**Stage:** Secondary 3rd Year (CfE Level 4) **Lesson:** 1 **Theme:** Tobacco Issues –Tobacco Companies & the Impact of Media

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction10 minutes  | * Reintroduce the characters of Scott and Hannah. Recap on what happened to the characters last year. Talk through the S3 section of the Scott & Hannah story, discussing key points.
 | * Remind the pupils that the story is fictional and used to represent the range of issues relating to tobacco. However, the situation is based on real circumstances and could happen.
 |
| Whole Class Presentation & Discussion/Group Activity 15 minutes  | * Show the power point presentation to the class, which focuses on:
	+ Tobacco Companies, historically and current messages
	+ The ban on advertising but how tobacco is still being promoted to young people
	+ The impact of medical Information on cigarette packets
* As a whole class, discuss the main points from the power point, asking for pupil’s opinions.
 | * Encourage pupils to express their opinions. Some pupils may feel strongly that they are not influenced by actors smoking in films but encourage them to consider this from the point of view of young children.
* It is worthy to mention the implication of addiction and its relevance to these issues.
 |
| Group Discussion/ Presentation 20 minutes | * Put the class into groups of 4-5. Distribute sample cigarette packs and discuss the different types of cigarette brands on offer. Give out discussion sheets to groups and ask them to discuss the questions raised and present back to the class with their views.
 | * Try to have 3-4 different brands of cigarette packets available to the class and ensure they consider who the target consumer for each brand is.
 |
| Closing Activity5 minutes | * Discuss the group presentations and recap on the lesson. Encourage pupils to be critical of the way messages are presented to us in the media and always consider the ulterior motives which may be in action.
 | * Encourage pupils who do smoke in the class to consider what influenced them to start smoking. Ask them to consider how they feel about large tobacco companies manipulating them. Explain that we will be finding out about the support available to pupils who wish to stop smoking and ask them to reflect on whether they would be interested in this support.
 |

**Stage:** Secondary 3rd Year (CfE Level 4) **Lesson:** 2 **Theme:** Tobacco issues **–** Global Tobacco Issues

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction15 minutes  | * Recap on lesson last week. Explain that we are going to spend this period researching tobacco as a global issue and compare different countries to the UK. Explain to pupils that they are going to use the website [www.tobaccoatlas.org](http://www.tobaccoatlas.org). Spend time explaining to the class how the website works and give them some time to explore the website before starting the assigned task.
 | * The site is interactive and simple to use but it would be useful for teachers to project the site on to their board and give the class a brief introduction as to where information can be found and collated.
 |
| Paired/ Research Task20 minutes | * Distribute the “Global Tobacco Issues” question sheets to pupils and ask them to research the website in pairs. Encourage pupils to compare and contrast countries using the map feature.
 | * A lot of the statistic information that can be found on tobaccoatlas.org is very informative and worthy of discussion. Encourage pupils to note down any facts which they are surprised by, to discuss later.
* The Global Tobacco Issues question sheets will allow teachers to explore social/economic/political factors with the pupils. It may be important to familiarise yourself with these before the lesson.
 |
| Whole Class Discussion15 minutes | * Bring the whole class back as a group and discuss the findings from the research. When exploring the statistics, ask the pupils to consider the reasons for the differences between countries, the impact that health warning, bans, support to stop smoking etc. may be having on the number of smokers in each country.
 | * An additional homework task would be to ask pupils to write up any aspect of their research which surprised them.
 |

**Stage:** Secondary 3rd Year (CfE Level 4) **Lesson:** 3 **Theme:** Tobacco Issues – Health Implications

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction5 minutes  | * Recap on last week. Discuss the Global tobacco issues which surprised them. Remind the class of the work done on tobacco brands from lesson 1. Explain that we are going to focus on the health issues of tobacco use in today’s lesson.
 | * Emphasise the branding work as pupils will producing their own brands later in the period.
 |
| Group Task/ Whole Class Discussion20 minutes | * Talk generally about the health implications of smoking and how we are constantly reminded of these dangers through TV advert campaigns, posters, as well as class activities. Explain that you want to test their knowledge of health issues relating to tobacco through a quiz.
* Split the class into four groups and ask them the Tobacco Issues – Health Implication Quiz Questions. Ask pupils to discuss and write their answers down on a piece of paper.
* Once completed, swap the papers with the other groups and mark them. Discuss the results with the class.
 | * To engage the pupils fully with the task, offer some sort of prize or incentive to the winners of the quiz.
 |
| Individual Task20 minutes  | * Distribute paper and coloured pens. Ask pupils to consider the cigarette brands we explored in lesson 1 and to think about the health issues associated with smoking. Ask pupils to create their own truthful cigarette brand including a name, tag line and design for a cigarette box. This brand should reflect the reality and dangers of smoking, therefore doing the exact opposite from what tobacco companies are seeking to do.
 | * Encourage pupils to be as imaginative and creative with their ideas as possible.
 |
| Closing Activity 5 minutes | * Have a whole class discussion and showcase some strong examples of anti-tobacco brands. Talk about the health implications of smoking and encourage pupils to consider the dangers fully.
 | * Remind pupils that people who started smoking in the past did not have a complete understanding of the dangers of smoking but young smokers should be aware of these now.
 |

**Stage:** Secondary 3rd Year (CfE Level 4) **Lesson:** 4 **Theme:** Tobacco Issues – Addiction & How to Stop Smoking

|  |  |  |
| --- | --- | --- |
| **Timing of Activity** | **Teaching and Learning** | **Teaching Points/Resources**  |
| Introduction5 minutes  | * Recap on last lesson. Explore the idea of honesty and how tobacco companies are focused on recruiting new smokers as this is the only way that they can stay in business. Explain that we are going to focus on addiction and how to stop smoking in today’s lesson.
 | * Try to highlight throughout that the focus of this lesson is not to criticise smokers but to focus on facts relating to addiction and stopping smoking.
 |
| Group Task/ Whole Class Discussion15 minutes  | * Put the class into groups of 5 or 6 and ask them to reflect on all the work we have done so far on tobacco. Ask the groups to consider the following question: Why do they think that people choose to continue to smoke when we know it is so bad for us? Give groups a few minutes and discuss as a whole class.
* Focus on the issue of addiction. Ask them to list all the different types of addictions that they can think of. Remind pupils that it is the nicotine in the cigarettes which is addictive and introduce the class to the fact that **Nicotine in tobacco is more addictive than heroin.**
 | * Emphasise that tobacco companies have previous tried to deny that cigarettes are addictive and they now try to suggest that cigarette addiction is more comparable with substances such as chocolate or caffeine rather than heroin or alcohol. Their willingness to manipulate the truth must be questioned and not accepted.
 |
| Individual / Whole Class Discussion 15 minutes | * Project the story of Scott and Hannah and remind the class that Hannah has decided to try and stop smoking.
* Distribute the “Hannah - Stopping Smoking” sheet to the class and explain that it highlights a number of the challenges that Hannah will face in trying to stop smoking. Pupils should complete it, highlighting potential solutions or methods that Hannah could use to try and overcome her cravings and side effects.
* Once the pupils have completed the sheet, discuss as a whole class.
 | * Throughout this task, emphasise to the class how difficult it is to stop smoking but that it is possible with support and will power.
 |
| Closing Activity15 minutes | * Talk about the work this period. Give out the “Support to Stop Smoking” help sheet and talk through the range of supports available to smokers who want to stop.
* Introduce the Smoking Cessation programme which is available as part of the pack and encourage pupils who smoke to sign up to the initiative in order to gain the support and guidance to quit.
 | * Please emphasise local services which might be easily accessed by pupils (or recommended to a parent/friend etc.)
* Emphasise that pupils should plan to quit. That they should be clear about their decision to stop smoking as this is an important step in quitting.
 |
| ***Additional Task*** | * ***If possible, inviting a former smoker into the class to discuss their life experiences could be an invaluable opportunity to give pupils an insight into the challenge and rewards of stopping smoking.***
 | * ***Please ensure pupils have prepared questions beforehand for this activity.***
 |