**Stage:** Secondary 4th Year (CfE Level 4) **Lesson:** 1 **Theme:** Tobacco Issues –Cannabis

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction10 minutes  | * Reintroduce the class to the characters of Scott and Hannah. Recap on the story from S3.
* Introduce the S4 section of the Scott and Hannah story and talk through the key issues.
 | * Try to highlight key points such as Scott was feeling stressed about his exams, was encouraged to take the cannabis by his friends and consequences for his actions etc.
 |
| Whole Class Discussion/Teacher Presentation20 minutes  | * Explain that we are going to focus on Cannabis. Teacher should deliver the Power Point presentation to the class focusing on Cannabis. The class should take notes through the presentation and then discuss it as a whole group.
 | * Explain to pupils that they need to be listening carefully to the information in the presentation as they will need to know it for the next task.
 |
| Whole Class Discussion/ Group Activity 15 minutes | * Split the class up into four groups. Place four sheets of flipchart paper in each corner of the room with the following titles: **CANNABIS & THE EFFECTS ON THE BODY, CANNABIS & HEALTH, CANNABIS & THE LAW, ANY OTHER INFORMATION.** Each group should have a different coloured pen and 3 minutes at each station to add any information that they know about cannabis under the appropriate headings.
 | * Encourage pupils to add any additional information that they know which was not included in the presentation.
 |
| Closing Activity5 minutes | * Ask each group in turn to take the class through the information on one of the sheets of paper and discuss as a whole class.
 | * Highlight any important areas which might not have been included on the flipchart paper.
 |

**Stage:** Secondary 4th Year (CfE Level 4) **Lesson:** 2 **Theme:** Tobacco issues **–** Making Good Choices

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction5 minutes  | * Recap on last lesson. Focus on the idea of Scott’s choice and ask pupils to consider what influenced Scott’s decision to try cannabis. Encourage the pupils to think about the peer pressure, environment and Scott’s feelings at the time.
 | * Project the Scott and Hannah story during the recap in order to make this more straightforward.
 |
| Group Task15 minutes | * Put the pupils into groups of 5-6. Ask them to consider the advice that they would give to someone who was making a big decision. Remind them that we considered the process of decision making back in S1 when Scott and Hannah were trying to decide whether to try a cigarette for the first time. Discuss as a whole class.
 | * The pupils should come up with suggestions such as: consider all options, be aware of the consequences, take advice from people you can rely on, use your common sense etc.
 |
| Whole Class Discussion/ Group Task25 minutes | * Pupils should work individually or in pairs. Distribute the Agony Aunt/Case Study cards and ask pupils to consider what advice they would give for each situation. Pupils should write responses to the Agony Aunt letters and should discuss and note their answers for the case study questions. Discuss as a whole class.
 | * Encourage pupils to be honest with this. If any pupil recommends for the case study to take drugs, encourage them to follow the decision making process above and see if they still feel the same way. Remember this should not be done in a condescending or preachy manner.
 |
| Closing Activity5 minutes | * Recap on the lesson and talk about the idea of making good decisions. Explain to the class that you will continue to explore this theme next week in class.
 | * Remind pupils that decisions highlighted in the Agony Aunt/Case Studies happen to real people and pupils should prepare themselves to make these difficult decisions if the situation arises. Make sure the pupils are aware it is better to be fully aware of the risks before taking the chance.
 |

**Stage:** Secondary 4th Year (CfE Level 4) **Lesson:** 3 **Theme:** Tobacco issues **–** Making Good Choices

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction5 minutes  | * Recap on last week’s lesson – testing pupils’ memory and understanding of the process of making good decisions. Explain that we are going to look at Scott’s decision involving a number of the characters from the story.
 | * Project the Scott and Hannah story throughout the period to support the pupils.
 |
| Whole Class/ Practical Exploration 40 minutes | * Explain that the class are going to do a hot-seating exercise. This can be done as a whole class or in smaller group – which ever suits the class better. The teacher should do an example of hot-seating to show pupils how it works.
* The class/group should sit in a semi circle facing one empty chair – designated the hot-seat. The teacher will issue Hot-Seating Cards giving each pupil some information about the character they are going to portray. Each pupil will in turn sit on the hot-seat and immediately go into role as the character on the card. The rest of the class/group will ask the person on the hot-seat questions about the situation with Scott.
 | * This is an excellent exercise for giving pupils an insight into the thoughts/feelings of each person involved in the scenario.
* Before you start the exercise, allow pupils some time to think about their character and respond to the information on the card.
* If the class aren’t confident in completing the exercise as a whole group – encourage a few enthusiastic individuals to do the exercise in front of the class and discuss the results.
 |
| Closing Activity 5 minutes  | * Discuss the lesson. Focus on how the pupils felt playing the different roles and any information which came out of the exercise which surprised them.
* Ask the pupils if any of their opinions about Scott’s choice has changed, or been strengthened, after the exercise.
 | * Remind the pupils that a decision often impacts on more than just the person making the choice.
 |

 **Stage:** Secondary 4th Year (CfE Level 4) **Lesson:** 4 **Theme:** Tobacco Issues – Cannabis from Different Points of View

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction5 minutes  | * Recap on last week’s lesson. Explain that the class are going to take forward what they have learnt over the last few weeks to participate in a debate activity.
 | * Set up the debate activity as a competition with prizes for the group who perform best.
 |
| Group Work15 minutes  | * Split the class into two sides. Explain that side A is going to argue YES and side B are going to argue NO for each of the questions. Give out the ‘Whole Class Debate – Cannabis’ sheet which lists 4 questions which will be debated by the class. Groups should split into smaller sections that should focus on particular questions.
* Allow each group 10 minutes to prepare their own arguments which they will need to debate with the opposite side.
 | * Introduce a point system for each question – to establish a strong competative element to the activity.
* Stress to the pupils that they are presenting an argument – not necessarily what they think or believe themselves.
 |
| Whole Class/ Debate 20 minutes | * Go through each of the questions in turn and allow a couple of minutes for each debate.
* If the pupils struggle with any aspect of the debate, the teacher should try to help focus their arguments and ensure all points are covered.
* Try to allow all pupils to get their say by giving one side a minute to make their argument, the same for the other and then allow the groups to debate the points raised for two minutes. The teacher should ensure that each side sticks to their time limits.
 | * This activity is designed to encourage as many pupils to get involved as possible. Establish the teacher as the chair of the debate who maintains order. Take points off any group which doesn’t follow the structure of the rules.
 |
| Closing Activity10 minutes | * Recap on the lesson and the various points raised by the activity. Remind pupils that they will make up their own minds whether they wish to smoke cannabis or not – as well as many other decisions which might impact on their lives. It is a personal choice – the teacher is only trying to offer all the information available beforehand.
 | * Praise any individuals who present their arguments effectively in the debate – regardless of what side they presented for.
 |

**Stage:** Secondary 4th Year (CfE Level 4) **Lesson:** 5  **Theme:** Smoking and Maternal Health

|  |  |  |
| --- | --- | --- |
| **Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction | * Recap on last lesson and remind pupils of the key points raised in the discussion relating to cannabis and personal view points
* Introduce the notion of smoking and maternal health
 | * Refer to the key points raised on both sides of last weeks debate
 |
| Individual Work | * Prepare info cards where the pupils find out facts about smoking and the 3 stages of maternal health
* In their group get them to place each fact under one of three headings; preconception, during pregnancy (ante natal), after pregnancy (post natal)
 | * Smoking and maternal health fact sheets
 |
| Whole Class Activity  | * Working in pairs/groups the pupils should discuss and work on a role play to show how they may conduct a conversation with a friend or family member in one of the three scenarios:
* Is trying to get pregnant
* Is pregnant
* Has just given birth
 | * For and against labels to divide the class into 2
* Poster paper to write down summary of points made
 |
| Closing Activity  | * Summarise the points raised and discuss if anything could have been approached or replayed better
 | * Encourage pupils to conduct such conversations with family and friends if/when the opportunities arise, reinforcing the importance of tact
 |