



Environmental issues linked to smoking

Date	School/Setting	
Class/group	Year group Mixed 8 / 9 / 10	Key stage 3 / 4
Lesson title	Environmental issues linked to smoking.	
Intended learning outcomes (Linked plans) Pupils will be aware of <ul style="list-style-type: none"> • The journey of tobacco from plant to smoker. • Who is making the money from tobacco? • Of issues such as child labour, deforestation and tobacco related street litter. 		
Previous learning Describe any previous learning needed in this area. <ul style="list-style-type: none"> • Understanding of confidentiality and group agreement • Awareness of health, social and financial implications of being a smoker. 		
Introduction . Look at the group agreement again to see if it is still relevant or need to be updated. Look at U.N. – “The rights of the child” There are 9 “rights” of the child relevant to this session,(See work sheet) which will be placed around the room. Read them to the group and ask them to choose which they think is the most important and stand beside it. Why is it important to them? Work in groups of three, on “post it” notes write down how you think tobacco affects these rights. Stick the notes on each sign		
Activities Give each group member a picture with a name on. These are members in the tobacco supply chain from the grower to the shop owner who sells tobacco in this country. Use paper money tokens to the value of £7 in a number of denominations. Ask the group to decide who should be paid what from the cost of a packet of cigarettes.(Use fact sheet to help)) This promotes a discussion on how little the countries in the third world actually make from tobacco, when they could be growing food instead. Who makes the most money from tobacco? What does the government do with the tax they get from tobacco? How much does it cost? Working in pairs, decide what you would do, if you were the government, to stop people smoking.(still considering the rights of the child!) Feed back to group About 70% of street litter is smoking related – If Gateshead council spent £100,000 per year on cleaning the streets and could save 70% of their budget what would you suggest spending it on to benefit your community?		

Plenary.

Revisit the rights of the child signs, Has your opinion changed?
Which one do you think is the most important?

Assessment

- Teacher – quality of feedback to questions and participation in discussions and activities
- Peer - Feedback from groups, post it notes
- Self – Choosing

Evaluation

- Was there a change in attitude when deciding which rights were important?

