt



Resource Sheets 4a, b

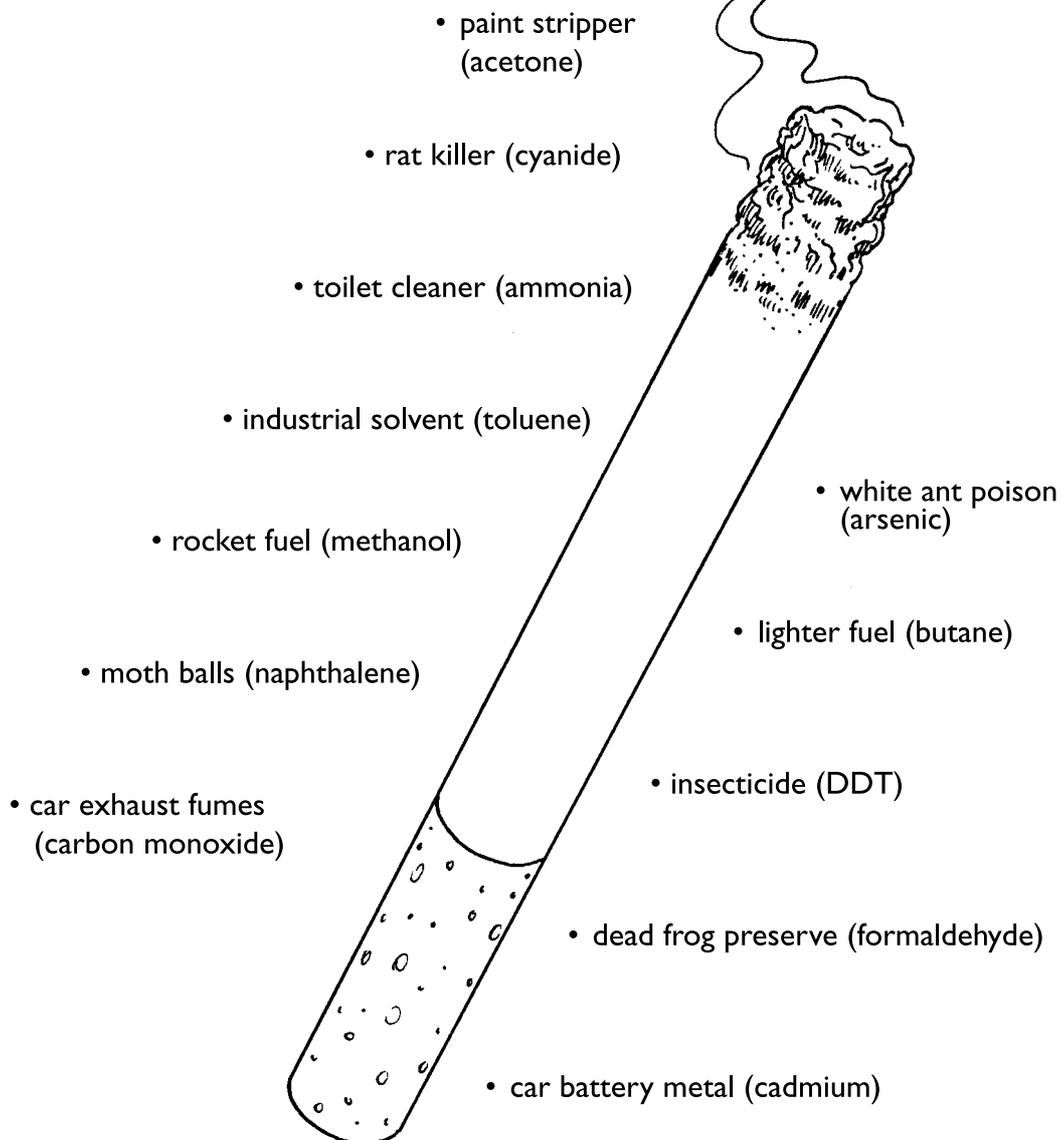
- ▶ Students within groups write an individual analysis about their learning during the module indicating strengths, weaknesses, opportunities and threats. Resource Sheets 4a and b provide a sample structure for this analysis.
- ▶ Students write ten things in their diary that they did not know about smoking, but which they learnt as a result of this module. They explain each of these and suggest why they are important when making the decision to smoke.

# Where there is smoke there are poisons!



What are these products used for? What do they all have in common?

**FACT:** When you smoke you inhale up to 4000 chemicals and heavy metals, including these poisons:



Source: Adapted from Queensland Cancer Fund, *Escape*, Brisbane, p. 17.

# What happens to you when you smoke?



Resource Sheet 2a

SMOKE SIGNALS • MIDDLE PRIMARY

## Examples of the effects of cigarette smoking on the body.

### JUST ONE CIGARETTE

Speeds up then slows down the activity of your brain and nervous system.

Causes dizziness.

Makes your eyes water.

Dulls your sensation of appetite, taste and smell.

Stains teeth.

Paralyses and reduces the function of the little hairs (cilia) which sweep the dust and dirt out of the bronchial tubes that lead to your lungs.

Makes you more susceptible to coughs and colds.

Increases hand tremor.

Increases your heart and pulse rate.

Raises your blood pressure.

Makes your muscles tense up.

Makes your clothes, hair and body smell.

### OVER A PERIOD OF TIME, SMOKING CAN LEAD TO ...

Greater risk of cancer of the mouth, voice box, windpipe, bladder and kidney.

Greater risk of heart attacks and strokes.

Narrowing of blood vessels to your heart and brain.

Narrows blood vessels to skin causing premature ageing.

Poor circulation increasing the risk of gangrene.

Shortness of breath, cough and respiratory infections.

Cancer of the lungs.

Chronic bronchitis.

Emphysema (severe lung condition causing difficulties with breathing).

Fingers stained with nicotine.

Increased chance of ulcers.



(continued)

Source: Adapted from Queensland Cancer Fund 1998, 'Smoking ... not just lung cancer' Brisbane.

## What happens to you when you smoke? (continued)



*Tobacco smoke contains over 4000 different substances, many of which cause serious damage to your health.*

*Research the following three poisonous additives and write a description of each in the space provided.*

Carbon monoxide: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Nicotine: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Tars: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other poisonous chemicals include cyanide, arsenic and ammonia.

---

Source: Adapted from Queensland Cancer Fund 1998, 'Smoking ... not just lung cancer' Brisbane.

# Future consequences



Think about the possible consequences for Sian and Maria if they continue to smoke or if they stop smoking. Complete the table below.

	What are the possible consequences:	
	If Sian and Maria continue to smoke?	If Sian and Maria stop smoking?
<ul style="list-style-type: none"> <li>• What may happen to their health?</li> </ul>		
<ul style="list-style-type: none"> <li>• What would be the likelihood of their going to hospital?</li> </ul>		
<ul style="list-style-type: none"> <li>• How much money might they have for other things every month?</li> </ul>		

## If all people stopped smoking what would happen?

<ul style="list-style-type: none"> <li>• What might the government do with the money they spend now to educate people about the dangers of smoking?</li> </ul>	
<ul style="list-style-type: none"> <li>• What would happen to advertising by tobacco companies?</li> </ul>	

# The effects of smoking



Resource Sheet 4a

SMOKE SIGNALS • MIDDLE PRIMARY

*Learning how to learn is very important if we are to improve our skills. Complete the following to help you think about the way you learnt about the effects of smoking.*

## Strengths

I liked learning about: \_\_\_\_\_

---

---

---

---

---

I enjoyed learning about: \_\_\_\_\_

---

---

---

I found it useful learning about the issue of smoking because: \_\_\_\_\_

---

---

---

## Weaknesses

I didn't like learning about: \_\_\_\_\_

---

---

---

(continued)

## The effects of smoking (continued)

**R4**

Resource Sheet 4b

SMOKE SIGNALS • MIDDLE PRIMARY

I didn't like the way I learnt about: \_\_\_\_\_

---

---

---

I didn't find it useful learning about: \_\_\_\_\_

---

---

---

### Opportunities

I would like to learn about: \_\_\_\_\_

---

---

---

The way I would like to learn about other health-related issues is:

---

---

---

### Threats

Things that would stop me learning more about smoking issues are:

---

---

---



## Acknowledgment

---

Grateful acknowledgment is made to the following organisation for granting permission to use copyright material:

Queensland Cancer Fund 1998, Brisbane, for material from information sheets 'The health effects of smoking', 'Passive smoking', 'Smoking ... not just lung cancer', and *Escape*, magazine (n.d.).

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

*Years 1 to 10 Health and Physical Education Syllabus*

*Years 1 to 10 Health and Physical Education Sourcebook: Guidelines*

*Health and Physical Education Initial In-service Materials*

ISBN 0 7345 2103 0

© The State of Queensland (The Office of the Queensland School Curriculum Council) 2000

Queensland schools are permitted to make multiple copies of this module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the Australian *Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

Any inquiries should be addressed to:  
Queensland School Curriculum Council  
PO Box 317  
Brisbane Albert Street, Q 4002  
Australia

Telephone: (07) 3237 0794  
Facsimile: (07) 3237 1285  
Website: <http://www.qscc.qld.edu.au>  
Email: [inquiries@qscc.qld.edu.au](mailto:inquiries@qscc.qld.edu.au)

Illustrations by Stephen Francis

PIP 993092

---