

## YSTEP Curriculum for Excellence 2: Second Hand Smoke and Locality Smoking

**HWB3-13a/4-13a:** Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community

**HWB3-15a/4-15a:** I am developing my understanding of the human body and can use this knowledge to maintain and improve my health and well-being

**HWB3-16a/4-16a:** I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible

**HWB3-38a/4-38a:** I understand the positive effects that some substances can have on the mind and the body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances

**HWB3-40b/4-40b:** I know how to access information and support for substance-related issues

**HWB3-41a/4-41a:** After assessing options and the consequences of my actions, I can identify safe and unsafe behaviours and actions

**HWB3-43a/4-43a:** I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options

**HWB 3-43b:** Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed

**SOC3-16a:** I can explain why a group I have identified might experience inequality and can suggest ways the inequality might be addressed

<p><b>00</b></p>	<p>Elicit Ground Rules, discuss and ask group to agree.</p> <p>Safety - encourage young people to ask as many questions as they need to, and only to share information they feel ok with sharing.</p> <p>Affirm that you will respect confidentiality and expect them all to do the same. The only exception to this is if you hear something that tells you a young person is in serious danger or experiencing abuse of</p>		<p>Develop my self worth, respect and respect for others</p> <p>Understand that adults in my community have a responsibility to look after me, listen to my concerns and involve others where necessary</p>
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	any kind.		
05	<p><b>HWB3-38a/4-38a: I understand the positive effects that some substances can have on the mind and the body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.</b></p> <p><b>SOC3-16a: I can explain why a group I have identified might experience inequality and can suggest ways the inequality might be addressed</b></p>	<p><b>Secondhand Smoke</b></p> <p><b>Activity: Powerpoint slide 4 ‘Memories of Tobacco’</b> Ask people to work in pairs</p> <p>Distribute ‘cloud’ outlines and ask them to write on their memories of tobacco, <b>good or bad</b></p> <p><b>Ask one person from each pair to feed back the memories identified, blutacking ‘clouds’ on to a wall</b></p> <p><b>Discussion:</b></p> <ol style="list-style-type: none"> <li>1. Identify themes in feedback, ie being in a car with smokers, smoke in your hair.</li> <li>2. Ask how people felt having to breathe in secondhand smoke.</li> <li>3. Discuss impact of the smoking ban 2006 - do people think this has been better for health?</li> <li>4. Discuss the reality for children and young people - would you have a say in whether or not to breathe in smoke?</li> </ol> <p><b>Elicit definition of secondhand smoking - affirm definitions and reveal Powerpoint slide 5</b></p> <p>Present difference between sidestream smoke and mainstream smoke <b>Powerpoint slide 6</b></p>	<p>Learn about where to find help and resources to inform choices</p> <p>Assess and manage risk and understand the impact of risk-taking behaviour</p> <p>Participate in a wide range of activities which promote a healthy lifestyle</p>

<p><b>HWB3-15a/4-15a: I am developing my understanding of the human body and can use this knowledge to maintain and improve my health and well-being</b></p> <p><b>HWB3-43a/4-43a: I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options</b></p> <p><b>HWB3-41a/4-41a: After assessing options and the consequences of my actions, I can identify safe and unsafe behaviours and actions</b></p>	<p><b>Introduce Powerpoint slides 7,8 and 9 - health effects</b></p> <p><b>Activity:</b> Distribute Tobacco Facts Factsheet 4 and a flip chart sheet, and pens</p> <p><b>Ask students to draw a body and write on to it the effects of secondhand smoke, using factsheet</b></p> <p>Ask groups to stop, display and explain their posters to the whole class</p> <p><b>Distribute NHS Lothian/YSTEP Smoke Free homes and Zones and '50 Great Reasons for Making your Car and Home a Smoke Free Zone' and another flip chart sheet</b></p> <p>Ask students to design a poster describing the different things you can do as an individual or family to reduce people's exposure to second hand smoke.</p> <p>Display these around class room, allow 5 minutes for students to move around the room and view these.</p>	
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<p>30</p> <p>60</p>	<p><b>HWB 3-43b:</b> Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed</p> <p><b>HWB3-40b/4-40b:</b> I know how to access information and support for substance-related issues</p> <p><b>HWB3-13a/4-13a:</b> Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community</p>	<p><b>Show Powerpoint slide 10: Smoking in Edinburgh</b></p> <p><b>Present YSTEP Millionaire Quiz based in City of Edinburgh SALSUS - Powerpoint or printed questions</b></p> <p>Ask young people to work in 6 teams and answer quiz questions</p> <p>Distribute blank answer sheets</p> <p>Ask for scores, use ‘YSTEP Millionaire Locality and SHS Smoking Answers’ sheet, prizes for highest score</p> <p><b>Present PowerPoint Slides 11-13 with Edinburgh results</b></p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. Did you over-estimate or under-estimate the number of people who smoked?</li> <li>2. Do you think much has changed since the survey was taken?</li> </ol> <p><b>Present PowerPoint Slides 14 - 17 with Scotland results,</b></p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> <li>1. Does the City of Edinburgh have higher or lower smoking rates than the general figures from SALSUS?</li> <li>2. What sort of help do you think young people might need if they wanted to give up smoking?</li> </ol> <p><b>Activity - Instructions on Powerpoint slide 18:</b></p> <p>Divide class into 6 groups, give each a blank flip chart or A3 sheet</p> <p>Disribute draft ‘sources of help’ factsheet from lesson 1: ‘What’s in Cigarette Smoke and Effects on the Body’</p> <p>Ask each group to design a <b>Firhill Helpsheet</b> for young people, choosing a few facts in health effects and showing where they can find information and support and Stop Smoking Services. Powerpoint slide 13 has instructions if needed.</p> <p><b>At 50 minutes, ask groups to stop, display and explain their posters to the whole class</b></p>	
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