## The cost of smoking

## LEARNING OUTCOMES



- To consider the cost of smoking as an incentive for stopping
- To work out how much it costs to smoke, daily, weekly and yearly
- To work out how much money could be saved and consider the benefits of these savings


## RESOURCES

- A packet of cigarettes and a $£ 5$ note or $£ 6$ in coins (optional, Engage activity)
- Several calculators, sticky notes
- Copies of Resources 1 and 2 (Activity 1 Support)
- Copies of Resource 3

■ Stop smoking. Start living! leaflet from Theme 1 (Resource 9)

- Pelmanism cards prepared from Resource 4

■ Internet access or magazines (optional, Activities 1 and 2)

## RELATED THEMES

Stopping smoking (pages 140-154)
Stop smoking for life (pages 155-166)

The primary costs of smoking are the impact on the health of the individual and the cost to health services. In order also to consider personal financial cost, learners need to:

- estimate and round numbers
- add and multiply numbers
- know the number of weeks and months in a year.
Note: the activities in this theme should only be considered as one aspect of a comprehensive stop smoking programme. Non-health experts delivering it are strongly recommended to seek support from local stop smoking programmes.


## Core curriculum

Activities in this theme will contribute to learning in the following curriculum areas:

- calculate the cost of cigarettes consumed daily, weekly and yearly (NMSS1/E3.2, NN1/E3.4,NN1/L1.3)
- estimate and compare the cost of smoking with the cost of other purchases (NMSS1/E3.2).
- Before starting this session, ask learners to share their top tips for stopping smoking, from the last session. Using learners' ideas, write up a list of the group's top tips.
- Ask learners to explain what they have found out about other stop smoking medicines and to ask any questions they have from previous sessions. Deal with these.
- Discuss what learners understand by the 'cost' of smoking. Point out that cost is not always about money.
- Ask learners to share ideas about other costs of smoking, for example the cost to health.
■ Try something provocative to stimulate discussion, for example put a packet of cigarettes on the table and throw a $£ 5$ note (or $£ 6$ in coins) in the bin.
- Alternatively, ask the group what a packet of cigarettes costs. Write the amounts on the board and demonstrate rounding to the nearest pound. The activity in this theme is based on a packet of cigarettes costing about $£ 6$. There is also a blank chart for you to use a different price.
- Ask who in the group smokes and, if they are willing to reveal it, how many cigarettes they smoke a day. Add up all the cigarettes smoked by the group in one day and record on the flipchart, then divide the number by 20 to show how many packets of 20 this equates to. Multiply the number of packets by the estimated or 'rounded up' price of cigarettes per pack ( $£ 6$ or $£ 5.50$ per pack of 20, as appropriate). Reveal this as the total cost of smoking per day for the whole group.
- Demonstrate multiplying this cost for the whole year (for example, multiply by 7 to get the cost for one week, then by 52 for the number of weeks in a year; or by 365 for the number of days in a year) to establish a grand annual total for the group.


## ACTIVITY 1

## Calculate the financial cost of smoking

- Go through the skills you would need to complete the same calculation on an individual basis. Ask learners to specify and agree the process. To calculate the annual cost to them, learners will need to:
- identify the number of packets smoked per week or per day - know that there are 52 weeks or 365 days per year - use $£ 6$ as a round figure for the price of a packet of 20 cigarettes
- know how to multiply by either 52 or 365.

Note that page 7 of the Stop smoking. Start living! leaflet from Theme 1 gives a supported approach to this calculation.

- Check that learners have a strategy for adding and multiplying by

6. Calculator skills can be used, but check that learners are entering in numbers correctly. Share strategies for calculation, and talk about successful methods.

- Ask each learner to work out their own approximate expenditure on smoking in: a) a day, b) a week, c) four weeks, and d) a year, based on a packet of 20 cigarettes costing $£ 6$.
- If individuals are happy to share information about their

What other costs does smoking have? Cost to family health? Cost to public services?

So a packet costs about £5.60. Is this nearer to $£ 5$ or nearer to $£ 6$ ? It's nearer to $£ 6$, so we can use this number to get an approximate cost, one that is about right, but not exact.

What could you do with this money, as a group?


To multiply by 6, learners can multiply by 3 then double the answer.

Is anyone surprised at how much they spend on smoking?
expenditure with the group, collect and record individual amounts, adding up the total to see if it is the same as the estimate reached in the Engage activity.

- If it is appropriate for the group, you can use Resource 2 for learners to develop their own ready reckoner. This could be based on a different approximate cost per packet (e.g. £5) or, if learners are confident with the use of a calculator, the exact price they currently pay.
■ If you or learners have access to the internet, there are several sites that have ready reckoners that do the calculation automatically, eg the NHS smoke free site has a cost calculator. This would be a good way to get learners to check their own calculations.

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Support
| Learners may need support with
    reading. Ask them to identify
    unknown words and support them
    as they look these up or interpret
    them. Some learners will benefit
    from keeping a notebook for key
    words.
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- Learners might find it easier to use the extracts from the leaflets on Resource 3 to help them focus on the information they need.
- Read the text with the learner or pair learners up. Build confidence by tackling the information a chunk at a time. Ask them to tell you what they have read, and ask questions that relate directly to this piece of text.
Learners may need support with reading. Ask them to identify unknown words and support them them. Some learners will benefit from keeping a notebook for key words.


## ESOL

- To support learners with calculations, check they are familiar with numeracy terms and symbols for: addition (+ 'add', 'plus'); multiplication ( $\times$ 'multiply by', 'times'); totals (= 'equals', 'is', 'gives you'); rounding ('round up to', 'round down').
- Use the 'ready reckoner' on Resource 1 for practice in asking and giving information about expenditure, for example: 'If you smoke 20 cigarettes a day / every day, how much will you spend in four weeks?' 'About a hundred and forty pounds.'

How much money could you save by stopping smoking?

## ACTIVITY 2

## Compare the cost of smoking with the cost of other purchases

■ Give learners Resource 3 and ask them to list all the things of comparable cost that they might like to spend these amounts of money on. Put their ideas on sticky notes and add them to a group table under headings such as ' 1 packet of $20=£ 6$ '.

- Alternatively use the model of a Pelmanism game (Resource 4) and demonstrate how to play the game in pairs.
- Lay out the cards face down on the table.
- Learners take turns to turn up two cards.
- If the two cards match (i.e. the number of packets and the equivalent cost) they 'win' them and take them out of the game.
- If the two cards do not match, the learner puts them face down again in the same places as before, and the next person has a turn.
- Add to the cards by asking learners to write down their own ideas on cards (add pictures if they have access to a computer or magazines / catalogues). This can then be extended into a larger resource.

What costs about the same as a packet of cigarettes?

What would you like to spend your money on if you didn't smoke?

Long term, how could stopping smoking help you financially?

## Support

Some learners may need support to make price comparisons. Write the answers on the back of each cigarette card as a checking device.

## ESOL

Learners may need practice in using sentences with 'if' to talk about a hypothetical or imaginary situation, for example: 'If I stopped / quit smoking, I would save ... and I could buy...' Write some examples on the board and then ask learners to make their own suggestions.

Suggest that learners spend time reflecting on what they have learnt from the session. Ask the question 'Does knowing the financial cost make any difference to you?'
As a group, think about other incentives to stop smoking and the barriers individuals face.
Organise (or ask the group to organise) a visiting speaker to come and give them some more information on the issues they have identified.

What other incentives could help you to stop smoking?

## The cost of smoking

Have you got money to burn?
Use the ready reckoner to find out how much money you send up in smoke.


Based on a price of $£ 6$ for 20 cigarettes

## The cost of smoking

How much does it cost you?
Make your own ready reckoner, based on the amount you pay for cigarettes, to find out exactly how much money you send up in smoke.


## The cost of smoking

Have you ever wondered how much money you could save or what you could buy if you quit smoking?

every week $=£ 42$
(or a shopping trip)

every four weeks = £168
(or a family day out at a
theme park)

every year $=£ 2184$
(or a luxury holiday in the sun)


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