

Instructions – P6 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 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 P6 lesson plans

- What's in Tobacco Smoke (M122)
- Virtuali-Tee – Inside the Body (R1179)
- Smoking Blocks Your Blood Vessels (M125)
- Death of an Artery (M156)
- Death of a Lung (M117)
- Clem's Phlegm Model (M136)
- Smoker's Foul Mouth Model (M138)

Recap of topic; P5 Tobacco-free lesson plans

- Ensure you have P5 teachers' notes printed and refresh yourself with P5 lesson plans
- Use mind-mapping or spider-diagrams to record answers on smart board
- Prompt pupils with questions about the following subtopics; cigarettes, e-cigarettes, triangle of chemicals (tar, carbon monoxide and nicotine) and effects on body, the respiratory system with focus on lungs and second hand smoke
- Support pupils to provide at least one piece of information for each subtopic

Primary 6

The following three lesson plans will cover addiction, nicotine addiction and withdrawal, chemicals and ingredients in tobacco and tobacco smoke, effects on health and lifestyle from smoking tobacco and exposure to second-hand smoke

Lesson Plan 1

Health and Wellbeing experiences and outcomes	Lesson plan 1 learning Intentions	Core Skills Benchmarks
<p>I know that alcohol and drugs can affect people’s ability to make decisions. <i>HWB 2-40a</i></p>	<ul style="list-style-type: none"> • Learn the term addiction and understand the types of addiction • Gain knowledge about the consequences and signs of addiction • Learn about nicotine addiction and withdrawal 	<p>Core Skills</p> <ul style="list-style-type: none"> • Resilience • Accept responsibility • Challenge self • When encountering difficulties – seek help and find solutions • Be assertive in challenging situations in relation to substances • Show confidence to make appropriate choices to promote health and wellbeing • Apply assertive strategies when faced with pressure from peers • Communicate using informed views <p>Benchmarks</p> <ul style="list-style-type: none"> • Identify risks associated with the use of substances, for example, overdose, impaired judgement/vision

Lesson Plan 1; Activity 1	What you will need
Addiction and types of addiction Consequences and signs of addiction	<ul style="list-style-type: none"> • Teachers notes; addiction and nicotine withdrawal ♦ • Smart board • Addiction and types of addiction PowerPoint • Post-it notes • A3 or A4 paper • Coloured pens or pencils ♦ • Consequences and signs of addiction flashcards (print, laminate and cut) ♦ • Consequences and signs of addiction – suggested answers ♦
<p>Instructions</p> <ul style="list-style-type: none"> • Preparation prior to lesson – laminate and cut consequences and signs of addiction into flashcards • Introduce the word addiction and ask pupils if they know what this word means to gauge current knowledge • Invite pupils to share what they think the word addiction means • Show slide 1; What is addiction?, from Addiction and types of addiction PowerPoint • Ask pupils do they think there are different types of addiction and Invite pupils to share what they think people can become addicted to? • Show slides 2 and 3: Types of addiction, from Addiction and types of addiction PowerPoint • To help pupils understand the difference between physical and emotional addiction ask the pupils to do the following task; <ul style="list-style-type: none"> Physical: Ask pupils to think of a time or imagine they were really hungry and their tummy was growling and grumbling. Suggest they might even have felt or feel a little bit sick because of their hunger. Invite pupils to explain what happens to their body after eating food. Answers may include: Grumbling noises from tummy stop, feeling sick goes away, tummy is full and looks bigger, food tastes even more enjoyable than usual, sleepy after food or more energy Emotional: Ask pupils to think of a time or imagine their favourite toy was lost or broken, and when it was found or fixed and handed to them, how did they feel? Answers may include: Happy, laugh or cry with relief, calm and comforted, want to keep toy close, kiss and hug toy, tell everyone the good news • Discuss the similarities and differences between physical and emotional addiction • Split the pupils into 5 groups • Issue post-it notes • Ask pupils to discuss in their groups the reasons why someone would become addicted to some of the items or behaviours on the slides, and record answers on post-it notes. Answers may include: To feel confident, reduce feeling anxious about a situation, reduce boredom, excitement, be independent or different from everyone else, curiosity, to get that buzz or 	

mental high, unwind or relax, fun, follow others to fit in - peer pressure or bonding

- Invite nominated pupil from each group to feedback one answer until answers are exhausted or becoming repetitive
- Explain to pupils that in their groups they are now going to discuss the consequences and signs of addiction
- Issue A3 or A4 paper and coloured pens or pencils to groups
- Issue 1 flashcard to each group and ask pupils to write the topic at the top of their paper. Allow 5 mins for pupils to discuss the consequences and signs of addiction for their topic, recording answers with words and/or pictures
- Ask each group to present their topic flash card and answers. Display work in classroom
- Invite pupils to share one fact they have learned and will remember about addiction

Lesson Plan 1; Activity 2	What you will need
Nicotine addiction and withdrawal	<ul style="list-style-type: none"> • Teachers notes; addiction and nicotine withdrawal ♦ • Smart board • Nicotine addiction and withdrawal PowerPoint
<p>Instructions</p> <ul style="list-style-type: none"> • Ask pupils, what is the addictive chemical found in tobacco which is also used in e-cigarettes called and where does it come from? Answer: Nicotine and tobacco plant • Show slide 1; Nicotine addiction and withdrawal PowerPoint and explain the journey and effects of nicotine on the brain • Ask the pupils to all stand up then ask question, “Do you think young people can become addicted to nicotine?” Stay standing for Yes, sitting for No. Answer: Yes • Show slide 2; Nicotine addiction and withdrawal PowerPoint. Emphasise how quickly nicotine reaches and affects the brain, plus the speed of the addiction (much less time than their school summer holiday) • Introduce the word withdrawal and ask pupils if they know what this word means to gauge current knowledge • Explain to pupils the next activity is pretend • Ask pupils to think of something they really like to do or use every day at home. For example it may be an iPad, phone, activity or toy • When they have a picture of the item or activity in their mind explain that someone has told them they can never ever have it or do it again • Invite pupils to share how they feel or what they might need to do. Answers may include: Cry, be angry, snappy, bored, restless, unable to concentrate or enjoy anything, keep asking for item or activity back and then have to find alternative item or activity • Show slide 3; Nicotine addiction and withdrawal PowerPoint 	

- Remind pupils liking an item or activity does not mean they are addicted. However, discuss the similarities and differences of a person who is addicted to nicotine and experiencing withdrawal, to the feelings they described about having something taken away from them
- Invite pupils to share if they have seen an adult who normally smokes or uses an e-cigarette try to stop: what happens?
- Remind pupils the feelings of withdrawal are very strong, unpleasant and uncomfortable but temporary

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. <i>HWB 2-38a</i></p>	<ul style="list-style-type: none"> • Develop knowledge and understanding of the chemicals and ingredients in tobacco and 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
Chemicals and ingredients in tobacco and tobacco smoke	<ul style="list-style-type: none"> • Teachers notes; chemicals and ingredients in tobacco ♦ • HIRS What's in Tobacco Smoke? (M122) • Chemicals and ingredients in tobacco and tobacco smoke flashcards (print, laminate and cut) ♦ • Smart board or flip chart paper • Blu-Tack • To construct a 3D cigarette <ul style="list-style-type: none"> ○ Glue ♦ ○ Orange paper for filter ○ Large poster tube or cardboard to make large tube ○ Cotton wool as smoke ○ Black/red tissue paper for burning end of cigarette ○ Coloured pens or pencils ♦ ○ A3 paper for Chemicals and ingredients in tobacco and tobacco smoke activity which will cover main body of cigarette
<p>Instructions</p> <ul style="list-style-type: none"> • Preparation prior to lesson – laminate and cut Chemicals and ingredients in tobacco and tobacco smoke into flashcards • Partially construct 3D cigarette with filter and end leaving main body of tube uncovered for pupils to complete later in lesson plan by adding names and pictures of chemicals from the A3 sheets; Chemicals and ingredients in tobacco and tobacco smoke activity • Ask the pupils if they can remember what symbol is widely used to show danger from toxins and poisons. Answer: Skull and cross bones • Introduce and play the following video clip Chemicals in Cigarettes: From Plant to Product Puff https://youtu.be/0-FdLCcFyQc (U.S Food and Drug Administration) • Split pupils into groups of 4 to 5 for Chemicals and ingredients in tobacco and tobacco smoke flashcards activity • Split flashcards and issue to groups 	

- Draw a Yes I am found in tobacco and tobacco smoke, and No I am not found in tobacco and tobacco smoke template on the smart board or flip chart paper
- Invite each group to read out their flashcards
- Invite pupils to discuss flashcards in their groups and decide if the chemical or ingredient is a Yes or No for tobacco and tobacco smoke
- Suggest one pupil from each group comes up one at a time to add flashcards under the YES or NO headings. Blu-Tack for your use
- When all the flashcards have been added, provide additional information about the chemicals and ingredients in tobacco and tobacco smoke
- Ask the pupils if they want to make changes before you correct any mistakes. This is a good visual tool for pupils to see chemicals and ingredients that they did not expect to be a Yes for tobacco and tobacco smoke. **Answers for NO:** Protein, calcium, toothpaste and vitamin c. Remainder of flashcards are **YES**
- Ask the pupils the following questions:
 - Were they surprised at any of the chemicals or ingredients?
 - Which was the most interesting or shocking?
 - Why do they think Big Tobacco Companies add flavourings (sugar, honey, vanilla, cocoa, liquorice) and who are they targeting **Answer:** Young people – replacement smokers and for financial gain/profits
 - Ask pupils, what do you feel about Tobacco Companies targeting young people?
- Re-issue and split flashcards from the Yes section of the template to each group
- Issue A3 paper and coloured pens or pencils
- Ask pupils to write all the chemicals/ingredients and purpose on A3 paper using the coloured pens or pencils
- Invite pupils to participate in completing the 3D cigarette by wrapping and securing their A3 sheets around tubing or cutting out their information to stick on
- Invite pupils to share one chemical or ingredient in tobacco and tobacco smoke they will remember (Ensure pupils understand it is the chemical that is in tobacco and tobacco smoke. For example it is **NOT rat poison** that is in tobacco and tobacco smoke but **Arsenic**)

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"> • Learn about the immediate, short and long term effects on health and lifestyle from smoking tobacco and exposure to second-hand 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 3; Activity 1	What you will need
<p>Immediate, short and long term effects on health and lifestyle from smoking tobacco and exposure to second-hand smoke</p> <p>Smoky Sam and Healthy Harry</p>	<ul style="list-style-type: none"> • Teachers notes; immediate, short and long term effects on health from smoking tobacco and second-hand smoke ♦ • Virtuali-Tee – Inside the Body (R1179) • Smoking Blocks Your Blood Vessels (M125) • Death of an Artery (M156) • Death of a Lung (M117) • Clem’s Phlegm Model (M136)

- Smoker's Foul Mouth Model (M138)
- Smart board
- Human body PowerPoint
- Human body part answers (print and laminate) ♦
- A3 Paper
- Coloured pens and pencils ♦

Instructions

- Preparation prior to lesson – print and laminate copies of human body part answers for each group allocated Smoky Sam. Human body part answers consist of 3 pages if printed on both sides of paper
- Explain to pupils the following activity will explore the immediate, short and long term effects on health and lifestyle from smoking tobacco and exposure to second-hand smoke, for a character called **Smoky Sam**. In addition, explain a number of the pupils will be exploring the benefits to health and lifestyle from being a non-smoker with no exposure to second-hand smoke, for a character called **Healthy Harry**
- Split the pupils into small groups. Choose which groups will focus on Smoky Sam, while the remainder of the groups will focus on Healthy Harry
- Issue 1 sheet of A3 paper with coloured pens and pencils to each group
- Show slide from Human body PowerPoint
- Using slide of Human body PowerPoint as prompt, invite pupils to draw the outline of a body then draw the organs of the body without colouring them in
- Provide a brief description of the organs and their functions
- Allocate Smoky Sam or Healthy Harry to each group, asking pupils to write their characters name at the top of the paper
- To gauge current knowledge ask the pupils to share what they think some of the answers might be for Smoky Sam and differences for Healthy Harry. Remind pupils to use information from previous lessons. For example; Pink healthy lungs for Harry and a healthy heart, black lungs for Sam and blockages in the arteries particularly the heart
- Issue human body part answers to the groups that have Smoky Sam. Depending on time available you can choose for all the human body part answer sheets to be given to each Smoky Sam group, or allocate a section of body parts to each group with appropriate answer sheet
- Ask pupils to label and colour Smoky Sam's body parts adding how they are affected by smoking tobacco or exposure to second-hand smoke. Ask pupils to add the circulatory system with red and blue lines (a network consisting of blood, blood vessels and the heart, which supplies tissues in the body with oxygen and nutrients, transports hormones, and removes unnecessary waste products), nose, ears, hands, feet, bones and hair to Smoky Sam thinking of his lifestyle as a smoker. **Encourage pupils to provide additional answers of:** Addiction, less money, clothes and hair smell, less energy and reduced fitness levels
- At the same time ask the groups with Healthy Harry to include the same circulatory system, nose, ears, hands, feet, bones and hair, then label and colour the body parts writing down the benefits of being a non-smoker who is not exposed to second-hand smoke. **Answers should include:** Hair and

clothes smell nice, fresh breath, receive lots of kisses and cuddles, no early wrinkles and good looking with pink cheeks, live longer, less risk of developing cancer or disease, clean fingers and white healthy teeth, happy, healthy skin, more energy and better fitness levels, more money, no cough, no addiction, more time for hobbies or to relax (not shopping for cigarettes or tobacco), strong bones, no wheeze or shortness of breath, pink healthy lungs, healthy heart with no blockages heart and oxygenated blood.

- Draw three headings on the smart board;
 - Immediate and short term effects to health and lifestyle from smoking tobacco
 - Long term effects to health and lifestyle from smoking tobacco
 - Effects to health and lifestyle from exposure to second-hand smoke
- Invite Smoky Sam groups to feedback their answers and all the pupils to participate in deciding which of the three headings the answers fall under
- When all the answers are exhausted correct any mistakes
- Advise pupils it can take years for smokers and people exposed to second-hand smoke to develop some of the long term health effects. Reassure pupils that when smokers quit smoking as soon as possible and people reduce and eliminate their exposure to second-hand smoke, it reduces the risk of developing the long term health effects
- Invite Healthy Harry groups to feedback their answers. Encourage pupils to discuss the differences between Smoky Sam and Healthy Harry.
- If you do not have access to a device to download smoker face ageing apps and consent for photographs to allow children to participate, as an alternative introduce and play the following clip Your Future is Not Pretty, which is a make under on girls to show effects of smoking tobacco on skin and looks. However, emphasize both men and woman suffer from premature ageing of the skin from smoking tobacco
<https://www.youtube.com/watch?v=KyP8uD5MI7w>
- Ask pupils to write down what they would like to be when they are older on their A3 Smoky Sam and Healthy Harry character sheets highlighting the parts of the body they would need to be in good working order to achieve their ambition and goal
- Ask pupils to decide whether or not they think it is better to be a smoker or a non-smoker and share thoughts, ambitions and goals with class
- Display work in class