

Teachers' Guide



Diagnostic activities

These activities are designed to help discover your students' prior knowledge about being smokefree/auahi kore.

Diagnostic activities	Purpose	Student Activities
1. What do we know?	To elicit students' prior knowledge about being Smokefree/auahi kore and wellbeing	What do we know? > Student Journal activity
2. The fine line	To elicit your students' beliefs and knowledge about smoking and to encourage critical thinking	

Unit 1: Being well / Te hauora

Activity	Suggested Purpose	Suggested Learning Outcomes	Student Activities
1.1 Getting to grips with hauora	For students to identify people, things, place and situations that make them feel well	<i>Students will be able to:</i> identify what makes them feel well; relate the things that make them feel well to the four dimensions of hauora.	My hauora > Student Journal activity
1.2 What's what?	For students to categorise drugs and consider their similarities, especially in terms of their effects on hauora	<i>Students will be able to:</i> identify four categories of drugs; explain how some drugs are harmful to their hauora and some are helpful; explain why tobacco is classified as a drug.	What's a drug? > Student Journal activity
1.3 "Old Mitch"	For students to identify types of drug, their effects of hauora, and their appropriate and inappropriate use	<i>Students will be able to:</i> explain how prolonged tobacco use can affect people; consider the positive and negative consequences of actions and make a decision based on best outcomes.	"Old Mitch" > Story card > Student Journal activity > Audio story

Activity	Suggested Purpose	Suggested Learning Outcomes	Student Activities
1.4 Can't live without it – understanding addiction	For students to investigate why quitting smoking can be hard	<i>Students will be able to:</i> explain why it can be difficult for smokers to quit; explain how they can avoid addiction to cigarettes; identify how relationships can support us to make positive choices.	Can't live without it – understanding addiction > Student Journal activity About addiction? > Student Journal activity
1.5 "Raven's Place"	For students to explore the personal issues (including safety issues) around reducing exposure to second-hand smoke	<i>Students will be able to:</i> identify situations in which people are affected by second-hand smoke; identify strategies that others could use to reduce their exposures to second-hand smoke.	"Raven's Place" > Story card > Audio story > Student Journal activity
1.6 Second-hand smoke	For students to think critically and express opinions about second-hand smoke, identify when they are exposed to second-hand smoke, and explore how they might safely reduce their exposure	<i>Students will be able to:</i> identify strategies they could use to reduce their exposure to second-hand smoke; identify places that are smokefree /auahi kore.	Second-hand smoke > Student Journal activity

Unit 2: Turning down the pressure / Te tū māia

Activity	Suggested Purpose	Suggested Learning Outcomes	Student Activities
2.1 Tell me why	For students to investigate factors that help young people stay smokefree/ auahi kore	<i>Students will be able to:</i> list the benefits of being smokefree/auahi kore; identify factors that will help them to be smokefree/auahi kore.	Tell me why > Student Journal activity
2.2 “Don’t Tell!”	For students to explore peer pressure and identify strategies to manage it	<i>Students will be able to:</i> explain how peer pressure can influence their decisions; identify strategies to manage peer pressure.	“Don’t Tell!” > Story card > Audio story > Student Journal activity
2.3 Resisting peer pressure	For students to consider the strengths skills and people that can help them resist peer pressure	<i>Students will be able to:</i> identify times when they have been subject to peer pressure; outline strategies for managing peer pressure; identify their internal warning signs that tell them when something doesn’t feel right.	Resisting peer pressure > Student Journal activity
2.4 Kia kaha – stand strong	For students to explore strategies to manage times of change and stress	<i>Students will be able to:</i> identify ways that they can support each other to be Smokefree /auahi kore; identify strategies they can use to resist peer pressure.	Kia kaha-stand strong > Student Journal activity
2.5 “Changes at Home”	For students to explore strategies to manage times of change and stress	<i>Students will be able to:</i> identify and explore strategies that they or others could use for dealing with stress.	“Changes at Home” > Audio story > Student Journal activity > Story card
2.6 Roller coaster	For students to explore the ups and downs in their lives and how they might respond to them positively	<i>Students will be able to:</i> identify strategies for dealing with stress.	Roller coaster > Student Journal activity “Oh, the Places You’ll Go!” > Student Journal activity

Unit 3: What's the message and what's the cost? / He aha te kōrero, āhe aha te utu?

Activity	Suggested Purpose	Suggested Learning Outcome	Student Activities
3.1 "Time on Your Hands"	For students to explore how changing routines can help break, the triggers that make people want to engage in risk-taking behaviours	<i>Students will be able to:</i> identify some ways that people might change their routines to break smoking triggers.	"Time on Your Hands" <ul style="list-style-type: none"> > Audio story > Student Journal activity > Story card
3.2 Buying in – at what cost?	For students to recognise the financial cost of buying cigarettes and how it might affect their lives	<i>Students will be able to:</i> calculate the financial cost of buying cigarettes.	Buying in – at what cost? <ul style="list-style-type: none"> > Student Journal activity
3.3 Analyse that!	For students to analyse how smoking is portrayed in visual media and what the effects of this might be on young people	<i>Students will be able to:</i> describe how smoking is portrayed in the media; explain the effects that portrayal has on young people.	
3.4 "At the Pictures"	For students to compare tobacco advertising and smoking prevalence in the past versus today	<i>Students will be able to:</i> describe how smoking was portrayed in the media in the past; describe how smoking was viewed in the past by society.	"At the Pictures" <ul style="list-style-type: none"> > Audio file > Student Journal activity > Story card

Unit 4: Smokefree – our lives, our future / Auahi kore mā tatou, mo āpōpō

Activity	Suggested Purpose	Suggested Learning Outcome	Student Activities
4.1 “Back in the Day”	For students to be introduced to the history of tobacco use	<i>Students will be able to:</i> outline the history of tobacco use; explain how tobacco came to Aotearoa New Zealand.	“Back in the Day” > Audio file > Student Journal activity > Story card
4.2 Laying down the law	For students to explore attitudes to past and proposed smokefree/ auahi kore laws and to formulate their own opinion	<i>Students will be able to:</i> give reasons why the smoking laws in Aotearoa New Zealand were changed; outline some possible future smoking law changes.	Laying down the law > Student Journal activity > Appendix A Letter
4.3 Going up	For students to look at recent upward trends in Aotearoa New Zealand’s smokefree/auahi kore figures and consider what help continue the increase	<i>Students will be able to:</i> outline the history of tobacco use; explain how tobacco came to Aotearoa New Zealand.	
4.4 Being heard	For students to understand that they can make themselves heard and have an effect on smokefree/auahi kore laws	<i>Students will be able to:</i> explain how they can make their voices heard in the law-making process.	Being heard > Student Journal activity > Appendix B
4.5 “Fast Forward”	For students to hypothesise the advantages and disadvantages of a future smokefree/auahi kore Aotearoa New Zealand	<i>Students will be able to:</i> outline the advantages and disadvantages of making Aotearoa New Zealand smokefree/ auahi kore.	“Fast Forward” > Audio file > Student Journal activity > Story card
4.6 What’s my role?	For students to consider what role they might play in promoting a smokefree/ auahi kore future	<i>Students will be able to:</i> identify how they could help promote a smokefree/auahi kore future.	What’s my role? > Student Journal activity

For more information and support:

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