

YSTEP Curriculum for Excellence 1: What's in Cigarette Smoke and Effects on the Body

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

Time	Outcomes	Activity	Experiences
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>

03

Powerpoint Slide 3 (title) and **4** (learning intentions)

Introduce learning intentions:

- To investigate the impact that smoking can have on a person's health, future life choices and options
- To raise awareness of some of the negative and serious physical, mental, emotional and social and legal consequences of smoking
- To identify who can help us and where we can get information from

Activity:

Powerpoint slide 5:

1. Why do some young people try their first cigarette?
2. Why do some young people go on to become regular smokers?
3. Why do some young people find it difficult to stop smoking?

Quick discussion: - choose one option from below

- Write up on post its then add to a whiteboard, teacher reads out
- Hands up and teacher asks for suggestions
- Divide class into groups/tables. Each table to agree one answer to each question then a spokesperson from each table reads these out

Present slide 6: Addiction

10		<p>Activity: Divide class into groups of no more than 6</p> <p>Distribute 'cigarette' tubes filled with toys representing chemicals and bundles of 17 cards with names and pictures of chemicals</p> <p>Instructions on Powerpoint slide 8</p> <p>Ask students to look at all the cards and tube contents and discuss and decide if you think each one is definitely in cigarettes or cigarette smoke, or if it definitely isn't</p> <p>Ask them to agree and Make a pile for those you think are, and those you think are not. They can make a pile of those they aren't sure about.</p> <p>Allow 5 minutes for discussion, then ask each team to nominate a spokesperson to report back on what they thought.</p>	Assess and manage risk and understand the impact of risk taking behaviour
15		Feedback	
17	<p>HWB3-16a/4-16a:</p> <p>HWB3-38a/4-38a</p>	<p>Reveal Powerpoint Slide 9 ie all of them Affirm correct answers. Point out that food labelling is very strict, by law – consider why tobacco companies might not publish full ingredients lists on packets (tar and nicotine content only)</p> <p>Reveal Powerpoint Slide 10, in-flow and out-flow to the tobacco industry 80% of smokers start in their teens - discuss</p>	

25	<p>HWB3-15a/4-15a:</p> <p>HWB3-41/4-41</p> <p>HWB3-43a/4-43a</p>	<p>*If possible, set up 'Crime Scene' before activity: 3 body outlines in 3 corner of the classroom sectioned off with hazard tape</p> <p>Activity: CSI: Reveal Powerpoint slide 11, describe activity and divide class into 3 groups Reveal Powerpoint slide 12 to explain what to do:</p> <ul style="list-style-type: none"> • (if no time to set up beforehand) In your group, draw round someone to create a scene of crime outline • Discuss health effects of tobacco, then use post-its to write down or use CSI slips to show the effects of smoking on the body which you think might cause or contribute to death. If using slips, only choose those you think are caused by smoking • Choose someone to describe these to the whole class <p>Ask for feedback after 10 minutes</p> <p>Affirm correct answers</p> <p>Reveal Powerpoint slide 13 Reveal Powerpoint slide 14-16 in depth explanation of how chemicals harm the body – important points are that tobacco harms the body:</p> <ul style="list-style-type: none"> • Entering • Circulating • Leaving <p>Reveal Powerpoint slides 17, 18 and 19</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>
45	<p>HWB3-13a/4-13a:</p> <p>HWB3-40b/4-40b</p>	<p>Activity: Ask students to write on post-it notes:</p> <ul style="list-style-type: none"> • where you could access information to find out more about smoking for yourself • Where you could get help if you were a young person wanting to give up smoking <p>Collect answers, use later to create 'sources of help' factsheet.</p> <p>Reveal slides 20 and 21 – additional sources of information and help</p>	<p>Assess and manage risk and understand the impact of risk taking behaviour</p> <p>Learn about where to find help and resources to inform choices</p>

50	Activity: Distribute answer sheets, ask students to listen to questions, then circle correct answers Powerpoint Millionaire Quiz Ask for answers – award prize to highest scoring individual/team	Participate in a wide range of activities which promote a healthy lifestyle
60	Close	