

Your School Community - Is It Focused on Health?

Outcomes

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

Indicators

USC6.6(E) Evaluate the rights and responsibilities associated with rules, regulations, and laws related to a variety of safety practices to create healthy and safe community environments (e.g., tobacco legislations, personal protective equipment).

USC6.6(F) Examine the possible physical, social, and emotional consequences of not understanding and/or not following safety rules, regulations, and laws.

Refer to the background information pages on:

- Tobacco and The Law
- Smokeless Tobacco
- Traditional Use of Tobacco - First Nations and Métis Cultures

Activity

1. Have students investigate the *Tobacco Control Act*.
2. Have the students read the three scenarios and respond in a variety of ways to the questions provided.

For more information on Bill C-32, see the following link:

http://www.parl.gc.ca/About/Parliament/LegislativeSummaries/Bills_Is.asp?lang=E&ls=c32&Parl=40&Ses=2&source=library_prb

For more information on the *Tobacco Control Act*, see the following link:

<http://www.health.gov.sk.ca/tobacco-legislation>

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Scenario #1:

Leah lives across the street from the school in her community. Students have chosen to smoke and chew tobacco on her property as they can no longer use tobacco on school grounds according to the *Tobacco Control Act*. Cigarette butts and spit have littered Leah's yard and out of frustration she decides to contact the principal. Leah shares her concerns and demands that the school clean it up. The principal decides to consult with the students who use tobacco and ask them to come up with a solution. He commits to getting back to Leah within a week.

1. What would you do if you were Leah? How would you feel if students were smoking/chewing and then littering their cigarette butts/spit tobacco on your property?
2. What would you say/do if you were the principal?
3. What should the students smoking/using smokeless tobacco products do?
4. Is there anything that the school or other students could do to help students who are using tobacco products to quit?
5. What is one solution that you would recommend to the principal?

Scenario #2:

Jason and Brian are hanging out after school when Brian asks Jason if he would like some smokeless tobacco. Jason replies by saying, "That stuff cannot be good for you." Brian says, "Well it must be meant for us because it comes in chocolate, cherry and bubble gum flavours! Who else would it be meant for? Do you want some or not?"

1. What would you say and do if you were Jason?
2. Why do you believe it is still legal to sell flavoured smokeless tobacco products?
3. Do you believe tobacco companies target people your age? Find research that supports your answer. How does this make you feel?

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Scenario #3:

A First Nations guest speaker, Elder George, is at Lexi and Eric's school. He has come to their school to teach them how he uses tobacco in his culture.

1. Why is dried tobacco given to an Elder in some First Nations and Métis cultures?
2. Should tobacco in cigarette form be given to an Elder as an alternative to dried tobacco? Why or why not?

Note: Consider your policy/rules/practices when an elder visits your school. Critically evaluate the types of gifts that you offer them. Think about the indirect consequences that children and youth internalize when tobacco in cigarette form is given.



Further Discussion

Canada is a multicultural country. Many of these cultures partake in ceremonies and rituals for cultural purposes. Are there any health consequences associated with inhaling or burning products in cultural ceremonies and rituals? (e.g., burning incense, burning candles, burning tobacco, burning fruit and/or tobacco in a hookah, etc.)