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| Lesson notes – What are the facts about 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. The only preparation is a set of fact cards for each pair or small group of children. | | |
| Slide | Activity | Resources |
| 1 | **Objectives** of the lesson |  |
| 2 | **Class Agreement C**hildren 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 | **Baseline assessment** Read through questions. Give children time to discuss in pairs the differences between smoking and vaping. Use the word bank as prompts.  Feedback from some children.  Ensure that children know that moking is **burnt tobacco** and vaping is a **heated liquid.** Both are a way for adults to get nicotine. |  |
| 4 | **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. Example responses might be that they have older sibling/friend who say that everyone vapes at secondary school, an overheard conversation, something they have seen or read. |  |
| 5 | **Data for vaping prevalence** Explain that schools in Swindon 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 results for vaping on the slide. What do the children think about this? Surprises? Why or why not? **Ensure children are aware that most year 8 pupils in Swindon choose not to vape.** |  |
| 6 | **Beliefs axis** Repeat the activity, but this time for smoking. 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. |  |
| 7 | **Data for smoking prevalence** Explain that these results are from the same survey as before The results from this survey show the results for smoking on the slide. What do the children think about this? Surprises? Why or why not? **Ensure children are aware that most year 8 pupils in Swindon choose not to smoke.** |  |
| 8 | **What some people say. Ask children to read through the thought bubbles. Open discussion -** Have they heard these types of things being said? **Where have they heard or seen them?** Is this what some of them think?Draw out that there are many influences in their lives and it’s important to know the facts. |  |
| 9 | **Legal Drugs** At the start of the lesson, one of Amy’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. Why do some adults choose to drink coffee/alcohol/smoke/vape? 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. |  |
| 10 | **Fact cards** Now on to the facts about smoking and vaping. 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. In pairs, sort into 3 groups – smoking, vaping, both.  Extension: what groups could you sort the facts into? (legal, environmental, mental health)  Class discussion which facts went where. Were there any that children were unsure about? | Fact Cards |
| 11 | **Quiz Time** Explain that the children can use the fact cards to help them answer the next lot of questons |  |
| 12 | **True or false?** Remind children that nicotine is found in cigarettes and most vapes. What do they think about the statement: Nicotine is harmful  Key points – nicotine itself isn’t extremely harmful – it raises heart rate.  Being addicted to nicotine can be harmful if smoked. Getting nicotine from illegal vapes is likely to be harmful. Being addicted to nicotine can make people stressed. |  |
| 13 | **Healthier ways to manage stress and anxiety** Ask children to discuss in pairs, healthy ways to manage stress or anxiety. Use icons as prompts eg exercise, listening to music, talking to a friend/family, nature, volunteer to help around the house, breathing exercises. |  |
| 14 | **Being a good friend** This activity is designed for the children to realise that vaping for adults is far safer than smoking. Vaping is not for children under 18 or never smokers. 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 Amy about her mum’s choice to vape instead of smoke. | Fact cards |
| 15 | **Fact check – What are the health harms of smoking?**  Icons act as prompts. Encourage children to use their fact cards. |  |
| 16 | **Fact check – What are the health effects of vaping?**  Icons act as prompts. Encourage children to use their fact cards.  Make sure children understand that these effects are for legal UK vapes. Any illegal vapes are likely to be very harmful as we don’t know what’s in them. |  |
| 17 | **Quick quiz assessment – Why do we have vapes?** Multiple choice – children choose A, B, or C. Answer is B. |  |
| 18 | **Quick quiz assessment** Legal age for all is 18, at the moment. If the Smokefree Generation law is passed, the age will increase every year which will mean that current year 6’s will never be able to legally be sold vapes or cigarettes. |  |
| 19 | **AfL** Go back to the objective Give children thinking time. Show thumbs up, down or middle. Share next steps – how to say no. |  |
| 20 | **Support signposts** Add any others that you can think of |  |