

In September 1988, *Education and Health* contained an article by Elspeth Gray and Philip Gammage entitled *Smoking and Me: a resource for teachers*. The resource, often referred to as SAM, had been published by the Health Education Authority in the autumn of 1987 after extensive piloting by its authors.

Its philosophy is based on group work using peer-led discussions. The teacher's role is initiatory in that the lesson is 'set' by the teacher who guides the group leaders but whose role then becomes supportive as the group work develops. There is still the need to provide help and information as required, and certainly the resource does not entail giving over control of the whole group.

FIVE LESSONS

Smoking and Me contains a sequence of five lessons intended for the earlier years of secondary school and can take its place as a unit in health education, personal and social education, tutor group work, or indeed in most other areas of the curriculum.

In 1989 the HEA, as part of its National Programme to reduce Teenage Smoking, funded TACADE, the Salford-based Advisory Council on Alcohol and Drug Education, to offer school-based in-service training on SAM to those secondary schools or 'clusters' of schools applying for this opportunity. The courses began at the start of this academic year and a large demand has resulted.

The purpose of the training day offered is to introduce, develop and consolidate smoking education in the curriculum. It also provides ideas on methodologies which may be used in other topic or curricular areas. The rationale for the day is based on responding to the issues raised by considering the behaviour and attitudes of young people with regard to smoking. Influences

MARGARET WARD

The first three years of 'Smoking and Me'

on smoking or non-smoking behaviour and planning appropriate health education have also been integrated.

A National Survey in 1988 (Goddard, 1989) revealed that, although smoking prevalence in young people decreased between 1984 and 1988, it was a far less substantial fall among girls than boys and an average 20% of 15 year olds were regular smokers. This only serves to highlight the continuing concern about young people and smoking.

The objectives of the training day offered by TACADE are:—

- To raise awareness of the issues surrounding young people and smoking.
- To allow participants to become familiar with SAM as a resource and with the peer-led approach in particular.
- To explore strategies for implementing the resource in the curriculum.

The initial 12 courses carried out by TACADE in a variety of types of secondary schools across the country were evaluated by Christ Church College, Canterbury, and there seemed little doubt that the vast majority of teachers involved welcomed help in tackling the problems of smoking with their pupils.

SAM, as a resource, takes its place alongside other resources to help provide a sequence of materials that can be used at different ages and with different methods to achieve the aims and objectives of smoking education. Alone it is not a 'magic bullet', but its strength lies in the experiences it provides in a sequence of lessons that are essentially cross-curricular both in context and in educational benefits.

The training day moves through four sessions which in turn debate the questions *Why do smoking education?* and *Why do children smoke?*, followed by familiarisation with and 'hands-on' experience of the resource itself. An examination of the ways in which SAM may form part of the curriculum has caused teachers to introduce the programme into not only PSE but into English, Science, Home Economics and Religious Education.

CROSS-CURRICULAR

They themselves have stressed that SAM can be used over a much wider age range than the 12-13 year olds for whom it was originally written and that its strategies are truly cross-curricular. The day also provides an opportunity to look at other resources that may be used in the broader context of drug and health education.

LESSON 1

LOOKING AT SOME FACTS

MATERIALS REQUIRED

Blackboard or overhead projector
Pen or pencil and paper for each child
Small slip of paper for each child
Large sheets of paper (kitchen paper or newsprint is ideal)
Folders for group leaders (to hold group lists, lesson notes, etc)
(Optional) HEA Family Education Leaflets – see page 56.
PLEASE NOTE NUMBER OF CHILDREN IN YEAR.

MAIN POINTS OF LESSON	NOTES FOR TEACHERS
ESTIMATION OF NUMBERS OF SMOKERS	1) Write on the board the number of children in their particular year. Make sure that each child has a pen or pencil and paper.
NEGATIVE ASPECTS OF SMOKING	2a) Write on the board "Write down five things that you think are bad about smoking." 2c) Perhaps the most obvious categories are those of LONG TERM HEALTH RISK (e.g. smoking can sometimes cause lung cancer) and ANTI-SOCIAL EFFECTS (e.g. fire danger, smell of smoke gets in your clothes). 2d) These 'labels' may be useful for the group leaders, but let them use their own labels where possible.
WHY DO TWELVE-YEAR-OLDS SMOKE?	3a) Write on the board, "Write down three reasons why you think twelve-year-olds start to smoke." 3b) Categories could be FAMILY SMOKING MODELS (my sister smokes), PEER INFLUENCE (my friends smoke) and MEDIA INFLUENCE (smoking looks cool). 3c) Here attention is only on the <i>smokers'</i> arguments which focus on the reasons given in 3a).
At the end of the lesson you should bring the class together and remind them all of what the group leaders have just said and suggest that they think of as many different ways as possible of turning down the offer of a cigarette.	

One of the lesson plans from 'Smoking and Me'. Each one includes notes for teachers and notes for the pupils acting as group leaders.

The success of the initial training days offered by TACADE has prompted the HEA to extend the number of courses that are available by providing additional funding. At the time of writing 29 courses have taken place, almost 500 participants have been involved — mostly teachers, but with other health professionals such as Health Promotion Officers, Youth Workers, School Nurses and Health Visitors taking part. In addition, 36 more courses are confirmed and over 30 are waiting for details.

Comments from teachers on their 'likes' for the smoking and classroom materials have included:

- Clear and well laid-out
- A variety of triggers and strategies
- User-friendly
- Pupil-orientated
- Structured lesson notes
- Progression of lessons
- Skills may be transferred to other areas

FLEXIBILITY

The flexibility of methods of choosing groups and group leaders reassures many teachers that there are no hard and fast rules about how groups should form. However there must be adequate time for preparation to allow both pupils and teachers to develop the skills that are needed in what might be a novel approach for many to a way of working. It is vital that the correct classroom climate exists so that work of this nature, which is intended to develop the self-confidence of pupils, may take place. If the material is used without forethought then the outcome may be far from desirable, as can happen with any work of this kind.

In addition to the training days, the HEA have provided further funding to TACADE to produce a training manual, due for publication in November 1990. This will provide the opportunity for schools to carry out their own in-service

training. Courses for trainers in the use of the manual are also being provided by TACADE. A second important development is the intention, by the HEA, to publish by early next year a document on how to formulate a school policy on smoking.

DECISIONS

In conclusion, it should be stated that the teachers involved in these courses have highlighted the importance of the development of self-worth and self-confidence in young people in order that they might choose to make informed decisions about a healthy life-style.

SAM is one of the 'bullets' that may be used by a teacher to reduce the prevalence of smoking among young people. Research has shown that the longer the onset of smoking can be delayed the greater the chance that the young person will not take up the habit, and this is one of the aims of the resource.

It is known, however, that approximately 5-7% of children aged 11-12 years may already be 'regular' smokers and it is crucial that the educative process for these groups should be appropriate and constructive. Hopefully educational intervention may support a policy

Primary health related behaviour can now be surveyed using a new questionnaire piloted by the Unit. It is a specially-designed instrument suitable for pupils in the 8-12 age range. Free sample and explanatory pack available from the Unit.

of 'stopping them from starting' rather than 'starting them stopping'. The latter could certainly be much more difficult.

For more information on the training courses offered free of charge to schools by TACADE, please contact Louise Marland at 1 Hulme Place, The Crescent, Salford M5 4QA (Tel. 061-745 8925). Copies of *Smoking and Me* are available from TACADE at a cost of £7.25.

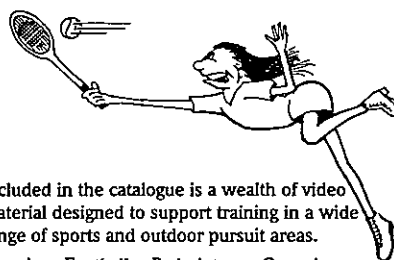
Contact Margaret Ward (formerly Advisory Teacher for Health Education, Wigan Education Authority), 34 Walter Scott Avenue, Greenhill, Wigan WN1 2RH (0942 41954).

Reference

Goddard, E. (1989), *Smoking among secondary schoolchildren in England in 1988*. HMSO.

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