### Lesson 1

**Aim:**
Introduction to topic

Students to demonstrate:
- Peer listening
- Group communication skills
- Expression of opinion
- Leadership in discussion, and when delivering back to class.

**Content:**
- Safety of the forum to be expressed, safe place to discuss habits and opinions. Non Judgemental environment. Not attempting to make people quit, but to give knowledge on the fact about smoking.
- To give information about the projects aims, and how we intend to do that.
- Students watch and vote adverts from the critic's choice DVD.
- Students to vote using grading sheet what advert were best and why.
- Classroom discussion on effective adverts.

**Resources**
- Critic's Choice DVD
- Butchers Paper
- Questions to be asked sheet
- Critic's choice grading sheet
- Internet access

### Lesson 2

**Aim:**
To discover how much information students know about smoking. For students to discover the implications of smoking on themselves, community, government.

Students to demonstrate:
- Peer listening
- Group communication skills
- Expression of opinion
- Leadership in discussion, and when delivering back to class.

**Content:**
- Have to present a clip that they find on internet, TV or magazine and explain why they believe it's effective. Give them Worksheet: Most convincing advertisement, fill in.
- Pupils to present back to class the ads they have chosen and attempt to facilitate class discussion.
- Student lead discussion on reasons why people smoke.
- Go through fact sheet with students about smoking.
- Give out or draw on Butcher paper and do as whole class Worksheet: Consider the consequences.
- Hand out Quiz: What do you know about smoking.
- Go through statistics of smoking in Australia and link in with the advertising Campaigns that have just been shown.

**Resources**
- Discussion Web – Most convincing advertisement W/S
- Consider the consequences W/S
- Internet access
- Fact sheet on smoking
- Quiz: What do we know about smoking and answer sheet.
- Statistics At a Glance work sheet.
- Butcher paper
- Pens
### Lesson 3

**Aim**
Introduction to School Slogan:

What Hot about that??
linking slogan of what’s hot about that...students take photos of areas where students smoke in school and in the community. Also ideas of the ugly side of smoking...contrasting the notion of coolness.

Students to demonstrate:
- Peer listening
- Group communication skills
- Expression of opinion
- Leadership in discussion, and when delivering back to class

**Content**
- Show clips of movies, TV shows of people smoking. Discuss the image that is portrayed of the smoker and what impact that image has on young people. For and against positive/ negative image.
- Recap reasons why young people smoke... are they similar?
- Brainstorm where teenagers smoke in school and community.
- Do they have to hide smoking, from whom, why?
- Are these places that young people/community smokers smoking displaying the image that is being portrayed in the media?
- Discuss that we are going to go out in the community and take photos of where people smoke and create a gallery of work under the slogan of “What’s Hot About That”.
- Bring camera out and let students experiment with them.

**Resources**
- Clips of movies and tv shows
- Butchers paper
- Pens
- Internet access

### Lesson 4

**Aim**
Go into community/ school and take photos of smoking areas.

Students to demonstrate:
- Appropriate social skills within the community.
- Use the equipment.
- Share and work as a team/group.

**Content**
- Recap where we should go to get photo’s within community.
- Show idea of photo work/ Demo Photo. Must state that we can’t take photo of individual people due to privacy laws.
- Students to go around school area/ park/ bus stop and council building.

**Resources**
- Cameras
- Demo photo
- Bus
- Edgware book
- Ipads
| **Lesson 5** | **Aim** | Go into community/school and take photos of smoking areas. | Students to demonstrate:  
- Appropriate social skills within the community.  
- Use the equipment.  
- Share and work as a team/group. | Students to go to shopping centre, hospital, areas they have brainstormed are places people smoke. | Camera’s  
- Bus  
- Ipads |
|---|---|---|---|---|---|
| **Lesson 6** | **Aim** | Students to develop a questionnaire that will be completed and given to 5 different people that they know of varying ages. (homework) For students to understand the immediate, short term, and long term effects of smoking. | Students to brainstorm question ideas. Top 10 to be used on questionnaire.  
- On butchers paper in 2 groups students to draw around a student. On the shape of the body they are to write in different colour pen the immediate, short and long term effects of smoking on the body.  
- Students to go online and complete interactive biopsy on OxyGen.org.au Games. Add anything extra they find to drawn body.  
- Discuss above and correct any errors.  
- Question: If people know this why do they still continue? Hopefully will get to dependency and addiction. | Butchers Paper  
- Pens  
- Ways data can be presented sheet  
- Varity of questionnaires  
- 20 things smoking does to my body worksheet. (only to be used if struggling with ideas)  
- Teachers answer sheet for I, LT, ST. |
| **Lesson 7** | **Aim** | Students to discuss addiction and develop slogans that encompass being proud of not being dependant on anything. | Questionnaires to be handed in. (staff to collate information and present information to students)  
- Students to discuss what is dependency and what is addiction. Give the definitions of both and then create a class definition.  
- What does that mean for the individual?  
- What things do people become addicted to?  
- Give out dependency worksheet, discuss answers using teacher worksheets. | Definitions of dependency and addiction  
- Dependency work sheet and answer sheet.  
- Butchers paper  
- Pens |
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<thead>
<tr>
<th>Lesson 8</th>
<th>Aim</th>
<th>Students to develop slogans that are proud of not being dependant/ addicted to smoking/ anything in their life’s.</th>
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<tbody>
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<td>• Students to go through the results of questionnaires.</td>
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<td>• Drama piece… The choice! Students to create a piece that shows decision making for the first cigarette and saying no to smoking.</td>
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<td>• Or… public announcement commercial/comedy!</td>
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<td>• Internet</td>
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<td>• Ipads</td>
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<td></td>
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<td>• Clips of comedy announcement commercial.</td>
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<td>• Video cameras</td>
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<tr>
<th>Lesson 9</th>
<th>Aim</th>
<th>Students to discuss the final results of questionnaires. Students to create a drama piece about anti smoking.</th>
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<tr>
<th>Lesson 10</th>
<th>Aim</th>
<th>Students to complete all works and evaluate the course.</th>
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<td>• Students to work on any incomplete photos, data information etc.</td>
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<td>• Give out evaluation sheets for students to fill in.</td>
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<td>• Students to critically analyse finished works and discuss gallery of works.</td>
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<td>• Evaluation sheets</td>
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<td>• All previous works ie photos, data from questionnaires.</td>
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<td>• Ipads</td>
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