

YSTEP 3: Health and Wellbeing Substance Misuse Lesson Plan Meeting HWB Outcomes and Experiences

Local Smoking

Planned Outcome: Students engage in accurate research, learning and critical reflection on the actual prevalence of young people smoking in the locality

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

Advanced Preparation Required:

1. Read Firrhill High School Smoking Survey Results adn copy or format for display
2. Read Tobacco Facts Factsheet 4 - Passive Smoking
3. Read ASH Fact Sheet 'Child Exposure to Secondhand Smoke in the Home'
4. Read Ash Scotland Edinburgh Pentlands/Edinburgh South Smoking Statistics (NB young people's figures national only)
5. Read Tobacco Facts Factsheet 6 - Young People and Smoking
6. Watch YSTEP Secondhand Smoke Powerpoint presentation
7. Set up lap top and projector

Time	HWB Outcomes	Activity	HWB Experiences
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<p>00</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 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>
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<p>05</p>	<p>HWB 3-43b: Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed</p>	<p>Secondhand Smoke: Memories of Tobacco Ask people to work in pairs Distribute ‘cloud’ outlines and ask them to write on their memories of tobacco, good or bad</p> <p>Ask one person from each pair to feed back the memories identified, blutacking ‘clouds’ on to a wall</p> <ol style="list-style-type: none"> 1. Identify themes in feedback, ie being in a car with smokers, smoke in your hair. 2. Ask how people felt having to breathe in secondhand smoke. 3. Discuss impact of the smoking ban 2006 - do people think this has been better for health <p>Elicit definition of secondhand smoking - check with definition in handout</p> <p>Present difference between sidestream smoke and mainstream smoke (YSTEP Slides and factsheet 4)</p> <p>Distribute Tobacco Facts Factsheet 4 and a flip chart sheet</p> <p>Ask students to draw a body and write on to it the effects of secondhand smoke</p> <p>Ask groups to stop, display and explain their posters to the whole class</p> <p>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</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>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>
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<p>30</p>	<p>HWB 3-43b: Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed</p>	<p>Present Firrhill High School Smoking Quiz - Powerpoint or printed questions</p> <p>Ask young people to work in 6 teams and answer quiz questions</p> <p>Ask for scores</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. Did you over-estimate or under-estimate the number of people who smoked? 2. Do you think much has changed since the survey was taken? <p>Present Ash Scotland Edinburgh Pentlands/Edinburgh South Smoking Statistics (NB young people's figures national only)</p> <p>Reflection Questions:</p> <ol style="list-style-type: none"> 1. Does Firhill have higher or lower smoking rates than the general figures from SALSUS? 2. What sort of help do you think young people might need if they wanted to give up smoking? <p>Activity:</p> <p>Divide class into 6 groups:</p> <p>Give each a blank flip chart or A3 sheet</p> <p>Disribute Stop Smoking Service cards from Edinburgh CHP Areas (North and Leith; East; West; South; Pentland; Central' use East and Midlothian cards if the class is large)</p> <p>Ask each group to make a poster attractive to your peer group telling young people about the Stop Smoking Support in their area, eg smokeline, www.canstopsmoking.com</p> <p>At 50 minutes, ask groups to stop, display and explain their posters to the whole class</p>	
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YSTEP Health and Wellbeing Substance Misuse Lesson Plan Meeting HWB Outcomes and Experiences

Scottish Smoking and Global Tobacco

Planned Outcome: Students engage in research, learning and critical reflection on the local, national and international impact of tobacco

HWB 4-43b: By researching the impact of substance misuse nationally and internationally, I can explain differences and similarities between countries

HWB 4-41c: I understand the local, national and international impact of substance misuse

Advanced Preparation Required:

1. Watch 'Tobacco Trap' DVD
2. Read 'Up in Smoke' summary (ASH Scotland)
3. Read Tobacco Facts Factsheet 11 - Tobacco and the Environment
4. Read 'The Health Consequences of Smoking' YSTEP
5. Read 'Green Tobacco Sickness' YSTEP
6. Read 'Child Tobacco Farmers Health Risk' YSTEP
7. Read 'The Vicious Circle of Tobacco and Poverty' YSTEP
8. Secure consent from parents/carers for filming, and identify any pupils who have no filming consent for alternative roles
9. Borrow DVD recorder

Time	Outcomes	Activity	Experiences
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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>
02	<p>HWB 4-41c: I understand the local, national and international impact of substance misuse</p>	<p>Present 'Tobacco Trap' DVD (excerpt if time limited)</p> <p>NB YSTEP will produce 8 minute presentation for future use</p>	

<p>10 - 60</p>	<p>HWB 4-43b: By researching the impact of substance misuse nationally and internationally, I can explain differences and similarities between countries</p>	<p>Divide class into 6 groups.</p> <p>Distribute:</p> <p>Up in Smoke' summary (ASH Scotland) Tobacco Facts Factsheet 11 - Tobacco and the Environment 'The Health Consequences of Smoking' YSTEP 'Green Tobacco Sickness' YSTEP 'Child Tobacco Famers Health Risk' YSTEP 'The Vicious Circle of Tobacco and Poverty' YSTEP</p> <p>Ask Pupils to read factsheets and either:</p> <p>1. collect 10 key facts, and at least 2 similarities and differences in the impact of tobacco (ie health, loss of national wealth) to present in a news bulletin.</p> <p>Ask each group to choose roles as: Director (off camera role): Introduces topic and bulletin Presenter (in the studio): Introduces topic and each speaker Reporter (live in Tobacco Facts HQ; Malawi; Bangladesh; Mexico etc as relevant to factsheet): reports on the situation on the ground and introduces interviewee Interviewee (ie farmer; concerned member of the public): tells us about how tobacco impacts on them Reporter at Firhill High School: Reports on how Firhill pupils feel about this, introduces pupils Firhill Pupil: Describes how Firhill Pupils feel about the topic and explains any differences and similarities between Scotland and chosen country/the world</p> <p>Ask each group to collect facts, plan and rehearse the 5 minute news bulletin</p> <p>Ask groups to deliver news bulletins, record if possible for future use in class/school</p>	<p>Participate in a wide range of activities which promote a healthy lifestyle</p> <p>Meet challenges, manage change and build relationships</p>
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10-60	HWB 4-43b: By researching the impact of substance misuse nationally and internationally, I can explain differences and similarities between countries	Alternative: 2. Or collect 10 key facts, and at least 2 similarities and differences in the impact of tobacco (ie health, loss of national wealth) and illustrate these in a poster, powerpoint presentation or newspaper article to be displayed in the classroom	Participate in a wide range of activities which promote a healthy lifestyle
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