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| **PSHE Lesson Guidance - Smoking and Vaping – Year 7/8**  This lesson is designed to fit in with the PSHE drugs and alcohol curriculum.  The intention is to inform the students so that they can make choices based on evidence.  Any questions from the students can be put in a question box in the class to be answered at the start of the next lesson or privately with the student. | | |
| 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 | **Why do young people smoke or vape?** Students come up with as many positives as they can, and then as many negatives. Record on post it notes. Possible perceived positives might be to fit in, to be more sociable or to relieve stress. Negatives might be health risks, cost, age restricted, addiction, bad mood in between cigarettes or vapes, getting into trouble, relationships with family, environmental risks. These can be referred to at the end of the lesson. | Post it notes |
| 5 | **Dioes nicotine reduce stress?** Discuss in pairs what these diagrams are showing. Explain that the pleasure inducing chemical in the brain is dopamine, which is also released when exercising or listening to music, for example. Ask students what is the problem when nicotine levels reduce? How might this affect how smokers or vapers feel? *Withdrawal triggers cravings, which can affect mood, concentration, and anxiety.*  What do the students think about this? How do they feel about smokers and vapers being sold the myth of smoking and vaping being tools for stress relief? |  |
| 6 | **Beliefs axis** This can be done as a physical activity. At one end of the classroom have ‘agree’ and at the other end ‘disagree’. Those students who are comfortable standing where their beliefs are can do so. Read out each statement. The students stand where their beliefs are. Ask why students chose to stand where they did.  Alternatively, this can be done on paper/whiteboards. Students draw the beliefs axis and mark where their beliefs are. Ask students to share their reasons. |  |
| 7 | **Beliefs axis reflection** Read through each statement.  **Most young people do not smoke or vape.** Most recent data shows that 3% of young people say they smoke. 97% do not smoke. 8% of secondary school students say they vape regularly. 92% do not vape regularly.  The data related to most people not smoking or vaping came from the Wiltshire schools health and wellbeing survey [FAB Research : Wiltshire Healthy Schools](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wiltshirehealthyschools.org%2Fpartnership-projects%2Ffab-research%2F&data=05%7C01%7CMarie.Fitzgerald%40wiltshire.gov.uk%7Cb2e4c38c7b554aee307408db1b185eac%7C5546e75e3be14813b0ff26651ea2fe19%7C0%7C0%7C638133563703159454%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WBIaMTXcdeuNxWVAc9emlwmgcIWN8ighOtwc7UrECNI%3D&reserved=0)  If your school took part in this, share and discuss the data from your own school.  **Fewer young people might smoke or vape if they didn’t see adults doing it.** There are a lot of different influences such as peers, social media. It depends what you value most. It is true that young people have said they would be less likely to smoke or vape if they didn’t see adults doing it.  **It’s not easy to give up smoking or vaping.** Cigarettes and nicotine vapes contain nicotine, which is addictive. The more you have, the more you crave, and it’s needing the nicotine that keeps people smoking or vaping.  **Legal vapes are less harmful than cigarettes.** Smoking is much more harmful than vaping. Tobacco smoke contains 7,000 chemicals including carbon monoxide and tar, and a sticky soup of around 250 toxic chemicals (more than a quarter of which are known to be carcinogens), causing disease, disability, and early death. Vapes in the UK are regulated and have a maximum nicotine level of 2%. Illegal vapes are available and we do not know what is in them. They can have a nicotine level of 5%, which is more than twice the legal limit.  **Legal UK vapes are regulated** Legal vapes have a 2% nicotine limit, around 600 puffs and a ban on certain ingredients such as caffeine.  The problem is that illegal vapes are easily available in some shops and online. We don’t know what is in them. Some have 5% nicotine level, which is more than twice the safe, legal limit. Ask the students why this might be a problem. \*This is a vital piece of information as we know that vapes being sold to young people can contain five times as many puffs and over twice as much nicotine\* |  |
| 8 | **Vapes, cigarettes and nicotine incomplete venn diagram** Students to decide in pairs where the numbered facts go in the diagram. Feedback as a class. What are the similarities and differences? Which is more harmful? |  |
| 9 | **Fact sort decision making – Paired activity.** The cards can either be cut up and physically sorted, or students can colour code, or use the numbers to identify which fact goes in which group. Discuss the types of categories, such as health, legal, financial, mental/emotional, environmental. Students use the prompts on the slide to sort the facts. Encourage discussion about which is worse – smoking or vaping. | Resource sheet from pack |
| 10 | **Feedback from activity – whole class.** Discuss the questions on the slide. Clarify understanding that vapes are meant for adults who want to quit smoking. Vapes are age restricted. Vapes are not for anyone who has never smoked. Ask students what they think about big tobacco companies owning vaping companies and partnering with F1 teams. Why do they think this is good for the big tobacco companies? Encourage students to think about the target audience, and that big tobacco companies care about profit. Discuss the smokefree target of 2030 and how big tobacco companies need to replace the smokers in their business.  Discuss which categories and risks matter most to the students. |  |
| 11-15 | **Knowledge and understanding quiz** – Click through animation for questions. Discuss in pairs and cold call for range of answers. |  |
| 16 | **Individual reflection** – encourage students to think about the negatives and positives of smoking and vaping from the start of the lesson. What has changed? If possible, do this on Mentimeter and please send responses for the purposes of evaluation and improvement to [marie.fitzgerald@wiltshire.gov.uk](mailto:marie.fitzgerald@wiltshire.gov.uk) along with any of your personal feedback as teachers. |  |
| 17 | **Support available** – share support services. If time, click on some links so that the students can see what these are. Students may ask what they can do if family members smoke or vape. If someone wants to stop smoking or vaping it must come from the individual. If the smoker wants to stop they can be signposted to the Health Improvement coaches, their GP or the NHS quit smoking website. |  |