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| Lesson notes – health effects of smoking and vaping – KS2  This PSHE lesson is intended to compliment your existing provision. The purpose is to give agency to children so that they can make their own decisions about their future health and wellbeing based on facts. Each slide is designed to generate discussion between the children and adults in the class. The only preparation is a set of fact cards for each pair or small group of children that they will need throughout the lesson. | | |
| Slide | Activity | Resources |
| 1 | **Objectives** of the lesson |  |
| 2 | **Golden rules** Reinforce that the children can ask questions throughout the lesson. If they have any questions they do not want to ask in front of the rest of the class or they are concerned about, they can put it on a note and give to the teacher.  Remind children not to name people if they are sharing stories, and to instead say “Someone I know….” Or “Someone I heard about….” |  |
| 3 | **Introduce the character and scenario** Read through Josh’s thoughts. Give children time to discuss in pairs how Josh is feeling, and what Josh is worried about. Explain that in this lesson, the children are going to learn about the effects and risks of smoking and vaping so that they can help someone like Josh, and help themselves make choices. |  |
| 4 | **Baseline assessment** In pairs discuss what you already know and what you want to find out. Emphasise that smoking and vaping are separate. Children can either write their questions on post it notes or can verbally feedback for the teacher to record. | Post it notes |
| 5 | **Belief axis** At one end of the classroom have a piece of paper with Agree. At the other end, a piece of paper with Disagree. Read the statement. Children come and stand on the ‘axis’ according to their belief. Ask individuals to share why they placed themselves at a specific place (social norms). Example responses might be that they have heard from an older sibling/friend that everyone vapes at secondary school, an overheard conversation, something they have seen or read. |  |
| 6 | **Data for smoking and vaping prevalence** Explain that schools are asked to complete a survey that gives children and young people a strong voice about what is happening in their lives. The results from this survey show the data for smoking and vaping on slide 6. What do the children think about this? Surprises? Why or why not? |  |
| 7 | **Why do some people choose to smoke or vape?** Small group discussion designed to elicit children’s understanding and attitudes. Encourage children to think about the perceived positives as well as the negatives. Children to share some of their thoughts. Some responses might include because it calms them down, their friends do it, they’ve done it for a long time, they need it or they get anxious/annoyed. |  |
| 8 | **Drugs** At the start of the lesson, one of Josh’s worries was about drugs. Ask pupils to draw on their previous learning about drugs and discuss in pairs/small groups the questions on the slide. Remind children that all medicines are drugs but not all drugs are medicines. There are substances that some people use in their home such as caffeine (tea and coffee), alcohol and nicotine (cigarettes, tobacco and e-cigarettes). Some adults choose to use them and children are not responsible for the decisions that adults take. The picture of the plant on the slide is the tobacco plant. The tobacco plant contains nicotine, which is highly addictive and found in e-cigarettes and cigarettes.  What could the children say to Josh about drugs in relation to smoking and vaping? |  |
| 9 | **Fact cards** Introduce the fact cards. Explain that there might look a lot. You can either cut these out in preparation and put in envelopes for the children, or the children can use the numbers on the cards when doing various sorting activities. Give the children the opportunity to read through the facts. Ensure they understand them and explain any new vocabulary. | Fact cards |
| 10 | **Card Sort 1** Remind the children that Josh was confused about smoking and vaping. Sort cards into groups smoking and vaping. What are the differences and similarities? Children should notice that nicotine is in both, that smoking is more harmful than vaping, that both are age restricted and not meant for children. |  |
| 11 | **Belief axis** As before, ask children to stand according to their belief. Ask children to share the reasons why they chose to stand where they did. Some responses be nicotine is bad because it gets people addicted to cigarettes, it makes people irritable if they can’t have it, people spend a lot of money on cigarettes and vapes, the more you have the more you want, it affects people’s concentration. |  |
| 12 | **Card sort 2** This activity is designed for the children to realise that vaping is far safer than smoking. Be aware that some children may live with or know people who smoke and may be scared or have questions about this. Encourage children to rehearse in pairs what they could say to Josh about his mum’s choice to vape instead of smoke.  Keep the cards in these piles for the next activity. | Fact cards |
| 13 | **Secondhand smoke** In pairs/small groups, children to find the risks of secondhand smoke. They should identify the risk to people and animals, and to know the laws around smoking in cars. Rehearse what Josh could say to his cousin. Emphasis the need to be assertive and not aggressive, and to use facts. | Fact cards |
| 14 | **AfL** Go back to the objective and Josh’s problem at the start. Give children thinking time. Show thumbs up, down or middle. Share next steps – how to respond to influences. |  |
| 15 | **Support signposts** Add any others that you can think of |  |