

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Spot bullying	<p>Demonstrate strategies to deal with both face-to-face and online bullying.</p> <p>Demonstrate strategies and skills for supporting others who are bullied.</p> <p>Recognise and describe the difference between online and face-to-face bullying</p>	<p>Brainstorm what the children think or feel about bullying.</p> <p>Watch/ Listen - Use the Spot Bullying interactive page to hear and view three examples of different types of unfriendly behaviour. Following this, discuss each scenario with the children, comparing the unfriendly behaviours and deciding if this is an example of bullying.</p> <p>Activity 1 - Individually, children think of and write down one action that each person could take to deal with the situation. As talk partners, share their ideas and choose their top two strategies.</p> <p>Activity 2 – Work in pairs, using ‘Spot the bullying’ activity sheet, record the words that describe bullying and cyberbullying on the Venn diagram. There should be words that fit both categories; use this to discuss the things in common in cyberbullying and bullying in general. Record this on the whiteboard as a class.</p> <p>Watch ‘My name is George’ from Kids Helpline ( <a href="https://youtu.be/xfamVyerFWs">https://youtu.be/xfamVyerFWs</a> ). As a class discuss this as an example of cyberbullying and what George could have done differently</p>	<p>Bullying</p> <p>Cyberbullying</p>
2.	Play like share	<p>Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private.</p> <p>Recognise that people aren’t always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face. Know how to protect personal information online;</p>	<p>Ask the children to make a list of at least 3 benefits of the internet – this can be done with talking partners.</p> <p>Ask the class the games, sites and apps they like to use. What do they like about them? Is there anything they don’t like?</p> <p>Watch three films from the CEOP Thinkuknow website: <a href="https://www.thinkuknow.co.uk/8_10/watch/">https://www.thinkuknow.co.uk/8_10/watch/</a> . Discuss the films with the pupils and reinforce the rules from the website for being safe online. Review the key points about keeping safe online. As well as ensuring that the information they share online is just with their friends, what else could they do to ensure that they are using the internet in a healthy way? Examples include:</p> <ul style="list-style-type: none"> <li>● Have specific times in the day that they use it, so it doesn’t take over their life.</li> <li>● Turn it off at night, so it doesn’t disturb their sleep.</li> </ul>	<p>Personal Information</p> <p>Privacy Settings</p>

		Recognise disrespect	Make sure they use passcodes on their phones and other devices so that others can't access their accounts or their personal information.	
3	Decision dilemmas	Recognise which situations are risky. Explore and share their views about decision making when faced with a risky situation. Suggest what someone should do when faced with a risky situation	<p>Introduce the scenario: A person needs to cross a very busy road, safely. There is a big group of people standing by some traffic lights. Introduce the decisions and ask the class:</p> <ul style="list-style-type: none"> <li>● Which is the safest option?</li> <li>● Which needs the most risk assessment? Why?</li> <li>● Which is the riskiest? Why?</li> </ul> <p>Decision 1) Wait for the green man and sound from the lights before crossing.                  Decision 2) Watch the other people and cross when most of them do.                  Decision 3) Watch the flow of traffic and cross when there is a gap.                  Decision 4) Step into the road without stopping to check for traffic at all.</p> <p>Activity 1 – In pairs children label themselves: A and B.                  A reads out the scenario and related information. Using this, B comes to a decision.                  B decides whether it is positive, neutral or negative and explains their thinking.  <i>A takes the opposite view and explains their thinking.</i> Class come together and share their decision and rationale. Clarify any misconceptions that may arise from the scenarios.</p> <p>Activity 2 – Go back to the crossing the road scenario.</p> <p>Gemma, who is 11 years old, knows it is safest to wait for the green man but some of her so called friends at school have said she can't hang out with them unless she plays 'chicken' with the cars. (Explain what 'chicken' is if they don't know). They said someone would always be watching her.                  What do you think Gemma should do? [Options they may suggest include: think about whether asking someone to do that is being a good friend; ignore the dare; tell a teacher because it is dangerous; do the dare; say 'no' and stick to that.]</p> <p>Ask the class to think about the following:</p> <ol style="list-style-type: none"> <li>1. What sort of friends are they to Gemma?</li> <li>2. If Gemma does it, is it safe? How would she feel?</li> <li>3. If Gemma decides not to do it, how would she feel?</li> </ol>	Assessing Risk Pressure Influence Risk taking

			<p>4. Where could these friends have got the idea from? [e.g. TV, Social media craze.]</p> <p>Make a class list of what children can do to get help if they feel they are being pressured or negatively influenced by friends to do something unacceptable, unhealthy or risky</p>	
4	Ella's diary dilemmas	<ul style="list-style-type: none"> <li>Define what is meant by a dare;</li> <li>Explain why someone might give a dare;</li> <li>Suggest ways of standing up to someone who gives a dare</li> </ul>	<p>Review the idea of a 'dare' by asking the children the following questions:</p> <ul style="list-style-type: none"> <li>What is a dare? (Together, come up with an agreed definition)</li> <li>Who might dare a person to do something?</li> <li>Why do people give dares?</li> </ul> <p>Activity 1 – Ella's Diary Read '<i>Ella's Diary</i>' Part 1 to the class and, afterwards, discuss the following questions:</p> <ol style="list-style-type: none"> <li>What should Ella do?</li> <li>What could be the risks if she does go through with the dare?</li> <li>Are there any risks if she doesn't go through with the dare?</li> <li>Are there any benefits for Ella if she does accept Kira's dare? [help the children to understand that dares are usually for someone else's amusement]</li> <li>Does she have to do the dare?</li> </ol> <p>Read '<i>Ella's Diary</i>' Part 2 to the class and, afterwards, discuss the following questions:</p> <ol style="list-style-type: none"> <li>How did Ella feel when she was doing the dare?</li> <li>(help the class to notice that her feelings changed from initial excitement to feeling scared)</li> <li>How does it feel when we do something risky? [recognise that this could include a range of feelings, but help the children to recognise how pressure from others to do something could persuade them to behave carelessly, dangerously or anti-socially]</li> <li>Should Ella have agreed to the dare?</li> </ol>	<p>Dare</p> <p>Feelings</p> <p>Trust</p>

			<p>5. Was there a point or critical moment when she could (or should) have stopped or changed her mind?</p> <p>Read <i>'Ella's Diary'</i> Part 3 to the class and, afterwards, discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. Was Ella totally responsible for what happened?</li> <li>2. Should Kira share some of the responsibility? [help the children to recognise that, if we put someone under pressure to do something, we share the responsibility if something goes wrong]</li> </ol> <p>Rewind the story – was there a point where Ella could have done something differently? When Kira dared her, what could Ella have done differently? How could she have resisted the pressure to do what Kira said?</p> <p>Activity 2 – Ella's Diary Take 2</p> <p>Ask the children to rewrite Ella's diary entry for Tuesday – from the critical moment of her making the decision of whether to accept Kira's dare or not. Ask the children to describe, in their entry, how Ella could resist the pressure that Kira puts on her. Ask them to describe what happens as a result and to conclude the story by re-writing Wednesday's entry, too. They should write these pieces in the 1st person, as if they are Ella writing the diary.</p> <p>Summing up</p> <p>Children could read their diary entries aloud to the class. Briefly discuss together:</p> <ul style="list-style-type: none"> <li>• How did Ella make a different decision?</li> <li>• Did that decision result in a more positive outcome to the story?</li> <li>• Were there any negative consequences of Ella's different decision?</li> </ul>	
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<p>5</p>	<p>Vaping unhealthy healthy</p>	<p>Describe some of the health risks caused by vaping;</p> <p>Understand that there are potential health risks of vaping that are not yet fully known;</p> <p>Use critical thinking skills when reading information/media;</p> <p>Understand that companies selling vaping products do so to make money;</p> <p>Describe some of the possible outcomes of taking a risk.</p>	<p>Ask children to define what we mean by the word <i>drug</i>. They may have done this in previous SCARF lessons or workshops, in which case this could act as a review.</p> <p>NB: there are several definitions of what a drug is, so it's useful to let children explore their own ideas here.</p> <p>As a useful summary, a drug can be described as “A substance people take to change the way they think, feel or behave.” This is the World Health Organisation's definition.</p> <p>Ask the children if anyone can tell us the name of the drug in cigarettes. [ Nicotine.] Because nicotine is a drug it can be addictive. Addiction is a word that describes how a drug can affect a person's brain and body in a way that can cause <i>some</i> people to find it hard to stop using that drug (whether it's legal or not). Over time, this means that they find it hard to stop using the drug, even if they really want to. This doesn't happen to everyone and even if people do become addicted to something, it is still possible for them to overcome that addiction and stop using the drug.</p> <p>Children can share what they know about how cigarettes affect the body – examples of facts include:</p> <ul style="list-style-type: none"> <li>• Tar can build up on the walls of the lungs and make breathing more difficult</li> <li>• Nicotine is a stimulant drug that affects the brain</li> <li>• Cigarette smoke contains carcinogens (substances known to cause cancer) that increase the risk of mouth, throat and lung cancer</li> <li>• Tobacco can stain teeth and fingers etc. and make the smoker's breath smell</li> </ul> <p>Ask the children what they have heard about vaping or e-cigarettes, covering the following points if they are not brought up by the class:</p> <ul style="list-style-type: none"> <li>• Liquid nicotine is heated to produce a vapour that people inhale</li> <li>• Liquid nicotine comes in different flavours and strengths</li> <li>• There are different vaping devices to use e.g. pods, pens etc.</li> <li>• Many smokers vape as a step to giving up smoking completely</li> </ul>	
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			<ul style="list-style-type: none"> <li>• If people vape they are not breathing in smoke from tobacco</li> <li>• Most vapers were smokers in the past</li> <li>• Most young people choose not to vape. (6.5% of 11-15 yr olds have tried vaping, 23.2% of 16-17 yr olds have tried vaping – ASH 2021 research findings.)</li> </ul> <p>Ask the class whether, based on these facts, vaping is healthy or unhealthy and get some ideas. Write them on a flip chart, whiteboard or Post-It notes, for reference later.</p> <p>Activity - The Daily Wail</p> <p>Put children into groups of 4/5 and give them a copy of the online paper The Daily Wail, or show this on the IWB. Ask them to read it then discuss the following questions, letting the children lead the discussion. There is some guidance below in brackets about what could come up, some of which you might like to add to their ideas.</p> <p><b><i>Shock news! section</i></b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Why do they think fewer people are smoking? (Because of the harms of tobacco; more information that people are willing to accept because attitudes have changed; no smoking allowed in a public spaces; smoking is no longer advertised because of changes to the laws about adverts; smoking rarely seen on screen so there are fewer role models who might influence young people to start smoking.)</li> <li>• What new products do you think the tobacco industry are working on, to fill the gap in their profits caused by the decrease in cigarette sales? (Vaping/ e-cigarettes.)</li> <li>• Why do you think nicotine and tobacco products are legal in the UK? (They create a vast amount of money for the tobacco industry which lobbies government (lobbying is when an individual or a group tries to persuade someone in Parliament to support a particular policy or campaign. Lobbying can be done in person, by sending letters and emails or via social media. <a href="#">Read more about lobbying</a>); governments can put high taxes on the sale of nicotine and</li> </ul>	
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			<p>tobacco and therefore make more money to spend on other things*; some people like the way it makes them feel.</p> <p>*Note: it's a government aim to make the UK a smoke-free society by 2030. (Read more information about this from the <a href="#">Smokefree Action</a> website.)</p> <p><b>Advert YOOL! and New club in Town sections</b></p> <p>Ask: How is vaping made to look attractive to young people? (Adverts of attractive young people making it look 'cool' and more widespread*; adverts online and on social media; vaping products sold in supermarkets, handing out free samples to young people in places they are likely to visit, such as clubs).</p> <p>*Note: there are now laws restricting advertising of vaping and e-cigarette products, but the companies making these work on exploiting loop-holes in the laws so that they can continue to promote them and increase the number of people using them.</p> <p>Also, vapes are available in lots of sweet flavours. Ask: Why do you think there are so many sweet flavours? (Many people don't like the smell or taste of cigarettes, they might appeal to young people.)</p> <p>Explain here that because vaping is still quite new, we don't know the long term effects. There is some research to show that these flavourings, whilst safe to swallow, can cause health issues when heated and inhaled.</p> <p>Ask: What are the outcomes if lots of young people take up vaping? (It makes money for the tobacco industry and those that make vape products; addiction to nicotine; unknown long term effects on the body as it is a relatively new activity and research is ongoing; the end of tobacco cigarettes.)</p>	
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			<p><b><i>Should someone buy from a vape shop? section</i></b>                  Ask: If someone chooses to vape, what can they do to make it as safe as possible? (Vape as a step to giving up smoking completely, use a low level of nicotine and reduce it over time; make sure the equipment being used is safe.)</p> <p>Finally, ask again this question, posed earlier:</p> <p>Do you think vaping is healthy or unhealthy? (There will be a variety of ideas and opinions. Ensure that it is a safe, neutral space for all children to share their thoughts.)</p> <p><b>SOnce the groups have had time to discuss the questions bring the class back together and ask the groups to report back.</b></p> <p>Optional summary points:</p> <ul style="list-style-type: none"> <li>• Vaping can be helpful for people using it to help them quit smoking. Smoking is known to carry severe health risks.</li> <li>• Risks to health of vaping aren't yet fully known - especially the effects of them on a young person's body.</li> <li>• Companies making vaping products make money from them. They target younger people with their marketing with the aim of hooking them early - this means they will spend money (by buying vapes) for many years to come.</li> </ul>	
6	Would you risk it	Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks. Understand the actual norms around smoking/alcohol and the reasons for	Ask; <ul style="list-style-type: none"> <li>• What do we mean by the term 'taking a risk'?</li> <li>• What sort of risk taking actions can the children think of?</li> <li>• What risks are associated with smoking?</li> <li>• How many young people (aged 11 – 15) do you think are non-smokers? (NB: this was 3% in 2017.)</li> </ul> Give pupils the following scenario in talk partners - If a friend asks someone to do something quite risky, why might it sometimes be difficult to say no to them? What is	Risk taking Assertive



		<p>common misperceptions of these.</p>	<p>the best way for someone to stand up to a friend who is asking them to do something which is quite risky?                  Activity 1 - Consider the following scenario:                  Chris has a new game for his computer which he has saved up for ages using money from his paper round and his birthday. His best friend Tyler comes round to play it with him after school. Before he goes home, Tyler asks if he can borrow it to show his brother. Chris is not sure about lending it out but Tyler keeps pestering him saying things like, 'I always lend you my stuff. Come on, be a mate.'</p> <ul style="list-style-type: none"> <li>● What thoughts might be running through Chris's head as he decides what to do?</li> <li>● Think about the risks if he does or doesn't lend the game to Tyler</li> </ul> <p>Activity 1- Children complete the 'What should Chris do?' sheet.</p> <p>Activity 2 – Children make a corridor, one side thinks of the risks of lending the game to Tyler and the other side thinks of the risks of NOT lending it to him. One pupil walks down the corridor with the pupils saying their thoughts as 'Chris' passes them</p> <p>Reflect on the following questions:</p> <ul style="list-style-type: none"> <li>● Why would it be hard for Chris to decide what to do in that situation?</li> <li>● Without mentioning anyone's name, can anyone remember a time when a friend asked them to do something they were not sure about? What did they ask you to do? How did you feel about it?</li> <li>● Is it easy or hard to stand up to (be assertive with) a friend?</li> <li>● What would be the best thing Chris could do in this situation?</li> </ul> <p>Children to record their own answers on post-it notes which they can stick on to A3 sheets of paper.</p>	
7	Thinking about habits optional	<p>Explain what a habit is, giving examples.                  Describe why and how a habit can be hard to change.</p>	<p>Introduce that a 'Think' is a thought-provoking question that helps children to develop their thinking skills. Discussion:                  What is a habit?                  In pairs, ask children to come up with other words for habit (e.g. hooked, addicted, dependent).                  Challenge children with a list of 'Thinks':</p> <ul style="list-style-type: none"> <li>● What are common habits that people have?</li> <li>● Why do people develop habits?</li> </ul>	Habit Addiction

			<ul style="list-style-type: none"> <li>● Do people choose habits?</li> <li>● How can habits make us feel?</li> <li>● Can habits be harmful?</li> <li>● Is a habit always bad/harmful? Can habits be helpful?</li> <li>● How do we know whether a habit is good or not-so-good for us?</li> <li>● How often do you have to do something for it to become a habit?</li> <li>● Is there a difference between a habit and an addiction? When does a habit become an addiction?</li> <li>● Is it possible to change a habit? Give up a habit? Develop ‘good’ habits?</li> <li>● What helps people to ‘break’ a habit?</li> <li>● Is following a football team/music group/pop star a habit? Is it an addiction?</li> </ul> <p>Discuss the ‘Thunks’ as a class. Ask pupils if they can come up with a definition of ‘habit’ and ‘addiction’. There is no commonly accepted definitions of these terms and they overlap. For example, you may define habit as ‘something that a person does repeatedly’, whereas addiction may be defined as ‘an urge to do something that a person may feel hard to control’.</p> <p>One-by-one, invite each child to complete the following statements:</p> <p><i>A habit I would like to stop is...</i></p>	
8	Drugs true or false? optional	Understand some of the complexities of categorising drugs. Know that all medicines are drugs but not all drugs are medicines. Understand ways in which medicines can be helpful or harmful and used safely or unsafely	<p>What do we mean by the word ‘drug’. There are several definitions of what a drug is. A drug can be described as ‘A substance people take to change the way they think, feel or behave’ – World Health Organisation definition.</p> <p>Ask pupils the following questions:</p> <ul style="list-style-type: none"> <li>● How can a drug be harmful to the body?</li> <li>● What are the laws about selling cigarettes and alcohol?</li> </ul> <p>Activity – Hand out the ‘<i>Drugs: True or False Activity</i>’ sheet. Ask children to consider each question and circle the answer they think is correct. Discuss with their partners or in small groups to see why they came to their decision and if they agree.</p>	Drugs Cigarettes Alcohol

			<ol style="list-style-type: none"> <li>1. All drugs are medicines. True or false?</li> <li>2. All medicines are drugs. True or false?</li> </ol> <p>Medicines can only be obtained with a doctor’s prescription. True or false?</p> <ol style="list-style-type: none"> <li>4. Some medicines can legally be bought without a doctor’s prescription. True or false?</li> <li>5. Alcohol is a legal drug in this country. True or false?</li> <li>6. Anyone can be sold an alcoholic drink in this country. True or false?</li> <li>7. Shops can be fined if they sell alcohol to a person under the age of eighteen. True or false?</li> <li>8. Alcohol is sometimes used in other products like antiseptic wipes, antiseptic hand-gel and mouthwash. True or False?</li> <li>9. Alcohol is sometimes used in medicines. True or false?</li> <li>10. People are allowed to smoke in public places like shops, offices and trains. True or false?</li> </ol> <p>Go through the answers with the children, explaining and clarifying misunderstandings, where necessary.</p> <p>Children to consider;</p> <ul style="list-style-type: none"> <li>• Was there anything you didn’t understand?</li> </ul> <p>Why do we have laws to control the use of drugs in this country?</p>	
9	Smoking What is normal Optional	Understand the actual norms around smoking and the reasons for common misperceptions of these.	<p>What effects from smoking cigarettes have you heard of?</p> <p>What percentage of 11 - 15 year-olds in England do you think smoke regularly, that is, <i>at least</i> one cigarette a week? [NB: this was 3% in 2014 but you will probably find that the children think it is a much higher figure] Was anyone surprised that it was so low? If so, why?</p> <p>Why did you think that it was much higher (if they did)?</p> <p>that you are going to consider some of the reasons why many people <i>think</i> that young people smoke, despite the fact that these days most of choose <i>not</i> to smoke.</p> <p>– Show the class the graph of regular smokers over the past decade. Ask some key questions to inspire a class discussion: What does the graph tell us? Why do you think most young people choose not to smoke these days? What reasons might</p>	

			there be as to why there are still some young smokers? If the graph continues as it is now, do you think there will be a time when the country will be smoke free?	
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			<p>Activity 2 – Hand out the newspaper report and read through together. Discuss the report using the following questions: Why does the headline not give the message that smoking rates among young people are falling? How many 11 to 15 year-olds are nonsmokers? Why do you think the report doesn't focus on the ones who are not smoking? Why do you think the report doesn't celebrate the fact that smoking rates have fallen dramatically over the last ten years? Why do you think the actual figures have been left to the last paragraph?</p> <p>Activity 3- Write a short letter pointing out the fact that nowadays very few young people smoke and the majority of young people like to behave in safe, considerate and healthy ways. Use the statistics from the graph to back up their argument.</p>	
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