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| **Y9 PSHE lesson: Managing Influences**  A 1 hour lesson. This PSHE lesson was written to give young people agency. They are encouraged to base their personal choices on facts, consider how they are influenced, and to develop their own toolkits for managing difficult situations. It is mostly verbal and is designed to stimulate discussion.  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 | **Agree, disagree or don’t know.** Discuss statement in pairs. Get feedback from anyone willing to share. Explain that this is about their perception of social norms, and there is no right or wrong answer. |  |
| 5 | **Connect to previous learning – Quiz Time.** Ask for some numbers. Click to reveal the answer. Is the answer higher or lower than the students expected? Encourage students to normalise the non vaping. |  |
| 6 | **Connect to previous learning – Quiz Time.** Click to reveal the answer. Is the answer higher or lower than the students expected? Encourage students to normalise the non smoking. |  |
| 7 | **Discussion** What factors made the students decide on their answers? Were they surprised by either statistic? Explain that these statistics were taken from the school health and wellbeing survey, which is an opportunity for young people to have a strong voice about what is happening to them on a range of issues. If your school took part, share your school statistics.  How might the statistics have changed for smoking and vaping in a year? |  |
| 8 | **True or false**  Students discuss in pairs and then as a class have a majority to sort the statements under the true or the false heading.  1. Smoking calms me down. False. Nicotine is addictive and makes stress worse. The stress people feel is the nicotine wearing off. People feel as if they need to smoke to relieve stress, when really they need the nicotine. The behaviours you are using, such as the regulated breathing, stepping away from a situation or having a chat with a friend are what is actually calming you down.  2. Vapes can be sold to under 18’s to give up smoking. False. Vapes are for adults who have never smoked as a way to give up smoking.  3. Teenagers cannot get addicted to nicotine. False. Teenage brains are still developing until the age of 25 and are more susceptible to nicotine addiction.  4. All vapes are as safe as each other. False. You will not find vitamin e acetate or diacetyl in vapes in the UK. UK legal vapes are regulated and are not allowed those ingredients. Diacetyl has been linked to lung damage in America (popcorn lung), which is why it is not permitted in legal UK vapes. There are illegal vapes in the UK that don’t have the same regulations. We don’t know what is in them.  5. E-cigs are safer than cigarettes. True. Legal e-cigs/vapes are 95% safer than cigarettes.  6. Lung cancer. True. Smoking is the single biggest preventable cause of death and illness. |  |
| 9 | **How strong are these influences?** Instructions are on the slide. Students do this on their own first and can write their order on paper/whiteboards/books. Encourage students to add others they can think of. When they discuss with a partner and explain their choices, encourage them to think about other influences that matter to them and whether these are external (friends, family, school, media) or internal (self-esteem, motivation, ambition, beliefs).  Explain that there are strict rules around the advertising of vapes in UK. All ads for vaping and e-cigarettes that appear in media, including social media, should still be socially responsible, not targeted at children and should not make unauthorised health and/or safety claims. How do the students feel about this from their own experiences? If students have concerns, remind them that there are people in school they can share these with and that a complaint about advertising can be made at [Make a complaint - ASA | CAP](https://www.asa.org.uk/make-a-complaint.html) |  |
| 10 | **Types of influence personal to me**. Instructions are on the slide. Encourage students to think about social media, advertising, peers, family. Students share with the person next to them and discuss the similarities and differences. | Students can draw this in their books/paper. |
| 11 | **How do you respond to influence?** The purpose of this is to demonstrate acting on impulse. Ask for a few volunteers to stand at the front of the room. Without warning, turn quickly, shout catch and throw a beanbag up in the air towards the volunteers.  Ask the volunteers to describe their immediate reactions e.g. did they want to duck out of the way or catch? What would they have done if they had time to think instead of acting on impulse?  Ask all students to think about the positive and negative consequences of acting on impulse and taking time to think. Students can write these on post it notes or feedback verbally.  Explain that acting on impulse is a natural response and may work for us at times. The benefit of time to think means we are giving ourselves more options.  Give individuals a few minutes to reflect silently and personally on the type of decision making they are inclined towards – thinking it through, least risk, going along with others, on impulse, if it feels right, wait and see. What other styles be more helpful sometimes? | Beanbag  Post it notes |
| 12 | **Responding to influence** Paired discussion. Instructions are on the slide.  Feedback from each table of what they discussed. How easy is it to manage these influences? What would make it easier? |  |
| 13 | **Managing influences positively.** Encourage discussion about how students could respond. There are some ideas on the slide as a toolkit. Can the students imagine saying this? What else could they say? Practise saying these with a partner. It may feel awkward or difficult at first, but the more you do it, the more natural it will become. |  |
| 14 | **Assessment of learning** Individual5 point reflection. This could be done on mentimeter as a word cloud for each question. |  |
| 15 | **Support available** Give opportunity for students to make a note of any of these and follow links for contact details. |  |