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Welcome

This PSHE – Tobacco Education Pack is designed specifically to support PSHE Co-ordinators with the development of their Drug Education KS3 and KS4 PSHE curriculum. Lesson plans provided are detailed; it is expected that the Co-ordinator or teacher will use them to inform their own planning, selecting activities most appropriate for their pupils.

This Resource Pack is the result of extensive consultation with young people, teachers and specialist professionals working in schools in the South East of England and draws upon recognised best practice and guidance at both national and local levels.

The pack contains 2 PSHE - Tobacco Education lessons for each of the KS3 year groups and one for Yr 10 and one for Yr 11. Lessons are designed taking into account NICE, Healthy Schools, PSHE and OfSTED guidance and are supported by the 2004 Drugs: Guidance for Schools document:


and the 2010 Drug Strategy:

http://www.homeoffice.gov.uk/drugs/drug-strategy-2010/

All lessons should be delivered in line with your Drug Education and PSHE policies. They should take a needs-led whole school approach and are designed to be flexible in their application. Lessons are in Word format to enable school staff to update, alter and add to the documents, taking into account current schemes of work and coverage of Tobacco Education. Activities and accompanying PowerPoints are included for each lesson. PowerPoints are also in a format compatible with interactive Smart Boards and use of technology is encouraged where it will enhance the purpose of the lesson.

Lesson Planning and Mapping

All lesson plans contain objectives, outcomes and success criteria. It is advised that these lessons should follow your school lesson planning and assessment format. Objectives, outcomes and success criteria contained in the lesson plans are suggestions and may be altered to ensure they are in line with the needs of your pupils and your school’s policies and protocols. Tobacco Education can be further enhanced by integration into subjects such as Science, Geography, Citizenship, Mathematics, Media Studies and English; to aid with mapping your PSHE National Curriculum coverage there is a separate mapping section at the end of this pack.
Delivering PSHE

PSHE is most effective when delivered by trained teachers and it is advisable that PSHE Coordinators undertake the National PSHE CPD Programme [www.pshe-cpd.com](http://www.pshe-cpd.com).

PSHE - Tobacco Education should be delivered in a climate of understanding. Schools should provide a supportive and safe environment to help ensure effective delivery of PSHE Education. A safe learning environment can be achieved by having defined working agreements or ground rules established by all members of the class; it must be made clear that confidentiality may not always be possible in the classroom and provision should be made for pupils to access confidential help.

**PSHE Ground Rules (example)**

- We will support each other
- We aim to be active listeners
- We respect the privacy of others and realise that school staff always regard our health and safety is of paramount importance
- We do not talk over the top of others
- We have the right not to answer personal questions

Tobacco Education can often uncover delicate issues and should be treated with sensitivity. Many people will be affected by smoking related illnesses or death at some point in their lives and this must be considered in the planning and delivery of Tobacco Education. It is important that information provided is relevant to age and ability, factual, credible and non-judgemental; demonstrating sensitivity to ethnicity, culture and gender. Consideration should be given as to how to manage discussions and respond to spontaneous issues. Such situations may be handled and managed by selecting appropriate teaching and learning styles, by offering after session one-to-one discussions, and by the use of anonymous question boxes or other strategies which allow for pupil enquiries to be answered promptly and with consideration.

**Question Boxes**

Techniques which enable all pupils to ask questions should be utilised. The setting up of a box in which pupils are able to place questions can be an essential tool for many students and their teachers. Consideration should be given to where the box is situated, how often it is checked and who has access to it.
Lesson Plan 1 of 2
Yr 7

Personal Well-being / Economic Well-being

Date: 
School / Setting: 
Class: 
Year Group: 
Key Stage: 
Number of Girls: 
Number of Boys: 
Pupils with SEN: 

Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:

Smoking – Health Effects and Risks

Lesson Objectives:

- To know about some of the health effects of smoking.
- To consider some of the risks associated with smoking.
- To be able to work with others, developing communication and collaboration skills.

Intended Learning Outcomes:

Pupils will have:

- Worked in a group to take part in a knowledge based smoking quiz.
- Discussed how smoking affects the health of the body.
- Reflected upon a variety of smoking related risks.

Success Criteria:

- Know at least 3 effects that smoking has upon health.
- To be able to identify some of the risks associated with smoking.
- To be able to recognise why it may be that people hold differing views towards the risks of smoking.

Previous Learning:

Primary schools should look at smoking and its effects. Good transitional arrangements will assist teacher knowledge around topics and coverage. The first two activities in this lesson will aid the teacher in pitching questions at an appropriate level.
### Introduction:
- Re-cap the Ground Rules.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- Begin the lesson with the discussion based smoking quiz (see Active Teaching and Learning Resource sheet). Pupils complete the quiz in pairs or small groups. When the quiz has been completed select specific pupils to feedback their thoughts and reasons – show the answers using the ppt. Are the pupils surprised by the answers or were they expected? **Note:** The answers contained within the Active Teaching and Learning Resource sheet are designed to support teacher knowledge.

### Activities:
- Pupils draw the outline of a body on a sheet of A4 paper. In pairs or small groups using one colour of pencil or felt pen, the pupils are asked to label on the diagram all the areas of the body which may be affected by smoking cigarettes.
- Feedback is taken from various groups and explanations for their ideas explored.
- Pupils are given the ‘Smoking Conditions’ handout (see Active Teaching and Learning Resource sheet) and asked to add these conditions to their diagrams in a second colour of pencil or felt pen. **Note:** These are not the only conditions attributable to smoking. You may decide to only give the names of the conditions to the pupils, or you may decide to give only brief information regarding the symptoms depending upon the ability of the group. The information and symptoms column is specifically written for teacher awareness.
- Pupils take a short ‘time-out’ to reflect upon the lesson so far and compare their initial diagram with the one they now have in front of them. How do they differ? Was this expected? Is there anything which requires clarification?
- The ppt can be used to highlight and reinforce many of the health effects of smoking.

### Plenary:
- The lesson objectives are referred to and individually or in pairs the pupils reflect upon what they consider to be the 3 main health risks associated with smoking. Select a few volunteers to share their opinions with the class – remind the group of the Ground Rules.
- Consider - Are all the identified risks the same? Can they be prioritised? What does this demonstrate?
- Along the classroom wall, well spaced out, the teacher places the numbers 1 to 5 to emulate a scale of risk (see Active Teaching and Learning Resource sheet). The teacher calls out a smoking related risk that appeared as a result of the lesson, and a selected pupil or volunteer stands by the number they associate with the risk.
(1 representing the least risk and 5 representing the greatest risk). Other pupils may comment on the pupil’s opinion of the scale of the risk. **Note:** Risks are often subjective and depend upon how one defines risk. There is no real right or wrong for this activity, it focuses upon peoples’ attitudes and opinions. Have a selection of risks ready to use in case the pupils find the activity difficult. Ensure that the Ground Rules are in place.

- Consider the success criteria and allow pupils time to reflect upon their progress.

**Assessment for Learning:** What strategies are being used to show whether the learning outcomes have been met? What did they show?

- The introductory quiz allows the teacher and pupils to access their base-line knowledge, attitude and values surrounding smoking and health.
- Labelling the diagram of the body enables both teacher and pupils to access base-line knowledge of smoking and the effects it can have on the body.
- ‘Time out’ allows pupils to reflect upon their initial thoughts, knowledge and values and consider how they have developed; they help the teacher see development through formative assessment activities.
- The plenary, linked to success criteria, is constructed especially to allow both pupils and teacher insight into pupil progression.

**Evaluation:** Was the session effective? How might you do it more effectively next time?

**Resources:**
Ground Rules on the wall, anonymous question box (along with an explanation of how it may be used), ppt to support the lesson, quiz, A4 paper, ‘Smoking Conditions’ information sheet, numbers to place upon the wall.

**PSHE Education Success Criteria - Tobacco Education**

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>By the end of this lesson, I will :-</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>😊</strong></td>
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<tr>
<td></td>
<td>Know at least 3 ways in which smoking can affect health.</td>
</tr>
<tr>
<td></td>
<td>Be able to identify some of the risks associated with smoking.</td>
</tr>
<tr>
<td></td>
<td>Be able to recognise why it may be that people hold differing views towards the risks of smoking.</td>
</tr>
</tbody>
</table>
## Smoking Quiz

### Yr 7

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is tobacco?</td>
<td>Tobacco is a plant that contains nicotine. Nicotine is a drug which has both stimulant and depressant effects. Tobacco is most commonly smoked in cigarettes, although it can be smoked in pipes and cigars; it is sometimes sniffed or held inside the cheek or lip as ‘wet snuff’. Tobacco is sometimes mixed with cannabis and smoked as a joint. All methods release nicotine into the body.¹</td>
</tr>
<tr>
<td>Where is tobacco grown?</td>
<td>Tobacco is grown in many countries (around 125). China, India, Brazil and the United States are among the leading producers of tobacco. Greater use of fertilisers has enabled tobacco production to increase, however these fertilisers have a detrimental environmental effect.</td>
</tr>
<tr>
<td>What is a cigarette?</td>
<td>A cigarette is a rolled up piece of paper containing tobacco, a variety of additives, often with a filter. The addictive nicotine is contained in the tobacco. Tar is a product of the burning of the tobacco. There are numerous additives used in cigarette production and the number included depends on the brand. There are 600 permitted additives. Additives can be added for a variety of reasons, such as extending the shelf life of the product, making them more addictive, or to make them taste ‘better’. Tobacco companies have been accused of adding ingredients such as sweeteners and chocolate, making them more appealing to young people. There is much concern as to whether the permitted ingredients affect the smoke chemistry when the cigarette is burned. ²</td>
</tr>
</tbody>
</table>

¹ [http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/tobacco_dyk.html](http://www.camh.net/About_Addiction_Mental_Health/Drug_and_Addiction_Information/tobacco_dyk.html)

² [http://www.parliament.the-stationery-office.co.uk/pa/cm199900/cmselect/cmhealth/27/2714.htm#a13](http://www.parliament.the-stationery-office.co.uk/pa/cm199900/cmselect/cmhealth/27/2714.htm#a13)
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>How many smoking related deaths are there each year?</td>
<td>There are over 100,000 smoking related deaths each year in the UK. The majority of deaths are due to cancers, chronic obstructive pulmonary disease (COPD) and heart-disease. Approximately half of all smokers die from smoking related illnesses.³</td>
</tr>
<tr>
<td>Why do some young people start smoking?</td>
<td>There is no one answer for this. Some young people start smoking to assert their independence, others smoke because they are told not to, and some young people smoke because of their family or role model influences. Many young people begin smoking believing that they will be able to stop when they want to, however this is often not the case and over 75% of adult smokers began in their teens.⁴</td>
</tr>
<tr>
<td>Why do some adults smoke?</td>
<td>Again there are many reasons for this. Many people become addicted due to the nicotine in cigarettes and find it difficult to quit. Some people develop a dependence on smoking and use it for a support when things go wrong. Other reasons include: they believe it makes them look more confident, they enjoy it and it may be a social activity and some people smoke when they are bored or lonely.⁵</td>
</tr>
<tr>
<td>How much does a packet of 20 cigarettes cost and how much of the cost is tax?</td>
<td>The price of a packet of 20 cigarettes varies and obviously changes over time, but is around £6.29 (2011). The total tax burden (excise duty plus VAT) accounts for 90% of the price of the cheapest cigarettes on sale in the UK.⁶  <strong>Note:</strong> Keep this data current.</td>
</tr>
</tbody>
</table>

³ [http://www.patient.co.uk/health/Smoking-The-Facts.htm](http://www.patient.co.uk/health/Smoking-The-Facts.htm)
⁴ [http://www.archive.official-documents.co.uk/document/cm41/4177/chap-03.htm](http://www.archive.official-documents.co.uk/document/cm41/4177/chap-03.htm)
## Smoking Conditions

<table>
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<th>Condition</th>
<th>Information and Symptoms</th>
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<tr>
<td>Lung Cancer</td>
<td>The most common cancer in the world is lung cancer. Approximately 90% of all lung cancers are attributable to smoking, directly or indirectly. Initial symptoms include; a persistent cough, unexplained weight loss, chest pains and coughing up blood. Lung cancer can spread to other areas of the body including the brain, liver and bones. Very often lung cancer goes unnoticed until it has spread through the whole of the lung, or to other parts of the body. The survival rate for people with non-small cell lung cancer vary depending upon at what stage the cancer is diagnosed. If the cancer is detected early (stage 1A) there is a 58% - 73% chance of living for 5 or more years after receiving a diagnosis. If the cancer is diagnosed at a later stage e.g. stage 4, there is a 2% - 13% chance of living for 5 or more years after receiving a diagnosis.</td>
</tr>
<tr>
<td>Chronic Obstructive Pulmonary Disease (COPD)</td>
<td>Chronic obstructive pulmonary disease (COPD) is the name for a collection of lung diseases including chronic bronchitis, emphysema and chronic obstructive airways disease. The main symptom of COPD is an inability to breathe in and out properly. Airflow obstruction is caused by long-term damage to the lungs, usually as a result of smoking. The symptoms of COPD can seem similar to those of asthma. Asthma can be controlled with treatment but COPD causes permanent damage to the lungs. Treatment for COPD usually involves relieving the symptoms; for example, by using an inhaler to make breathing easier. Lung disease cannot be reversed, however the sooner it is identified and treated, the better.</td>
</tr>
</tbody>
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| **Pneumonia** | Pneumonia is the swelling of the tissue in one, or both, of the lungs and is often caused by an infection. The inflammation makes it harder to breathe and can also cause coughing.  
Pneumonia can affect people of any age, but usually affects: babies, young children and elderly people, people with other health conditions, such as a lung condition or a weakened immune system and people who smoke.  
Mild forms of pneumonia can be treated by a doctor, however more severe forms can require hospitalisation.  

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| **Asthma** | Asthma is caused by an inflammation of the airways. This can make it difficult to breathe and can cause tightening of the chest, wheezing and coughing. Severe symptoms can appear and this is called an ‘asthma attack’. Asthma attacks can be life threatening and may require hospital treatment.  
There is currently no cure for asthma. Triggers, such as dust mites, pollen and tobacco smoke can bring on the symptoms of asthma. Successful prevention can be achieved through medication, lifestyle advice and identifying and avoiding asthma triggers.  
There are several risk factors which have been identified for the development of asthma, these include; a family history of asthma (or eczema and hayfever), having bronchiolitis as a child and being exposed to tobacco smoke as a child, particularly if your mother smoked during pregnancy.  

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| **Oral Cancers** | Oral cancer is a malignant tumour of the mouth. Oral cancers include cancer of the lip, tongue, mouth and throat. The risk of developing oral cancers increases with the number of cigarettes smoked.  
Symptoms of oral cancer include: a persistent lump or sore on the lip or in the mouth, an ulcer that does not heal within 3 weeks, a white and red patch on the gums, tongue or lining of the mouth, pain in the neck, and/or a lump in the neck.  
Oral cancers can be treated, however many people do not realise  

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10 [http://www.nhs.uk/Conditions/Pneumonia/Pages/Introduction.aspx](http://www.nhs.uk/Conditions/Pneumonia/Pages/Introduction.aspx)  
they have oral cancers until they have progressed to an advanced state – making it more difficult to treat. The survival rate for oral cancer in England is about 50% at five years.

| Bladder Cancer | Current smokers are around 3 times more likely to develop bladder cancer than people who have never smoked. Without treatment bladder cancer will spread from the lining of the bladder into the surrounding muscles. Once the cancer has reached the muscles it is able to spread to other parts of the body. Blood in your urine is the most common symptom of bladder cancer. Other symptoms include; a frequent need to urinate, sudden urges to urinate and experiencing pain when urinating.

If diagnosed early there is a high recovery rate with around 90% of people living for at least 5 years after the diagnosis. However if the condition is left undiagnosed and untreated approximately 50% of people with advanced bladder cancer will die. |

| Coronary Heart Disease | Coronary heart disease is the term that describes what happens when your heart’s blood supply is blocked or interrupted by a build-up of fatty substances in the coronary arteries. If the coronary arteries become blocked the blood flow to your heart will be restricted. This can cause chest pains and is known as angina. If a coronary artery becomes completely blocked, it can cause a heart attack.

The risk of developing coronary heart disease is increased when people: smoke, have high blood pressure, do not take regular exercise, have a high blood cholesterol level, are obese or have a family history of heart attack or angina. |

| Stomach Cancer | Stomach cancer can be difficult to diagnose as several of the symptoms are similar to other conditions. Symptoms include: heart burn, persistent indigestion, difficulty swallowing, feeling full very quickly when eating and nausea. Because of this stomach cancer is often diagnosed at an advanced stage.

It is not yet fully understood why people develop stomach cancer, but there are several risk factors which make it more likely to develop. Avoidable risk factors include; smoking and eating salty foods.

Survival rates depend upon how early the condition is detected. |

14 http://www.nhs.uk/Conditions/Coronary-heart-disease/Pages/Introduction.aspx
Numbers
Yr 7 Lesson 1
Lesson Plan 2 of 2
Yr 7

Personal Well-being / Economic Well-being

<table>
<thead>
<tr>
<th>Date:</th>
<th>School / Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Year Group:</td>
</tr>
<tr>
<td>Number of Girls:</td>
<td>Number of Boys:</td>
</tr>
</tbody>
</table>

Pupils with SEN:

Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:

Smoking – Laws and Rules

Lesson Objectives:

- To know about the laws and rules regarding smoking, cigarettes and tobacco.
- To consider some of the associated penalties for smoking.
- To recognise that there may be a variety of views towards laws and rules.

Intended Learning Outcomes:

Pupils will have:

- Explored the laws relating to smoking, cigarettes and tobacco.
- Looked at and considered the school’s policies and rules regarding smoking.

Success Criteria:

- Know 3 laws relating to smoking and be able to share them with another pupil.
- Be aware of the consequences of breaking laws and rules.
- Recognise why it may be that people hold differing views towards laws and rules relating to smoking, cigarettes and tobacco.

Previous Learning:

Pupils will have taken part in the previous Yr 7 lesson – Smoking – Health Effects and Risks.

Introduction:

- Re-cap the Ground Rules.
- Briefly remind the pupils of the previous lesson on smoking.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further ones.
In pairs pupils write down all the laws they would like to add. They are given a short amount of time for this.

The teacher then selects several of the pairs to offer their ideas about the laws – feedback may lead to discussion – consider the Ground Rules.

Refer to the ppt for a selection of the laws.

Ask for the pupils’ views regarding the laws – Why are they in place? What is their purpose? Are they considered to be necessary? Note: There have been significant reductions in hospital admissions for a number of health conditions since the introduction of Smoke Free legislation – see

http://www.bmj.com/content/340/bmj.c2161.abstract June 2010-09-21

And the change in Law has resulted in it becoming increasingly difficult for young people to buy cigarettes – Statistics of Smoking in England (2009) NHS.

http://www.ic.nhs.uk/webfiles/publications/smoking09/Statistics_on_smoking_England_2009.pdf (This is also mentioned in Yr 9 Lesson 1).

Activities:

In pairs the pupils are given a selection of the cards (see Active Teaching and Learning Resource sheet). The cards show the law, a scenario, or the consequence in relation to cigarettes and smoking. Pupils are given time to match the consequence and scenario to the law. This is then discussed – a selection of tobacco related laws are on the ppt.

The teacher explains that there is a difference between laws and rules and that each school has a Drug Education Policy/No-Smoking Policy which sets out the rules (and also the laws) to which the school adheres.

The pupils are given the school Drug Education Policy/ No-Smoking Policy to look at – it may be a good idea to select the appropriate sections of the policy (school rules/consequences and the details of available ‘Stopping Smoking’ support).

In pairs pupils are asked to write down 3 (or more) immediate thoughts they have regarding the policy – this is discussed.

Pupils work in pairs or groups of 4 to discuss a variety of smoking related scenarios, (see Active Teaching and Learning Resource sheet) with a view to working out how they would deal with these situations if they were a member of school staff. It should be pointed out that pupils may require support to help them stop smoking and that this is available - possibly through a trained member of school staff, the school nurse, or the Local Authority Drug Support appropriate for school aged young people and the National NHS Service http://smokefree.nhs.uk/ 0800 022 4 332.
A selection of groups are asked to speak about their scenario and how they consider it should be dealt with – this will open up discussion – remember to refer to the Ground Rules. **Note:** This activity may cause the school policy to be reviewed in light of this pupil consultation.

**Plenary:**

- Briefly re-cap the main points of the lesson.
- Inform the class that you are going to read out a series of smoking statements (see Active Teaching and Learning Resource sheet) relating to today’s lesson. **Note:** have the Agree, Disagree, Don’t Know cards placed upon the wall of the classroom – spaced out so that the pupils have enough room to stand by them (see Active Teaching and Learning Resource sheet). Explain that after the statement is read out each pupil should consider the statement and move to the stand by the card which reflects their opinion (Agree, Disagree or Don’t Know). Let the pupils know that you will be asking for volunteers to share the reasons behind their opinions and that they should remember the Ground Rules. You may need to use one or two of the statements, or you may decide to use your own ideas.
- Ask the pupils whether they expected the responses obtained or whether they were surprised by them.
- Remind pupils of the success criteria for the lesson and allow them time to reflect upon their progress.

**Assessment for Learning:** What strategies are being used to show whether the learning outcomes have been met? What did they show?

- The initial paired activity regarding laws related to smoking enables the teacher to see the pupils’ current knowledge and understanding in this area – it is a base-line assessment activity.
- Effective questioning by the teacher and other pupils enables the class to reflect upon their current attitudes and knowledge.
- Using real-life documents such as the school policy enables pupils to make connections between learning taking place in the classroom and the ‘real-life’ implications of that knowledge, skill or attitude development.
- Scenarios are particularly useful for teachers, and pupils, to assess skills development and knowledge application.
- The Agree/Disagree/Don’t Know activity enables pupils to explore their own attitudes and values in light of their knowledge. Peer or teacher questioning also enables the pupils and the teacher to assess communication and reasoning skills.
- Effective use of success criteria is a tool to support the assessment of learning and enables teachers to alter the curriculum, lesson plans and schemes of work accordingly.
**Evaluation:** Was the session effective? How might you do it more effectively next time?

**Resources:**
Ground Rules on the wall, ppt, Law and Consequence activity cards, selected sections of the school Drug Education/No-Smoking Policy, Smoking Scenarios activity sheet, information about available ‘Stopping Smoking’ support, Agree/Disagree/Don’t Know activity cards.

### PSHE Education Success Criteria - Tobacco Education

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>By the end of this topic, I will :-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Know 3 laws relating to smoking and be able to share them with another pupil.</td>
</tr>
<tr>
<td></td>
<td>Be aware of the consequences of breaking laws and rules.</td>
</tr>
<tr>
<td></td>
<td>Recognise why it may be that people hold differing views towards laws and rules relating to smoking, cigarettes and tobacco.</td>
</tr>
</tbody>
</table>
# Smoking Laws
Yr 7 Lesson

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Law</th>
</tr>
</thead>
</table>
| A workplace does not display a no-smoking sign. | **Health Act 2006**  
Section 7  
At each entrance to smoke-free premises there shall be displayed in a prominent position at least one no-smoking sign. |
| A taxi driver does not display a no-smoking sign. | **Health Act 2006**  
Section 7  
Any person with management responsibilities for a smoke-free vehicle shall be under a duty to ensure that at least one no-smoking sign is displayed in each compartment of his vehicle. |

<table>
<thead>
<tr>
<th>Consequence</th>
<th>Law</th>
</tr>
</thead>
</table>
| Any person who manages or controls a smokefree premises commits a criminal offence for which they can be fined up to £1000 or offered a £200 fixed penalty notice. | **Health Act 2006**  
Section 7  
At each entrance to smoke-free premises there shall be displayed in a prominent position at least one no-smoking sign. |
| Any person who manages or controls a smokefree vehicle commits a criminal offence for which they can be fined up to £1000 or offered a £200 fixed penalty notice. | **Health Act 2006**  
Section 7  
Any person with management responsibilities for a smoke-free vehicle shall be under a duty to ensure that at least one no-smoking sign is displayed in each compartment of his vehicle. |
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Law</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person lights up a cigarette in their local pub; the pub is displaying prominent no-smoking signs.</td>
<td>Health Act 2006 Section 7</td>
<td>A person who smokes in a smoke-free place commits an offence.</td>
</tr>
<tr>
<td>A shopkeeper sells a packet of cigarettes to a 15 year old.</td>
<td>Children and Young Persons Act 1933 Section 7</td>
<td>Any person who sells to a person under the age of 18 years any tobacco or cigarette paper, whether for his own use or not, shall be guilty of an offence.</td>
</tr>
</tbody>
</table>

**Consequence**
- Any person who smokes in a smokefree place commits a criminal offence for which they can be fined up to £200 or offered a £50 fixed penalty notice.
- A business selling cigarettes to a person under the age of 18 years commits a criminal offence for which they can be fined up to £2500.
<table>
<thead>
<tr>
<th>Consequence</th>
<th>A business selling cigarettes to a person under the age of 18 years commits a criminal offence for which they can be fined up to £2500.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequence</td>
<td>Imprisonment for up to 5 years.</td>
</tr>
<tr>
<td>Scenario</td>
<td>A shopkeeper sells a packet of cigarettes to a 17 year old who says they are simply purchasing them for their dad.</td>
</tr>
<tr>
<td>Scenario</td>
<td>A young person under 18 years old uses a fake ID to purchase tobacco from the local shop.</td>
</tr>
<tr>
<td>Law</td>
<td>Children and Young Persons Act 1933 Section 7 Any person who sells to a person under the age of 18 years any tobacco or cigarette papers, whether for his own use or not, shall be guilty on an offence.</td>
</tr>
<tr>
<td>Law</td>
<td>Fraud Act 2006 Section 6 A person is guilty of an offence if he has in his possession or under his control any article for use in connection with any fraud.</td>
</tr>
</tbody>
</table>
### Consequence
The cigarettes may contain even more dangerous chemicals than those already contained in legitimate cigarettes and the shopkeeper commits an offence under the Trade Marks Act for which the maximum penalty is 10 years in jail.

### Scenario
A shopkeeper sells counterfeit cigarettes that he has purchased 'on the cheap' from a man in a van.

### Law
**Trade Marks Act 1994**
**Section 92**
A person commits an offence who with a view to gain for himself or another, or with intent to cause loss to another and without consent of the proprietor applies to goods or their packaging a sign identical to, or likely to be mistaken for a registered trademark.

### Consequence
A young person manages to buy some cigarettes from a vending machine in the lobby area of a restaurant.

### Law
**Children and Young Persons Act 1933**
**Section 7**
Any person who sells to a person under the age of 18 years any tobacco or cigarette papers, whether for his own use or not, shall be guilty on an offence.
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Law</th>
<th>Consequence</th>
<th>Consequence</th>
<th>Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>A retailer has a big promotion on a particular brand of cigarettes with adverts showing price reductions around the shop.</td>
<td>Tobacco Advertising and Promotion Act 2002</td>
<td>Tobacco advertising is not permitted and the retailer commits an offence. The maximum penalty is 2 years imprisonment and/or unlimited fines.</td>
<td>There is no offence under these circumstances but the 16 year old needs to be trained to challenge purchasers for ID if they look under 18 years of age.</td>
<td>No Law</td>
</tr>
<tr>
<td>A shopkeeper employs his 16 year old son to sell cigarettes in his shop at the weekends.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
1. At a school celebration event some Yr 9 and Yr 10 pupils are smoking outside the fire exit. One teacher walks past and ignores this, but a second teacher challenges the pupils. The pupils reply by stating that it is not right for them to be in trouble for smoking as they have seen teachers smoking.

What are the main issues here?
How does the school Drug Education/Smoke Free Policy help in this instance?
What should happen to the pupils?
What action needs to take place as a result of this incident?

2. Whilst out shopping at the weekend, one of the teachers sees a group of pupils from the school smoking.

What are the issues for the teacher?
What are the issues for the young people?
How could the school Drug Education/Smoke Free Policy support the teacher?
How could the school Drug Education/Smoke Free Policy support the pupils?
How should the teacher deal with this situation?

3. The school receives a complaint from a member of the public. The person states that several pupils are displaying poor behaviour and smoking on the bus whilst travelling home from school.

What are the issues for the school?
How should the situation be handled?
How could the school Drug Education/Smoke Free Policy support the situation?
What should happen as a result of the complaint?
4. During a PSHE lesson on smoking several pupils disclose the fact that they sometimes smoke. When the teacher states that young people are not allowed by law to be sold cigarettes the pupils reply with the fact that they get their cigarettes from a variety of places including older pupils, their parents and one of the local shops.

In what different ways could the teacher react to this information?

How do you feel the teacher should react?

How could the school Drug Education/Smoke Free Policy support the pupils and the teacher?

What should be done in light of this information?

5. A parent comes into school at the end of the day and informs the staff that her child has been sold cigarettes by a pupil at the school. When questioned, the parent stated that they did not believe that it was during the school day.

How should the school staff react to this information?

Do the school staff require any further information?

How could the school Drug Education/Smoke Free Policy help in this situation?

What action should be taken by the school?
Agree, Disagree, Don't Know
Yr 7

Agree
Disagree
Don’t Know
### Smoking Statements

**Yr 7**

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>People should have the right to smoke whenever and wherever they like.</td>
</tr>
<tr>
<td>It is right that smoking is banned in public places.</td>
</tr>
<tr>
<td>People who become ill as a result of smoking should have to pay for their own health care.</td>
</tr>
<tr>
<td>Adults should not be allowed to smoke in the presence of children.</td>
</tr>
<tr>
<td>Pupils that smoke in schools should be punished.</td>
</tr>
<tr>
<td>Cigarettes should be made more expensive.</td>
</tr>
<tr>
<td>There should be ‘Stopping Smoking’ support for pupils who wish to give up smoking.</td>
</tr>
<tr>
<td>It is often not the shopkeeper’s fault for selling cigarettes to under 18s, as many young people appear much older.</td>
</tr>
<tr>
<td>Banning smoking in cars is a good idea.</td>
</tr>
</tbody>
</table>
**Lesson Plan 1 of 2**  
**Yr 8**

**Personal Well-being / Economic Well-being**

<table>
<thead>
<tr>
<th>Date:</th>
<th>School / Setting:</th>
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</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Year Group:</td>
</tr>
<tr>
<td>Number of Girls:</td>
<td>Number of Boys:</td>
</tr>
<tr>
<td>Pupils with SEN:</td>
<td></td>
</tr>
</tbody>
</table>

Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

**Session Title:**
Smoking – Who Smokes?

**Lesson Objectives:**
- To examine ideas and pre-conceptions surrounding people that smoke.
- To consider why some people smoke.
- To know of some of the ways available to assist people with stopping smoking.
- To be aware of some of the local and national statistics around smoking.

**Intended Learning Outcomes:**
Pupils will have:
- Taken part in a quiz relating to national and local smoking statistics.
- Reflected upon why people smoke.
- Shared ideas on issues such as: Why people smoke, why people stop smoking, how people stop smoking, and why people continue to smoke.

**Success Criteria:**
- Be able to share some of the reasons people start smoking.
- Be able to name some of the stopping smoking services along with how to contact, find and use them.
- Remember some of the smoking statistics.
- Be able to empathise with others around smoking related issues.

**Previous Learning:**
In Yr 7 pupils should have learned about the effects and risks of smoking along with the associated laws and rules. Support for stopping smoking should also have been mentioned.
Introduction:

- Re-cap the Ground Rules.
- Briefly remind the pupils of the previous Yr 7 lessons on smoking.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- Give the pupils A4, A3 or flip chart paper and felt pens. Individually, in pairs or in groups of 4 ask the pupils to draw a ‘smoker’. This is a short task to establish pupil pre-conceptions.
- Share some of the drawings with the class and ask for explanations of their depictions. Remember the Ground Rules.

Activities:

- Hand out the Quiz – Who Smokes? (See active Teaching and Learning Resource sheets).
- Ask the pupils to complete the quiz. This can be done individually, or in groups of 4. **Note:** You may want to read the questions to support the less able and keep the class together on the task.
- Select groups to share their answers – ask others to comment, and provide the correct statistics. Encourage discussion here. **Note:** Often people can over estimate the number of people taking part in such activities. This can be due to the media, television, magazines, films and soaps, advertising and a host of other similar reasons.
- Ask the pupils to now comment upon whether they think the local statistics will be in line, above or below national figures – ask them to provide reasons where possible. Many of the quiz questions were based upon national statistics. You can check out more localised statistics at: [http://www.pho.org.uk/default.aspx?QN=P_HEALTH_PROFILES](http://www.pho.org.uk/default.aspx?QN=P_HEALTH_PROFILES)
- Give the pupils a ‘time-out’ and ask them to reflect upon someone they know or have seen that smokes. Ask them to reflect upon the initial drawings of smokers and consider whether they were accurate or whether they were stereotypical. Examine the reasoning behind this.
- When the pupils have had time to reflect choose a couple of volunteers to share their reflections – without using any names of the smokers. Do others share their views or hold differing opinions?
- Hand out sheets of A4, A3 or flip chart paper. Pupils may work individually, in pairs or groups of 4. Instruct the pupils to fold the paper into quarters. At the top of the first quarter pupils should write – Why people Start Smoking, at the top of the second quarter pupils should write – Why people Continue Smoking, the third quarter should read Reasons people Stop Smoking, and the title for the final quarter is – How people may Stop Smoking. (See ppt example) **Note:** Include information regarding
how to access Local Young Peoples’ Stop Smoking Services (these may be run by a member of the school staff, by the school nurse or by a treatment service). Also provide information about National Stop Smoking Support - [http://smokefree.nhs.uk/0800 022 4 332](http://smokefree.nhs.uk/0800 022 4 332).

- Pupils brainstorm the headings giving reasons for each. **Note:** Ask different groups to start with different headings so that when you stop the activity some consideration has been given to each of the headings.
- A heading at a time, ask the pupils to share their reasons. Instruct pupils to tick where they share reasoning or add (in a different colour) any ideas they did not consider.
- Allow pupils to discuss their opinions using the Ground Rules.

### Plenary:
- Briefly re-cap the main points of the lesson.
- Ask the pupils to consider what they would say to someone who was thinking about smoking a cigarette for the first time, and share this with a partner.
- Consider the success criteria and allow pupils time to reflect upon their progress.

### Assessment for Learning: What strategies are being used to show whether the learning outcomes have been met? What did they show?
- The initial draw a smoker activity is an adaption of the ‘Draw and Write’ technique as developed by Noreen Wetton. It is a base-line assessment technique which helps the teacher access pupils’ attitudes, values and knowledge and supports them in determining the correct level of questioning and tasks used during the course of the lesson.
- The quiz – Who Smokes? enables the pupils and teachers to access current knowledge and values in relation to smoking. Normative use of statistics can be empowering for young people as the numbers of people engaging in ‘risky’ activities is often over estimated.15
- Reflection can often be a powerful tool for pupils, enabling them to re-assess their current attitudes and values in light of others’ opinions and new knowledge.
- The plenary, linked to success criteria, is constructed especially to allow both pupils and teacher insight into pupil progression.

### Evaluation: Was the session effective? How might you do it more effectively next time?

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### Resources:
Ground Rules on the wall, large sheets of paper, felt pens, blu tac, quiz – Who Smokes?, local statistics on Smoking prevalence, information about stopping Smoking services, ppt.

### PSHE Education Success Criteria - Tobacco Education

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>By the end of this topic, I will :-</th>
<th>😊</th>
<th>😊</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Be able to share with a partner, some of the reasons people start smoking.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to name some of the Stopping Smoking Services along with how to contact, find and use them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remember some of the smoking statistics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to empathise with others around smoking related issues.</td>
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</tbody>
</table>
Quiz – Who Smokes?  
Yr 8

Smoking Quiz

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2007, what % of adults reported smoking?</td>
<td>In 2007 21% of adults reported smoking, compared with 22% in 2006 and 39% in 1980.</td>
</tr>
<tr>
<td>What percentage of adults that are or were regular smokers began smoking in adulthood?</td>
<td>Approximately 30% of people who are or have been regular smokers began smoking during adulthood (18 and over). Around 70% began smoking before they were 18.</td>
</tr>
<tr>
<td>Of young people aged 11 – 15 what percentage have not tried smoking?</td>
<td>Approximately 70% of young people have not tried smoking.</td>
</tr>
<tr>
<td>What percentage of young people aged between 11 and 15 are NOT regular smokers?</td>
<td>94% of young people are NOT regular smokers. 6% of 11 – 15 year olds admit to being regular smokers (that is at least 1 cigarette per week).</td>
</tr>
<tr>
<td>Of current smokers aged 16 and over what percentage want to give up?</td>
<td>67% (over 2/3) of smokers want to give up and 75% have tried to give up in the past.</td>
</tr>
<tr>
<td>What is the estimated cost of smoking to the NHS?</td>
<td>NHS costs of treating illness and disease associated with smoking were estimated at £5.2 billion a year in 2005/06, approximately 5.5% of total healthcare costs.</td>
</tr>
<tr>
<td>What percentage of adults aged 16 and over agree with the smoking ban in public places?</td>
<td>Four in five people (81%) agree with the smoking ban in public places.</td>
</tr>
<tr>
<td>Is the percentage of adults who smoke in the South East of England higher or lower than the national average?</td>
<td>Between the period of 2003 – 2005 the percentage of adults in the South East of England that smoked was 21.8% compared to a national average of approximately 24%. The only area to have a lower percentage of adult smokers was the South West with 21.5%.</td>
</tr>
</tbody>
</table>

Lesson Plan 2 of 2
Yr 8
Personal Well-being / Economic Well-being

Date: School / Setting: 
Class: Year Group: Key Stage: 
Number of Girls: Number of Boys: 
Pupils with SEN:
Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:
Smoking Facts – The ‘cost’ of Smoking

Lesson Objectives:
- To consider the ‘true’ cost of smoking.
- To develop confidence and the skills of negotiation and assertion.

Intended Learning Outcomes:
Pupils will have:
- Worked individually or in pairs to consider their knowledge and attitudes towards smoking.
- Used the skills of financial capability to assess the cost of smoking; personally and to the wider community.
- Taken part in drama based scenarios to develop communication, negotiation and assertion skills.

Success Criteria:
- Understand that the ‘true’ cost of smoking is far greater than simply financial.
- Be more confident utilising negotiation and assertion skills.

Previous Learning:
In Yr 7 pupils should have learned about the effects and risks of smoking along with the associated laws and rules. Support for stopping smoking should also have been mentioned.

The first lesson in Yr 8 looked at some of the pre-conceptions surrounding people who smoke along with local and national smoking statistics.
**Introduction:**

- Re-cap the Ground Rules.
- Briefly remind the pupils of the previous lesson on smoking.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- Individually or in pairs, pupils complete the ‘Before and After’ sheet; (see Active Teaching and Learning Resource sheet). You may like to give the pupils 5 minutes for this task. Explain they will need this sheet again nearer the end of the lesson. The pupils record what they think and what they know about the ‘cost’ of smoking along with what they think should happen or would like to know.
- Select pupils to share some of their thoughts included on the sheet.

**Activities:**

- Ask the pupils what they consider to be the costs of smoking. **Note:** Remember that the cost of smoking is far greater than the price of the packet of cigarettes; it is the cost to the health of the individual, their families and to the Health Service. It also relates to what has to be forgone in order to be able to afford cigarettes. The cost of the tobacco industry also extends to the environment (studied in Yr 9 and Yr 10) and to other countries – in particular to developing countries (studied in Yr 11).
- Pupils estimate the cost of a packet of cigarettes. **Note:** Keep up to date by checking current prices. Show the cost on the ppt. Give the pupils the scenario of a person smoking 10 cigarettes a day, with the cost of a packet of cigarettes at £6.00 (or current prices). Pupils work out the amount the person spends per week on cigarettes, per month, how much they spend over half of the year, and how much they spend over the course of a whole year. Pupils consider what the money could have been spent on, or how much could have been saved or donated to charity. You may need to give the pupils some ideas to help here with pages from shopping catalogues, car payment costs, food costs or internet access for research. **Note:** You may want to select specific shopping web-sites.
- Pupils work out the costs for someone who has been smoking 20 a day for 5 years, 10 years and 20 years. Equate the amounts to tangible items and objects.
- Remind pupils that the NHS costs of treating illness and disease associated with smoking were estimated at £5.2 billion a year in 2005/06, approximately 5.5% of total healthcare costs. **Note:** Ask the pupils for their views on this, how does it make them feel? Facilitate discussion allowing for a variety of viewpoints.
- Pupils work with partners to consider whether there are other costs related to smoking – costs which are not monetary – allow time for pairs to feed back to the class.

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Remind the class of the previous lesson and what they have been considering so far in today’s lesson. Explain that the pupils are going to be given scenarios (see Active Teaching and Learning Resource sheet). They are to act as a character in the scenario. The task is to assertively negotiate and communicate a positive outcome i.e. not to smoke.

Hand out the scenario cards. You may want the pupils to organise their thoughts on paper before they begin to act it out. Remind them of the Ground Rules. Note: if the pupils are not used to role play you will need to give clear direction on what is expected. Set time limits. Ask the pupils to consider the skills they are using to deal with these sensitive situations.

Pupils demonstrate their assertiveness skills to the class. Whilst the groups are performing, the audience completes a simple Peer Assessment sheet reflecting upon the effectiveness of the communication and assertion (see Active Teaching and Learning Resource sheet).

Plenary:
- Recap the learning objectives of the session and remind the class of the sheet they completed at the beginning of the lesson.
- Allow time for pupils to complete the sheet and consider their progress in light of the success criteria.

Assessment for Learning: What strategies are being used to show whether the learning outcomes have been met? What did they show?
- The Before and After sheet is initially a base-line assessment activity which demonstrates to the pupils and the teacher their current values and knowledge in relation to smoking. It enables the teacher to continue the next part of the lesson at the correct level for the pupils, selecting appropriate questions and issues to motivate the class.
- Scenarios are useful in assessing the development of skills in relation to communication, empathy, team work and negotiation. They can also provide opportunities for pupils to make use of and internalise information obtained during lessons. Scenarios are often used as formative assessment activities. In this instance peers provide guidance on how the group could further develop their skills of negotiation and assertion.
- The Before and After sheet is used again this time to indicate progress made in relation to the success criteria – summative assessment.

Evaluation: Was the session effective? How might you do it more effectively next time?
Resources:
Ground Rules on the wall, Before and After activity sheet, ppt, selected pages from shopping catalogues, examples of food prices and weekly shopping bills, Smoking Scenario activity sheets, Peer Assessment activity sheets.

PSHE Education Success Criteria - Tobacco Education

<table>
<thead>
<tr>
<th>Lesson 2</th>
<th>By the end of this topic, I will :-</th>
<th>😊</th>
<th>😞</th>
<th>😞</th>
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<tbody>
<tr>
<td></td>
<td>Understand that the ‘true’ cost of smoking is far greater than simply financial.</td>
<td>😊</td>
<td>😞</td>
<td>😞</td>
</tr>
<tr>
<td></td>
<td>Be more confident utilising negotiation and assertion skills.</td>
<td>😊</td>
<td>😞</td>
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</tr>
</tbody>
</table>
# The ‘True’ Cost of Smoking

**Yr 8**

## Before and After

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After</th>
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</thead>
<tbody>
<tr>
<td>I think.....</td>
<td></td>
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</tr>
<tr>
<td>I know.....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like.....</td>
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</tbody>
</table>
Smoking Scenarios
Yr 8

You and one of your best friends fall out. The next day you see them chatting and laughing with someone they don’t usually spend time with. Your friend is smoking and asks you to come over. You are offered a cigarette; you would like to make up with your friend but don’t want to smoke …

What are the issues for you?
What are the issues for your friend?
How are you feeling?
How is your friend feeling?
What are your options? How would you like the situation to end?
How can you make it end this way?
What will you do if the situation does not end as you would like it to?
How do you feel after the situation has ended as you wanted it to?
How do you feel after the situation has not ended as you wanted it to?

You are out with a group of friends; it is the middle of the day on a Saturday. You decide to go for something to eat. As you sit down outside one of the group brings out a packet of cigarettes and lights up. They then pass the packet around the group. It comes to your turn …

What are the issues for you?
How are you feeling?
How do you think the others are feeling?
What are your options? How would you like the situation to end?
How can you make it end this way?
What will you do if the situation does not end as you would like it to?
How do you feel after the situation has ended as you wanted it to?
How do you feel after the situation has not ended as you wanted it to?
There is a new pupil at your school and you are asked to mentor them to help them settle in to their new routines. You both end up getting on well and they invite you to their house after school. When their parents go out they get out a cigarette and light it, they offer one to you and you refuse. Your friend asks you again and says that everyone at their old school smoked…

What are the issues for you?
What are the issues for your new friend?
How do you feel?
How does your friend feel?
What are your options? How would you like the situation to end?
How can you make it end this way?
What will you do if the situation does not end as you would like it to?
How do you feel after the situation has ended as you wanted it to?
How do you feel after the situation has not ended as you wanted it to?

A member of your family is smoking and they offer you a cigarette. They tell you that they were about your age when they started …

What are the issues for you?
What are the issues for the member of your family?
How do you feel?
How does the other person feel?
What are your options? How would you like the situation to end?
How can you make it end this way?
What will you do if the situation does not end as you would like it to?
How do you feel after the situation has ended as you wanted it to?
How do you feel after the situation has not ended as you wanted it to?
**Objective of the task:** To use knowledge along with the skills of communication, assertion and negotiation to confidently navigate a situation.

<table>
<thead>
<tr>
<th>Group</th>
<th>Knowledge and Skills Used with Examples</th>
<th>Development Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>😊 😊 😊</td>
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<tr>
<td>Group</td>
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<td>Group</td>
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</tbody>
</table>
Lesson Plan 1 of 2
Yr 9

Personal Well-being / Economic Well-being

<table>
<thead>
<tr>
<th>Date:</th>
<th>School / Setting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class:</td>
<td>Year Group:</td>
</tr>
<tr>
<td>Number of Girls:</td>
<td>Number of Boys:</td>
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</tbody>
</table>

Pupils with SEN:
Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:
Smoking – Long and Short Term Effects on Individuals and Others

Lesson Objectives:
- To know of some of the long and short term effects of smoking on the individual and others.
- To be aware of the dangers of passive smoking (also known as second hand smoke – SHS).
- To understand some of the environmental effects of smoking.
- To develop confidence and the skills of negotiation and assertion.

Intended Learning Outcomes:
Pupils will have:
- Written and answered questions about the health effects of smoking.
- Define the term ‘passive smoking’.
- Used basic strategies of assertion to negotiate situations.
- Categorised the health effects of smoking.

Success Criteria:
- Know at least 3 long term effects of smoking.
- Know at least 3 short term effects of smoking.
- Realise some of the implications that smoking has upon the environment.
- Be able to use strategies to negotiate situations with confidence.
Previous Learning:
In Yr 7 pupils should have learned about the effects and risks of smoking along with the associated laws and rules. Support for stopping smoking should also have been mentioned.
In Yr 8 pupils looked at some of the pre-conceptions surrounding people who smoke. Pupils considered national and local smoking statistics along with financial and personal costs. Pupils were introduced to some of the reasons given by smokers for starting smoking and worked on their communication and assertion skills in order to resist smoking.

Introduction:
- Re-cap the Ground Rules.
- Briefly remind the pupils of the previous Yr 7 and Yr 8 lessons on smoking.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- In pairs the pupils come up with 1 or 2 questions about the short and/or long term health effects of smoking and write these on a piece of paper. **Note:** The pair must know the answer to the question; this may require prior preparation.
- Each pair then swaps their question/s with another pair and this pair must try and answer the question/s as fully as possible. The questions are then swapped back and the correct answers are shared. Feedback from any pairs uncertain or surprised by the answers may be taken, as misconceptions must be rectified. **Note:** These questions and answers could form the basis of a Drug/Tobacco display.
- The teacher then reminds the pupils of some of the main short and long term health effects smoking can have on the individual and others (see Activity Teaching and Learning sheet- Smoking Conditions Yr7) – further this by reminding pupils of other effects such as the ones related to finance, relationships, fire hazards, litter and community issues.

Activities:
- Pupils work in pairs or groups of 4 to define or explain the term ‘passive smoking’. When pupils are happy with the explanations/definitions some of them should be shared with the class and discussed. See ppt for definition.
- Inform the pupils about the effects of passive smoking, (also known as second hand smoke – SHS) ask for their thoughts and feelings about this. See ppt for some of the effects of passive smoking.
- Refer to the Yr 7 lesson 2 when they considered the law and school policy in relation to smoking. Do the pupils consider these helpful tools in reducing passive smoking? **Note:** There have been significant reductions in hospital admissions for a number of health conditions since the introduction of Smoke Free legislation – see [http://www.bmj.com/content/340/bmj.c2161.abstract June 2010-09-21](http://www.bmj.com/content/340/bmj.c2161.abstract June 2010-09-21) [http://www.ash.org.uk/files/documents/ASH_742.pdf](http://www.ash.org.uk/files/documents/ASH_742.pdf)
And the change in law has resulted in it becoming increasingly difficult for young people to buy cigarettes – Statistics of Smoking in England (2009) NHS.  

You may like to mention that the UN Convention on the Rights of the Child – Article 24, states that children should have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Article 33 states that the Government should provide ways of protecting children from dangerous drugs.

- Making sure Ground Rules are in place give the pupils a ‘time-out’ to reflect upon occasions when they have been affected by passive smoking. Ask the pupils to consider what they did about it and whether they were happy with the situation. Pose the following question to the class – If they were unhappy about being in a situation where they were being affected by passive smoking what could they do about it? **Note:** You may need to give the pupils specific examples of situations – (see Active Teaching and Learning Resource sheet) Passive Smoking Scenarios. Give the pupils some basic strategies to support the activity. Pupils can work in small groups to support the development of assertion skills. See ppt to support skills of assertion.

- Groups feedback their strategies, discuss issues and ideas.

**Plenary:**

- Ask the pupils to re-cap the main points of the lesson – write their ideas on flip chart paper or on the board. When these are written, ask pupils to decide whether the words or statements on the board can be organised into categories. You may like to try to categorise ideas under – health effects and environmental effects, possibly adding assertive techniques as a third category. Pupils could do this in their books or they could come to the board and underline health effects in red and environmental effects in green. This task may also promote discussion as some areas may link to both categories. **Note:** A Venn diagram may be a useful format in which to organise the statements.

- Consider the success criteria and allow pupils time to reflect upon their progress.

- **Note:** Inform the pupils that next lesson will be looking at the role of advertising and you would like them to look out for adverts they like and bring some in for the next lesson. It is suggested you look at the adverts brought in to ensure they are suitable for discussion.
Assessment for Learning: What strategies are being used to show whether the learning outcomes have been met? What did they show?

- The initial writing of smoking related questions by pupils enables them to engage with previous learning, it demonstrates the pupils’ base-line knowledge to both the pupils themselves and to the teacher.
- By attempting to define the term ‘passive smoking’ the pupils are utilising and applying knowledge. This term has not been a focus of any of the lessons so far and again is a valuable base-line activity for the pupils and the teacher.
- Scenarios are useful in the assessment and development of skills. They demonstrate to the pupils and teacher whether the pupils can access and make use of knowledge they have developed.
- Reflecting upon the success criteria allows the pupils to make a judgement upon their progress.

Evaluation: Was the session effective? How might you do it more effectively next time?

Resources:
Ground Rules on the wall, ppt, Passive Smoking Scenario activity cards.

PSHE Education Success Criteria - Tobacco Education

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<thead>
<tr>
<th>Lesson 1</th>
<th>By the end of this topic, I will:</th>
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<td></td>
<td>Know at least 3 short term effects of smoking.</td>
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<td>Be able to use strategies to negotiate situations with confidence.</td>
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</table>
Passive Smoking
Yr 9

Passive Smoking Scenarios

You are in the car with your friend and their parent; the parent lights a cigarette and continues to drive.

You are at home when a member of the family comes to visit; they sit down in the kitchen and light a cigarette.

You go for a walk to the shops with your friend and their older sister. As you are walking along the sister lights a cigarette. You are asthmatic and smoking can really affect your breathing.

You are at the theme park, queuing for a ride, the adults in front of you are smoking and the wind is blowing the smoke directly in your face.

You may be able to think of other situations you have been in that you would like to discuss.

For each of the situations consider the following:

How do you feel.....?

What are you thinking.....?

How can you begin a conversation to help ensure you do not have to put up with the smoky situation?

What can you do.....?

What can you say.....?

Would the situation be different if the person was smoking a pipe or a cigar?

Would the situation be different if it were a different person smoking, e.g your Mum or Dad, your Grandparents? Why?
Lesson Plan 2 of 2
Yr 9

Personal Well-being / Economic Well-being

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<td>Number of Boys:</td>
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<tr>
<td>Pupils with SEN:</td>
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Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:
Smoking – Image, the Media, Marketing and Advertising

Lesson Objectives:
- To understand some of the strategies used in marketing campaigns and advertising.
- To be aware of how image and stereotyping can be used in the media.
- To have an awareness of the function and purpose of marketing and advertising.

Intended Learning Outcomes:
Pupils will have:
- Discussed reasons behind ‘successful’ advertising campaigns.
- Designed an ‘Anti-Smoking’ advert using techniques considered during the lesson.

Success Criteria:
- Recognise at least 3 adverts which have used stereotypical images to enhance the appeal of their product.
- Name some of the techniques used in advertising.
- Understand how people can be influenced by marketing and the media.

Previous Learning:
In Yr 7 pupils should have learned about the effects and risks of smoking along with the associated laws and rules. Support for stopping smoking should also have been mentioned.

In Yr 8 pupils looked at some of the pre-conceptions surrounding people who smoke. Pupils considered national and local smoking statistics along with financial and personal costs. Pupils were introduced to some of the reasons given by smokers for starting smoking and worked on their communication and assertion skills in order to resist smoking.
During the first lesson in Yr 9 pupils took into account some of the long and short term effects of smoking. They explored the issue of passive smoking and developed skills of negotiation and assertion. Pupils also considered a number of environmental issues.

**Introduction:**

- Re-cap the Ground Rules.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- Ask some of the pupils to share their favourite advert. This may be one which is featured on the television, radio, in magazines, on the internet, at sporting or music events. Ask the pupils why they like the advert and what product it is advertising. (Some pupils may have brought in adverts to examine).
- Give the pupils a ‘time-out’ to reflect upon whether the advert has ‘worked’ and their reasons for the decision. **Note:** The pupils may consider the advert was effective or in-effective. Do remember that the fact that the advert and product is being discussed as part of a lesson clearly demonstrates that the campaign is/has worked to some degree!
- As a class brainstorm words which describe the elements required for a successful advertising campaign – write these on the board or on flip chart paper. Ask the pupils to consider whether people/characters in adverts are representative of the general public. Raise the issue of stereotyping (this may require explanation) and ask the class to consider whether this takes place in adverts and if so why? Take feedback on these issues.

**Activities:**

- Select a variety of adverts to share with the pupils. **Note:** You may like to use some of the past cigarette adverts found on Google Images, and display them on the white board.
- Remind pupils of the previous work they have covered on smoking especially in relation to the health and financial effects. Hold a class discussion around whether the people and images in the adverts reflect what the pupils know, understand and feel about smoking? Promote discussion here. Ask pupils to justify their opinions where possible.
- Show the 2 pictures on the ppt. One of the pictures is from the media image library of British American Tobacco, one of the world’s largest tobacco groups. The other picture is from an article about the difficulties facing tobacco farmers from countries such as Malawi [http://www.un.org/ecosocdev/geninfo/qfrec/vol18no3/183tobacco.htm](http://www.un.org/ecosocdev/geninfo/qfrec/vol18no3/183tobacco.htm). Ask the pupils to guess which picture is which – and explain the reasoning behind their thinking. Consider the image BAT is aiming to portray and how they may go about
doing this? How does this reinforce issues already addressed in discussions about advertising? Note: The image from BAT shows 3 people and the image from the article about tobacco farmers shows just 1 person.

- Refer to the information on the ppt giving a brief potted history of cigarette advertising and how this has been affected by research, public feeling and the law. Note: http://www.ash.org.uk/files/documents/ASH_525.pdf and in particular http://www.ash.org.uk/files/documents/ASH_741.pdf provide comprehensive overviews of Tobacco Advertising. Legislation around tobacco continues to develop so do check your information is as up to date as possible.

- Ask the pupils what brands of cigarettes they are aware of and write these on the board. Pose the question: if cigarette advertising is banned in this country, how do people know about and recognise the different brands of cigarettes? What techniques are tobacco companies using?

- Note: Tobacco companies are developing ‘below the line’ marketing strategies to promote their products. These tactics include event based marketing where particular brands of cigarettes are sold at ‘fashionable’ settings, point of sale advertising – these ‘powerwalls’ of tobacco marketing found in shops and supermarkets are often in highly prominent places, vending machine displays, packaging design along with product placement in films and other forms of media. Tobacco promotion also appears to be infiltrating the youth market through popular web-sites and other related forms of media. See http://www.tobaccoinaustralia.org.au/chapter-11-advertising/11-6-marketing-of-tobacco-in-the-age-of-advertising and http://info.cancerresearchuk.org/news/archive/cancernews/2010-08-26-Tobacco-industry-may-be-using-online-videos-to-market-products for further information.

- Using some of the ideas from the activity all pupils, individually, in pairs or groups, begin to develop an Anti-Smoking advert – they use the elements studied to persuade the audience not to smoke. This could take the form of a poster, radio advert, rap or song.

**Plenary:**

- Re-cap the objectives of the lesson.

- A selection of pupils show their Anti-Smoking advert; the other pupils consider their work in light of the lesson objectives.

- Pupils reflect upon the success criteria.

- Note: If the advert is not completed during the lesson it could be completed in the following lesson or as a piece of homework. Pupils could present their work during the next PSHE Education lesson, commenting upon the advertising techniques used.
Assessment for Learning: What strategies are being used to show whether the learning outcomes have been met? What did they show?

- Asking pupils to reflect upon their favourite adverts and exploring the reasoning for this enables both pupils and teacher to have insight into their current values, attitudes and possibly knowledge surrounding advertising and influence – a base-line assessment activity.
- Brainstorming is another base-line assessment method which allows all involved to clearly see thoughts, beliefs and current knowledge. It enables the teacher to pitch the lesson to suit the level and needs of the pupils.
- Creating a poster/rap/song draws upon many skills and shows whether the pupil has been able to draw upon specific knowledge; it can also highlight mis-conceptions. This type of activity often lends itself to summative assessment (assessment of learning).

Evaluation: Was the session effective? How might you do it more effectively next time?

Resources:
Ground Rules on wall, a variety of adverts – some old cigarette adverts, ppt.

<table>
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Lesson Plan 1 of 1
Yr 10

Personal Well-being / Economic Well-being

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Pupils with SEN:
Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:
Smoking – The Environmental Impact

Lesson Objectives:
- To realise that the tobacco industry has an impact upon the environment.
- To understand why some people farm tobacco and work in the tobacco industry.

Intended Learning Outcomes:
Pupils will have:
- Researched a specific issue associated with smoking.
- Presented research findings to the group.
- Reflected upon other pupils’ presentations.

Success Criteria:
- Be able to list some of the environmental impacts associated with growing and producing tobacco.
- Understand how buying a cigarette in Britain contributes to the global environmental impact.
- Give reasons why people still grow and produce tobacco.

Previous Learning:
In Yr 7 pupils should have learned about the effects and risks of smoking along with the associated laws and rules. Support for stopping smoking should also have been mentioned.

In Yr 8 pupils looked at some of the pre-conceptions surrounding people who smoke. Pupils considered national and local smoking statistics along with financial and personal costs. Pupils were introduced to some of the reasons given by smokers for starting smoking and worked on their communication and assertion skills in order to resist smoking.
Yr 9 lessons enabled pupils to take into account some of the long and short term effects of smoking. They explored the issue of passive smoking and developed skills of negotiation and assertion. Pupils also considered some of the environmental issues. Advertising, the media and stereotyping was explored.

Introduction:

- As a homework activity prior to the lesson pupils should be asked to consider the environmental impact of tobacco and smoking as preparation. They may be asked for example, to select their ‘Top Ten Facts’ or ‘Shocking Environmental Facts’. This lesson may require 2 sessions or an extra arena for the presentation – you could decide that the pupils are to present to another class or year group.
- Re-cap the Ground Rules.
- Briefly remind pupils of the previous Yr 7, Yr 8 and Yr 9 lessons on smoking.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- The lesson begins with a ‘graffiti’ sheet exercise. Pupils work in table groups of 4. Each table is given one sheet of flip chart or A3 paper. Each sheet of paper has a different title: Food, Litter, Pollution, Deforestation and Fire Risk (there may be others you wish to add). Note: Some groups may have the same title on their ‘graffiti’ sheet.
- The groups are asked to write down all the Smoking/Tobacco/Cigarette related words which they think are associated with their title.
- Ask volunteers to share their ideas.

Activities:

- Pupils work in groups to research their title area of environmental impact. You may have booked the IT suite, have computers or an interactive whiteboard available. You may have booklets to support pupil research or be using the information on the ppt. Note: When using internet sites always check the material is current, accurate and appropriate. Information to support this activity can currently be found at –
  
  http://atyc.roycastle.org/environment
- Pupils prepare for a short presentation on their specific focus area of environmental impact related to the tobacco industry. Whilst presenting, the audience makes notes on each of the areas using the environmental impact of tobacco sheet (see Active Teaching and Learning Resources). A limited number of questions may be
asked after each presentation.

**Plenary:**
- Re-cap the objectives of the lesson.
- Ask the pupils to consider their original ‘graffiti sheet’ and how their knowledge, understanding and appreciation of the subject matter has developed.
- Pupils reflect upon their progress against the success criteria.

**Assessment for Learning:** What strategies are being used to show whether the learning outcomes have been met? What did they show?
- The initial ‘graffiti’ sheet activity is a base-line assessment task enabling pupils and the teacher to see existing knowledge and attitudes regarding smoking related issues.
- A formal presentation of pupils’ research is often used as a peer-assessment activity. It can be formative and employed as an assessment for learning task giving feedback and development points; however it can also be used as a summative assessment providing evidence of achievement.

**Evaluation:** Was the session effective? How might you do it more effectively next time?

**Resources:**
- IT suite, laptops or interactive whiteboard in the classroom, large sheets of paper, felt pens, ppt, the web-sites as suggested in the lesson plan – or others that have been given due consideration, the Environmental Impact of Tobacco activity sheet.

**PSHE Education Success Criteria Tobacco Education**

<table>
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<td>Understand how buying a cigarette in Britain contributes to the global environmental impact.</td>
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<td>Give reasons why people still grow and produce tobacco.</td>
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</table>
## The Environmental Impact of Tobacco

### Yr 10

#### Environmental Impact Presentation

<table>
<thead>
<tr>
<th>Issue</th>
<th>Issues of interest</th>
<th>Things I would like to know</th>
<th>Points I would like to clarify</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deforestation</td>
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<td>Pollution</td>
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<td>Litter</td>
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<td>Food</td>
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Lesson Plan 1 of 1
Yr 11

Personal Well-being / Economic Well-being

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Consider size of fonts, vocabulary, group size and make up (ethnicity, culture, gender and ability including gifted and talented), activities selected, and any pupil or family issues regarding drugs.

Session Title:
Smoking – Tobacco and the Developing World

Lesson Objectives:
- To understand some of the reasons behind the rise in production and prevalence of tobacco in developing nations.
- To be aware of some of the implications of a rise in production and prevalence of tobacco upon developing countries.
- To have a greater awareness of the moral implications of the tobacco industry operating in developing countries.

Intended Learning Outcomes:
Pupils will have:
- Given consideration as to why tobacco production and prevalence is rising in many developing nations.
- Taken part in a True/False activity on the topic of tobacco and the developing world.
- Designed an information leaflet which focuses upon the implications of tobacco production and prevalence for developing countries.

Success Criteria:
- Know 3 reasons for the rise in both the production and prevalence of tobacco in developing countries.
- Understand some of the implications of tobacco production for developing countries.
Previous Learning:
In Yr 7 pupils should have learned about the effects and risks of smoking along with the associated laws and rules. Support for stopping smoking should also have been mentioned.

In Yr 8 pupils looked at some of the pre-conceptions surrounding people who smoke. Pupils considered national and local smoking statistics along with financial and personal costs. Pupils were introduced to some of the reasons given by smokers for starting smoking and worked on their communication and assertion skills in order to resist smoking.

Yr 9 lessons enabled pupils to take into account some of the long and short term effects of smoking. They explored the issue of passive smoking and developed skills of negotiation and assertion. Pupils also considered some of the environmental issues. Advertising, the media and stereotyping was explored.

During Yr 10 pupils researched some of the global environmental issues caused by the tobacco industry.

Introduction:
- **Note:** Prior to the lesson or as part of a cross-curricular theme pupils will need to have researched the definitions underpinning the differences between developed and developing nations. The pupils could have delivered a short presentation, eg 'All you need to know about ...' '10 facts about developing nations', or '10 main issues you should know about developing countries'.
- **Note:** There is no official definition of what constitutes a developed or developing nation. However the United Nations have categorised the least developed countries. These countries are considered to be disadvantaged in their process of development – this is frequently due to their geographical location. Low income, weak human assets and economic vulnerability are an indication of whether a country is deemed to be developed or developing. Sometimes developing countries are called third world countries. Having a world map available may be useful to see the location of the various countries. See [http://www.unctad.org/Templates/Page.asp?intItemID=3618&lang=1](http://www.unctad.org/Templates/Page.asp?intItemID=3618&lang=1) for further details.
- Re-cap the Ground Rules.
- Share the lesson objectives with the class, inform the pupils of the outcomes of the lesson and give consideration to the success criteria (pupils may have further criteria they would like to add).
- To set the context ask the class to name some of the world’s developed countries – write them in a column on the board. Now ask pupils to name some of the world’s developing countries – write them in a second column on the board.
- Individually, in pairs or in groups of 4 pupils consider the reasons underpinning why some countries are called developing and others are called developed.
**Activities:**

- Each pupil is given a True or False card (see Active Teaching and Learning Resource sheet – True/False card activity). On the card is a statement, under the statement it either says True or False. The pupils do not show their card to anyone at this point, but can read it themselves. Pupils move around the room and select another member of the class to whom they must read their statement. The person guesses whether the statement is True or False and then the correct answer is shared. The task is repeated by the second person reading their statement to their partner. Pupils move around the room until you decide to stop the activity or until they have heard every class member’s statement. **Note:** you may require 2 copies of the cards; photocopy each set on a different colour for ease of distinction.

- Individually, in pairs or fours pupils are asked to design a leaflet informing others of the implications for developing countries of the rise in production and prevalence of tobacco. Pupils may choose to write and design the leaflet for a parent, younger pupil, peer, or teacher. You may decide to stipulate the audience or let the pupils decide for themselves.

- The leaflet must cover: the reasons behind why there has been a percentage rise in production and prevalence of tobacco in developing countries, implications for the countries of the rise in production and prevalence, and the impact this will have on the health of these nations.

**Plenary:**

- Re-cap the objectives of the lesson.

- A selection of pupils speak about or show their leaflet and the information they are including. They state how it is suitable for their target audience.

- The rest of the class should use Tobacco and Developing Countries (see Active Teaching and Learning Resource sheet) and consider whether the group/individual has met the lesson’s success criteria, offering constructive feedback. **Note:** Ensure that the Ground Rules are firmly in place.

- Pupils are given reflection time to consider their progress against the success criteria.

**Assessment for Learning:** What strategies are being used to show whether the learning outcomes have been met? What did they show?

- The initial verbal brainstorming of the world’s developed and developing countries is a base-line assessment activity. The teacher will be able to gauge the level of support and guidance pupils may require.

- The true/false statement activity again enables both the pupils and teacher to gauge levels of knowledge and understanding in relation to the topic area.

- Designing and producing a leaflet is often used as a summative assessment activity. It is evidence of achievement and progress in skills and knowledge and in the development of attitudes and values.
The peer assessment also supports the above activity and is generally summative in nature.

Effective use of success criteria is again a tool to support the assessment of learning.

**Evaluation:** Was the session effective? How might you do it more effectively next time?

**Resources:**
World map, ppt, True or False activity cards, paper pens or IT, Tobacco and Developing Countries activity sheet.

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### PSHE Education Success Criteria - Tobacco Education

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<tr>
<td>True/False Statements</td>
<td>Yr 11</td>
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<tr>
<td><strong>True or False</strong> 19 20 21 22</td>
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<tr>
<td>There are around 1.3 billion smokers world-wide, with over 80% of these living in middle to high income countries.</td>
<td><strong>FALSE</strong></td>
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</tr>
<tr>
<td>There are around 1.3 billion smokers world-wide, with over 80% of these living in low to middle income countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demand for tobacco is expected to continue to fall in developed countries such as Britain, America, Canada and Australia.</td>
<td><strong>TRUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approximately half of all smokers will die as a result of a smoking related illness.</td>
<td><strong>TRUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demand for tobacco is expected to fall in developing countries.</td>
<td><strong>FALSE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demand for tobacco is expected to rise in developing countries.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World-wide more men smoke than women.</td>
<td><strong>TRUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of the approximate 1.3 billion people that smoke cigarettes or other products world-wide, around 1 billion are men and 250 million are women.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globally a larger number of men smoke compared to the number of women because women are too busy.</td>
<td>FALSE (but TRUE to the more men smoke aspect)</td>
</tr>
<tr>
<td>A larger number of men smoke compared to the number of women. World wide it is often cultural traditions which help to account for the lower number of female smokers.</td>
<td>TRUE</td>
</tr>
<tr>
<td>Women, especially in developing countries, are a huge potential market for the tobacco companies.</td>
<td>TRUE</td>
</tr>
<tr>
<td>In response to changing cultural traditions and tobacco marketing an increasing number of women in developing countries are beginning to smoke.</td>
<td>TRUE</td>
</tr>
<tr>
<td>Cigarette Smoking in China accounts for 1 of every 4 cigarettes smoked globally.</td>
<td>FALSE</td>
</tr>
<tr>
<td>Cigarette smoking in China accounts for 1 of every 3 cigarettes smoked globally.</td>
<td>FALSE</td>
</tr>
<tr>
<td>Some street children in India spend more on tobacco than they do on food or education.</td>
<td>TRUE</td>
</tr>
<tr>
<td>Tobacco is an easy crop to cultivate and grow.</td>
<td>FALSE</td>
</tr>
<tr>
<td>Tobacco is a sensitive plant. The process is labour intensive and requires many pesticides and fertilisers.</td>
<td>FALSE</td>
</tr>
</tbody>
</table>
In all countries there are laws to protect farmers from dangerous conditions and children from child labour.

**FALSE**

Child labour takes place in many countries. Farmers in numerous developing countries work without appropriate clothing to protect them from the harmful chemicals involved in tobacco production.

| Globally Tobacco kills more people than AIDS, legal and illegal drugs, road accidents and murder combined. |
| **TRUE** |

| The advertising of cigarettes is banned in all countries as it is in Britain. |
| **FALSE** |

In many developing countries tobacco advertising is not regulated. Advertising in lots of developing countries such as Ghana, Kenya and Nigeria tends to reflect ‘success’ with cigarette brands having names such, Diplomat, London and Sportsman. Some Russian brand names include Glamour and Vogue.

| Tobacco and tobacco production in China is controlled by the Chinese State, thus receiving direct income from cigarette sales. |
| **TRUE** |

| Tobacco farming can produce large profits for small farmers in a country such as Brazil. |
| **FALSE** |

Farmers can often find themselves making a loss due to the situations they are placed in by the larger tobacco companies.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Truth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Producing and/or consuming tobacco takes up land which could be used for growing other crops, causes environmental damage and ill health; which in turn takes money from the health service.</td>
<td>TRUE</td>
</tr>
<tr>
<td>Studies have found that many farmers and children in developing countries working in the tobacco industry are exceptionally healthy and happy.</td>
<td>FALSE</td>
</tr>
<tr>
<td>Studies have found many workers are affected by the chemicals involved in tobacco production and suffer from depression.</td>
<td></td>
</tr>
<tr>
<td>Picking tobacco can be harmful.</td>
<td>TRUE</td>
</tr>
<tr>
<td>Farmers and children picking and working with tobacco are increasingly susceptible to Green Tobacco Sickness. This is when the nicotine is absorbed through the skin causing dizziness, sickness, stomach cramps and changes in blood pressure.</td>
<td></td>
</tr>
<tr>
<td>About 200 million trees are cut down every year to produce tobacco products.</td>
<td>FALSE</td>
</tr>
<tr>
<td>About 600 million trees are cut down every year to produce tobacco products.</td>
<td></td>
</tr>
<tr>
<td>The production of tobacco is moving from the developed countries to the developing countries.</td>
<td>TRUE</td>
</tr>
<tr>
<td>This is for a variety of reasons including the advancement of tobacco control legislation in many developed countries.</td>
<td></td>
</tr>
</tbody>
</table>
# Tobacco and Developing Countries

## Yr 11

### Tobacco Presentation

Group presenting: ____________________

Group evaluating and assessing: ____________________

<table>
<thead>
<tr>
<th>Questions</th>
<th>Points and Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why has there been a percentage rise in both production and prevalence of tobacco in developing countries?</td>
<td></td>
</tr>
<tr>
<td>What are the implications for the developing nations?</td>
<td></td>
</tr>
<tr>
<td>What is the impact upon the health of the citizens in these countries?</td>
<td></td>
</tr>
<tr>
<td>Do you have any questions for the group?</td>
<td></td>
</tr>
<tr>
<td>Do you have anything you would like to know more about?</td>
<td></td>
</tr>
<tr>
<td>Do you have any comments or suggestions for the group?</td>
<td></td>
</tr>
<tr>
<td>Who is the target audience?</td>
<td></td>
</tr>
<tr>
<td>Do you feel the presentation was appropriate?</td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
</tr>
</tbody>
</table>
## Mapping Yr 7 Lesson 1 of 2
### Smoking – Health Effects and Risks

<table>
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<tr>
<th>Key Concepts:</th>
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<tbody>
<tr>
<td><strong>Healthy Lifestyles 1.2a</strong> Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices</td>
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<td><strong>Risk 1.3a</strong> Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations</td>
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<th>Key Processes:</th>
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<td><strong>Critical Reflection 2.1a</strong> Reflect critically on their own and others’ values</td>
</tr>
<tr>
<td><strong>Developing Relationships and Working with Others 2.3c</strong> Use the social skills of communication, negotiation, assertiveness and collaboration</td>
</tr>
<tr>
<td><strong>Developing Relationships and Working with Others 2.3d</strong> Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves</td>
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<table>
<thead>
<tr>
<th>Range and Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3e</strong> Facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Curriculum Opportunities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4h</strong> Make links between personal well-being and work in other subjects and areas of the curriculum and out of school activities</td>
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<table>
<thead>
<tr>
<th>SEAL Links:</th>
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<tr>
<td>Empathy, Social Skills</td>
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<table>
<thead>
<tr>
<th>PLTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Enquirers, Team Workers, Reflective Learners</td>
</tr>
</tbody>
</table>
Mapping Yr 7 Lesson 2 of 2
Smoking – Laws and Rules

Key Concepts:
Healthy Lifestyles 1.2a Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices
1.2b Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened
Risk 1.3b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
Relationships 1.4b Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important.

Key Processes:
Critical Reflection 2.1a Reflect critically on their own and others’ values
Decision-making and managing risk 2.2a use knowledge and understanding to make informed choices about safety, health and wellbeing
2.2f identify how managing feelings and emotions effectively supports decision-making and risk management
Developing relationships and working with others 2.3b use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

Range and Content:
3d sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
3e facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others

Curriculum Opportunities:
4c use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
4e work as members of groups and teams, taking on different roles and responsibilities

SEAL Links:
Self Awareness, Empathy, Social Skills

PLTS:
Independent Enquirers, Team Workers, Creative Thinkers, Reflective Learners, Effective Participators
## Mapping Yr 8 Lesson 1 of 2
### Smoking – Who Smokes?

### Key Concepts:
- **Healthy Lifestyles 1.2a** Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices.
- **1.2b** Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.
- **Risk 1.3b** Appreciating that pressure can be used positively or negatively to influence others in situations involving risk.
- **Diversity 1.5a** Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation.

### Key Processes:
- **Critical Reflection 2.1a** Reflect critically on their own and others’ values.
- **2.1e** Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour.
- **Decision-making and managing risk 2.2e** Know when and how to get help.
- **2.2f** Identify how managing feelings and emotions effectively supports decision-making and risk management.
- **Developing relationships and working with others 2.3d** Value differences between people and demonstrate empathy and a willingness to learn about people different from themselves.

### Range and Content:
- **a** Examples of diverse values encountered in society and the clarification of personal values.
- **b** The knowledge and skills needed for setting realistic targets and personal goals.

### Curriculum Opportunities:
- **g** Identify sources of help and support and take responsibility for providing accurate information to others.

### SEAL Links:
- Self-awareness, Motivation, Empathy, Social Skills

### PLTS:
- Independent Enquirers, Team Workers, Creative Thinkers, Reflective learners, Effective Participators
Mapping Yr 8 Lesson 2 of 2
Smoking Facts – The ‘cost’ of Smoking

Key Concepts:
Healthy Lifestyles 1.2a Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices
Risk 1.3b Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
1.3c Developing the confidence to try new ideas and face challenges safely, individually and in groups
Capability 1.2d Becoming critical consumers of goods and services
Economic Understanding 1.4 Understanding the functions and uses of money

Key Processes:
Critical Reflection 2.1a Reflect critically on their own and others’ values
2.1b reflect on personal strengths, achievements and areas for development
2.1c recognise how others see them and give and receive feedback
2.1e reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
Decision-making and managing risk 2.2a use knowledge and understanding to make informed choices about safety, health and wellbeing
2.2c assess and manage the element of risk in personal choices and situations
2.2d use strategies for resisting unhelpful peer influence and pressure
Developing relationships and working with others 2.3b use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences
2.3c use the social skills of communication, negotiation, assertiveness and collaboration
Financial Capability 2.4d identify how finance will play an important part in their lives and in achieving their aspirations

Range and Content:
c ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations
j social and moral dilemmas about the use of money

Curriculum Opportunities:
c use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour
d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
e work as members of groups and teams, taking on different roles and responsibilities
PSHE - Tobacco Education

**SEAL Links:**
Self-awareness, Managing my Feelings, Empathy, Social Skills

**PLTS:**
Independent Enquirers, Team Workers, Creative Thinkers, Self-managers, Reflective Learners, Effective Participators
# Mapping Yr 9 Lesson 1 of 2

**Smoking – Long and Short Term Effects on Individuals and Others**

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<tr>
<th>Key Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tbody>
<tr>
<td><strong>Critical Reflection 2.1a</strong> Reflect critically on their own and others’ values</td>
</tr>
<tr>
<td>2.1b reflect on personal strengths, achievements and areas for development</td>
</tr>
<tr>
<td>2.1f develop self-awareness by reflecting critically on their behaviour and its impact on others.</td>
</tr>
<tr>
<td><strong>Decision-making and managing risk 2.2c</strong> assess and manage the element of risk in personal choices and situations</td>
</tr>
<tr>
<td>2.2d use strategies for resisting unhelpful peer influence and pressure</td>
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<tr>
<td>2.2f identify how managing feelings and emotions effectively supports decision-making and risk management</td>
</tr>
<tr>
<td><strong>Developing relationships and working with others 2.3c</strong> use the social skills of communication, negotiation, assertiveness and collaboration</td>
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<table>
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<tbody>
<tr>
<td><strong>3d</strong> sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities</td>
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<tr>
<td><strong>3e</strong> facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others</td>
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<table>
<thead>
<tr>
<th>Curriculum Opportunities:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a</strong> make real choices and decisions based on accurate information obtained through their own research using a range of sources, including the internet, other media sources and visits/visitors to and from the wider community</td>
</tr>
<tr>
<td><strong>c</strong> use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour</td>
</tr>
<tr>
<td><strong>d</strong> take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them</td>
</tr>
<tr>
<td><strong>e</strong> work as members of groups and teams, taking on different roles and responsibilities</td>
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<tr>
<td><strong>h</strong> make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities</td>
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<tbody>
<tr>
<td>Motivation, Empathy, Social Skills</td>
</tr>
</tbody>
</table>
PLTS:
Independent Enquirers, Team Workers, Creative Thinkers, Reflective Learners, Effective Participators
## Mapping Yr 9 Lesson 2 of 2
Smoking – Image, the Media, Marketing and Advertising

### Key Concepts:
- **Personal identities 1.1a** Understanding that identity is affected by a range of factors, including a positive sense of self
- **Healthy lifestyles 1.2a** Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices
- **1.2b** Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened
- **Risk 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations
- **1.3b** Appreciating that pressure can be used positively or negatively to influence others in situations involving risk
- **Capability 1.2d** Becoming critical consumers of goods and services
- **Economic understanding 1.4a** Understanding the economic and business environment

### Key Processes:
- **Critical Reflection 2.1a** Reflect critically on their own and others’ values
- **2.1c** recognise how others see them and give and receive feedback
- **2.1e** reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- **2.1f** develop self-awareness by reflecting critically on their behaviour and its impact on others
- **Decision-making and managing risk 2.2a** use knowledge and understanding to make informed choices about safety, health and wellbeing
- **2.2c** assess and manage the element of risk in personal choices and situations
- **2.2d** use strategies for resisting unhelpful peer influence and pressure
- **Developing relationships and working with others 2.3c** use the social skills of communication, negotiation, assertiveness and collaboration
- **2.3d** value differences between people and demonstrate empathy and a willingness to learn about people different from themselves

### Range and Content:
- **3a** examples of diverse values encountered in society and the clarification of personal values
- **3d** sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and HIV and how high-risk behaviours affect the health and wellbeing of individuals, families and communities
- **3e** facts and laws about drug, alcohol and tobacco use and misuse, and the personal and social consequences of misuse for themselves and others
### Curriculum Opportunities:

4c use case studies, simulations, scenarios and drama to explore personal and social issues and have time to reflect on them in relation to their own lives and behaviour

4d take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them

4e work as members of groups and teams, taking on different roles and responsibilities

4h make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities

### SEAL Links:

Self-awareness, Managing Feelings, Empathy, Social Skills

### PLTS:

Independent Enquirers, Team Workers, Creative Thinkers, Reflective Learners, Effective Participators
### Key Concepts:

**Healthy Lifestyles 1.2a** Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices  

**Risk 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations

### Key Processes:

**Critical Reflection 2.1a** reflect critically on their own and others’ values and change their behaviour accordingly  

2.1b reflect on their own and others’ strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure  

**Critical Reflection 2.1d** reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them  

**Decision-making and managing risk 2.2b** find and evaluate information, advice and support from a variety of sources and be able to support others in doing so  

**Developing relationships and working with others 2.3c** use the social skills of communication, negotiation, assertiveness and collaboration  

2.3d value differences between people and demonstrate empathy and a willingness to learn about people different from themselves

### Range and Content:

3a the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them  

3d the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities

### Curriculum Opportunities:

4a make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national and local/ward data, the internet, other media sources and visits and visitors to or from the wider community  

4b form opinions and express viewpoints confidently to a range of audiences  

4e take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them  

4f work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork

### SEAL Links:

Managing Feelings, Empathy, Social Skills
PLTS:
Independent Enquirers, Team Workers, Creative Thinkers, Reflective Learners, Effective Participators
### Key Concepts:

**Healthy Lifestyles 1.2a** Recognise that healthy lifestyles, and the well-being of self and others, depend on information and making responsible choices

**Risk 1.3a** Understanding risk in both positive and negative terms and understanding that individuals need to manage risk to themselves and others in a range of situations

**1.3b** Appreciating that pressure can be used positively or negatively to influence others in situations involving risk

**Relationships 1.4b** Understanding that people have multiple roles and responsibilities in society and that making positive relationships and contributing to groups, teams and communities is important

**1.4c** Understanding that relationships can cause strong feelings and emotions

**Diversity 1.5a** Appreciating that, in our communities, there are similarities as well as differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation

**1.5b** Understanding that all forms of prejudice and discrimination must be challenged at every level in our lives

### Key Processes:

**Critical Reflection 2.1a** reflect critically on their own and others’ values and change their behaviour accordingly

**2.1d** reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour, acting positively on them

**2.1e** develop self-awareness by reflecting critically on their behaviour and its impact on others

**Decision-making and managing risk 2.2a** use knowledge and understanding to make informed choices about safety, health and wellbeing, evaluating personal choices and making changes if necessary

**2.2c** assess and manage risk in personal choices and situations, minimize harm in risky situations and demonstrate how to help others do so

**Developing relationships and working with others 2.3b** use the social skill of negotiation within relationships, recognising their rights and responsibilities and that their actions have consequences

**2.3c** work individually, together and in teams for specific purposes, making use of the social skills of communication, negotiation, assertiveness and collaboration

**2.3d** demonstrate respect for and acceptance of the differences between people, and challenge offensive behaviour, prejudice and discrimination assertively and safely

### Range and Content:

3a the effect of diverse and conflicting values on individuals, families and communities and ways of responding to them

3d the benefits and risks of health and lifestyle choices, including choices relating to sexual activity and substance use and misuse, and the short and long-term consequences for the
3j the diversity of ethnic and cultural groups, the power of prejudice, bullying, discrimination and racism, and the need to take the initiative in challenging this and other offensive behaviours and in giving support to victims of abuse

**Curriculum Opportunities:**

- **4a** make real choices and decisions based on accurate information obtained through their own research using a range of sources, including national and local/ward data, the internet, other media sources and visits and visitors to or from the wider community
- **4b** form opinions and express viewpoints confidently to a range of audiences
- **4e** take part in individual and group discussion to consider personal, social and moral dilemmas and the choices and decisions relating to them
- **4f** work as members of groups and teams for specific purposes, taking on different roles and responsibilities and identifying the range of skills and attributes needed for teamwork
- **4i** make links between personal wellbeing and work in other subjects and areas of the curriculum and out-of-school activities

**SEAL Links:**

- Self-awareness, Managing my Feelings, Empathy, Social Skills

**PLTS:**

- Independent Enquirers, Team Workers, Creative Thinkers, Self-managers, Reflective Learners, Effective Participators