

Year 6 Kick Ash Workshop

Kick Ash

Cambridgeshire and Peterborough Youth Smoking Prevention Programme



Kick Ash Workshop

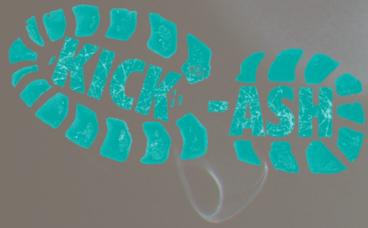


Session Aim

- To explore risk taking behaviour in relation to smoking
- To develop confidence in championing a smoke free message

Session Outcomes:

- To explore the difference between 'peer pressure' and 'peer influence' in relation to friendship groups
 - To identify why young people may choose to smoke when they know the associated health risks
 - To find out why young people who start smoking decide to stop
- 



Year 6 Kick Ash Workshop

Introduction

10-15mins

Introduce yourself and agree the Ground Rules. (Adapt the mentor script as appropriate and to suit the need of the group)

Ask the students what they think the ground rules should be for this session and record their ideas on the white board.

Click on the slide headed Ground Rules and compare the rules with those suggested by the students.

The teacher/TA's will be there to make sure the class responds appropriately but you can refer to the rules should anyone not comply.

Slide

2

You will need:

Mentor Script,
White board and pens

You will need:

Agree/Disagree
cards

Activity 1- Agree/Disagree Line

Explain the concept of the agree/disagree line i.e. students to position themselves between two points on a line to indicate their response to a statement.

Reference slide 3 for some agree/disagree statements. Read out each statement in turn and ask the students to position themselves between agree and disagree i.e. if they are uncertain they will stand in the centre of the two points.

- Once in position ask a few of the students to explain why they have chosen to stand where they have.

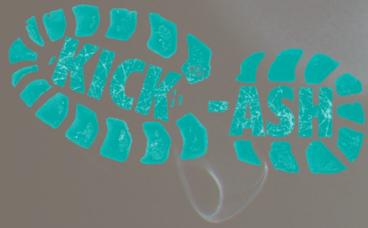
Time

15mins

Slide

3





Year 6 Kick Ash Workshop

Time
10mins

Activity 2

Peer Pressure/Peer Influence

- Ask the students if they know what **peer pressure** is. Invite examples.
- Ask them if they know what **peer influence** is. Invite examples.

Show the video on slide 4. After the video clip ask the students to show by putting their hands up if the clip showed:

- A, Peer pressure
- B, Peer influence

Make sure the students understand that peer pressure involves verbal encouragement or insistence to do something. Whereas peer influence is where an individual copies the behaviour of the larger group.

- Ask the students to discuss in small groups the question on slide 5 - "Why do young people start to smoke when they know it's bad for them?"

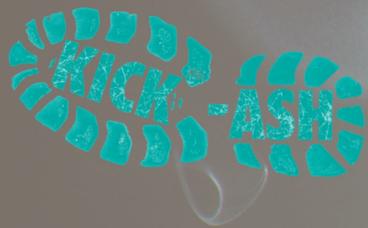
Ask them to record at least 5 reasons in the workbook - Activity 2.

Circulate and support the group discussions before taking feedback

Slides
4-5

You will need:
Workbook Activity 2





Year 6 Kick Ash Session

Time

20mins

Slides

6-8

You will need:

A3 paper x8
1 set of peer group
labels
Glue

You will need:

8 sets of Photos
8 sets of descriptor
cards

Activity 3 – Investigate characters and peer groups

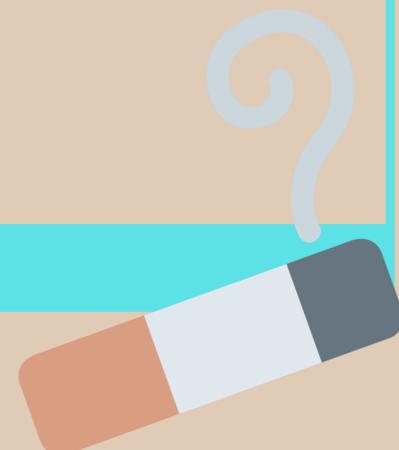
Present the names of the different peer groups that are likely to emerge in an older primary/ secondary school setting:

- Popular Girl/Boy
- Middle Girl/Boy
- Loner Girl/Boy
- Troublemaker Girl/Boy

Organise the students into 8 groups and allocate each with a sheet of A3 alongside one of the 8 peer group labels. Ask them to glue the label in the centre of the page.

- Distribute an envelope containing the pictures of each peer group member. Ask the students to select the image that they believe best matches their peer group label and stick this along side the label.
- Then ask the students to build a profile of their peer group member; give them the descriptor cards which may help them with the profiling but encourage them to also think of some characteristics (personality traits, hobbies, skills and interests) that they think reflect their peer group member.
- Ask them to record these ideas on the poster page.

Once the poster has been completed ask each group to feedback about their peer group member and discuss the reasons why they chose the particular characteristics.





Year 6 Kick Ash Session

Time

10mins

You will need:

Push/ Pull Labels

Activity 4

Pulls towards smoking/Pushes away from smoking

Hand out the pull/push labels for the students to use to help them identify if their peer group member is likely to be a smoker. Tell the students to stick on to the poster the labels which are relevant to their peer group member. Once they have completed this task ask them if they have more push or pull labels for their peer group member. (More Red/pull = possible smoker; More Greens/push = possible non-smoker). Finally ask each group to reveal their results and findings e.g. popular girl = smoker?

Slide

9

Time

10mins

You will need:

Workbook
Activity 5

Activity 5 Smoking- Word Association

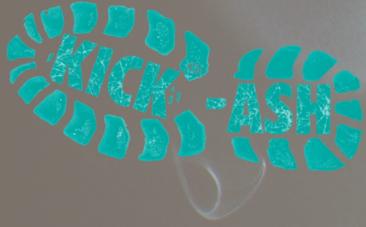
Get students to work in pairs to write down all the words they think of when they hear the word smoking record their ideas on activity 5 in the workbook.

Invite the students to share their ideas. Record these in the following columns on the whiteboard Positive, Negative and Don't Know.

Slide

10





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Time
30mins

Slides
11-17

You will need

Workbook
Activity 6

Activity 6

Risks of smoking/second hand smoke

Using workbook **Activity 6**. In pairs ask the students to write inside the template all the health risks associated with smoking, outside the template ask the students to record any ideas about the dangers of secondhand smoke (check understanding of secondhand smoke). Are the dangers of secondhand smoke the same as for smoking?

Use the visual aid as a prompt to review the students' ideas (see the resource pack)

Show the slides of the images of ageing skin/bad teeth and lungs. Slides 12- 15

Ask the students who or what can be affected by second hand smoke. **Did they consider their pets?**

Show video clip on the next slide 16 of the vet explaining the affects of smoking on pets

Recap

List on the white board those peer group members that the students identified as being possible smokers. Can they now think of any reasons why these peer group members might change their mind about smoking (slide 17).



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Time
5mins

On each side of the classroom, place a green and red card.
End the session by asking the students "Are you likely to be pulled towards smoking?" if so tell them to stand towards the red card likewise ask them "Are you likely to be pushed away from smoking" and tell them stand towards the green card. If they are not sure tell them to stand somewhere in between.

Slides
18

You will need

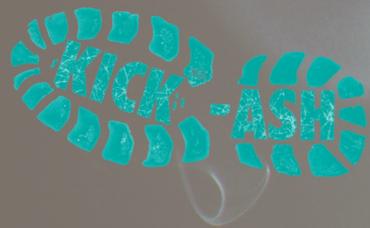
Red Card
Green Card

Time
5mins

Reflect and review

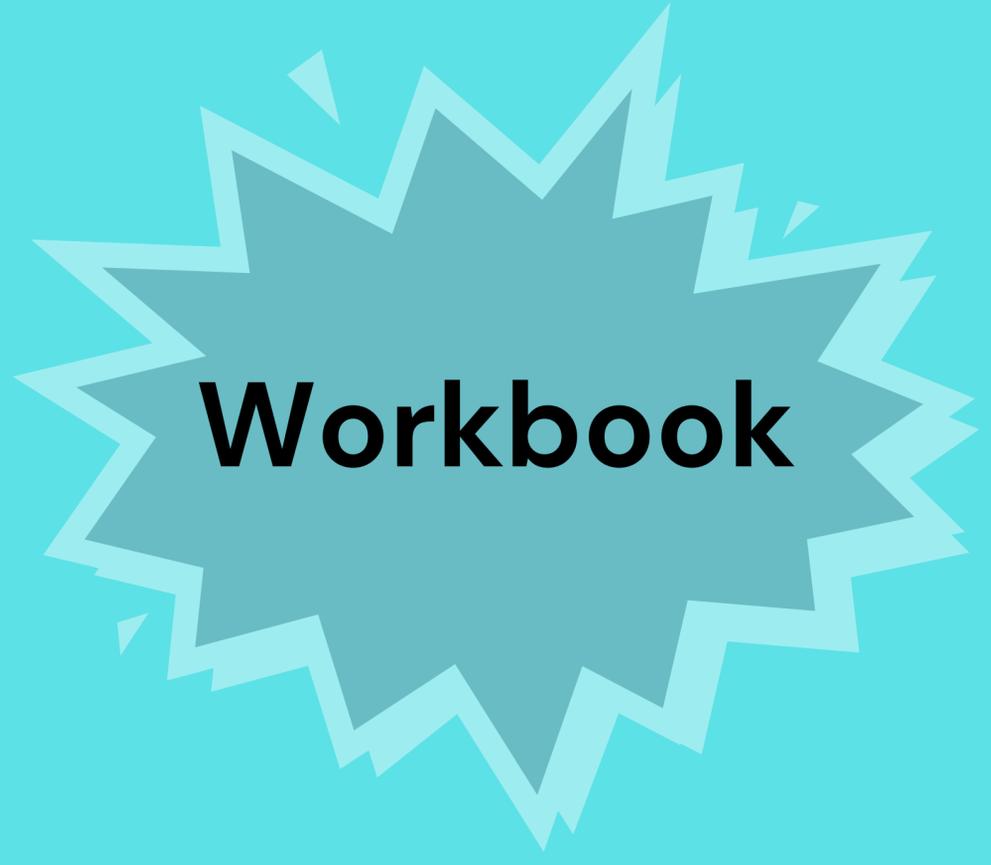
Ask the students to share with a partner a key point of learning from the session.
Invite volunteers to share their responses.
Emphasise the point that only a small number of secondary students across the county actually smoke.
2% Year 8, 8% Year 10
These figures are based on responses to the 2018 Cambridgeshire Health Related Behaviour Survey.
Reassure them that the majority of young people choose not to smoke.
Ask if there are any outstanding questions and share your '**Proud to be smoke free**' messages.

Slides
19-20



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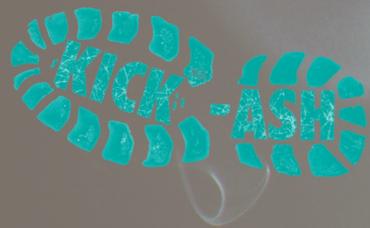


Workbook

Name

.....



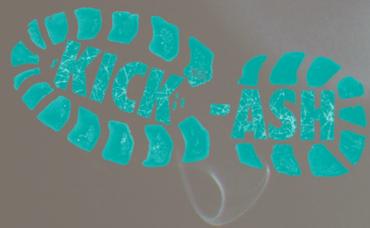


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**Why do young people
start to smoke when
they know it's bad for
them?**

Activity 2

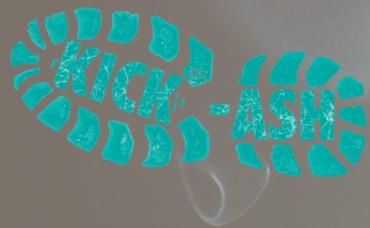




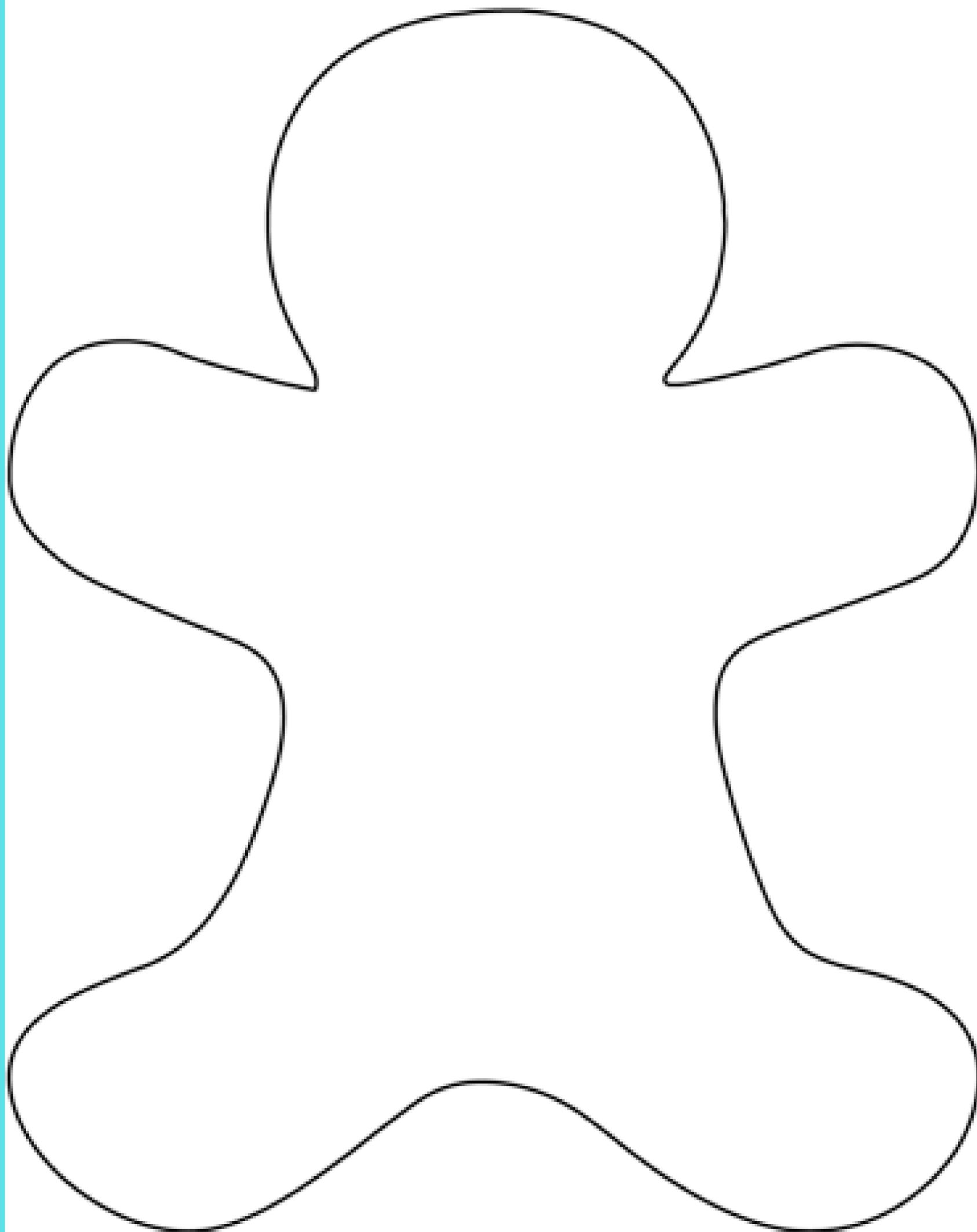
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**What words do you
think of when you hear
the word 'smoking'**





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Activity 6