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| **Y10 upwards PSHE lesson: Smoking and vaping cessation**  A one hour lesson. This PSHE lesson was written to give young people agency. They are encouraged to base their personal choices on facts, consider choices available, and to understand and challenge barriers. It is mostly verbal and is designed to stimulate discussion. **Access to iPads or a device with internet connection is necessary for researching support services.**  There are no animations so that you can click through each slide. | | |
| Slide Number | Activity | Resources |
| 1 | Share objectives and check understanding. |  |
| 2 | Share outcomes. |  |
| 3 | Establish shared ground rules as a class around trust, respect, confidentiality and safeguarding. |  |
| 4 | **Nicotine** Ask students what they know about nicotine already.  Paired activity Give students fact sheet, ask them to distinguish between the facts which are true and those which are false (myths). The cards are numbered so that the students can write down the numbers if you do not want them cutting up the facts and physically sorting.  Answers   1. True 2. False – these are caused by the tar in cigarettes. 3. True – tobacco products and nicotine vapes are age restricted. You have to be 18 to buy them. Nicotine replacement therapies such as gum, sprays, lozenges, are available to buy as an aid to stop smoking and are safe for anyone aged 12 and above to use. 4. True 5. False – Cigarettes cause cancer, chronic lung disease and heart disease because of the toxins in cigarette smoke. 6. True. The reason it doesn’t taste bitter when smoked or vaped is because of the added flavourings and chemicals. 7. True. Legal UK vapes have a maximum 2% nicotine limit and contain around 600 puffs. Illegal vapes, bought online or in some shops, contain 5% nicotine level. Why is this a problem? 8. False – nicotine replacement therapies deliver the nicotine much more slowly than smoking or vaping. The doses are controlled and gradually decreased so that people can gradually give up nicotine for good. 9. True. What do the students think are the positives of nicotine? Some answers may be that nicotine feels as if it reduces stress. The issue is that nicotine dependence can increase stress due to cravings. 10. True. Nicotine is a stimulant. 11. False – The toxins in cigarette smoke cause most of the harms. We don’t know the long term effects of vapes, even though experts believe they are 95% safer than smoking. Nicotine replacement products such as gum, patches, inhalator have carefully dosed nicotine that is delivered more slowly than vapes or cigarettes. 12. True | Nicotine fact sheet: True or false? |
| 5 | Discuss any surprises. Go through the questions and students answer them. Show students FRANK website, following the link on the slide, which is a trusted source of information and easy to access. |  |
| 6 | **How does someone know if they need support?** Students discuss the question in pairs or small groups. An example might be that someone is spending less time with their friends. |  |
| 7 | **Reflection** Did students have these ideas? Did they have any others? Make sure students are aware that seeking support is a personal choice. |  |
| 8 | **Where to find support**  Students to read through the two scenarios on the slide. Discuss the similarities and differences. Encourage students to notice that one person wants help from others, and one person would prefer to help themselves.  Give out support services website sheets to students. Explain that these are trusted sources with accurate information. Explain that smoking cessation services offer people support to quit smoking.  Give the students time to go through each website, fill in the columns and decide which service might be helpful for each character on the slide. | iPads/digital devices with internet access.  Support services sheet. |
| 9 | **Reflections** Students feedback on the usefulness and availability of the support services. |  |
| 10 | **Challenging barriers** Ask students what might stop people seeking support. Explain that these barriers can make it difficult for people to stop smoking or vaping, and that to tip the scales back to a balance where it’s easier to succeed, we need to think about challenging the barriers.  Distribute barriers sheet and ask students to add in any others they can think of. They then rank these in order of what they think are the most significant to least significant barriers.  Thinking about the support services available, how could the barriers be challenged? | Barriers sheet. |
| 11 | **Reflections** Feedback. Explain that there will most likely be different answers according to each person’s personal values and situation. |  |
| 12 | **Assessment** What ways can the students think of to raise the profile of support available. |  |