

## Sex and the Ciggie – How Smoking Affects Sexual Health

### DRAFT Lesson Plan to meet 3rd-4th Level Curriculum for Excellence Health and Wellbeing Outcomes:

**Planned Outcomes:**

1. Participants have been introduced to accurate, new knowledge and understanding about the effects of smoking on their sexual and reproductive health
2. Participants are better equipped by acquiring this knowledge and understanding to make a more informed choice
3. Participants have been introduced to sources of information and support on smoking-related sexual/reproductive health issues

**Advanced Preparation Required:**

- Familiarise yourself with ‘Sex and the Ciggie’ Leaflet and cards (available from YSTEP Lending Resource at 6 local libraries)
- Collect and copy materials: Effects on the body sheet; SATC ‘Who Wants to be a Millionaire’ PowerPoint and answer sheets; scenarios sheet
- Tape 4 flip chart sheets together, trace body outline
- Alert parents and secure consent if this is practice in your school

Time	Health and Wellbeing Physical Wellbeing and Substance Misuse Outcomes	Activity	Health and Wellbeing Physical Wellbeing and Substance Misuse Experiences
00.00		<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 any kind.</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>

00.05	<p><b>HWB3-15a, HWB4-15a:</b> I am developing my understanding of the human body and can use this knowledge to maintain and improve my well-being and health</p>	<p>Divide students into small groups. Ask them to identify the areas of the body affected by smoking/cigarette smoke by writing on the body outline.</p> <p>Ask groups to put outlines up on the wall and feed back.</p> <p>Introduce any areas affected which students have not identified, eg waist – “muffin tops”; penis - erectile dysfunction and Peyronie’s disease; bladder – cancer, increased risk of infections, and blu tack a ‘Sex and the Ciggie’ leaflet to areas concerned.</p>	<p>Understand how what I eat, how active I am and hoe decisions I make about my behaviour and relationships affect my physical and mental wellbeing</p>
00.20	<p><b>HWB 3-38a, HWB 4-38a:</b> I understand the positive effects that substances can have on the mind and body but I am also aware of the negative and serious consequences both physically and socially of their misuse.</p>	<p>Repeat safety/confidentiality warning. Individually, ask people to complete questionnaire and reflect quietly. Think about something you truly rely on, eg a cup of coffee in the morning, mascara. Imagine you suddenly could not have this. What would you:</p> <ol style="list-style-type: none"> <li>1. Be thinking?</li> <li>2. Be feeling?</li> <li>3. Be doing?</li> </ol> <p>Ask for feedback from those who feel comfortable sharing.</p> <p>In small groups, hand out a flip chart, students to discuss/agree answers to the following questions:</p> <ol style="list-style-type: none"> <li>1. Why might young people try their first cigarette?</li> <li>2. What sorts of things make a young person more likely to try a cigarette?</li> <li>3. What can young people do to resist these factors if they choose to?</li> <li>4. When do you think a young person smoking 5 a day at school might start to depend on cigarettes and feel uncomfortable without them?</li> <li>5. If this young person decided they really wanted to stop smoking, do you think they might find it difficult? Why?</li> </ol> <p>Ask groups to feed back.</p> <p>Present ‘addictions’ slide. Ask students if the process of becoming addicted is quicker or slower than they think, if anything surprised them</p>	<p>Reflect on my strengths and skills to help me make informed choices when planning my next steps</p>

00.40	<b>HWB 3-43a, HWB 4-43a:</b> I understand the impact that ongoing misuse of substances can have on my health, future choices and options.	Refer back to body outlines pinned up around the room. Ask students to choose an area of the body and elicit from or explain to them: <ol style="list-style-type: none"> <li>1. Impact of smoking on each area</li> <li>2. How toxins, SHS or heat from smoking create these impacts on the body</li> <li>3. Short and long term effects of each impact, including those which are treatable, those which can be managed and those which are irreversible</li> <li>4. Provide laminated SATC cards and stick these up on the outline</li> </ol>	Assess and manage risk and understand the impact of risk taking behaviour
00.60	<b>HWB 3-41a, HWB4-41a:</b> After assessing options and consequences of my decisions, I can identify safe and unsafe behaviours and actions	Discussion: <ol style="list-style-type: none"> <li>1. Is smoking ever safe? – we all hear about people in their 90s who smoke daily, but we probably know more people personally who are either less fit or who are experiencing smoking-related diseases</li> <li>2. How can you reduce harm to yourself? – eg use filters if you're smoking rollies</li> <li>3. How can you reduce harm to other people? – eg smoking outside, away from entrances</li> </ol>	Assess and manage risk and understand the impact of risk taking behaviour
00.70	<b>HWB 3-40b, HWB 4-40b:</b> I know how to access information and support for substance-related issues	Provide contact cards/leaflets from each of the following agencies: Crew, Caledonia Youth, Local Pharmacy Stop Smoking Service, NHS Lothian Stop Smoking Service, GUM Clinic, Local GP Surgery, Healthy Respect Website, New NHS website  Provide scenarios sheet – ask students to study contact cards/leaflets then suggest where each young person should go for help and advice and how they could get there. Ask students to identify what might put young people off about each option and how they would encourage a friend to seek information and support despite these barriers Gather feed back at the end of the session.	Learn about where to find help and resources to inform choices
00.80	Integrated learning assessment	Quiz: Divide into teams, distribute answer sheets, run WWTBAM PowerPoint. Ask teams to swap and mark answers	Participate in a wide range of activities which promote a healthy lifestyle
00.90		Provide prize to winning team, give out SATC to each student	

## CEC Substance Misuse Forward Plan

### Highlight Methodologies to be used:

Active learning	
Problem solving	
Guided discovery	
Individual/paired/groupwork	
Critical skills	
Formative assessment	
Peer and self assessment	
Personal learning planning	

### Highlight Assessment Strategies to be used:

Qualitative data	
People's views	
Direct observation	
Documentary evidence	
Other:	

### Highlight Cross Curricular Potential:

Expressive Arts
Langugages
Mathematics
Religious and Moral Education
Sciences
Social Studies
Technologies

### Highlight 4 Capacities Developed

<b>Successful Learners</b>	<b>Confident individuals</b>	<b>Responsible Citizens</b>	<b>Effective Contributors</b>
<b>With:</b>	<b>With:</b>	<b>With:</b>	<b>With:</b>

Enthusiasm and motivation for learning	Self-respect and ambition	Respect for others	An enterprising attitude
Determination to reach a high standard of achievement	<b>A sense of physical, mental and emotional well being</b>	Commitment to participate responsibly in political, economic, social and cultural life	Resilience
Openness to new thinking and ideas	Secure and valid beliefs		Self reliance
<b>And able to:</b>	<b>And able to:</b>	<b>And able to:</b>	<b>And able to:</b>
Use numeracy and literacy skills	Relate to others and manage themselves	Develop an understanding of the world and Scotland's place in it	Communicate in different ways in different settings
Use technology for learning	Pursue an active and healthy lifestyle	Understand different beliefs and cultures	<b>Work in partnership and teams</b>
Think creatively and independently	Be self aware	<b>Make informed decisions and choices</b>	Take the initiative and lead
Learn as part of a group and independently	Develop and communicate their own beliefs and view of the world	Evaluate environmental, scientific and technological issues	<b>Apply critical thinking in new contexts</b>
<b>Link and apply new kinds of learning in new situations</b>	Live as independently as they can	Develop informed, ethical views of complex issues	Create and develop
	<b>Assess risk and make informed choices</b>		<b>Solve problems</b>
	Achieve success in different areas of activity		

### Where to access Information and Support

1. In your group, read through the contact cards/leaflets about agencies where you access information and support in Edinburgh.
2. Read through the scenarios below.
3. Discuss and agree your answers to the following questions for each young person:
  - a. Where could this young person find the information they need?
  - b. How could they get there?
  - c. Where could they go to talk to someone and get the right kind of support?
  - d. How could they get there?
  - e. Is there anything that you think might put them off seeking information or support?
  - f. What could you do or say as a friend to help them overcome this and get the help they need?

- i. Gavin is 17, and has fallen out with a group of older young men he had been hanging out with. He got into smoking while he was part of the group, but has now decided to stop as he fears it will affect his sex life after reading about the links to smoking and erectile dysfunction on line. His girlfriend has also suggested that she'd prefer kissing him if he didn't smoke, and he's aware of the new tobacco laws prohibiting sales to under 18s.
- ii. Shelley is 19 and regularly smokes roll-ups – she has done since she was 11. She's very conscious of her figure, is almost constantly out of breath and has been off work with Bronchitis 3 times this year. She has also been teased recently about her "muffin top" at work. She doesn't really want to give up smoking, but she knows that her body is being badly affected by smoking and is very concerned about how it might affect her in the future, particularly as she is thinking about having children.
- iii. Matt is 21, a heavy smoker, and is losing interest in having a physical relationship with his long term girlfriend. He is also losing his stamina in the 5-a-side games he plays each week with his mates. He doesn't feel good about smoking, and doesn't enjoy it much any more, so he feels it would be a good time to stop.