



The Implications of Being a Smoker

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| Date | School/Setting | |
| Class/group | Year group Mixed year 8 / 9 /10 | Key stage 3 / 4 |
| Lesson title Implications of being a smoker. | | |
| Intended learning outcomes (Linked plans) Pupils will <ul style="list-style-type: none"> • Develop a group agreement and be aware of issues around safeguarding and confidentiality. • Be aware of the aims of the project. • Be aware of the financial, health and social implications of being a smoker. | | |
| Previous learning Describe any previous learning needed in this area. | | |
| <p>Introduction .</p> <p>Ask the group how they would like to be treated. Record the group’s words on a flip chart sheet and ask for a brief explanation of what the words mean to them. e.g.” respect” Discuss what confidentiality means and under what context it would be necessary to tell someone else what has been discussed in the group – child protection issues. Ask the group if they are clear on what the group agreement means and whether they accept it.</p> <p>Entry / exit card. This is a card with a statement written on the top and two lines underneath. Each line is a continuum 1 – 10 and pupils are asked to record the strength of their feelings both at the start and at the end of the session. The statement this week is “ I understand the impact of smoking on my life”</p> | | |
| <p>Activities</p> <ol style="list-style-type: none"> 1. Describe and discuss the aims of the group which are <ul style="list-style-type: none"> • To identify the factors that influence young people to start smoking. • To explore other “hidden” factors that influence the choices young people make e.g. media and display advertising. • To prioritise the messages that should be included in a smoking education programme. 2. Ask the smokers in the group how many they smoke a day. The non smokers can work on 10, 15 or 20 a day. Using the cost of tobacco wheels work out how much you are spending in a week, a month and a year. Using Argos catalogues as a reference decide what else you would prefer to spend this money on. Complete sheets.(individual work) | | |

3. Discuss the health profile for Gateshead looking at life expectancy between the council wards and the influencing factors. Compare the data with the national picture.(whole group)
4. Working in two's or threes, give out a card with the law on smoking in public places written on it. Ask the groups to argue either for or against the law. Feed back to the group.
5. Working as a whole group, record the positive and negative points of being a smoker.

Plenary.

Complete the exit card. Has there been any difference in your understanding and / or attitude?

Make the "ask it basket" available where pupils can write down and questions anonymously and have them answered in this session or researched and answered in the next session.

Assessment

1. Entry / exit cards.
2. Participation in activities.
3. Completed tasks

Evaluation

1. Use ask it basket to inform future content, are they starting to question the issues?
2. Quality of discussion based activities
3. Individual evaluation based on each school session – see below.

