



LYMM HIGH SCHOOL YEAR 9

Pastoral Curriculum Module 2: Health and Wellbeing

Name:

Form:



Pastoral Curriculum

Module 2: Health and Wellbeing

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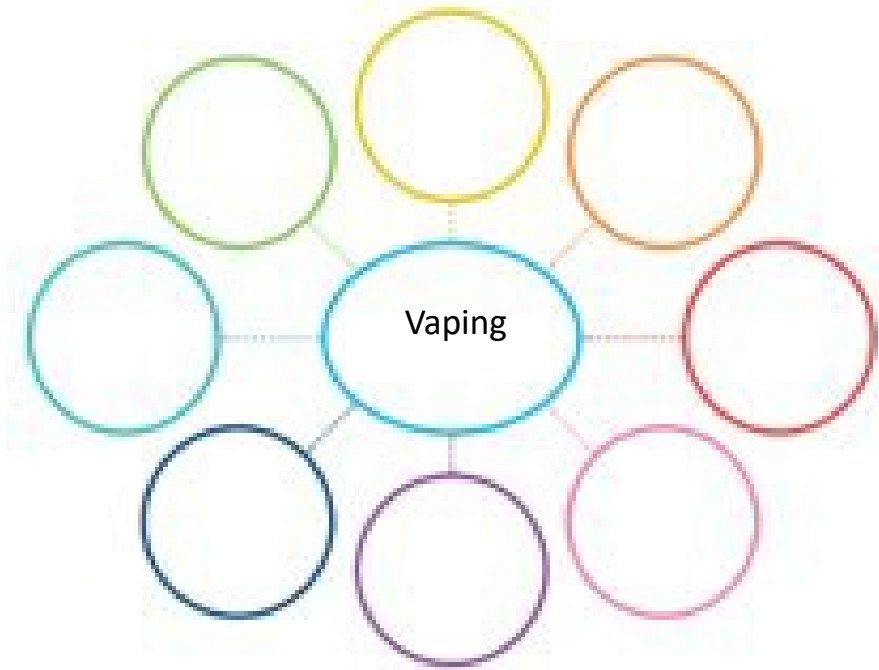
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Lesson 1: Vaping

Task 1: What do you know about vaping? Brain dump information

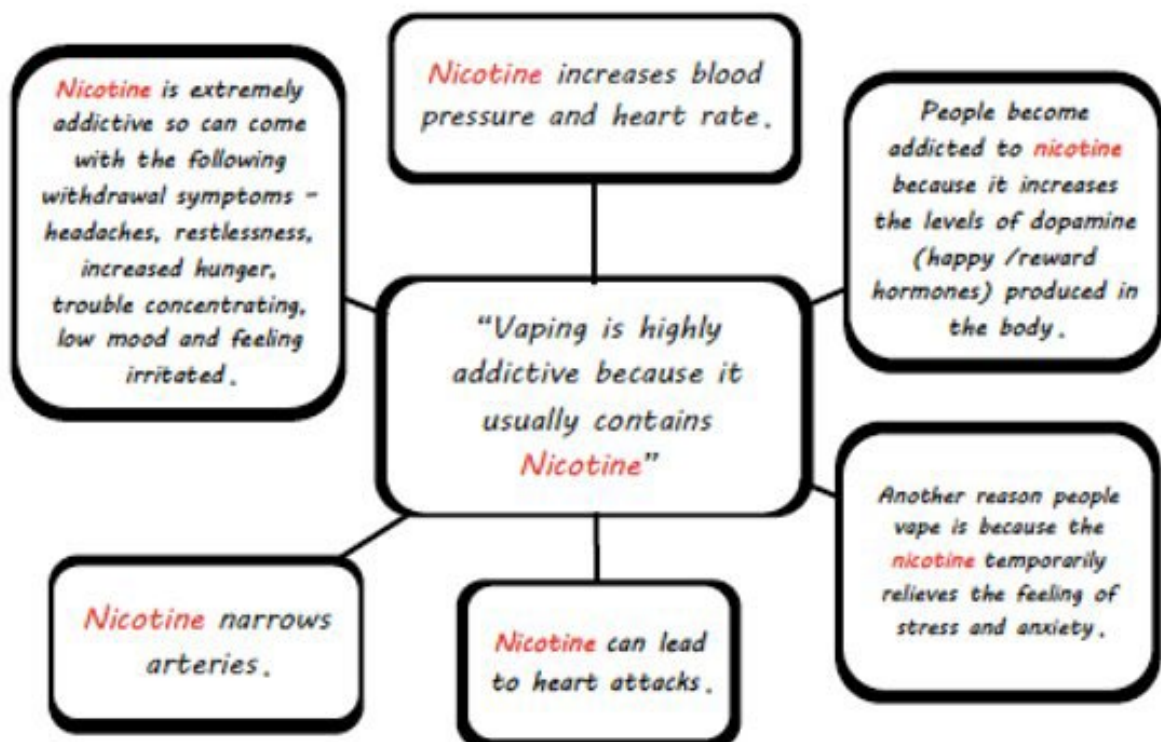


Why might some people vape?	Why might some people not vape?

Vaping and the Risks

'Vaping' is the term used for inhaling vapour through an E-Cigarette or other electronic vaping devices. The device operates by heating a pod of liquid that turns into vapour. This liquid usually comes in appealing flavours such as chocolate, strawberry and spearmint to name a few. In the UK, you must be 18 years old to legally buy vape products.

Many people are switching from smoking traditional cigarettes to e-cigarettes, as they believe it's a healthier alternative. This can be a huge misconception, because most vape products contain nicotine which is a highly addictive substance. It is beneficial for vaping companies to use addictive substances in their products to help them increase their sales and profits.



Vaping and the Risks

Some people argue that there are vape products available with no nicotine content, this is true, however, these are also unsafe. These products still have chemicals in them which can irritate the lungs. An FDA analysis on two leading vape brands discovered harmful chemicals in the liquid pods. One of the chemicals that was discovered was diethylene which is a chemical that is used in anti-freeze!

Vaping is becoming increasingly popular among teenagers, and it's hardly surprising with the glamorous advertisements that show youthful models, positively promoting these products. The advertisements are often brightly coloured and are accompanied with social media hashtags to encourage young people to join the 'trend'.

Another challenge for young people is that vaping has become a craze, and there may be some peer pressure to 'fit in'. It is important that you are around friends that you feel comfortable saying 'no' to, or if you are feeling uncomfortable that you are able to leave the situation and speak with a trusted adult.



Vaping and the Risks

1. What is vaping?

2. How old do you have to be to legally buy vape products in the UK?

3. Most vaping products contain nicotine, is this chemical addictive?

4. List 3 different ways that nicotine can be harmful to the body.

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Vaping and the Risks

5. What other harmful chemical did the FDA find in some vape products?

6. How does advertising promote vaping to young people?

7. What is 'peer pressure'?

8. What can you do if you are feeling peer pressured into vaping?

Lesson 1: Vaping

Advertisements and peer pressure are major factors contributing to young people vaping. It is important to recognise how you might be encouraged to do certain things.

Look at this advertisement – how might it be encouraging young people to vape?



You might feel that peer pressure is more of a problem than advertising.

1. What is peer pressure?
2. Why do people tend to be found vaping in pairs or groups?
3. Why do people choose to do it in school?
4. Why do people choose to do even though they know the risks?

Wordsearch

A	H	S	R	S	X	Y	D	S	C	P	Z	K	U
G	E	Q	V	J	N	W	R	H	O	L	Q	N	T
I	V	A	P	E	S	M	E	E	K	D	I	L	C
C	O	D	S	H	O	I	G	A	H	C	T	Y	F
B	L	D	E	A	I	P	M	R	O	F	L	O	T
K	Q	I	W	Z	X	L	I	T	A	E	K	Q	J
W	S	C	S	T	O	C	I	C	C	I	L	U	C
U	T	T	P	Q	T	N	C	Z	M	O	D	I	W
Q	R	I	W	R	E	I	O	Q	J	D	A	T	M
I	E	O	S	W	T	U	Y	A	H	R	I	T	L
P	S	N	K	O	M	C	Z	M	I	S	O	I	E
U	S	K	Q	U	Q	W	F	T	J	M	W	N	A
T	H	W	A	G	R	L	U	N	G	S	M	G	Y
O	Y	m	T	H	S	Z	M	Z	K	L	Y	U	O
P	E	E	R	P	R	E	S	S	U	R	E	T	V

Vapes

Addiction

Stress

Peer pressure

Nicotine

Heart

Quitting

Lungs

Lesson 2: What are the consequences of vaping?

Tobi: I've heard they're safe

Jaz: Really? Don't you have to be 18 to buy them though?

Tobi: I don't know - people in our year have them... And I've seen loads of flavours online - there's bound to be one we'll like. Besides, they're disposable so we can just bin them if we don't like them. So, shall we give it a try?

Starter:

What do you think they are talking about?

What does the law say?

What might be the impact of disposing of them?

What other impacts might they have?

Lesson 2: What are the consequences of vaping?

	Who or what is influencing the characters?	What impact might this have on them?	What ideas might TJ develop about vaping as a result?
<p>TJ gets ready for school and goes downstairs for breakfast. There are some pamphlets on the kitchen table about quitting smoking, and how vaping can help. TJ sees Mum through the window using her new vape.</p>			
<p>On the way to school, TJ sees a group from the year above at school, laughing and joking together. One is showing the rest of the group their new vape, and they are passing it around to all have a taste. As they walk past, TJ breathes in and thinks it smells nice.</p>			
<p>At lunch, TJ's friend Ben says he thinks his brother will get them some vapes if they ask. The vape shop advertises all the different flavours and colours they have in stock, and TJ is really tempted to say yes. Ben says that if there is a whole shop just for vapes, and they advertise so openly to people their age, it must be ok to do.</p>			
<p>TJ is scrolling through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is trying to hide what they are doing, not even influencers. And besides, even TJ's mum vapes! TJ decides to speak to Ben about getting a vape tomorrow.</p>			

Task: Categorise the consequences below.

Identify whether it is an environmental impact, health impact, legal impact or 'other' impact.

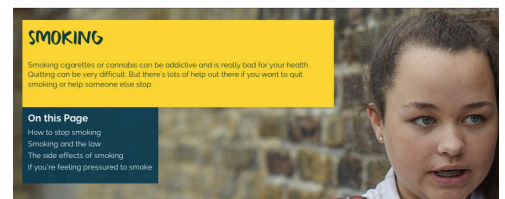
Space for final task:

Need Support:

We want to help you if you need support. We don't allow vaping on site however we do want to support you in getting help if you need it. Please talk to us if peer pressure or vaping/smoking or the actions of one of your friends are worrying you:

In school we have: Form Tutors, Student Services, The School Nurse and the #TellUs system.

But there are plenty of external agencies too that you can visit for support and advice.



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Lesson 3: Alcohol and Drugs

Alcohol and drugs: positive social norms and health risks

Starter task:

What do you already know? Discuss the following with your partner and make a list of your ideas:

1. What do we mean when we use the word “drug”?
2. Make a list of anything that is classed as a drug
3. Can you order these into headings that show the differences, you could use the headings:

Over the Counter

Controlled drugs

Prescribed medicines.

Look at the two definitions of the word ‘drug’ below and discuss with your partner which one you think is the best one. Make sure you give reasons for your answer:

1. A substance people take to change the way they feel, think or behave.
2. A medicine or other substance that has a physiological effect when ingested or otherwise introduced into the body.

Physiological = the normal functions of the body

Task: The images below are all common drugs found in the house. Can you suggest what the physiological effects are of each?



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The Representation of Drug Use

Using the headline on the board, discuss the following questions and write your answers below:

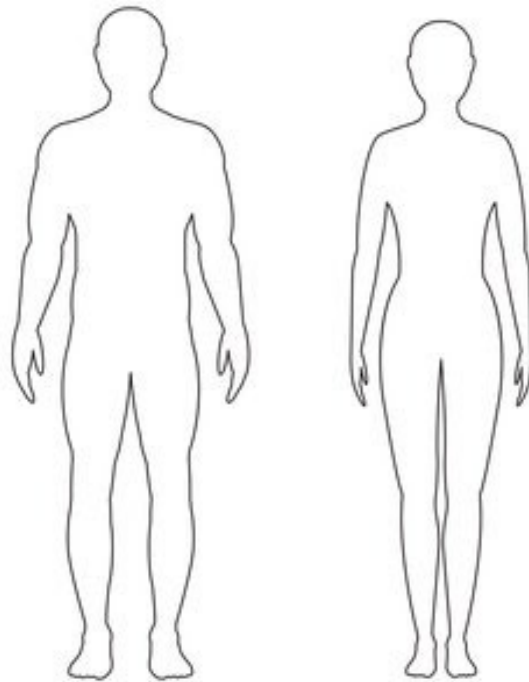
1. How do these headlines impact on our understanding of drugs?
2. What impression do these headlines give about drugs?
3. Do you think this is an accurate account of drugs and their impact?

Understanding what the law says about alcohol

What do you think the answers are to the following questions? Discuss your answer in pairs before we look at what the law says.

1. How old do I need to be to buy alcohol in the UK?
2. What if I am out with my family, can I have alcohol with a meal in a bar/restaurant?
3. Once I am at the right age, I can then buy alcohol?
4. What if the police catch me and my friends drinking in the park?
5. What are the laws surrounding drinking and driving (sometimes referred to as DUI: Driving Under the Influence)?
6. Is the law the same all over the world?

TASK: Mark on your diagram where you think drugs have an impact on the functions of your body. Try and note next to them what you think the effect is.



TASK: Take some time now to review what you have covered in this session. Ideas and laws surrounding drugs and alcohol can often be confusing and a little unclear.

1. What is your takeaway from this session?
2. What have you learned that you did not know before?
3. What would you like more information on?

Lesson 4: Peer Influence and Substance Abuse

DO NOW:

1. Draw a person who is in a gang. This person is your age, goes to school near you.
2. Why did they join the gang? Why do they stay in the gang? What risks does being in a gang have? Where can they go for help?

Task: Using the information on the slide: what is a gang?

How it might start...

Part 1: Jay and Mo have been friends since primary school and hang out together all the time. They aren't quite part of the 'in crowd' but they are well liked and get invited to parties and events, just the same. It's spring term and a new girl – Ariana - comes over and starts chatting to Jay and Mo. They all get along really well, and she invites them along to her friend Zach's hangout. Mo isn't sure it's a good idea as Zach is a few years older and well known as quite a threatening character who lives in a no-go part of town. Zach has recently posted some music videos which have gone viral which Jay thinks are great and wants to use to inspire his own videos. Jay also really fancies Ariana, so he persuades Mo to go anyway.

Once they get there, Mo feels quite uncomfortable. There seems to be a lot of people squaring up to one another with threats and shoves plus some of the group are showing each other knives. Mo and Jay are offered beers and smokes – Mo takes a beer but decides not to smoke. Jay takes both and spends hours trying really hard to impress Ariana and Zach. When the group dare him to run across the road as a truck is approaching, Jay goes for it as he thinks he will have a better chance of being accepted by Ariana, Zach and their group if he does that kind of thing. The whole group laughed and told Jay he was really funny and as he left, Zach called him Racer which seemed to catch on.

Mo is worried that Jay is trying so hard to be liked by this group, particularly when they seem more like a gang than a friendship group. Mo decides to say something to Jay on the way home:

“Are you trying to get yourself killed!? Over belonging to some group, you barely know?”

Jay just responds:

“You really need to relax. You're just jealous I'm getting noticed by Ariana when you haven't got the balls to step it up when it matters!”

Mo is offended by this: “That's not it at all, and you know it.”

Jay explains: “Look, Mo... It just feels good to be noticed for a change, you know?”

Part 2 Ariana and Zach are talking after they've gone. It is clear that Ariana is a little scared of Zach as she flinches when he grabs her arm. Ariana sometimes wishes she'd resisted the pressure to join up with Zach and his group originally. But back then she felt like she needed some kind of protection. Zach tells Ariana: “Make sure Jay sees the benefits of hanging with us...And try again with Mo.” She catches Mo on his own at school and puts pressure on him to behave more like Jay. Whilst it makes Mo feel a bit awkward, he makes sure she knows he is not interested and walks away.

Lesson 4: Peer Influence and Substance Abuse

Look at the reasons why a person might join a gang below.
Write the number in the boxes below for reason why:

1. Reasons why they think Jay wanted to join the gang,
2. Reasons why Ariana wanted to join
3. Reasons why Mo chose not to.

Sense of belonging and/or identity	Protection
Potential legal consequences	Enjoy risk-taking
Pressure to join	To get respect
Concerns over safety within a gang	Looking for a glamorous lifestyle
Expectation to join as family or friends are members	Not sure people are trustworthy

TIF:

Lesson 4: Peer Influence and Substance Abuse

Carry on...

Part 3 A month has passed since Jay and Mo first hung out with Zach, Ariana and the rest of the group. Ariana has been flirting with Jay a lot, although she also seems to be Zach's girlfriend. Mo has started to notice that Jay is spending less time with him and when he does, he seems moody and angry. Jay has been making fun of Mo for the things they used to like doing together, telling him that playing basketball and video games are for kids. When Jay and Mo are hanging out in the park after school, Ariana comes to find them and tells Jay he needs to deliver a package for Zach. Mo asks what's in the package, but Ariana just laughs, rolls her eyes and turns her back on Mo. She tells Jay all he needs to do is keep the package overnight and deliver it to an address across town tomorrow morning. She says Zach will owe Jay a favour if he can do this and leans in and whispers something in his ear. Jay agrees and shoves the package in his bag.

After Ariana has gone, Jay says to Mo, "You are so embarrassing. Everyone knows you don't ask what's in it, you just take it and deliver it. What you don't know can't hurt you."

Mo responds, "What do you mean 'everyone knows'? Have you been doing this for a while?"

Jay tells him, "Of course I have. I really don't have time to explain this stuff to you anymore. If you don't get it, then just keep out of it."

"Jay, I'm just trying to look out for you. I'm really not sure you should be getting mixed up in this."

"I don't need a friend who acts like my mum. When are you going to grow up?"

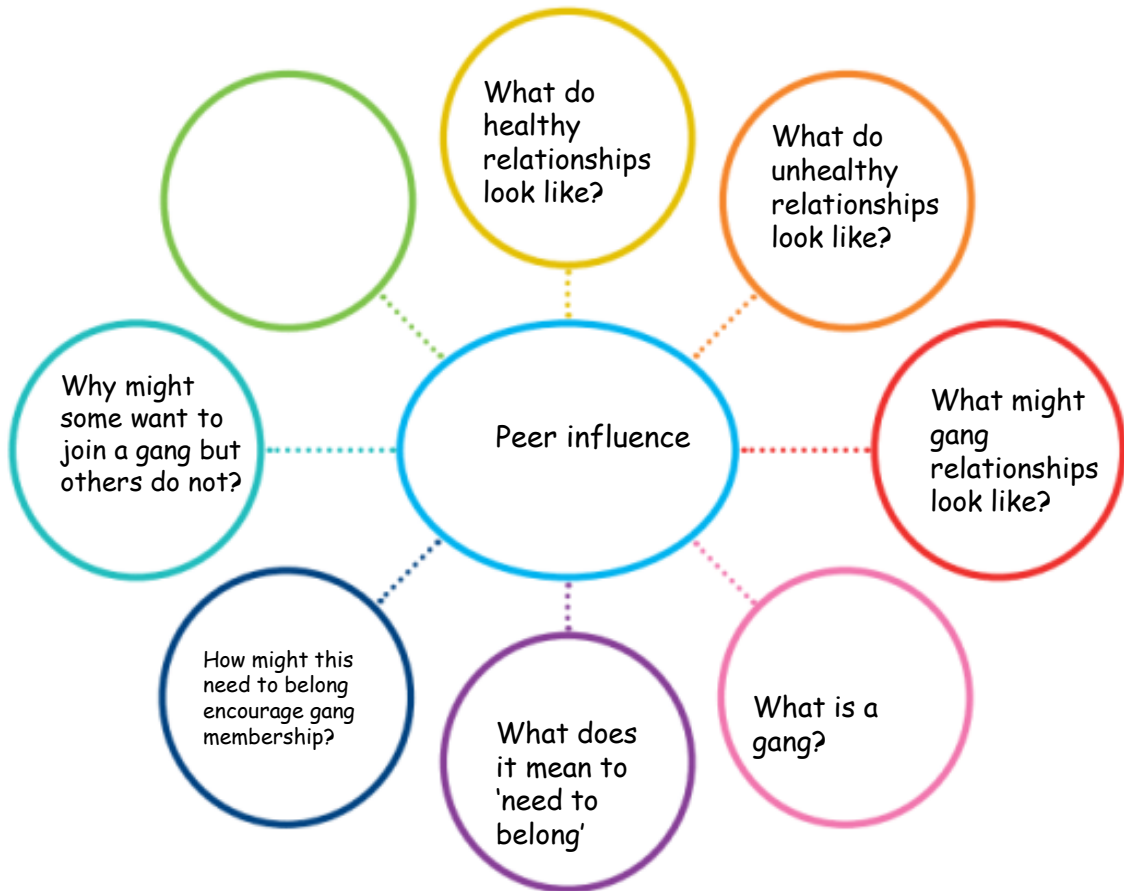
Jay shoves Mo and storms away from him.

What might Jay have thought he was gaining by joining the gang?	What is Jay sacrificing by joining the gang?

Part 4 Jay is now spending all of his time with Zach, Ariana and the rest of the group. He has become more withdrawn at school, and he no longer talks to Mo or even acknowledges him. Jay has lots of spare cash and always seems to have new trainers and the newest phone. Mo is mostly hanging out with other members of the basketball team and is organising his work experience placement at the end of the year with a game's app-developer. One night, when Jay is on his way to deliver a package, someone approaches him in an alley and demands he hands it over. At first, Jay tries to deny he is carrying anything, but he is attacked and mugged.

They take the money he is carrying, his shoes and the package he was taking for Zach. Nothing like this has ever happened to Jay before, and he feels shocked and weak. Not knowing where else to go, Jay makes his way to Zach's house to explain what has happened, hoping his friends will look out for him. But when Jay gets there and tells Zach about it, he is furious. Zach tells Jay that he has just lost almost £1,000 worth of product and that he now owes Zach.

Plenary:



Support and reporting crime:

Crimestoppers: www.crimestoppers-uk.org Phone: 0800 555 111

Fearless: <https://www.fearless.org/en/give-info>

Victim support: <https://www.victimsupport.org.uk/>

Medway Public Health – Gangs: Managing risks and staying safe

Home Office - #knifefree

Every Mind Matters – Alcohol

NaCTSO – Run, hide, tell

PSHE Association – Drug and Alcohol Education (Year 9)

Home Office - Preventing Involvement in Serious and Organised Crime