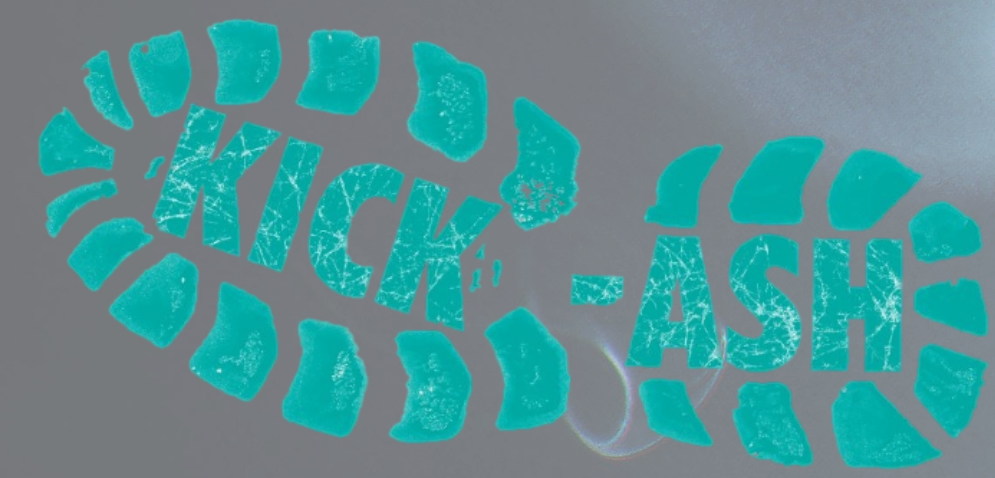


# Mentor Delivery Guide

## Year 7/8 Session 1



### Kick Ash

## Cambridgeshire and Peterborough Youth Smoking Prevention Programme

# Session 1



#### **Session Aim:**

- To identify the reasons why people choose to smoke



#### **Session Outcomes:**

- To know the difference between peer pressure and peer influence
- To know how these factors can affect the decision to smoke or vape



# Year 7/8 Session 1

**Time**  
5mins

Introduce yourself and agree the Ground Rules.

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

(make sure these rules are noted so that they can be shared again at the next session)

- 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 a white board/flip chart and pens remember to keep the list of rules for session 2

**Time**  
10 mins

## Activity 1

- Click on the slides showing the Objectives and Outcomes for this session.
- Ask the students to get into pairs and to write down all the words that come into their minds when they hear the word 'smoking'. (slide 5) Hand out activity 1 worksheet to record their ideas (5 mins)
- Invite the students to share their ideas. Record these in the following columns on the whiteboard/flip chart – Positive, Negative and Don't Know
- Summarise the responses (do the students perceive there are more negatives than positives to smoking?)

**Slides**  
3-5

You will need activity sheet 1  
Pens/whiteboard/flipchart



# Year 7/8 Session 1

**Time**  
5mins

## Activity 2 – Self-Assessment

- Hand out activity 2 which is the self-assessment, to each student. Ask them to complete it.
- Tell the students that this is their own scale and there is no need to copy someone else or be influenced by someone else's response.
- Collect the assessments and keep for them for the next session .

**Slide**  
6

You will need a copy of the self assessment activity sheet 2 for everyone in the class

**Time**  
15 mins

## Activity 3

- Hand out the printed copies of activity 3, the questions for this activity are shown on slides 7 and 8.
- Organise the students to work in small groups and ask them to discuss the questions.
- For each question ask the groups to record their responses in readiness to feedback to the whole group (10 mins)
- Go through the questions inviting responses from each group (5 mins)

**Slides**  
7-8

You will need activity 3 (there are 2 pages) give a set to each group



# Year 7/8 Session 1

**Time**  
5mins

- Click onto Peer Pressure and Peer Influence Slide (slide 9)
- Ask the students if they can explain what each means and what the difference is.
- Move on to slide 10 to show the video clip.
- Following the video ask the students what they understood from the clip – did it demonstrate “Peer Pressure” or “Peer Influence”? Why?
- Ask the students how the girl could be feeling – how does she feel at the beginning of the clip and then at the end?
- Then click on to slide 11 and the definition for Peer Pressure and Peer Influence will appear.

If time allows, ask the students to give examples of peer influence based on their own experience.

Check if all of the students recognise they have done something just because their friends have?

**Slide**  
9-11

**Time**  
20 mins

## Activity 4

- Click on Scenarios (slide 12) – Activity 4
- Read out each scenario (A and B) to the class.
- Click onto slide 13 with the questions asking what Ben and Abigail would do.
- Hand out activity 4 and ask the students in their groups to discuss the questions and record their responses. (10 minutes)
- Then invite the groups to share the outcomes of their discussions.

**Slides**  
12-13

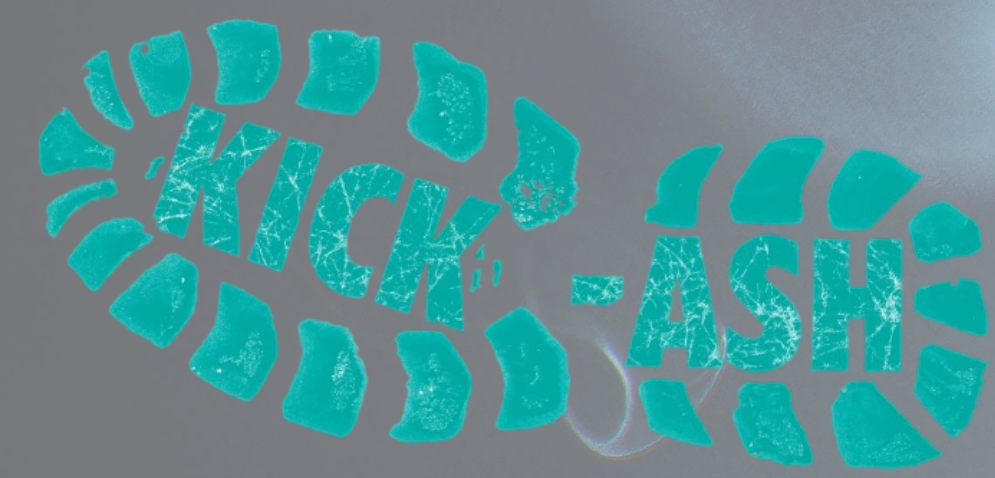
Tell the students that this is the end of session 1 and in session 2 they will be exploring the risks of smoking and vaping.

**Slide 14**



You will need activity 4  
one copy per group



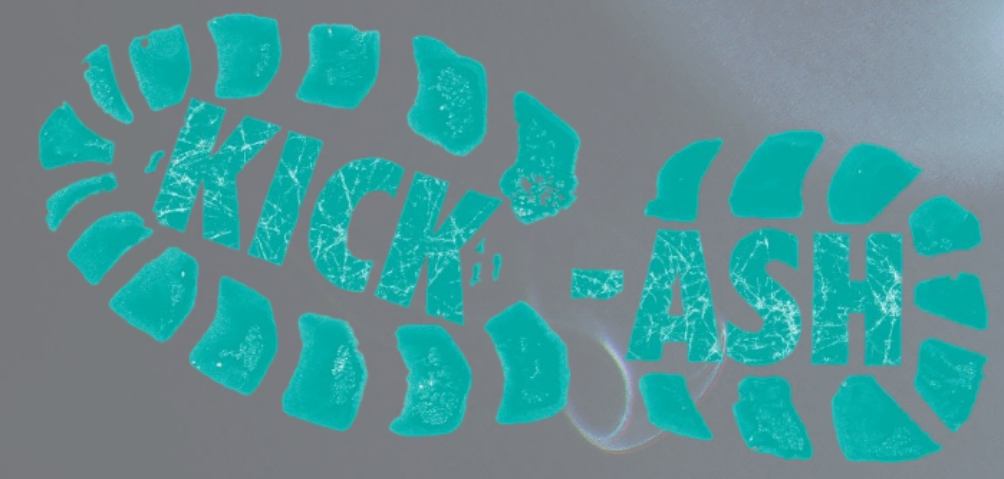


# Year 7/8 Session 1

**Smoking**

**Activity 1**



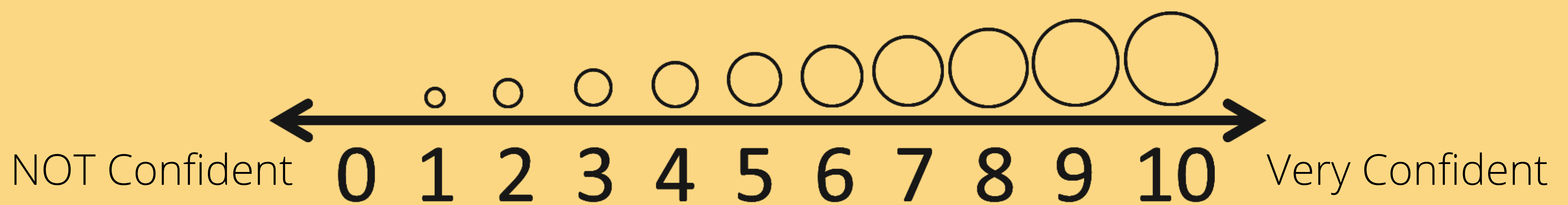


## Year 7/8 Session 1

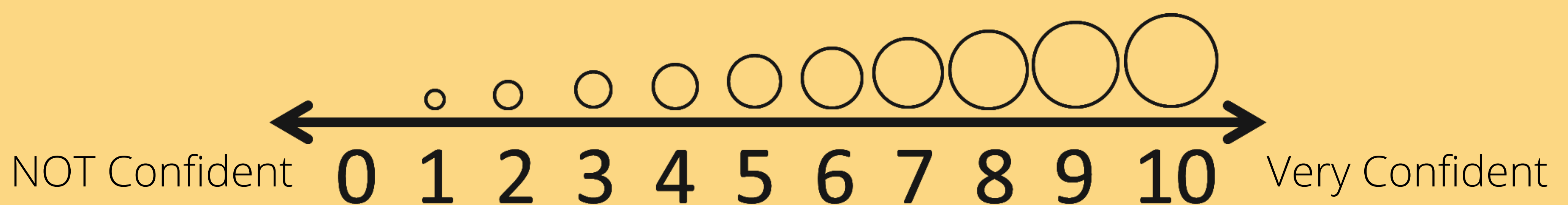
Name -

Assessment 1

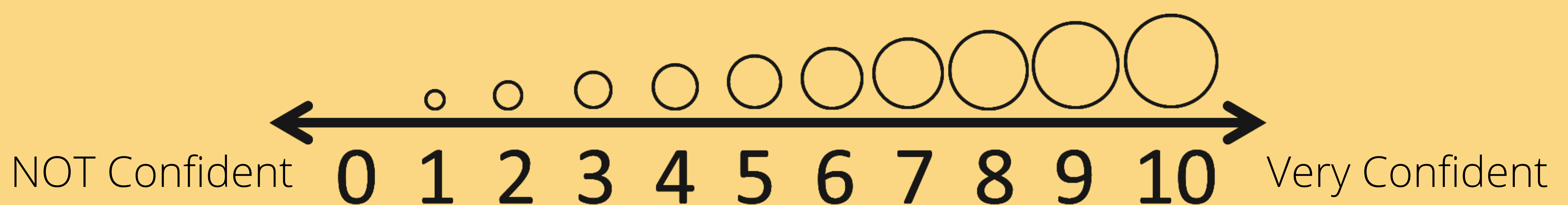
How confident are you that you could  
refuse a cigarette?



How confident are you that you would know  
where to get help if you had questions about  
smoking?

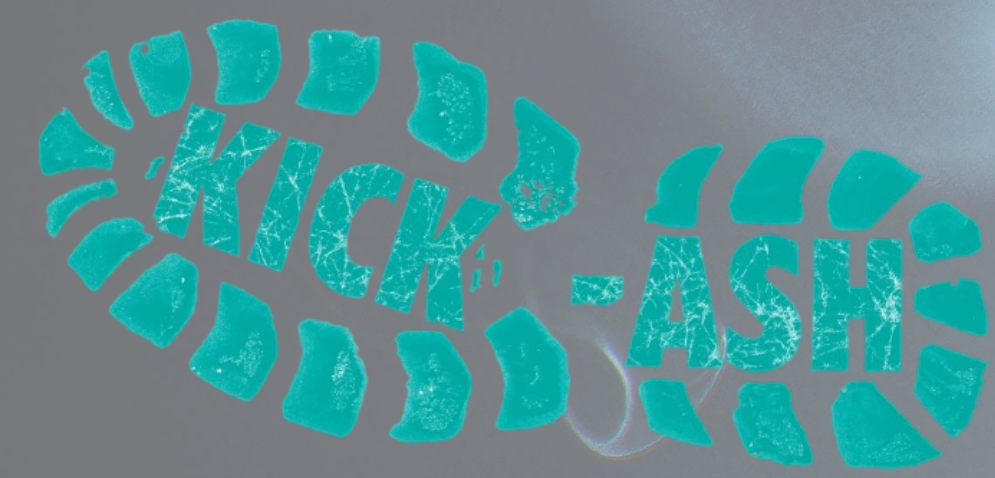


How confident are you about knowing how to  
advise a friend or relative if they needed  
help to quit smoking?



## Activity 2





# Year 7/8 Session 1

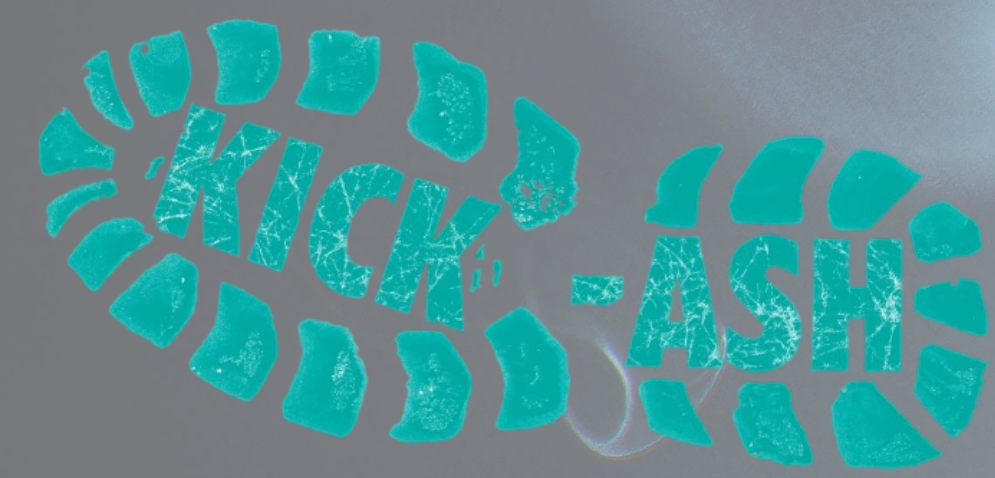
**Why do some people start smoking?**

**Who might ask you to join in smoking?**

**What are the reasons you might give to say "no" to smoking?  
(Health, social, financial reasons, etc.).**

## Activity 3





# Year 7/8 Session 1

**Why could it be hard to say  
"no" if you're asked to smoke?**

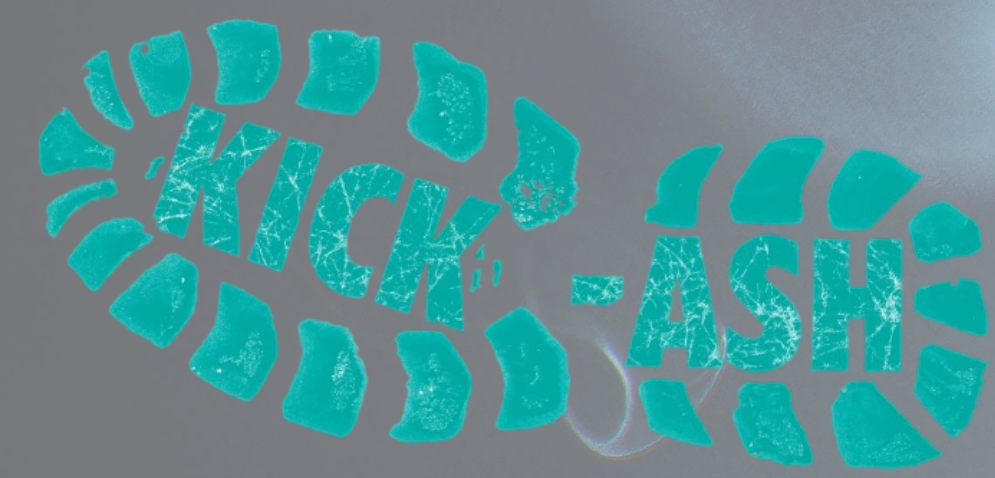
**How might they respond if  
you say "no"?**

**How can you say "no"  
confidently?**

**Who could help you if you've  
started smoking and want to  
stop?**

## Activity 3





# Year 7/8 Session 1

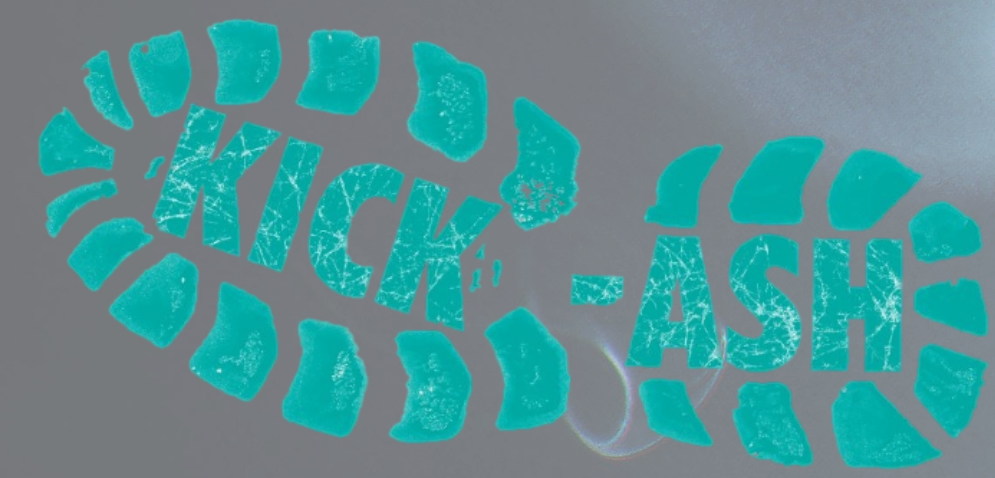
**Ben, aged 13, finds cigarettes  
in his older sister's bedroom**

**Abigail is in the park with  
her friends who are smoking.  
Someone she really likes in  
the group is smoking.**



# Mentor Delivery Guide

## Year 7/8 Session 1



### Kick Ash

## Cambridgeshire and Peterborough Youth Smoking Prevention Programme

# Session 2



#### **Session Aim:**

- To explore the health risks of smoking
- To understand the current situation in regard to vaping

#### **Session Outcomes:**

- To know who to ask for advice on stopping smoking or vaping
- To identify strategies for resisting the pressure to smoke or vape and support others to do the same



# Year 7/8 Session 2

**Time**  
5mins

Welcome the students to session 2 and remind them of the ground rules as agreed in the first session.

- Click through and read the Objectives and Outcomes Slides for Session 2

**Slides**  
15-16

You will need  
the ground rules from  
the last session

**Time**  
10 mins

## **Activity 1 –Understanding the risks associated with smoking**

- Handout activity 1 – Gingerbread man template – ask students to write around/ in the template all the health risks that they can think of associated with smoking. (slide 17)
- Invite each group to share their thoughts they have recorded within their gingerbread man.

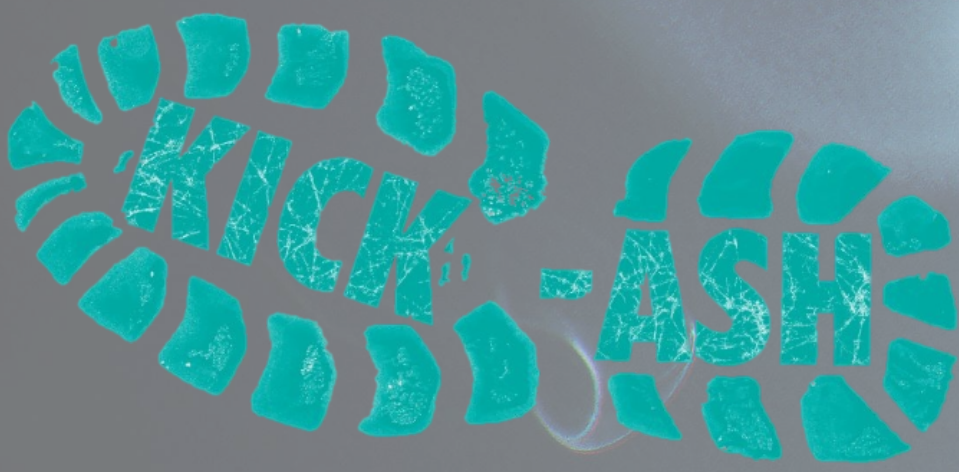
Then click through the slides 18–22 that show the different health risks associated with smoking, these are entitled, healthy lungs and smokers lungs, guess who the smoker is x2 and smokers teeth. (5mins)

**Slides**  
17-22

You will need a  
Gingerbread template  
Activity 1  
for each student



# Year 7/8 Session 2



**Time**  
20 mins

## Activity 2 – Vaping/E-cigarettes

- Hand out activity 2 ideas light bulb. Ask the students in their groups to record what they know about vaping. Some prompts are on slide 23. (10mins)
- Take feedback from the groups in turn.
- Record this on the white board/flip chart, each group needs to provide a different point. (no repeated information)

Then reveal the next three slides and read out the facts around e-cigs/vaping.

**Slide**  
23-26

You will need a copy of  
activity 2 for each  
group

**Time**  
10mins

## Activity 3 – Know who to ask for advice

- Invite the students to work in their groups to come up with their own ideas as to who they could ask for help if:  
**A**, they have started smoking and want to give up  
**B**, know of a friend who wants support to stop smoking
- Hand out activity 3 for the students to record their ideas. Ask the groups for feedback.
- Then reveal the answers provided on slide 27.

Give out the local stop smoking service leaflet if possible and talk through the key elements of the service using the 2 slides entitled Stop Smoking.

**Slides**  
27-29

You will need a copy of  
activity 3 for each group  
and maybe the local stop  
smoking service leaflets



# Year 7/8 Session 2

## Time

### Activity 4 – How to influence a friend/relative to stop smoking

- Hand out activity 4 and ask the students to work in pairs to discuss their ideas for completing the sentences on the slide.
- Having allocated time for the paired discussion, ask for volunteers to share their completed sentences.

## Slide

30

You will need Activity 4 worksheet, 1 copy for each pair

## Time

2mins

### Activity 5 – Self-Assessment

- Handout activity 5 self-assessment form to each student to complete.
- Then return the self-assessment to the students which they completed in session 1

Ask the students to stand up if their responses to the self-assessment have changed.

Ask for volunteers to share how their responses have changed. Collect all self-assessments for review.

## Slide

31

You will need activity 5 self-assessment as well as the self-assessments completed in session 1

### Closing and follow up.....

Explain to the students that the session has come to an end. Dependent on time you can ask them:-

- what they have learnt
- if they have any questions.

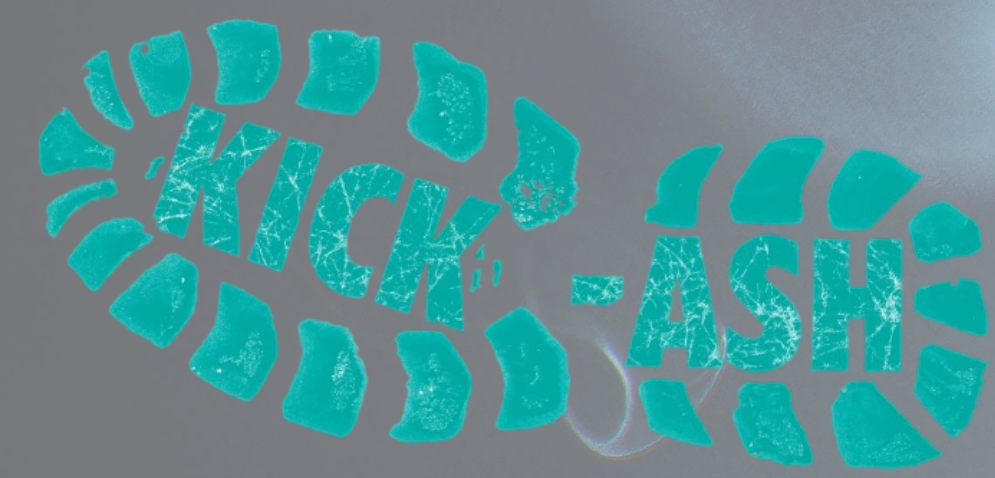
If they do have a question and you don't know the answer, then tell them that you don't know but you will find out and get back to them. **If you say this you MUST do it.** Record any questions that require investigation.

After you have completed both sessions you should compare the self-assessment forms completed in both session 1 and 2. Hopefully the second self-assessments should show an increase in confidence amongst year 8's in refusing a cigarette or knowing how and where to get help to stop smoking.

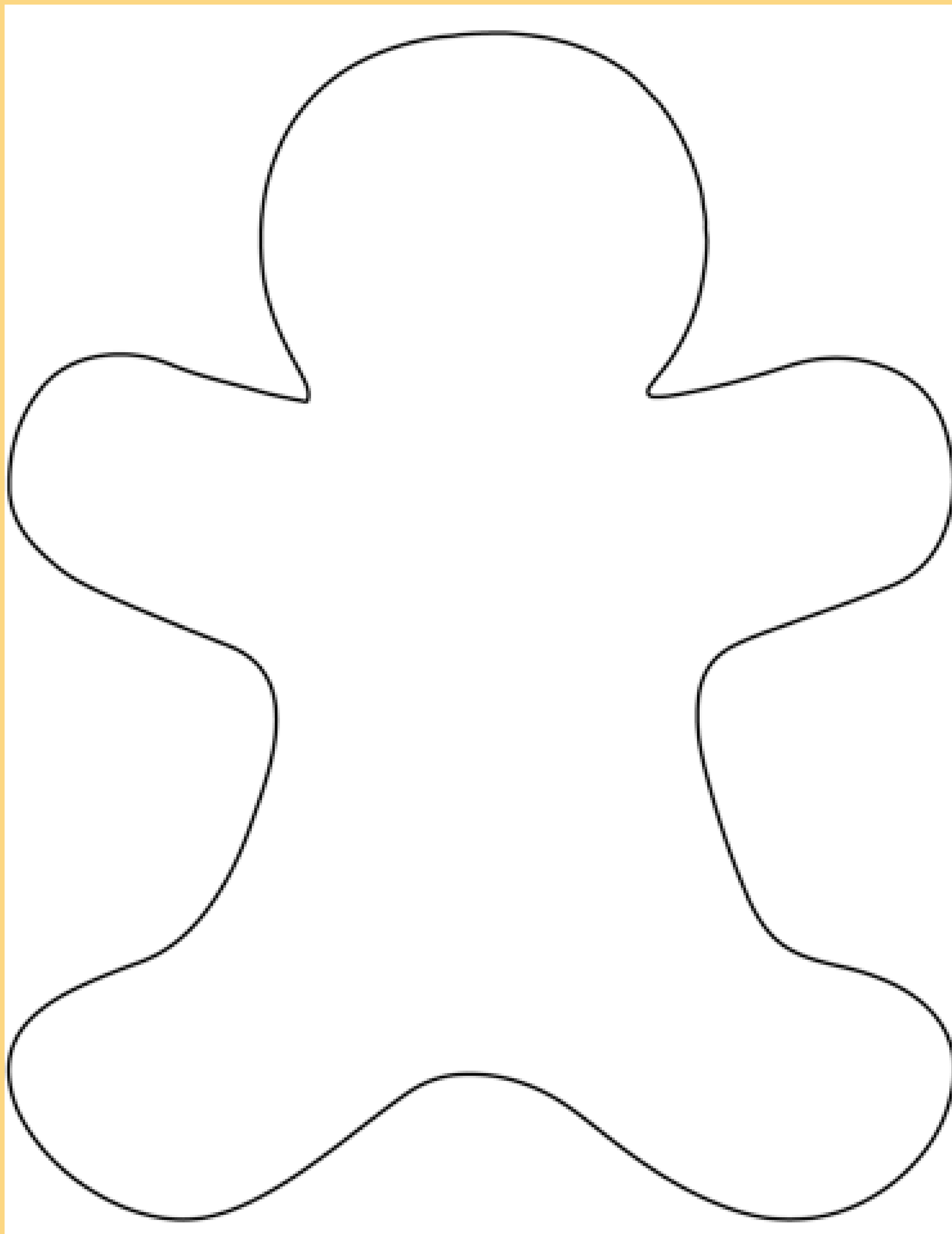
## Slide

32



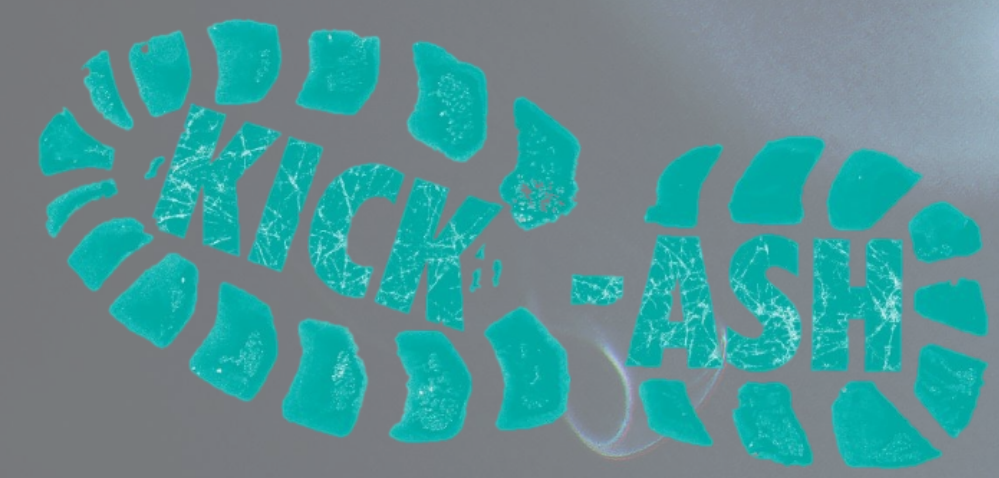


## Year 7/8 Session 2

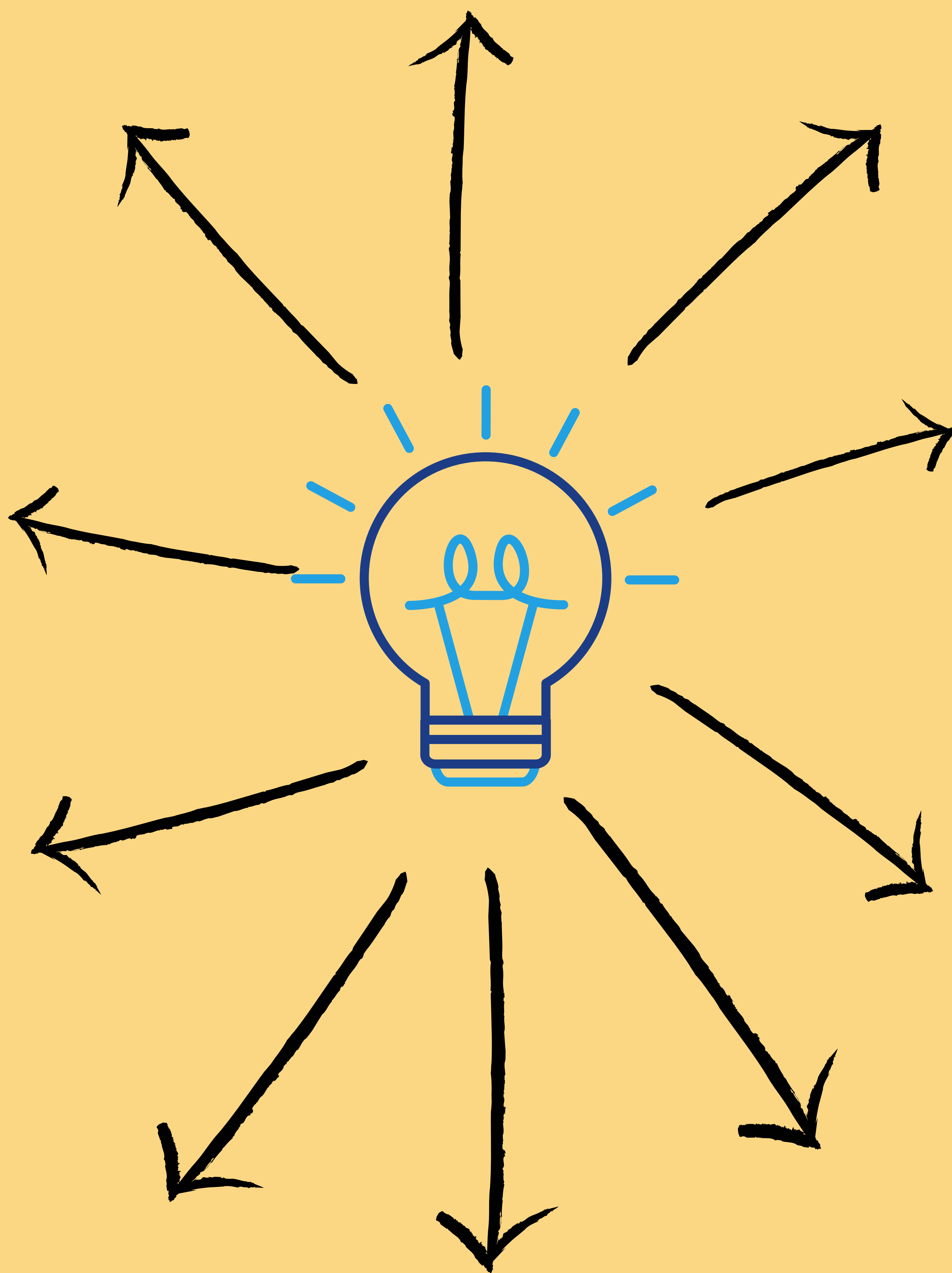


### Activity 1



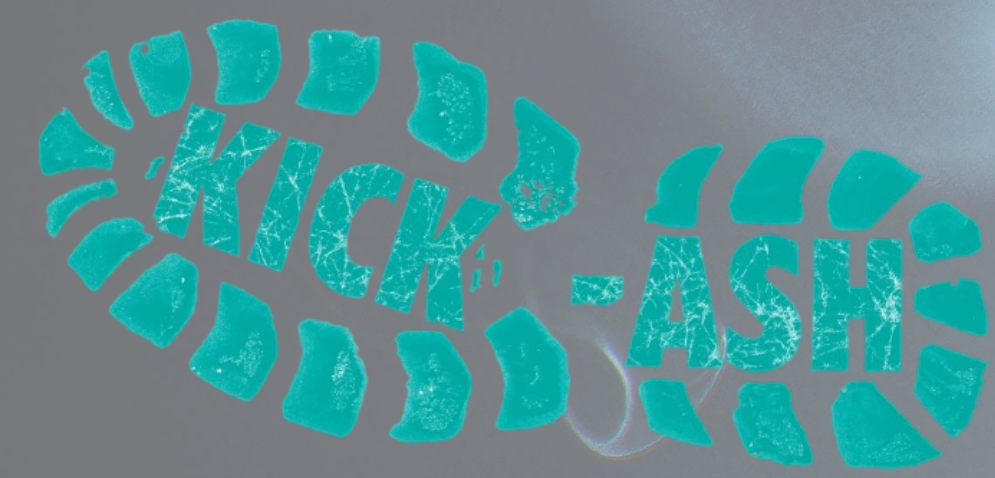


## Year 7/8 Session 2



## Activity 2





## Year 7/8 Session 2

Who or where could you get help, advice and support?



Who or where could you get help, advice and support?

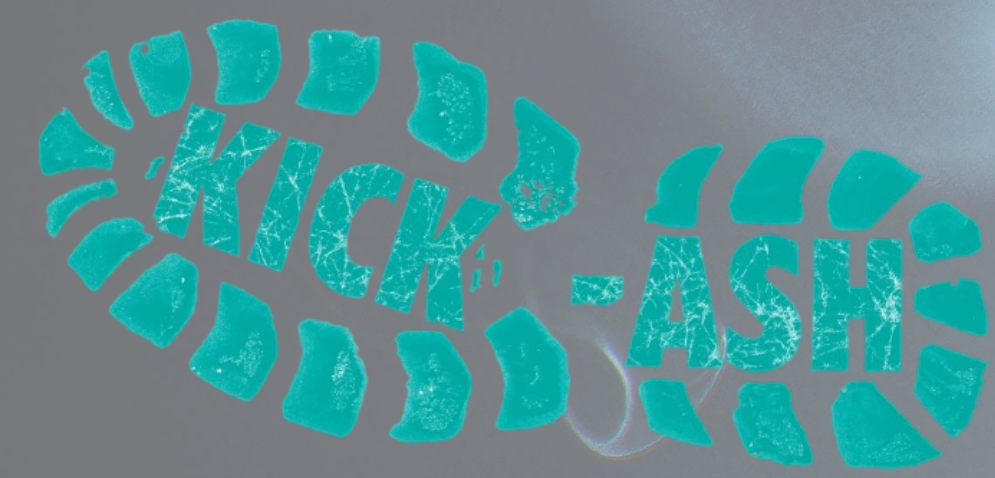


Who or where could you get help, advice and support?



## Activity 3





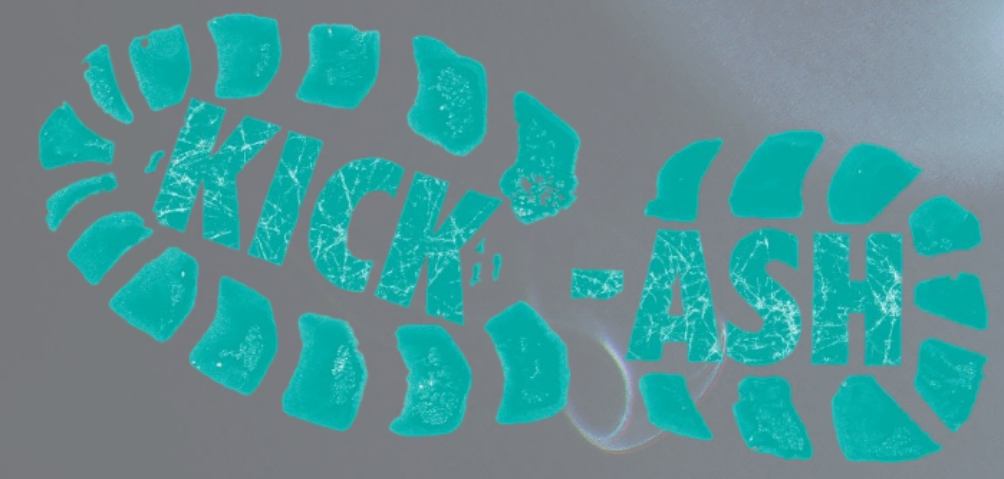
## Year 7/8 Session 2

**If I get a text from a friend who is being  
pestered to smoke I can.....**

**If my friend is offered a cigarette in front  
of others I can advise them to.....**

**If my friend or relative wants to stop  
smoking I would advise them to.....**



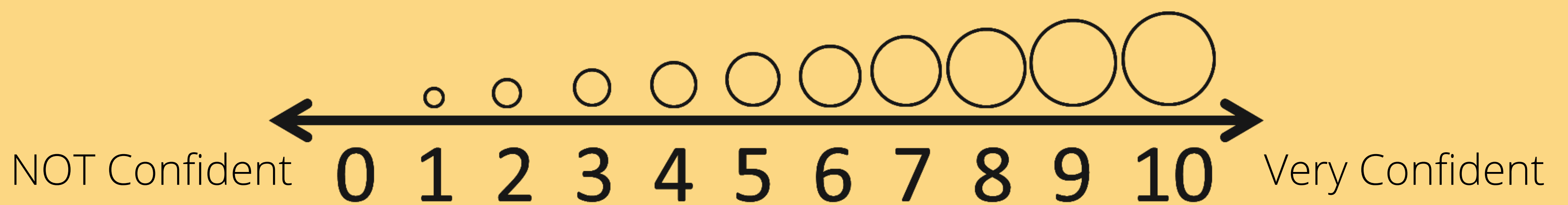


## Year 7/8 Session 2

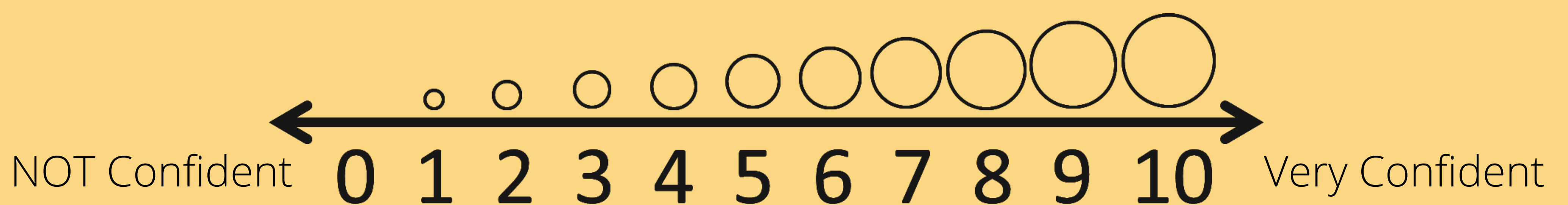
Name -

Assessment 2

How confident are you that you could  
refuse a cigarette?



How confident are you that you would know  
where to get help if you had questions about  
smoking?



How confident are you about knowing how to  
advise a friend or relative if they needed  
help to quit smoking?

