

# Tobacco-free Schools

Activities bank for secondary  
school teachers

ash  
scotland

Taking Action on Smoking and Health





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## Introduction

Schools have a vital role to play in nurturing and supporting young people as they navigate the transition into adulthood. By reviewing and updating the way tobacco education is delivered in school you can actively promote a smoke-free culture in your school environment and local community.

This resource pack is for teachers and other professionals working with young people in secondary schools. It's designed to support you to deliver high quality education on tobacco issues and help equip young people to make confident and responsible decisions on smoking and their health and wellbeing.

This pack will provide you with all the facts, materials and resources you need to feel confident to deliver effective tobacco prevention education.

The skills that young people develop by engaging in these activities are designed to inspire confidence, self-esteem, resilience and decision making skills that help prepare young people for challenging situations. These skills are transferable to many other issues that young people contend with including substance misuse, alcohol, sexual health and navigating transitions.

The activities have been designed to be interactive and engage young people around their learning. There's a focus on active group tasks, group discussion, links to video clips, game based activities and printable resources to allow staff to develop lessons relevant to the learning needs of the young people you work with.



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## Using these resources

The resources include a range of activities to provide young people with knowledge of the harmful effects of smoking and vaping. The materials aim to develop young people's knowledge, skills and confidence to make positive choices related to smoking and their health.

- They are designed for use in the classroom or group work sessions, rather than one-to-one work.
- You're not expected to work through the resources from start to finish. Simply select the activities you think are most relevant to the learning needs of the young people you're working with.
- Each activity has a different focus, arranged by theme and curriculum area.
- The activities are interdisciplinary and can be used in personal and social education classes (PSE), but will work best if delivered across a range of subject areas.
- There is no one-size fits all: focus on the current priorities within your school and local community and adapt your approach to reflect this. This will allow young people to explore tobacco and e-cigarette issues relevant to their own circumstances and environment.



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## A whole school approach

*“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.” **Building the Curriculum 1***

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The health and wellbeing focus in Curriculum for Excellence emphasises schools’ responsibilities to promote healthy choices and embed supportive health and wellbeing messages across curriculum areas.

By introducing tobacco prevention messages more broadly across the curriculum, young people will feel supported to make informed and balanced decisions about their health, across the ethos and life of the school.

Before delivering these activities:

- Although the pack can be used as a stand-alone resource, relatable messages and opportunities for cross-curricular learning could be missed if tobacco education is only addressed in PSE, from our experience taking a cross-curricular approach is beneficial.
- Speak to your colleagues in other departments and encourage them to build relevant messages into their planning – avoid duplication and take new approaches to previously covered topics.
- Consider key points in the school calendar to focus on tobacco education, for example, No Smoking Day is the second Wednesday in March each year.
- Consistency between what is taught and what is experienced in the broader school environment is key to success. Think about developing a smoke-free school policy that reinforces positive smoke-free messages. Part one of this resource pack provides the tools and resources to help you develop a high-quality smoke-free school policy.





## Curriculum for Excellence

This resource has been developed with the third and fourth levels of the broad general education in mind, with a particular emphasis on continuing to build on this learning into the senior phase.

Each of the activities link to the health and wellbeing experiences and outcomes listed below.

The list isn't exhaustive, simply an indicator of the main outcomes expected to be met by the materials in this pack.

Subject teachers play an important role in delivering on health and wellbeing and each activity indicates where additional subject specific experiences and outcomes can be met.

- I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. [HWB 0-16a](#) / [HWB 1-16a](#) / [HWB 2-16a](#) / [HWB 3-16a](#) / [HWB 4-16a](#)
- I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances. [HWB 3-38a](#) / [HWB 4-38a](#)
- I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making

informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure. [HWB 3-40a](#) / [HWB 4-40a](#)

- I know how to access information and support for substance-related issues. [HWB 3-40b](#) / [HWB 4-40b](#)
- After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions. [HWB 3-41a](#) / [HWB 4-41a](#)
- I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. [HWB 3-43a](#) / [HWB 4-43a](#)
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. [LIT 3-02a](#) / [LIT 4-02a](#)
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. [LIT 2-10a](#) / [LIT 3-10a](#)





## Don't forget about the senior phase

- Two-thirds of adult smokers say they started smoking regularly before the age of 18, although the good news is that the age of first smoking initiation is steadily rising in Scotland. Senior school is a crucial time to equip young people with the skills and confidence to stay smoke-free as they transition into adulthood.
- We know that smokers are more likely to be from disadvantaged backgrounds, have poorer mental health and engage in other behavioural risk factors such as alcohol and other substance misuse.
- Research suggests that tobacco use can be linked to issues such as attendance, academic performance and future aspiration.
- By continuing to build tobacco prevention education into S4 and beyond, young people will be supported to achieve positive outcomes in relation to their health and wellbeing and schools can help increase the proportion of those going onto positive destinations, increasing their options and opportunities.



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## eLearning and CPD opportunities

It's important that teachers delivering tobacco education feel confident and equipped to do so. Continued access to training and professional development opportunities can help ensure that school staff provide effective tobacco education.

ASH Scotland currently offers eLearning courses on the following topics:

- **Understanding Tobacco:** this stand-alone module is for anyone who is interested in finding out a little more about smoking and tobacco. It will give you a brief look at tobacco, nicotine cravings and available support.
- **Smoking and young people:** this module focuses on smoking's impact on young people and explores youth work's role in engaging young people to stay smoke-free or support them to quit smoking. It also highlights resources and strategies to enable you to confidently discuss smoking with the young people.
- **Vaping and young people:** this module was created in response to the rapid increase in

vaping among young people. It looks at vaping in Scotland and the UK, the health risks and a short guide on how to respond.

- **Tobacco and cannabis:** As cannabis is most often smoked together with tobacco in the UK, this module briefly introduces cannabis and how it relates to tobacco, the law and smoking cessation. In addition, we've included additional information documents and links to other websites and resources.

Our eLearning focuses on building knowledge and in so doing, building your confidence when speaking to young people about these topics.

Although these courses are designed for professionals and not specifically aimed at young people, they may be a useful tool for older pupils to enhance their knowledge and understanding as part of a specific project or research activity, to complement classroom learning.

The eLearning courses can be accessed at [www.ashscotlandmoodle.org.uk](http://www.ashscotlandmoodle.org.uk).



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## Tobacco-free school activities



## Introducing tobacco and vaping issues

These short, simple activities are designed to encourage young people to share their views on tobacco issues. It also gives you an opportunity to gauge their current knowledge on tobacco and which areas they seem to be most interested in.

<b>Activity</b>	<b>Tobacco/Vaping true or false</b>
<b>Time</b>	10 minutes
<b>Subject area</b>	PSE Modern Studies Religious and Moral Education
<b>Additional experiences and outcomes</b>	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. <b>HWB 2-39a / HWB 3-39a</b></p> <p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. <b>LIT 3-08a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"><li>• TTF1: True/False signs</li><li>• TTF2: True/False statements and answers</li><li>• TTF3: Nicotine and the brain</li><li>• TTF4: Nicotine and the environment</li></ul>
<b>Instructions</b>	<ul style="list-style-type: none"><li>• Place a True and False card on each side of the room.</li><li>• Choose two or three of the most relevant categories to suit the group you're working with.</li><li>• Read out the first statement and ask the class if they believe the statement to be true or false (or if they agree or disagree with the statement).</li><li>• Ask them to move to the card that matches their answer.</li><li>• Ask pupils on either side why they have chosen their answer. Let the discussion continue for a bit.</li><li>• Give the correct answer and add any extra information. Note: some of the statements don't have a correct answer and are simply to stimulate discussion.</li><li>• Repeat with further statements.</li></ul>

<b>Activity</b>	<b>Myth busters</b>
<b>Time</b>	15 minutes
<b>Subject area</b>	PSE Modern Studies Religious and Moral Education
<b>Additional experiences and outcomes</b>	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. <b>HWB 2-39a / HWB 3-39a</b></p> <p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. <b>LIT 3-08a</b></p> <p>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. <b>LIT 4-18a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• MB1: Myth Buster cards</li> <li>• MB2: Myth Buster answers</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Groups of 4-6 pupils are ideal for this activity.</li> <li>• Give each group three myth cards.</li> <li>• Ask them to discuss the statements they've been given: <ul style="list-style-type: none"> <li>- What do they think?</li> <li>- Do they agree with it?</li> <li>- Where do they think this view came from?</li> </ul> </li> <li>• Ask each group to read a myth and share their view on it – add any extra information from the answer sheet.</li> <li>• Did anything come as a surprise? Would it change their views on smoking in future? Was their source reliable?</li> <li>• Repeat until all of the myths have been addressed.</li> </ul>

<b>Activity</b>	<b>Smoking/vaping prevention – peer-led creative activity</b>
<b>Introduction</b>	<p>As part of an ASH Scotland grant looking at young people, smoking and mental health, West Lothian Youth Action Project delivered tobacco prevention education sessions to a group of young people aged between 14 and 21 years old. Following these sessions, the young people worked creatively to highlight what they had learned about the impact of smoking to other young people.</p> <p>The group decided to write and record a song based on their learning. They also recorded a video to accompany the song. <a href="https://youtu.be/AciODQWRTVo">https://youtu.be/AciODQWRTVo</a></p> <p>The aim of this activity is to add a creative aspect to any of the learning from any of the activities throughout this resource and activities pack.</p>
<b>Subject area</b>	<p>PSE</p> <p>Music</p> <p>Art</p> <p>Film and Media</p> <p>Drama</p>
<b>Additional experiences and outcomes</b>	<p>I am developing the skills and attributes which I will need for learning, life and work. This is helping me to make informed choices about my life and learning. <b>HWB 3-19a</b></p> <p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies. <b>HWB 3-23a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• Topic list (teacher to decide on the list based on which activities from this pack you're prepared to delivered or have already delivered prior to the creative work)</li> <li>• Flipchart paper</li> <li>• Pens</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Provide pupils with a list of smoking and vaping based topics to choose from. (e.g. cigarettes/vaping and the environment, smoking and health, cost of smoking etc.)</li> <li>• Deliver a short, tobacco prevention education session about a topic of their choice using the activities and resources provided throughout this pack.</li> <li>• Split the class into small groups and ask them to think of key words or messages from the session and note them down using flipchart paper and pens.</li> <li>• Ask them work creatively to come up with lyrics, a script, cartoon strip or story board based on key words and messages that could highlight the impact of smoking/vaping to their peers.</li> <li>• You could show the short video using the link provided, to provide an idea of what young people have come up with previously: <a href="https://youtu.be/AciODQWRTVo">https://youtu.be/AciODQWRTVo</a></li> </ul>

For a longer project:

- Provide groups the opportunity to take the lead in directing their creative projects.
- Get the groups to record the creative approaches they have come up with. For example: put lyrics to music and add a video/still images, act out their script or direct a 5 minute movie.
- If permission is given by all pupils involved, please do share the creative approaches with us on social media, we'd love to see what they've come up with. You could also share a link with us, which you could send to [engagement@ashscotland.org.uk](mailto:engagement@ashscotland.org.uk)

With grant funding from ASH Scotland, this activity was designed by the young people and staff at West Lothian Youth Action Project.





## Benefits of being smoke-free

A lot of the time we focus on the negatives of smoking, to balance things out it is good to look at the positive side of being smoke-free and encourage discussion on the benefits of quitting smoking.

<b>Activity</b>	<b>Benefits of being smoke-free</b>
<b>Time</b>	10 minutes
<b>Subject area</b>	PSE
<b>Additional experiences and outcomes</b>	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</b>
<b>What you'll need</b>	<ul style="list-style-type: none"><li>• BF1: Benefits of being smoke-free</li></ul>
<b>Instructions</b>	<ul style="list-style-type: none"><li>• Groups of 4-6 pupils are ideal for this activity.</li><li>• Besides the physical health benefits, there are many other benefits to being smoke-free. Ask groups to discuss and write down the benefits of being smoke-free; encourage them to focus on non-physical health related benefits.</li><li>• Ask each group to share some of their suggestions in turn. Add any additional information to the points they have raised (from BF1).</li><li>• Once the groups have finished suggesting some benefits, offer further suggestions from BF1 and mention any that they have missed.</li><li>• If they suggest some benefits that aren't on the list, add these to your list for next time.</li></ul>
<b>Alternative activity</b>	You could do this activity as a poster design or research task depending on time and resources available.

<b>Activity</b>	<b>Quitting timeline</b>
<b>Time</b>	15 minutes
<b>Subject area</b>	PSE Biology Physical Education
<b>Additional experiences and outcomes</b>	<p>I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life. <b>SCN 3-12a</b></p> <p>I can explain how biological actions which take place in response to external and internal changes work to maintain stable body conditions. <b>SCN 4-12a</b></p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• QT1: Time cards <b>and</b> QT2: Benefit cards <b>or</b></li> <li>• QT3: Quitting Timeline worksheet (1 per young person)</li> <li>• Glue and scissors (optional)</li> <li>• QT4: Quitting Timeline answers</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Groups of 4-6 pupils are ideal for this activity.</li> <li>• Give each group one set of 'time cards' (QT1) and one set of 'benefits cards' (QT2).</li> <li>• Ask each group to match the 'time cards' to the relevant 'benefit cards.'</li> <li>• Once the groups have finished go through the answers (QT4) and share any extra information.</li> <li>• Invite feedback; were any of the answers surprising?</li> </ul>
<b>Alternative activity</b>	This can also be done independently as a worksheet 'match the pairs' exercise (QT3).
<b>Additional resources</b>	<p><b>Video (3.5 minutes):</b> What happens when you quit smoking (Asap Science – Canada). <a href="https://www.youtube.com/watch?v=o3l0mJ2RfU0">https://www.youtube.com/watch?v=o3l0mJ2RfU0</a></p> <p><b>Video (30 seconds):</b> Quit Your Way advert (Scotland's National Stop Smoking Service) is here to help. They can help you identify what support is right for you. <a href="https://www.youtube.com/watch?time_continue=30&amp;v=jcugkEUM3z0">https://www.youtube.com/watch?time_continue=30&amp;v=jcugkEUM3z0</a></p>

# Smoking and health

We all know that smoking causes harm to health, the following activities are designed to get pupils thinking about the harm that smoking can cause to the body and the people around them.

<b>Activity</b>	<b>Smoking and the body</b>
<b>Time</b>	30 minutes
<b>Subject area</b>	PSE Biology
<b>Additional experiences and outcomes</b>	<p>I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life. <b>SCN 3-12a</b></p> <p>I can explain how biological actions which take place in response to external and internal changes work to maintain stable body conditions. <b>SCN 4-12a</b></p> <p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• BP1 – body part pictures (can be laminated to re-use)</li> <li>• BP2 – body part answers</li> <li>• Post-it notes and pens</li> <li>• Lining paper/flip chart paper</li> <li>• Blue tack</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Class should pair up or form smaller groups.</li> <li>• One member of the group should volunteer to lie down on the roll of paper/flipchart paper and another draw around them.</li> <li>• Ask the groups to use the body part pictures (each group should have the same set) and ask them to use the blue tack to stick the body parts in the places they think they should be.</li> <li>• Once the body parts have been stuck on, check that this has been done correctly.</li> <li>• Now ask the groups to use their post-it notes to write down how they think smoking tobacco can affect the various body parts and organs. They should stick their post-it notes on the body part it relates too.</li> <li>• Ask each group to present their body and the affects they have identified.</li> <li>• Once all groups have shared their answers, cover any of the affects that have been missed, using BP2 – body part answers.</li> </ul>

With grant funding from ASH Scotland, this activity was adapted and designed by the young people and staff at Y2K Youth Project.



<b>Activity</b>	<b>What's in a cigarette</b>
<b>Time</b>	15 minutes
<b>Subject area</b>	PSE Chemistry
<b>Additional experiences and outcomes</b>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.  <b>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</b></p> <p>I have developed my knowledge of the Periodic Table by considering the properties and uses of a variety of elements relative to their positions.  <b>SCN 3-15a (extension)</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• CC1: Chemicals in a cigarette cards - one set per group</li> <li>• CC2: Chemicals in a cigarette choice mats - one set per group</li> <li>• CC5: Chemicals in a cigarette extra info</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Groups of 4-6 pupils are ideal for this activity.</li> <li>• Hand each group a 'Pack of Chemicals' (CC1) and a set of 'Choice Mats' (CC2).</li> <li>• Ask group to read each chemical in their pack and, as a group, decide which DANGEROUS CHEMICALS are found in a cigarette or cigarette smoke and which aren't. (Key words being DANGEROUS CHEMICALS).</li> <li>• Once they have made a decision on a particular chemical they should place it in the appropriate 'choice mat'. i.e. on the mat that says 'found in a cigarette or cigarette smoke' or the mat that says 'NOT found in a cigarette or cigarette smoke.'</li> <li>• Let them know that there is at least one 'red herring' (maybe more) so they shouldn't just decide to put them all on the 'Found in a cigarette or cigarette smoke' mat.</li> <li>• Tell the teams that they have 5 minutes to go through the pack and 'lock in' their choices.</li> <li>• Choose a group that has the most chemicals in the 'Not found in a cigarette' mat and ask them what their reasoning was behind putting them in the 'Not found in a cigarette' mat.</li> <li>• Move around the chemicals on the mats to show the correct answer.</li> <li>• <i>The correct answer is that all the chemicals are found in a cigarette or cigarette smoke except for the woodchips. It is of course entirely feasible that woodchips may be found in a cigarette or even made into pulp for the paper, HOWEVER, the key to the choice was to decide which DANGEROUS CHEMICALS were found in a cigarette or cigarette smoke and as woodchips are not a chemical and not particularly dangerous, this was the red herring.</i></li> <li>• This will lead you into a discussion about why this matters. Start your discussion by explaining that there are over 5000 chemicals in a cigarette, 250 of these are toxic and 70 of them are known to cause cancer.</li> <li>• <b>Why are chemicals added to cigarettes?</b> Give groups five minutes to discuss the reasons why these chemicals might be added to a cigarette. Invite</li> </ul>

feedback. See Chemicals in a Cigarette – extra info for teachers (CC5) for suggestions.

- Finish with a 3.30 minute video from the U.S. Food and Drug Administration that talks about chemicals found in all stages of the tobacco product's life cycle, from growth to production to use.  
<https://www.youtube.com/watch?v=hdJKZZ4njyc>

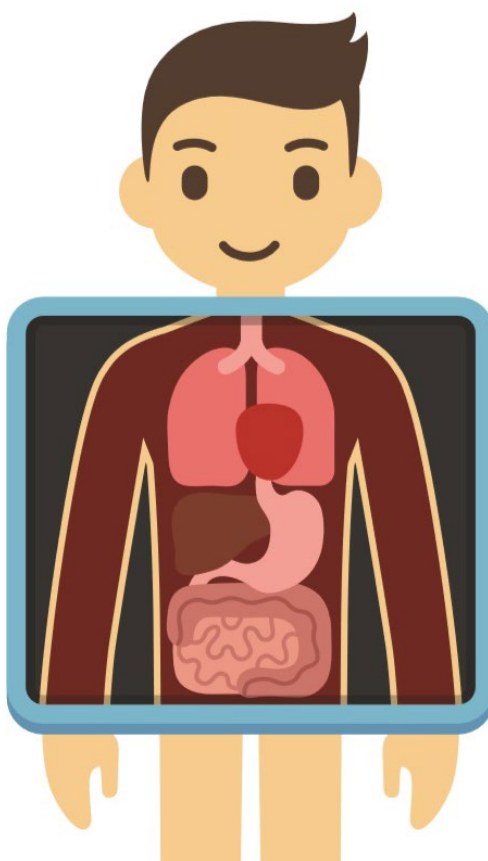
### Extension activity

#### What you need:

- CC3: Periodic table worksheet – 1 copy per young person
- CC4 Periodic table answers
- Copies of the periodic table (not supplied)

#### Instructions:

- Hand out Resource: CC3: 'Links to periodic table worksheet'
- Ask pupils to complete the worksheet individually with reference to the periodic table.
- Allow 5-10 minutes to complete the task.
- Ask pupils to swap worksheets to mark each other's work.
- Go through the answers asking pupils to feedback their answers, giving additional information where relevant.



<b>Activity</b>	<b>Understanding addiction</b>
<b>Time</b>	30 minutes
<b>Subject area</b>	PSE Biology Psychology
<b>Additional experiences and outcomes</b>	I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</b>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• UA1: PowerPoint presentation – Understanding Smoking and Addiction – this presentation includes a video, so you'll need sound.</li> <li>• UA2: Consequences of addiction Topic Cards</li> <li>• UA3: Consequences of addiction – suggested answers</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Talk through PowerPoint presentation (UA1).</li> <li>• On slide 12: Ask the class, what do you think addiction is and how does nicotine affect the brain to cause addiction? Give some time for discussion.</li> <li>• After the presentation, ask the group if they know more about drug addiction and their brains than they did before?</li> <li>• This part of the activity will get pupils to consider some of the consequences of addiction – separate the class into 5 groups.</li> <li>• Give each group one of the topic cards (UA2) to consider.</li> <li>• Give groups five minutes to discuss some of the consequences of an addiction relating to their topic (this doesn't just need to be tobacco addiction; you can include other substances too).</li> <li>• Ask each group to share their topic and answers.</li> <li>• Discuss feedback and add any additional information from the suggested answer sheet.</li> </ul>



## Dealing with pressure and building confidence

Social norms govern our behaviour - the way we look, the way we talk, the way we act, the choices and the decisions that we make. We shake hands with an opponent after a sports match or we go to job interviews dressed in professional clothing because we perceive it as the normal thing to do.

Unfortunately, some young people see some risky health behaviours like smoking, vaping, drinking alcohol or taking certain drugs as being a normal or an acceptable thing to do because they have a perception that most of their peers are doing it. The real picture shows that most young people are actually making healthy, positive choices.

Although this resource is specifically about smoking and vaping, the skills and strategies developed here can be easily applied to other issues such as substances, alcohol, sexual health and healthy eating.

These activities will get pupils listening, thinking and talking about tobacco and vaping amongst their peers by:

- starting to address and discuss some of the common pre-conceived ideas and misconceptions that many people have about young people and tobacco use.
- encouraging pupils to think about who and what can influence someone's decision to start smoking and help them to take personal responsibility for choosing not to smoke.
- getting pupils to think about strategies to 'say no' and be confident in their choice to stay nicotine-free.



Activity	Everyone's Doing It: Quiz
Time	10 minutes
Subject area	PSE Modern Studies
Additional experiences and outcomes	I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. <b>HWB 2-39a / HWB 3-39a</b>
What you'll need	<ul style="list-style-type: none"><li>• ED1: Quiz sheet – Is everyone smoking and vaping?</li><li>• ED2: Quiz answers</li></ul>
Instructions	<ul style="list-style-type: none"><li>• Hand each young person a quiz sheet (ED1) and ask them to answer it. (This activity is better completed individually).</li><li>• Once everyone has completed their quiz sheet, go through the answers (ED2) and use this to stimulate discussion. Was anything surprising or just what they expected?</li></ul>



<b>Activity</b>	<b>Smoking and peer pressure (peer-led activity)</b>
<b>Time</b>	40 minutes
<b>Subject area</b>	PSE Drama
<b>Additional experiences and outcomes</b>	<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.  <b>HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a</b></p> <p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.  <b>HWB 3-19a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• SPP1: Scenario Sheets</li> <li>• SPP2: Prompt questions</li> <li>• Flipchart paper (or whiteboard)</li> <li>• Writing material</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Prepare 2 flipchart sheets one with the heading 'What does peer pressure mean?' and the other with 'What are the risks of peer pressure?'</li> <li>• Ask the class these questions and ask them to note their answers on the relevant flipchart page (or whiteboard).</li> <li>• Discuss the answers with the group.</li> <li>• Next, split the class into two groups and give each group one scenario sheet (SSP1).</li> <li>• Ask groups to select actors to play the roles of the 3 characters in the scenario they have been assigned.</li> <li>• The group will then work together to develop a scene and script for their scenario. Encourage them to be creative and think of ways to include all the information from their scenario sheet in their scene.</li> <li>• Once the group have finalised and rehearse their scene, ask them to come together and they will then act out their scene in front of the full class.</li> <li>• After each group presents their scene, encourage the observers to share their thoughts on the scene. Use the prompt questions (SSP2) to support the discussion.</li> <li>• To end the session, summarise the key issues/points/learning covered during the session. Also share with the class who they can speak to (e.g. teachers, youth workers, close friends etc.) if they need support to deal with peer pressure.</li> </ul> <p><b>Alternative option:</b> pupils can be asked to come up with their own scenarios about peer pressure around vaping.</p>

With grant funding from ASH Scotland, this peer-led activity was created by the young people and staff at Y2K Youth Project.



<b>Activity</b>	<b>Being confidently nicotine-free</b>
<b>Time</b>	15 minutes
<b>Subject area</b>	PSE
<b>Additional experiences and outcomes</b>	<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.  <b>HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a</b></p> <p>I am developing the skills and attributes which I will need for learning, life and work. This is helping me to make informed choices about my life and learning.  <b>HWB 3-19a</b></p> <p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.  <b>HWB 3-23a</b></p> <p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.  <b>HWB 2-39a / HWB 3-39a</b></p> <p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.  <b>HWB 4-39a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>BC1 - PowerPoint: Being confidently nicotine-free</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>Groups of 4-6 pupils are ideal for this activity.</li> <li>Go through PowerPoint BC1.</li> <li>Slide 2: Ask the groups to discuss and make a list of different responses you might give to being offered a cigarette or vape.</li> <li>Ask each group to share their favourite suggestion, follow-up with discussion around the best strategies and the examples given on slide 3.</li> <li>Continue with the rest of the PowerPoint, invite questions, discussion and individual experiences.</li> </ul>
<b>Extension activity</b>	<p>Watch this Choices for Life video about how Liam dealt with peer pressure (15min): <a href="https://www.youtube.com/watch?v=dJ6tYQrccfY">https://www.youtube.com/watch?v=dJ6tYQrccfY</a></p> <p>Follow-up teaching resources on Liam's story are available here: <a href="https://positivechoices.org.au/teachers/choices-for-life-liams-story">https://positivechoices.org.au/teachers/choices-for-life-liams-story</a></p>

<b>Activity</b>	<b>Agony Aunt</b>
<b>Time</b>	30 minutes
<b>Subject area</b>	PSE English Computing Studies ICT
<b>Additional experiences and outcomes</b>	<p>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <b>HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</b></p> <p>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. <b>HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</b></p> <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <b>LIT 3-06a / LIT 4-06a</b></p> <p>I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. <b>LIT 3-20a / LIT 4-20a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• AA1 - Agony Aunt emails</li> <li>• Writing materials</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Divide the class into groups of 4/5 and explain each is an 'editorial team'.</li> <li>• Explain they are all working for 'Teens' advice website. Read out the post that was posted on the Teens website forum.</li> <li>• Ask each group to discuss among themselves what advice they might offer. Get each young person to individually draft a reply to go online. Set a time deadline of ten minutes.</li> <li>• Ask them to share their responses with their groups and get feedback from one another.</li> </ul>

<b>Activity</b>	<b>Responsibility Ladder</b>
<b>Time</b>	15 minutes
<b>Subject area</b>	PSE Religious and Moral Education
<b>Additional experiences and outcomes</b>	<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. <b>HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a</b></p> <p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. <b>HWB 3-19a</b></p> <p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. <b>HWB 2-39a / HWB 3-39a</b></p> <p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. <b>HWB 4-39a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• RL1: Responsibility Ladder cards</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Groups of 4-6 pupils are ideal for this activity.</li> <li>• Ask each group to look at the cards and think about what would impact their decision to smoke/vape or not smoke/vape. If anything new is identified, add these on a blank card.</li> <li>• Ask each group to discuss each card and place them in a 'ladder', with the most important at the top.</li> <li>• Once each group has done this, ask everyone to stand back and look at all the ladders.</li> <li>• Explain that anyone can move a card up or down any ladder but to do so they need to explain to the group why they think it should be moved.</li> <li>• Let the discussion continue for a bit with individuals moving cards (at this point a collective ladder can be made).</li> <li>• Ask the group where they, as individuals, fit into this ladder. What responsibility do individuals have about the healthy decisions that they make?</li> </ul>

## E-cigarettes and vaping

For over a decade, e-cigarettes have been available for purchase in Scotland. Recent surveys indicate that young people are engaging in experimentation with e-cigarettes, and regular use of the devices are rising.

E-cigarettes are less toxic than cigarettes, however they are **NOT harmless**. The longer-term health effects of vaping are still emerging, and it is already clear that these are **health-harming products**. Because of this, e-cigarettes are not products for children and young people or non-smokers, they are useful only as a potential route towards stopping smoking. **The sale of e-cigarettes to under 18s is prohibited**. More information on e-cigarettes and vaping can be found by visiting our ASH Scotland eLearning site to complete a module on young people and vaping [www.ashscotlandmoodle.org.uk](http://www.ashscotlandmoodle.org.uk)

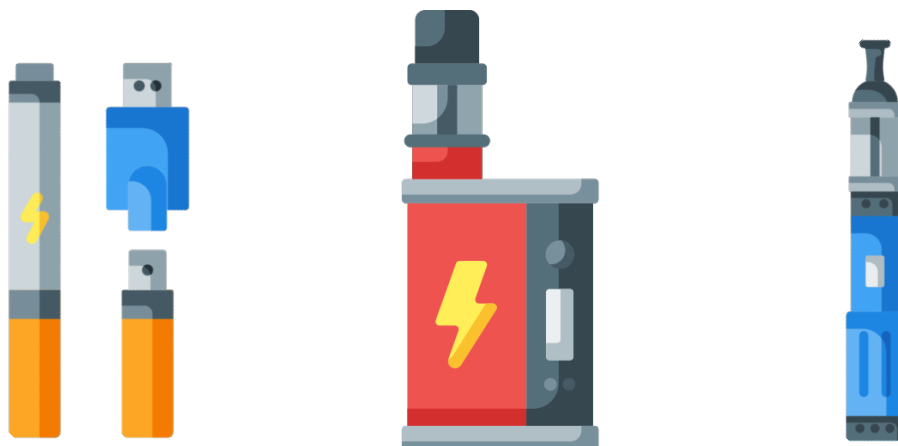
The next few exercises are designed to address the issue of e-cigarettes by:

- Informing pupils of the potential risks of e-cigarettes.
- Increasing understanding of the law around e-cigarettes.
- Encouraging pupils to consider how e-cigarettes are marketed and the impact on young people.
- Encouraging pupils to consider and discuss their attitudes around vaping and provide them with factual information.

Activity	E-cigarettes and vaping: warm-up
Time	5 minutes
Subject area	PSE
What you'll need	<ul style="list-style-type: none"><li>• White board and pen</li><li>• Post it notes</li></ul>
Instructions	<ul style="list-style-type: none"><li>• Write the numbers 1 to 10 on the board: one being not harmful and ten being extremely harmful.</li><li>• Give each young person a post-it note and ask them to write their name on the post-it and place it where they think it should go on the scale, based on how harmful they think e-cigarettes are.</li><li>• Ask a few people to explain their choice.</li><li>• Complete the following 3 activities in this section.</li><li>• After completing these, revisit the scale from the warm-up exercise, ask if anyone would like to change their position.</li><li>• At the end of the lesson, summarise by explaining that e-cigarettes although not as harmful as tobacco, are not risk free, most e-cigarettes contain nicotine, which is addictive and there is emerging evidence that they are health harming products. In addition, they are not recommended for people who don't already smoke and trying to quit.</li><li>• Remind pupils that the sale of e-cigarettes to under 18s is against the law and they are not a product for under 18s.</li></ul>

<b>Activity</b>	<b>Are e-cigarettes safe?</b>
<b>Time</b>	15 minutes
<b>Subject area</b>	PSE Modern Studies Media Studies English
<b>Additional experiences and outcomes</b>	<p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. <b>LIT 3-14a / LIT 4-14a</b></p> <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <b>LIT 3-06a / LIT 4-06a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• AES1: ASH Scotland Youth Vaping Briefing. Online at: <a href="https://ashscotland.org.uk/wp-content/uploads/2024/01/Young-people-and-vaping-2023-Update.pdf">https://ashscotland.org.uk/wp-content/uploads/2024/01/Young-people-and-vaping-2023-Update.pdf</a></li> <li>• AES2: E-cigs worksheet (1 per person)</li> <li>• AES3: E-cigs worksheet answers</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Organise class into small groups (4-6 pupils per group is ideal).</li> <li>• Ask each group to list the potential risks of e-cigarettes.</li> <li>• Ask each group to feedback one risk, each should be different from the last group.</li> <li>• Hand out E-cigs worksheet (AES2).</li> <li>• Ask pupils to individually complete the worksheet (can also be completed as a group task).</li> <li>• Run through the answers using E-cigs worksheet answers (AES3) and ASH Scotland Youth Vaping Briefing (AES1) to support the discussion and elaborate on the answers. Make sure to remind pupils that e-cigarettes are an age-restricted product and can't legally be sold to under 18s. Follow-up with 'E-cigarettes: the law' activity.</li> </ul>
<b>Additional resources</b>	<p>The truth about vaping (YoungScot): <a href="https://young.scot/get-informed/the-truth-about-e-cigarettes/">https://young.scot/get-informed/the-truth-about-e-cigarettes/</a></p> <p>Vaping Addiction (NHS Inform): <a href="https://www.nhsinform.scot/campaigns/vaping/">https://www.nhsinform.scot/campaigns/vaping/</a></p>

<b>Activity</b>	<b>E-cigarettes: the law</b>
<b>Time</b>	5 minutes
<b>Subject area</b>	PSE Modern Studies
<b>Additional experiences and outcomes</b>	As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. <b>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</b>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>EL1: E-cigs True False Q and A</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>Read each statement and ask pupils to decide whether they think it is true or false, either by a show of hands or from moving from one side of the room to other: one side TRUE and the other FALSE.</li> </ul>





<b>Activity</b>	<b>Vaping attitudes</b>
<b>Time</b>	10 minutes
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• VA1: Vaping attitudes statements and answers</li> <li>• VA2: Agree or disagree cards</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Place the agree/disagree cards (VA2) at opposite sides of the room.</li> <li>• Using the vaping attitudes statements and answers sheet (VA1), read out the first statement and ask the pupils if they agree or disagree with the statement.</li> <li>• Ask them to move to the card that matches their answer (you may also give the option to stand in the middle of the room if they are unsure).</li> <li>• Ask pupils on either side why they have chosen their answer.</li> <li>• Have a discussion and give the factual information on the statements and answers sheet.</li> <li>• Repeat with further attitude statements.</li> </ul>



## Smoking and mental health

Mental health charity [See Me Scotland](#) have noted 51% of young people wouldn't tell anyone if they were finding it difficult to cope with their mental health, as the fear of being judged, dismissed and not taken seriously makes it difficult for young people to tell anyone how they feel.

We all know that smoking is bad for physical health, but the negative effects of smoking on mental health are less well known. People experiencing poor mental health are more likely to smoke – and to smoke more heavily – than the general population, which results in a higher burden of smoking-related illness and disease being borne by this already disadvantaged group.

These activities will support pupils to understand that stopping smoking can help improve conditions such as depression, stress and anxiety. *They can be delivered as a stand-alone activity but will be most effective if integrated into a full session around mental health and wellbeing.*

<b>Activity</b>	<b>Smoking and mental health</b>
<b>Time</b>	30 minutes
<b>Subject area</b>	PSE
<b>What you'll need</b>	<ul style="list-style-type: none"><li>• SMH1: True/False statements and answers</li><li>• SMH2: True/False signs</li><li>• Flipchart paper and pens</li></ul>
<b>Instructions</b>	<p><b>Activity one:</b></p> <ul style="list-style-type: none"><li>• Place true/agree and false/disagree cards on opposite sides of the room.</li><li>• Ask class to stand in the middle of the room. Explain that you will be reading out some statements (MH1) and that they should move to the true/agree or false/disagree side of the room depending on what they feel the answer is.</li><li>• After the pupils have picked a side ask one or two to explain why they chose that side. Before moving to the next statement giving the correct answer using MH1: True/False statements and answers.</li></ul> <p><b>Activity two:</b></p> <ul style="list-style-type: none"><li>• Ask the class to think about the information they heard in activity 1 and to think about the benefits of quitting smoking on physical, emotional and mental health.</li><li>• Have two pages of flipchart paper one titled “non-smoker” and the other titled “smoker” (or use one flipchart page with two columns).</li><li>• Ask pupils to note down words or drawings to compare the difference between the two. (examples may include smoker = more stressed vs non-smoker = calmer)</li></ul>

With grant funding from ASH Scotland, this peer-led activity was created by the young people and staff at Y2K Youth Project.



<b>Activity</b>	<b>Smoking and mental health scenarios</b>
<b>Time</b>	20 minutes
<b>Subject area</b>	PSE Drama
<b>Additional experiences and outcomes</b>	<p>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.  <b>HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a</b></p> <p>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.  <b>HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• SMH3: Scenario cards</li> <li>• Facilities to show online video</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Separate class into 5 groups and give each group a scenario card (SMH1).</li> <li>• Explain that in their groups they will read the scenario, discuss the situation and answer the three questions on the scenario card.</li> <li>• If there is enough time, ask groups to give feedback. They can read their scenario and tell the rest of the class what their answers were.</li> <li>• Many young people say they smoke to cope with stress and anxiety but we know it doesn't help in the long run, ask pupils in their groups to think of three other things they could do (instead of smoking) to cope if they feel stressed or anxious.</li> <li>• Finish the session by making sure the class understands the following: <ul style="list-style-type: none"> <li>○ Smoking doesn't help relieve stress: smoking releases nicotine – which in turn changes brain chemistry and sets up a 'reward' pathway to release dopamine. But this 'feel good' factor quickly drops after a cigarette is finished and the withdrawal from nicotine is what can add to – or worsen – anxiety, stress and depression. So when somebody says that smoking calms them down, it's often really a combination of moving away from a stressful situation, taking deep breaths (needed for smoking) and topping up on dopamine – but it comes at a high mental and physical price. (see <i>Introducing Tobacco Issues resource TTF3 – Nicotine and the brain</i>, for a visual to aid this discussion)</li> <li>○ Finish with this short video from See Me Scotland and explain where pupils can access mental health support in your area.  <a href="https://www.youtube.com/watch?v=Ck_ckYfaECA">https://www.youtube.com/watch?v=Ck_ckYfaECA</a></li> </ul> </li> </ul>
<b>Alternative activity</b>	To make the session more interactive you could encourage groups to role play their scenarios and act them out to their peers asking the audience to answer the questions on the scenario card.

## Smoking and physical activity

Smoking has an impact on people's physical fitness and stamina. This exercise is designed to:

- Increase pupil's understanding of the impact of smoking on physical activity and their breathing.
- Develop knowledge around what happens to the body when smoking a cigarette.
- Increase knowledge of the causes and impact of COPD.

<b>Activity</b>	<b>Smoking and breathing game</b>
<b>Time</b>	30 minutes
<b>Subject area</b>	Physical Education PSE Biology
<b>Additional experiences and outcomes</b>	<p>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. <b>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</b></p> <p>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. <b>HWB 2-22a / HWB 3-22a</b></p> <p>I have explored the structure and function of organs and organ systems and can relate this to the basic biological processes required to sustain life. <b>SCN 3-12a</b></p> <p>I can explain how biological actions which take place in response to external and internal changes work to maintain stable body conditions. <b>SCN 4-12a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• Outdoor space or games hall</li> <li>• 1 straw for each person taking part (small cocktail straws are best)</li> <li>• Obstacle course or aerobics steps (optional)</li> <li>• SB1: Extra Information</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Ask the class to suggest ways that smoking might impact on physical fitness (expect answers such as loss of stamina, shortness of breath, asthma etc.).</li> <li>• Ask each pupil to breathe normally for 20 seconds, paying attention to how they breathe.</li> <li>• Give each pupil a straw, the straw represents how a smoker can feel during physical activity.</li> <li>• Now ask them to place the straw in their mouth and pinch their nostrils to restrict breathing through their nose and breathe normally for 20 seconds.</li> <li>• Ask the group to complete a lap of the hall/pitch without the straw and then repeat with the straw in their mouth.</li> <li>• Ask the group to compare the difference with and without the straw. Optional: record and compare times for with and without the straw and/or record and compare heart rates with and without the straw.</li> </ul>

	<ul style="list-style-type: none"> <li>• Finish up by explaining what happens to the body when you smoke a cigarette (SB1). In addition, you could print a copy to handout to each pupil.</li> <li>• It's never too late to stop smoking and you'll see the benefits quickly (see Resource QT4). The quitting timeline activity is a good follow-up to this activity.</li> </ul>
<b>Alternative activity</b>	<ul style="list-style-type: none"> <li>• To make activity more challenging add an obstacle course or use aerobic steps.</li> </ul>
	<p><b>Breathing with COPD</b></p> <p>COPD – Chronic Obstructive Pulmonary Disease. COPD is a collection of lung diseases including chronic bronchitis, emphysema and chronic obstructive airways disease. People with COPD have difficulties breathing in and out, caused by long-term damage to the lungs.</p> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Ask each person to take a deep breath and fill their lungs, then take another breath in and hold so that lungs remain full.</li> <li>• As the group to exhale only the small amount of air they breathed in.</li> <li>• Ask the group to continue to breathe in and out while keeping their lungs full for a maximum of 30 seconds.</li> <li>• Breathing in and out on top of full lungs can feel uncomfortable – this is what it's like breathing with COPD.</li> </ul>



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## Money, money, money

Smoking can be like a high-interest money lender – whatever immediate relief it may provide, it makes the underlying problems worse. But many people with financial worries look to smoking to help with stress. In these activities pupils will:

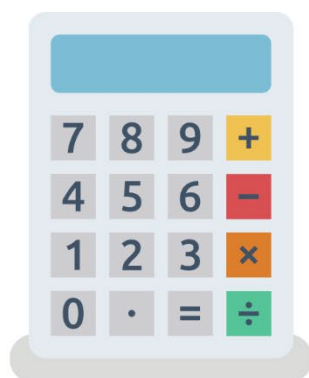
- Understand the personal financial costs associated with smoking.
- Understand not smoking can play a big part in improving finances.
- Identify what you could buy if quitting smoking today.
- Be familiar with the wider costs of smoking to society - there are more costs to smoking than just harming people's personal finances. Smoking costs Scotland more than the tax revenue it generates.

NHS Inform have a useful online resource which is an interactive calculator that works out how much is spent on cigarettes depending on cost per pack, amount smoked per day and number of years smoked.

<https://www.nhsinform.scot/stopping-smoking/calculate-my-savings>



<b>Activity</b>	<b>Smoking and personal finances</b>
<b>Time</b>	10 minutes
<b>Subject area</b>	PSE Maths
<b>Additional experiences and outcomes</b>	<p>I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. <b>MNU 3-03a</b></p> <p>I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. <b>MNU 3-07a</b></p> <p>Having recognised similarities between new problems and problems I have solved before, I can carry out the necessary calculations to solve problems set in unfamiliar contexts. <b>MNU 4-03a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• SPF1: Smoking, vaping and money - worksheet</li> <li>• SPF2: Smoking, vaping and money - answers</li> <li>• Calculators</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• The RRP of the most commonly sold pack of cigarettes in UK supermarkets is £10.25 for a pack of 20 (June 2023). <i>(Although, bearing in mind that many young people often buy single cigarettes from their peers, the actual cost of smoking for younger people could be much higher).</i></li> <li>• Ask pupils to calculate the cost of smoking and vaping per day, week, month and year using the worksheet SPF1.</li> <li>• Once they've done their calculations, you can either go through the answers or handout SPF2: Smoking, vaping and money – answers, and discuss the calculations and cost of smoking/vaping.</li> </ul>





<b>Activity</b>	<b>Smoking, vaping and saving</b>
<b>Time</b>	30 - 50 minutes
<b>Subject area</b>	PSE Maths
<b>Additional experiences and outcomes</b>	<p>I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions. <b>MNU 3-03a</b></p> <p>I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. <b>MNU 3-07a</b></p> <p>When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me. <b>MNU 3-09a</b></p> <p>I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses. <b>MNU 3-09b</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>SVS1: Smoking, vaping and saving (research)</li> <li>Access to devices with internet access (phone, iPad etc.)</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>This task can be completed in small groups or pairs.</li> <li>Share information with class about the costs of smoking and vaping. If you have completed the previous activity with them (page 34 above), they could use their completed worksheet (SPF1) as a reference. If not, have a brief discussion about the current cost of smoking/vaping and the long-term financial cost to those who become addicted.</li> <li>Give each pair/group a copy of the worksheet SVS1: Smoking, vaping and saving (research).</li> <li>Ask them to work through the worksheet and answer the questions in the space provided. Encourage them to search for information online using their phones/iPad and look at various suppliers (e.g. store prices vs online plus delivery).</li> <li>After the groups have completed the worksheet, ask a volunteer from each group to share their findings.</li> <li>To finish the session, ask the group to create a poster highlighting the cost benefit of stopping smoking/vaping. They should use one of the items they have chosen in their research task vs. a nicotine product. (e.g. 2 packs of cigarettes vs 2 tickets to the cinema)</li> </ul>

With grant funding from ASH Scotland, this peer-led activity was created by the young people and staff at Y2K Youth Project.



<b>Activity</b>	<b>Other costs of smoking</b>
<b>Time</b>	10 minutes
<b>Subject area</b>	PSE Maths Modern Studies Business Education Economics
<b>Additional experiences and outcomes</b>	<p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <b>LIT 3-06a / LIT 4-06a</b></p> <p>Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. <b>LIT 3-14a / LIT 4-14a</b></p> <p>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. <b>LIT 3-18a / LIT 4-18a</b></p> <p>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. <b>MNU 3-20a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• Internet access for pupils (optional)</li> <li>• OCS1: ASH Scotland Viewpoint: Action on smoking is good value for money (2017)</li> <li>• OCS2: ASH Scotland Statistics Fact Sheet <a href="https://ashscotland.org.uk/wp-content/uploads/2024/01/Smoking-and-vaping-statistics-factsheet_01_2024.pdf">https://ashscotland.org.uk/wp-content/uploads/2024/01/Smoking-and-vaping-statistics-factsheet_01_2024.pdf</a></li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Ask the class to work in groups to suggest some of the additional costs of smoking using the resource available to you.</li> <li>• Encourage them to consider the validity and reliability of the sources.</li> <li>• If you have extra time for this activity, you could provide the above resources and ask pupils to research the relevant information online.</li> </ul>

## Towards a nicotine-free generation

These activities are designed to encourage pupils to discuss tobacco issues, express their own views and explore different attitudes of others. Use these as a starting point to discuss relevant local or national issues.

In this section, young people can also explore how recent tobacco legislation has shaped attitudes and perceptions with regard to tobacco and support them to think about what future action might be needed to work towards a smoke-free Scotland.

<b>Activity</b>	<b>Tobacco control</b>
<b>Time</b>	20 minutes
<b>Subject area</b>	PSE History Modern Studies
<b>Additional experiences and outcomes</b>	<p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. <b>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</b></p> <p>I can make links between my current and previous studies, and show my understanding of how people and events have contributed to the development of the Scottish nation. <b>SOC 3-02a</b></p> <p>I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. <b>SOC 3-05a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"><li>• TL1: Tobacco control measures (one per group)</li><li>• TL2: Tobacco control measures - answers</li></ul>
<b>Instructions</b>	<ul style="list-style-type: none"><li>• Groups of 4-6 people are ideal for this activity.</li><li>• Hand out TL1: Tobacco control measures (1 per group).</li><li>• Ask groups to discuss each question and write their thoughts / answers in the space provided.</li><li>• Once complete, ask groups to feedback their discussion and answers.</li><li>• Using TL2: Tobacco control measures – answers, discuss the regulation and policies since 2001 plus the dates they were implemented. Continue the discussion with the suggested answers for the impact of tobacco control measures.</li><li>• If time allows, ask class if any of the current legislation for tobacco might work for other substances such as alcohol or high fat, sugar or salt food products and discuss their thoughts in the remaining time.</li></ul>

<b>Activity</b>	<b>The Big Debate</b>
<b>Time</b>	10 minutes – 1 hour
<b>Subject area</b>	PSE Modern Studies Religious and Moral Education Philosophy English
<b>Additional experiences and outcomes</b>	<p>I can use my knowledge of current social, political or economic issues to interpret evidence and present an informed view. <b>SOC 3-15a</b></p> <p>I can evaluate conflicting sources of evidence to sustain a line of argument. <b>SOC 4-15a</b></p> <p>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. <b>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</b></p> <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <b>LIT 3-06a / LIT 4-06a</b></p> <p>To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion. <b>LIT 3-08a</b></p> <p>I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. <b>LIT 4-10a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• BD1: The Big Debate – topic suggestions</li> <li>• BD2: The Big Debate – opinion cards (one per person)</li> <li>• Stopwatch or timer</li> </ul>
<b>Instructions</b>	<ul style="list-style-type: none"> <li>• Before the debate decide on a suitable topic (BD1) and write it on the board.</li> <li>• Separate the class into three or four groups and allocate each group 'for' or 'against' the topic.</li> <li>• Groups should then discuss and research their arguments for the debate; making notes on their key points (allocate a set amount of time to this task). Stress that there is no right or wrong answer.</li> </ul>

- Groups should each pick a spokesperson to speak first in the debate. After all of the spokespeople have spoken the floor is opened for debate.
- Pupils should raise their hand if they wish to speak. Everyone should get the chance to speak if they want so limit speaking time to 90 seconds.
- For reluctant groups, you could give everyone a chance to speak in turn or direct questions at groups, try to go beyond the statement and get into some of the wider issues by probing and asking specific questions like 'why do you think that?' or 'Does anyone disagree?'
- Everyone votes by holding up "yes", "no" or "abstain" card. If there are more "yes" votes, then the motion is carried. If there are more "no" votes, then the motion falls. If more people abstain, then the result is still based on the number of yes and no votes.
- Open a discussion about why that particular side won the vote; reinforce the power that persuasive language has on an individual.

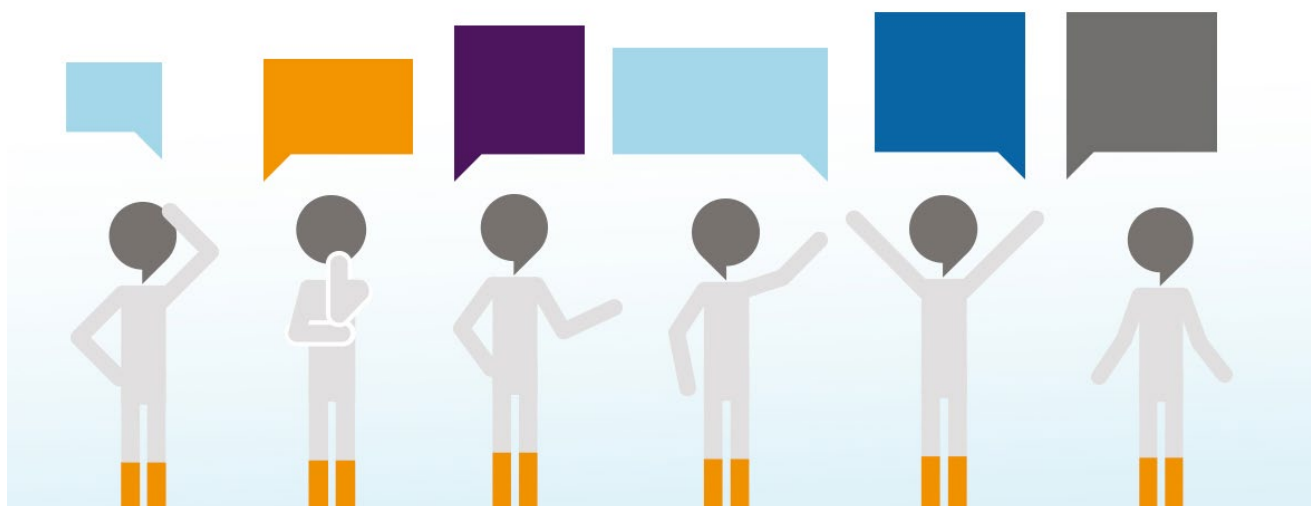
### Alternative activity

### Persuasive writing task

*I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience.*

**LIT 3-20a / LIT 4-20a**

Ask pupils to choose one of the debate topics, research and write an argument from a particular point of view using persuasive language.



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## Cigarettes, e-cigarettes, plastic and the environment

Plastic pollution is in the news at the moment: single use coffee cups, bottles, plastic straws and cotton buds are under scrutiny. Yet many people are unaware that cigarette filters are the most common form of plastic litter in the world.

Cigarette filters are made of cellulose acetate, a type of plastic, over many years they break into smaller fragments and leak toxic chemicals which can contaminate water, harm marine life and the environment. These filters are unnecessary and actively unhelpful from a health perspective and merely serve to make the smoke inhaled feel less harsh.

While the environmental damage caused by plastic cigarette filters is well documented, e-cigarettes pose a potentially graver environmental threat due to their material composition.

These short, simple classroom activities have been designed to encourage pupils to investigate and understand:

- the environmental impact of plastic, including cigarette butts and disposable vapes.
- that cigarette filters make cigarettes easier to smoke, not less harmful.
- the volume and cost of litter from tobacco and e-cigarettes.

These activities can be delivered as a stand-alone activity or integrated into a broader programme of work on environmental issues and the impact of plastics.

You can choose to deliver the whole lesson or select the most relevant elements for the group you're working with.



<b>Activity</b>	<b>Cigarette butts and e-cigarette waste</b>
<b>Time</b>	45 minutes
<b>Subject area</b>	PSE Modern Studies Geography Citizenship Sciences
<b>Additional experiences and outcomes</b>	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions. <b>HWB 2-39a / HWB 3-39a</b></p> <p>When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking. <b>LIT 3-02a / LIT 4-02a</b></p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. <b>SOC 2-08a</b></p> <p>I can identify the possible consequences of an environmental issue and make informed suggestions about the ways to manage the impact <b>SOC 3-08a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• PL1: Plastics Timeline worksheet (scissors and glue sticks)</li> <li>• PL2: Plastics Timeline answers</li> <li>• PL3: Plastics Facts and Figures cards</li> <li>• PL4: Plastics Facts and Figures answers</li> <li>• PL5: Plastics solutions cards</li> <li>• PL6: PowerPoint: Plastic filters and disposable vapes</li> <li>• Flip chart and pens (if available)</li> </ul>
<b>Instructions</b>	<p><b>Timeline (5 min.)</b></p> <ul style="list-style-type: none"> <li>• Divide the class into groups or pairs.</li> <li>• Give each pair a copy of the plastics timeline worksheet (or set of cards and worksheet if you have cut these out beforehand).</li> <li>• Before you start check that the pupils understand the meaning of 'degrade'.</li> <li>• Ask them to place their item cards on the timeline, based on how long they think that item takes to degrade, if they were to throw it away.</li> <li>• Check answers and ask the class if they think it's a problem that some things, particularly plastics, take years to degrade.</li> </ul> <p><b>Plastics Facts and Figures (10 min.)</b></p> <ul style="list-style-type: none"> <li>• Again in groups or pairs, give each group a set of 'number' cards and 'statement' cards.</li> <li>• Ask them to match the numbers to the corresponding statements.</li> <li>• Give 5 minutes for this task (it's meant to be tricky!)</li> </ul>

- Go through the answers, prompting as you go. Was anything surprising? Did they have the correct answers?

#### PowerPoint: Plastic Filters and disposable vapes (10 min.)

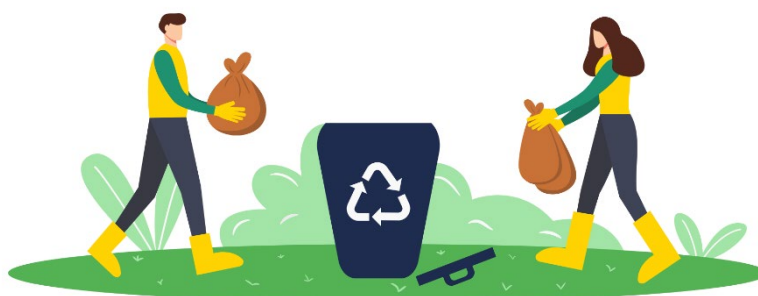
- Slide 2: Begin with a show of hands on whether the class believes the following statement to be true or false: *Do cigarette filters make smoking less harmful?*
- Slide 3: FALSE – cigarette filters do not provide health benefits. Further explanation on slide 4.
- Slide 5-11: work through slides, feel free to provide pupils with additional information from the 'Additional Information' links below.
- Slide 12: Discuss some of the steps we could take to reduce plastic waste. Ask pupils to think about the positives and negatives, who's responsible for making the change and how it can happen? (see Solutions activity below)

#### Solutions (15 min.)

- In groups ask pupils to come up with ways to reduce plastic waste. Alternatively, give each group 2-3 solutions cards (PL5) and ask them to discuss each, encourage them to think about who'd be responsible for making this change and how it will happen.
- Ask the groups to discuss and list the positives and negatives of each solution and list on flip chart (if available).
- Ask each group to feedback the key points of their discussion.
- Round up by asking pupils to vote for the solutions they think would be most effective.

#### Additional information

- Material Focus report: 2023 [Number of disposable single-use vapes thrown away have in a year quadrupled to 5 million per week - Material Focus](#)
- Short World Health Organisation video <https://twitter.com/i/status/1696490049334821279>
- National Geographic Video (2:44): Turning cigarette butts into park benches. <https://www.youtube.com/watch?v=7VxMwKETtUg>
- Tobacco Free CA Video (4:22): The Environmental Impact of Cigarette Butts. Online <https://www.youtube.com/watch?v=n5K4olXrCo8>
- Seven charts that explain the plastic pollution problem <http://www.bbc.co.uk/news/science-environment-42264788>
- The environmental impact of vaping <https://www.ansrmn.org/the-environmental-impacts-of-vaping-that-the-tobacco-industry-doesnt-want-you-to-know/>
- ITV News story on disposable vapes <https://www.itv.com/news/2022-11-14/where-do-disposable-vapes-end-up-when-theyre-thrown-away>





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## The Tobacco Industry, young people and social media

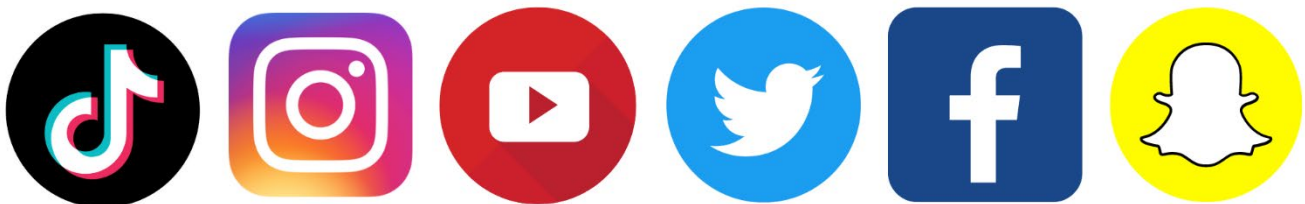
These activities encourage pupils to consider how tobacco and e-cigarettes are marketed using social media and the impact this advertising has on young people. *(Please refer to the e-cigarettes and vaping section for further activities on e-cigarettes and information on why they are not a product for young people)*

Did you know that each year tobacco causes 8 million deaths worldwide? It is likely that the tobacco industry is aware of this and the potential impact it has on their profits. The World Health Organisation report that the tobacco industry attempts to recruit young people into smoking in order to replace their dying customers.

It is widely known that almost nobody over the age of 25 starts smoking and that the younger you are when you try smoking, the more likely you are to become a regular smoker, which is why products are thought to be targeted at those below the age of 25.

As promotion and marketing of tobacco has been subject to bans and restrictions worldwide and social acceptability of tobacco use has declined, the tobacco industry has had to change tact and look at new ways of recruiting customers.

- In the past they rebranded and redesigned products to sustain their profits, such as introducing so-called “light” and “mild” products as an alternative to quitting. Changes to the law mean they can no longer do this.
- More recently, the tobacco industry has launched new products to try to expand their market share, such as e-cigarette products and heated tobacco products, both of which still contain nicotine, which is addictive and can still be sold in flavours.
- Regulations vary from country to country and investigations have found that the tobacco industry is increasingly moving to social media to promote its products before regulations can catch up. The World Health Organisation reports that the tobacco industry is paying social media influencers across the world to create the illusion of smoking or using nicotine products as a social norm and something young people should want to take up.



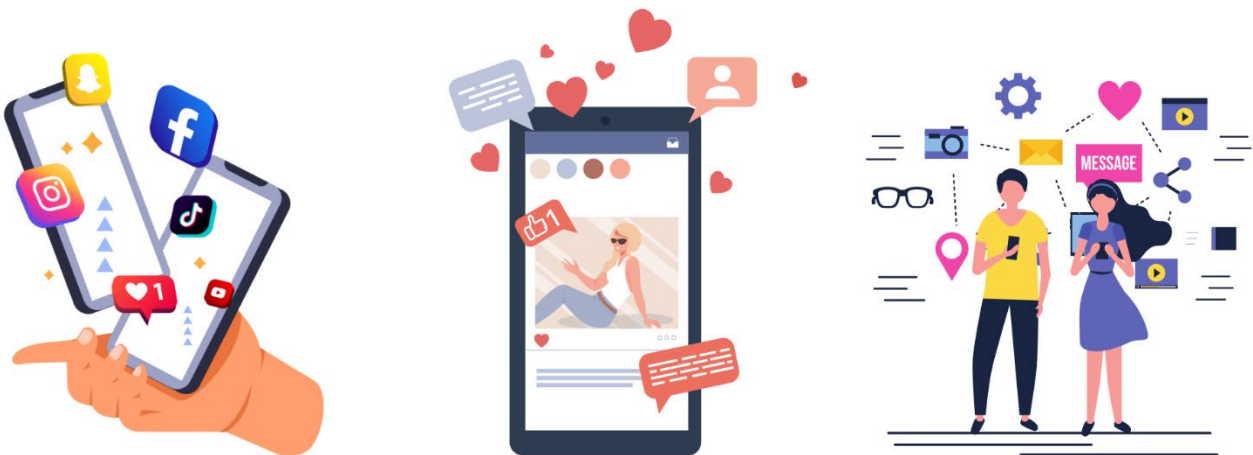
<b>Activity</b>	<b>The tobacco industry, social media influencers and marketing</b>
<b>Time</b>	20 - 30 minutes
<b>Additional experiences and outcomes</b>	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.  <b>HWB 2-39a / HWB 3-39a</b></p> <p>As I listen or watch, I can: identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements • identify and discuss similarities and differences between different types of text • use this information for different purposes.  <b>LIT 3-04a</b></p> <p>As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.  <b>LIT 3-05a / LIT 4-05a</b></p> <p>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.  <b>LIT 4-18a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• Facilities to show video content</li> <li>• TI1: PowerPoint Presentation - Social Media Marketing</li> <li>• Flip chart and pens (optional if available)</li> </ul>
<b>Instructions</b>	<p><b>Tobacco exposed video (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Open PowerPoint presentation (TI1) and play the short clip on <b>slide 2</b>, the <i>World Health Organisation's video - The secret is out: the tobacco industry targets the vulnerable (1 min 37 secs)</i>. This short clip introduces the tobacco industry's need to recruit new customers and the ways in which it does so.</li> <li>• Pose the following questions to the group: <ol style="list-style-type: none"> <li>1. What struck you most about the clip we have just watched?</li> <li>2. Can you give an example of something you learned from it?</li> <li>3. What are your thoughts on the fact that tobacco kills 8 million people worldwide each year?</li> <li>4. How do you feel about the tobacco industry targeting young people as new customers?</li> </ol> </li> </ul> <p><b>Social media – what's the issue? Discussion (5 - 10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Progress to <b>Slide 3, 4, 5 and 6</b> of the presentation which provides information on social media influencing and how the tobacco industry uses social media influencers to market its products.</li> <li>• Proceed to <b>Slide 7</b> and using these questions as a guide, have a general discussion about the information you've just presented in the previous slides, including social media influencers and advertising of products.</li> </ul>

### Deconstructing examples of social media posts (5 - 10 minutes)

- **Slide 8:** Shows examples of social media posts. Pose the following questions to the group to initially deconstruct the examples shown:
  1. At first glance when scrolling through social media, would you think these posts were promoting a tobacco product? What is your opinion based on?
  2. What words would you use to describe these posts?
  3. What kind of lifestyle do you think these posts promote?
  4. Does this fit with what you know about the harms of smoking tobacco and the fact that it kills 8 million people each year?
- Pose the following questions to explore their feelings about the tobacco industry's tactics:
  1. How do you feel knowing that:
    - a. The tobacco industry is using influencers with large youth followings to potentially promote tobacco products to young people?
    - b. The tobacco industry is using social media despite restrictions so they can profit from it?

### Excerpts from influencer interviews (5 minutes)

- Proceed to **Slides 9 and 10** which show excerpts of anonymous interviews given by influencers who are paid by the tobacco industry to promote their products.
- **Slide 11** – Finish the presentation by posing the following questions to the group to elicit discussion:
  1. Were you aware that tobacco companies put time into creating tailored adverts for their products that may help them in appealing to young people?
  2. How do you feel knowing that influencers are complicit in this – by hiding sponsorship and creating posts which could encourage young people to take up smoking?



<b>Activity</b>	<b>The tobacco industry, e-cigarettes and social media influencers</b>
<b>Time</b>	20 - 30 minutes
<b>Additional experiences and outcomes</b>	<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p> <p><b>HWB 2-39a / HWB 3-39a</b></p> <p>To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources.</p> <p><b>LIT 4-18a</b></p>
<b>What you'll need</b>	<ul style="list-style-type: none"> <li>• Writing materials</li> <li>• TI2: True/False Signs</li> <li>• TI3: True/False Statements and Answers</li> <li>• TI4: E-cigarette Social Media Influencer Example Cards</li> <li>• Flip chart and pens (optional if available)</li> </ul>
<b>Instructions</b>	<p><b>True/False Activity (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Place a True and False card (TI2) on each side of the room.</li> <li>• Using the True/False Statements and Answers sheet (TI3), read out the first statement and ask the class if they believe the statement to be true or false.</li> <li>• Ask them to move to the card that matches their answer.</li> <li>• Ask pupils on either side why they have chosen their answer. Let the discussion continue for a bit.</li> <li>• Give the correct answer and add any extra information you may have.</li> <li>• Repeat with further statements.</li> </ul> <p><b>Deconstructing social media posts promoting e-cigarettes (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Divide the class into 3 or 4 groups.</li> <li>• Give each group one of the 4 social media examples (TI4).</li> <li>• Each group should take 5 minutes to discuss the following questions and note down their answers on a piece of paper (write these questions on a flipchart as prompts):             <ol style="list-style-type: none"> <li>1. Who are the adverts targeted at?</li> <li>2. What kind of lifestyle and message is presented? What do you think they are trying to show in these images?</li> <li>3. What is not being said in these posts? (e.g. Contains nicotine, not a product for young people, only suitable for adults)</li> </ol> </li> <li>• In the remaining time, give each group a chance to share their example, thoughts and feedback to the whole group.</li> </ul>
<b>Additional Resources</b>	<ul style="list-style-type: none"> <li>• Making Good Choices video from University of Glasgow on the tobacco industry and vaping <a href="https://www.youtube.com/watch?v=xwZ-aoQlwjs">https://www.youtube.com/watch?v=xwZ-aoQlwjs</a></li> </ul>

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## Other areas to explore

The activities included in this pack are just a starting point. There are many other opportunities in the Curriculum for Excellence to incorporate tobacco or vaping prevention messages into existing learning pathways and explore the issues in a creative, engaging and relevant way. Here are some more suggestions of further areas to develop tobacco messages within the curriculum:

**Smoke-free poster design challenge:** Create a design brief and ask pupils to design new smoke-free signage for your school. You could set this as a folio project for senior pupils or run a whole-school competition.

**Rights Respecting Schools:** Reducing children's exposure to second-hand smoke helps deliver on the principles of the UNCRC. Consider how your smoke-free schools ethos safeguards children's rights by asking young people to link tobacco issues to the relevant articles of the UNCRC.

This infographic provides inspiration [www.ashscotland.org.uk/media/565151/uncrc-link-to-charter-flyer.pdf](http://www.ashscotland.org.uk/media/565151/uncrc-link-to-charter-flyer.pdf)

**Statistics and data handling:** Use statistics on smoking and health and data handling. Key statistics available at [www.ashscotland.org.uk/information](http://www.ashscotland.org.uk/information).

**Reading and literacy:** Use reading materials that feature smoking themes in the literature text or close reading passage being studied, and use to prompt further discussion in class.

**History:** Explore the varied and interesting history of the tobacco, its links with slavery, the introduction into Europe and Scotland specifically.

**Biology:** To follow-up from the 'smoking and the body' activity explore the in depth the effects of smoking on the heart and lungs and the causes of cancer.

**Tobacco Industry tactics:** support young people to challenge and question the tactics the tobacco industry uses and how these impact on the decisions that young people make about smoking and vaping. Highlight some of the direct and indirect techniques used by tobacco companies to market their product, lobby against regulation. Encourage young people ask critical questions.

**Health inequalities:** Help young people to understand how smoking contributes to and exacerbates poverty, by incorporating this into relevant discussions around health inequalities. Fast Facts on smoking, poverty and health inequalities are available at [www.ashscotland.org.uk/fastfacts](http://www.ashscotland.org.uk/fastfacts).

**Farming and production:** Explore tobacco production and the supply chain. Consider the impact on the lives of children and young people who live in countries that grow tobacco. Scot Dec has a Global Citizenship teaching resource exploring the issues of tobacco farming in Malawi, available at [www.scotdec.org.uk/resources](http://www.scotdec.org.uk/resources). We also have a Fast Facts sheet on this issue [www.ashscotland.org.uk/fastfacts](http://www.ashscotland.org.uk/fastfacts).



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## Useful resources

There are lots of other useful resources for exploring tobacco issues with young people. Here are just some other resources you might find helpful when developing your tobacco prevention education in your school:



ASH Scotland's Information Service provides reliable, evidence-based information on tobacco.

Whether you are looking for information on smoking rates, background information for an essay or project or want the evidence behind smoke-free public places or smoking in cars, ASH Scotland Information Team can help. E-mail [enquiries@ashscotland.org.uk](mailto:enquiries@ashscotland.org.uk)

[www.ashscotland.org.uk](http://www.ashscotland.org.uk)



Scotdec's Global Citizenship resource, Going up in Smoke: Malawi, tobacco and us, explores issues around

children's rights, global connections, health and wellbeing and sustainable development. It includes lesson plans and activities for exploring the issues in the classroom with young people aged nine to fourteen.

[www.scotdec.org.uk/resources](http://www.scotdec.org.uk/resources)



GASP Health Promotion Tools is a one-stop-shop of over 500 public health, smoking education and tobacco control

resources. You can purchase stop-smoking leaflets, posters and promotional items from GASP. They also make educational models,

and supply books, DVDs, age progression software and breath carbon monoxide monitors.

[www.gasp.org.uk](http://www.gasp.org.uk)



LANDED Peer Education services produce a number of high-quality resources to help young people learn about

drugs, smoking, alcohol and sexual health. These range from interactive DVDs to Games and information boards.

All LANDED resources have been developed for young people by young people. They aim to raise awareness of topical issues from a youth perspective and use informal vernacular language and incorporate a harm reduction approach.

[www.landed.info](http://www.landed.info)



Quit Your Way Scotland is an advice and support service from NHS 24 for anyone trying to stop smoking in Scotland.

Whether someone is ready to stop, just beginning to think about it, or are just looking for information, Quit Your Way Scotland is here to help.

[www.quityourway.scot](http://www.quityourway.scot)



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