**Stage:** Secondary 1st Year (CfE Level 3) **Lesson:** 1 **Theme:** Tobacco Issues – Myths & Facts/Peer Pressure

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| **Activity**  | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction | * Pupils will be re-introduced to the characters of Scott & Hannah. Recap pupils’ prior learning from Primary School – focusing on what they know about the characters and the challenges they have previously experienced.
* Introduce S1 instalment of the Scott & Hannah story. Pupils should be encouraged to discuss the key issues of the story (peer pressure, role models who smoke, impact on health and appearance and personal choice.)
 | * Pupils should be supported through their recap of the characters and areas such as Hannah’s Granddad dying and the difficulties Scott’s dad had when he tried to stop smoking should be explored.
* One area which may be worthy of discussion is polydrug use. Any teachers who would like additional information about this area should look at some of the suggested websites within this resource.
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| Whole Class and Group Activity Different Sides | * The class will complete a Myth/Facts activity. To make this more engaging for pupils, assign different areas of the room for TRUE and FALSE. Read out the statements, or project them on the wall, and give pupils 10 seconds to move to the area they believe is correct. Then give the groups a minute to discuss their reasons for moving to TRUE or FALSE and discuss/debate these as a whole class.
 | * The statements will begin with factual information relating to smoking. However, it will progress to explore pupil’s opinions relating to the topic.
* To challenge the pupils, encourage the two sides to debate their views and praise any strong arguments presented.
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| Whole Class Discussion and Group Activity Drama  | * The teacher should explain that the class are now focusing on Peer Pressure. Pupils should recap their understanding of peer pressure and teacher should highlight that it is believed to be the main reason why young people choose to start smoking.
* Class are separated into groups of 5-6. Each group is given two different Peer Pressure scenario cards to discuss. Pupils should discuss the scenario and answer the questions associated with each card. They will then present their views back to the class.
 | * Teachers should emphasise that Peer Pressure happens at ALL ages and in different situations.
* The teacher should encourage the rest of the class to question the choices made by each group when they are presenting and offer alternative ideas and solutions.
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| Closing Activity | * Discuss the two activities of the period – Myths & Facts/Peer Pressure choices. Ask pupils to spend time thinking about times when they have experienced peer pressure and to consider whether they could/should have made more positive choices.
 | * Teachers should stress the importance of being an individual and making your own positive choices and not allowing others to negatively influence you.
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**Stage:** Secondary 1st Year (CfE Level 3) **Lesson** 2  **Theme:** Tobacco Issues – Peer Pressure

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| **Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction | * Recap from previous lesson. Explain that we are going to focus on practical solutions for dealing with peer pressure situations.
 | * It would be helpful to have the Scott & Hannah story projected on the wall.
 |
| Group Activity – Freeze Frames | * Split the class up into groups of 5-6 pupils. Explain that they have to use their bodies in order to create a frozen picture showing different situations of peer pressure. Give them a title and 1 minute to create the frozen picture. Titles could include: **Truanting from school; Picking on another pupil; Do you want to try a cigarette?** Any situation associated with peer pressure. After the minute, ask each group in turn to hold their frozen pictures.
* At this point, explain that you want to add in an extra exercise called Voices in the Head and ask the pupils who are playing the person being pressured and the person pressurising in turn to say aloud what their characters are thinking at the moment of the freeze. Discuss as a whole class and repeat the exercise with another title.
 | * This is a very straightforward drama exercise which pupils who take Drama as a subject will be familiar with. If you have any problems facilitating this exercise, speak to a Drama teacher who will be able to offer you advice and support.
 |
| Paired Activity – Role Play  | * Put the class into pairs and ask to sit facing one another. Tell them to decide who is A and B. Explain they are going to do a role play exercise and pupils should consider how somebody might deal with a peer pressure situation. Pupils will be given characters and should improvise the conversation between them – they are not allowed to stand or touch their partner. Give them a few minutes to improvise each and then present a few back to the class discussing strong examples of use of language. Potential situations could be:

**1. Character A is Character B’s best friend and wants B to help him/her steal money from his/her mum’s purse so they can go to the cinema.****2. Character A and Character B hang about together at the weekend. A has managed to get a bottle of cider and wants to share it with B.****3. Character A stops Character B (who is slightly older) and asks them to try and buy cigarettes for him/her in a local shop.**  | * While they are improvising their role-plays, walk round the room and listen out for good examples that can be showcased to the rest of the class.
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| Closing Activity  | * Discuss today’s lesson and what was covered. Highlight good examples of language used to deal with peer pressure situations and remind pupils that they are all individuals and must not allow others to influence their choices and decisions.
 | * Teachers should stress that it is difficult to say no to peer pressure but remind pupils that an individual has to live with the choices they make.
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**Stage:** Secondary 1st Year (CfE Level 3)  **Lesson** 3 **Theme:** Tobacco Issues – Appearance

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| **Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction | * Recap on last period and on the S1 Scott and Hannah story boards. Today the class will spend some time using ICT to explore tobacco related themes.
 | * Please stress to pupils that some of the images/information they find online may be upsetting but that it is important for the pupils to get an insight into the risks of smoking.
 |
| Individual/PairedActivity | * Remind the class that Scott was put off smoking due to the impact it could have on his appearance. Explain that the class is going to focus on this in today’s lesson. Set the class a challenge of using the internet to identify and list 10 visible effects of smoking on a person’s face – they should also try to find an image which demonstrates these effects. The class should discuss this and look at images as a whole group.
 | * Pupils should be encouraged to search for these on a range of internet search engines. If they are struggling, encourage them to use some of the established tobacco websites.
* One aspect worthy of discussion is the idea that people trying to stop smoking worry about gaining weight. For classes who wish to explore this further information is available from [www.ncbi.nlm.nih.gov/pubmed/15086863](http://www.ncbi.nlm.nih.gov/pubmed/15086863)
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| Individual/Paired Activity | * Pupils should access the following website-
* <http://atyc.roycastle.org/game/> and complete the **Effects of Smoking on the Face** practical exercise. Pupils should take a picture of themselves using a digital camera and upload it to the website. They should then alter their features to reveal what they would look like after an extended period of smoking.
 | * Again, this website has some graphic images of the impacts of smoking and pupils should be warned that these may be distressing.
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| Closing Activity | * Discuss and reflect on the work of the class this period. Stress that all of the visible effects of smoking are very real and can have a severe and detrimental impact on people’s lives.
* Homework exercise – For next period, pupils should bring in pictures of any celebrities that they consider to be role models (both positive and negative.)
 | * Be sensitive to any pupils in the class who may have family members with tobacco related health issues. Encourage pupils to discuss what they have seen on the websites with a parent/guardian.
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**Stage:** Secondary 1st Year (CfE Level 3) **Lesson** 4  **Theme:** Tobacco Issues – Role Models

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| **Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction | * Recap on last week. Check that pupils have brought in images of celebrity role models. As a whole class talk about what makes somebody a role model.
 | * Teacher should also have additional magazines to help support pupils who didn’t bring in images.
 |
| Group Wok | * In groups of 4-5, pupils should discuss and list other people who could be seen as role models including family, friends, teachers etc. They should mark beside them if they are a positive or negative influence. Class should discuss this list.
 | * Teacher should highlight where individuals could be both a positive and negative role models (e.g. a hardworking, positive celebrity who chooses to smoke.)
 |
| Whole Class Discussion | * Introduce the class to the video clip “I Wanna be like You” smoking advert and discuss the impact of it – do the pupils think it is effective and accurate or do they not – ask them to explain why.
 | * Also discuss the general impact of anti-tobacco adverts on television and any which have had an impact on pupils.
 |
| Group Work | * Back in their groups, assign one pupil to take notes and another to chair the discussion. Ask the pupils to imagine how a younger person (aged 8-9) might view smoking and what factors would encourage their opinions. Show the Power Point to help them with their discussion (images showing celebrities and parents smoking etc.)
 | * While in smaller groups, the teacher should ask if any pupils have family members who smoke and encourage the pupils to find out if they were influenced by other family member/roles models/external factors.
 |
| Closing Activity | * Discuss the work of the lesson and consider the idea of role models. Discuss the idea that most celebrities who smoke try to keep this a secret because they know it reflects badly on them.
 | * Emphasise the idea of being inspired by another person’s actions/skills while not being influenced by their poorer personal choices.
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**Stage:** Secondary 1st Year (CfE Level 3) **Lesson:** 5 **Theme:** Tobacco Issues – Content of a Cigarette/Personal Choices

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| **Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction | * Recap of last lesson. Remind the class that Hannah had been influenced by the people she knew who smoked and Scott had been put off by the impact on his appearance and the content of a cigarette. Explain we will be focusing on what makes up a cigarette. Ask pupils what they can remember from Primary School.
 | * Project the story of Hannah and Scott to aid the re-cap.
 |
| Whole Class/Individual Task  | * Project a display of the content of a cigarette for the class to discuss. Talk about the damage caused by harmful ingredients. Especially emphasise the addictive nature nicotine.
* Ask the class to create informative posters which showcase the actual content of a cigarette.
 | * Offer a prize for the best poster and display these prominently throughout the school.
 |
| Whole Class Activity/ Individual Work  | * Discuss the fact that Hannah and Scott had to make a personal choice when James offered them a cigarette. Ask the pupils to highlight some of the important steps in making these types of choices (e.g. taking your time, considering all alternative options, thinking through the consequences clearly.)
* Ask the pupils to write about a time when they made an important decision and explain how they prepared themselves to make it.
 | * Relate these to important decisions which have to be made throughout an individual’s life. (E.g. option choices, career decisions, relationships etc.)
 |
| Closing Activity | * Discuss the decisions made by both the characters and relate it back to the pupils in the class. Talk about the statistics that suggest pupils in S1/S2 are at an age where young people often try smoking for the first time. Encourage them to make good personal decisions. Round off the lessons.
 | * Emphasise personal choice and consequences but do not be judgemental towards smokers. Present the information and allow pupils to take what they will from it.
 |
| ***Additional Task*** | * ***If possible, invite a smoker into the class to discuss their life experiences. This could be an invaluable opportunity to give pupils an insight into the real impacts on a person’s life.***
 | * ***Either someone who has stopped smoking or someone who is addicted and has no intentions of stopping could be a useful guest to the class. Please ensure pupils have prepared questions beforehand.***
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