

# Information about Smoking PSHE lesson plan

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# What do we know about smoking?

Place four flip chart size pieces of paper around the room on tables with the headings;

- Smoking Positives
  - Smoking Negatives
  - Smokefree Positives
  - Smokefree Negatives
- 
- Using a group dividing activity, split the group and allocate each group one piece of flip chart paper.
  - Student's think of as many ideas as possible to write on the paper. After two minutes the groups will change to another table and try and add something different.
  - Group discussion – were there any difficulties? What were common / unusual answers?

# Why Do People Smoke?

- Get the group to stand in a circle.
- Present the group with the giant inflatable ball / small ball / bean bag etc.
- Explain to the group that they have to think of as many reasons why people smoke. Once they have an idea they put their hand up and the inflatable ball will be passed to them.
- Encourage group discussion after each answer to allow students to have a broad range of reasons from a smoking and smokefree perspective.

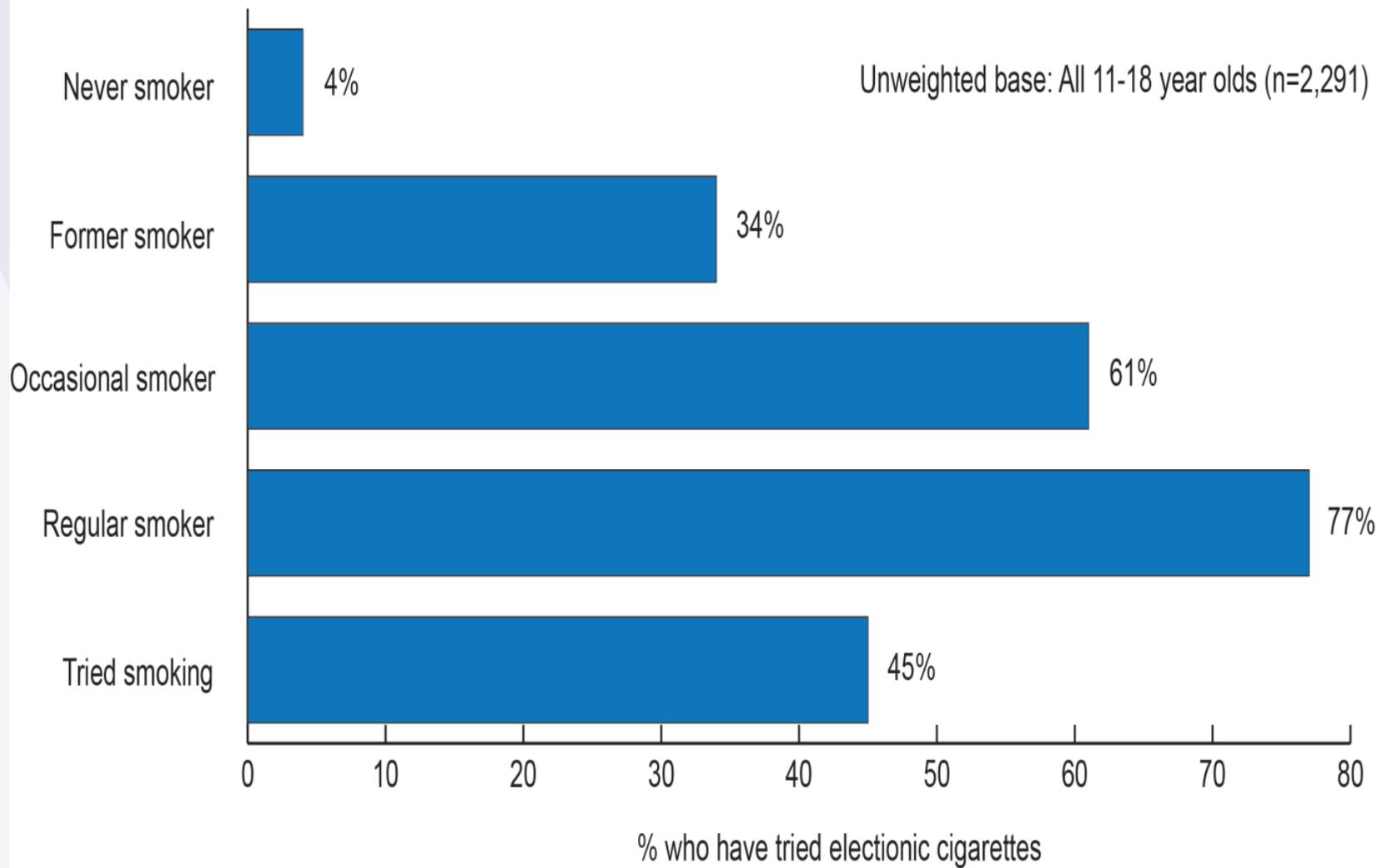
## Influences on Attitude

- Each group is provided with two pieces of flip chart paper. One with the title 'Influencers' and the other with the title 'Role Models'
- Each group must list who and what they think has an influence on them, as well as who they would identify as a good role model
- After 2-3 minutes one representative from each group gives a couple of examples encouraging group discussion

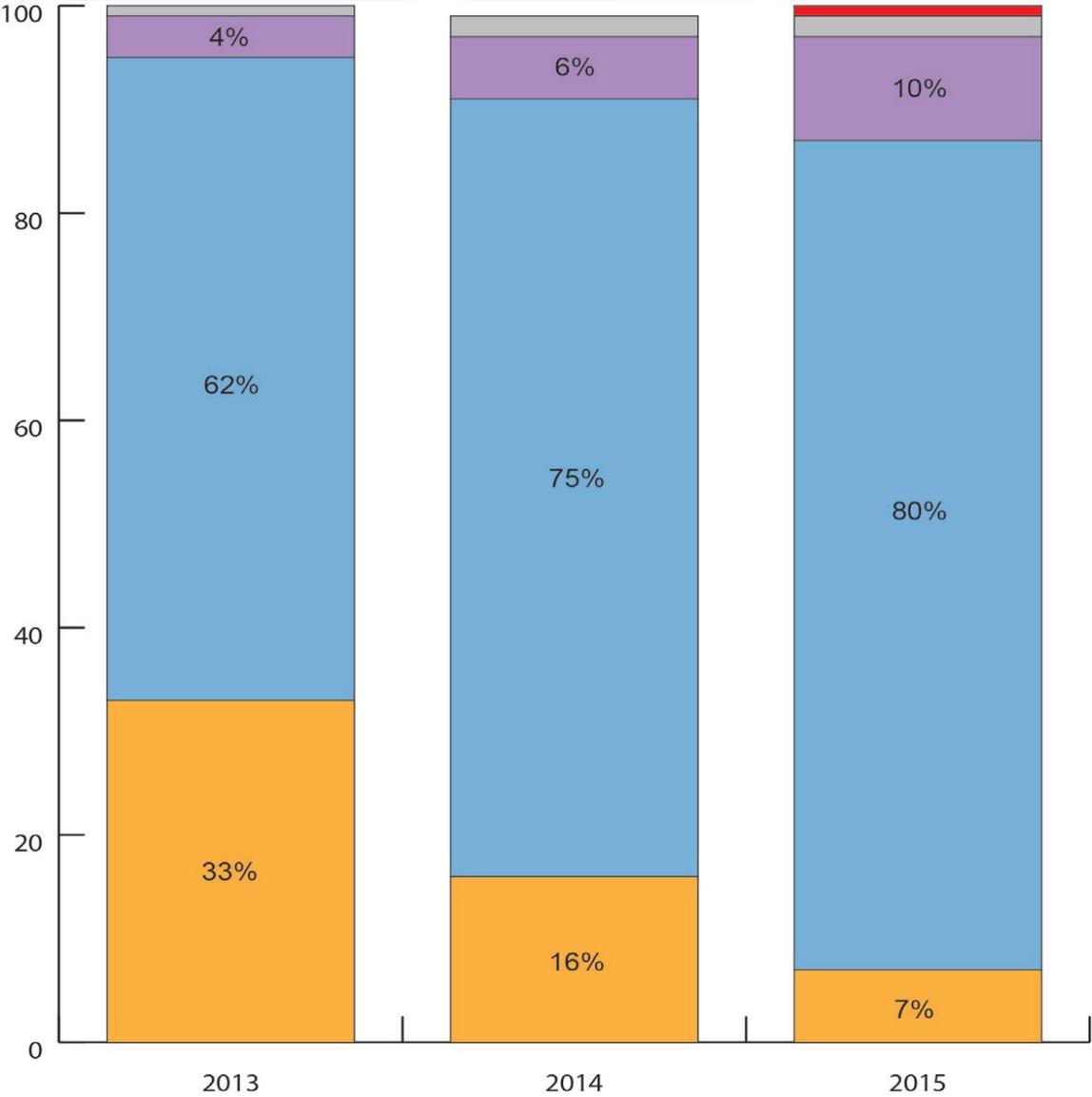
## E-Cigarettes!

- Using a group dividing activity, split the group into sub groups
- Have a look at the following charts (slides 6 & 7) and graphs and make notes on a piece of flip chart paper of anything interesting / unusual that stands out
- Each group to feed back their findings

## Ever tried electronic-cigarettes by smoking status



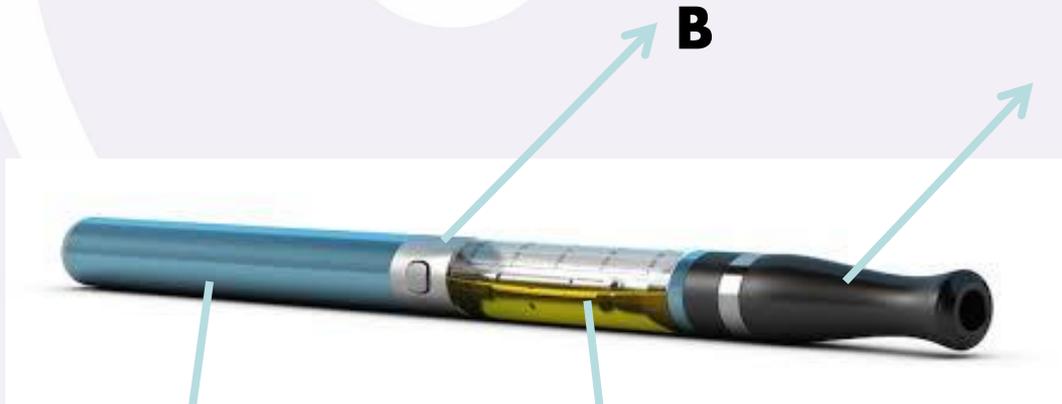
# Use and awareness of electronic cigarettes between 2013 and 2015



- Don't want to say
- Once a month or more
- I have tried them once or twice
- Aware but not used them
- Not aware of e-cigs/don't know

Unweighted base: All 11-18 year olds (2013 = 2,178, 2014 = 2,068, 2015 = 2,291)

# What is an E-cigarette?



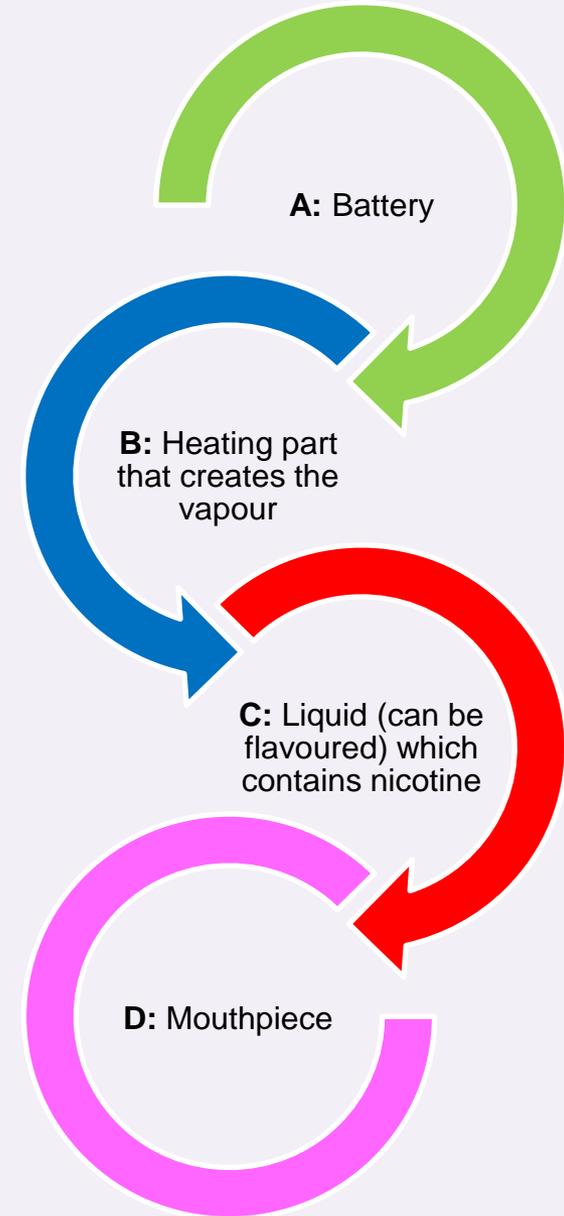
**A**

**B**

**D**

**C**

**Activity 5**



**A: Battery**

**B: Heating part  
that creates the  
vapour**

**C: Liquid (can be  
flavoured) which  
contains nicotine**

**D: Mouthpiece**

## Quiz!

1. E-cigarettes contain Nicotine
2. Second-hand smoke isn't a health risk associated with e-cigarettes
3. E-cigarettes are cheap to buy
4. E-cigarettes contain no addictive ingredients
5. In 2015 only 7% of 11-18yr olds said that they had not heard of e-cigarettes

## Quiz Answers

1. **True** – nicotine is the main ingredient in e-cigarettes, the same as manufactured cigarettes
2. **True** – due to the fact that e-cigarettes don't give off smoke, but instead a non toxic vapour
3. **False** – not necessarily, there are lots of products on the market and some can be expensive
4. **False** – they contain Nicotine, which is a highly addictive substance
5. **True** – according to the smokefree GB, Youth Survey (YouGov 2015)



Activity 6

## Reasons Why?

A group activity that investigates the reasons why people choose to smoke e-cigarettes Vs normal manufactured cigarettes:

- Split the group into two / or can be done as a whole group activity
- Hand out post it notes – a different colour for each of the groups / different topics
- **Topic 1: Reasons why people smoke e-cigarettes**
- **Topic 2: Reasons why people smoke manufactured cigarettes**
- Ask the students to discuss their topic area and think of as many reasons as possible, each reason gets written on a post it and stuck on the flip chart paper at the front of the class
- After 5-10mins take time looking at the answers, pick out some of the interesting reasons to further discuss as a group / controversial reasons that will encourage discussion and the use of debate skills



Activity 7

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## Hot Seat!

- Set the group up in a circle with two 'hot' seats placed in the middle
- Using a large dice, roll to pick the first two candidates to sit on the 'hot seats'
- Once the first candidates have been selected, choose one person to represent 'Agree' and the other to represent 'Disagree'
- Read out the first statement from the Attitudes List. The candidates then have 2-3 minutes to put their points of view across for all of the reasons they can think of that support the argument they are representing
- After their time is up, ask the remaining group to comment on the points raised – what were the most memorable points, did any of their arguments sway anyone's decision and if so how? Ask the group to vote for either For or Against and then talk them through some of the key information around the statement
- Swap the candidates with new and continue onto the second statement on the list
- Repeat as many times as keeps the groups interest

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## Hot Seat

### Attitudes List:

- 1.) E-cigarettes are safer than cigarettes
- 2.) There is little evidence that young people are using e-cigarettes
- 3.) People should be able to smoke e-cigarettes in public places
- 4.) Should e-cigarettes be given to people to stop smoking



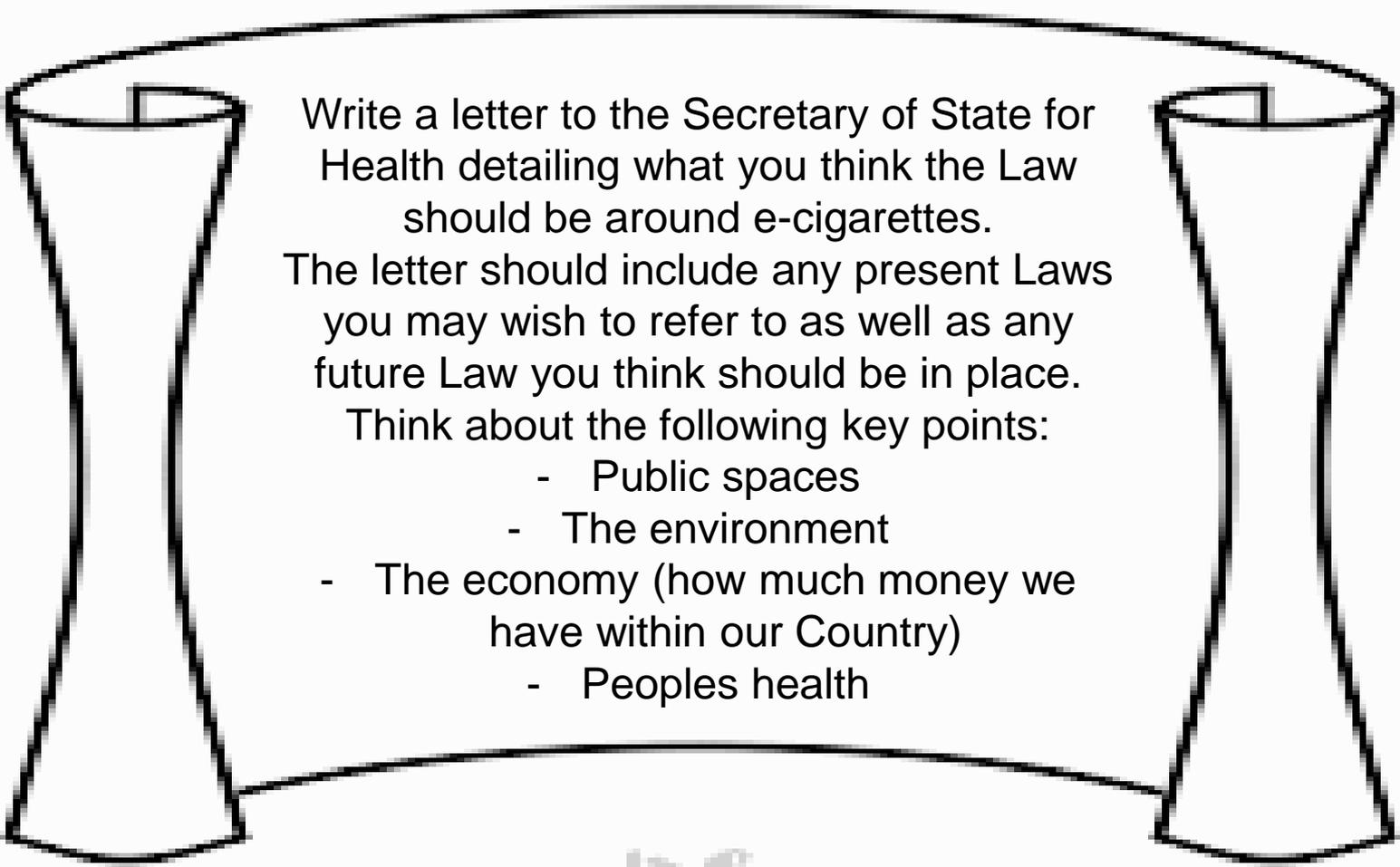
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## Letter Activity

Whole group activity that pulls together the information, facts and debate skills learnt and developed over the past three activities



Activity 8



Write a letter to the Secretary of State for Health detailing what you think the Law should be around e-cigarettes. The letter should include any present Laws you may wish to refer to as well as any future Law you think should be in place. Think about the following key points:

- Public spaces
- The environment
- The economy (how much money we have within our Country)
- Peoples health