

**ACT Youth Smoking Prevention Project**  
**Youth Smoking Prevention and Cessation Resource Pack**

# User Guide

**for Australian Capital Territory  
High Schools**

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**The Cancer Council ACT**  
**June 2007**





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# Preface

The Cancer Council ACT (TCCACT) and our project partners – ACT Health and the ACT Department of Education and Training (ACTDET) – are pleased to present the *Youth Smoking Prevention and Cessation Resource Pack* for use in government and non-government high schools in the Australian Capital Territory (ACT). This Resource Pack has been developed under the ACT Youth Smoking Prevention Project (YSPP), an initiative of ACT Health.

The YSPP has the support of ACTDET, the Catholic Education Office (Archdiocese of Canberra and Goulburn), and the Association for Independent Schools of the ACT.

This *User Guide* has been prepared to provide ACT high schools with information on the contents of the Resource Pack, how its components fit together and how they may be used within the school setting; together with background information on the development of the Pack and the YSPP.

The objective of the YSPP is to reduce the prevalence of tobacco smoking, change attitudes to smoking and reduce the uptake of smoking in young people in the ACT.

The aim of the Resource Pack is to provide comprehensive support to schools, working as a whole school community in partnership with parents and the wider community, to address youth smoking prevention and cessation within a broader student wellbeing framework.

The Resource Pack has been developed to be a dynamic tool kit, which will be updated as effective new resources, research and/or initiatives are produced to ensure that schools have the capacity to tackle these issues using a current best practice, evidence based approach. Ongoing development and support for schools using this Resource Pack, which is vital for the Pack's effectiveness to be realised, will be provided by ACTDET, with TCCACT continuing to provide complementary assistance to schools under TCCACT's Tobacco Control Programs.

TCCACT trusts you will find this a useful, engaging and informative resource. If you would like further information on this initiative, please contact us:

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# Introduction

One in two lifetime smokers will die from diseases caused by tobacco, with half dying in middle age. More than 90% of Australians who currently smoke began as teenagers and most new users are young people (*National Tobacco Strategy 2004-2009*). The earlier young people start smoking, and the more they smoke during their lifetime, the more likely they are to suffer from smoking-related disease.

In Australia, youth smoking prevention policies are largely developed by each state and territory. Whilst recent youth smoking prevalence rates indicate a steady decline in the Australian Capital Territory (ACT), a trend also reflected in other States and Territories, Governments recognise the need to remain vigilant in promoting youth smoking prevention and cessation strategies.

In 2001, the ACT Government identified the need to do more to address youth smoking locally and committed to the development of a Youth Smoking Prevention Strategy (YSPS). Since then, it has enabled important evidence-based research to be undertaken to inform such a strategy. This research was undertaken by The Cancer Council ACT (TCCACT) between 2003 and 2005 and culminated in the 2005 report 'ACT Youth Smoking Prevention Project', which outlined 45 recommendations for how to proceed with a Youth Smoking Prevention Project (YSPP).

In 2006, the ACT Government, through ACT Health, committed to the implementation of school based youth smoking prevention and cessation strategies based on TCCACT's 2005 recommendations in this area. ACT Health provided funding to TCCACT to develop and facilitate the implementation of these strategies in ACT high schools in 2007, in consultation with the ACT Department of Education and Training, the Catholic Education Office (Archdiocese of Canberra and Goulburn), and the Association for Independent Schools of the ACT.

The *Youth Smoking Prevention and Cessation Resource Pack* – launched on World Health Organization World No Tobacco Day, 31 May 2007 – is the outcome of this commitment and collaboration.

Chapter One of this User Guide provides details on the contents of the Resource Pack, as at June 2007 (Part 1), and recommendations for how schools may implement these strategies (Part 2). Chapter Two provides a detailed history of the development of a youth smoking prevention strategy in the ACT (Part 3), and the development of the Resource Pack under the Youth Smoking Prevention Project (Part 4).



# Chapter One

## Part 1: Contents of the Resource Pack at June 2007

A full list of the contents of the *Youth Smoking Prevention and Cessation Resource Pack* (the Resource Pack) at June 2007 is provided at Table A below. This table provides publication details for each resource, together with information on its contents and target audience.

Resources are grouped in this list according to the following categories:

- Drug Education Framework
- Classroom Curriculum
- Cessation
- Whole of School, including:
  - Engaging with Parents
  - Peer Led Education
  - Professional Development for School Staff

Many of the resources include information that crosses into areas other than the resource's primary area of focus; for example, *Keeping Ahead of the Pack*, which is a classroom curriculum resource, also contains take home activities to assist in engaging with parents in tobacco education. This cross-over stems from an acknowledgement that a comprehensive, multi-strategy approach to drug education is most effective. The benefits of such an approach, and how the Resource Pack fits this approach, are discussed further at Section 2.4 below.

It should be noted that the Resource Pack is intended to be a dynamic tool kit, which will be updated as new resources, research and/or initiatives are produced to ensure that schools have the capacity to tackle these issues using a current best practice, evidence based approach. Although the types of resources included are likely to continue to fall within the groupings indicated above, the specific resources may change over time. Table A represents the full contents of the Resource Pack at June 2007.

**TABLE A – Resource Pack Contents (June 2007)**

Resource Name	Publisher	Year Published	Contents	Target Audience
<b>DRUG EDUCATION FRAMEWORK RESOURCES</b>				
<i>Principles for School Drug Education</i>	Australian Government Department of Education, Science and Training (DEST)	2004	Provides a framework of core concepts and values to support effective drug education practice within schools. The principles are intended to guide school executive, teachers and staff, as well as families, community agencies and other stakeholders, in making decision related to drug education practice within school communities. Principles take an evidence-based, comprehensive whole school approach.	Whole school
<i>National Framework for Protocols for Managing the Possession, Use and/or Distribution of Illicit and Other Unsanctioned Drugs in Schools</i>	Commonwealth Department of Education, Training and Youth Affairs	2000	Focuses on prevention and intervention with an aim to help school communities develop better ways of managing drug use in the school environment on a nationally consistent basis. Outlines eight guiding principles for responding to illicit and other unsanctioned drug use within Australian schools, which are then aligned with prevention and intervention components.	Whole school
<i>Innovation and Good Practice in Drug Education Monographs (8)</i>	DEST	2003	<p>Eight monographs designed to inform leaders in the field of school drug education about the range of practices, views and approaches directing the way forward in Australian school drug education.</p> <ol style="list-style-type: none"> <li>1. Understanding Key Terms used in Drug Education</li> <li>2. Creating an Engaging Curriculum</li> <li>3. Schools Can't Do it Alone</li> <li>4. Safety with a Life line</li> <li>5. Drugs and a Sense of Personal Responsibility</li> <li>6. Effective Communication</li> <li>7. Creating Connectedness</li> <li>8. Knowing the Scene</li> </ol>	Whole school

Resource Name	Publisher	Year Published	Contents	Target Audience
<b>CLASSROOM CURRICULUM RESOURCES</b>				
<i>Keeping Ahead of the Pack</i>	The Cancer Council ACT (TCCACT) – adapted from Western Australian (WA) <i>Smarter than Smoking Project</i>	2007	<p>Takes a harm minimisation approach. Classroom activities for ‘English’, ‘Physical Education and Health’, and ‘Studies of Society and Environment’ – aligned with the ACT draft curriculum framework Essential Learning Achievements. Also contains ideas for whole of school activities and approaches.</p> <p>Aims to encourage:</p> <ul style="list-style-type: none"> <li>• students who don’t smoke to continue to not smoke</li> <li>• students who smoke experimentally or occasionally to stop, reduce or prevent an increase in their smoking</li> <li>• students who smoke regularly to stop or cut down</li> <li>• all students to minimise the risk from passive smoking</li> <li>• all students to support others to stop or reduce smoking if the opportunity arises.</li> </ul>	Lower Secondary, through classroom teachers
<i>The Critics’ Choice 2007</i>	Australian Network on Youth People and Tobacco	2007	<p>Students watch the DVD of 12 anti-smoking advertisements, rate each and nominate the ad that would stop them smoking or encourage them to quit. School competition with prizes. Includes Teachers’ Resource with background information on smoking and lessons for primary and secondary students focussing on critical literacy skills.</p> <p>As this is an annual resource, schools will be provided a new version each year.</p>	Primary and Secondary, through classroom teachers

Resource Name	Publisher	Year Published	Contents	Target Audience
<b>CLASSROOM CURRICULUM RESOURCES (continued)</b>				
<i>Resilience Education and Drug Information (REDI): MY TV</i>	DEST	2003	<p>VIDEO (15mins): a drama about a group of Year 10 students exploring issues of drug use, intercut with interviews with young people. The video focuses on alcohol and cannabis use, and relationships with parents and friends. The teachers' guide includes a two-page fact sheet on tobacco.</p> <p>CD-ROM: lets students join the 'My TV' production team to put together an episode. There is quite a lot of tobacco related content on this CD-ROM, and it is an excellent interactive resource.</p> <p>Explores issues of drug use, in particular alcohol, tobacco and cannabis. Addresses skills such as decision-making, self-talk and being assertive. Students will engage in problem predicting, problem solving and in help-seeking behaviour.</p>	Lower Secondary, through classroom teachers
<i>REDI: On the Edge</i>	DEST	2003	<p>VIDEO (15mins): a series of short interviews exploring issues of final years, stress, alcohol, ecstasy, cannabis, and beyond school.</p> <p>CD-ROM: introduces to students a range of experts and young people via dozens of short video interviews. Students can follow up the ideas and issues raised in the interviews by exploring interactive activities.</p> <p>Does not specifically cover tobacco, but the skills addressed and developed, including independent thinking, developing coping strategies, and developing a sense of identity, are relevant to tobacco education.</p>	Upper Secondary, through classroom teachers

Resource Name	Publisher	Year Published	Contents	Target Audience
<b>CESSATION RESOURCES</b>				
<i>Keep Left: Youth Smoking Cessation Guide for Schools</i>	TCCACT – adapted from <i>WA Smarter than Smoking Project</i> . Resource material originating from Smoking Cessation for Youth Project undertaken by Curtin University of Technology (2001).	2007	Contains information for nominated school staff who work with students who smoke, such as Youth Support Worker and Counsellor, to assist students in quitting or reducing their smoking. This could be as a brief intervention or over a number of scheduled sessions. Includes information on motivational interviewing, and worksheets for students to help them confront their smoking and think of strategies to help them reduce its harm. Also includes information for schools in discussing issues with parents of students who smoke.	Students who smoke, through Student Welfare Staff, e.g. School Youth Workers or Counsellors
<i>Smart Moves on Smoking</i>	TCCACT – adapted from <i>WA Smarter than Smoking Project</i>	2007	Contains tips and advice for young people on quitting smoking. It addresses common myths about smoking and outlines the benefits of not smoking. It also encourages young smokers to understand their reasons for smoking and to choose alternative behaviours. Tips are also given for coping with the urge to smoke.	Students who smoke
<i>Quit Pack</i>	A collection of resources developed under the national Quitline initiative	2007	This is the quit pack provided to people who ring the Quitline. Contains advice and support material on quitting or reducing smoking. This resource is not intended for use with students attempting to quit or reduce smoking, but is rather provided as an educational resource to demonstrate what is used currently to support adults in their quit attempts. May also be useful in discussions school staff have with parents who smoke, or for school staff who themselves smoke.	Adults who smoke. Educational resources for students.

Resource Name	Publisher	Year Published	Contents	Target Audience
<b>WHOLE OF SCHOOL RESOURCES</b>				
<b>Engaging With Parents</b>				
<i>REDI: for Parents</i>	DEST	2006	<p>Aims to build capacity of school communities to engage and support parents through strategies that nurture students' learning, health and wellbeing.</p> <p>Three main components:</p> <ol style="list-style-type: none"> <li>1. Strengthening Family School Partnerships – guide for school leadership team to strengthen collaboration between schools, families and the community as part of drug prevention. Includes background information, strategies, links to web-based information, and tools.</li> <li>2. Building Conversations – facilitator guide and video/DVD for parent event organisers and facilitators. Includes professional development around preparing for and undertaking a drug prevention parent event, practical learning activities and accompanying resources for the event, and links to web-based information.</li> <li>3. Parent Pack – selection of fact sheets on drug issues (licit and illicit) and web-based information for parents and families.</li> </ol>	Parents of students, through school staff
<i>Clearing the Air: Talking with Children and Teenagers about Smoking</i>	TCCACT – adapted from WA <i>Smarter than Smoking Project</i>	2007	Simple brochure containing basic facts and guidance for parents on youth smoking; e.g. why children/teenagers try smoking, what parents can do and say to prevent children and teenagers from smoking. Suggests ways parents can set a healthy example.	Parents of students

Resource Name	Publisher	Year Published	Contents	Target Audience
<b>WHOLE OF SCHOOL RESOURCES (continued)</b>				
<b>Peer Led Education</b>				
<i>Leading Education about Drugs (LEAD): Participatory Approaches for Students</i>	DEST	2005	Assists schools in conducting forums by providing practical, hands-on strategies for implementing student participation in drug education; suggestions for using interactive and experimental learning approaches; guiding principles; planning points; sample agendas and outlines of activities for schools to use; and advice on peer participatory training.  Provides guidance to assist schools in preparing students for peer leadership roles in the conduct of drug education forums.	Whole school, to facilitate peer lead education
<b>Professional Development for School Staff</b>				
<i>REDI: Professional Development</i>	DEST	2003	Designed for school staff and their communities. Enables schools to examine the implications of fostering resilience as part of the school's approach to drug education, health and wellbeing.  Includes: <ul style="list-style-type: none"> <li>• Video (REDI for School Communities, i.e. all school staff)</li> <li>• Facilitator Guide (REDI for School Communities)</li> <li>• Video (REDI for the Class Room, i.e. teachers)</li> <li>• Facilitator Guide (REDI for the Class Room)</li> <li>• CD-ROM (REDI for Practice)</li> </ul>	School staff
<i>Keeping in Touch</i>	DEST	2006	Designed to increase the knowledge and skills of school staff in providing early identification, effective responses and ongoing support to students across a range of drug use issues and incidents.	School staff

## Part 2: Using the Resource Pack

### 2.1 Drug Education Framework Resources

Drug education is embedded within specific key learning areas in the school curriculum and is informed by the Australian Government Department of Education, Science and Training (DEST) *Principles for School Drug Education*. Drug education focuses on developing student knowledge, skills, values and attitudes to enable students to make informed and responsible decisions in their lives. This direction draws together a range of health topics, including drug education, under a broader banner of student wellbeing. The ACT curriculum framework contains essential, explicit and cross disciplinary Essential Learning Achievements related to student wellbeing and lifelong learning, including drug education.

As outlined in Table A, the Australian Government drug education framework resources included in the Resource Pack provide schools with core concepts and values to support effective drug education practice and assist in the development of ways of managing drug use in the school environment. Schools may find these resources useful in preparing tobacco education curriculum and policies related to how the school will respond to situations such as students found smoking within the school grounds.

For more information on how drug education should be approached from a broader student wellbeing framework, see Section 2.5 below.

### 2.2 Classroom Curriculum Resources

ACT schools will most probably already have, and be using, the DEST *Resilience Education and Drug Information* (REDI) resources included in the Resource Pack – *My TV* for lower secondary, and *On the Edge* for upper secondary.

To complement these resources, *Keeping Ahead of the Pack* is provided as a tobacco specific classroom resource. As noted in Table A, this resource contains tobacco education activities for use in three learning areas:

1. English
2. Physical Education and Health
3. Studies of Society and Environment

Each activity is aligned with the ACT draft curriculum framework Essential Learning Achievements. This resource also contains ideas for whole of school activities and approaches.

*The Critics' Choice* is also designed to be used within the classroom setting. The Teachers' Resource contained on the DVD with the 12 anti-smoking advertisements provides a suggested classroom activity for primary (Activity 1) and secondary (Activity 2) students. As the activities focus on critical literacy skills and the health effects of smoking, it is recommended that, within the high school setting, this resource is used in either English or Physical Education and Health.

If your school wishes to participate in the competition aspect of *The Critics' Choice*, it is important that you run the activity and submit your entries within the competition period. As this is an annual resource, schools will be provided a new version each year.

In addition to the physical resources contained in the Resource Pack, schools are encouraged to incorporate the use of the *OxyGen* website ([www.OxyGen.org.au](http://www.OxyGen.org.au)) into school classroom activities around tobacco education. This is the only Australian website dedicated to informing young people about the harmful effects of tobacco and its use.

The site is a tri-state initiative between *Smarter than Smoking* SA, the *Smarter than Smoking Project* WA, and Quit Victoria. Developed in 1999, the site is jointly funded by the three state not-for-profit organisations responsible for these projects.

The site is designed for young people aged 10 to 17 years, and provides interactive educational activities, tobacco facts and figures, information on industry tactics, and updates on tobacco issues and events happening around Australia. In addition to providing information to young people, OxyGen has a comprehensive range of resources for teachers and other professionals who work with young people.

### 2.3 Cessation Resources

Importantly, the Resource Pack not only provides information and support for schools in relation to approaches to youth smoking prevention, but also on strategies for assisting students who do smoke to quit or reduce their smoking.

As noted in Table A, *Keep Left: Youth Smoking Cessation Guide for Schools* is provided for use by school welfare staff nominated to work with students who smoke. Typically, these staff will be School Youth Support Workers and Counsellors. *Keep Left* provides staff with guidance on how to work with students who smoke to assist them in quitting or reducing their smoking. This could be as a brief intervention or during scheduled sessions. It is recommended that any scheduled youth smoking cessation programs or services offered by schools should be based on voluntary student enrolment or participation.

*Keep Left* provides information on motivational interviewing, which is an effective method of encouraging people to recognise and do something about their present or potential problems. As an approach, it is client-centred and directed, and aims to increase the client's intrinsic motivation so that change arises from within rather than attempting to impose it from without. In line with these principles, motivational interviewing should only be used when permission is given by the student to discuss their smoking or smoking behaviour generally. If a student indicates that they do not wish to discuss these matters with the staff member, the worksheets included in *Keep Left* may be provided to the student for them to consider and work through in their own time if they so choose.

Staff may also offer students who smoke a copy of the brochure *Smart Moves on Smoking*, examples of which are included in the Resource Pack. Further copies can be ordered from The Cancer Council ACT (TCCA). This brochure contains tips and advice for young people on quitting smoking.

Examples of the Quit Pack, provided to adult smokers who request this resource through the Quitline, are also provided in the Resource Pack. The Quit Pack is provided primarily as an educational resource for students preparing assignments on smoking and cessation programs, however, it may also be useful for school staff who smoke and who would like assistance in quitting or reducing their smoking. Further copies can be obtained by contacting the Quitline on 13 7848 (13 QUIT).

Schools may choose to have copies of the Quit Pack available to all staff.

## 2.4 Whole of School Resources

It is now recognised that there are multiple layers to drug use, involving the individual, their relationships to peers, family, school and community, as well as broader structural factors, all of which interconnect and are relevant to a young person's health outcomes.

DEST *Principles for School Drug Education* (2004), p. 7

Drug education is embedded within specific key learning areas in the school curriculum and is informed by the DEST *Principles for School Drug Education*. Drug education focuses on developing student knowledge, skills, values and attitudes, which enables students to make informed and responsible decisions in their lives. This direction draws together a range of health topics, including drug education, under a broader banner of student wellbeing.

The DEST Principles recognise the need for a sustained, comprehensive whole school approach to drug education that is evidence based and addresses the curriculum, the school environment and relationships with the broader community. This incorporates the school's student wellbeing policies, practices and programs in addition to curriculum programs. This approach is supported by the Health Promoting Schools Model, on which more information is provided in Section 3.5 below.

The ACT curriculum framework contains essential explicit and inter-disciplinary Essential Learning Achievements related to student wellbeing and lifelong learning, including drug education. Drug education is addressed through the key learning areas of Health and Physical Education, and Science, integrated cross-curricular units and where appropriate, in other key learning areas such as English and Studies of Society and the Environment. It is also covered in whole school activities, such as pastoral care programs, performing arts activities and student wellbeing forums involving the parent community.

To support schools in adopting a comprehensive whole school approach, included in the Resource Pack are resources that will assist schools in 1) engaging with parents, 2) running peer led education programs, and 3) ensuring that the whole school community has the skills and awareness to contribute to healthy outcomes.

### Engaging with Parents

The main resource included to assist school in engaging with parents is the DEST Resilience Education and Drug Information (REDI) *REDI: for Parents*, which is already available to Australian schools. This resource aims to build the capacity of school communities to engage and support parents through strategies that nurture students' learning, health and wellbeing, for example, through the organising and running of drug prevention parent events.

Schools may also wish to make available to parents, either during these events or as part of general communication with parents (such as with newsletter mail-outs), the *Clearing the Air: Talking with Children and Teenagers about Smoking* brochure. This brochure provides easy to follow information for parents on youth smoking, such as:

- why youth people may try smoking;
- what parents can do and say to prevent their children from smoking; and
- ways in which parents can set a healthy example for their children.

Examples of this brochure are included in the Resource Pack and further copies can be ordered from TCCACT.

In addition, the *Keep Left* resource discussed under Section 2.3 (above) provides guidance for schools in engaging with parents, including suggested school newsletter items and advice for school staff in communicating with parents of students who smoke.

### **Peer Led Education**

Peer led education can play an important and powerful role in a whole school approach to addressing drug education. *Leading Education about Drugs (LEAD): Participatory Approaches for Students* is another DEST resource that is already available to Australian schools. *LEAD* aims to assist schools in conducting drug education forums with practical advice for implementing student participation in drug education. It also provides guidance to assist schools in preparing students for peer drug education leadership roles within the school community.

### **Professional Development for School Staff**

Current theory and research underpinning the DEST *Principles for School Drug Education* concludes that teachers are best placed to provide drug education as part of an ongoing school program, and that appropriately trained and supported peer leaders and visiting presenters can complement the teacher's role. The DEST principles recognise that effective professional development and support enhance the teacher's repertoire of facilitation skills and provide current and accurate information and resources.

Two DEST resources are included in the Resource Pack to assist schools in providing the whole staffing community with professional development opportunities to ensure that all staff members are confident and competent to contribute to a comprehensive whole school approach to drug education.

*REDI: Professional Development* enables schools to examine the implications of fostering resilience as part of the school's approach to drug education, health and wellbeing. *Keeping in Touch* (commonly referred to as "The KIT") is designed to increase the knowledge and skills of school staff in providing early identification, effective responses and ongoing support to students across a range of drug use issues and incidents.

Schools are also encouraged to take advantage of cross-sectoral professional learning opportunities provided by the ACT Department of Education and Training in student wellbeing across the curriculum.

## **2.5 Complementary Student Wellbeing Resources**

As identified in the DEST *Principles for School Drug Education*, there is increasing evidence that drug-related risk and harm share common causal pathways with other health and social outcomes, such as mental health. Interventions aimed at addressing specific health issues can have a positive effect on outcomes in other health and wellbeing areas.

For these reasons, it is recommended that drug education approaches are informed by general student health and wellbeing principles and strategies. The ACT Youth Smoking Prevention Project partners recommend two specific complementary student wellbeing initiatives to ACT high schools to support their work in this area – these being the United Nations World Health Organisation (WHO) Health Promoting Schools model and *MindMatters*. These complementary initiatives are detailed below. Resources supporting these initiatives are available on-line and are easily accessible to schools.

## Health Promoting Schools Model

Schools can make use of the Health Promoting Schools model to address health and wellbeing issues within their school community.

A health promoting school provides a supportive environment for learning and health. Members of a health promoting school community take action and place priority on creating an environment that will have the best possible impact on the health and learning of students, teachers, staff, parents and visitors to the school.

In a health promoting school, health is defined in its broadest sense and refers to social, emotional, spiritual, cognitive and physical health. There is a recognition that these dimensions of health are interconnected and that they influence, and are influenced by the environments in which we live. [...]

The health promoting school concept describes three areas of influence:

- the formal curriculum
- the school ethos
- the relationships between the school and the local community.

Extract from *Health Promoting Schools: Supportive environments for learning and health*, available at [www.chdf.org.au](http://www.chdf.org.au)

Some useful resources to assist schools in adopting a Health Promoting Schools model can be found on the Centre for Health Promotion website – [www.chdf.org.au](http://www.chdf.org.au). This Centre is part of the Children, Youth & Women's Health Service, Adelaide, South Australia. From the Centre's homepage, click on the 'Resource Centre' icon, then click on the 'Health Promotion Schools' link.

Resources include the *Health Promoting Schools Manual: A toolbox for creating healthy places to learn, work and play*, which has been produced by the Queensland Government Departments of Health and Education (2001). This resource provides a collection of tools that are widely used in a number of disciplines to enrich the way school communities manage, coordinate, or organise programs and activities.

## MindMatters

*MindMatters* is a mental health promotion initiative for Australian secondary schools developed by the Australian Government Department of Health and Ageing (1999). Resources under this initiative were first distributed to secondary schools, including those in the ACT, in 2002. *MindMatters* uses a whole school approach to mental health promotion and suicide prevention, based on the WHO Health Promoting Schools model.

This initiative involves a suite of resources and a professional development program aimed to support schools and parents in promoting and protecting the social and emotional wellbeing of members of school communities.

In the ACT, the Child and Adolescent Mental Health Service within Mental Health ACT provides free training workshops for school staff on all aspects of student wellbeing, and on the use of the *MindMatters* resource to build the school's capacity for enhancing resilience.

For more information, visit the *MindMatters* website: [www.curriculum.edu.au/mindmatters](http://www.curriculum.edu.au/mindmatters)

# Chapter Two

## Part 3: Youth Smoking Prevention Strategy Development

### 3.1 ACT Government Commitment

In 2001, the Australian Capital Territory (ACT) Government committed to a Youth Smoking Prevention Strategy (YSPS) and, through the then ACT Department of Health, Housing and Community Care (now ACT Health) released a Scoping Report entitled ‘Towards a Youth Smoking Prevention Strategy for the ACT’.

This report recommended that a comprehensive, multi-faceted, YSPS be developed in the ACT and suggested that the Western Australian *Smarter than Smoking* package of interventions represented the most relevant model for the needs of the ACT.

### 3.2 TCCACT Contract

In April 2003, ACT Health invited The Cancer Council ACT (TCCACT) and the Heart Foundation (ACT Division) to make a submission to undertake the work of developing an effective and sustainable local strategy for youth smoking prevention. TCCACT’s submission was successful and it was awarded a two year contract to develop the YSPS.

### 3.3 Project Activities

#### Project Management Committee

A Project Management Committee was established in July 2003 to shape and oversee the project work under TCCACT’s contract. This committee comprised representatives from ACT Health, the ACT Department of Education and Training, and TCCACT.

#### Literature Review

In October 2003, TCCACT prepared a literature review, ‘Toward Preventing Youth Smoking in the ACT: A Review of the Evidence’, in order to appraise existing evidence on youth smoking interventions in the international, national and local contexts. This literature review made recommendations for the development and implementation of the YSPS. Based on these recommendations, further research was then undertaken to inform the YSPS, as detailed below.

#### Preliminary Research

TCCACT contracted NFO Donovan (now known as TNS Social Research) to undertake preliminary research for developing the YSPS. In September 2003, this research group conducted six (6) focus groups with years 7–9 students across ACT government and non-government schools. The purpose of these focus groups was to establish whether ACT youth differ greatly from youth in Western Australia (WA) or New South Wales (NSW) in terms of their knowledge, attitudes and beliefs about smoking in order to evaluate the appropriateness of drawing on youth smoking prevention resources developed in these jurisdictions.

This focus group research found that there were no major discernible differences in the way in which ACT youth socialise or in their motivations to smoke or not to smoke compared to WA and NSW youth.

The report from this research was provided as an Appendix to TCCACT's 'ACT Youth Smoking Prevention Project' (2005).

### **Review of Youth Smoking Prevention Resources**

Also in August 2004, a Subcommittee of the Project Management Committee was established to review current youth smoking prevention curriculum resources and their appropriateness for use in the ACT. The Subcommittee reviewed four resources in accordance with principles of best practice found in the Australian Government 'Innovation and Good Practice Monographs'; these resources being:

- 1) *Smoke Screen* (NSW 2001)
- 2) *Cigarette Smoke is POISON* (QLD 2003)
- 3) *Tobacco... the truth is out there!* (SA 2003)
- 4) *Ahead of the Pack* (WA 1999)

All four resources were found to meet the best practice principles and to be appropriate for use in the ACT.

### **Review of Youth Smoking Cessation Initiatives**

TCCACT undertook research on the efficacy of youth smoking cessation services, and findings of this research were presented to the Management Committee in November 2004.

TCCACT recommended that youth smoking cessation interventions form part of the YSPS, and should:

- use cognitive-behavioural approaches with voluntary enrolment;
- include self-help materials for youth wanting to quit;
- look at the need to equip schools with resources to provide cessation assistance; and
- look at the need to provide cessation services for youth outside the target group of 12–15 years, specifically for 16–17 year olds.

### **Cessation Services for Parents**

TCCACT trialled offering cessation services to parents of younger children. The uptake of this service was very poor. From this trial, TCCACT recommended to the Management Committee in November 2004 that further exploration of cessation services for parents may be warranted, however, that the relative effectiveness of such interventions did not seem promising.

### **Youth Forum**

In March 2005, TCCACT held a Youth Forum on the YSPS at Old Parliament House in line with *National Youth Tobacco Free Day*. Fifteen young people participated in this forum – six identifying as smokers.

One of the clear messages from the day's activities was that participants saw the school as the most suitable environment for youth smoking cessation services – it being a safe and accessible environment where support is available from friends, teachers and school youth workers.

### **Other Activities – Anti-Smoking Advertising**

In November 2003, TCCACT, through TNS Social Research, undertook research with students from years 7-9 from ACT government and non-government schools to test the suitability of using WA *Smarter than Smoking* anti-smoking advertisements in the ACT.

Based on the findings of this research, in June 2004 TCCACT ran an advertising campaign using two *Smarter than Smoking* anti-smoking advertisements. Post campaign evaluation found that the two chosen advertisements were effective and appropriate for use in the ACT.

Based on this information, TCCACT recommended that a second, more prolonged television advertisement campaign, using *Smarter than Smoking* advertisements, should be run early in the implementation of the YSPS.

### **3.4 Project Final Report and Recommendations**

TCCACT's final report on the YSPS, entitled 'ACT Youth Smoking Prevention Project', was submitted to ACT Health in the second half of 2005. This report contained 45 recommendations for the development and implementation of a Youth Smoking Prevention Project (YSPP).

This report recommended that the ACT YSPP involve a comprehensive community-wide approach using a range of interlinked interventions and strategies, including:

- parental involvement;
- peer led strategies;
- cessation programs;
- competitions and clubs;
- school-based interventions;
- mass media;
- advocacy around smoking in movies;
- internet and interactive technologies; and
- sponsorship.

A full list of the recommendations detailed in this Report is provided as an Appendix to this User Guide. Discussion of the recommendations of specific relevance to the development of the Resource Pack is provided in Section 4.2 below.

## Part 4: Youth Smoking Prevention Project Implementation

### 4.1 ACT Health/TCCAAC Service Agreement

In February 2006, ACT Health approached The Cancer Council ACT (TCCAAC) requesting a proposal for the implementation of a youth smoking prevention program.

This led to ACT Health entering into a Deed of Variation with TCCAAC in June 2006 to add a new output to its service agreement; this being TCCAAC's implementation of a Resource Pack, developed as part of the Youth Smoking Prevention Project (YSPP), in ACT Schools.

A Steering Committee was established to oversee the development and implementation of this Resource Pack and complementary professional development activities – comprising representatives from ACT Health, the ACT Department of Education and Training (ACTDET) and TCCAAC.

Originally, the intention was for TCCAAC to pilot such a Resource Pack in six ACT high schools in the first half of 2007, and from this to make recommendations for potential future implementation of the Resource Pack in all ACT high schools. However, due to a number of considerations and complexities, TCCAAC's project partners, ACT Health and ACTDET, recommended in early 2007 that it would be most effective and efficient to implement the Resource Pack in all ACT high schools at once; proposing that this full implementation be managed by ACTDET through the drug education professional development workshops it periodically runs for schools.

### 4.2 Suite of School-Based Strategies

As identified above, the scope for the funding provided to TCCAAC by ACT Health in 2006 to further work under the YSPP was limited to activities around the development and implementation of a suite of school-based strategies.

TCCAAC's 2005 report recommended that the following strategies be components of a school based intervention:

#### **Parental Involvement** (relates to recommendations 6–10)

- 1) resources for parents who smoke, identifying the impact their smoking may have on their children, both in terms of risks relating to environmental smoke and influencing the uptake of smoking by their children. This resource should encourage those parents who are not willing to quit to maintain a smoke free home, and to limit their children's access to parents' cigarettes;
- 2) guidance for schools on how to develop and implement programs for parents to equip them with anti-smoking parenting strategies;

#### **Peer led Strategies** (relates to recommendations 11–12)

- 3) guidance for schools to implement peer led strategies in tobacco education;

#### **Cessation Programs** (relates to recommendations 13–17)

- 4) information on cessation programs for youth;
- 5) resources for students to assist them in quitting smoking;

#### **School-based Interventions/The School Based Strategy** (relates to recommendations 20–32)

- 6) resources for school-based curriculum on tobacco education, using a social influences approach and reinforcing health promotion framework;

- 7) distribution of *Critics' Choice* resource;
- 8) guidance on how schools may engage the local community and relevant local organisations as partners in promoting prevention and cessation of tobacco use; and

**Internet and Interactive Technologies** (relates to recommendation 42)

- 9) resources promoting the *OxyGen* website.

TCCACT's 2005 Report also identified the importance of provision of appropriate training and support for teachers and other school personnel in the delivery of these resources. **The project partners agreed that professional development constitute an essential component of the implementation of, and ongoing support for, this project.**

### 4.3 Selection of School Resources

TCCACT was aware of the need for the Resource Pack to align with the following established national drug education framework documents:

- *Principles for school drug education* (Department of Education, Science and Training, 2004);
- *National Framework for Protocols for Managing the Possession, Use and/or Distribution of Illicit and Other Unsanctioned Drugs in Schools* (Commonwealth Department of Education, Training and Youth Affairs, 2000);
- *Innovation and Good Practice in Drug Education Monographs* (DEST, 2003).

These framework documents form the basis of the Resource Pack (with copies included within the Pack for schools' information).

In the second half of 2006, the Steering Committee reviewed existing youth smoking prevention and cessation resources to establish which should be included in the Resource Pack to ensure that all of the recommended school-based strategies (set out in TCCACT's 2005 Report) were covered. This review identified a number of current Australian Government Department of Education, Science and Training drug education resources that were important inclusions for the Pack.

The Steering Committee's review of youth smoking prevention and cessation resources developed at the State and Territory level led it to propose the inclusion of four Western Australian (WA) resources, if these resources could be adapted to localise them for use in the ACT. Three of these WA resources originated from the *Smarter than Smoking Project* and the fourth from the WA Smoking Cessation for Youth Project (SCYP) undertaken by the Centre for Health Promotion Research, School of Public Health, Curtin University of Technology.

The process of identifying and adapting these WA resources is detailed below.

#### **WA Smarter than Smoking resources**

Through its review of existing youth smoking curriculum resources, the Steering Committee discovered that the NSW *Smoke Screen* (2001) resource, which TCCACT had recommended in its 2005 Report, was out of print and not appropriate for adapting for use in the ACT due to copyright issues.

At the same time, the Steering Committee learned of a pending review of the WA resource *Ahead of the Pack*, a resource under the *Smarter than Smoking Project*. This resource, based on a harm minimisation approach and targeted at lower secondary students, has been very positively received in WA since its development in 1999, and has contributed to some great successes in the reduction of youth smoking rates in WA.

TCCACT's discussions with the *Smarter than Smoking Project* Team at the end of 2006 were extremely positive, with this Project Team expressing support for TCCACT to adapt its resources for use in the ACT.

As TCCACT's preliminary research found sufficient similarity in the way in which ACT youth socialise and their motivations to smoke or not to smoke compared to WA youth, together with the clear successes experienced in WA, the Steering Committee agreed that the YSPR Resource Pack should incorporate the revised version of *Ahead of the Pack* – called *Keeping Ahead of the Pack* – with modifications to localise the resource for the ACT.

TCCACT therefore entered into a Memorandum of Understanding (MOU) with the *Smarter than Smoking Project* in early 2007 to localise *Keeping Ahead of the Pack*. The MOU also allowed for TCCACT to localise two Smarter than Smoking brochures identified by the Steering Committee as meeting the recommendations for resources on parental information and cessation guidance for youth to be included in the Resource Pack; these brochures being (respectively):

- *Clearing the Air: Talking with Children and Teenagers about Smoking*; and
- *Smart Moves on Smoking*.

### **Smoking Cessation – Keep Left**

As discussed above, the preliminary research conducted by TCCACT in developing a youth smoking prevention strategy for the ACT clearly recognised the importance of youth smoking cessation guidance for schools and students. The brochure *Smart Moves on Smoking*, discussed above, provides an excellent resource for young people looking for tips and support for quitting or reducing their smoking.

A resource for school staff working with students who smoke, however, was also necessary to provide guidance on how such staff can assist students to quit or reduce their smoking.

TCCACT reviewed the WA resource *Keep Left: Youth Smoking Cessation Guide for Nurses*. The material in this resource was initially developed as part of the Western Australian Smoking Cessation for Youth Project (SCYP), undertaken from 1999 to 2001 by the Centre for Health Promotion Research, School of Public Health, Curtin University of Technology.

The SCYP was a five-year Healthway and NHMRC funded project, which aimed to provide skills-based activities for 14 and 15-year-old students who smoked occasionally or daily. The program was designed to help these students to quit or at least reduce their current smoking, while reaffirming the advantages of being smoke-free to young people who did not smoke.

Since its distribution to WA schools in 2001, *Keep Left* has complemented a comprehensive mix of youth smoking prevention strategies implemented as part of the WA *Smarter than Smoking Project*. Follow-up evaluation with school nurses to measure the resource's effectiveness within the school environment has shown that overall, the resource is well liked and user friendly. In particular, school nurses found the motivational interviewing script the most useful and identified ongoing training and greater support from the whole school community as a key strategy to help them to be more effective at reducing smoking among students.

Again, given the similarity found to exist between ACT and WA youth in their motivations to smoke or not to smoke, the Steering Committee decided to include *Keep Left* in the Resource Pack. With permission from Curtin University of Technology, TCCACT has adapted this resource for use in the ACT, entitled *Keep Left: Youth Smoking Cessation Guide for Schools*.

# Final Remarks

The development of the *Youth Smoking Prevention and Cessation Resource Pack* has been a collaborative endeavour between The Cancer Council ACT (TCCACT), ACT Health and the ACT Department of Education and Training (ACTDET).

As outlined in the Preface, the Resource Pack has been developed to be a dynamic tool kit, which will be updated as new resources, research and/or initiatives are produced to ensure that schools have the capacity to tackle these issues using a current best practice, evidence based approach.

Ongoing development and support for schools using this Resource Pack will be provided by ACTDET, with TCCACT also continuing to provide assistance to schools under TCCACT's Tobacco Control Programs. The project partners acknowledge that ongoing professional development opportunities for school staff are vital for the Pack's effectiveness to be realised.

The constructive relationships built between the project partners will assist in a coordinated approach to policy and service delivery in the area of youth smoking prevention and cessation. However, effective and sustainable change in this area cannot be achieved without the input and commitment from our schools. To assist in future developments and the provision of support and services, the project partners welcome feedback and suggestions from ACT high schools using this Resource Pack.

The project partners acknowledge the positive and conscientious work done by ACT high schools in the area of smoking prevention over recent years, which has undoubtedly contributed to an encouraging reduction in youth smoking rates in the ACT. It is our hope that the resources provided in this Resource Pack, together with our continued collaborative support for this initiative, will strengthen the capacity of our schools and wider community to further contribute to successful efforts in this area.



# Appendix

A full list of the recommendations contained in The Cancer Council ACT's 2005 Report to ACT Health, 'ACT Youth Smoking Prevention Project', are provided below.

It is important to note that these recommendations describe all the components of a youth smoking prevention strategy that the TCCA ACT Project Management Committee deemed appropriate in 2005. Some of these components are already satisfied by existing drug education resources distributed by the Australian Government Department of Education, Science and Training (DEST).

In addition, in reviewing these recommendations it is important to note that the context within which they were made has changed in some respect, such as the dissolution of Healthpact and of the ACT Department of Education and Community Services (DECS) "Drug Summits", and the current trialling of the draft ACT Curriculum Framework. Furthermore, the NSW *Smoke Screen* resource is now out-of-date and hence, no longer an option as the core curriculum resource to be used in the ACT (further discussion on this is provided in Section 4.3 of the User Guide).

Please note that tables, sections and references mentioned in the Recommendations below refer to parts of the 2005 Report that have not been reproduced in this User Guide.

## **Recommendations**

### *Scope of Strategy and Program Components*

1. The ACT YSPP youth-based smoking prevention strategy must be conducted as part of a comprehensive public health strategy that addresses tobacco smoking in the whole ACT community including adults and youth.
2. The ACT YSPP should involve a comprehensive community-wide approach using a range of interlinked interventions and strategies. A steering committee involving key government departments and community agencies active in the youth tobacco field, should guide the program.
3. The ACT YSPP should adopt components of the programs outlined in Table 1. In particular, the Smarter than Smoking Program in Western Australia provides the most appropriate framework and elements of the program are likely to require the least amount of adaptation for the ACT population.
4. Supportive elements such as those outlined in Section 5 will also form important parts of the program.
5. There are a number of key community agencies already working in the youth smoking area in the ACT including: The National Heart Foundation ACT division, The Cancer Council ACT, Life Education, Healthpact (Children and Youth Tobacco Coalition funding), MacKillop Catholic College, and relevant government departments ACT Health and Department of Education and Community Services. These groups could form the nucleus of a Steering Committee to advise on a unified, comprehensive tobacco control program.

*Parental Involvement*

6. Parents should be involved in the project so that their awareness of the program is heightened, giving them an opportunity to discuss, reinforce and interpret smoking prevention messages with their children.
7. It is important that adult cessation programs be well funded in supporting the youth interventions. The feasibility of offering parents who smoke cessation services should be investigated and, if deemed appropriate, cessation programs should emphasise the impact [their] smoking has on their children, [in relation to] both the risks related to environmental smoke, and the risk of influencing their adolescents' uptake of smoking.
8. Parents not willing to quit should be encouraged to maintain a smoke free home, and to limit adolescents' access to the parent's cigarettes. Evaluations of the NSW Car and Home Smokefree Zone program may offer directions to achieving this recommendation.
9. All parents should be offered programs to equip them with anti-smoking parenting strategies i.e. communicating their disapproval of smoking. Parental involvement may support development of informal social support networks among parents allowing for shared supervision and problem solving in relation to smoking issues.
10. Parent involvement in the DECS "Drug Summits" (see Section 4.7) should continue to be encouraged and these programs used as a model for encouraging parent involvement in other ACT YSPP activities.

*Peer led Strategies*

11. Peer led education could be a useful strategy for the ACT YSPP as part of a more multifaceted community-wide program.
12. Evaluation of the peer led cessation programs used by TCCACT could provide valuable insight into how a peer led prevention program may be structured.

*Cessation Programs*

13. Cessation programs for youth should form an important part of the ACT YSPP.
14. Youth cessation services currently available through The Cancer Council ACT should be evaluated and enhanced, based on formative research, into a broader youth cessation program.
15. The use of print and Internet resources to support cessation efforts are relatively cost effective strategies that the ACT YSPP should trial.
16. Formative research into the "cessation preferences" of ACT youth, such as that carried out by Gillespie et al. (1995), and MacKillop Catholic College (2003) would assist in developing the most appropriate cessation program.
17. Cessation programs carried out at MacKillop College and by the Cancer Council ACT should be evaluated and their appropriateness for use as a broader cessation program assessed.

*Competitions and Clubs*

18. Competition and non-smoking clubs may be used as a complementary strategy to reach youth outside the school setting.
19. The YTAG group may either act as a starting point for a club, or may provide insight through formative research into how effective clubs and competitions may be with ACT youth.

### *School-based Interventions*

20. School-based intervention programs should form an important part of the ACT YSPP which should involve a unified, comprehensive approach supported by the school, parents and community.
21. Curriculum should be based on the social influences or social competence approaches, with the social influences approach supported by slightly more evidence for preventing smoking uptake.
22. Existing resources from successful programs should be adapted to meet the ACT program's needs.
23. Key agencies who should be partners in the school based strategy include: The Department of Education and Youth and Family Services, ACT Health, The Cancer Council ACT, the National Heart Foundation-ACT division and Life Education.
24. The WHO Health Promoting Schools' Model, which is well established in the ACT, should guide the school aspect of the ACT YSPP such that personal skills of students are not only effected but that there are also broader changes to school policy and ethos, and the school-home-community environment

### *The School Based Strategy*

25. The *Smoke screen resource* should be used as the foundation for the resource to be developed for distribution to ACT schools.
26. Modifications to *Smoke screen* should be developed and included to maximise its suitability for the ACT context, including the insertion of ACT data and statistics.
27. *Smoke screen* should also be modified to make it more amenable to promotion of the Health Promoting Schools' framework and to capitalise on its promotion of student resilience, using a social influences training and social competence/life skills development approach
28. Tobacco education should be incorporated in the curricula in four age groups and for 10–15 year olds or grades 5 to 8 and there should be significant attention devoted to tobacco-specific education in these grades.
29. The *Critics' Choice* resource should be used to supplement the modified refined *Smoke screen* resource.
31. Schools should be supported to engage the local community and relevant local organisations as partners in promotion of tobacco use prevention and cessation.
32. Schools should be supported to engage parents as partners and ensure that the outcomes of this involvement are monitored. Specifically, alternative attractive methods should be used to engage parents rather than the usual mechanisms as school newsletters and parent forums. Financial support for such alternatives may be achieved through a small grants program.
33. The development of a unified policy framework for all schools should be facilitated by the appropriate bodies to ensure implementation of a consistent school approach.

### *Mass Media*

34. Mass media anti-tobacco advertising should be used in the ACT YSPP in conjunction with other community level strategies including school programs.
35. Advertising concepts pre-tested with a representative sample of ACT youth should be used (see below), and a mixture of messages should be used to target different segments of the adolescent population. Ongoing expertise in this area is recommended to keep messages current i.e. media expertise should be accessed prior to each wave of the campaign.

36. Media expertise should be used and ads carefully scheduled so that messages remain salient to adolescents. Where possible a unified approach to mass media advertising should be taken, so that effects are not “diluted” by other anti-smoking advertising.
37. The campaign will need to be of sufficient intensity e.g. (Hafstad & Aaro, 1997; Flynn et al., 1995) to effect change.
38. It is recommended that a second, more prolonged television advertising campaign should be undertaken.
39. Radio ads did not perform as well [as television advertising] which is consistent with experience in Western Australia. It is not recommended that radio ads be part of a campaign at this stage.

#### *Smoking in Movies*

40. The opportunity exists to raise parents’ awareness of the effect of smoking in the movies on youth perception of prevalence and acceptance of smoking.
41. An opportunity exists to contribute to the peer reviewed literature through trialling and evaluating an anti-smoking advertisement or poster promotion, run by those promoting tobacco control, targeting smoking in the movies.
42. The ACT YSPP should support advocacy for movie ratings changes due to smoking content.

#### *Internet and Interactive Technologies*

43. Development of an ACT specific anti-tobacco Website is not recommended as the OxyGen site is culturally appropriate, and an excellent information source. Opportunity exists to develop links from relevant ACT Websites to the OxyGen site, and to widely promote the Website through the Project.
44. The opportunity exists to develop interactive technologies such as CD ROMs, or chat rooms to extend the reach of the anti-tobacco messages in a relatively low cost manner.

#### *Healthpact Sponsorships*

45. There is inadequate evidence to recommend that Healthpact sponsorships form part of the YSPP.
46. Healthpact sponsorships should be evaluated using outcome and cost benefit analysis to determine their suitability as a complementary strategy to the YSPP.