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Appendix 4.1

The Hunter Region of New South Wales, Australia
Map 1: The Hunter Region of New South Wales, Australia.

Map 2: A more detailed map of the Hunter Region.
Appendix 4.2

Parent Information Letter and Consent Form
Dear Parent,

The Faculty of Medicine and Health Sciences at the University of Newcastle and the Hunter Area Health Service are undertaking research to find out more about reducing high school students' smoking and alcohol use and sun exposure behaviours.

The project involves students in Years 7 and 8 answering questions about their knowledge of and attitudes towards smoking, drinking alcohol, sun protection, how much and how often they smoke, drink alcohol and stay in the sun unprotected. We wish to survey the students now and again in 12 months time. All of the students' answers to the questionnaires will be STRICTLY CONFIDENTIAL. Only the research staff will see the questionnaires and there will be no names on the questionnaires. The questionnaires will be given out under exam conditions and will take 35 minutes for students to complete. No other student will see the answers.

The results of the questionnaires will help in the design of health promotion activities which aim to reduce smoking, excessive drinking and unprotected sun exposure in adolescents. Participation in the survey is voluntary and your child's school work will not be affected in any way by his/her participation or non-participation in the study.

Please fill out the attached consent form if you would like your child to participate. If you agree to your child's participation, the final decision about participation will rest with your child. Please return the consent form to school tomorrow. If you would like further information about the project or have some questions, please do not hesitate to contact one of the members of the research team listed below.

Yours sincerely

Marita Lynagh
Hunter Centre for Health Advancement
Phone: 216 856

Maria Rees
Hunter Centre for Health Advancement
Phone: 246 206

Dr Margot Schofield
Hunter Centre for Health Advancement
Phone: 246 329

Complaints:
The University requires that all participants are informed that if they have any complaint concerning the manner in which a research project is conducted it may be given to the researcher or if an independent person is preferred, to the University's Human Research Ethics Officer, Office for Research, Chancellery, University of Newcastle, 2308, telephone 21 6333.
CONSENT FORM

ADOLESCENT HEALTH RISK SURVEY

PARENT: For all parents of students in Years 7 and 8.

I agree for my child to participate in the research project as explained in the attached letter.

Name: ____________________  Child's Name: ____________________

Signature: __________________  Child's Form Class: ________________

Date: ________________

PLEASE DETACH AND RETURN THIS FORM TO SCHOOL TOMORROW.
THE UNIVERSITY OF NEWCASTLE

APPROVAL FOR RESEARCH PROJECT INVOLVING HUMAN SUBJECTS

Affiant Details

Chief Investigator/Project Supervisor: Dr Margot Schofield

First named in application)

Other Investigators:

Project Title: Health promoting schools accreditation project in Hunter High Schools

Administering Institution: THE UNIVERSITY OF NEWCASTLE

Ethics Committee Use

Do you your opinion that this project complies with the provisions contained in the NH&MRC document Statement on Human Experimentation and Supplementary Notes? YES ☐ NO ☐

Do you your opinion that this project complies with the requirements concerning experimentation on humans within this University? YES ☐ NO ☐

Comments, provisions, or reservations:

Approved with comments.

Information letters should be presented on letterhead.

Name of responsible Ethics Committee: THE UNIVERSITY OF NEWCASTLE HUMAN RESEARCH ETHICS COMMITTEE

Ethics Monitoring: Annually and/or upon completion

Name of Ethics Committee representative: Ms S J O'Connor, Secretary to the Committee

Signature: ________________________________ Date: 17th May, 1994
Dear Dr Schofield

The Hunter Region Research and Evaluation Committee has considered your proposal to conduct a pilot study to develop the Health Promoting Schools - Project methodology. The Pilot project will survey the knowledge, attitudes, and behaviour of Year 7 and Year 8 students in relation to sun protection, alcohol, and smoking.

The Committee is pleased to grant access to the schools nominated for the Pilot Study (listed below). You will appreciate that the approval of the Committee does not obligate schools in any way. The decision to participate will be at the discretion of each principal.

<table>
<thead>
<tr>
<th>Intervention Schools</th>
<th>Control Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Committee will require a further application should you wish to proceed with a larger study following evaluation of the Pilot. In any case a brief report will be required by the Committee at the conclusion of the Pilot study.

Yours sincerely

IAN SHEPHERD
(Interim Chair)
Hunter Region Research and Evaluation Committee
Assistant Regional Director
Appendix 4.3

School and teacher instructions.
Dear school,

Thank you for agreeing to participate in the Adolescent Health Risk Survey of students in years 7 and 8. The survey involves students filling out a questionnaire on their knowledge, attitudes and behaviour for smoking, alcohol and sun protection.

The questionnaire takes approximately 30 - 40 minutes to complete and needs to be completed by students AFTER LUNCH-BREAK, ON A MONDAY. The date which has been organised for your students to complete the survey is: ____________.

Students may participate only if they have parental consent. You will find enclosed approximately _____ copies of Parent Letters and Consent Forms. Please ask students to take the letters home to parents and return the Consent Form, signed by a parent, to the school at the earliest time.

In order to achieve the highest possible return rate, we would ask the school and the teachers involved, to prompt students verbally on a daily basis, display posters on bulletin boards and include reminder notices in the school weekly newsletter to parents. As an added incentive, we have arranged for a number of prizes for which all students who return their signed Consent Forms will go in a draw. These prizes are:

- a double movie pass
- a double pass to a Newcastle Knights home game
- a double pass to a Newcastle Falcons home game
- a Falcons poster signed by team members.

When distributing the Parent Letters and attached Consent Forms to students, please inform the students of the above prizes.

A member of the project team will return to your school on ____________ to collect the returned signed Consent Forms. An envelope has been provided for you to place and store these in.

Should you require more Consent Forms or have any questions, please do not hesitate to contact one of the members of the research team listed below.

Yours sincerely

Marita Lynagh
Phone: 21 6856

Maria Rees
Phone: 24 6206

Dr Margot Schofield
Phone: 24 6329
Dear teacher,

Your school has agreed to participate in an Adolescent Health Risk Survey of students in years 7 and 8. The survey involves students filling out a questionnaire on their knowledge, attitudes and behaviour for smoking, alcohol and sun protection.

The questionnaire takes approximately 30 - 40 minutes to complete. The date and time which has been organised for your students to complete the survey is:

DATE: ___________________ PERIOD: ___________________

Two members of the project team will arrive at your school during lunchtime on the day of the survey with the questionnaires. They will distribute the questionnaires to you for the students which you would normally be teaching in that period, and will be available if any problem should arise during the administration of the questionnaire.

When you hand out the questionnaires to students, could you please make sure that each student receives the questionnaire with THEIR CORRECT NAME on it. Ask the students to quickly write in their address and telephone number on the cover sheet. (If your students are in year 7, this cover sheet will be yellow. If you are teaching year 8 students, their cover sheets will be blue.) Ask the students to then detach this cover sheet from the rest of the questionnaire & leave it on the desk.

Read through the instructions on the front page of the questionnaire with the students, then ask them to turn the page and commence straight away. While they are completing the questionnaire, walk around the room and collect the detached cover sheets with names & addresses on them. Place these in the envelope provided.

When students have finished the questionnaire, please collect all of them, or have the students place them in the box provided. If you have to remain in the classroom for further teaching, a project member will come to your room and collect the questionnaires from you. If you have to leave the room, or you have finished lessons for the day, a central place of return will be designated in your school for you to bring the completed questionnaires back to.

Should you require more information or have any questions, the project contact person in your school, _________ may be able to help you, or please feel free to contact one of the members of the research team listed below.

Yours sincerely,

Marita Lynagh
Phone: 216856

Maria Rees
Phone: 24 6206

Dr Margot Schofield
Phone: 24 6329
SUN PROTECTION

DRINKING

SMOKING

What do you think?

This is a survey to find out what young people like yourself think about sun protection, drinking and smoking.

We would like you to answer ALL the questions on the form. Instructions for completing the questions are given on the form.

It is very important that you answer all the questions honestly and on your own. Don't worry about what anyone else is writing.

All the answers you give will remain PRIVATE - no one here at the school, your parents or anyone else will ever know your answers. We're interested in the answers of students as a whole.

If you have any questions - something you don't understand - please ask your teacher or the supervisor.

THANK YOU FOR TAKING PART

REMEMBER: IF YOU HAVE ANY QUESTIONS, PLEASE ASK
### SECTION A

1. **How old are you?**
   
   [ ] [ ] years

2. **What sex are you?** (Please circle the number next to your answer.)
   - Male
     - [ ] 1
   - Female
     - [ ] 2

### THESE QUESTIONS ARE ABOUT SMOKING

3. **Have you ever smoked even part of a cigarette?** (Circle one number only.)
   - No - Go to question 7.
     - [ ] 1
   - Yes (just a few puffs)
     - [ ] 2
   - Yes (less than 10 cigarettes in my life)
     - [ ] 3
   - Yes (more than 10 cigarettes in my life)
     - [ ] 4

**IF YOU ANSWERED "NO", GO TO QUESTION 7**

4. **Have you smoked cigarettes at all IN THE LAST 4 WEEKS (1 month)?**
   - Yes
     - [ ] 1
   - No
     - [ ] 2

**IF YOU ANSWERED "NO", GO TO QUESTION 7**

5. **About how many cigarettes would you have smoked in the last month?**
   (Circle one number only.)
   - None
     - [ ] 1
   - Only a couple
     - [ ] 2
   - Less than one packet
     - [ ] 3
   - More than one packet
     - [ ] 4
6. **Last Week:**
This question is about the number of cigarettes you had during the **LAST SEVEN DAYS** including yesterday.

Put a tick near **YESTERDAY.** Then start filling in the spaces beginning with yesterday. Follow the arrows.

**WRITE AN ANSWER FOR EVERY DAY OF THE WEEK.** Write in the circle, the number of cigarettes you smoked each day. Put '0' for each day you didn't smoke any cigarettes.

- **Monday**
- **Tuesday**
- **Wednesday**
- **Thursday**
- **Friday**
- **Saturday**
- **Sunday**

**Office Use Only:**

- **Mon** __
- **Tue** __
- **Wed** __
- **Thu** __
- **Fri** __
- **Sat** __
- **Sun** __

---

**THESE QUESTIONS ARE ABOUT DRINKING ALCOHOL**

7. **Have you ever had even a part of an alcoholic drink?** (Circle one number only.)

   - **NO** - Go to question 13. 1
   - **Yes (just a few sips)** 2
   - **Yes (less than 10 drinks in my life)** 3
   - **Yes (10 or more drinks in my life)** 4

   **IF YOU ANSWERED "NO" GO TO QUESTION 13.**

8. **Have you ever had an alcoholic drink in the last 12 months?**

   - **Yes** 1
   - **No** 2

   **IF YOU ANSWERED "NO", GO TO QUESTION 13.**
In the last 12 months when you have drunk alcohol, how often have you felt the following effects as a result? (Circle one number on each line)

<table>
<thead>
<tr>
<th>Effect</th>
<th>Often</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Just felt merry/happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b) Felt a bit drunk/funny</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c) Felt very drunk/felt sick</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d) Passed out</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e) Had an accident due to drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

In the last 12 months when you have drunk alcohol, how many times have you done the following? (Circle one number on each line)

<table>
<thead>
<tr>
<th>Activity</th>
<th>10 or more times</th>
<th>3 to 9 times</th>
<th>1 or 2 times</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Gone swimming within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b) Walked along the edge of a road within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c) Walked across a bitumen road within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d) Ridden a push bike within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e) Driven a motor vehicle or motor bike within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f) Gone boating within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g) Been the passenger in any kind of vehicle with someone else who had been drinking within the last 4 hours</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h) Drunk alcohol without your parents knowing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i) Drunk alcohol without your parents or another adult being present</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Have you had an alcoholic drink IN THE LAST 4 WEEKS?

Yes 1

No 2
How much alcohol have you had IN THE LAST 2 WEEKS? (To answer properly, you need to know what we mean by "one standard drink" of alcohol - SEE THE PINK SHEET AT THE BACK OF THIS QUESTIONNAIRE WHERE A DIAGRAM ExplAINS WHAT "A STANDARD DRINK" IS.)

Below are circles for the days IN THE LAST 2 WEEKS. Starting from yesterday, work backwards through the weeks, writing the number of "standard drinks" you had each day in the spaces provided. If you did not drink any alcohol on a particular day, write "0" in the space.

LAST WEEK (starting from yesterday):

WEEK BEFORE LAST
3. THE FOLLOWING QUESTION IS ABOUT YOUR ACTIVITIES AND SUN PROTECTION FOR TODAY: Monday.

We are interested in finding out what you did today, and whether you used any skin protection during those activities. The next page over shows a diary for today - Monday. First, look at the **EXAMPLE BELOW, ON THIS PAGE** to show you how to fill out today's diary. The diary does not take very long to complete, and it is set up using the school recess periods to help you remember what you were doing and wearing during that time.

**EXAMPLE ONLY**

### MONDAY DIARY

To prompt your memory, write down what you were mostly doing each period. (Please write the activity, e.g. reading, cricket, typing)

<table>
<thead>
<tr>
<th>A. Where were you mostly during this activity?</th>
<th>RECESS 1ST HALF 2ND HALF OF LUNCH LUNCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Indoors</td>
<td>Reading</td>
</tr>
<tr>
<td>2. Outdoors, mostly in the sun</td>
<td>Evening</td>
</tr>
<tr>
<td>3. Outdoors, mostly in the shade</td>
<td>Netball</td>
</tr>
</tbody>
</table>

**NOW PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION BELOW**

<table>
<thead>
<tr>
<th>B. What were you wearing on your head?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nothing</td>
</tr>
<tr>
<td>2. A sun visor</td>
</tr>
<tr>
<td>3. A cap</td>
</tr>
<tr>
<td>4. A cap with a flap</td>
</tr>
<tr>
<td>5. A wide brimmed hat</td>
</tr>
<tr>
<td>6. A helmet</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. What were you wearing on your upper body?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nothing, or a bikini top</td>
</tr>
<tr>
<td>2. A singlet top or one-piece swimsuit</td>
</tr>
<tr>
<td>3. Short sleeves no collar (T-shirt)</td>
</tr>
<tr>
<td>4. Short sleeves with collar or hood</td>
</tr>
<tr>
<td>5. Long sleeves no collar</td>
</tr>
<tr>
<td>6. Long sleeves with collar or hood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. What were you wearing on your lower body?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nothing, underpants or swimmers only</td>
</tr>
<tr>
<td>2. Shorts or skirt/dress above the knees</td>
</tr>
<tr>
<td>3. Long pants/jeans or skirt dress below the knees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. What were you wearing on your feet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nothing, thongs or sandals without socks</td>
</tr>
<tr>
<td>2. Shoes or sandals with socks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Were you wearing any sunscreen? (Y = Yes, N = No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On your face?</td>
</tr>
<tr>
<td>2. On your neck?</td>
</tr>
<tr>
<td>3. On your shoulders?</td>
</tr>
<tr>
<td>4. On your arms?</td>
</tr>
<tr>
<td>5. On your chest?</td>
</tr>
<tr>
<td>6. On your back?</td>
</tr>
<tr>
<td>7. On your legs?</td>
</tr>
</tbody>
</table>

**NOW TURN THE PAGE AND COMPLETE YOUR DIARY FOR TODAY...........**
### 13. MONDAY DIARY

For each question below you need to circle one number for each question.

To help your memory, write down what you were mostly doing during each school recess period.

**Fill in your activity here**
(eg reading, cricket)...

<table>
<thead>
<tr>
<th></th>
<th>Recess</th>
<th>1st half</th>
<th>2nd half</th>
</tr>
</thead>
</table>

**NOW PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION BELOW**

#### 13A. Where were you mostly during this activity?

1. Indoors
2. Outdoors, mostly in the sun
3. Outdoor, mostly in the shade

#### 13B. What were you wearing on your head?

1. Nothing
2. A sun visor
3. A cap
4. A cap with a flap
5. A wide brimmed hat
6. A helmet

#### 13C. What were you wearing on your upper body?

1. Nothing, or a bikini top
2. A singlet top, or one-piece swimsuit
3. Short sleeves/no collar (T-shirt)
4. Short sleeves with collar or hood
5. Long sleeves/no collar
6. Long sleeves with collar or hood

#### 13D. What were you wearing on your lower body?

1. Nothing, underpants or swimmers only
2. Shorts or skirt/dress above the knees
3. Long pants/jeans, or skirt/dress below the knees

#### 13E. What were you wearing on your feet?

1. Nothing, thongs or sandals without socks
2. Shoes or sandals with socks

#### 13F. Were you wearing any sunscreen:

(Y=Yes, N=No)

1. On your face?
2. On your neck?
3. On your shoulders?
4. On your arms?
5. On your chest?
6. On your back?
7. On your legs?

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
<th>N</th>
<th>Y</th>
<th>N</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
SECTION B.

THESE QUESTIONS ARE ABOUT SKIN PROTECTION

1. During summer (Terms 1 and 4), how often would you wear a hat at school during lunchtime? (Please circle one number)
   - Every day: 1
   - 3 - 4 days a week: 2
   - 1 - 2 days a week: 3
   - Less than once a week: 4
   - Not at all: 5

2. During summer (Terms 1 and 4), how often would you wear sunscreen at school during lunchtime?
   - Every day: 1
   - 3 - 4 days a week: 2
   - 1 - 2 days a week: 3
   - Less than once a week: 4
   - Not at all: 5

3. During last summer, did you get a sunburn which was sore or tender the next day?
   - Yes, once: 1
   - Yes, a few times: 2
   - No: 3

4. What type of hats do you own for summer use? (Circle either 1 for YES, or 2 for NO on each line)
   - Wide brimmed hat: Yes 1 No 2
   - Narrow brimmed hat: Yes 1 No 2
   - Cap with a neck flap: Yes 1 No 2
   - Cap without a neck flap: Yes 1 No 2
   - Sun-visor: Yes 1 No 2
   - Other (what kind?): 1 2


5. How would you describe what happens to your skin after being in the sun?
   I always burn, never tan
   I burn a little, then tan gradually
   I tan easily and rarely burn

6. Next summer, do you think you will: (Circle one number only)
   Try to get as deep a tan as possible
   Try to get a medium suntan
   Try to get a light suntan
   Not even think about tanning
   Try to protect yourself against the sun as much as possible

7. Does your father smoke cigarettes?
   Yes
   No
   Don't know

8. Does your mother smoke cigarettes?
   Yes
   No
   Don't know

9. How many of your close friends smoke cigarettes? (Circle one number)
   0 1 2 3 4 5 6 7 8 9 10 or more

10. Do your friends think that smoking cigarettes
    Is a cool thing to do
    Is an uncool thing to do
    Is neither cool nor uncool
    Don't know
11. What are the rules about you smoking in your home?
(Circle one number on each line)

<table>
<thead>
<tr>
<th>Option</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) I can smoke anywhere in my house</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b) I can smoke, but only in certain rooms of the house</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c) I can smoke at home at anytime</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d) I can smoke at home, but only sometimes</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e) I'm not allowed to smoke at home at all</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f) There are no rules about me smoking at home</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

12. One (1) year from now, do you think you will:
(Circle one number only)

- Be smoking cigarettes regularly: 1
- Be smoking cigarettes occasionally: 2
- Not be smoking at all: 3

THESE QUESTIONS ARE ABOUT DRINKING ALCOHOL

13. How often does your father drink alcohol? (Circle one number only)

- Never: 1
- Only on special occasions: 2
- Sometimes (once or twice a week): 3
- Often (most days, but not every day): 4
- Every day: 5
- Don't know: 6

14. How often does your mother drink alcohol?

- Never: 1
- Only on special occasions: 2
- Sometimes (once or twice a week): 3
- Often (most days, but not every day): 4
- Every day: 5
- Don't know: 6
15. How many of your close friends do you think have drunk alcohol in the last 12 months? (Circle one number only)

0 1 2 3 4 5 6 7 8 9 10 or more

16. Do your friends think that drinking alcohol

Is a cool thing to do

Is an uncool thing to do

Is neither cool nor uncool

Don’t know

1 2 3 4

17. In your home, what are the rules about how much alcohol you are allowed to drink? (Circle one number only)

I am allowed to drink as much as I like

I am allowed to drink a moderate amount (1 - 2 glasses)

I am allowed to drink a small amount (1/2 glass or less)

I am not allowed to drink any alcohol

I don’t know what the rules are

1 2 3 4 5

18. In your home, what are the rules about how often you are allowed to drink alcohol? (Circle one number only)

I am allowed to drink alcohol at anytime, or as often as I like

I am allowed to drink alcohol only on special occasions

I am allowed to drink alcohol sometimes, not just on special occasions

I am never allowed to drink alcohol

I don’t know what the rules are

1 2 3 4 5

19. One (1) year from now, do you think you that, when you go out with friends, you will: (Circle one number only)

Be drinking a lot of alcohol (3 glasses or more)

Be drinking a moderate amount of alcohol (1 - 2 glasses)

Be drinking a small amount of alcohol (1/2 glass or less)

Not be drinking alcohol at all

1 2 3 4
NOW WE HAVE SOME GENERAL KNOWLEDGE QUESTIONS. Only one answer (from 1-4) is correct. Please circle what you think is the correct answer to each question.

1. How many people die of skin cancers in Australia each year?
   - 100
   - 500
   - 1,000
   - 10,000

2. How long can the average Australian stay unprotected in the midday sun without burning?
   - 1 minute
   - 12 minutes
   - 33 minutes
   - 1 hour

3. If you use a sunscreen with a sun protection factor (SPF) 10, this means that you can stay in the sun, without burning for?
   - 10 minutes
   - 10 hours
   - 10 times as long as you can without a sunscreen
   - All day

For each of the following statements, please indicate whether you think they are true or false. (Please circle one number on each line).

4. In Australia, both dark and light skinned people have an equal chance of getting skin cancer
   - True
   - False

5. You only get skin cancer if you keep on getting really burnt
   - True
   - False

6. You can’t die from skin cancer
   - True
   - False

7. All suntan lotions contain a sunscreen
   - True
   - False

8. You can get sunburnt on cloudy days
   - True
   - False
For each of the following questions, please write what you think the correct answer is in the space provided.

9. How old does the law say you need to be before you can be sold cigarettes? __________ years

10. How old does the law say you need to be before you can buy alcohol? __________ years

11. What do you think is a "safe" level of smoking? How many cigarettes per day? __________ cigarettes per day

12. What do you think is a "safe" level of drinking alcohol?
   a) How many standard drinks in a day do you think a man can have without a harmful health effect? __________ drinks per day
   b) How many standard drinks in a day do you think a woman can have without a harmful health effect? __________ drinks per day

13. From the list below, place a tick on the line beside the THREE (3) health issues which YOU THINK are most likely to affect the health of kids in your school.

<table>
<thead>
<tr>
<th>Health Issue</th>
<th>Number</th>
<th>Health Issue</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition &amp; Diet</td>
<td>01</td>
<td>Suicide</td>
<td>07</td>
</tr>
<tr>
<td>Environment</td>
<td>02</td>
<td>Alcohol</td>
<td>08</td>
</tr>
<tr>
<td>Exercise</td>
<td>03</td>
<td>Sun protection</td>
<td>09</td>
</tr>
<tr>
<td>Stress</td>
<td>04</td>
<td>Illegal drugs</td>
<td>10</td>
</tr>
<tr>
<td>Tobacco smoking</td>
<td>05</td>
<td>Pollution</td>
<td>11</td>
</tr>
<tr>
<td>Road safety</td>
<td>06</td>
<td>Other</td>
<td>12</td>
</tr>
</tbody>
</table>

14. From the list below, place a tick on the line beside the THREE (3) health issues which YOUR SCHOOL considers to be most important for the health of kids in your school.

<table>
<thead>
<tr>
<th>Health Issue</th>
<th>Number</th>
<th>Health Issue</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition &amp; Diet</td>
<td>01</td>
<td>Suicide</td>
<td>07</td>
</tr>
<tr>
<td>Environment</td>
<td>02</td>
<td>Alcohol</td>
<td>08</td>
</tr>
<tr>
<td>Exercise</td>
<td>03</td>
<td>Sun protection</td>
<td>09</td>
</tr>
<tr>
<td>Stress</td>
<td>04</td>
<td>Illegal drugs</td>
<td>10</td>
</tr>
<tr>
<td>Tobacco smoking</td>
<td>05</td>
<td>Pollution</td>
<td>11</td>
</tr>
<tr>
<td>Road safety</td>
<td>06</td>
<td>Other</td>
<td>12</td>
</tr>
</tbody>
</table>
SECTION D

Now we are interested in your ideas and opinions. We want you to circle a number to show how much you agree or disagree with the statements below. Look at the example before you start.

**EXAMPLE**

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go outside a lot during summer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>A circle around the number &quot;4&quot; shows that this person strongly disagrees that she/he goes out a lot during summer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There may seem to be a lot of questions, but we want you to answer each one. There are no right or wrong answers to these questions, we want your IDEAS AND OPINIONS. Now please complete the following by circling the number that shows your response.

| 1 | Looking tanned is heaps better than looking white in summer. |
| 2 | Skin cancer is not a very scary disease. |
| 3 | Having a tan makes you look like an outdoors person and that's important. |
| 4 | My parents always take sunscreen along on family outings and use it. |
| 5 | My parent(s) tell me all the time to protect my skin from the sun. |
| 6 | Getting a tan is a good way to look attractive. |
| 7 | I'd use a sunscreen if I thought it would protect me against skin cancer. |
| 8 | I don't think I have much chance of getting skin cancer. |
| 9 | I'd wear a shirt at the beach if it would prevent skin cancer. |
| 10 | I choose to wear clothes that protect me from the sun. |
| 11 | My parent(s) have never had skin cancer, so I won't. |
| 12 | My parent(s) try to make me wear a hat to the beach/pool. |
| 13 | Shirts with sleeves look trendy in summer. |
| 14 | My parent(s) would be really angry if I came home sunburnt. |
| 15 | By the time I'm old enough to get skin cancer, medical science will have a cure. |
## SECTION E

**THESE QUESTIONS ARE ABOUT WHAT YOU THINK ABOUT DRINKING**

There are no right or wrong answers—just circle an answer from strongly agree to strongly disagree.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>It's alright to swim after drinking if you are a strong swimmer</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Driving after drinking is safe if you drive very slowly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>As long as you're with a group of friends, you're pretty safe even if you're drunk</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>As long as you walk facing the oncoming traffic, it's quite safe to walk along the road when you've been drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Kids are likely to drink more when their parents aren't around or don't know about it</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Most people my age drink alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Most people are okay about kids drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Police often check on drinking by young people</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>A lot of people are concerned about kids getting drunk</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>When they do drink, most young people drink a lot</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>There is a lot of information around on the effects of drinking alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>People selling alcohol often check kids ages</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Lessons should be taught in school about alcohol and how not to drink or how to drink sensibly</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>Parents should know whether or not their children drink alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>Drinking alcohol causes health problems</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>Drinking alcohol looks cool</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Drinkers can become addicted to alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>Advertising by alcohol companies influences people my age</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>Drinking low alcohol drinks is likely to keep me safer</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
## SECTION F

**THESE QUESTIONS ARE ABOUT WHAT YOU THINK ABOUT SMOKING.**

There are no right or wrong answers - just circle an answer from "Strongly Agree" to "Strongly Disagree".

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>People who smoke are usually more popular than non-smokers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Students should be allowed to smoke at school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>It's not very smart to smoke.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The anti-smoking advertisements on TV do not put young people off smoking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Smoking makes you look more attractive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>There is too much anti-smoking advertising these days.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>When you smoke you look awful.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Smoking can harm your health.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Smoking makes you short of breath.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>People who smoke are more relaxed and confident.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>11</td>
<td>Smoking only a few cigarettes a day would not hurt my health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>The health risks of smoking have been exaggerated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>People enjoy life more when they smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14</td>
<td>I could smoke cigarettes without getting hooked.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>People who smoke usually don't care about their health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16</td>
<td>I'd smoke if it helped you stay thin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>17</td>
<td>Kids who smoke seem more grown up than kids who don't smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>Most of my sports idols smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>Breathing other people's cigarette smoke is harmful to your health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20</td>
<td>Coaches of sporting teams approve of smoking.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21</td>
<td>People who smoke do so because they want to, not because their friends do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22</td>
<td>People who smoke are better at sport than non-smokers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>Smoking is a good way to keep your weight down.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
What countries were your mother and father born in?

Mother: Australia 1
Somewhere else ________________ 2
Where?

Father: Australia 1
Somewhere else ________________ 2
Where?

What is your father's occupation or job?

Please write the full name of his job. For example: plumber, primary school teacher, works on his own farm, works on someone else's farm, electrical engineer, car salesman. (If he doesn't have a job at the moment, what was his last job? If he has never had a job that you know of, write "none".)


What is your mother's occupation or job?

Please write the full name of her job. For example: high school teacher, doctor, accountant, secretary, nurse, bank teller. (If she doesn't have a paid job at the moment, what was her last job? If she has never had a job that you know of, write "none".)


THANKS FOR YOUR TIME AND EFFORT.
PLEASE WAIT FOR YOUR TEACHER TO COLLECT YOUR COMPLETED QUESTIONNAIRE OR PLACE IT IN THE BOX AT THE FRONT OF THE ROOM AS YOU LEAVE.
Appendix 5.1

Intra-class correlation coefficient calculations by school for main outcome measures.
### Current Smoking

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F value</th>
<th>Pr&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>5</td>
<td>2.792</td>
<td>0.558</td>
<td>5.14</td>
<td>0.0001</td>
</tr>
<tr>
<td>Error</td>
<td>1599</td>
<td>173.784</td>
<td>0.108</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1604</td>
<td>176.576</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Intra-Cluster Correlation: 0.015
- Upper 95% Limit for ICC: 0.101
- Lower 95% Limit for ICC: 0.004
- Inflation Factor: 5.087

### Current Drinking

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F value</th>
<th>Pr&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>5</td>
<td>1.132</td>
<td>0.226</td>
<td>1.48</td>
<td>0.1918</td>
</tr>
<tr>
<td>Error</td>
<td>1599</td>
<td>244.042</td>
<td>0.152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1604</td>
<td>245.175</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Intra-Cluster Correlation: 0.001
- Upper 95% Limit for ICC: 0.029
- Lower 95% Limit for ICC: -0.001
- Inflation Factor: 1.484

### Unsafe Alcohol Use (Binge Drinking)

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F value</th>
<th>Pr&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>5</td>
<td>0.22</td>
<td>0.044</td>
<td>1.12</td>
<td>0.349</td>
</tr>
<tr>
<td>Error</td>
<td>1599</td>
<td>63.065</td>
<td>0.039</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1604</td>
<td>63.285</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Intra-Cluster Correlation: 0.000
- Upper 95% Limit for ICC: 0.021
- Lower 95% Limit for ICC: -0.002
- Inflation Factor: 1.127
Unsafe Alcohol Use (Having felt very drunk or sick or passed out as a result of drinking in the last 12 months.)

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F value</th>
<th>Pr&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>5</td>
<td>2.367</td>
<td>0.473</td>
<td>3.17</td>
<td>0.007</td>
</tr>
<tr>
<td>Error</td>
<td>855</td>
<td>127.899</td>
<td>0.149</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>860</td>
<td>130.267</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Intra-Cluster Correlation | 0.015 |
| Upper 95% Limit for ICC   | 0.112 |
| Lower 95% Limit for ICC   | 0.002 |
| Inflation Factor          | 3.127 |

Unsafe Alcohol Use (Having engaged in one or more harms associated with alcohol use at least once in the last 12 months.)

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F value</th>
<th>Pr&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>5</td>
<td>1.965</td>
<td>0.393</td>
<td>2.65</td>
<td>0.022</td>
</tr>
<tr>
<td>Error</td>
<td>940</td>
<td>139.396</td>
<td>0.148</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>945</td>
<td>141.362</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Intra-Cluster Correlation | 0.010 |
| Upper 95% Limit for ICC   | 0.087 |
| Lower 95% Limit for ICC   | 0.000 |
| Inflation Factor          | 2.627 |

Adequate Sun Protection

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>Sum of Squares</th>
<th>Mean Square</th>
<th>F value</th>
<th>Pr&gt;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>5</td>
<td>2.069</td>
<td>0.414</td>
<td>2.3</td>
<td>0.0425</td>
</tr>
<tr>
<td>Error</td>
<td>1473</td>
<td>264.576</td>
<td>0.179</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>1478</td>
<td>266.640</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Intra-Cluster Correlation | 0.005 |
| Upper 95% Limit for ICC   | 0.049 |
| Lower 95% Limit for ICC   | -0.000|
| Inflation Factor          | 2.300 |
Appendix 5.2

Results of chi-square analyses examining factors associated with current smoking.
Results of Chi-square analyses examining association between CURRENT SMOKING* and individual, social and environmental variables.

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% of current smokers (n = 202)</th>
<th>$\chi^2$</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54.5%</td>
<td>48.0%</td>
<td>3.59</td>
<td>1</td>
<td>0.0582</td>
</tr>
<tr>
<td>Female</td>
<td>45.5%</td>
<td>52.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>35.0%</td>
<td>20.1%</td>
<td>24.05</td>
<td>3</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>13</td>
<td>49.5%</td>
<td>58.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>15.3%</td>
<td>21.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>51.5%</td>
<td>34.6%</td>
<td>25.38</td>
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<td>&lt;0.0001</td>
</tr>
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<td>Year 8</td>
<td>48.5%</td>
<td>65.4%</td>
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<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Aust/NZ</td>
<td>81.5%</td>
<td>81.5%</td>
<td>0.58</td>
<td>5</td>
<td>0.9890</td>
</tr>
<tr>
<td>UK/Ireland</td>
<td>8.8%</td>
<td>8.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medit/Mid East</td>
<td>1.0%</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other European</td>
<td>4.6%</td>
<td>5.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>2.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (incl. USA)</td>
<td>1.5%</td>
<td>1.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Socioeconomic Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Daniel's 7-point scale)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (1 – 3)</td>
<td>39.6%</td>
<td>29.4%</td>
<td>7.42</td>
<td>1</td>
<td>0.0065</td>
</tr>
<tr>
<td>Low (4 – 7)</td>
<td>60.4%</td>
<td>70.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father's smoking behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoker</td>
<td>30.4%</td>
<td>45.2%</td>
<td>21.42</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Non-smoker</td>
<td>69.6%</td>
<td>54.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother's smoking behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoker</td>
<td>27.4%</td>
<td>42.5%</td>
<td>25.57</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Non-smoker</td>
<td>72.6%</td>
<td>57.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smoking is allowed.</td>
<td>32.3%</td>
<td>40.6%</td>
<td>6.78</td>
<td>1</td>
<td>0.0092</td>
</tr>
<tr>
<td>Smoking is not allowed.</td>
<td>67.7%</td>
<td>59.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intention to smoke in 1 year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intend to be smoking</td>
<td>22.0%</td>
<td>81.1%</td>
<td>452.71</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Intend to not be smoking.</td>
<td>78.0%</td>
<td>18.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Current smoking* defined as having smoked at least one cigarette in past seven days.
Results of Chi-square analyses examining association between CURRENT SMOKING and individual, social and environmental variables. (continued)

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% of current smokers (n = 202)</th>
<th>χ²</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer attitude to smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think it 'cool'.</td>
<td>11.8%</td>
<td>14.9%</td>
<td>50.21</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Think it 'uncool'.</td>
<td>22.4%</td>
<td>2.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think neither.</td>
<td>65.8%</td>
<td>82.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of close friends who smoke</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>No friends smoke</td>
<td>38.4%</td>
<td>2.0%</td>
<td>298.91</td>
<td>5</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>1-2 friends smoke</td>
<td>19.5%</td>
<td>7.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 friends smoke</td>
<td>13.4%</td>
<td>15.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6 friends smoke</td>
<td>8.8%</td>
<td>14.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8 friends smoke</td>
<td>3.4%</td>
<td>8.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 or more friends smoke</td>
<td>16.4%</td>
<td>52.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of legal age of sales &amp; 'safe' level of smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know both facts</td>
<td>35.8%</td>
<td>14.4%</td>
<td>45.03</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Know neither one nor both facts</td>
<td>64.2%</td>
<td>85.6%</td>
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<td></td>
</tr>
<tr>
<td>Perceived risks of smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with no risks</td>
<td>2.5%</td>
<td>3.7%</td>
<td>124.50</td>
<td>3</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Agreed with 1 to 2 risks</td>
<td>10.0%</td>
<td>24.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with 3 to 4 risks</td>
<td>24.8%</td>
<td>44.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with 5 to 6 risks</td>
<td>62.7%</td>
<td>27.4%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Perceived benefits of smoking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with no benefits</td>
<td>3.0%</td>
<td>10.4%</td>
<td>47.10</td>
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<td>&lt;0.0001</td>
</tr>
<tr>
<td>Disagreed with 1 to 2 benefits</td>
<td>11.7%</td>
<td>16.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with 3 to 4 benefits</td>
<td>85.3%</td>
<td>73.1%</td>
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</tr>
<tr>
<td>Self-efficacy of smokers</td>
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<td></td>
</tr>
<tr>
<td>Disagreed with no beliefs</td>
<td>4.9%</td>
<td>21.6%</td>
<td>218.63</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Disagreed with 1 to 2 beliefs</td>
<td>22.4%</td>
<td>44.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with 3 to 5 beliefs</td>
<td>72.7%</td>
<td>33.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Current smoking" defined as having smoked at least one cigarette in past 7 days.
Appendix 5.3

Results of chi-square analyses examining factors associated with binge drinking.
Results of Chi-square analyses examining factors associated with BINGE DRINKING.*

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% of binge drinkers (n = 66)</th>
<th>$\chi^2$</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54.5%</td>
<td>40.9%</td>
<td>4.55</td>
<td>1</td>
<td>0.0329</td>
</tr>
<tr>
<td>Female</td>
<td>45.5%</td>
<td>59.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>35.0%</td>
<td>18.2%</td>
<td>9.05</td>
<td>3</td>
<td>0.0287</td>
</tr>
<tr>
<td>13</td>
<td>49.5%</td>
<td>60.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>15.3%</td>
<td>21.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>51.5%</td>
<td>36.4%</td>
<td>5.67</td>
<td>1</td>
<td>0.0173</td>
</tr>
<tr>
<td>Year 8</td>
<td>48.5%</td>
<td>63.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aust/NZ</td>
<td>81.6%</td>
<td>78.7%</td>
<td>3.93</td>
<td>5</td>
<td>0.5501</td>
</tr>
<tr>
<td>UK/Ireland</td>
<td>8.9%</td>
<td>8.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medit/Mid East</td>
<td>1.0%</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other European</td>
<td>4.6%</td>
<td>8.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.4%</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (incl. USA)</td>
<td>1.5%</td>
<td>3.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Daniel's 7-point scale)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (1 – 3)</td>
<td>39.6%</td>
<td>29.3%</td>
<td>2.24</td>
<td>1</td>
<td>0.1347</td>
</tr>
<tr>
<td>Low (4 – 7)</td>
<td>60.4%</td>
<td>70.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Father's drinking behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks at least once per week or more</td>
<td>57.1%</td>
<td>69.2%</td>
<td>3.55</td>
<td>1</td>
<td>0.0596</td>
</tr>
<tr>
<td>Never Drinks / Special Occasions / Don't know</td>
<td>42.9%</td>
<td>30.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mother's drinking behaviour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks at least once per week or more</td>
<td>30.5%</td>
<td>44.6%</td>
<td>5.73</td>
<td>1</td>
<td>0.0167</td>
</tr>
<tr>
<td>Never Drinks / Special Occasions / Don't know</td>
<td>69.5%</td>
<td>55.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules at home</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safe drinking is allowed.</td>
<td>28.4%</td>
<td>35.9%</td>
<td>13.14</td>
<td>2</td>
<td>0.0014</td>
</tr>
<tr>
<td>Unsafe drinking is allowed.</td>
<td>34.7%</td>
<td>48.4%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Drinking is not allowed.</td>
<td>36.9%</td>
<td>15.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 'Binge drinking' defined as having drunk 5 or more standard drinks for males and 3 or more drinks for females on at least one occasion in the previous fortnight.
Results of Chi-square analyses examining factors associated with BINGE DRINKING.* (Continued)

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% of binge drinkers (n = 66)</th>
<th>$\chi^2$</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer attitude to drinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think it is 'cool'.</td>
<td>10.0%</td>
<td>22.2%</td>
<td>13.57</td>
<td>2</td>
<td>0.0011</td>
</tr>
<tr>
<td>Think it is 'uncool'.</td>
<td>11.1%</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think neither.</td>
<td>78.9%</td>
<td>74.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of close friends who drink</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No friends drink</td>
<td>26.0%</td>
<td>0.0%</td>
<td>110.59</td>
<td>5</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>1-2 friends drink</td>
<td>20.0%</td>
<td>1.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 friends drink</td>
<td>16.4%</td>
<td>3.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6 friends drink</td>
<td>11.6%</td>
<td>18.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8 friends drink</td>
<td>3.4%</td>
<td>6.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 or more friends drink</td>
<td>22.6%</td>
<td>70.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intention to drink in 1 year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intend to be drinking unsafely</td>
<td>9.7%</td>
<td>63.1%</td>
<td>232.35</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Intend to be drinking safely</td>
<td>40.1%</td>
<td>35.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intend to not be drinking</td>
<td>50.2%</td>
<td>1.5%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Knowledge of legal age of sales &amp; 'safe' levels of drinking</td>
<td></td>
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</tr>
<tr>
<td>High knowledge level</td>
<td>70.2%</td>
<td>42.4%</td>
<td>24.26</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Low knowledge level</td>
<td>29.8%</td>
<td>57.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perceived risks of drinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with no risks</td>
<td>2.0%</td>
<td>3.1%</td>
<td>31.56</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Agreed with 1 to 2 risks</td>
<td>9.7%</td>
<td>29.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with 3 to 5 risks</td>
<td>88.3%</td>
<td>67.2%</td>
<td></td>
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</tr>
<tr>
<td>Perceived barriers to drinking</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with no barriers</td>
<td>7.8%</td>
<td>11.1%</td>
<td>3.66</td>
<td>2</td>
<td>0.1605</td>
</tr>
<tr>
<td>Agreed with 1 to 2 barriers</td>
<td>30.2%</td>
<td>38.1%</td>
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<td></td>
</tr>
<tr>
<td>Agreed with 3 to 4 barriers</td>
<td>62.0%</td>
<td>50.8%</td>
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</tr>
<tr>
<td>Self-efficacy beliefs of drinking</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with no beliefs</td>
<td>3.4%</td>
<td>12.7%</td>
<td>60.03</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Disagreed with 1 to 2 beliefs</td>
<td>10.0%</td>
<td>33.3%</td>
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<td></td>
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</tr>
<tr>
<td>Disagreed with 3 to 5 beliefs</td>
<td>86.6%</td>
<td>54.0%</td>
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</tr>
<tr>
<td>Perceived peer norms</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Disagreed with 0 to 1 norm</td>
<td>43.8%</td>
<td>87.5%</td>
<td>50.19</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Disagreed with 2 to 3 norms</td>
<td>56.2%</td>
<td>12.5%</td>
<td></td>
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</tr>
<tr>
<td>Beliefs on alcohol advertising</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Disagreed with no advertising</td>
<td>28.5%</td>
<td>42.9%</td>
<td>5.90</td>
<td>1</td>
<td>0.0101</td>
</tr>
<tr>
<td>Disagreed with 1 to 2 advertising</td>
<td>71.5%</td>
<td>57.1%</td>
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</tr>
</tbody>
</table>

* 'Binge drinking' defined as having drunk 5 or more standard drinks for males and 3 or more drinks for females on at least one occasion in the previous fortnight.
Appendix 5.4

Results of chi-square analyses examining factors associated with having felt drunk or passed out in the last 12 months.
Results of Chi-square analyses examining factors associated with HAVING FELT VERY DRUNK OR PASSED OUT in last 12 months.

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% felt drunk or passed out (n = 160)</th>
<th>χ²</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Male</td>
<td>54.0%</td>
<td>55.6%</td>
<td>0.15</td>
<td>1</td>
<td>0.7020</td>
</tr>
<tr>
<td>Female</td>
<td>46.0%</td>
<td>44.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Age (years)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>30.9%</td>
<td>23.1%</td>
<td>6.17</td>
<td>2</td>
<td>0.0461</td>
</tr>
<tr>
<td>13</td>
<td>53.2%</td>
<td>57.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>15.9%</td>
<td>19.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>46.2%</td>
<td>38.1%</td>
<td>5.18</td>
<td>1</td>
<td>0.0230</td>
</tr>
<tr>
<td>Year 8</td>
<td>53.8%</td>
<td>61.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Aust/NZ</td>
<td>81.5%</td>
<td>77.9%</td>
<td>4.79</td>
<td>5</td>
<td>0.6820</td>
</tr>
<tr>
<td>UK/Ireland</td>
<td>9.2%</td>
<td>9.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medit/Mid East</td>
<td>0.8%</td>
<td>1.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other European</td>
<td>4.9%</td>
<td>6.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.1%</td>
<td>3.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (incl. USA)</td>
<td>1.5%</td>
<td>2.3%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Socioeconomic Status</strong></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>(Daniel's 7-point scale)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High (1 – 3)</td>
<td>41.0%</td>
<td>35.5%</td>
<td>1.61</td>
<td>1</td>
<td>0.1710</td>
</tr>
<tr>
<td>Low (4 – 7)</td>
<td>59.0%</td>
<td>64.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Father's drinking behaviour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks at least once per week or more</td>
<td>61.6%</td>
<td>63.5%</td>
<td>0.18</td>
<td>1</td>
<td>0.6673</td>
</tr>
<tr>
<td>Never Drinks / Special Occasions / Don't know</td>
<td>38.4%</td>
<td>36.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mother's drinking behaviour</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinks at least once per week or more</td>
<td>35.2%</td>
<td>38.2%</td>
<td>0.63</td>
<td>1</td>
<td>0.4281</td>
</tr>
<tr>
<td>Never Drinks / Special Occasions / Don't know</td>
<td>64.8%</td>
<td>61.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rules at home</strong></td>
<td></td>
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</tr>
<tr>
<td>Unsafe drinking is allowed.</td>
<td>30.5%</td>
<td>30.5%</td>
<td>0.06</td>
<td>2</td>
<td>0.9708</td>
</tr>
<tr>
<td>Safe drinking is allowed</td>
<td>48.1%</td>
<td>47.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drinking is not allowed.</td>
<td>21.4%</td>
<td>22.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results of Chi-square analyses examining factors associated with HAVING FELT VERY DRUNK OR PASSED OUT in the last 12 months.

(Continued)

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% felt drunk or passed out (n = 160)</th>
<th>(\chi^2)</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer attitude to drinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think it is 'cool'.</td>
<td>13.2%</td>
<td>18.4%</td>
<td>10.46</td>
<td>2</td>
<td>0.0054</td>
</tr>
<tr>
<td>Think it is 'uncool'.</td>
<td>5.9%</td>
<td>1.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Think neither.</td>
<td>81.9%</td>
<td>80.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No. of close friends who drink</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No friends drink</td>
<td>11.2%</td>
<td>3.9%</td>
<td>52.48</td>
<td>5</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>1-2 friends drink</td>
<td>16.9%</td>
<td>7.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4 friends drink</td>
<td>17.6%</td>
<td>9.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-6 friends drink</td>
<td>15.3%</td>
<td>16.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-8 friends drink</td>
<td>5.2%</td>
<td>5.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 or more friends drink</td>
<td>33.8%</td>
<td>56.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intention to drink in 1 year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intend to be drinking unsafely</td>
<td>14.4%</td>
<td>38.1%</td>
<td>89.98</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Intend to be drinking safely</td>
<td>53.1%</td>
<td>44.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intend to not be drinking.</td>
<td>32.5%</td>
<td>17.4</td>
<td></td>
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</tr>
<tr>
<td><strong>Knowledge of legal age of sales &amp; 'safe' levels of drinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High knowledge level</td>
<td>66.4%</td>
<td>55.6%</td>
<td>9.71</td>
<td>1</td>
<td>0.0018</td>
</tr>
<tr>
<td>Low knowledge level</td>
<td>33.6%</td>
<td>44.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perceived risks of drinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with no risks</td>
<td>1.6%</td>
<td>2.7%</td>
<td>20.89</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Agreed with 1 to 2 risks</td>
<td>11.2%</td>
<td>21.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with 3 to 5 risks</td>
<td>87.2%</td>
<td>76.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perceived barriers to drinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agreed with no barriers</td>
<td>9.0%</td>
<td>13.4%</td>
<td>8.65</td>
<td>2</td>
<td>0.0132</td>
</tr>
<tr>
<td>Agreed with 1 to 2 barriers</td>
<td>34.3%</td>
<td>39.6%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Agreed with 3 to 4 barriers</td>
<td>56.7%</td>
<td>47.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Self-efficacy beliefs of drinking</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with no beliefs</td>
<td>4.7%</td>
<td>8.7%</td>
<td>42.66</td>
<td>2</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Disagreed with 1 to 2 beliefs</td>
<td>12.3%</td>
<td>26.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with 3 to 5 beliefs</td>
<td>83.0%</td>
<td>65.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perceived peer norms</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with 0 to 1 norm</td>
<td>50.1%</td>
<td>74.0%</td>
<td>41.09</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Disagreed with 2 to 3 norms</td>
<td>49.9%</td>
<td>26.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beliefs on alcohol advertising</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagreed with no advertising</td>
<td>31.2%</td>
<td>39.6%</td>
<td>5.60</td>
<td>1</td>
<td>0.0179</td>
</tr>
<tr>
<td>Disagreed with 1 to 2 advertising</td>
<td>68.8%</td>
<td>60.4%</td>
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</table>
Appendix 5.5

Results of chi-square analyses examining factors associated with adequate sun protection.
Results of Chi-square analyses examining factors associated with ADEQUATE SUN PROTECTION.*

<table>
<thead>
<tr>
<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% adequate sun protected (n = 349)</th>
<th>$\chi^2$</th>
<th>d.f</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>54.5%</td>
<td>77.6%</td>
<td>100.02</td>
<td>1</td>
<td>&lt;0.0001</td>
</tr>
<tr>
<td>Female</td>
<td>45.8%</td>
<td>22.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age (years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>35.3%</td>
<td>39.1%</td>
<td>4.24</td>
<td>3</td>
<td>0.2363</td>
</tr>
<tr>
<td>13</td>
<td>49.1%</td>
<td>45.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>15.4%</td>
<td>15.7%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>School Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>51.5%</td>
<td>55.9%</td>
<td>3.35</td>
<td>1</td>
<td>0.0674</td>
</tr>
<tr>
<td>Year 8</td>
<td>48.5%</td>
<td>44.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Aust/NZ</td>
<td>82.3%</td>
<td>83.3%</td>
<td>1.48</td>
<td>5</td>
<td>0.9152</td>
</tr>
<tr>
<td>UK/Ireland</td>
<td>8.6%</td>
<td>8.9%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medit/Mid East</td>
<td>1.1%</td>
<td>1.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other European</td>
<td>4.3%</td>
<td>3.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>2.3%</td>
<td>2.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (incl. USA)</td>
<td>1.4%</td>
<td>1.6%</td>
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<td>Socioeconomic Status</td>
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<td>(Daniel's 7-point scale)</td>
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<td>High (1 – 3)</td>
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<td>40.1%</td>
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<td>Low (4 – 7)</td>
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<td>59.9%</td>
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<tr>
<td>Skin Type</td>
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<tr>
<td>Skin burns</td>
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<td>59.9%</td>
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<td>Skin tans &amp; rarely burns</td>
<td>41.1%</td>
<td>40.1%</td>
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<tr>
<td>Intentions re. suntan</td>
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<td>Intend to get suntan</td>
<td>53.5%</td>
<td>46.8%</td>
<td>5.49</td>
<td>1</td>
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<tr>
<td>Intent to protect oneself/ not think about it</td>
<td>47.5%</td>
<td>53.2%</td>
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<tr>
<td>History of sunburn</td>
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<td>Sunburnt once or more.</td>
<td>66.0%</td>
<td>62.7%</td>
<td>1.95</td>
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<td>Never sunburnt.</td>
<td>34.0%</td>
<td>37.3%</td>
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* 'Adequately sun protected' defined as having a Sun Protection Score of ≥ 8 out of 10 based upon responses from the diary on sun protection behaviour during school recess periods.
Results of Chi-square analyses examining factors associated with ADEQUATE SUN PROTECTION. (Continued)

<table>
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<th>Predictor Variable</th>
<th>% of total sample</th>
<th>% adequate sun protected (n = 349)</th>
<th>$\chi^2$</th>
<th>d.f</th>
<th>P value</th>
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<td>Knowledge of skin cancer and safe sun behaviours</td>
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<td>High knowledge level</td>
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<td>Perceived influence of parents</td>
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<td>Agreed with 0 to 1 beliefs of positive parental influence</td>
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<td>Perceived risks associated with sun exposure</td>
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<td>Agreed with no risks</td>
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<td>1.5%</td>
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<td>23.2%</td>
<td>25.9%</td>
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<td>Agreed with 3 to 4 risks</td>
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<td>72.6%</td>
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<td>Perceived effectiveness of sun protection methods</td>
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<td>Agreed with no beliefs that sun protection is effective</td>
<td>5.6%</td>
<td>4.2%</td>
<td>1.84</td>
<td>2</td>
<td>0.3974</td>
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<td>Agreed with 1 to 2 beliefs that sun protection is effective</td>
<td>36.7%</td>
<td>36.4%</td>
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<tr>
<td>Agreed with 3 to 4 beliefs that sun protection is effective</td>
<td>57.7%</td>
<td>59.4%</td>
<td></td>
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</tbody>
</table>

* 'Adequately sun protected' defined as having a Sun Protection Score of ≥ 8 out of 10 based upon responses from the diary on sun protection behaviour during school recess periods.
Written Materials -

Hunter Region Health Promoting Schools Intervention Program
Appendix 7.1

Teacher Resource Package
Health Promoting Schools Project

school~

TEACHER RESOURCE PACKAGE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
The Health Promoting Schools Concept

The Health Promoting Schools Project

Target Health Issues & PD/H/PE -- Activities for Teachers

SMOKING

ALCOHOL

SOLAR PROTECTION

A whole school approach

Resources
The following activities were compiled from discussions with health professionals, KLA consultants from the Department of School Education, teachers, parents and adolescents.

The activities are listed in terms of the three target health areas (Smoking, Alcohol, Solar Protection). One activity from each list is selected and presented in detail at the end of each segment.

If there are any questions about these activities, or if you have any you would like to add to the lists, please do not hesitate to contact anyone from the Working Committee for the Health Promoting Schools Project.
Information on the effects of smoking on sporting performance

Conduct lung function tests

Develop skills in organising QUIT/other smoking cessation courses for students and parents

Develop skills in refusing to smoke - especially in relation to peer pressure
Information on the effects of alcohol on sporting performance

Information on the effects of alcohol on normal day-to-day activity

Develop skills in organising group therapy sessions (may not actually carry these out)

Develop personal skills to refuse offers to drink alcohol, or at least be sensible in any situation where alcohol is being consumed - especially in relation to peer pressure.
Look at how different sports are affected by sun and suggest how this could be avoided. Can any of these suggestions be applied to the school situation?
Resources

Below is a brief list of local organisations that are very useful in helping with resources, ideas for promotion activities or just extra information on the health issue.

National Heart Foundation
Level 2, Suite 5, OTP House
Bradford Close
Kotara NSW 2289
Ph: 524699

New South Wales Cancer Council
Darby St
Newcastle NSW 2300
Ph: 264200

Hunter Centre for Health Advancement - Resource Centre
Longworth Avenue
(Locked Mailbag 10)
Wallsend NSW 2287
Ph: 246 349

Department of School Education
M17 Bull St
Newcastle West NSW 2302
Ph: 255 755

Centre for Education and Information on Drugs and Alcohol
Rozelle Hospital Grounds
Private Mail Box No. 6
Rozelle NSW 2039
Ph: 02 818 5222 or 02 818 0444
Health Promoting Schools Project

school~

TEACHER RESOURCE PACKAGE

CREATIVE ARTS
Develop posters to illustrate the dangers of smoking - with collage, paint, drawing (ie, a number of media)

Produce cartoon material that looks at various aspects of smoking - social perceptions, legal problems

Write and/or produce a drama production about the situations where smoking occurs - and the different ways of saying 'no'; or avoiding the situations all together

Compose a song/jingle around the theme of anti-smoking
- Produce cartoon material that looks at various aspects of drinking - social perceptions, legal problems

- Develop posters to illustrate the short term and/or long term effects of excessive alcohol consumption - with collage, paint, drawing (ie, a number of media)

- Drama production about the situations where excessive drinking occurs:
  - different ways of either saying 'no'
  - avoiding the situations all together
  - illustrate how the sensible drinking tips were formulate

- Observe a number of advertisements featuring the use of alcohol (and those that are anti alcohol), discuss the use of:
  - sound and silence, type of people, other sounds (e.g., type of music), the implications this advertisement might have on people’s behaviour

- Compose a song/jingle around the theme of sensible drinking
Design a poster that will demonstrate the preventive measures that can be taken to avoid skin damage from the sun.

Observe a number of television shows/advertisements and discuss the use of models, actors in relation to skin protection - are they tanned, does this have any relation to the attractiveness of the product being advertised or does this have any relation to the role they take on the show (e.g., Home and Away, advertisements with models on the beach, outdoors).

Write a song/television jingle promoting skin protection.

Play/built a short skit promoting skin protection.
Health Promoting Schools Project

school ~

TEACHER RESOURCE PACKAGE

DESIGN & TECNOLOGY
Design (and) make piece of sun-protective clothing (e.g., school hat)

Design a shade shelter for different locations - at school or in the community

Re-design the school grounds to increase the level of shade available; also take in to account maximising sun protection while staying within bounds

Design a shade shelter for different locations - at school or in the community
Create new Mocktail recipes

Design and new Mocktail glasses - interesting shape, the use of different materials to make them with. This may include designing the attractive ornaments and the type of mocktail to be served
Expressive writing on the illnesses associated with smoking

Media analyses - of cigarette advertising, looking at differences in the message of advertisements over time

Create cartoon scripts that deal with the social issues of smoking

Poetry that looks at the various legal/health issues relating to smoking

Use text types in units of work to have students write or talk about the issues relating to smoking e.g. debates, discussion texts, expositions

Ask students to deconstruct media articles about various issues on smoking/cigarettes
Plays and role-playing from novels which deal with the issues of drinking

Expressive writing on the short term and long term effects associated with drinking

Media analyses - of alcoholic drinks advertising, looking at differences in the message of advertisements over time

Create cartoon scripts that deal with the social issues of drinking

Poetry that looks at the various legal/health issues relating to drinking

Use text types in units of work to have students write or talk about the issues relating to drinking and associated behaviours (drink-driving, aggression etc) e.g. debates, discussion texts, expositions

Ask students to deconstruct media articles about various issues on drinking and/or alcohol laws

Deconstruct advertisements for alcohol - look at purpose and ask students to use same visuals to give the opposite meaning to that intended
Write a research paper - reporting on a survey (around the school) with information presented on graphs. From these 'analyses', the students can be asked to make recommendations about what students should be doing.

Expressive writing on the short term and long term effects associated with sun exposure (and excessive sun exposure)

Media analyses - of skin "colour" in advertising, looking at differences in the message

Create cartoon scripts that deal with the social issues of fashion and tans, fake tans etc

Poetry that looks at the various issues relating to sun exposure - being on the beach
* Study the effects of smoking on the body - physiology

* Second-hand data exercises - reading of tables and graphs of smoking-related deaths/illness

* Devise "smoking machine"; use to calculate weight of tar/cigarette

* Examine and discuss statistical data on the incidence of a disease related to smoking e.g. lung cancer/cardiovascular disease

* Use of specimens of diseased tissues
Use of photosensitive paper and timed exposures to indicate UV intensity. Use of screen e.g., cloth, plants, to measure the different effects.

Second-hand data exercises on skin cancer tables and graphs relating the prevalence, geographical position e.g., by country.

Use of slides of disease tissue.

Physiology and development of cancer cells.
Health Promoting Schools Project

school~

TEACHER RESOURCE PACKAGE

LANGUAGE OTHER THAN ENGLISH
Run a poster competition for QUIT posters in LOTEs.

Re-write the current smoking and tobacco resources in LOTEs - display these around the school (give them to art students to produce in colour).
Compare the statistics of alcohol-related problems between Australia and other countries - prepare a report that documents these comparisons in the language of the country that was used as a comparison.

Investigate different alcohol-related laws (e.g., drink-drive laws, age) in countries - prepare a leaflet advertising these laws.

Investigate different alcohol-related laws in Australia, produce a leaflet in various LOTEs for visitors to Australia.
Compare the statistics of sun-exposure problems between Australia and other countries - prepare a report that documents these comparisons in the language of the country that was used as a comparison.

Re-write the current drinking and alcohol resources in LOTEs - display these around the school (give them to art students to produce in colour).

Produce a poster informing people of the danger of excessive sun exposure and skin protection in Australia.
Health Promoting Schools Project

school~

TEACHER RESOURCE PACKAGE

HUMAN SOCIETY IN ITS ENVIRONMENT
Examine the change in social approaches to smoke/smokers

Look at the different ways of coping with peer pressure

Discuss the role peer pressure has on adolescents to take up smoking and to maintain the habit

Examine the effects of models and TV celebrities smoking

Research the environmental consequences of smoking - fire, asthma

Historical significance/development of smoking - 'peace pipes'
Look at the historical significance of alcohol - socially, culturally, medically

Discuss the role peer pressure has on adolescents to drink, and drink to excess

Examine the change in approaches to people who drink, binge or abstain

Examine the effects of models and TV celebrities drinking

Look at what is being offered to people defined as problem drinkers, how society views these people at different stages of treatment

Look at the social consequences of drinking (domestic violence, poverty, aggression, depression) - how these arise
Change in social approaches to tanning or being tanned

Developing skills to accept yourself as yourself and coping with peer pressure

Survey of students' attitudes towards being tanned

Look at rates of skin cancer in different parts of Australia - discuss why there are differences - geographic and/or lifestyle differences
Appendix 7.2

Pamphlets

- *Health Promoting Schools in Hunter Region.*

- *What can you, the PRINCIPAL, do to support your school in becoming a Health Promoting School?*

- *What can you, as a TEACHER, do to support your school in becoming a Health Promoting School?*

- *What can you, as a PARENT, do to support your school in becoming a Health Promoting School?*

- *What can you, the P & C Association, do to support your school in becoming a Health Promoting School?*

- *What can you, as a STUDENT COUNCIL, do to support your school in becoming a Health Promoting School?*

- *The effects of smoking on sporting performance.*

- *Parents and Smoking.*

- *Responsible Partying.*


- *Planting new trees in schools.*
Input from schools will be important so a member of the HPS Committee will be allocated to our school as a liaison for the duration of the project. As well, we will have our own HPS Contact Person so that any concerns can be quickly discussed and brought to the attention of people who can help.

It is hoped that information gained from the research will enable the development of programs which can be used at other schools throughout the state. At the same time as our school is involved in the health promoting initiatives, there will be other schools used as controls so that the gains in knowledge and changes in students' attitudes can be measured against other groups.

As the project progresses we will keep you informed, but in the meantime please contact us here at the school if you would like any information or if you would like to be of assistance with some aspect of the program.
Our school has recently been selected as one of the Hunter Region’s high schools to be involved in a Health Promoting Schools Project which will be conducted over the next two years.

The project has been initiated at the Hunter Centre for Health Advancement and has the full support of the Department of School Education which has approved the studies involved.

A small group of schools within the Newcastle area has already trialed parts of the program but it is expected that each school will develop its own programs to suit its needs.

**What is the Project trying to do?**

The project aims to assess the benefits to students of school programs explaining aspects of excessive alcohol drinking, smoking and exposure to the sun. These aspects are already covered in Personal Development and Health lessons, but the project aims to involve other Key Learning Areas and involve students, staff and parents in the development of health promoting initiatives.

**How can Parents help?**

You, as parents play important roles in teaching your children. As well as supporting what is being taught at school, we will ask your permission for the students to complete short written questionnaires to assess their knowledge of alcohol, smoking and sun exposure both before and after the project has been conducted.

**What will be happening?**

The Health Promoting Schools concepts are receiving priority in an ever-increasing number of schools throughout the world and are supported by the World Health Organisation. What makes the program different is that the formal curriculum is supported by other activities which emphasise health throughout the school and involve the school’s community in as many ways as possible. We will involve the Student Representative Council as much as possible and hope that they will be strongly supported by both the P & C Association and the School Council.

Many studies have emphasised the dangers of excessive exposure to the sun, with the Hunter Region having one of Australia’s worst records with malignant melanoma. Our program will not just concentrate on the wearing of hats and sun screen, but will try to have students understand the whole process of skin cancer formation and the range of ways of minimising the risks for later life. The ultimate intention is that our younger men and women will make conscious decisions to safeguard their own bodies both at school and elsewhere.

Already, schools throughout the Region have developed additional shade areas and have undertaken a whole range of health promoting activities, and all these will be recognised as parts of the project.

**Who else will be involved?**

We hope that a small committee representing students, staff and parents will plan and carry out health promoting initiatives throughout the school community. There will be representatives from the Hunter Centre for Health Advancement, the University...
HEALTH PROMOTING SCHOOLS

What can you, the Principal, do to support your school in becoming a Health Promoting School?

- Endorse the concept and accept it as a goal for the school.
- Endorse the project at the next general staff meeting by informing staff and asking for their co-operation and assistance. (Or ask someone from the HCHA/Dep. of Ed. to go along and talk to staff.)
- Inform parents of the project by including it in the next school newsletter.
- Agree to look at the school's policies and begin staff and student discussion on them. (Perhaps even allocate staff to small working groups on a policy in each of the three areas.)
- Endorse the project at the next P & C meeting by informing parents and asking for the assistance of interested persons. (Or ask a teacher from the PD/H/PE department or someone from the HCHA/Dep. of Ed. to go along and talk to parents about the project.)
- Facilitate the forming, and act as a member, of a Health Promoting Schools Committee to be made up of representatives from students, staff, parents, and external community groups.
What can you, as a TEACHER, do to support your school in becoming a Health Promoting School?

Whole-school Contribution

• let people know that you support school efforts to reduce smoking, drinking and sun exposure;

• attend staff development, workshops and conferences on Health Promoting Schools where possible;

• talk to other teachers in the staffroom and at meetings about what you are doing and encourage them in their efforts;

• set up a Staffroom Health Display Board to contain information relevant to staff and family health eg. quit smoking programs, mocktail recipes, skin protection information;

• review school policies on smoking, alcohol and skin protection;

• schedule outdoor activities before 11am (eg. school assembly, outdoor classes, excursions) or after 3pm (eg. school swimming carnival);

Be a Good Role Model

• wear a wide-brimmed hat when you are on playground duty, conducting any classes outside and at sports carnivals;

• bring some SPF15+ sunscreen to school and leave it on your desk to wear before going outside, on playground duty, at sports carnivals and fetes;

• if you're a smoker, consider giving up, or don't smoke within sight of students or the school grounds;

Contact with students

• integrate into your key learning area the issues of smoking, alcohol and skin protection in classroom lessons;

• encourage students to wear a hat and SPF15+ sunscreen before going outside for lunch or outdoor lessons, and at sports carnivals;

• remind students of the school's policies on smoking and alcohol regularly and before any social events such as dances;

• serve attractive non-alcoholic drinks, such as mocktails, at the next school social gathering and year 10/12 farewells;
KEY LEARNING AREAS

Below are just some ideas of how to integrate the issues of smoking, alcohol and skin protection into your key learning area.

Creative Arts
Ask students to write and produce their own drama ‘skits’ about the situations where excessive drinking occurs demonstrating different ways of saying ‘no’ or how to drink sensibly. Have the students perform their ‘skits’ in front of school assembly or on parent evenings.

Design & Technology
Set students an assignment of designing a shade shelter for the school grounds to be used as a play area or outdoor classroom. (Ask the P & C Association for funds and personnel to construct the structure.)

English
Work with students on a media analysis of cigarette advertising across the decades, looking at differences in the messages portrayed. Ask students to write their own advertisements portraying the ‘smoke-free’ message. (Display these advertisements around the school grounds.)

Science
Get students to conduct experiments using photosensitive paper and timed exposures to measure effectiveness of different materials (eg. T-shirts, shade cloth, sunscreen, lycra) in blocking out UV radiation.

Mathematics
Use statistical data on the incidence and prevalence of diseases related to smoking (eg. lung cancer, cardiovascular disease) as exercises in the construction of graphs and their interpretation.

Languages Other than English
Ask students to identify the alcohol-related laws in Australia (eg. drink-driving, age of purchase) and prepare a leaflet in LOTE explaining these laws to tourists and immigrants.

Human Society in its Environment
Discuss and examine with students the influence that peer pressure and the media has on adolescents to drink, and drink to excess. Explore the social consequences of drinking, such as domestic violence, aggression, crime, depression, poverty etc, and get students to brainstorm strategies to prevent these.

Personal Development, Health and Physical Education
Have the students conduct lung function tests on other students and staff to examine the effect that smoking has on lung capacity.

For more information contact:
Marita LYNAGH, Hunter Centre for Health Advancement
Tel. 24 [redacted]
What can you, as a PARENT, do to support your school in becoming a Health Promoting School?

- accept and support the concept as a parent;
- talk to other parents about the project during both informal and formal discussion;
- talk to your children about the project and ask them how you can help;
- offer encouragement to the Principal and the teachers on their efforts;
- attend special functions or activities organised by the school that are part of the project;
- offer your services, skills and knowledge in any areas which may be appropriate to the project;
- read the school newsletter to keep up-to-date on the school’s progress;
- read any other material which is sent home to parents so you can reinforce, in your home, the messages conveyed in the classroom.
What can you, the P & C Association, do to support your school in becoming a Health Promoting School?

- tell the school Principal, the teachers and students that you support the project;

- nominate 1 or 2 people, or ask for volunteers, to join a Health Promoting School Committee;

- include HPS on the agenda of each monthly P & C meeting so that people can be brought up-to-date with what is happening in the school and discuss how they can contribute;

- become involved in a review of school policies on smoking, alcohol and skin protection;

- plan health promoting activities for the school community (e.g. give out sunscreen at sports carnivals, tree-planting day, erect a shade shelter, hold a health fare at a school function);

- look at ways of raising funds to financially support the project for the purchase of resources and materials, such as sunscreen, a shade shelter;

- set up a sub-committee within the P & C to organise the planning of activities and events;

- let all parents know about your activities, events and any new policies that you adopt.
What can you, as a STUDENT COUNCIL, do to help your school become a Health Promoting School?

- ask the P & C Association to plant more shade trees or build shade-shelters;
- ask the P & C Association to buy SPF15+ sunscreen for all students to use at school and sports carnivals;
- set up several Health Information Boards around the school and ask the Art teachers to organise student-designed posters on smoking, alcohol and skin protection;
- serve Mocktails at Year 10 and 12 Farewells or school Formals;
- write your own school policy on skin protection and present it to the Principal on assembly;
- hold a competition to design a new "cool" school hat (perhaps different hats for boys and girls) and ask the Design & Technology teachers to judge it;
- run your own anti-smoking campaign at school (come up with a slogan, a jingle, posters, pamphlets, and promotion strategies eg. school assembly)
- ask Year 11 students to receive training in, and then run, lunchtime QUIT courses for students wanting to quit smoking;
- set up a Health Stall at the school fete or open day.

For more information please contact:
Marita LYNAGH
Tel. 24
Some tips for becoming a non-smoker and playing sport at your best.

While in training or just before your sports event, try to avoid going to places where you know other people will be smoking so you don't have to breathe in their smoke.

Ask your coach or team captain to make your sporting club, house or sporting grounds a 'Smoke-free' venue for all players, coaches and spectators. This is so you won't have to be around other smokers and breathe in their smoke.

If you are a smoker, try to give it up or at least not smoke within 24 hours of an event or around other athletes or players.

If you would like some advice and support while attempting to quit smoking, call the Quitline on 131 848.

This pamphlet was produced as part of the health promoting schools program in which your school is participating.

For more information contact:
Marita Lynagh
Hunter Centre for Health Advancement
Locked Bag No.10
Wallsend NSW 2287
Tel. 049-24111111
Most people who play sport want to perform at their best as well as enjoying the chance to spend time with friends and gain some benefits for their health. There are lots of important reasons for why people should not smoke and there are even more reasons for why sports people shouldn’t smoke cigarettes, regardless of whether they are professional athletes or just a weekend social player. Some of these reasons are presented below:

1. Smoking reduces fitness level. It does this by reducing or restricting the amount of oxygen available to the body.

During exercise the body needs more oxygen to work harder. The carbon monoxide inhaled by a smoker reduces the blood’s oxygen carrying capacity and the rate at which air moves in and out of the lungs. Smoking also causes membranes in the airways to swell which makes it more difficult for air to get through. To compensate for this, the heart rate increases resulting in reduced performance.

2. Smokers do not show the same improvement to training as non-smokers.

Training for sport can increase the amount of oxygen uptake by up to 20% compared to pre-training levels. In smokers, this effect is reduced by half.

3. Passive smoking (breathing in other people’s smoke) can also affect sporting performance.

Passive smoking can affect performance in a similar way to smoking. Because passive smoking is breathed in without a filter, it actually contains more carbon monoxide and nicotine than mainstream smoke.

Other short-term effects of smoking which mean that you can’t perform at your best while playing sport include:

- raises blood pressure
- produces acid in stomach
- increases hand tremor
- tenses up muscles
- makes eyes water
- causes dizziness
- triggers asthma attacks
- decreases temperature in the fingers & toes
- speeds up then slows down the activity of the brain and nervous system
- reduces the effectiveness of hairs that keep dust out of the bronchial tubes leading to the lungs

So to play sport at the best you can - become or stay a non-smoker.
Some other things to keep in mind:-

- Trust your children to make their decisions for their own well-being.
- Talk with them (rather than lecture at them) about smoking and other issues. Listen to what they have to say.
- Make time to be available when your kids want to talk. Let it be spontaneous rather than forced.
- Above all, remember that while there are many influences on children to smoke, you and your school are part of those influences and can have a very positive impact.

This pamphlet was produced as part of the health promoting schools program in which your school is participating.

Parents and Smoking

How to help your children be non-smokers.

For more information contact:-
Marita Lynagh
Hunter Centre for Health Advancement
Tel. 049-24-0000
Young people have lots of influences at work on them. They often think they have to conform - hairstyles, fashion, food ads, media images - to name a few. Juggling all these influences to form their own identity can be a bit tricky. The various pressures on them to smoke can be constant.

Here are 10 tips to help your child make the decision not to smoke.

1. Be a healthy example. Don’t smoke or if you do, try and make a real attempt to quit. Show that you understand the danger that smoking presents to you and your family’s health.

2. Discourage all smoking in your home and car. If you don’t want your home to be totally smoke-free, limit smoking to one room only or better still smoke outdoors.

3. Show your concern by not sending your children to the shops for your cigarettes. Not only is it illegal for them to be sold cigarettes (even with a note from you) it makes it easier for them to feel more confident that they can get their own one day.

4. It is against the law to sell cigarettes to children under the age of 18. Report any cases of tobacco sales to minors to the HCHA, your local police station or your school Principal. Support stores that won’t sell cigarettes to children by letting them know you appreciate their stand.

5. When you see promotions or people smoking, use this as an opportunity to talk to your children about how easily people can become dependent on smoking. (Remember most adults started smoking as teenagers and find quitting more difficult than they imagined.)

6. Discuss the benefits of being a non-smoker. Not only are non-smokers healthier, they also save themselves money by not smoking.

7. Young people often see some very good reasons for smoking being part of a group, as a sign of independence, a new experience, a way of managing stress, or even to imitate people in magazines or movies. Talk to them about other ways to achieve the same thing(s) without harming their health.

8. Keep out of arguments about smoking. Talk about it seriously and let them know you don’t like it, but avoid lecturing and hassling them.

9. Listen to what they have to say, and take time to discuss some other ways to deal with various feelings.

10. You may feel a sense of disappointment if your child continues or takes up smoking. Call the Quitline on 131 848 for advice and support.
Senior students and their parents often arrange parties to celebrate the end of school, the end of examinations or to follow other events. Across NSW these parties have been associated with accidents including car accidents, vandalism, violence and ill health.

This information has been put together to help make these celebrations safer.

Please note there are NO school sanctioned parties.

FOR MORE INFORMATION

Hunter Centre for Health Advancement
Marita Lynagh
(049) 241-241

Deborah Huff
(049) 241-241

The University of Newcastle
Dr Margot Schofield
(049) 241-241

Police Licensing Co-ordinators
Alan Walker Newcastle
PH: (049) 241-241

RESPONSIBLE PARTYING

ALCOHOL THE LAW AND UNDER 18s LIQUOR ACT 1982 (section 114)

1. It is an offence for a person to sell or supply liquor to a person under 18 years of age.
   Maximum penalty $2000

2. It is also an offence for a person to obtain liquor from licensed premises on behalf of a person under 18 years of age.
   Maximum penalty $2000

Except where the sale or supply (referred to in clause 1 above) takes place on licensed premises there is a defence to prosecution for these offences where it can be proved:
- that the defendant was a parent or guardian of the minor; OR
- where the person was authorised by the minor's parent or guardian to sell or supply liquor to the minor or obtain the liquor on behalf of the minor.

NOTE:
Under the Children's (Care and Protection) Act 1987 parents have a responsibility to protect their children. Approving the supply of unsafe amounts of alcohol could breach this responsibility.
**How to be a Responsible Host?**

**Before the party**  Agree on a set of rules and tell the guests.

Rules could include:

- Adults being present
- Smoke free
- Invited guests only
- A finishing time

**What about alcohol?**

- If you supply alcohol to under 18s you need to be able to show that you had permission from parents or guardians to supply alcohol to the minors at the party.

  The safest way is to get *written permission* and verify it by phoning or talking to the parents.

  Alternatively *ask the parents along* so they can be there to give permission.

- If you host a party where under 18s bring their own alcohol it is likely that someone has bought the liquor on their behalf and supplied it to them. This is known as a "second party sale" and is *against the law*, unless the person supplying the liquor was the minor’s parent or guardian or had the parent’s or guardian’s permission to do so.

  Again consider asking for a note or asking parents to come along.

  - Whatever you decide let guests know beforehand and talk to other parents before the party.
  - Consider collecting keys from guests.
  - Store and serve alcohol in a central spot that you can control.
  - Include low alcohol varieties.
  - Limit consumption to **4 standard drinks** for **males** and **2 standard drinks** for **females**.
  - Use plastic rather than glass.

**Have interesting alternatives to alcohol available**

- Try serving mocktails or have the ingredients for guests to create their own.

- Have plenty of fresh water too.

- Serve food - make sure someone offers it around. It shouldn’t be too salty as it encourages more drinking. Serve pies, dips, sandwiches, meat, vegetables or pizza.

**Make sure that there’s plenty to do at the party**

- Organise music - make up some compilation tapes beforehand.
- Have space for dancing.
- Have a theme.

**Dealing with gate crashers**

- Avoid the problem by making sure all entrances from the street are locked. It is very difficult for adolescents to turn their peers away. Think about how you will deal with this beforehand.

- Get a few parents or other adults to act as bouncers.

**Dealing with drunks**

- Despite best intentions you might still have to deal with this problem. The most important consideration is keeping drunks from further harm.

  Some drunks are aggressive - don’t argue with them. Try:

  - isolating them (so they won’t have an audience);
  - using a non-threatening, non-aggressive manner;
  - letting them stay the night or make arrangements for them to get home safely.
Making Shade more User-friendly

It may be possible in some schools to re-think the use of existing shade within school grounds, and consider ways of enhancing the shaded areas so that students will be more likely to want to use the shade. Here are some things to consider:

What is the ground like under trees and beside buildings?
Most dense, shady trees make it difficult for grass to grow underneath, leaving bare dirt which turns to mud in the rain. Walking on this dirt compounds the earth, making it difficult for root systems to function properly and can eventually kill the tree. Mulch or pine bark chips around the base of trees provide a safer surface for students to use and save the root systems from damage.

For shade which is provided by buildings, the best surfaces are those which are non-slippery and are suitable for playing games on like handball. Examples include - concrete, brick paving, synthetic grass.

Is there seating in the shade for students to use?
If seats are provided, students will nearly always use them. There are many types of attractive and simple seats which can be constructed from cheap materials. Seating can be permanent (ie. fixed to the ground) or able to be moved around. Bench seats are great for kids to sit on in the playground. Schools could also consider letting students take chairs from classrooms outside at lunch and recess until permanent seating is built. Seating under trees also helps prevent damage to the root systems.

Are there rubbish bins within easy reach?
We are all a little lazy at times and like having things within easy reach. By placing rubbish bins under shady trees and in shaded areas, not only it is more likely that kids will stay there to eat their lunch, but other students will have to go under the shade to dispose of their rubbish. Schools could also consider using different coloured bins and/or labels for recycling of waste products (eg. cans, glass, plastic bottles etc.)
Trees are a cheap, attractive and environmentally-friendly way of providing shade in and around school grounds. They can provide good natural shade for spectators around playing fields and ovals, and protection from the sun for students who want somewhere to sit and talk, while at the same time helping to beautify the school.

Mature trees often provide a denser shade protection and cooler environment than many shade structures. Because they may take a long time to grow, trees should be considered as a longer-term solution to shade problems. Schools need to consider what sort of temporary shade (eg. marquees, tarpaulins) can be provided while waiting for trees to grow.

What sort of trees should we plant in our school?

It is important to select trees which will provide useful shaded areas and are non-decidous (ie, they have their leaves all year round). The best way to decide which trees will grow best in your school is to have a look at the types of trees which are growing in your local area. Some examples of trees which are relatively fast-growing include:

- eucalypts (particularly spotted gum)
- she oaks
- fig trees (port jackson, moreton bay, hills)
- blackbean trees

Some trees which shed dry bark and branches (eg. blackbutt eucalypts) may be dangerous to people standing underneath, particularly in windy weather, and can also provide potential fuel in bushfire conditions. These sorts of trees should be avoided.

Where should we plant the trees?

Before planting any new trees, you need to consider the location of underground cables, stormwater and sewer pipes, building foundations, concrete and hardcourt surfaces. Close proximity to buildings can cause blockages to gutters and downpipes. Use the mature height of the tree as a guide to the planting distance away from the building.

If you would like further assistance in the selection of trees and where to plant them in your school, Trees In Newcastle (TIN) run school tree-planting projects in which they will come to the school, bring appropriate tree saplings, and show you how to plant and look after them. They also provide trees and tree-guards to schools at a greatly discounted price. For more information contact either Joe Thompson or Peter Hansen at TIN (Trees in Newcastle) tel. 688 085.
Appendix 7.3

Workshop Materials

- *First Workshop Program*
- *Sample Action Plan Proforma*
- *Second Workshop Program*
- *Sample Smoke-free School Policy*
HEALTH PROMOTING SCHOOLS

...what, how and your school...

Wednesday

Meeting Room
Elsie Graham Nurses Training Centre
Longworth Avenue

9am to 3.30pm

~~~ Workshop Programme ~~~
Welcome

Introduction and background to this Health Promoting Schools project

Session One

HEALTH PROMOTION AND BEHAVIOUR CHANGE

Facilitator: Professor Rob Sanson-Fisher

Principles of health promotion and changing behaviour

Session Two

THE HEALTH PROMOTING SCHOOLS CONCEPT

Facilitator: Ros Wells-Davies

What is a Health Promoting School?
- some definitions
- list of things a Health Promoting School does
- relationship to the Ottawa Charter

What are the benefits of being a Health Promoting School?
- group participation in discussion
- how a HPS fits within school strategic plan and curriculum

MORNING TEA BREAK - 15 MINS
Session Three

MORE THAN JUST THE SCHOOL

Facilitator: Marita Lynagh

How to involve the whole school community?  

- Case-studies: involving a school which has used a ‘whole-school’ approach to introduce something new (not necessarily health-related)  
  [Group feedback - Any similar experiences?]

What is available in the way of support for a health promoting school?  

- inventory of support resources, materials and personnel

LUNCH BREAK - 1 hour

Session Four

DEVELOPING AN ACTION PLAN

Facilitator: Margot Schofield

What is your school currently doing in the way of health promotion activities?  

- summary report on results of checklist of health promotion activities with schools.

What activities could your school be doing?  

- potential strategies or actions which schools could implement in relation to smoking, alcohol & skin protection.  
  - the need to prioritise
Writing an Action Plan.

- outline of what an action plan proforma
- example ‘Action Plan’ distributed and discussed
- participants break up into their school groups and with facilitators work on an Action Plan for each of the 3 areas (i.e. smoking, drinking & skin protection)
- each school presents their Action Plan to the rest of the participants

Monitoring and Communicating Progress.

- discussion and negotiation of on-going facilitation of action plan

Evaluation of workshop.

- informal discussion & completion of a brief evaluation form.

END OF WORKSHOP - COFFEE & TEA

THANK YOU FOR YOUR PARTICIPATION
**AREA:** SKIN PROTECTION

**AIM:** To increase the number of students who are adequately protected from the sun.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Action</th>
<th>When</th>
<th>By Whom</th>
<th>Indicators of success</th>
<th>Review Date</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td>● to ↑ access to sunscreen during school hours</td>
<td>1. Contact Cancer Council/HCHA for procedure for obtaining pump-action sunscreen bottles.</td>
<td>1.10</td>
<td>Principal/Committee Head</td>
<td>● Feedback from teachers. ● Feedback from parents at P&amp;C meeting.</td>
<td>November meeting</td>
<td>NSW Cancer Council Hunter Centre for Health Advancement</td>
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<td></td>
<td>2. Introduce strategy to staff at staff meeting.</td>
<td>5.10</td>
<td>Committee</td>
<td>● Amount of sunscreen left in bottles. ● No. of bottles used per week.</td>
<td></td>
<td>Local Pharmacies (Supply of sunscreen?) Community Liaison Officer.</td>
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<td></td>
<td>3. Notify parents through school newsletter.</td>
<td>6.10</td>
<td>School Admin</td>
<td>● Observation of no. of sunburnt kids returning to class after recess. ● No of kids who say 'yes' when asked if they need sunscreen.</td>
<td>29.10</td>
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<td></td>
<td>4. Sunscreen bottles placed at designated sites in school grounds.</td>
<td>8.10</td>
<td>Committee</td>
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<td></td>
<td>5. Students design posters advertising sunscreen is available &amp; where found.</td>
<td>8.10</td>
<td>Art students</td>
<td></td>
<td>15.10 &amp; 29.10</td>
<td>Art Dept. &amp; student posters</td>
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<td></td>
<td>6. Students rostered to check &amp; replace empty bottles.</td>
<td>from 8.10 (ongoing)</td>
<td>Students</td>
<td></td>
<td>15.10 &amp; 29.10</td>
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<td></td>
<td>7. Reminder messages given over school assembly, school PA.</td>
<td>8.10 (ongoing)</td>
<td>Principal</td>
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<td></td>
<td>8. Teachers rostered on playground duty to carry sunscreen with them &amp; offer to students in playground.</td>
<td>from 8.10 (ongoing)</td>
<td>All teachers</td>
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<td>29.10</td>
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<td>9. Teachers to prompt students about sunscreen use at start of PE lessons and sport carnivals.</td>
<td>from 8.10 (ongoing)</td>
<td>PE/PD/H staff</td>
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<td>15.10 &amp; 29.10</td>
<td>Teachers</td>
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</table>
### Health Promoting Schools

#### Schools Workshop Program

**Participants:** Central, High School, High School

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
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</thead>
</table>
| Session I | Welcome and introductions  
What is a Health Promoting School?  
What do we know about why teenagers - smoke? drink alcohol? don’t cover up in the sun? | 9.00 - 9.35am | Marita Lynagh          |
| Session II | How do we change young people’s behaviour?  
(Principles of Health Promotion) | 9.35 - 10.15am | Marita Lynagh          |
|          | **Morning Tea** 10.15 - 10.30am                                         |               |                       |
| Session III | What are the key actions?                                               | 10.30 - 11.20am | Jenny Knight          |
| Session III | Who can help your school become more health promoting?  
The Area Health Services  
Department of School Education  
NSW Cancer Council  
Other community organisations | 11.20 - 11.40am | Representatives from these organisations |
| Session V | The importance of good planning and school policies  
- schools to present current policy on smoking | 11.40 - 12.00noon | Marita Lynagh          |
|          | **Lunch** 12.00 - 12.45pm                                           |               |                       |
| Session VI | Focus Activity I: Enhancing the school’s policy on smoking  
What makes a good policy?  
Who needs to be involved?  
Deciding what actions to include in your school’s policy | 12.45 - 2.05pm | Marita Lynagh  
Jenny Knight  
School Groups |
| Session VII | Where to go from here?  
Evaluation of Workshop | 2.05 - 2.20pm | Deborah Huff           |
|           |                                                                       | 2.20 - 2.30pm | Deborah Huff           |

**Thanks for your time and participation.**
Smoke-free School Policy

(insert name of school)

RATIONALE - Why this policy is important

Sample

Around 70,000 Australian teenagers start smoking every year. Many children and teenagers experiment with smoking around the ages of 12 or 13 when they move from primary to secondary school, and it is from this group of experimenters that tomorrow's group of regular, addicted smokers emerge. Smoking causes 18,000 deaths every year in Australia, with smokers having a 70% greater chance of dying earlier than non-smokers.

In 1992, a Hunter Region secondary school survey showed that around 22% of girls and 18% of boys were smokers. This also indicated that from the age of 13 years on, more adolescent girls than boys smoke cigarettes, while boys smoke a greater number of cigarettes per week than girls. In 1995, the National Drug Strategy Survey report showed that 19% of boys and 19% of girls (aged 14 to 19 years) were current smokers.

Although many factors influence smoking behaviour, peer influence and the desire to appear more "mature" or express independence are often powerful forces for many children. Children who have parents and/or siblings that smoke are also more likely to start smoking.

Schools can have a large impact on the smoking behaviour of students and help reduce the burden of illness associated with smoking by actively enforcing a Smoke-free School Policy for all members of the school community.

POLICY STATEMENT

Example

XXX High School is a Smoke-free school. No smoking is allowed on school premises, or at any school function or event, by any student, staff, parent or visitor. The school also prohibits the possession, sale, supply or exchange of cigarettes/tobacco on school premises or at any school organised event.

Write in your Policy Statement on the lines below:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

STRATEGIES FOR ENFORCEMENT OF POLICY (Tick ✔ those strategies your school is able to do and suggest who might take responsibility for the action)

Who?

☐ teaching staff to patrol known smoking spots during school hours

☐ train SRC and Peer Support Leaders to report smoking venues

☐ teaching staff to patrol for smoking at school-organised events and functions (eg sports carnivals, dances)

☐
CONSEQUENCES FOR BREACHES OF THE SMOKE-FREE SCHOOL POLICY
(Outline, step-by-step, what the consequences are for students caught smoking or selling/supplying cigarettes. Add other steps if necessary)

First Breach of Policy

Step 1

Step 2

Step 3

Step 4

Step 5

Second & Subsequent Breaches of Policy

Step 1

Step 2

Step 3

Step 4

Step 5

COMPONENTS OF SCHOOL CURRICULUM IN WHICH SMOKING IS ADDRESSED
(Write in which components during each of the Years 7 - 12 address smoking. This will probably need to be checked with staff from each faculty, especially PD/H/PE, Science and HSIE)

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12
METHODS OF COMMUNICATING THE POLICY TO THE SCHOOL COMMUNITY

(Tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

### STUDENTS

- a copy of the policy is distributed to all Year 7 students at the beginning of each year as part of their enrolment process
- a copy of the policy is distributed to new student who come to the school during the school year as part of their enrolment
- students are reminded of the policy at the start of each term over assembly announcements
- discussion of the policy becomes part of the peer support program
- teaching staff will remind individual students of the policy during classes and on playground duty (or as part of casual discussion)
- by teaching staff acting as non-smoking role-models in the presence of students
- non-smoking posters and stickers will be displayed at prominent locations on the school premises

### SCHOOL STAFF

- a copy of the policy is distributed to all new staff as part of employment orientation
- remind staff of policy at development days and annual meetings
- a copy of the policy is displayed in all Faculty and staff offices

### PARENTS

- parents are sent a copy of the policy attached to the school bulletin at the commencement of every school year
- parents are reminded of policy on parent-teacher evenings
- non-smoking signs are displayed in the main reception area and in areas used by parents (e.g., meeting rooms, hall & library)

### COMMUNITY

- persons wishing to use the school premises for a function are sent a copy of the policy as part of the booking process
- non-smoking signs are displayed in the main reception area and in areas used for functions (e.g., hall & library)
### STRATEGIES FOR ENLISTING THE SUPPORT OF THE LOCAL COMMUNITY IN REDUCING ACCESS AND AVAILABILITY OF CIGARETTES TO STUDENTS

(Tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

<table>
<thead>
<tr>
<th>Who?</th>
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<tbody>
<tr>
<td>distribute &quot;How to help child be a non-smoker&quot; pamphlet to parents</td>
</tr>
<tr>
<td>write to local tobacco retailers asking them not to sell to students in school uniform, and to always ask for proof of age</td>
</tr>
<tr>
<td>personally visit local retailers to ask them not to sell to students in school uniform, and to always ask for proof of age</td>
</tr>
<tr>
<td>provide local retailers with information on how to train their staff to always ask for proof of age</td>
</tr>
<tr>
<td>send out letter to parents asking them to report retailers who sell to their children</td>
</tr>
<tr>
<td>contact local police to gain their support in surveillance of retailers reported selling to minors</td>
</tr>
</tbody>
</table>

### STRATEGIES FOR CHANGING THE SCHOOL AND OTHER ENVIRONMENTS TO ENABLE STUDENTS TO BE NON-SMOKERS

(Tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

<table>
<thead>
<tr>
<th>Who?</th>
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<tbody>
<tr>
<td>conduct a focus group with smokers to find out where students smoke and where they obtain their cigarettes</td>
</tr>
<tr>
<td>increase surveillance of known smoking spots in school grounds</td>
</tr>
<tr>
<td>provide parents with pamphlet/information on how to make their homes and cars smoke-free</td>
</tr>
<tr>
<td>write to relevant sporting groups asking them to support school efforts to reduce smoking by not allowing students to smoke at sport</td>
</tr>
<tr>
<td>write to local shopping centres asking them to support school efforts to reduce smoking by going smoke-free</td>
</tr>
<tr>
<td>write to local youth centres asking them to support the school efforts to reduce smoking by not allowing youth to smoke at the centre</td>
</tr>
</tbody>
</table>
VISION OF SUPPORT FOR STUDENTS ATTEMPTING TO COMPLY WITH POLICY
(tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

- policy offenders are individually counselled, reasons for smoking and sources of cigarettes are discussed
- students are assured of confidentiality of counselling sessions. They will not be identified in any subsequent actions.
- students are offered the opportunity to attend a Quit Smoking course
- student signs a written contract as part of an agreement to not breach school policy again

Who?

DISPOSAL OF TOBACCO/CIGARETTES FOUND ON STUDENTS/SCHOOL PREMISES
(tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

- cigarettes found are removed from the student and placed in a secure location
- parents are informed by letter/telephone that cigarettes have been found in the possession of their child and are asked to come and collect them from the school. If not collected in one week's time, they will be destroyed.

Who?

POLICE INVOLVEMENT
(tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

- when the school is informed of a local retailer selling tobacco to students under 18 years, the police will be informed and asked to contact the retailer.

Who?

TIME FRAME FOR REVIEW OF POLICY AND PROGRESS
(tick ✓ those strategies your school is able to do and suggest who might take responsibility for the action)

- policy is reviewed by team of people at end of each school term
- policy is reviewed by team of people at 6 monthly intervals
- policy is reviewed by team of people once a school year

Who?
Appendix 7.4

School Policy Resource
Health promoting schools

School Policy
## CONTENTS

<table>
<thead>
<tr>
<th>Introduction</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>School Policy for SMOKING</td>
<td>9</td>
</tr>
<tr>
<td>School Policy for ALCOHOL</td>
<td>X</td>
</tr>
<tr>
<td>School Policy for SUN PROTECTION</td>
<td>X</td>
</tr>
<tr>
<td>Support Material for School Policy</td>
<td>X</td>
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</tbody>
</table>
INTRODUCTION

WHAT ARE SCHOOL POLICIES?

School policies are guidelines within which schools operate. There are policies for all facets of school life. Policies may be incorporated into other areas such as the school management plan, school vision and/or mission statements. However, these policies are generally verbal understandings or unwritten agreements. It is important to establish and maintain a standard of written policies to keep them as discreet documents that focused impact on the school community.

LINKS BETWEEN HEALTH PROMOTING SCHOOLS AND POLICY

There is a range of Departmental policy guidelines that could be considered under the banner of a Health Promoting Schools ideology. The World Health Organisation (WHO) has defined the Health Promoting School as a school that

"... displays in everything it says and does, support and commitment to enhancing the emotional, social, physical and moral well-being of all members of the school community...".

This philosophy is reflected in the list of policies applicable to schools, as is evident in the sample School Management Plan. The Health Promoting School program emphasises the crucial role of policy development, review, utilisation and enforcement within the school environment in order to maximise the existence and equity of health benefits to members of the school community.

WHY ARE WRITTEN SCHOOL POLICIES IMPORTANT?

There are a number of reasons why school policies should be written:

« Written policies can be displayed for the public and the school community to view
« Written policies can become part of orientation and enrolment to a school
« Should a situation arise whereby a school rule has been broken, a written policy for dealing with the offender will encourage students to be treated equally and fairly
« Written policy statements can be circulated for review by members of the school community
THE POLICY DOCUMENT

ESSENTIAL POLICY CRITERIA

- **The Policy Rationale** This should include the health effects of passive smoking, and the school's obligation under the Department of School Education guidelines.

- **The Policy Statement** This includes exactly where and when smoking is no longer under the school's jurisdiction. This Statement should outline all buildings and facilities which the school utilises for school events eg swimming pools, recreational areas, sporting facilities, town halls.

  The school policy statements should provide a comprehensive method of achieving the school aims. *Examples of such criteria are detailed on pages* ...

- **To Whom the Policy Applies** It should be made clear that the policy applies to students, staff and all members of the school community (parents, legal guardians, visitors to the school).

- **Effective Dates** This should outline the dates of policy implementation and review.

- **Procedures for Non-Compliance** Specific procedures must be stated for dealing with all individuals to whom the policy applies who ignore/breach the policy.

OTHER OPTIONS FOR SCHOOL POLICY

**Assistance for individuals (potential offenders) to comply with the policy**

  eg the name of a contact person or aid organisation such as a counsellor or Public Health Unit or where to obtain information about the issue

**New Enrolments** Information for new students and staff should stipulate the school's policy on all issues. The full policy may be represented in a summary statement to make the "orientation manual" concise. Parents of new enrolments should be encouraged to review the policy statements.

**Public Access Areas** Since schools are available for public use, and are responsible for the management and maintenance of the school buildings used, members of the community should be asked to observe school policy before agreement is given for school property to be used. A few extra actions could be taken to ensure the policy is upheld out of school hours, for example: Place signs at the entry to the school grounds and to all buildings and ensure that no means to offend are facilitated within school buildings.
<table>
<thead>
<tr>
<th>Model Policy Criteria</th>
<th>SMOKING</th>
<th>ALCOHOL</th>
<th>SUN EXPOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A statement of rationale or purpose</td>
<td>Dangers of smoking to your health</td>
<td>Dangers of excessive alcohol consumption to your health - both the alcohol itself and the direct impact it has on behaviour</td>
<td>Dangers of excessive sun exposure to your health</td>
</tr>
</tbody>
</table>
| A statement of what the desired behaviour is | • To not smoke  
• To quit if currently smoke | • To not drink/drink to excess  
• To not engage in binge drinking  
• To not engage in high-risk behaviours once alcohol has been consumed  
• To not engage in illegal behaviour relating to alcohol (eg. drink driving) | • To protect self from over-exposure to the sun wherever possible  
• To ensure to sun protection products are used during outdoor activities and breaks (eg. hats, sunscreen) |
| A statement of what the undesired behaviour is | • Smoking at school or in sight thereof.  
• Smoking before or during a school function of any description  
• Attempting to purchase tobacco products  
• if legal age then attempting to purchase tobacco products in school uniform  
• Smoking in school uniform | • Drinking at school or in sight thereof.  
• Drinking before or during a school function of any description  
• Attempting to purchase alcohol in school uniform | • Staying in the sun during a break or outdoor activities with no form of sun protection |
| A description of the school’s commitment and efforts to promote desired behaviours | This school is committed to the health and well-being of students while at the school and to influence lifestyle decisions for a more positive impact on their health and well-being in adulthood/when they leave school | This school is committed to the health and well-being of students while at the school and to influence lifestyle decisions for a more positive impact on their health and well-being in adulthood/when they leave school | This school is committed to the health and well-being of students while at the school and to influence lifestyle decisions for a more positive impact on their health and well-being in adulthood/when they leave school |

**Health Promoting Schools**
<table>
<thead>
<tr>
<th>A n example of the school's commitment and efforts to promote desired behaviours</th>
<th>Active participation in community and school quit options (eg courses, counselling)</th>
<th>Either is an alcohol-free venue or a venue that has staff available to monitor the implementation of school policy in relation to alcohol</th>
<th>Timetabling of outdoor events prevents excessive sun exposure Selection of venues for carnivals maximises school community opportunity to avoid excessive sun exposure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategies for enforcement of the policy</td>
<td>Teacher patrols at school and at venues other than school grounds Smoke alarms in areas known for smoking</td>
<td>Teacher patrols at school functions Door checks by security personnel at venue Teacher and community alertness to detect any student under the influence</td>
<td>Teachers/students actively promote use of sun protection products for outdoor activities and breaks. Role modelling by staff, students and visitors</td>
</tr>
</tbody>
</table>

**HEALTH PROMOTING SCHOOLS**
<table>
<thead>
<tr>
<th>Model Policy Criteria</th>
<th>SMOKING</th>
<th>ALCOHOL</th>
<th>SUN EXPOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of the school curriculum in which the behaviour is addressed</td>
<td>PD/H/PE, Welfare ....</td>
<td>PD/H/PE, Welfare ....</td>
<td>PD/H/PE, Welfare ....</td>
</tr>
<tr>
<td>Consequences for breaches of the policy</td>
<td>1: SDA and counsellor determines attitude towards quitting. If they want to quit - self-help booklets. Inform parents. 2: SDA and further counsellor intervention. Parents asked to attend intervention to draw up contract with student, counsellor.</td>
<td>1: SDA and counsellor determines attitude towards not drinking/sensible drinking. If they want more information and assistance - community counsellors and material on dangers of drinking and tips for safe drinking. Meet &amp; discuss with parents. 2: SDA and further counsellor intervention. Parents asked to attend intervention and draw up contract with student, counsellor. 3: Police action.</td>
<td>1: SDA - indoor detention ?? Discuss with parents 2: SDA information sessions on sun protection - indoor detention.</td>
</tr>
</tbody>
</table>
| Provision of support for students attempting to comply with the policy | SMS and further counselling or opportunities to quit | SMS - benefits to year groups | • SMS - benefits to year/roll groups  
• Sporting house points for carnival participation in active sun protection |
| Methods of communicating the policy to STUDENTS | • Assembly announcements  
• Peer support programming  
• Policy summaries displayed around the school  
• As part of enrolment process  
• Teacher role models | • Assembly announcements  
• Peer support programming  
• Policy summaries displayed around the school  
• As part of enrolment process  
• Teacher role models | • Assembly announcements  
• Peer support programming  
• Policy summaries displayed around the school  
• As part of enrolment process  
• Teacher role models |
<table>
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<th>ALCOHOL</th>
<th>SUN EXPOSURE</th>
</tr>
</thead>
</table>
| **Methods of communicating the policy to:** | • Parent-Teacher nights  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• As part of enrolment process | • Parent-Teacher nights  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• As part of enrolment process | • Parent-Teacher nights  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• As part of enrolment process |
| **PARENTS** | | | |
| **Methods of communicating the policy to:** | • SRC letters to community outlets (esp tobacco retailers)  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• Part of visitors manual/protocol | • SRC letters to community outlets (esp liquor retailers)  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• Part of visitors manual/protocol | • SRC letters to community outlets (esp swimming pools, sun protection product retailers)  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• Part of visitors manual/protocol |
| **COMMUNITY** | | | |
| **Methods of communicating the policy to:** | • Assembly announcements  
• Full staff meetings  
• Faculty staff meetings  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• Part of employment orientation  
• Attachments to pay slips | • Assembly announcements  
• Full staff meetings  
• Faculty staff meetings  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• Part of employment orientation  
• Attachments to pay slips | • Assembly announcements  
• Full staff meetings  
• Faculty staff meetings  
• Information in school magazine and newsletters  
• Policy summaries displayed around the school  
• Part of employment orientation  
• Attachments to pay slips |
<p>| <strong>STAFF</strong> | | | |</p>
<table>
<thead>
<tr>
<th>Model Policy Criteria</th>
<th>SMOKING</th>
<th>ALCOHOL</th>
<th>SUN EXPOSURE</th>
</tr>
</thead>
</table>
| Strategies for enhancing the school environment to enable students to comply with the policy | • Accessible and acceptable referral to ways of quitting
• Teacher involvement to make access to cigarettes harder
• Make teacher presence obvious, frequent, and such that you increase the opportunity for catching offenders
• Make teachers' action well known and immediate | • Accessible and acceptable referral for school-based sources of information about alcohol
• Teacher involvement to make access to alcohol harder
• At venues make teacher/adult presence obvious, frequent, and such that you increase the opportunity for catching offenders
• Make teacher/venue action well known and immediate
• Teachers participate in the school's initiative to reduce the harmful effects of alcohol consumption | • Adopt a tree-planting program
• Encourage fundraising efforts to go towards ensuring adequate shade is provided at school (eg include the item being sold to be sunsafe - sunglasses, sunscreen)
• Encourage parents to bring shade shelters to carnivals (eg beach umbrella)
• Borrow marquees to erect at venues or school
• Only use those sports venues with sufficient shade for all spectators, events officials and competitors |

| Involvement of local community members and organisations in efforts to promote desired behaviours | • Community & parent involvement to make access to cigarettes harder
• Encourage parents to take their own initiatives to address smoking | • Accessible and acceptable referral for community-based information about alcohol
• Community & parent involvement to make access to alcohol harder
• Encourage parents to take their own initiatives at home to address the issue of adolescents and alcohol | • Inform all relevant sporting venues and outlets (eg sunscreen retailers) of school's efforts to increase sun protection - ask for their assistance and appropriate actions to support the initiatives |

| A statement of how often the policy should be reviewed | Once a year or as an incident arises | Once a year or as an incident arises | Once a year |

HEALTH PROMOTING SCHOOLS
<p>| A statement of when the last review was |   |   |   |</p>
<table>
<thead>
<tr>
<th>Model Policy Criteria</th>
<th>SMOKING</th>
<th>ALCOHOL</th>
<th>SUN EXPOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A statement of when the next review is due</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A statement of who is, or should be,</td>
<td>Representative Committee eg</td>
<td>Representative Committee eg</td>
<td>Representative Committee eg</td>
</tr>
<tr>
<td>involved in the review of the policy</td>
<td>HPS committee</td>
<td>HPS committee</td>
<td>HPS committee</td>
</tr>
</tbody>
</table>

SDA = Schools Disciplinary Action
SMS = School Merit System
Appendix 7.5

Melanoma Awareness Day

- *Mole Patrol leaflets*
How to do a Mole Patrol

Do a Mole Patrol every three months, starting now. Remember, you are looking for moles or freckles that are unusual in some way.

1. Strip off and have a mirror handy.
2. Check your chest, your abdomen and the front of your arms and legs.
3. Now check the back of your arms and legs.
4. Twist to see your sides.
5. With the mirror, carefully check your face, your ears and your back.
6. Have a relative or friend check your back. If this is not possible you can examine your back yourself with a hand held mirror, while standing in front of a wall mirror.

If you find anything suspicious, show it to your doctor as soon as possible.

Remember - not one of the many thousands of people currently suffering from melanoma ever thought it would happen to them.
Skin Cancer Risks

What to look for.....

Harmless moles are mostly small (less than 5mm in diameter) with well defined edges. They may be flat or raised and are usually evenly coloured with no more than one or two shades of brown as in photos 1 & 2.

They may be 'dysplastic', that is, larger with ill defined edges and somewhat irregular colouring on the surface as in photo 3.

Moles and freckles that may be a problem are those that change colour, shape, or size, become itchy, bleed or develop a lump so, when trying to decide if a skin blemish could be a melanoma, look for any mole or freckle that:

1. Has changed COLOUR.
   Melanomas often develop a blue or black colour. Sometimes areas may become lighter and many different colours such as reds, grey and blues may be found - see photo 4.

2. Has changed SHAPE or increased in SIZE.
   The change in shape is usually from an oval or round mole to an irregular "coastline" shape is in photo 5. The increase in size can be overall or simply an elevation above surrounding skin. It is important to react quickly if a flat mole becomes elevated. (photo 6) particularly if the elevation is dark or different colour from the original mole.

3. Has an IRREGULAR BORDER.
   Most harmless moles have smooth, regular borders. Melanomas often have irregular borders as in photos 7 & 8.

4. Is ITCHY or BLEEDS.
   A mole that bleeds without any significant injury should be examined by your doctor. Itch may be an important symptom but only if there are other changes noticeable.
in the mole - many skin conditions which are not serious are also itchy.

5. **Has APPEARED RECENTLY.**

If a mole suddenly appears from normal looking skin, especially if it has any dark colours or is growing rapidly.
Appendix 7.6

Letters to Retailers

- Sample letter to local tobacco retailers.
- "How to avoid selling cigarettes to under 18s" advice pamphlet for retailers.
- Sample Certificate of Appreciation
2 May 1995

Dear Retailer

Our school has recently become part of a Health Promoting Schools Project. As part of this project we are trying to reduce the number of students who smoke. To complement our existing education programs on non-smoking we are also trying to reduce the opportunity that students have to purchase cigarettes. It is in this matter that we hope you can help us.

We are approaching all the shops in the vicinity of the school that sell cigarettes and asking them to agree to always ask students in school uniform for photo identification of age before selling cigarettes to them.

We hope that you will indicate your support by signing the attached agreement and returning it to us.

We have also attached a pamphlet from the Hunter Centre for Health Advancement for retailers about training staff not to sell cigarettes to under 18s.

Please contact the school (Tel. ..) or the Hunter Centre for Health Advancement (Tel ..) if you would like to discuss this further.

Yours sincerely

Deputy Principal

on behalf of High Health Promoting School Committee

Retailer Support Agreement

I/We .......................................................... (retailing name) agree to always ask students in school uniform for photo identification of age before selling cigarettes to them to help High School become a Health Promoting School.

Signature ..............................................

Date .............................................

Please complete and return to:

Health Promoting School Committee
High School
HOW TO AVOID SELLING CIGARETTES TO UNDER 18S

What does the law say?
Under the Public Health Act 1991, selling tobacco products to persons under 18 years of age is a criminal offence (maximum penalty $5,000).

Who is responsible?
The law says that the person doing the selling is the one responsible for committing the offence.

Has anyone been fined?
There have been about 10 fines to date. In January 1995 a Muswellbrook retailer was fined $1000 for selling cigarettes to a person under 18. In March 1995 a Gosford retailer was fined $1000.

What can I do to avoid being fined?
1. Always ask for proof of age
2. Train all staff in how to deal with this issue.

Staff Training Tips
Clearly display the legally required sticker that outlines the law.

Tell staff to always ask young people for photo ID.

Put a note on the cash register reminding staff to ask young people for proof of age.

Ensure all staff, especially new staff, are aware of the law. Give them this sheet to read.

Avoid using young staff to sell tobacco products as they are more likely to be pressured by their peers to sell cigarettes illegally.

Remind your staff about the laws regularly.

Be available to discuss any problems that staff may have with children trying to purchase cigarettes.

What to look for when checking IDs
1. Only accept photo ID - Drivers Licence or RTA proof of age card.
2. Check card has not been tampered with.
3. Check that the person resembles the photo.
4. Check birth year - in 1995 the birth year must be 1977 or earlier

REMEMBER IF IN DOUBT YOU DO NOT HAVE TO SELL TO THE PERSON

For more stickers or proof of age posters contact:-
Hunter Centre for Health Advancement
0495
Locked Bag 10
Wallsend 2287

This brochure was prepared and distributed by UHS&SS, Hunter Centre for Health Advancement
Congratulations

This Certificate of Appreciation is awarded to [Blank] for being a responsible retailer.

This store does not sell cigarettes to anyone under the age of 18.

Awarded by [Blank] High School & Health Promoting Schools
Appendix 7.7

Peer Support Training Resources

- *Training tips for Peer Leaders on Smoking Issues*

- *Training for students in the Student Representative Council on Smoking Issues*
SMOKING ISSUES

Training tips for Peer Leaders

health
promoting
schools

Prepared by the Hunter Centre for Health Advancement
Peer Leaders (PLs) can be identified as students in the Student Representative Council, Senior Students or students participating in a school's Peer Support Program. PLs can encounter issues relating to smoking when working with their peers. Suitable responses can ensure that year 7 get the message that being a non-smoker is desirable. Unsuitable responses can give the message that smoking is OK.

Encouraging Peer Leaders to provide suitable responses to smoking issues

The following session is designed to be included in a peer support training day to give PLs skills in dealing with smoking issues. It is planned to take 30 minutes. It includes a brief rationale, an opportunity for the PLs to identify the kinds of issues that are likely to come up in their groups and to develop some ways of dealing with the issues. Guiding principles to use to develop solutions are included.

1. Why should Peer Leaders address smoking issues?

The peer leader trainer could give the following brief introduction.

- Smoking contributes to health problems both now and in the future.
- Smoking is against the school rules
- Peer leaders have been shown to be important influences on young people. Their messages are credible and believable.
- Ignoring smoking or smoking related issues suggests you approve of them.

2. What sort of smoking related issues are Peer Leaders likely to encounter?

Generate these by group discussion.

Issues could include:

- reports of other students smoking at school
- a student admitting that he/she smokes
- a student reporting being hassled by other students about not smoking

3. Responding to these issues.

3.1 First discuss some criteria for good responses.

These might include:

<table>
<thead>
<tr>
<th>Response should</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make year 7 student feel comfortable</td>
</tr>
<tr>
<td>Include an action</td>
</tr>
<tr>
<td>Not put peer leader in a position that will lead to confrontation with other students</td>
</tr>
<tr>
<td>Include liaison with peer support teacher or year adviser</td>
</tr>
<tr>
<td>Include feedback to student</td>
</tr>
</tbody>
</table>
Response should not
- Give the feeling that the issue is not being taken seriously
- Give the impression that there’s nothing that we can do about the issue
- Involve dobbing in specific students
- Include lectures on health effects of smoking

3.2 Generate some responses to issues raised in 2

Sample responses to likely issues

**Issue I:**  *Student reports other students smoking in school toilets*
- Thank student for reporting it
- Get details from student - time, place, general details of people involved (how many, what year), how often has it happened
- Tell student that you will talk to the peer support teacher about this
- Talk to teacher
- Report results back to student (eg playground teacher will check this site regularly)

**Issue II:**  *Student admits to smoking in an isolated spot in the school playground*
- Make it clear that you disapprove of smoking at school
- Explain the discipline consequences of smoking at school and the importance of a good school record
- Ask student if he/she needs any help with not smoking at school. If yes consider suggesting staying away from smoking students, keeping busy at times when smoking has occurred. Ask if student if he/she would like QUIT advice - unlikely in Year 7
- Follow up by asking student about school smoking

**Issue III:**  *Student reports being offered cigarettes by older students and hassled when he/she refuses them*
- Get details of incident
- Talk to student about ways to say NO confidently and how to avoid the situation
- Report details to peer support teacher
- Report planned action to student

4. If time permits allow students to role play dealing with some of the issues discussed.

5. Summarise the main points of this session
- Reasons for peer leaders taking up smoking issues
- Types of issues peer leaders are likely to encounter
- How to respond to these issues
SMOKING ISSUES

Training for Students in the Student Representative Council

Prepared by the Hunter Centre for Health Advancement
SRC Training Day on Smoking Issues at School

Aims of Training the SRC

- To increase the likelihood that the school Smoke-free Policy is enforced by encouraging the SRC to monitor smoking and report to school executive
- To reduce the number of retailers in the vicinity of the school who sell cigarettes to minors by encouraging the SRC to report retailers who do sell to minors to the school executive - in turn encouraging the school to take action

Expected student learning outcomes

The following session is designed to help students:
- understand the rationale for smoking-reduction activities
- understand the role of the SRC in smoking-reduction activities
- develop strategies for dealing with known smoking spots and retailers who sell cigarettes to student
- have ideas for non-smoking promotional activities

SESSION 1: Why work to reduce smoking?

Answer 4 quiz questions:

1. How many people die from smoking in Australia each year?  
   about 20,000

2. What's the best method for stopping or reducing the number of people who die from smoking?  
   stop people from starting the habit (as opposed from encouraging them to quit)

3. When do most people start to smoke?  
   over 85% of smokers start as adolescents

4. What can we do to help?  
   reduce supplies, reduce occasions where people can smoke and educate students (media, skills development and positive role-modelling)

SESSION 2: Ways to reduce smoking at school?

1. Develop a comprehensive Smoke-free School Policy
2. Have no smoking rules enforced
3. No cigarettes allowed at school
4. Education about health effects of smoking
5. Positive role models
6. Resisting peer pressure
Brainstorm suggestions and discuss. Some of the following may be addressed:

1. SRC can have a role in monitoring smoking problems and reporting them to the school executive to prompt them to take action
2. SRC can be a positive role model by promoting non-smoking
3. SRC can encourage teachers to take up the issue by letting them know that the SRC wants them to do something about smoking at school
4. SRC can report information to school executive on where students get cigarettes and encourage the school to contact the retailer about not selling to minors
5. SRC can take part in retailer compliance monitoring - ensuring the retailers are upholding current tobacco laws
6. SRC will be invited to promote the Quit material available to the school

Consider this situation and what would you do?:

You are an SRC member and you noticed someone smoking in the toilets..

Discuss options and problems associated with various options. Some options may include:

1. Confront the person and tell them not to smoke
   - They probably won’t take any notice;
   - Many SRC members would not be game to do this
2. Get a teacher to come and do something
   - It would be very hard to catch someone this way; SRC would become unpopular

Recommendation:

Regular monitoring of school smoking spots and reporting results to school principal or other executive. Consider what system would need to be in place for this to happen, for example:

- SRC members monitor smoking as part of their daily routine; report to a smoking subcommittee each week or have it as part of business at meetings; forward information to principal regularly.
SESSION 5: Responding to information about students obtaining cigarettes

Consider this situation and what would you do?:

*You are an SRC member and students inform you that shop X sells cigarettes to school kids*

Discuss options and problems associated with various options. Some options may include:

1. Confront the shop
   - Shop won't take any notice of you;
   - SRC members may not be keen to do this

2. Threaten to tell on kids who you know are buying at shop X
   - Not all kids will take this seriously;
   - School may not know what to do

Recommendation:

Collect information on where students do get cigarettes and pass it on the principal. This would include retailers and students who sell to other students. Suggest the principal approaches the retailers about not selling to minors or students in uniform. Inform students who sell that they are committing an offence for which the maximum fine is $5000. Ask the principal to inform police and/or the Public Health Unit regarding the retailer at shop X.

Consider what system would need to be in place for this to happen, for example

- SRC members need to collect this information in a way that they are comfortable with; SRC needs to have smoking issues on the agenda so each meeting students can report on whether they have heard that retailers or students are selling to other students.

SESSION 6: World No Tobacco Day - 31 May each year

Brainstorm suggestions and discuss. Some of the following may be possible:

1. Butt clean up
2. Retailer visits
3. Lobby for smoke-free youth venues
4. Distribute smoke-free zone stickers
5. Get each faculty to undertake activities
6. Advertise the Smoke-free School Policy

CONCLUSION

Contact your Health Promoting Schools Liaison Officer for further help and ideas. Put smoking on the agenda for the next SRC meeting. Keep the issue on the agenda for the school
Appendix 7.8

Health Promoting Schools Newsletters

- Two sample newsletters
Mocktail Recipes

- **Pina Colada**
  - Part coconut cream
  - Parts pineapple juice
  - Parts soda water

- **Copper Stopper**
  - Parts pineapple juice
  - Parts orange juice
  - Parts dry ginger ale
  - Parts of cream
  - Slices of bitter

- **Sunburnt Cow**
  - Shake ingredients together, pour into glass, and top up with lemonade.
  - Garnish with pineapple slice and umbrellas.

- **Quit Smoking**

  **Quit Smoking - A Train the Trainer Course**

  For those people with a special interest, the Centre for Education and Information on Drugs and Alcohol (CEIDA) is running a two-day workshop on equipping participants with the necessary skills to establish and run their own smoking cessation program. The workshop is open to teachers, students or parents as well workers in the health or welfare fields. Participants also receive resources. The workshop will be held in York Street, Sydney and costs $85.00. For more information contact your Liaison Officer or phone CEIDA on (02) 818 0444 or fax (02) 818 0441.

  Also - There is a 24hr QUITLINE that would be helpful for information about smoking and how to quit:

  **QUITLINE:**

  131 848

**SUNSCREEN**

The NSW Cancer Council provides low cost SPF 35+ broad spectrum, water resistant sunscreen available in 2.5L ($50.00) and 1L pump packs ($22.00), 500ml flip top bottles ($12.00) and 125g tubes ($3.50). Pump packs are the most economical and practical for schools. Wall brackets are also available for the 2.5L and 1L pump packs and are an ideal way for making accessible for students and staff.

Remember that sunscreen alone is not enough to protect skin from the harsh Australian sun. We should constantly encourage children to stay in the shade wherever possible and to wear hats, protective clothing, sunglasses and to use a SPF35+ sunscreen.

**Mocktail Recipes**

A mocktail is an attractive non-alcoholic drink and a safe alternative to alcohol. Why not try serving some of these mocktails at your next school function eg. school dance, open day, student farewells. These cocktails can be easily made up and served by students. Try creating your own mocktail or contact your Liaison Officer for more recipes.

**Pina Colada**

- Parts coconut cream
- Parts pineapple juice
- Parts soda water

**Copper Stopper**

- Parts pineapple juice
- Parts orange juice
- Parts dry ginger ale
- Parts of cream
- Slices of bitter

**Sunburnt Cow**

- Shake ingredients together, pour into glass, and top up with lemonade.
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Also - There is a 24hr QUITLINE that would be helpful for information about smoking and how to quit:

**QUITLINE:**

131 848

**WHAT DO YOU THINK?**

We would really like to hear your views about this Newsletter. What sort of information would you like to see in future issues? Are there other people who you think should receive a copy or would contribute to its contents? Please forward your comments to your Liaison Officer or send it directly to:

Morita Lynagh/Deborah Huff at the Hunter Centre for Health Advancement, Locked Bag No. 10, Wallsend NSW 2287.

**Schools in Program**

A recent survey found that 68% of people said they prefer to dine in a smoke-free area. Even among smokers, less than half wanted to sit in a smoking area. So next time you book or go to a cafe or restaurant - ask for a smoke-free table!
HERE ARE SOME IDEAS FOR LOOKING AT THE SMOKING ISSUE:

1. invite members of your school community to review the school's current policy on smoking and publicise the 'new' policy at a special assembly (eg on World No Tobacco Day)
2. invite local community celebrities to your assembly to help launch the new policy, using this event to recruit additional parental support & input
3. ask 1 or 2 respected (or popular) students to speak for 3 minutes at assembly on "why I don't smoke"
4. if your school is not already offering counselling for students who are caught smoking, then start a system for offering this kind of support to those students who want to stop smoking
5. ask the local retailers to always ask for proof of age before selling tobacco to students in school uniform
6. encourage students and parents to report to the school any incidences in which they know of a student (under 18 years) buying cigarettes from local retailers

WHAT TO DO ON WORLD NO TOBACCO DAY TO GIVE THESE ACTIVITIES A BOOST. Please tell us what you are planning, better still, submit a small item describing what you have planned to the newsletter (the second newsletter for Term 2 - to go out before May 31) so other schools and Liaison Officers can read about it.

WORLD NO TOBACCO DAY - 31 MAY, 1996

Did you know?
- 18,000 Australians die every year from tobacco-related illnesses;
- millions of hectares are destroyed each year to provide trees to cure tobacco. That's about one tree a fortnight for the average smoker;
- 90% of adult smokers who quit successfully, do so using the cold-turkey method.

Schools can use World No Tobacco Day as an opportunity to remind the school community that schools are Smoke-Free environments and to reinforce any anti-smoking initiatives that they are taking on. There are many ways in which schools can participate in WNTD and some suggestions are provided below. If you have an innovative idea or would like some help in planning activities, then contact your school Liaison Officer.

WHAT'S NEW IN SOLAR PROTECTION?

- A recent study by a group of researchers from the Queensland Institute of Medical Research showed that up to 70% of Australians have detectable sun damage of their skin by the age of 14 years. This finding emphasizes the need to encourage children and teenagers to prevent sun-damaged skin and potential future skin cancer by adequately protecting themselves when exposed to the sun. It also highlights the need for schools to ensure that students are adequately protected when doing outdoor activities. At we near the end of summer and head into cooler weather, we often forget that the sun's UV rays are still harmful to our skin.

Does your school have a Tree-Planting Program?

Trees are a great way of providing environmentally-friendly shade, are easy to look after and are relatively cheap. There are a number of initiatives, apart from your local council or nursery, who can provide you with information on the best types of shady trees to grow in your area and which may also be willing to donate trees to the school or provide them at a discounted price. Advice and assistance is available from:

Greening Australia NSW Inc
GPO Box 936, Sydney, 2000
Tel: 02-5500770
Fax: 02-5500775

Tree In Newcastle (TIN)
1 Patny St, Mayfield, 2304
Tel: 02-5500780
Fax: 02-5500790

THE HUNTER CENTRE FOR HEALTH ADVANCEMENT

The Hunter Centre for Health Advancement (HCHA) is an organisation dedicated to excellence in health promotion. The HCHA is a collaborative initiative of the University of Newcastle Discipline of Behavioural Science in Relation to Medicine and the Hunter Area Health Service.

Our mission is the pursuit of excellence in health promotion, teaching, research and clinical services in order to achieve improvements in health status for the people of the Hunter and other communities of New South Wales.

The objective of the HCHA is to improve the health status of the people of the Hunter Region of New South Wales; and to provide a lead in the development, trial and evaluation of innovative strategies in health promotion and disease prevention.

THE HUNTER CENTRE FOR HEALTH ADVANCEMENT

The Hunter Centre for Health Advancement, Locked Mailbox 10, Wallerand NSW 2237

The Hunter Centre for Health Advancement, Locked Mailbox 10, Wallerand NSW 2237
Hello,

Welcome to the second edition of the HPS Newsletter. In this edition you will find:

- interesting facts;
- reports from schools about health promotion activities they have been involved in;
- tips for how to plan activities;

During the Easter school vacation James and Aysha visited local tobacco retailers around the school area. Here is their story...

Everyday the media coughs up more frightening statistics about smoking, yet perhaps the worst thing about this dangerous habit is how addictive it is. To commence smoking as a teenager exponentially increases the individual's chances of developing potentially life threatening conditions. It also means the habit becomes addictive sooner, thus in the long term, it's harder to stop.

With this mind, at High School we have developed a multi-faceted approach to discourage teenage smoking. In implementing this program, teachers, students and members of the local business community have all been involved and to date, these policies have shown good results.

Recently, after encouragement from the Health Promoting Schools group, it was decided that local tobacco retailers should also be included in the program in an attempt to reduce student access. Most high school students are under 18, so we visited businesses close to the school, requesting that they always check for photo identification before selling cigarettes to students in uniform. All were happy to comply, with many filling in a declaration to that effect. We also delivered stickers which could be displayed near the cash register and which reminded customers that it is illegal to sell tobacco products to anyone under the age of 18 years.

We would recommend this approach to other schools not already implementing a comprehensive anti-smoking program. Similarly, we would be interested to hear about strategies used in other schools to dissuade teenage smoking. It is an issue that cannot be taken too lightly.

School Sports & Swimming Carnivals: Sun Protection Tips

When looking for SHADE contact your local:  
- army reserve  
- police  
- Cancer Council  
- Sports clubs eg Surf Life Saving Club  
- Showground management

AND ASK IF THEY CAN LEND YOU A MARQUEE!

Even in winter, after sunrise, you still need to be sunwise!!

WHAT DO YOU THINK?

We would really like to hear you views about this Newsletter. What sort of information/articles would you like in future issues. Are there people you think should receive a copy, or could contribute to the content? Please forward any comments to your Liaison Officer or send them directly to Marita Lynagh or Deb Huff at the HCHA (address below). Thanks.

Did you know??

1  B  5  A  
2  D  6  C  
3  B  7  D  
4  D

QUIZ ANSWERS: How did you go?

As part of Quit Week, High School held a special assembly on Wednesday the 29th of May. It was a terrific event with senior students distributing information about how to quit smoking and how the school can help, why you should not take up the habit and organisations available to help the school maintain a healthy smoke-free environment. Steven Crowe from the Newcastle Knights (ex-student) was a guest speaker at the assembly, giving the students how they feel about smoking. As part of Quit Week, the ball has started to roll on looking at the school’s non-smoking policy. The Newcastle Herald will be the place to watch for a snippet of next school bulletin.

A special assembly was also held on High School on Wednesday 29th May to celebrate World No Tobacco Day. Lee Jackson from the Newcastle Knights spoke to students about smoking and its effect on sports performance. A Yr 11 student also gave his views on the matter. A number of teachers offered for why they are non-smokers and a new Smoke-Free School Policy was announced. Lee Jackson and students then handed out "smoke-free" stickers to students. A copy of the policy will be distributed to families with the next school bulletin.

For details ring Marita Lynagh: 0498111111

DID YOU KNOW

**Statistics on Drug Abuse in Australia 1994 - National Drug Strategy**

<table>
<thead>
<tr>
<th>Statistic</th>
<th>TOBACCO</th>
<th>ALCOHOL</th>
<th>ILLEGAL DRUGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause of drug-related deaths</td>
<td>72%</td>
<td>25%</td>
<td>3%</td>
</tr>
<tr>
<td>Economic burden of illness</td>
<td>$6.8 billion per year</td>
<td>$6 billion per year</td>
<td>$1.5 billion per year</td>
</tr>
</tbody>
</table>

Current rates for people who drink alcohol on between 4 and 7 days a week are:

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<thead>
<tr>
<th>Age</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-19</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>20-24</td>
<td>15%</td>
<td>5%</td>
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<tr>
<td>25-34</td>
<td>18%</td>
<td>8%</td>
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<tr>
<td>35-54</td>
<td>31%</td>
<td>19%</td>
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<tr>
<td>55+</td>
<td>44%</td>
<td>21%</td>
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</tbody>
</table>

1. Which drug kills the most Australians each year?
   a. alcohol
   b. tobacco
   c. heroin
   d. marijuana

2. Cigarettes contain:
   a. nicotine, tar & carbon monoxide
   b. arsenic & methanol (rocket fuel)
   c. acetone (paint stripper) & ammonia (floor cleaner)
   d. all of the above

3. Smoking causes approximately how many deaths a year?
   a. 6000
   b. 18000
   c. 8000
   d. 25000

4. Smoking increases a person's risk of getting lung cancer by up to ?
   a. 2 times
   b. 7 times
   c. 16 times
   d. 23 times

5. "Passive smoking" means:
   a. breathing in someone else's smoke
   b. smoking while watching TV
   c. always saying "yes" when someone offers you a cigarette
   d. smoking while sitting down

6. What is the legal age to buy cigarettes?
   a. 14
   b. 18
   c. 16
   d. 21

7. Smokers are safe if they:
   a. smoke less than 10 cigarettes a day
   b. smoke low tar cigarettes
   c. smoke cigars or pipes
   d. none of these

For the answers, please see the last page of this newsletter.

Find a place to meet which is quiet and where there are no phones to interrupt.
Be on time to meetings & come prepared.
Listen to others and respect their point of view.
Treat others as you would like to be treated.
Avoid arguments or debates over one issue for too long - they achieve nothing.
Be constructive and works towards solutions.
Share responsibilities.

The Project Team for the Health Promoting Schools Program has put together a workshop to help members of the school community devise a way of instigating and maintaining their school as a Health Promoting School. As there are schools currently implementing the program, we have divided them into workshops. Our first Workshop will be held on Friday 21st June at the Hunter Centre for Health Advancement for Health Promoting Schools Liaison Officer, Deb Huff (0499 7099) or Marta Lynagh (0459 2287). Letters of invitation are being sent directly to the Principal. For more information, please contact your Health Promoting Schools Liaison Officer, Deb Huff (0499 7099) or Marta Lynagh (0459 2287).

Health Chips coming to your school

Health Chips (or Health Point) is a very user-friendly computer interactive program with a lot of information on a huge range of health topics (like drink driving, asthma, smoking, blood pressure etc.).

A number of computers have been booked and your Liaison Officer will have details about bringing the program to your school in Term 3.
Process Evaluation Measures -

Hunter Region Health Promoting Schools Intervention Program.
Appendix 7.9

Workshop Evaluation Forms
HEALTH PROMOTING SCHOOLS WORKSHOP

EVALUATION FORM

It would be appreciated by the Workshop organisers and presenters if you could give some feedback on the various sessions and the Workshop as a whole.

1. Name of school: ____________________________

2. I attended this workshop primarily as:
(Please place a cross 'X' beside one of the following)
____ PD/H/PE teaching staff
____ student welfare
____ student administrative staff
____ community liaison persons
____ parent or P & C member

3. Did today's Workshop:
(Please place a circle around your response for each of the following.)

   a) provide you with a better understanding of what a Health Promoting School is? YES NO
   b) motivate you to make your school a Health Promoting School? YES NO
   c) provide you with ideas on how to make your school a Health Promoting School? YES NO
   d) give you an overview of resources available to you and how to access them? YES NO
   e) provide you with information on how to develop and write an action plan? YES NO
   f) provide you with information on how to implement and evaluate strategies? YES NO

4. How useful are the information and/or skills provided in each of the sessions of the Workshop likely to be for you?

<table>
<thead>
<tr>
<th>Session I</th>
<th>Not at all Useful</th>
<th>Somewhat Useful</th>
<th>Fairly Useful</th>
<th>Very Useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Health Promotion and Behaviour Change&quot;</td>
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<td>2</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Session II</th>
<th>Not at all Useful</th>
<th>Somewhat Useful</th>
<th>Fairly Useful</th>
<th>Very Useful</th>
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<tbody>
<tr>
<td>&quot;The Health Promoting Schools Concept&quot;</td>
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<table>
<thead>
<tr>
<th>Session III</th>
<th>Not at all Useful</th>
<th>Somewhat Useful</th>
<th>Fairly Useful</th>
<th>Very Useful</th>
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</thead>
<tbody>
<tr>
<td>&quot;More than just the School&quot;</td>
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<td>2</td>
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<thead>
<tr>
<th>Session IV</th>
<th>Not at all Useful</th>
<th>Somewhat Useful</th>
<th>Fairly Useful</th>
<th>Very Useful</th>
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<tbody>
<tr>
<td>&quot;Developing an Action Plan&quot;</td>
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<td>2</td>
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</table>
5. Would you recommend this Workshop to other schools? YES NO

6. What did you like best about the Workshop?

7. What did you like least about the Workshop?

8. To help us plan for the future, would you prefer:

   - Full-day Workshops YES NO
   - Half-day Workshops YES NO
   - Small discussion groups within own school YES NO
   - Workshops on specific health issues (eg. skin protection) YES NO

9. Do you have any other comments regarding how the Workshop could have been improved or altered in any way for your benefit?

THANK YOU FOR YOUR TIME.
Workshop organisers and presenters would appreciate your feedback about the sessions presented today. Please take 5 minutes to complete this form. Thank you.

1. Name of School: ________________

2. Did today’s workshop...
   *(please circle your response for each of the following)*

   a) provide you with a better understanding of what a Health Promoting School is? **YES** **NO**
   b) motivate you to make your school a Health Promoting School? **YES** **NO**
   c) provide you with ideas on how to go about becoming a Health Promoting School? **YES** **NO**
   d) give you an overview of resources available to you and how to get access to them? **YES** **NO**
   e) provide you with information on how to develop a drug policy? **YES** **NO**

3. How useful were the information & skills provided in each session of the Workshop likely to be for you? *(Please circle your response for each session)*

<table>
<thead>
<tr>
<th>SESSION I: What is a Health Promoting School? What do we know about why teenagers - smoke? drink alcohol? don’t cover up in the sun?</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
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<tr>
<th>SESSION II: How do we change young people’s behaviour? (Principles of Health Promotion)</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
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<tr>
<th>SESSION III: What are the key actions?</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
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<tr>
<th>SESSION IV: Who can help your school become more health promoting?</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
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<tr>
<th>SESSION V: The importance of good planning &amp; school policies</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
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<tr>
<th>SESSION VI: Focus Activity I - Enhancing the school’s drug policy</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
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<tr>
<th>SESSION VII: Where to go from here?</th>
<th>NOT AT ALL USEFUL</th>
<th>USEFUL</th>
<th>VERY USEFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<td></td>
</tr>
</tbody>
</table>
4. Would you recommend this Workshop to other schools?  
   YES   NO

5. What did you like best about the Workshop?

6. What did you like least about the Workshop?

7. To help us plan for the future, would you like to see/prefer?
   a) full-day workshops like today  
      YES   NO
   b) half-day workshops  
      YES   NO
   c) small discussion groups within your own school (eg at a staff development day)  
      YES   NO
   d) workshops on specific health issues, such as:
      i) developing the alcohol section of a drug policy  
         YES   NO
      ii) smoking  
         YES   NO
      iii) increasing shade at school/better utilisation of existing shade  
         YES   NO
      iv) updates on tobacco & alcohol issues  
         YES   NO
      v) school resources  
         YES   NO
      vi) involving students in tobacco and alcohol issues  
         YES   NO
      iv) other (please state)  
         YES   NO

   e) workshops on specific issues in health promotion, such as:
      i) maintaining the impetus for health promotion  
         YES   NO
      ii) working with the community  
         YES   NO
      iii) resources for health promotion  
         YES   NO
      iv) communicating health promotion messages  
         YES   NO
      v) communicating health achievements to the school and its community  
         YES   NO
      vi) other (please state)  
         YES   NO

8. Do you have any other comments regarding how the Workshop could be improved or altered in any way for your benefit?

9. What is your next step in relation to working towards becoming a Health Promoting School?

10. Do you know who your Liaison Officer is and how to contact them?

   YES   NO

THANK YOU FOR YOUR TIME & EFFORT
Appendix 7.10

Teacher Survey
START THE SURVEY HERE

To start with, a few questions about your background.

1. What is your age? ____________ years

2. Are you?
   Male 1
   Female 2

3. What is your highest academic qualification?
   Please circle one only.
   - Diploma/Teaching Cert. 1
   - Bachelor Degree 2
   - Graduate Diploma 3
   - Masters Degree (or higher) 4
   - Other (please specify) 5

4. How long have you been teaching?
   (If < 1 year, write 00 on the line)
   ____________ years

5. At this school, what is your employment status?
   - Full-time 1
   - Part-time 2
   - Casual 3

6. At this school, what is your teaching level?
   - Senior Executive 1
   - Leading teacher 2
   - Advanced Skills teacher 3
   - Classroom teacher 4

7. If teaching, what two (2) subject areas do you teach most in?
   ____________________________
   ____________________________

PLEASE TURN THE PAGE
PART A
Current teaching practices in relation to health issues

In the LAST 12 MONTHS, have you covered any of the following health issues in your teaching program for Years 7, 8, 9 or 10?

<table>
<thead>
<tr>
<th>Year</th>
<th>Did not teach</th>
<th>Not at all</th>
<th>Briefly</th>
<th>Minor topic</th>
<th>Major topic</th>
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<tbody>
<tr>
<td>Yr 7</td>
<td>Smoking</td>
<td>1</td>
<td>2</td>
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<tr>
<td></td>
<td>Alcohol</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>Sun Protection</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>Other health issues (please specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>Yr 8</td>
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<td>Alcohol</td>
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<td>Sun Protection</td>
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<td>Other health issues (please specify)</td>
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<td>Sun Protection</td>
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<td>Other health issues (please specify)</td>
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<td>Alcohol</td>
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<td>Sun Protection</td>
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<td>Other health issues (please specify)</td>
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# PART B

## Health Promotion activities outside of the classroom.

For each of the following activities, please indicate whether or not you have:

i) **PARTICIPATED IN** or **UNDERTAKEN** the particular activity in the **LAST 12 MONTHS**;

and

ii) would be **WILLING** to undertake the activity at your school in the **NEXT 12 MONTHS**.

<table>
<thead>
<tr>
<th>Activity</th>
<th>LAST 12 MTHS</th>
<th>NEXT 12 MTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activities related to SMOKING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. help students talk about smoking issues</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>b. put up anti-smoking posters around the school</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>c. refer students to QUIT smoking courses or school counselor</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>d. organise a school event relevant to wider community anti-smoking campaigns (eg. World No Tobacco Day)</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>e. encourage parents to provide a smoke-free environment</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>f. contribute to a school newsletter with facts about the dangers of smoking</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>g. help develop or review and implement a school policy on smoking</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>h. involve yourself or students in asking local tobacco retailers to always ask for proof of age</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>i. talk to other teaching staff about smoking and strategies for reducing the number of students who smoke at school</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td><strong>Activities related to ALCOHOL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. help students talk about drinking issues</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>b. provide non-alcoholic alternatives (eg. mocktails) at school functions as well as the soft drinks usually available</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>c. send information home to parents about how to hold responsible teenage parties</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>d. organise a school event relevant to wider community safe-drinking campaigns (eg. The Drink Drunk Campaign)</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>e. encourage parents to act as sensible drinking role-models</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>f. contribute to a school newsletter with facts about the dangers of binge-drinking</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
<tr>
<td>g. help develop or review and implement a school</td>
<td>1 NO</td>
<td>1 NO</td>
</tr>
</tbody>
</table>
h. involve yourself of students in asking local liquor retailers to always ask for proof of age
i. talk to other teaching staff about alcohol and strategies for reducing the number of students who drink at school or at school functions

<table>
<thead>
<tr>
<th></th>
<th>LAST 12 MTHS</th>
<th>NEXT 12 MTHS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>a.</td>
<td>advise students to wear a hat during recess/lunch and outdoor lessons or sports carnivals</td>
<td>1</td>
</tr>
<tr>
<td>b.</td>
<td>advise students to wear sunscreen during recess/lunch and outdoor lessons or sports carnivals</td>
<td>1</td>
</tr>
<tr>
<td>c.</td>
<td>advise students to stay in the shade during recess/lunch and outdoor lessons or sports carnivals</td>
<td>1</td>
</tr>
<tr>
<td>d.</td>
<td>organise a school event relevant to wider community sun protection campaigns <em>(eg. Melanoma Awareness Day)</em></td>
<td>1</td>
</tr>
<tr>
<td>e.</td>
<td>encourage parents to act as sun protected role-models</td>
<td>1</td>
</tr>
<tr>
<td>f.</td>
<td>contribute to a school newsletter with facts on skin cancer</td>
<td>1</td>
</tr>
<tr>
<td>g.</td>
<td>help develop or review and implement a school policy on sun protection</td>
<td>1</td>
</tr>
<tr>
<td>h.</td>
<td>ask the local council to provide more shaded areas on council property</td>
<td>1</td>
</tr>
<tr>
<td>i.</td>
<td>talk to other teaching staff about sun protection and strategies for reducing the number of students who go out in the sun unprotected</td>
<td>1</td>
</tr>
<tr>
<td>j.</td>
<td>schedule outdoor activities/events to occur early in the morning to avoid the midday sun</td>
<td>1</td>
</tr>
<tr>
<td>k.</td>
<td>look at holding school events at external venues which provide sufficient shade or organise own shade at venue <em>(eg. marquee)</em></td>
<td>1</td>
</tr>
<tr>
<td>l.</td>
<td>personally offer students some sunscreen to wear before outdoor lessons or activities</td>
<td>1</td>
</tr>
<tr>
<td>m.</td>
<td>revise school uniform to include sleeves and a collar, and design a new school hat</td>
<td>1</td>
</tr>
</tbody>
</table>
4. Rank what you believe to be your contribution to your school’s current level of health promotion activity. (Consider only activities outside the classroom). Circle one number only.

   low  No current health promotion activity  1
   Ad hoc health promotion activities  2
   1 - 2 planned health promotion strategies each year  3
   3 - 5 planned health promotion strategies each year  4
   high  > 5 planned health promotion strategies each year  5

5. Have you attended any health promotion or health-related courses/inservices/workshops over the PAST 2 YEARS?

   Yes  1
   No  2

6. If 'Yes', please list those courses you have attended.

   ____________________________
   ____________________________
   ____________________________

7. How adequate do you think your training opportunities have been for providing skills in promoting the health and welfare of students? (Please circle one number)

   0 1 2 3 4 5 6 7 8 9 10
   Not at all adequate  Extremely adequate

8. Please rank the following health issues in order of importance to your school community. Rank from 1 (most important) to 3 (least important).

   Cigarette smoking
   Alcohol
   Sun Protection

9. Please rank, in order of importance, up to three other health issues which you feel are important at your school.

   1. ____________________________
   2. ____________________________
   3. ____________________________

10. Are you aware of the Health Promoting Schools concept?

    Yes  1
    No  2

11. In your own words, what do you think a Health Promoting School is?

    ____________________________
    ____________________________
    ____________________________
## PART C

### Your view of your school and attitudes towards health promotion

Please circle the response that most accurately reflects your views.

As a teacher, I believe that...

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. it is important for students to see me as someone with a healthy lifestyle</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. teachers should work across faculties to promote health within this school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. teachers should try to help students develop healthy behaviours</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. schools should work with local communities to promote health</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. only PD/H/PE teachers are sufficiently qualified to teach about health issues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. it is important that parents and teachers share their ideas on how best to promote the health of students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. students should become more involved in the development and review of school policies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. my school needs whole-school programs that promote the health of staff and students</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. the school should provide a healthy environment for all</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. health promotion should be a priority for this school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. healthy school policies should be reflected in all school activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. I don't have the time to promote the health of students in this school</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Generally....

<table>
<thead>
<tr>
<th></th>
<th>Very Poor</th>
<th>Very Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. communication between teachers throughout the school is</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>14. rapport between teachers in my faculty is</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15. teachers' commitment to school goals is</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16. organisation within this school is</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>17. local community perception of the school is</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

When a whole-school policy is introduced...

<table>
<thead>
<tr>
<th></th>
<th>None at all</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. how much input do teachers have into the decision-making?</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
When a whole-school policy is introduced into your school...

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>how well do teachers work across faculties to implement the policy?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PART D**

**Knowledge of health issues**

Please circle a number beside the answer which you think is most correct or write your answer in the space provided.

1. **How old must a person be before they can be sold cigarettes?**
   *Please write the age in years in the spaces provided.*
   __ __ years

2. **What is the maximum "safe" level of smoking?**
   *Please write the number of cigarettes per day in the spaces provided.*
   __ __ cigs.

3. **Giving up smoking increases the chance a smoker will live longer.**
   True
   False 1 2

4. **About how many people die from tobacco-related diseases each year in Australia?**
   - 10 1
   - 5,000 2
   - 18,000 3
   - over 25,000 4

5. **Excessive alcohol consumption is a major risk factor for sickness and premature death?**
   True
   False 1 2

6. **What is the maximum "safe" level of drinking alcohol for men?**
   *Please write the number of standard drinks a day in the spaces provided.*
   __ __ drinks/day

7. **What is the maximum "safe" level of drinking alcohol for women?**
   *Please write the number of standard drinks a day in the spaces provided.*
   __ __ drinks/day

8. **About how many people die each year from alcohol-related diseases in Australia in one year?**
   - 100 people 1
   - 1,500 people 2
   - 5,000 people 3
   - 6,500 people 4

9. **How long can the average Australian person stay unprotected in the midday sun without burning?**
   - 1 minute 1
   - 12 minutes 2
   - 33 minutes 3
   - 1 hour 4

10. **If you use a sunscreen with a Sun Protection Factor (SPF) 10, (SPF) 10, how long could you stay in the sun without burning?**
    - 10 minutes 1
    - 10 hours 2
    - 10 times longer than with no sunscreen 3
    - All day 4

11. **How many people die each of skin cancer in Australia each year?**
    - 100 people 1
    - 500 people 2
    - 1,000 people 3
    - 10,000 people 4

Thank you for completing this survey.
Appendix 7.11

Student Survey Questions
### SECTION H

These questions are also about you and your school.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Generally, I am very happy with the friends that I have at school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>I like to take part in most school sports activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>I like to get involved in school extra-curricula activities like students councils, the school band, debating teams, plays, concerts, dances etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>I believe it is important to make a useful contribution to my school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Sunscreen is always available at school if I want to use it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>I am given plenty of information at school about how to drink alcohol sensibly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>I am often reminded by teachers to put on some sunscreen before PE/sports lessons and at sports carnivals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>I am often reminded by teachers to wear a hat during PE/sports lessons and at sports carnivals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Our school celebrates special health events like World No Tobacco Day, or Melanoma Awareness Day.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>My parents are sent information from school about issues which can affect our health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Teachers and parents try hard to make the school a healthy place for students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>I am given lots of opportunities to voice my opinions and have a say about important issues in the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>Teachers put a lot of effort into convincing us not to smoke cigarettes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>Teachers help me to learn how to refuse peer pressure to drink alcohol.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>The health of students is seen as very important in this school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>Health promotion should be a priority for this school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

THIS IS THE END OF THE SURVEY. THANK YOU FOR YOUR TIME AND EFFORT.
Outcome Evaluation Measures
Appendix 8.1

Post-test Questionnaire
What do you think?

This is a survey to find out what young people like yourself think about smoking, drinking and sun protection.

Please answer **ALL** questions in this booklet. Instructions for answering questions are given on the following pages.

It is very important that you answer all the questions **honestly** and on your own.

All your answers are PRIVATE - no-one at school, no parents or anyone also will know your answers. We are only interested in the answers of students as a group.

If you have any questions - something you do not understand - please ask your teacher or the supervisor.

**THANK YOU FOR TAKING PART**

**REMEMBER:** If you have any questions, please ask
Please start the survey here.

1. How old are you?  __ __ years
   Please write your age in number of years in the spaces provided.

2. What sex are you?
   Circle 1 number only
   Male 1
   Female 2

SECTION A

These questions are about smoking cigarettes

3. Have you EVER smoked even part of a cigarette?
   Circle one number only
   No (please go to question 8) 1
   Yes (just a few puffs) 2
   Yes (less than 10 cigarettes in my life) 3
   Yes (more than 10 cigarettes in my life) 4

4. Have you smoked cigarettes at all IN THE LAST 4 WEEKS/MONTH?
   Yes 1
   No (please go to question 8) 2

5. About how many cigarettes have you smoked IN THE LAST 4 WEEKS/MONTH?
   Circle one number only
   None 1
   Only a couple 2
   Less than 1 packet 3
   More than 1 packet 4

6. Have you smoked cigarettes at all IN THE LAST 7 DAYS?
   Circle one number only
   Yes 1
   No (please go to question 8) 2

7. This question is about the number of cigarettes you had over the LAST 7 DAYS including yesterday. START WITH YESTERDAY, write the number of cigarettes you smoked and then follow the arrows for each day. Write an answer for every day and if you did not smoke on a particular day, write 00.

   Sunday
   Saturday
   Friday
   Thursday
   Wednesday
   Monday
   Tuesday
These questions are about drinking alcohol

8. Have you EVER had even part of an alcoholic drink? *Circle one number only*

   NO (please go to question 15) 1
   Yes (just a few sips) 2
   Yes (less than 10 drinks in my life) 3
   Yes (10 or more drinks in my life) 4

9. Have you had an alcoholic drink IN THE LAST 12 MONTHS/YEAR? *Yes* 1  
   No (please go to question 15) 2

10. In the last 12 months when you have drunk alcohol, how often have you felt the following effects from drinking? *Circle one number on each line*

<table>
<thead>
<tr>
<th>Effect</th>
<th>Often</th>
<th>Occasionally</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Just felt merry/happy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Felt a bit drunk/funny</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Felt very drunk/felt sick</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Passed out</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Had an accident due to drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

11. In the last 12 months when you have drunk alcohol, how many times have you done the following? *Circle one number on each line*

<table>
<thead>
<tr>
<th>Activity</th>
<th>10 or more times</th>
<th>3 to 9 times</th>
<th>1 to 2 times</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gone swimming within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Walked along the edge of a road within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Walked across a bitumen road within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Ridden a push bike within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Driven a motor vehicle or motor bike within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. Gone in a boat within 4 hours of drinking</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Been the passenger in any kind of vehicle with someone else who had been drinking within the last 4 hours</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. Drunk alcohol without your parents knowing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. Drunk alcohol without your parents or another adult being there</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

12. Have you had an alcoholic drink IN THE LAST 4 WEEKS/MONTH? *Circle one number only*

   Yes 1
   No (please go to question 15) 2

13. Have you had an alcoholic drink IN THE LAST 2 WEEKS? *Circle one number only*

   Yes 1
   No (please go to question 15) 2
14. This question is about how much alcohol you have had over the LAST 2 WEEKS including yesterday.

TO HELP YOU UNDERSTAND WHAT A STANDARD DRINK IS, PLEASE SEE THE DIAGRAM BELOW:

ONE STANDARD DRINK equals:

- 1 middy of beer (285 ml)
- 1 nip of spirits (vodka, whisky etc) (30 ml)
- 1 glass of table wine (120 ml)
- 1 glass of fortified wine (port, sherry etc.) (60 ml)
- 1 schooner or can of low alcohol beer (425 ml)

*1 schooner or can of REGULAR beer = 1¾ drinks

NOW, starting with yesterday, write the number of standard drinks you had and then follow the arrows for each day in the last 2 weeks. Write an answer for every day - if you did not drink, write 00 in the boxes.

**LAST WEEK**

**WEEK BEFORE**

- Sunday
- Saturday
- Friday
- Thursday
- Wednesday
- Tuesday
- Monday
- Sunday
The next question is about your activities and sun protection for today:

15. We are interested in finding out what you did today, and whether you used any skin protection during those activities (like sunscreen, hats, long-sleeved shirts). LOOK AT THE EXAMPLE BELOW, to show you how to fill out a diary. There is a diary for today at the bottom of this page. The diary uses school recess periods to help you remember what you were doing during that time. Once you have seen how to fill in the diary, complete your diary for today.

**EXAMPLE ONLY**

The following question is about your activities and sun protection today

To prompt your memory, write down what you mostly doing in each break.

Now please circle one number for each question below.

<table>
<thead>
<tr>
<th>a. Where were you mostly during this activity?</th>
<th>Recess</th>
<th>1st half Lunch</th>
<th>2nd half Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Indoors</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ii Outdoors, mostly in the sun</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>iii Outdoors, mostly in the shade</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b. What were you wearing on your head?</th>
<th>Recess</th>
<th>1st half Lunch</th>
<th>2nd half Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>i Nothing</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ii A sun visor</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>iii A cap</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>iv A cap with a flap</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>v A wide brimmed hat</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>vi A helmet</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c. Were you wearing any sunscreen:</th>
<th>Recess</th>
<th>1st half Lunch</th>
<th>2nd half Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>i On your face</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>ii On your neck</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>iii On your arms</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>iv On your legs</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**THIS IS YOUR DIARY FOR TODAY**

To prompt your memory, write down what you mostly doing in each break.

PLEASE CIRCLE ONE ANSWER ON EACH LINE FOR ALL QUESTIONS BELOW:

<table>
<thead>
<tr>
<th>Fill in your activity here (eg reading, cricket)</th>
<th>Recess</th>
<th>1st half Lunch</th>
<th>2nd half Lunch</th>
</tr>
</thead>
</table>

15a. Where were mostly during this activity?

- i Indoors
- ii Outdoors, mostly in the sun
- iii Outdoors, mostly in the shade

15b. What were you wearing on your head?

- i Nothing
- ii A sun visor
- iii A cap
- iv A cap with a flap
- v A wide brimmed hat
- vi A helmet

15c. Were you wearing any sunscreen?

- i On your face
- ii On your neck
- iii On your arms
- iv On your legs
These questions are about skin protection

1. During summer (Terms 1 & 4), how often would you wear a HAT at school during lunchtime?
   - Every day: 1
   - 3-4 days a week: 2
   - 1-2 days a week: 3
   - Less than once a week: 4
   - Not at all: 5

2. During summer (Terms 1 & 4), how often would you wear SUNSCREEN at school during lunchtime?
   - Every day: 1
   - 3-4 days a week: 2
   - 1-2 days a week: 3
   - Less than once a week: 4
   - Not at all: 5

3. During summer (Terms 1 & 4), how often would you wear a HAT at school during PE/Sport lessons?
   - Every lesson: 1
   - Most lessons: 2
   - Some lessons: 3
   - Not at all: 4

4. During summer (Terms 1 & 4), how often would you wear SUNSCREEN at school during PE/Sport lessons?
   - Every lesson: 1
   - Most lessons: 2
   - Some lessons: 3
   - Not at all: 4

5. What types of hats do you OWN?
   - Wide-brimmed hat: 1
   - Narrow-brimmed hat: 1
   - Cap with a neck flap: 1
   - Cap without a neck flap: 1
   - Sun-visor: 1
   - Don’t wear hats: 2

6. During last summer, did you get a sunburn which was sore or tender the next day?
   - Yes, once: 1
   - Yes, a few times: 2
   - No: 3

7. Next summer, do you think you will:
   - Try to get as deep a tan as possible: 1
   - Try to get a medium suntan: 2
   - Try to get a light suntan: 3
   - Not even think about tanning: 4
   - Try to protect yourself against the sun as much as possible: 5

8. Roughly what percentage of people your age do you think protect themselves adequately when they go out in the sun? (ie. wear a hat, SPF15+ sunscreen, long-sleeved shirt)
   - Roughly what percentage: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
These questions are about smoking cigarettes

9. Does your father (or stepfather) smoke cigarettes? 
   - Yes 1
   - No 2
   - Don't know 3
   - He's not around 4

10. Does your mother (or stepmother) smoke cigarettes? 
    - Yes 1
    - No 2
    - Don't know 3
    - She's not around 4

11. Do any of your brothers/sisters smoke cigarettes? 
    - Yes 1
    - No 2
    - Don't know 3
    - Don't have any brothers/sisters 4

12. How many of your close friends smoke cigarettes? *Circle one number only*
    
    00 01 02 03 04 05 06 07 08 09 10 or more

13. Do your friends think that smoking cigarettes is: 
    - A cool thing to do 1
    - An uncool thing to do 2
    - Is neither cool nor uncool 3
    - Don't know 4

14. What are the rules about smoking in your home? 
   *Circle one number for each line*
   - a. I can smoke anywhere in my house 1 2
   - b. I can smoke, but only in certain rooms in the house 1 2
   - c. I can smoke at home at anytime 1 2
   - d. I can smoke at home, but only sometimes 1 2
   - e. I'm not allowed to smoke at home at all 1 2
   - f. There are no rules about me smoking at home 1 2
   - g. I don't know what the rules are 1 2

15. One (1) year from now, do you think you will: 
   *Circle one number only*
   - Be smoking cigarettes regularly 1
   - Be smoking cigarettes occasionally 2
   - Not be smoking at all 3

16. How easy is it for you to get cigarettes if you wanted to? 
    - Very easy 1
    - Fairly easy 2
    - Fairly difficult 3
    - Extremely difficult 4
    - Don't know 5

17. Roughly what percentage of people your age do you think smoke cigarettes regularly? (ie. at least once a week) *Circle one number only*
    
    0% 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%
These questions are about drinking alcohol

18. How often does your father (or stepfather) drink alcohol?
   Never 1
   Only on special occasions 2
   Sometimes (once or twice a week) 3
   Often (most days, but not every day) 4
   Every day 5
   Don't know 6
   He's not around 7

19. How often does your mother (or stepmother) drink alcohol?
   Never 1
   Only on special occasions 2
   Sometimes (once or twice a week) 3
   Often (most days, but not every day) 4
   Every day 5
   Don't know 6
   She's not around 7

20. Do any of your brothers or sisters drink alcohol?
   Yes 1
   No 2
   Don't know 3
   Don't have any brothers/sisters 4

21. How many of your close friends do you think have drunk alcohol in the last 12 months?
   Circle one number only
   00 01 02 03 04 05 06 07 08 09 10 or more

22. Do your friends think that drinking alcohol is:
   A cool thing to do 1
   An uncool thing to do 2
   Is neither cool nor uncool 3
   Don't know 4

23. In your home, what are the rules about how much alcohol you are allowed to drink?
   Circle one number only
   I am allowed to drink as much as I like 1
   I am allowed to drink a moderate amount (1-2 glasses) 2
   I am allowed to drink a small amount (less than 1 glass) 3
   I am not allowed to drink any alcohol 4
   I don't know what the rules are 5

24. In your home, what are the rules about how often you are allowed to drink alcohol?
   Circle one number only
   I am allowed to drink alcohol at anytime, or as often as I like 1
   I am allowed to drink only on special occasions 2
   I am allowed to drink alcohol sometimes (not just on special occasions) 3
   I am never allowed to drink alcohol 4
   I don't know what the rules are 5

25. One (1) year from now, do you think that when you go out with friends, you will:
   Circle one number only
   Be drinking a lot of alcohol (3 glasses or more) 1
   Be drinking a moderate amount of alcohol (1-2 glasses) 2
   Be drinking a small amount of alcohol (less than 1 glass) 3
   Not be drinking alcohol at all 4
26. How easy is it for you to get alcohol if you wanted to?
   - Very easy
   - Fairly easy
   - Fairly difficult
   - Extremely difficult
   - Don’t know

27. Roughly what percentage of people your age do you think drink alcohol regularly? (i.e. at least once a week) Circle one number only
   - 0%
   - 5%
   - 10%
   - 15%
   - 20%
   - 25%
   - 30%
   - 35%
   - 40%
   - 45%
   - 50%

SECTION C

Now we have some general knowledge questions

Only one answer (from 1 to 4) is correct. Circle one number for each question.

1. How may people die from skin cancer in Australia each year?
   - 100
   - 500
   - 1,000
   - 10,000

2. How long can the average Australian stay in the midday sun, unprotected, without burning?
   - 1 minute
   - 12 minutes
   - 33 minutes
   - 1 hour

3. If you use a sunscreen with a Sun Protection Factor (SPF) 10, how long could you stay in the sun without burning?
   - 10 minutes
   - 10 hours
   - 10 times as long as you can without a sunscreen
   - All day

For each of the following statements, please indicate whether you think they are true or false. Circle one number for each line

4. In Australia, both dark and light skinned people have an equal chance of getting skin cancer
   - True
   - False

5. You can only get skin cancer if you keep on getting really burnt
   - True
   - False

6. You can’t die from skin cancer
   - True
   - False

7. All suntan lotions contain a sunscreen
   - True
   - False

8. You can get sunburnt on cloudy days
   - True
   - False
9. How old does the law say you need to be before you can be sold cigarettes? Circle 1 number only

14  15  16  17  18  19  20  21  22

10. How old does the law say you need to be before you can buy alcohol? Circle 1 number only

14  15  16  17  18  19  20  21  22

11. What do you think is the maximum "safe" level of smoking? How many cigarettes a day? Circle one number only

00  01  02  03  04  05  06  07  08  09  10 or more

12a. What do you think is the maximum "safe" level of drinking alcohol for a man? How many standard drinks a day? (For information on what a standard drink is, look at the diagram on page 4) Circle one number only

00  01  02  03  04  05  06  07  08  09  10 or more

12b. What do you think is the maximum "safe" level of drinking alcohol for a woman? How many standard drinks a day? (For information on what a standard drink is, look at the diagram on page 4) Circle one number only

00  01  02  03  04  05  06  07  08  09  10 or more

These questions are about how you feel about your school.

13. How much do you like your school? I like it a lot 1
I like it a bit 2
I do not like it very much 3
I do not like it at all 4

14. Overall, how do you think your teachers would rate how well you do in school?
Very good 1
Good 2
Average 3
Below average 4

15. Do you intend to stay at school until you complete your Higher School Certificate (HSC)?
Yes 1
No 2

16. Do you intend to go on to further education after leaving school? (eg. university, TAFE college)
Yes 1
No 2
Now we are interested in your ideas and opinions. First, look at the example below:

<table>
<thead>
<tr>
<th>Question:</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In summer, I eat lots of ice-cream.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

A circle around number ‘1’, shows this person strongly agrees that s/he eats lots of ice-cream in summer.

There seem to be a lot of questions, but we want you to answer each one. There are no right or wrong answers to these questions, we want YOUR IDEAS AND OPINIONS. Now please complete the following by circling the number that shows your answer.

1. Looking tanned is heaps better than looking white in summer
2. Skin cancer is not a very scary disease
3. Having a tan makes you look like an outdoors person and that’s important
4. My parent(s) always take sunscreen along on family outings and use it
5. My parent(s) tell me all the time to protect my skin from the sun
6. Getting a tan is a good way to look attractive
7. I’d use a sunscreen if I thought it would protect me against skin cancer
8. I don’t think I have much chance of getting skin cancer
9. I’d wear a shirt at the beach if it would prevent skin cancer
10. I choose to wear clothes that protect me from the sun
11. My parent(s) have never had skin cancer, so I won’t
12. My parent(s) try to make me wear a hat to the beach/pool
13. Shirts with sleeves look trendy in summer
14. My parent(s) would be really angry if I came home sunburnt
15. By the time I’m old enough to get skin cancer, medical science will have a cure
THESE QUESTIONS ARE ABOUT WHAT YOU THINK ABOUT DRINKING.

There are no right or wrong answers. Just circle a number from "Strongly Agree" to "Strongly Disagree", for every question.

1. It's alright to swim after drinking if you are a strong swimmer.
   
   Strongly Agree | Agree | Disagree | Strongly Disagree
   --- | --- | --- | ---
   1 | 2 | 3 | 4

2. Driving after drinking is safe if you drive very slowly.

3. As long as you're with a group of friends, you're pretty safe even if you're drunk.

4. As long as you walk facing the oncoming traffic, it's quite safe to walk along the road when you've been drinking.

5. Kids are likely to drink more when their parents aren't around or don't know about it.

6. Most people my age drink alcohol.

8. Police often check on drinking by young people.

9. A lot of people are concerned about kids getting drunk.

10. When they do drink, most young people drink a lot.

11. There is a lot of information about the effects of drinking alcohol.

12. People selling alcohol often check kids ages.

13. Lessons should be taught in school about alcohol and how not to drink or how to drink sensibly.

14. Parents should know whether or not their children drink alcohol.

15. Drinking alcohol causes health problems.

17. Drinkers can become addicted to alcohol.

18. Advertising by alcohol companies influences people my age.

20. Drink drivers should be punished.

21. Getting drunk every now and then is okay.

22. Alcohol companies should continue to sponsor sports events.

23. People who drink are more fun at a party.

24. Getting drunk, even occasionally, makes an accident more likely.

25. People my age can easily afford to drink regularly.
### SECTION F

**THESE QUESTIONS ARE ABOUT WHAT YOU THINK ABOUT SMOKING.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People who smoke are usually more popular.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Students should be allowed to smoke at school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. It's not very smart to smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Smoking makes you look more attractive.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. When you smoke you look awful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Smoking can harm your health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Smoking makes you short or breath.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. People who smoke are more relaxed and confident.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. The health risks of smoking have been exaggerated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. People enjoy life more when they smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. I could smoke cigarettes without getting hooked.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. People who smoke usually don’t care about their health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. I’d smoke if it helped you stay thin.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Kids who smoke seem more grown up than kids who don’t smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Most of my sports idols smoke.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Breathing other people’s cigarette smoke is harmful to your health.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Coaches of sporting teams approve of smoking.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. People who smoke do so because they want to, not because their friends do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. People who smoke are better at sport than non-smokers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Smoking is a good way to keep your weight down.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### SECTION G

**These questions are about how you feel about yourself.**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On the whole, I am satisfied with myself.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. At times I think I am no good at all.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. I feel that I have a number of good qualities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. I am able to do things as well as most other people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. I feel that I do not have much to be proud of.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. I certainly feel useless at times.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
7. I feel that I am a person of worth, at least on an equal plane with others.

8. I wish I could have more respect for myself.

9. All in all, I am inclined to feel that I am a failure.

10. I take a positive attitude toward myself.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

SECTION H

These questions are also about you and your school.

1. Generally, I am very happy with the friends that I have at school.

2. I like to take part in most school sports activities.

3. I like to get involved in school extra-curricula activities like students councils, the school band, debating teams, plays, concerts, dances etc.

4. I believe it is important to make a useful contribution to my school.

5. Sunscreen is always available at school if I want to use it.

6. I am given plenty of information at school about how to drink alcohol sensibly.

7. I am often reminded by teachers to put on some sunscreen before PE/sports lessons and at sports carnivals.

8. I am often reminded by teachers to wear a hat during PE/sports lessons and at sports carnivals.

9. Our school celebrates special health events like World No Tobacco Day, or Melanoma Awareness Day.

10. My parents are sent information from school about issues which can affect our health.

11. Teachers and parents try hard to make the school a healthy place for students.

12. I am given lots of opportunities to voice my opinions and have a say about important issues in the school.

13. Teachers put a lot of effort into convincing us not to smoke cigarettes.

14. Teachers help me to learn how to refuse peer pressure to drink alcohol.

15. The health of students is seen as very important in this school.

16. Health promotion should be a priority for this school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

THIS IS THE END OF THE SURVEY. THANK YOU FOR YOUR TIME AND EFFORT.