

Where's There's Smoke, There's Fire

Developing smoking policies for the workplace.

Subjects: Health, Communication Arts

Overview:

Students explore the impact of smoking in various workplaces. Acting as the owners and managers of different types of business locations, students develop smoking policies and defend them by responding to students portraying smoking and non-smoking patrons and employees.

Suggested Time:

One Class Session

Resources/Materials:

The following items are needed:

- student journals
- copies of "Coalition Rekindles Fight Over Smoking" and "Nixa Bans Smoking in Restaurants, Other Cites" (one per student; these can be printed back-to-back)
- eight slips of paper (see attached), each labeled with the name of one business (The Tarr Bar, Smokey's BBQ Restaurant, etc.).
- hat or bag

OBJECTIVES:



Students will:

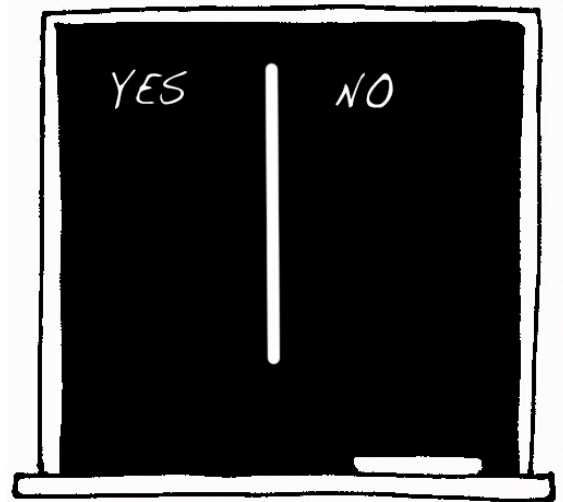
1. Defend or refute whether smoking should be against the law.
2. Explore how various communities are regulating smoking by reading about two recently enacted bans in Missouri localities.
3. Act as the owners and managers of different types of business locations and brainstorm the development of smoking policies for their businesses.
4. Develop written smoking policies for their own hypothetical businesses; defend their policies by responding to students portraying smoking and non-smoking patrons and employees.

Activities/Procedures:

1. WARM-UP: In their journals, students respond to the following question (written on the board prior to class):

Do you think smoking should be against the law?

Create two columns on the board, one labeled "YES" and one labeled "NO." Ask students who responded that smoking should be illegal to share their responses, and write their points on the board in the "YES" column. Then, ask students who do not believe that smoking should be illegal to share their responses, and write their points on the board in the "NO" column. Have students identify what they think are the best arguments on each side? Conclude the discussion by pointing out that it is highly unlikely that smoking will be outlawed completely anytime soon. On the other hand, cities, counties, and states are placing limits on where and when people can smoke



2. As a class, read and discuss the two attached articles. After reading them, briefly discuss the following questions:

- Do you think the authors were neutral or did they have a bias? (Explain the word "bias" if students aren't clear about its meaning.) If there is bias, did the authors have the same bias? What evidence supports your view?
- Do you think all restaurant owners oppose bans on smoking in restaurants? (They don't!) Why might restaurant owners favor smoking bans? (If the class doesn't mention lower fire and health insurance costs, lower cleaning costs, mention these.)
- Why might some business owners publicly oppose smoking bans even if they privately support them?
- Gary Kespohl said he thought the issue involves a difficult balance between civil liberties and public health. What did he mean?

3. Divide students into eight groups, and have each group select one of the slip of paper from a hat or bag. Explain to students that their group is comprised of the owners of the business location on their slip of paper. Have them spend a couple minutes talking about what kind of business they are. Then, have them develop a smoking policy for their business, which has never before had such a policy.

Each group brainstorms the answers to the following questions (written on the board for easier student reference):

- Who might smoke in your business? (e.g., employees, customers)
- Why might these people smoke while at your business? (e.g., pleasure, relieve stress)
- How are non-smokers at your business affected by the smoking that occurs there?
- Should there be limits on people smoking in your business? If so, what should they be (e.g., complete ban, smoking only in some areas)?

4. Have each group write a smoking policy for their business.

5. Staying in their groups, have the entire class number off by 6s. Tell them that when each "business" presents its smoking policy, those who are not in the presenting group will respond to the recommended policy (arguing for it or against it) based on their number (1-6). Use the following guide to assign students to roles:

<u>Number</u>	=	<u>Role</u>
1	=	Smoking customer
2 or 3	=	Nonsmoking customer
4	=	Smoking employee
5 or 6	=	Nonsmoking employee

6. Have each business present their policy. After each policy is presented, the students who are not part of that group should ask questions and react to the policy based on their assigned role. Members of the presenting group should try to address the questions and reactions. Allow this phase of the exercise to be rather free-form with students arguing their positions with the presenting group and with each other. Don't worry if all eight groups do not have a chance to present. It is better to do two or three groups well.

7. Wrap-Up. Use the following questions to wrap-up the exercise.

DISCUSSION QUESTIONS:

- Why were there more nonsmokers than smokers in the role play? (In reality, the percentage of nonsmokers to smokers is even more lopsided than in the role play.)
- What smoking restrictions are you aware of? (Are there restrictions of smoking at school? At school-sponsored events? In local restaurants, etc.)
- Do you think all smokers are against limits on where they can smoke? Why might smokers also support smoking restrictions?
- When the interests of smokers or nonsmokers conflict, whose interests should take priority? Why? (Is it just a matter of "majority rules"?)
- Should the owners of individual businesses be allowed to write their own smoking rules or is this something that government should do? (Note that the government is responsible for public safety and often implements policies to protect public health - such as health and safety codes. Is this similar? Why or why not?)



Method of Evaluation

Students can be evaluated based on initial journal response, participation in small group and class discussions, written persuasive smoking policy action plans, and presentation of action plans to the class.

Extension Activities:

1. Interview business owners or managers in your community whose businesses have smoking policies (such as restaurants, bars, hotels and office buildings). How did those policies come into being? What were smokers' and non-smokers' reactions to these policies when they were first implemented, and how, if at all, have those reactions changed? How has the workplace itself changed since the institution of smoking regulations?

Extension Activities (cont.):

2. Create an ad campaign geared to kids your age to inform them of the hazards of smoking cigarettes. Choose a medium to disseminate this information (commercials, posters, quizzes with answer sheets, flyers, etc.), and brainstorm what information you should provide to dissuade your audience from smoking. Then, research this information. In developing your campaign, incorporate related statistics, a memorable anti-smoking slogan, persuasive language and images to best appeal to your audience.
3. Analyze existing campaigns that are geared towards preventing kids from smoking. What tactics do these campaigns employ? Poll students in the class with regard to which campaigns they feel are more and less effective and why.
4. Research and create a display about how cigarettes affect the human body. Students can also research how other types of drugs affect the body, as well as the nature of addictions.
5. Create, distribute, and analyze a survey in your school about views of smoking among students and adults. Then, publish the results in your school newspaper or in a visible area in your school. How do the results of your survey compare to other statistical information you came across in your research?
6. Conduct online research about diseases that develop due to different kinds of tobacco use (cigarettes, cigars, pipes, and smokeless tobacco.) Present your research to your class.
7. Explore the development of warnings on cigarette packages and advertisements over time. When did cigarette packages and ads first carry warnings, and what prompted these warnings to be printed? Are they effective? Why or why not?
8. Explore the environmental issues that stem from cigarette smoking and the emission of other toxins into the atmosphere, including the effects of second-hand smoke.
9. Invite a doctor or other health practitioner who is involved in helping people to stop smoking to come to your class to talk about methods of smoking cessation and the hazards associated with smoking cigarettes.

Coalition Rekindles Fight Over Smoking

The Columbia Missourian

2/2/2007

By MATTHEW GRAHAM

A group of bars and restaurants has joined with the Boone Liberty Coalition to repeal the ordinance that bans smoking in many public places, claiming the measures have had a significant economic impact on their businesses and that the decision to allow smoking should be up to them.

"It has affected my livelihood," said Joel Thiel, owner of Otto's Corner Bar and Grill at the corner of Eighth and Walnut streets. "In the past month, we've seen our Monday through Thursday night numbers drop by half." ...

The Boone Liberty Coalition, which formed to fight the ordinance's initial passage and is leading the fight to repeal it, is relying on the businesses to collect the 2,265 votes needed.

If they collect the necessary number of signatures, the council will have two options: to immediately vote to repeal the smoking ban or to let the petition sit for 30 days. After 30 days, the ordinance would be put to a public vote in the city's next general election.

The smoking ban was passed by the City Council by a 4-3 vote on Oct. 9 and it took effect on Jan. 9.

Gary Kespohl, who is running for the Third Ward council seat to be vacated by Bob Hutton, said that because the ordinance is so controversial, he would probably like to see it put to a public vote. Doing so, he said, would give the businesses, council and patrons until November to decide.

"I think they ought to give (the ordinance) a chance," Kespohl said. "In the cities where they have passed this ordinance and enforce it, it takes about 6 or 8 months for people to really get used to it. I think the customers will come back to those places."

He also said it's too early to make judgments on the ban's business impact.

"(Business owners) need to give this a chance I think," he said. "With the weather like it's been, a lot of people aren't getting out at night. And I think that's down-turned that business somewhat. And maybe they should hold off on passing judgment on this until the weather clears up a little bit ... And I don't know that's the reason, but I bet it adds to the downturn."

Kespohl said he understood arguments on both sides and that it's a difficult balance between civil liberties and the public health. He said he'd have to hear more information before making a solid decision.

Business owners insist the ordinance is an infringement on their rights as private property owners and business operators.

Nixa Bans Smoking in Restaurants, Other Sites

Springfield News-Leader

2/13/2007

By Chad Hunter

Nixa — With a 5-1 vote, Nixa leaders on Monday passed a smoking ban on "every recreation spot" in the city.

The ban, a year and a half in the making, originally targeted restaurants, but aldermen toughened it to include pool halls, bingo parlors and bowling alleys. The city already has a law prohibiting smoking in most commercial establishments like grocery stores, banks and offices.

"This will be a blanket ban," said Alderman Mark Loge, who made the amendment to cut all exceptions. "This encompasses every recreation spot."

City officials said a 2006 survey showed residents were in favor of the ban 3-1.

"Personally, I've never been for the smoking ban," Alderman Brian Hayes said. "But I represent a ward that is positively for it."

...Some restaurant owners oppose the smoking ban. They claim the ban will drive customers to nearby restaurants in the county where smoking is legal.

"I do know that my business will disappear," said David Bauer, owner of Coyote's Nixa Grille, which Bauer said has finally turned a profit after three years. "Customers can go down the road a half mile."

Longhorn Grill owner Omar Barron also asked the city to reconsider the ban.

"It's easy for people who don't have a business or haven't invested hundreds of thousands of dollars to have an opinion," Barron said. "Are you going to ban tanning beds next? It's over-governing."

But the ban also has its share of supporters, including the American Cancer Society.

"It's common knowledge that smoking is bad for you, and so is secondhand smoke," said Cancer Society spokeswoman Lane Teters. "There is plenty of evidence that smoking bans have not affected businesses. The only negative effects there could be is against the tobacco companies."

Patrick Wilson of Nixa said time away from the area broadened his view on smoking.

"I grew up here around Springfield, and I've lived in California where there's no smoking indoors," Wilson said. "I think it's a good trend."

"Thirty years ago, we were smoking on airplanes. We would be smoking in the room here," he said.

The Tarr Bar

Drag-On Inn

Smokey's BBQ Restaurant

Reynolds Office Complex

Belly's Bar & Grille

Bungie's Bowling

The Wet and Dry Pool Club