

Drug education

Year 3-4, Lesson 2: Smoking, vaping and alcohol



Smoking, vaping and alcohol

This is the second of two drug education lessons, for year 3-4. This lesson focuses on caffeine, alcohol, cigarettes and vapes (e-cigarettes), including their associated risks and effects, and advice and support available.

Classroom-ready PowerPoint versions of the lesson plans are available to [members](#) of the PSHE Association.

Learning objective

To learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people's health.

Learning outcomes

Pupils will be able to:

- identify some of the risks of caffeine, cigarettes, vapes (e-cigarettes) and alcohol
- identify how these risks can affect the person, or those around them
- explain how laws, guidelines and restrictions help to keep people safe and healthy
- identify where people can get help and support to protect their own and others' health

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge for this topic, guidance on creating a safe learning environment, and curriculum links.

Consider sensitivities and prior knowledge about specific pupils' circumstances. Pupils in the class will have a range of experience and understanding about alcohol, cigarettes and vapes. They may be concerned about someone smoking in their home. If safeguarding concerns arise during this lesson, these should be reported to the Designated Safeguarding Lead.

Resources required

- Box or envelope for questions
- Resource 1: *Our responses* [one per pair]
- Resource 2: *Teacher fact sheet (Our responses – answers)* [one for the teacher]
- Resource 3: *Overheard conversation script* [one per class or pair]
- Resource 4: *Multiple choice questions* [one per small group]

Key words

cigarettes

vapes

cessation

e-cigarettes

caffeine

alcohol

Baseline assessment

Baseline assessment activity (Slide 10, 15 mins)

This activity should be completed before the lesson. This allows time to look through pupils' work and gain a sense of their current understanding. Assess their recognition of the skills someone might need to protect their own or others' health.

Ensure that ground rules have been established and remind pupils of these, before carrying out the baseline activity.

Read the following scenario to the pupils: Aunt Lusía is watching a news report. After watching it she says, "*Don't drink too much caffeine and alcohol! Don't smoke! Why are there all these rules? Why are they important? What should people do?*"

Ask pupils:

- What would you say to Aunt Lusía?
- What would help her or other people?

Pupils can write their responses in their exercise books. As this is a baseline assessment, avoid giving any prompts or examples. Tell pupils that it does not matter if they don't know or are unsure about something.

Introduction (Slides 11-12, 5 mins)

Remind pupils of their ground rules and highlight any particularly pertinent to this lesson, such as 'We won't share personal stories about people we know or name them, if we do want to talk about their story, instead it is best we begin sentences with 'someone I know...' or 'someone I heard about...'

Introduce the learning objective and outcomes. Explain that there are substances (other than medicines) that some people use in their home, or out and about, such as: caffeine (found in tea, coffee and energy drinks), cigarettes, vapes (or e-cigarettes) and alcohol. Some adults choose not to use these because their religion prohibits it, or for health/other reasons. Some adults choose to use these, but they are not meant for children. They can be harmful to health and wellbeing and for that reason there are laws and guidelines about their use.

Core activities

Responding to scenarios (Slides 13-14, 10 mins)

To find out more about the laws and guidelines on the use of caffeine, cigarettes, vapes/e-cigarettes and alcohol, ask pupils to work in pairs to complete **Resource 1: Our responses**.

Go through the answers with the class, using **Resource 2: Teacher fact sheet (Our responses – answers)** to support you. Discuss how these laws and guidelines help protect people and their health.



Support: Pupils may require some additional adult support to read or further explain the questions.



Challenge: Ask pupils to suggest which laws/guidelines mainly protect adults, and which are there to protect children.

Discussion (Slide 15, 5 mins)

To further elicit pupils' understanding and attitudes, ask them to discuss in small groups why even though these products come with risk, some adults might still choose to use them. Take feedback from each group. Ask pupils, what do they think are the main reasons?

Pupil responses might include: they like it (the taste/the feeling); to relax; to socialise; because all their friends do it; because they always do it (habit); because they need it (dependent).

Overheard conversation (Slide 16, 10 mins)

Explain that for most adults, a little caffeine or alcohol (in small amounts and not too often) although not very healthy, is likely to have only a low risk on the health of their bodies over time. However, smoking is harmful, not only to the person smoking but also to those around them and the environment. Once someone starts to smoke frequently, it can be difficult for them to stop and that it is best not to start in the first place.

Read aloud **Resource 3: Overheard conversation script** to the pupils asking them to find out:

- What are some of the risks of smoking?
- What has Aunt Lusia tried so far to help her stop smoking?

If you choose to act out this conversation for the class, it is best if adults play the role of Dad and Aunt Lusia and the pupils play the role of Frankie. If this is not possible, you should be in role as Aunt Lusia and a pupil as dad. To ensure role play is managed sensitively, clear signals should be used to show when 'in-role' and 'out-of-role', such as an item of clothing or prop.



Support: Ask pupils to find two risks of smoking and one thing Aunt Lusia has tried to help her stop.



Challenge: Ask pupils, what are some of the challenges or difficulties for people like Aunt Lusia who want to stop smoking? What are some of the benefits of stopping?

Multiple choice (Slide 17, 15 mins)

In small groups, ask pupils to answer the multiple-choice questions using **Resource 4: Multiple choice questions**. Tell them that there is not necessarily a 'right' answer and that there may be more than one 'best option'.

Discuss some of the pupils' responses and ask: Which will be the best actions for the characters to take?

Draw out the following key points:

1. *Options A, B and C would all be 'best' options. Option D is not true. She does not have to do it on her own. However, some people do give up smoking without help and choose to do so, but as Aunt Lusia has tried this before, she might find some support more helpful.*
2. *The best options are B and D as these are supportive actions. Option A may come across as aggressive and is not a very friendly action. Option C would not be very helpful and may even encourage her to keep smoking.*
3. *B would be the best option as the NHS advice is to smoke outside and completely away from the house. A and D are better options but not ideal as they won't have much effect and C is not an effective option at all.*

4. *C and D are the best options. Although A might be more difficult to carry out, Frankie could move to sit somewhere else in the room. B would not help Frankie's health in the future at all.*

Signposting support

Signposting support (Slide 18, 5 mins)

Explain that help is available for people who are drinking too much or too often and for those who want to stop smoking. Adults can get support and advice online (www.nhs.uk), through their local pharmacy or doctor.

If pupils are worried about someone they know or live with, then they should talk to a trusted adult – a parent/carer or teacher at school. Reiterate that children are not responsible for adults' decisions about their health but can think about how they can look after own health now and in the future.

Reflection and endpoint assessment

Reflection and endpoint assessment (Slides 19-20, 10 mins)

Ask pupils to go back to their baseline assessment and imagine they have been watching the news report with Aunt Lusie. What would they say to help Aunt Lusie now?

Pupils should add their ideas to their original work using a different colour pencil.

Then, ask pupils to reflect privately on their learning in the lesson:

- What has this lesson made them think about?
- What has it made them think about their health now?
- What has it made them think about their health for the future?

Extension activity

World Health Day (Slide 21)

Ask pupils to imagine they have been asked to produce a news report for World Health Day explaining the effects of smoking on people's health. They can choose to make it a report for adults or children around their age, write down the key points to be included, act out and record their report.