**Smoke in Your Eyes: A Teaching Resource Exploring Tobacco Issues**

Below is a selection of possible lesson ideas for Fourth Level (Secondary 3 to Secondary 4) for any schools that may wish to develop the theme of Tobacco and Second Hand Smoke (SHS) as part of their Health and Wellbeing programme.

**Stage:** 4th Level  **Theme:** Tobacco Introductions

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| **Health and Wellbeing Experiences & Outcomes:**   * As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. HWB 4-9a * I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 4-15a * I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB 4-16a * I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. HWB 4-17a * Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions. HWB 4-19a * I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. HWB 4-38a * I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. HWB 4-40a * I know how to access information and support for substance- related issues. HWB 4-40b * After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. HWB 4-41a * I understand the impact that ongoing misuse of substances can have on a person’s health, future life choices and options. HWB 4-43a   **Relationships, Sexual Health & Parenthood:**   * tbc | **Cross Curricular Experiences & Outcomes:**  **Language:**   * When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. * I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. LIT 3-02a * I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. LIT 3-06a * To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. LIT 3-08a * I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 3-10a * To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. LIT 4-18a   **Drama:**   * I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language.  **EXA 3-12a** * Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts.  **EXA 3-14a**   **Information Handling :**   * I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others. MNU 4-20a   **Science**   * I can explain how biological actions which take place in response to external and internal changes work to maintain stable body conditions. SCN 3-12a   **Social Studies**   * I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-15a * Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected. SOC 4-16b * By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims. SOC 4-19b   **Technologies:**   * I can explore and use the features of a variety of familiar and unfamiliar software to determine the most appropriate to solve problems or issues. TCH 3-03a * I enhance my learning by applying my ICT skills in different learning contexts across the curriculum. TCH 3-04a   **Expressive Arts – Art & Design**   * I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work. **EXA 4-03a** * I can analyse art and design techniques, processes and concepts, make informed judgments and express considered opinions on my own and others’ work. **EXA 4-07a** |
| **Suggested Learning Intention:**  **To:-**   * Develop the young peoples knowledge, understanding and provide them with the information to make informed decisions about the influences on behavior of peer pressure and social culture can have on their future health and wellbeing and how this could have a lasting impact on their lifestyle. * Use critical thinking when reviewing marketing on all aspects of the media. * Express views and opinions through considered argument and discussion. * Make effective use of research skills and technology to find credible facts about smoking and related issues. * Identify a wide range of dangers to health caused by smoking. * Further develop their understanding of addiction and support mechanisms and sources. * Identify how to access and offer support. * Consolidate understanding about substance misuse with particular reference to cannabis. | **Suggested Resources:**  **Resources:**   * **Smoke in your Eyes Pack (CD-Rom) –** Secondary S1 – S6 stories are available to download from GLOW site. * Tobacco related resources are available to borrow for free for a one month period at a time from the Health Improvement Resource Library, Law House, Airdrie Road, Carluke, ML8 5EP, Tel: 01698 377600 or go to the website: [www.healthylanarkshire.org](http://www.healthylanarkshire.org) |
| **I Can Statements**  **I can:**   * Explain what peer pressure is, how it can affect me and offer different strategies to deal with the negative effects. * Recognise when people are trying to influence me in either a positive or negative way and know how to use an appropriate response to the situation * Discuss and demonstrate different strategies I could use and understand the effectiveness of these on unwanted pressure. * Critically reflect on the choices and decisions I make in real and imaginary situations. * Identify a range of mental, emotional, social and physical factors that can affect the way I am feeling. * Describe how to identify and access support to be able to manage my behaviour more effectively. * Identify a range of effective, and appropriate, strategies to deal with difficult or challenging situations. * Explain how, and where, I can access support to help me deal with challenges now and in the future. * Describe and demonstrate ways of giving support to others in different situations. | **Suggested Success Criteria:**  **Young people should be able to:**   * Discus and debate their views on the issues and scenarios raised. * Be able to relate to the issues raised in the scenarios. * Extract relevant information to support the development of their knowledge, understanding and awareness of the relevant issues. * Show empathy and understanding of the feelings generated by the topics through written responses and/or adopting or portraying a character. * Apply and link knowledge gained to recognise and challenge negative influences of peer pressure. * Demonstrate by talking/ writing about how and why people try to influence others. * Understand the most appropriate course of action to take to have a positive outcome for the scenarios. |