

# YSTEP 4: 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
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>

<p>05</p>	<p><b>HWB 3-43b: Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed</b></p>	<p><b>Secondhand Smoke:</b>  <b>Memories of Tobacco</b>          Ask people to work in pairs          Distribute ‘cloud’ outlines and ask them to write on their memories of tobacco, <b>good</b> or <b>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> <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> </ol> <p><b>Elicit definition of secondhand smoking - check with definition in handout</b></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><b>Ask students to draw a body and write on to it the effects of secondhand smoke</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>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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30	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>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"><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>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"><li>1. Does Firhill 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>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, <a href="http://www.canstopsmoking.com">www.canstopsmoking.com</a></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

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>
05	HWB 4-41c: I understand the local, national and international impact of substance misuse	Present 'Tobacco Trap' DVD (excerpt if time limited)	

<p>30</p>	<p><b>HWB 4-43b: By researching the impact of substance misuse nationally and internationally, I can explain differences and similarities between countries</b></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 collect 10 key facts to present in a news bulletin.</p> <p>Ask each group to choose roles as:  Presenter (in the studio)  Reporter (live in Tobacco Facts HQ; Malawi; Bangladesh; Mexico etc as relevant to factsheet)  Interviewee (ie farmer; concerned member of the public)  Reporter at Firhill High School  Firhill Pupil</p>	
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