

Instructions – P5 Tobacco-free primary school lesson plans

Introduction

Schools have a vital role to play in nurturing and supporting primary school pupils as they navigate towards becoming secondary school pupils. Tobacco education delivered in school can actively promote a smoke-free culture in your school environment and local community.

This is your schools' opportunity to sign up to Scotland's Charter for a Tobacco-free Generation, which is on the ASH Scotland Taking Action on Smoking and Health website.



The charter is an initiative to help reduce the harm caused by smoking and deliver a tobacco-free generation by 2034. The aim is to protect children born since 2013 from tobacco so that when they start to turn 21 (from 2034) they will truly be tobacco-free and will come of age in a Scotland that will remain tobacco-free for generations to come.

As a Charter Supporter you'll benefit from:

- Access to a range of free resources
- Welcome pack and certificate
- Your organisation's name proudly displayed on the list of supporters
- Opportunities to publicise your work
- Advice, information and support from ASH Scotland
- Display the Charter logo to show your support

Additional information:

<https://www.ashscotland.org.uk/what-you-can-do/scotlands-charter-for-a-tobacco-free-generation>

Pledge your support for the charter on this link:

<https://docs.google.com/forms/d/e/1FAIpQLSfmoQMMIBHkLsaUrcQP77H9Z9W2wq15VXYqiYUQF3ErfK0gMA/viewform?c=0&w=1>

The tobacco-free primary school lesson plans for **P5**, **P6** and **P7** are for teachers and designed to support you, to deliver tobacco education and discuss tobacco issues with pupils. The following lesson plans will provide you with the facts, materials and resources you need, to ensure you feel confident in the delivery of tobacco prevention and awareness education. They have been designed to be interactive and adaptable using a range of learning techniques which engage pupils in their learning experience.

How to use lesson plans:

The lesson plans include a range of activities to provide pupils with the knowledge of the harmful effects of smoking, and encourage pupils to discuss and explore tobacco issues relevant to their own circumstances and environment. In addition, they are designed as a preventative tool and aim to develop pupil's knowledge, skills and confidence to make positive choices related to smoking and their health, as they progress to secondary school and adulthood.

- Designed for use in the classroom, individual and group work sessions
- Link to Curriculum for Excellence, health and wellbeing, experiences and outcomes
- Lesson plans and activities within each section range from one to two hours for delivery
- Lesson plans are adaptable to allow teachers to plan, assess capacity and time for delivery, develop and modify to the learning needs of the pupils or incorporate into other topics within the school curriculum
- Specific resources in lesson plans can be reused indicated by the symbol ♦
- Print and laminate Teachers' notes from each lesson plan for reference

Curriculum for Excellence: Health and wellbeing, experiences and outcomes

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area. *Building the Curriculum 1*

eLearning and CPD opportunities:

It's important that teachers delivering tobacco education feel confident and equipped to do so. Continued access to training and professional development opportunities can help ensure that school staff provides effective tobacco education.

ASH Scotland currently offers eLearning courses on the following topics:

- **Understanding Tobacco:** this stand-alone module is for anyone who is interested in finding out a little more about smoking and tobacco. It will give you a brief look at tobacco, nicotine cravings and available support.
- **Children, Carers and Second-hand smoke:** this module will introduce you to the topic of second-hand smoke and will help you to think about how to talk to parents about it. It focuses on building knowledge and in so doing, building your confidence when speaking to parents.

The eLearning courses can be accessed at:

<https://www.ashscotlandmoodle.org.uk/login/index.php>

Additional reading for teachers to support lesson plans:

<https://www.ashscotland.org.uk/what-we-do/supply-information-about-tobacco-and-health/fastfacts>

Considerations prior to delivery of tobacco-free lesson plans:

Please note this may be a potentially sensitive subject for some pupils and parents if they have family members who smoke. Those pupils with parents/guardians who smoke may become alarmed or distressed by information around smoking morbidity and mortality. You can explain to pupils that it is very difficult to stop smoking even with support from a specialist stop smoking advisor, but is one of the best things a person can do to look after their health.

In addition, you can advise pupils that the number of young people that smoke is low. Allowing pupils to explore issues around choice and culture via education is vital to encourage young people to be 'smoke free' rather than simply 'don't smoke'.

Top tips, things to avoid:

- **Suggesting** young people that smoke are "bad"; may backfire if smoking is seen as rebellious amongst young people prone to risk taking behaviour. Could potentially be a damaging label for a young person.
- **Implying** smoking is "stupid"; young people need to be able to respect their parents and other adults in their lives, whether they smoke or not. By learning about nicotine addiction and the risks of using tobacco to health,

young people can separate their own choices from the choices adult smokers have made in the past.

- **Encouraging** children to criticise smoking at home or nag parents/guardians to quit smoking; parents may see the school intruding into their lives at home and you run the risk of alienating parents/guardians support with smoking prevention efforts. Highlight to pupils that many adults smoke because it is addictive and difficult to quit, not because they want to harm themselves.
- **Expecting** pupils to vocalise their rights; pupils will learn that second-hand smoke is harmful, and they will learn the skills to negotiate difficult social situations. However, they may experience conflict, fear, and/or embarrassment that family members would do something to harm others. Support pupils to separate their feelings about smoking from how they feel about the person who is addicted to smoking.
- **Doom**, gloom and death; this may induce intense anxiety in pupils whose parents or relatives smoke. Be sensitive in how you use information about the fatal effects of smoking by emphasizing that these risks are generally long term, and that quitting smoking as early as possible can reverse this trend. It is better to focus on the immediate consequences of smoking like stinky breath, hair and clothes, yellow teeth and fingers, addiction, bad breath, financial costs, increased coughing, illnesses that affect ability to perform activities of daily living, asthma attacks, lung disease, fitness levels and many more.
- **Hiding** your smoking from students if they ask; having them catch you smoking if you have not declared it can lead to real disillusionment. Use it to your advantage and encourage students to ask you questions they might normally find awkward to ask, like, "Why do you smoke, if you know it's bad for you?", "why are you not sick from smoking?" Let your pupils know you want to help them not make the same mistake.

The best you can do is to foster critical thinking, boost your students' self-esteem and equip them with the skills, motivation, and information they need to build their capacity for healthy living while having fun delivering the tobacco-free lesson plans.

If you wish to inform parents/guardians of your classroom's participation in tobacco prevention activities, the following sample letter is provided:

Dear Parent/Guardian,

This letter is to advise you of our school's commitment to deliver tobacco-free lesson plans which support Curriculum for Excellence; health and wellbeing experiences and outcomes.

During the lessons, we will discuss the harmful effects of tobacco as well as strategies for avoiding unhealthy situations involving tobacco, exposure to second hand smoke, e-cigarettes and techniques for resisting peer pressure. You may find

over this period your child will come home and talk about the structured learning activities they have been involved in.

Although smoking rates have dropped significantly in Scotland, tobacco use and exposure to second hand smoke continues to be the leading cause of preventable illness, disability, and death. On average 36 young people under 16yrs start smoking every day in Scotland. Organisations involved in tobacco reduction focus on preventing youths from starting to smoke, inform students about the difficulty in quitting and support those who want to quit. The local NHS Ayrshire & Arran Quit Your Way prevention and stop smoking service is one which supports all age groups. Free phone helpline number is **0800 783 9132** for further information or advice.

Research shows if a child's parents/guardians smoke they are three times more likely to smoke themselves. It is important for you to know that we recognise parents/guardians may not wish to quit smoking and the difficulties associated with quitting. Whether you use tobacco or not, your words can make a significant difference in your child's choice to remain tobacco-free and especially important is the opportunity to help your child develop the belief that they can resist using tobacco.

Please do not hesitate to call the school or the above helpline number if you have any questions or concerns, or if you would like more information about our efforts to prevent youth tobacco use.

Yours faithfully,

NHS Ayrshire & Arran's Health Information and Resources Service (HIRS)

HIRS provides access to a wide range of health promotion materials to professionals and the public. This includes books, DVD's, teaching packs, leaflets, posters and other materials on a range of health related topics which can be borrowed for use. HIRS can be accessed online and also contains links to virtual resources on the Internet. Please visit www.healthinfoshop.scot.nhs.uk for booking information and to access the **up to date list of tobacco resources which you can use to complement the lesson plans.**

HIRS will also be delighted to welcome you in person to visit the library, no need for an appointment. They are open from 09:00 until 17:00 Monday to Friday. You can telephone, email or leave your orders on-line.

Resources online enables you to search for, book out and order materials from the Health Information Resources Service using any device with Internet Access. To book materials a user name and a password is required. This can be done on-line or by contacting the resources service at:

Health Information & Resources Service
Afton House
Ailsa Hospital Campus
Dalmellington Road
Ayr KA6 6AB
Telephone: 01292 885927

HIRS offers a collection service at the following locations:

East Ayrshire:

- Central Clinic, Old Irvine Road, Kilmarnock
- Cumnock health Centre, Cumnock

North Ayrshire:

- Ballot Road Clinic, Irvine
- Three Towns Resource Centre, Saltcoats
- Brooksby Medical and resource Centre, Largs
- Dalry Health centre, Dalry

South Ayrshire:

- Afton House, Ailsa Hospital, Ayr
- Girvan Community Hospital, Girvan

Additional Contacts

Quit Your Way Team
Afton House
Ailsa Hospital Campus
Dalmellington Road
Ayr KA6 6AB
Free Phone: 0800 783 9132
E-mail: QYWAyrshire@aapct.scot.nhs.uk

ASH Scotland
8 Frederick Street
Edinburgh EH2 2HB
Telephone: 0131 225 4725
Email: ashscotland@ashscotland.org.uk

Book out the following models from HIRS for P5 lesson plans

- Tar in a Jar (M126)
- Life or Death Lungs (M159)

Primary 5

The following three lesson plans will cover cigarettes, e-cigarettes, triangle of chemicals and effect on body, respiratory system with focus on lungs and second hand smoke

Lesson Plan 1

| Health and Wellbeing experiences and outcomes | Lesson plan 1 learning Intentions | Core Skills Benchmarks |
|---|---|---|
| <p>I understand the effect that a range of substances including tobacco and alcohol can have on the body. <i>HWB 2-38a</i></p> | <ul style="list-style-type: none"> • Describe differences between a cigarette and an e-cigarette • Learn about the triangle of chemicals (tar, carbon monoxide, nicotine) and effect on the body • Recognise the dangers of a cigarette and an e-cigarette | <p>Core Skills</p> <ul style="list-style-type: none"> • Make informed decisions • Understand consequences • Contribute effectively as a member of the group • Assess risk • Challenge self • Accept responsibility • Interpersonal skills • Take care of health <p>Benchmarks</p> <ul style="list-style-type: none"> • Give examples of what can happen to the body as a result of smoking tobacco or drinking alcohol |

| Lesson Plan 1; Activity 1 | What you will need |
|---|---|
| Describe differences between a cigarette and an e-cigarette. | <ul style="list-style-type: none"> • Smart board • Cigarette and E-Cigarette PowerPoint • Cigarette activity sheet • E-Cigarette activity sheet • Coloured pens ♦ • Post-it notes |
| <p>Instructions</p> <ul style="list-style-type: none"> • Ask pupils if they know what a cigarette is and an e-cigarette to gauge current knowledge • Show PowerPoint slide on cigarette and e-cigarette (notes added for teacher) • Split class into small groups • Hand out A3 cigarette or e-cigarette sheet with coloured pens to each group • Groups that have cigarette sheet: ask the pupils to write or draw anything they know about cigarettes on sheet. Answers may include: White stick, gold or orange end on cigarette, smoke, smells bad, hot and red at end of cigarette, tobacco, paper, matches, packet of cigarettes, pictures on cigarette box, put it to your mouth, tin, ashtray, litter • Groups that have e-cigarette sheet: ask pupils to write or draw anything they know about e-cigarettes on sheet Answers may include: Different colours sizes and shapes, smells nice or sweet, different flavours, lots of smoke, plug it in to charge, bottles of liquid, nicotine, liquid in e-cig, big box, battery, looks like a pen or pencil, put it to your mouth lots of times, makes a noise (fizzy or crackles), tank for liquid • Ask groups to feedback answers for discussion – focus on similarities and differences • Ask pupils to discuss in their groups if a “cigarette or e-cigarette is dangerous for children or pets to touch” • Hand out a different colour of post it notes to each group • Ask pupils to discuss, agree and write a number on a post it note and stick to sliding scale at bottom of their cigarette or e-cigarette activity sheet (1 being not dangerous, 10 extremely dangerous) Keep activity sheet with group • This task will be revisited after Activity 2, The triangle of chemicals (tar, carbon monoxide, nicotine) | |

| Lesson Plan 1; Activity 2 | What you will need |
|--|--|
| <p>The triangle of chemicals (tar, carbon monoxide, nicotine) and effect on the body</p> <p>Recognise the dangers of a cigarette and an e-cigarette</p> | <ul style="list-style-type: none"> • Teachers' notes; the triangle of chemicals (tar, carbon monoxide, nicotine) ♦ • HIRS Tar in a Jar (M126) • Triangle of Chemicals (tar, carbon monoxide, nicotine) PowerPoint • 2 clear jam jars with lids or equivalent - 1 labelled Tar and 1 labelled Carbon Monoxide ♦ • 1 tin of black treacle • Rubber ♦ or disposable gloves • Pinch of coffee grains • 1 clear plant spray bottle • (labelled Nicotine Kills Bugs) ♦ • Red and yellow food colouring ♦ • Hessian shopping bag ♦ |
| <p>Instructions</p> <ul style="list-style-type: none"> • Preparation prior to lesson • Fill jar labelled Tar with black treacle (you may want to use gloves) • Fill jar labelled Carbon Monoxide with 2/3 of water. • Fill clear plant spray bottle labelled Nicotine Kills Bugs with 1/3 of water and a few drops of yellow food colouring • Place pinch of coffee grains in small sandwich bag • Bottle of red food colouring • Place all of the above in hessian shopping bag out of sight • Refer to teachers' notes; the triangle of chemicals • Ask pupils if they can name any chemicals found in cigarettes or e-cigarettes to gauge current knowledge. Introduce, discuss and explain the words toxic and poisonous • Show animated PowerPoint slide show; The Triangle of Chemicals (tar, carbon monoxide, nicotine) Total 6 Clicks for animation and matching noises • First, explain tar by showing the jar with the treacle inside it labelled tar (this tar and gloves will be used in the following lung lesson plan) • Second, explain carbon monoxide doing the following: Place the coffee grounds in the bottle of water and shake it gently. The coffee colours the water very slowly. The coffee grains represent the red blood cells and the water oxygen in the blood. Now add one to two drops of red food colouring to the same bottle and shake. Note how quickly it colours the water. This represents carbon monoxide as it enters the blood. Emphasise carbon monoxide is picked up in the blood 240 times faster than oxygen. The oxygen level drops when carbon monoxide is present. • Third, explain nicotine by showing the Nicotine Kills Bugs bottle with a gentle spray of the water | |

- Ask pupils, are they surprised about any chemicals in the triangle of chemicals?
- Revisit sliding scale on bottom of cigarette activity sheet or e-cigarette activity sheet from previous activity and ask them to look at number written on post it note
- Ask pupils to remove post it note, discuss and agree in their groups if they would change the number or keep it the same
- Allow a couple of minute's discussion to agree and ask one pupil from the group to circle a number on the sheet with a coloured pen
- Invite each group to feedback
- Aim is to have all the activity sheets with numbers near or on the extremely dangerous end of sliding scale

Lesson Plan 2

| Health and Wellbeing experiences and outcomes | Lesson plan 2 learning Intentions | Core Skills Benchmarks |
|--|--|---|
| <p>I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p> <p><i>HWB 2-38a</i></p> | <ul style="list-style-type: none"> • Describe the respiratory system, function and location of the lungs • Learn about damaging effects to the respiratory system and lungs from tobacco smoke | <p>Core Skills</p> <ul style="list-style-type: none"> • Make informed decisions • Understand consequences • Contribute effectively as a member of the group • Assess risk • Challenge self • Accept responsibility • Interpersonal skills • Take care of health <p>Benchmarks</p> <ul style="list-style-type: none"> • Give examples of what can happen to the body as a result of smoking tobacco or drinking alcohol |

| Lesson Plan 2; Activity 1 | What you will need |
|--|--|
| Respiratory system, function and location of the lungs | <ul style="list-style-type: none"> • Smart board • Access to internet • A4 paper and pencils for pupils to take notes |
| <p>Instructions</p> <ul style="list-style-type: none"> • Introduce the topic of lungs and the respiratory system by asking, what's something you do all day, every day, no matter what you are doing or who you are with? Give prompts, choose what to eat, what to wear, who to play with, sing your favourite song or breathe. • Explain breathing air filled with oxygen is necessary for keeping humans alive, and the organs that are large and in charge for breathing are called the lungs, which work as part of the respiratory system • Show and ask pupils to put their hands on their ribcage. Explain the lungs are behind and protected by the ribcage but it is easy to feel the lungs in action. Ask the pupils to keep their hands on their ribcage and take a big breath in feeling their chest going upwards and outwards. Now, ask the pupils to breathe that air out slowly and the chest will return to its usual size. • Introduce and play the following cartoon video clip on the respiratory system: https://www.youtube.com/watch?v=mOKmjYwfDGU • Issue pupils with A4 paper and pencils. Encourage pupils to take notes as they will need this information for drawing and labelling of lungs in a later activity • Use the following website on interactive smart board to teach the children about the parts and function of the respiratory system and healthy lungs: http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?id=2406&np=152&p=335 • Working in pairs ask pupils to time how long they can hold their breath without struggling or going red in the face and record. Generally the longer you can hold your breath the fitter your lungs. However, having asthma, a cold or another lung condition reduces your ability to hold your breath. Invite pupils to share their results. • Invite pupils to share ideas around activities which would require healthy, pink, spongy, and full of oxygen lungs. Answers may include: blowing up a balloon or bubbles, swimming, running, laughing, talking, shouting, singing, swimming, playing with friends. | |

| Lesson Plan 2; Activity 2 | What you will need |
|---|--|
| Damage to respiratory system and lungs from tobacco smoke | <ul style="list-style-type: none"> • Teachers' notes; damage to lungs from tobacco smoke ♦ • HIRS Life or Death Lungs (M159) • Smart board • Pink healthy lung to Black unhealthy lung PowerPoint • 2 cheap sponges with holes (1sponge ♦) • 2 clear bowls or jugs ♦ Water in one • Gloves and jar with tar from lesson 1 ♦ • String ♦ and 4 balloons • 4 balls different sizes ♦ |
| <p>Instructions</p> <ul style="list-style-type: none"> • Refer to teachers' notes; damage to lungs from tobacco smoke • Ask pupils to think back to lesson plan 1; what damages the lungs and makes it difficult to breathe? Answers may include: tar, smoking, breathing in other people's smoke, lung disease and a temporary reduced ability to breathe such as asthma, asthma attack, cough and cold. • Show Pink healthy lung to Black unhealthy lung PowerPoint (notes added for teacher) • Explain the following activities are to show what happens to the lungs from tobacco smoke; <ol style="list-style-type: none"> 1. Visual activity of damage to lungs from tar: Take the two sponges, hold them together and explain this is to represent the lungs. Using a clear bowl or jug filled with water, take one sponge and submerge it in the water. The water represents air exchange in the lungs. Hold sponge up and with one squeeze expel the water from the sponge returning to its bouncy, original shape and colour. Put gloves on theatrically and using a second clear bowl or jug, take the second sponge and pour the tar from the jar from lesson 1 all over the sponge. Hold up sponge and with one squeeze try to expel the tar. The pupils should note that although some of the tar has dropped off the sponge it remains black, sticky, the holes in the sponge are filled with tar and the texture and shape has changed. 2. Visual activity to represent the stretching and irreversible damage to the thin walls of the alveoli air sacs: Take two balloons not blown to full capacity (healthy) and two balloons blown to full capacity and beyond (unhealthy) tied together with string and upside down to represent alveoli air sacs. Burst the two balloons that are bigger and tight. 3. Practical activity to show how tar affects the bronchial cilia: Have pupils form two rows facing each other, gauntlet-style, with hands stretched out, palms up and barely touching each other's finger tips. Fingers should be wiggling gently and slowly like cilia with the appearance of a wave like motion. One end of the gauntlet represents the lungs; the other end represents the mouth. Place the balls in the hands of the pupils at the | |

lungs end of the gauntlet. The ball is slowly passed through the mouth at the other end. Do the procedure while saying that the balls represent dust, dirt, pollen, and airborne particles that healthy cilia are able to carry out of the lungs and airways

Repeat and this time tell the pupils that the cilia have been exposed to tobacco smoke, are now paralyzed and covered with sticky tobacco tar.

Place the balls in the hands of the pupils at the lungs end of the gauntlet, but the balls and what they represent stay there unable to move now.

Highlight adult smokers must cough forcefully to get the dust and particles out of their lungs. In addition, smokers and non-smokers who breathe in smoke have a higher rate of runny noses, coughs, colds and chest infections because of particle matter from tobacco smoke trapped in their airways and lungs.

- Working in pairs ask pupils to take 1 turn each of suggested breathing activity. Please note if any pupil has asthma, cough, cold or any other lung condition to avoid activity. Equally if a pupil feels faint or uncomfortable cease activity.

1. Ask pupils to take a deep breath and fill their lungs, then take another small breath in and hold so that lungs remain full

2. Ask pupils to breathe out only the small amount of air they have just breathed in

3. Ask pupils to continue breathing in and out while keeping their lungs full for a maximum of 10 seconds

Breathing in and out on top of lungs full of air can feel uncomfortable – this is what it's like breathing with lung disease. Invite pupils to share their experience of breathing activity.

- Invite pupils to share ideas around activities that someone might **not** find easy to do because of smoking or exposure to smoking, coughing and being short of breath. **Answers may include:** any exercise or active hobbies, getting out of bed, carry food shopping, talking, cheering, singing, not going to school or work, being or playing with their friends

| Lesson Plan 2; Activity 3 | What you will need |
|--|---|
| Draw and label the parts of the respiratory system and lungs | <ul style="list-style-type: none"> • Smart board • Access to internet • A3 paper • Coloured pens or pencils ♦ • Straws, red and black tissue paper with glue optional • Word bank for the Respiratory System PowerPoint |
| <p>Instructions</p> <ul style="list-style-type: none"> • Split pupils into small groups and hand out 1 sheet of A3 paper with coloured pens and optional straws, tissue paper and glue • Ask groups to draw or make a simple respiratory system on paper to include a healthy lung and unhealthy lung. Ask pupils to consider what colours they want to use to represent this reminding them of the previous lesson and activities. Have the website previously used on the respiratory | |

system available on the interactive smart board as visual prompt:
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?id=2406&np=152&p=335>

- Display Word bank for the Respiratory System PowerPoint (notes added for teacher)

Ask the groups to work together to label the parts of the respiratory system from the word bank PowerPoint and display pupils work in class

Lesson Plan 3

| Health and Wellbeing experiences and outcomes | Lesson plan 3 learning Intentions | Core Skills Benchmarks |
|---|--|---|
| <p>I understand the effect that a range of substances including tobacco and alcohol can have on the body. HWB 2-38a</p> | <ul style="list-style-type: none"> • Understand what the term, exposure and effects of second-hand smoke (SHS) to the body means • Recognise no smoking signage and learn about the legalities of not smoking in public places, transport or cars • Develop strategies to avoid exposure to second-hand smoke • Demonstrate learning from creative work displayed in class | <p>Core Skills</p> <ul style="list-style-type: none"> • Make informed decisions • Understand consequences • Contribute effectively as a member of the group • Assess risk • Challenge self • Accept responsibility • Interpersonal skills • Take care of health <p>Benchmarks</p> <ul style="list-style-type: none"> • Give examples of what can happen to the body as a result of smoking tobacco or drinking alcohol |

| Lesson Plan 3; Activity 1 | What you will need |
|---|---|
| <p>Explore term second-hand smoke Spot the difference between cafes Discuss no smoking signage and legalities Develop strategies to avoid second-hand smoke</p> | <ul style="list-style-type: none"> • Teachers' notes; second-hand smoke ♦ • Smart board • Spot the difference between cafes PowerPoint • No smoking sign slide • Access to internet • A3, A4 paper for groups and post-it notes • Coloured pens or pencils ♦ |
| <p>Instructions</p> <ul style="list-style-type: none"> • Refer to Teacher's notes; Second-hand smoke • Use Spot the difference between cafes PowerPoint for first discussion with pupils (notes added for teacher) • Ask pupils to explain what they see and the difference from one picture to another. When pupils are ready, add in text boxes to slide with 2 clicks and explain to pupils smoking was allowed in public places before 2006 and banned after 2006 in Scotland. • Follow with the No smoking sign slide for second discussion with pupils • Ask the following: Have you seen this sign before, what it means and where have you seen it used? Answers may include: Yes or no, to let people know smoking is not allowed, restaurants, doctors, dentists, vets, hospitals, cinemas, buses, train stations, airports. Why do you think this sign is used? Answers may include: To protect the health of people or animals, fire prevention safety reasons (near items that will catch fire easily), to enforce the law • Split the pupils into small groups • Issue the pupils with an A3 sheet of paper and coloured pens. Ask pupils to draw a large house (living room, bedroom, kitchen, and toilet) and a car with a child and a household pet with fur in each. Animals could be a dog, cat, rabbit, hamster, guinea pig etc. • Issue the pupils with an A4 sheet of paper to draw a small adult smoker which they can cut out • Invite pupils to position and stick cut out of adult smoker on their drawing. Pupils may add cut out of adult smoker to room in house (likely to be kitchen), car or maybe nowhere near house and car. • Play the short video Second Hand Smoke Lingering which shows the hidden dangers of second hand smoke within the home. Video is from the Scottish Government (Healthier Scotland) for the Take it Right Outside campaign: https://youtu.be/OJaNZcgcVcc • Following each question and answer session ask one pupil to feedback from each group ensuring all pupils take a turn. Utilise Teachers notes; second-hand smoke to correct misconceptions or provide additional information. Highlight the "Take it Right Outside" campaign from Teachers notes; second-hand smoke. Most importantly, this is not about getting adults to quit smoking but about protection from exposure to second-hand smoke. | |

- Ask pupils to discuss in their groups and record on post-it note, what they think second-hand smoke is and how would they would describe it?
- Ask pupils to discuss in their groups and record on post-it notes, how they feel breathing in the smoke from another's person's cigarette and why it's bad for you? **Answers may include:** Don't like it, makes me cough, sore throat, stinging watery eyes, makes my asthma worse, worried about my health, frustrated I can't stop person smoking near me
- Ask pupils to consider what happens to pets exposed to second-hand smoke and record on post-it notes
- Highlight because the pupils are under 18yrs it is against the law for anyone to smoke in the car when they are in the car
- Ask pupils to discuss in their groups and record on post-it notes the positives of being in a smoke-free environment. **Answers may include:** Breathe easy, house and clothes smell fresh, nice to play games in the house when it's raining outside, pets will be healthier, short or long trips in car are nice without smoke or lingering smell of smoke
- Ask pupils to discuss in their groups and record on post-it notes what they can do to protect themselves from second-hand smoke. **Answers should include:** If safe to do so move away from tobacco smoke, talk to parent or guardian about second-hand smoke and what they have learned at school, if parent or guardian smokes ask if they can make the house and car totally smoke-free, go to their room if someone is smoking in the house, ask the smoker in their family not to smoke in front of them, with parent or guardians permission make a smoke-free zone sign for their bedroom door or house and car
- Re-visit where the cut out of the adult smoker should be on A3 drawing of house and car. Aim is to have smoker positioned outside and away from door of home and car. Positives of being in a smoke free environment post-it note answers can be stuck to A3 sheet around drawings and cut out of adult smoker. Display work in class

| Lesson Plan 3; Activity 2 | What you will need |
|---|---|
| My smoke-free superhero | <ul style="list-style-type: none"> • A4 or A3 Paper • Coloured pens or pencils ♦ • Craft materials |
| <p>Instructions</p> <ul style="list-style-type: none"> • Issue pupils with 1 sheet of A4 or A3 paper with coloured pens, pencils and/or craft materials • Recap on P5 lesson plans 1, 2 and 3. Invite children to share what they remember • Explain to pupils they are going to design and name a superhero that has knowledge of the harmful chemicals in tobacco smoke, healthy lungs, lungs damaged from tobacco smoke and the effects of second hand smoke to humans and animals. Add their superhero wants to protect themselves and others from smoking, exposure to second-hand smoke and create a smoke-free world • On completion invite pupils to explain or display their superhero in class | |