

Year 3 – Tobacco is a drug

Lesson 1 – Helpful or harmful?

Learning intention

Pupils learn the definition of a drug and that drugs (including medicines) can be harmful to people

Learning outcomes

Pupils

- are able to define what is meant by the word 'drug'
- can identify when a drug might be harmful
- recognise that tobacco is a drug

Materials and preparation:

- Pupil assessment activity - **Drug brainstorm** – a copy for each pupil
- Flipchart and marker pen
- **Definition of a drug** – displayed on the interactive whiteboard
- **Body outline** – a copy for each pair of pupils
- **Helpful or harmful Venn diagram** enlarged to A3 size – a copy for each group
- **Sentence starter** – a copy for each pair and an enlarged copy for interactive whiteboard or flipchart:
Some people say that _____ is helpful because ____ but _____
Optional - You might want to invite the school nurse to visit the class for the introductory activity

Home/school activity

- Pupils can try the **Tobacco quiz** they completed in lesson 2 with their families. Remember to provide pupils with a copy of the **Tobacco quiz answers**
- Display details for SmokeFree Islington stop smoking services and explain where these details can be found in school (in the school entrance for example) for anyone (parent, carer or teacher) who might want support to quit smoking
- Another idea is to organise a smoking cessation stall on the school premises before or after school.
Contact
www.smokefreeislington.nhs.uk
0800 093 9030
- **Tobacco quiz**
- **Tobacco quiz answers**

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Hook activity

- Organise the pupils into pairs.
- Write the question, 'What is a drug?' on the interactive whiteboard or flipchart.
- Give pupils two minutes to discuss this in their pairs.
- Ask each pair of pupils to meet with another pair and share their ideas.
- Bring the class back together and share the **Definition of a drug** (below) and compare it with the ideas from the pupils.

More able pupils could be asked to work individually to come up with their own definition.

Definition of a drug

A drug is a substance that can change the way the body and/or mind works.

Drugs come in all shapes and sizes: they can be drunk as a liquid, eaten as tablets, rubbed into the skin like creams and ointment, injected or smoked or sniffed.

Medicines are drugs.

Tobacco is a drug.

Introductory activity

- Ask the pupils to tell you the names of different drugs they have heard of. Record their responses in a list on the flipchart.
Responses might include: cough medicine, energy drinks, cigarettes, headache tablets, beer, eczema cream, wine, asthma inhaler, coffee, cannabis (weed).
- Ask the pupils, 'How do these drugs change the way the body and/or mind works?'
- If you have invited the school nurse to contribute to this lesson, ask them to help explain how the different drugs the pupils have mentioned affect how the body or mind works.
- Alternatively, give out a **Body outline** to each pair of pupils.
- Ask them to choose a drug (making sure different drugs are included – social drugs as well as medicines) and to draw and write on the body outline, showing how the drug changes the way the body or mind works.
- After a short time, bring the class back together and share some of their work.

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Main activity

- Organise the pupils into small groups of three or four.
- Give each group a copy of the **Helpful or harmful Venn diagram**.
- Ask the pupils to discuss the drugs listed on the flipchart and decide whether the different drugs are helpful or harmful or both.
- Ask the pupils to write the names of the drugs in the correct places on the Venn diagram.
- After a while, bring the class back together to share some of their responses.
- Discuss the fact that whether a drug is helpful or harmful may depend on what the drug is and how it is used.

For example:

- *Cigarettes are harmful to bodies*
- *Cough medicine can be helpful if a person has a cough but might be harmful if the person takes too much*

There may be some discussion about whether a particular drug can really be helpful, and this may be influenced by people's personal, religious or cultural values. For example, some people feel strongly that drinking alcohol can never

be helpful. Others might describe situations when alcohol might be considered helpful, such as adults sipping a glass of wine to make a toast at a wedding.

- Draw out the idea that even helpful drugs can be harmful to people's bodies, and no drugs are without risks. Some drugs (such as cigarettes) are always harmful to bodies.

Closing activity

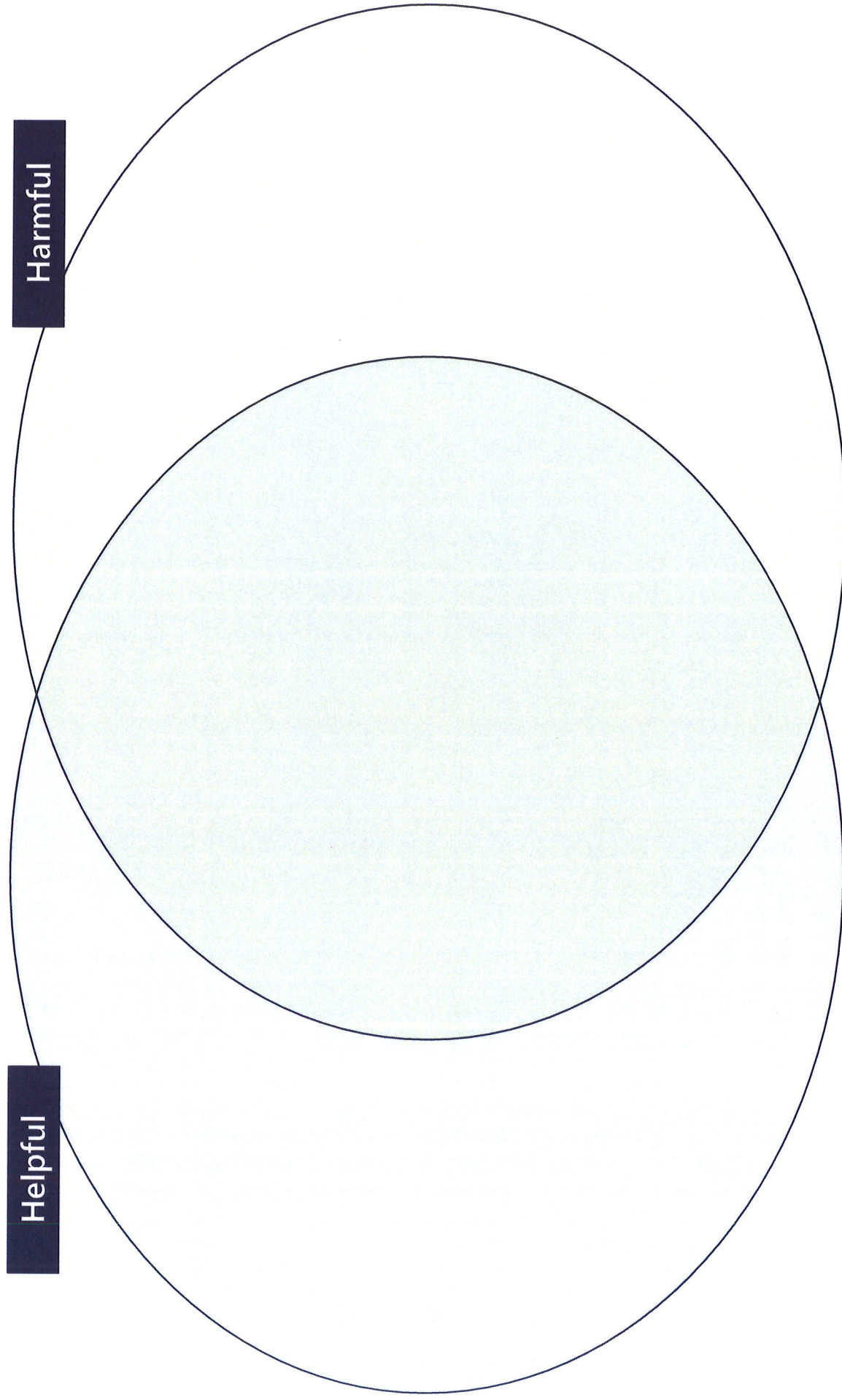
- Bring the class back together.
- Display the **Sentence starter** below and ask the pupils to complete the sentence:

Some people say that _____ is helpful because _____ but _____

For example:

- *Some people say that smoking is helpful because it de-stresses them, but smoking can damage your lungs*
- *Some people say that paracetamol is helpful because it gets rid of your headache, but you must follow the instructions for it to be safe*

Helpful or harmful Venn diagram



Curriculum PSHE: drug, alcohol and tobacco education (DATE)

Teachers are advised to check the school drugs policy before teaching this PSHE curriculum area of learning

YEAR SIX - Weighing up risk

Lesson	Learning intention	Learning outcomes
1. Risks and effects of different drugs	Pupils learn about the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicines and other legal and illegal drugs	Pupils: <ul style="list-style-type: none">• know about some of the possible effects and risks of different drugs• know that some drugs are restricted or that it is illegal to own, use and supply them to others• understand why and when people might use drugs
2. Judging risk	Pupils learn about assessing the level of risk in different situations involving drug use	Pupils: <ul style="list-style-type: none">• can explain why risk depends on the drug itself, the person using the drug and the situation – when, where the person is, and who they are with• can identify risks within a given scenario involving drug use• understand what would need to change to reduce the level of risk
3. Managing situations	Pupils learn about ways to manage risk in situations involving drug use	Pupils: <ul style="list-style-type: none">• can identify situations where drug use may occur• know some ways of reducing risk in situations involving drug use• know where to get help, advice and support regarding drug use

National Curriculum Link Year Six: Science – animals, including humans (statutory requirements)

Pupils should be taught to:

- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

Can you finish the story?

Name:

Georgie in the garden

Georgie is playing outside when she sees some red berries. She wonders if they might be nice to eat.

If Georgie eats the berries, how might she feel?

What should Georgie do?



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Year 2 – Medicines and me

Why do people use medicines?

How can you stay safe around medicines?

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How I feel about my learning (please circle)



I feel confident



I feel OK



I'm not sure / I need help

Anything else you would like to say?



Teacher's comments

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