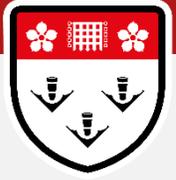




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Please note this session focuses on healthy choices about diet.

<u>Video/IT needed</u>	<u>Books/resouces</u>	<u>Sensitive Info</u>	<u>Anything else helpful</u>
 <p>No additional IT is needed in the lesson. Only the Powerpoint and the you tube link within the presentation</p>	 <p>Students will need their PSHE books from the start. It is advisable to print off the exercise sheet (one between two) the main task in part 2</p>	 <p>Relates to eating from the last PSHE session and exercise.</p>	 <p></p>



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Part 1

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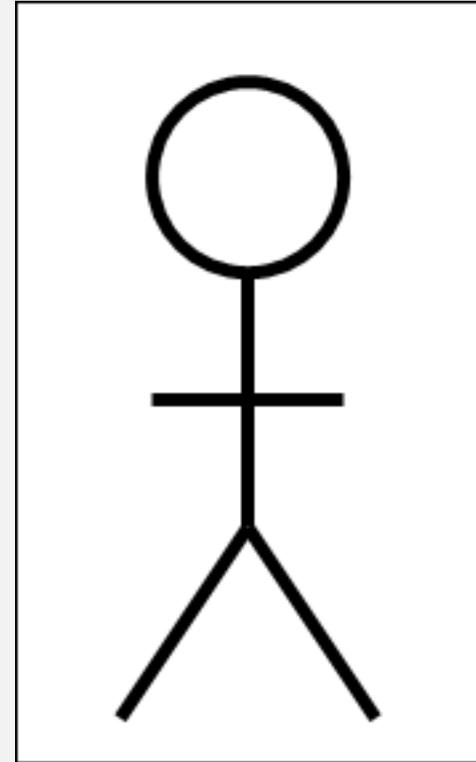


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Do Now:

Working on your own...

- (1) Challenge:** Draw someone who uses drugs and add the drugs they use.
- (2) More challenging:** Draw or write what the drugs look like and how they are used.
- (3) Mega challenge:** Add any ideas you have about why this person uses them and the side effects of taking the drugs.



Discuss your
answers as a class



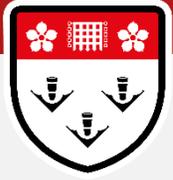
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What we will be learning during half term?

Core Theme 3: Health and Puberty

Healthy Choices (Diet)	Healthy Choices (Exercise)	Physical and emotional change	Personal Hygiene	Social Drugs	FGM
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Lesson aim:

Identify and assess prior knowledge, beliefs and attitudes towards drug use.

Describe the effects of drug consumption

Explain the associated risks with drug consumption

Task 1: In pairs, discuss the following questions:

- 1) What do you know or believe about caffeine?
- 2) What do you want to know about caffeine?
- 3) How is it the same or different from other drugs?
- 4) How is caffeine advertised/marketed to individuals (including young people)?



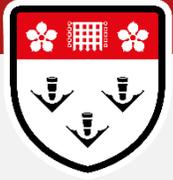


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Caffeine

- Is a stimulant to give a boost in energy
- Found in drinks such as tea, coffee, cola, energy drinks, sports drinks and some medicines.
- Energy drinks often contain high levels of caffeine and sugar, and may also contain other stimulants.
- They contain a higher amount of caffeine than many other beverages as they are aimed at boosting energy
- However, this is normally very short-lived and a person often finds they feel the need for further caffeine to address the energy 'slump' they experience afterwards.





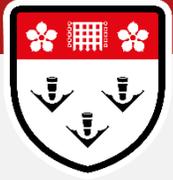
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Task 2: Real life scenario

1. Why is Jordan drinking energy drinks?
2. How do you think they are affecting his health?
3. What are the risks if he continues to consume them?
4. Are there any laws or recommendations on caffeine Jordan should be aware of?
5. What advice could you give Jordan to help him stop drinking energy drinks?

Scenario:

Jordan started drinking energy drinks as he wanted to make the school first team but often felt too tired to stay for training. After using the drinks for a while, he found his energy levels and mood were very 'up and down' and he got in trouble at school for being disruptive. By bedtime he struggled to sleep and spent most of the night wide awake, anxious about how little sleep he was getting. But if he tried not to drink energy drinks, he felt too tired to do anything.



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Side effects of large volumes of caffeine

Health?

- If used regularly, an individual's sleep can suffer
- Jordan began to drink energy drinks to make him feel more alert in the day.
- Energy drinks can affect an individual's health by causing:
 - anxiety
 - Insomnia
 - Headaches
 - stomach upsets
 - can lead to heart palpitations.

Social/environmental?

- Negative impact on studies, school behaviour causing problems (concentration), knock-on impact on sports performance.
- There are up to 21 teaspoons of sugar in an energy drink (despite the maximum recommended daily guideline being six teaspoons).
- Caffeine carries fewer legal restrictions than other drugs, although supermarkets have banned the sale of energy drinks to children under 16 and the government has proposed introducing a legal ban.
- Some medicines which contain caffeine are only available on a doctor's prescription.



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Plenary:

1) What could an individual do, to help themselves reduce the amount of caffeine they are consuming?

Gradually reduce intake of caffeinated products day by day	Avoid temptation where possible.
Switch to decaffeinated or non-caffeine containing products	Establish healthy sleep habits to reduce the feeling of 'needing' an energy boost.
Switch to healthier boosting foods/drinks eg. fruit	Avoid skipping meals to reduce the feeling of 'needing' an energy boost.
Check the ingredients on food and medicine to see if they contain caffeine	Drink more water- staying hydrated helps to maintain energy levels

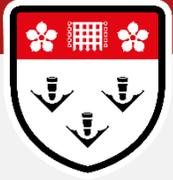
2) How many of you included caffeine in your 'Do Now' at the start of the session?



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Part 2

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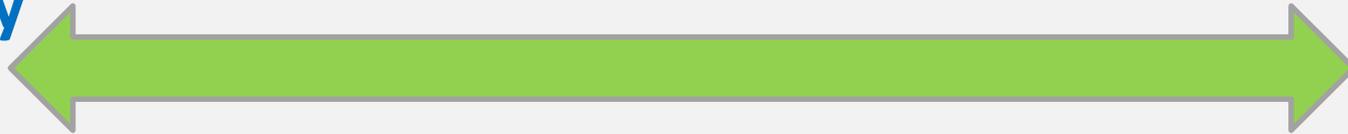
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(1) Challenge: Draw a continuum and place each of the following statements on it.

(2) More challenging: Justify your decision.

Do Now: Agree or disagree?

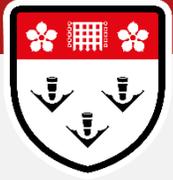
**Strongly
Agree**



**Strongly
Disagree**

1. People overstate the risks of using alcohol and tobacco	2. Young people mostly use drugs because their friends do.
3. It is important for people to make their own mind up about taking substances.	4. When people take drugs they never really know what they are taking.
5. Making healthy choices regarding drugs, alcohol and tobacco is easy.	6. If adults did not drink or smoke as much, young people would not either
7. Medications have been well evaluated so there are no risks when taking them.	8. Young people like taking risks and find smoking and drinking exciting.
9. Students think it	10. Fewer school children are using drugs, alcohol and tobacco

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Task 1: What is the percentage?

- 1) What percentage of young people aged 11-14 have never tried smoking cigarettes?
- 2) What percentage of young people aged 11-14 say they are regular smokers?
- 3) What percentage of young people aged 11-14 are regular users of e-cigarettes/vapes?
- 4) What percentage of young people aged 11-14 said they had never taken drugs?

92%

0.4%

1%

85%

Students often overestimate their peers' engagement in unhealthy behaviours due to media messaging, interactions with only a small section of society which skews perceptions, and some young people claiming to have participated when they haven't. Correcting this perception of their peers' behaviour supports students to resist internal pressure to 'fit in'.



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Task 2: What are the effects of tobacco?

- Nicotine is an addictive stimulant found in tobacco and other products such as e-cigarettes/ vapes and nicotine replacement products such as patches and gum.
- Tobacco is a plant grown for its leaves and is used in cigarettes, pipes, cigars, chewing tobacco and shisha.
- When tobacco is manufactured for cigarettes, other substances are added to enhance the addictive properties of nicotine.
- While nicotine gets people 'hooked' on cigarettes, it's the thousands of other chemicals in tobacco smoke, including tar and carbon monoxide, that cause almost all of the harm from smoking.



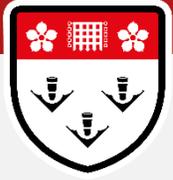
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Task 2: What are the effects of tobacco?

1) Work in pairs to categorise the risks into physical, mental/emotional and social/legal effects of using tobacco.

Tooth and gum disease	Struggling to exercise or participate in physical activity	Police can confiscate tobacco products if someone is under 16	Wanting to smoke more frequently	Heart problems e.g. increased risk of heart attack in the future	Increased risk of experiencing stroke	Friends not wanting to spend time with someone who smokes	Increased worry about some of the physical and social risks
Decreased ability to taste and smell	Harm to sperm, which may lead to infertility	Increased risk of fires	Cravings causing stress	Smoking tobacco leads to clothes, hair and fingers smelling of cigarette smoke	High blood pressure	Spending money on costly cigarettes means less to spend on other things	Low confidence if struggling to quit smoking
Increased risk of different types of cancer	Lung and breathing problems e.g. bronchitis	Others can be affected by second-hand/passive smoke	Increased worry about how to give up smoking	Stale breath and stained teeth	Wrinkling of the skin	Some people find smoking unattractive in potential partners	Nicotine cravings can reduce concentration between cigarettes



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Plenary:

Draw around your hand and complete the following:

- 1) Thumb: Something from today's lesson that helped you feel more confident.
- 2) Index finger: Describe a strategy you learned today that you could use in the future.
- 3) Middle Finger: An interesting fact you learned this lesson.
- 4) Third Finger: Reflection on whether and how your opinion on smoking has changed. (If not, why not?)
- 5) Little finger: One way you can support others to resist peer influence.

