

Lesson 1: The History of Tobacco (1 hour)

Session overview

This lesson provides the historical context for a meaningful conversation around the harms of smoked tobacco and how to reduce them. It sets vaping in its therapeutic context as a tool to reduce the harms of smoking.

Aims

- Enable students to reflect on their own attitude to nicotine products.
- Explore differing historical attitudes to nicotine.
- Consider ways to reduce the harms of tobacco.
- Discuss the importance of harm reduction approaches.

Learning outcomes

By the end of the lesson students will:

- Have reflected on their own attitude to nicotine products.
- Be able to explain why nicotine (especially smoking tobacco) was so popular historically.
- Be able to reflect on different forms of harm reduction and their merits.

Resources

PowerPoint

Worksheet

A3 Information Sheets on History of Tobacco

Activity breakdown:

3 minutes: Ground rules

7 minutes: An Introduction to Nicotine

Pupils to watch An Introduction to Nicotine video then they should answer questions on the worksheet

Lesson Plans

20 minutes: History of Tobacco

Ensure that the A3 History of Tobacco sheets are stuck up around the classroom (you may want to stick a couple of these sets up depending on the size of the class). Pupils are to work in groups (teacher's discretion on group size but best with 2-3) to research the answers to the questions on their worksheet. For those who finish early, reveal the extension question. Teacher can go around classroom encouraging detailed answers. When activity has finished...

10 minutes: Political decisions

Pupils to think creatively about how they would change the situation as it was in the 1950s in order to reduce the number of smokers in the population. When groups have come up with 6 ideas, get the groups to share their ideas with another group next to them. Was there any overlap? Highlight particularly creative ideas. Teacher to explain at the end of the task that the ideas they have come up with are broadly known as harm reduction.

15 minutes: The Decline of Smoking in the UK

Show pupils the graph. Ask them why they think this decline happened. The answers are in the next video. Play video then ask pupils to answer the two questions on their worksheet.

5 minutes: Plenary

Use images to show how the government's approach to harm reduction has changed.

Lesson 2: Nicotine and Vaping (1 hour)

Session overview

In this lesson, pupils will learn more about vaping, initially as a tool to reduce harms for smokers. The harms of vaping will be assessed.

Aims

- Enable students to reflect on their own attitude to vaping.
- Explore the current science behind vaping and how that might affect differing groups of people.
- Consider ways to reduce the harms of vaping.

Learning outcomes

By the end of the lesson students will:

- Have reflected on their own attitude to vaping.
- Be able to explain the current research behind vaping and reflect on why vaping might be seen as a positive alternative for smokers despite the harms for non-smokers.

Resources

PowerPoint

Worksheet for pupil

A3 Evidence sheet (one between two)

Activity breakdown:

3 minutes: Ground rules

7 minutes: Harms of Tobacco

Pupils should watch the video and note down any harms of tobacco.

6 minutes: True or False

Pupils to work in pairs to decide whether each statement is true or false. Teacher go through each one after pupils have attempted to answer (see correct answers below)

Lesson Plans

Statement	True or False?
Occasional or 'social' smoking is harmless.	False - Whilst occasional smoking is far less harmful than heavy smoking, any amount of smoking increases the risks of suffering from a huge range of diseases, many of them fatal. Occasional smoking is also highly likely to end in regular smoking.
It is estimated that for lifelong smokers, each cigarette will take roughly 3 minutes of their life.	False - for every cigarette smoked, it will take on average 11 minutes from your life. ⁱ
The intake of nicotine (otherwise known as tobacco) is now considered the world's single biggest cause of preventable death.	True ⁱⁱ
By far the most harmful way of consuming nicotine from tobacco is by smoking it.	True - Smoking also seems to be the most addictive way of consuming nicotine, with fewer smokers being able to quit than people who use nicotine in other ways.
Around 7 in every 8 cases of lung cancer and 3 in 4 cases of oral cancer are caused by tobacco	True - Of the more than 7,000 chemicals in tobacco smoke, at least 250 are known to be harmful, including hydrogen cyanide, carbon monoxide, and ammonia. At least 69 of these chemicals can cause cancer (which include arsenic, benzene and cadmium)
Half of the people who do not quit smoking cigarettes will die of a smoking-related disease.	True - As tobacco leaves burn in cigarettes, hundreds of harmful chemicals are released which are drawn into the lungs.
There are significant short-term risks associated with smoking tobacco.	False - With some drugs you risk harm each time you use them but with tobacco there is an enormous risk long-term, but little risk immediately apart from the chance of an unpleasant coughing fit.
Smoking interferes with the mineralisation of bone, particularly in young women.	True - Smoking leaves bones (notably hips and backbones) a little weaker and so significantly more likely to fracture, especially in older age. After quitting, it seems that bone density recovers well.
Smoking reduces the fertility of both sexes	True - As well as causing erectile dysfunction in men ⁱⁱⁱ , smoking whilst pregnant increases the chance of miscarriage and significantly lowers birth weights. This also applies to nicotine-containing products that are not smoked.

5 minutes: Definition

Pupils to use boldened words to complete a detailed definition of vaping. A possible answer is on the next slide. Teacher can read out this definition or print it out for the pupils (there is a fill in the blanks activity later in the lesson that uses this definition)

5 minutes: What do you think?

Ask people to move to one side of the classroom or the other depending on their viewpoint. Ask volunteers why they think this. Say: In today's lesson we are going to look at the evidence that underpins people's thinking about vaping.

1 minute: The Law:

Read out the law (also on their worksheets)

5 minutes: How do vapes work?

See if the children can work out how a vape might work then click to reveal answers.

See extra information for the teacher in the notes on the PPT

5 minutes: Video

Pupils to watch video and jot down notes on what vapes contain.

15 minutes: Let's look at the evidence

Pupils should research the evidence around vaping using the scientific information found on the A3 sheets. Pupils to jot down their findings on the worksheet. Teacher to ask someone from each profile to give their perspective on vaping. After all three profiles have spoken, ask the class what the national challenge is when it comes to vaping. Summarise with Chris Whitty's quotation...

5 minutes: Plenary A or B

For plenary A, perhaps something like: 'use of this product is far less harmful than smoking.'

Answer to plenary B on next slide.

3 minutes: Quitting vaping

Lesson 3: Debate – Should the government ban the sale of disposable vapes? (1 hour)

Session overview

This lesson allows the children to engage with all sorts of perspectives on the issue of disposable vapes.

Aims

- Explore the evidence for and against the value of disposable vapes.
- Debate the possible outcome of banning disposable vapes.

Learning outcomes

By the end of the lesson students will:

- Be able to explain both sides of the debate using evidence to support points.
- Consider the challenge that the government faces in balancing the concerns of different interest groups.

Resources

PowerPoint

A3 Sets of cards in support of the motion (cut out)

A3 Sets of cards against the motion (cut out)

A3 Information Sheets to stick around classroom in advance

Activity breakdown:

3 minutes: Ground rules

Go through the ground rules and then before the quiz, remind the pupils 'what we already know'

10 minutes: Quiz

Pupils can work in pairs or threes to have a go at answering the multiple-choice questions on their worksheet. Go through the next slides with the answers on.

3 minutes: Why are we debating this?

Explain the context of the debate for the pupils (2 slides: 16 and 17)

7 minutes: Watch video to give further context

8 minutes: Preparing for the debate.

Pupils to continually swap cards until they have been exposed to at least 6 other arguments. The aim is for them to talk to each person for about one minute before finding someone else.

5 minutes: Categorise your cards!

Everyone needs to take their card and find their group (A or B) then categorise their cards into environmental, health or other issues (there is overlap for some cards).

18 minutes: The Debate

Either keep the debate informal by following the instructions or if the class are used to the parliamentary debating style then you could do that instead. End the debate with a vote.

3 minutes: Plenary vote

Has anyone changed their answer. If so, why? Allow the pupils to consider the argument for regulation too.

3 minutes: Disposable vapes: other options (video)

10–15 minutes: Plenary/Extension/follow up tutor time activity

Use the ASH recommendations as a way to encourage discussion around regulation. There are three questions to answer.

ⁱ Shaw M, Mitchell R, Dorling D. Time for a smoke? One cigarette reduces your life by 11 minutes. *BMJ*. 2000;320(7226):53.

ⁱⁱ Doll R, Peto R, Boreham J, Sutherland I. Mortality in relation to smoking: 50 years' observations on male British doctors. *BMJ*. 2004 Jun 26;328(7455):1519.

ⁱⁱⁱ Ms A, Ee W. Health-Related Lifestyle Factors and Sexual Dysfunction: A Meta-Analysis of Population-Based Research [Internet]. Vol. 15, *The journal of sexual medicine*. *J Sex Med*; 2018 [cited 2021 Jan 28].