

Lead healthy and safe lifestyle (ACPPS091) – Recognising tobacco industry manipulation

Lesson plan designed for stage 5 outcomes – years 9 and 10.

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Activity 1 – Take up a position

Syllabus Links

Key Inquiry Question

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

Content

Students:

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use **S I** 🚫 🚧

Approximate length of activity

10-15 minutes

Instruction for Teachers

1. Activities 1, 2 and 3 are designed to see what students know and all viewpoints about the use of tobacco products including vaping in Australia.
2. Designate each corner of the classroom as either 'Strongly Agree', 'Agree', 'Disagree' or 'Strongly Disagree'.
3. The Teacher or a designated student reads a statement out loud to the class.
4. Students move to the designated corner of the classroom which represents their opinion/values.
5. Teacher chooses a couple of students in each corner to share their viewpoint.
6. Take time to discuss student responses if/when they come up.

Statements

'Vaping has no negative health outcomes'

'Tobacco products are safe for the consumer because they are widely available in Australia'

'Vaping is safer than smoking a cigarette'

'A person under the age of 18 can easily buy tobacco products including vaping products) in this country'

Activity 2 – True or False 1

Syllabus Links

Key Inquiry Question

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Approximate length of activity

10-15 minutes

Instruction for Teachers

1. Students all stand behind their chairs.
2. The Teacher reads out each of the statements below and asks for a students to put their hands on their heads if they believe the statement to be true or their hands on their hips if they believe the statement to be false.
3. Students respond accordingly.
4. Teacher reads out the correct answer and justification.

Statement 1: The addictive substance in cigarettes that causes addiction is Nicotine. (T)

Inhaling Nicotine (found in tobacco smoke) is a highly efficient way of getting nicotine to the brain

Statement 2: Smokers are dependent on Nicotine, they are not dependent on cigarettes (T)

Nicotine is the physically addictive substance in cigarettes

Statement 3: Each time you smoke a cigarette you become less sensitive to nicotine (F)

Each time you smoke a cigarette, chemical changes occur in your brain that make you MORE sensitive to nicotine and consequently, more physically dependent

Statement 4: You are dependent on nicotine within the first 100 cigarettes (T)

You can become very quickly dependent on nicotine

Statement 5: Most people become regular smokers because they decide to (F)

Most people become regular smokers against their intentions. Often they are dependent on nicotine before they realise it

Statement 6: The younger you are the more rapidly you become dependent on nicotine (T)

When your body is still developing there is evidence to suggest that you become more rapidly dependent on nicotine

Activity 3 – True False 2

Syllabus Links

Key Inquiry Question

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

Content

Students:

- analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092)
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy S



Approximate length of activity

10-15 minutes

Instruction for Teachers

1. Designate one side of the classroom as 'True' and the other as 'False'.
2. The Teacher or a designated student reads a statement out loud to the class.
3. Students decide whether the statement is 'True' or 'False'.
4. Students move to the area which represents their response.
5. The correct response and answer are then read out or flashed up on the white board or screen.
6. Discuss any questions/queries that may come out of this activity.

Statement	True or False	Answer
<i>Around the world about 3 million people die early every year from smoking</i>	False	Approximately 7 million people die early around the world each year from smoking and this is why tobacco companies <i>target</i> young people – to keep the customers coming and the profits rolling in!
<i>The smoking rate in Australia has halved in the past 24 years.</i>	True	In 1995 25% of Australians aged 14 years and over either smoked daily or at least weekly. In 2019, 12 of Australians smoked regularly. Smoking rates have mostly dropped in young adults as fewer people are taking up smoking in the first place. Between 1999 and 2005 smoking rates for students between 12 and 15 halved to 7% - down from 14%

<i>Cigarette smoke has five thousand chemicals</i>	False	Cigarette smoke is a mixture of over 7000 chemicals – some are added by cigarette makers and most are created when tobacco is burnt. Hundreds of them are toxic: <u>Carbon monoxide</u> replaces the oxygen in your blood making you less fit. This is found in exhaust fumes which can kill if too much is inhaled. <u>Arsenic</u> causes cancer and is found in pesticides and <u>Formaldehyde</u> causes cancer and is used to embalm dead bodies.
<i>Tobacco companies are so concerned by the negative health impact of their products that they put warnings on their websites and products</i>	False	Plain packaging of cigarettes and the health warnings on cigarette packets are required by government law. Tobacco companies actually fought to not have these health warnings on cigarette packets!
<i>Smoking companies pay influencers and celebrities to light up on screen in order to promote their products.</i>	True	Since there have been all sorts of bans on smoking advertisements on TV and bill boards, the big tobacco companies are now paying celebs and influencers to smoke on screen in order to try and make it look cool in the eyes of young people
<i>E-cigarettes and Vaping are not addictive.</i>	False	Tobacco companies deliberately make their products addictive in order to keep people smoking and make them billions of dollars Nicotine is the highly addictive drug that is added to some e-cigarettes and using these e-cigarettes can cause addiction.
<i>Smoking causes 10 different diseases</i>	False	Tobacco smoke causes or is linked to over 40 diseases including many cancers, emphysema (remember the plastic bubble wrap advertisement?), heart disease and stroke.
<i>E-cigarettes are only marketed to adults who smoke.</i>	False	E-cigarettes come in many fruit and lolly flavours that appeal to young people, with brightly coloured packaging and sometimes with cartoons. E-cigarettes are widely promoted through social media and celebrity endorsements. These promotions encourage children and young people to think that using e-cigarettes is fun, cool and safer than cigarettes, but leave them unaware that they may become addicted and harmed. In Australia the age group with the largest number of people who have tried e-cigarettes was the 15-24 year olds who don't smoke.
<i>The younger a person is, the easier it is to become addicted to nicotine</i>	True	A younger person is more likely to develop changes in the brain quickly, that lead to addiction quicker than older people.
<i>Getting young people to vape is a way to get them smoking cigarettes and addicted to nicotine</i>	True	E-cigarettes in Australia are often wrongly labelled: tests have found that more than half of e-cigarettes labelled "nicotine free" or "non nicotine" contained nicotine!

Activity 4 – Think, Pair, Share

Syllabus Links

Key Inquiry Question

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

Content

Students:

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use **S I** 🚫 🚧

Approximate length of activity

15-20 minutes

Instruction for Teachers

1. This activity is designed to get students to think about and discuss what they already know about the use of tobacco products including vaping in Australia.
2. Propose the following 2 questions to the class:
 - What do you know about the use of tobacco products including vaping in Australia?
 - What do you want to know about the use of tobacco products including vaping in Australia?
3. Allow students approximately 5 minutes to think about and write down their own individual thoughts.
4. Students then share their ideas with the person sitting next to them and record any different ideas.
5. Finally, as a whole class, discuss ideas.

Activity 5 – Know When you’re being played bingo

Resources

Know When You’re Being Played video clip [Video](#) or <https://bit.ly/3tHP63Y>

Know When You’re Being Played’ Bingo Card

Teacher Answers

Syllabus Links

Key Inquiry Question

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others’ wellbeing?

Content

Students:

- plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, eg sexual relationships **SI** 🗨️ 📺
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use, sexual behaviours, use of offensive online material, sexting, gambling, road use **SI** 🗨️ 📺

Approximate length of activity

15-20 minutes

Instruction for Teachers

1. Hand out bingo cards
2. Watch Know When You’re Being Played’ video
3. Students fill in the gaps on their bingo card either during or at the end of the video clip
4. Students may need to watch the video clip several times
5. Go through responses as a class

'Know When You're Being Played' Bingo Card

- 1) How it is a person's _____ when the product you sell is _____
_____?
- 2) Cigarettes can affect people's _____, _____ and _____.
- 3) Government bans have forced the _____ _____ to rethink how they get
_____ _____ to use their _____.
- 4) _____ are added to _____ and _____ to make people _____.
- 5) The tobacco industry has had to _____ and _____ to light up on
screen.
- 6) Health risks are _____ on _____ and _____.
- 7) The tobacco industry is trying to bring in a _____ of _____.
- 8) The tobacco industry is _____ by the _____ who die
_____.

Activity 5 - Teacher answers

- 1) How it is a person's CHOICE when the product you sell is TOTALLY ADDICTIVE?
- 2) Cigarettes can affect people's LOOKS, FITNESS, and OVERALL HEALTH
- 3) Government bans have forced the TOBACCO INDUSTRY to rethink how they get YOUNG PEOPLE to use their PRODUCTS.
- 4) CHEMICALS are added to CIGARETTES and VAPES to make people ADDICTED
- 5) The tobacco industry has had to PAY INFLUENCERS and CELEBRITIES to light up ON SCREEN.
- 6) Health risks are ADVERTISED on WEBSITES and PRODUCTS.
- 7) The tobacco industry is trying to bring in a NEW WAVE of CUSTOMERS.
- 8) The tobacco industry is NOT CONCERNED by the MILLIONS OF PEOPLE who die HORRIBLE DEATHS.

Activity 6 – Judges Verdict



Syllabus Links

Key Inquiry Question

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

Content

Students:

- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, eg posting offensive material online, bullying, harassment **S I**  

Approximate length of activity

30-35 minutes

Instruction for Teachers

1. After completing activity 4 or watching the video clip '**Know When you're being played**', the teacher divides the class in half.
2. Group 1 will act as a **tobacco company**, Group 2 as **health advocates** countering the tobacco company's arguments
3. Each group designates a scribe to record and the rest of the group brainstorms arguments to justify their side of the case.
4. Allow approximately 15 minutes for students to discuss and record their ideas.
5. Teacher will most probably work with the groups to prompt ideas (see teacher answers below)
6. Each side then presents their arguments and counter arguments

Teacher answers

The Tobacco Company's argument	The Tobacco Company's Main Points	The Judges Verdict and counter arguments. Main Points:
Smoking improves your quality of life	It calms your nerves and makes you feel good	You end up with a very expensive and health destroying addiction.
We provide a product for people to enjoy	We're all adults making adult decisions	Once you have smoked in the vicinity of 100 cigarettes you run the very high risk of no longer having the choice due to addiction
People are aware of what health impact smoking might have because we warn them on the packet	We are open and honest about health-related issues and smoking	The government has made it mandatory for Tobacco Companies to have pictures and warnings on packets and websites.
Vaping is a healthy 'safer' alternative to smoking	We are about providing choice to our consumers and 'maybe' vaping is a better way to go...	More than 60 people worldwide have now died from vaping and thousands more have become

		very sick. Many people don't know that a lot of vaping contains highly addictive Nicotine
Influencers and celebrities use our products	Influencers and Celebrities are within their rights to smoke and vape on screen	Influencers and celebrities are paid by Tobacco Companies to smoke on screen to deliberately influence young people to smoke.
Smoking is not necessarily harmful	People who don't smoke get lung cancer and 'some' people who smoke live to 90 !	Smoking is very harmful and on average, people who smoke die 10 years earlier than they should
Young people can make their own choices	We're just running a business	The Tobacco Companies profit from making people sick. Smoking damages your looks, stains your teeth, and reduces your fitness and causes lots of cancers.
We are looking out for the public by having health warnings on our packets and websites	We are being responsible for the products we provide to the general public	Tobacco Companies never used to provide any warnings about the terrible things that smoking does to your health. It only does so now because it has to by law.
Ok, smoking is addictive and does damage fitness and looks	At the end of the day, you choose the product	It's all about profits for all the wrong reasons
It's okay to have the occasional smoke	You have the choice to stop when you want	Once you're addicted the craving for more is very hard to resist. Addiction takes away your choice.

Activity 7 – Role Play

Syllabus Links

Key Inquiry Question

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 - practise self-management and interpersonal skills to manage and respond to a variety of challenging or unsafe situations, eg sexual relationships **S I** 🗨️ 🧑
 - propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg **drug use**, sexual behaviours, use of offensive online material, sexting, gambling, road use **S I** 🗨️ 🧑

Key Inquiry Question

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

Content

Students:

- analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092)
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy **S** 🗨️ 🧑

Approximate length of activity

1 lesson

Instruction for Teachers

1. In small groups (3 or 4 students). As a group, choose one of the following environments and create a role play to demonstrate what would be appropriate behaviour/response to vaping/smoking cigarettes to promote the health of you/your friends.
 - a. At school
 - b. At a party
 - c. At a friend's house
 - d. At a concert/sporting venue/other public event
2. Allow approximately 20 minutes for students to organise their play
3. Perform plays in front of the class.

Activity 8 – Quadrant

Syllabus Links

Key Inquiry Question

How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

Content

Students:

- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
 - assess the costs and impact of drug use to the community and recommend strategies that support individual health and safety, eg responsible service of alcohol, random breath testing, mobile drug testing

Key Inquiry Question

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

Content

Students:

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 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy S



Approximate length of activity

1 lesson

Instruction for Teachers

1. Hand out A3 pieces of paper
2. Students split an A3 page into 4 quadrants. Using the websites provided, students individually research Vaping/Tobacco use in Australia. Some information to include:
 - Interesting facts/Statistics trends of smoking/vaping/Laws
 - Current initiatives or support services or policies in place to reduce this behaviour
 - Costs/impacts of Vaping/Tobacco use for the individual user
 - Costs/impacts of Vaping/Tobacco use for the user's community (peers, family local community)
3. Once completed, discuss findings as a class.

Suggested websites

NSW Health

<https://www.health.nsw.gov.au/tobacco/Pages/e-cigarettes.aspx>

Australian Drug Foundation

<https://adf.org.au/talking-about-drugs/parenting/vaping-youth/vaping-youth-2/>

Positive Choices

<https://positivechoices.org.au/teachers/electronic-cigarettes-and-vaping-factsheet>

Activity 9/Assessment Idea – Make your own digital resource



Syllabus Links

Key Inquiry Question

What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?

Content

Students:






- plan, rehearse and evaluate options for managing situations where their own and others' health, safety and wellbeing may be at short-term or long-term risk (ACPPS091)
 - demonstrate and advocate appropriate strategies to keep themselves safe while supporting others in various situations, eg posting offensive material online, bullying, harassment **S I**  

Key Inquiry Question

How can I plan and advocate for health, safety, wellbeing and participation in a lifetime of physical activity?

Content

Students:



- evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community
propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness **S M** 
- examine and promote young people's rights to healthcare and support services
 - identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills, eg access to sexual health services **S I**
   

Key Inquiry Question

Why are external influences an important aspect of my own and others' health, safety, wellbeing and participation in physical activity?

Content

Students:

- analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092)
 - investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use, road safety, physical activity, personal safety, pregnancy **S**
 

Approximate length of activity

2-3 lessons

Instruction for Teachers

In small groups or individually, students design a digital resource that will promote a healthy, safe and an active lifestyle for people within the community as an alternative to using nicotine/tobacco products

Remember - being healthy and active not only benefits an individual's **physical health**, but also their **social** and **emotional health**.

1. **Select a group of people in the community that may require intervention**
 - *E.g. Elderly, low socioeconomic status, rural and remote communities, teenagers, Aboriginal and Torres Strait Islander Peoples, overseas born (don't speak English), disability.*
2. **Why do that group of people require additional support and/or services to remain healthy, safe and active?**
 - *E.g. what barriers prevent them from being healthy?*
 - *Research! Find statistics or trends and information about their challenges in relation to drug use*
3. **What intervention are you proposing? And what will it look like?**
 - *E.g. an online programme, a support group, an app, awareness day, advertising campaign, poster etc **COULD BE ANYTHING - Be Creative***
4. **Present your idea to the class**

Thank you teachers for utilising this package. To support our ongoing education and activity it would be great if you could complete a short evaluation on the learning package, available [here](#) or scan QR code to enter survey.



References

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