

Smoking
Class: Form 1
Time: 80/90 minutes

Aims and Objectives:

Students will be able to

1. Understand some of the physical dangers of smoking.
2. Understand that various factors influence their decision making.
3. Discuss personal responsibilities regarding smoking.

Activity 1 – Introductory Activity in Small Groups

[Sequence] [Technical] [Confluence]

Time: 10 minutes

Resources:

1. Blank Sheet of Paper.
2. A sheet of paper with the word “Cigarettes” in the middle.
3. A sheet of paper divided into two with “Pros” and “Cons” written on top of each column.
4. Pens, pencils and colours.

Method:

1. Divide the class into three small groups according to their Learning Patterns. (See class profile on chart).
2. Group one [1] will be asked to brainstorm on the word “**Cigarettes**”. [*Confluence*] – Giordmaina Dylan – Emara Omar – Burke Luke.
3. Group two [2] will be asked to design a poster of their choice conveying a message about smoking. [*Technical and Confluence*] – Burke Kyle – Grogan Kristjan Karl – Caruana Sheyzell.
4. Group three [3] will be asked to make a list on the pros and cons of smoking. [*Sequence*] – Agius Luke Vic – Attard Clayton – Elnaib Hany.
5. Give ten [10] minutes to each group to work on the assigned task.
6. Students will present their work to the class.
7. Student may also ask questions to their peers in order to explain their task better.

Activity 2 – Questionnaire – “Kemm taf dwar is-Sigaretti?”

[Precision]

Time 15 minutes**Resources** “Kemm taf dwar is-Sigaretti?” Handouts**Method – 1st part**

1. Give each student a copy of the handout, “Kemm taf dwar is-Sigaretti?” and ask them to fill it in, in pairs.
 - a. Agius Luke Vic [29], Attard Clayton [17]
 - b. Burke Luke [33], Elnaib Hany [24]
 - c. Gorogan KK [24], Burke Kyle [25]
 - d. Giordmaina D [24], Emara Omar [23], Caruana Sheyzell[15]
2. Give the students 5 minutes to fill in the questionnaire.
3. Discuss the answers using the processing questions below.

Processing

1. X'taħsbu fuq it-tipjip?
2. Fl-opinjoni tagħkom, xi jġiegħel lin-nies biex jibdew ipejpu?
3. X'tip ta' ħsara ssir fil-ġisem ta' min ipejjep?
4. Meta xi ħadd ipejjep ħdejk, inti tkun qed tpejjep? (introduce the term –passive smoking).
5. Is-sigaretti huma droga?

Method – 2nd part

1. Read the following statements to the class.
2. After each statement the students decide whether they agree or disagree.
3. If they agree, they should raise their hands in a balled fist. If they disagree they should raise their hands with their fingers spread apart.
4. Before reading the next statement, have one student who agrees with the statement give a reason for his /her opinion.
5. Likewise, have one student who disagrees with the statement give a reason for his /her opinion.

Statements: [Sequence, Precision]

- IL-GVERN GĦANDU D-DRITT LI JWAQQAF IT-TIPJIP F'POSTIJET PUBBLIĊI.
- ĦAFNA KUMPAJNIJI TAT-TABAKK JIRREKLAMAW IS-SIGARETTI BIEX IĦAJRU LIT-TFAL BIEX IPEJPU.
- LI TPEJJEP U LI TIXTRI S-SIGARETTI TAHT L-ETA TA' 18 GĦANDU JKUN ILLEGALI.
- ĦAFNA NIES ISIBUHA DIFFIĊLI SABIEX JAQTGĦU IS-SIGARETTI.
- KULĦADD JAQTA' S-SIGARETTI BL-ISTESS MOD.

- IL-KUMPAÑIJI LI JAGĦMLU S-SIGARETTI HUMA RESPONSABBLI MINN SAĦĦET IN-NIES LI JPEJPU.

Discussion: [*Precision - Confluence*]

1. Fl-opinjoni tagħkom xi jġiegħel persuna li tibda tpejjep sigarett?
2. Min huma dawk in-nies li jinfluwenzawna l-iktar fuq it-tipjip? (Familja, ħbieb, persuni famużi, it-televixin, mużika, riklami)

Activity 3: PPT - Effects of Smoking

[Sequence] [Precision] [Confluence]

Time 30 minutes**Resources** PPT "It-Tipjip" [*Sequence and Precision*]**Method**

1. Regroup the students.
2. Show the PPT on the Laptop.
3. After slide number 3 to slide number 7, ask the following question: [*Confluence - Precision*]
 - a. Dan ir-riklam lil min hu indirizzat l-iktar? (Nisa/irġiel, żgħażaġħ, xi grupp partikulari)
 - b. Dar-riklam qiegħed jagħti raġuni ta' għala għandek tuża l-prodott?
 - c. Dar-riklam qiegħed jgħid affarijiet li mhux ta' min jemminhom?
 - d. Dar-riklam qiegħed jagħti informazzjoni fuq l-effetti tas-saħħa tas-sigaretti?
4. After slides 9 – 11, ask the following questions: [*Confluence*]
 - a. Meta tara din l-istampa x'jiġik f' moħħok?
5. After showing the PPT ask the processing questions below.

Processing

1. X'taħseb issa wara li smajt l-effetti varji fuq it-tipjip?
2. Għala ssib nies li avolja jkunu jafu li s-sigaretti jagħmlu l-ħsara, xorta jibqgħu ipejpu?
3. Huwa fair fuq persuna li ma tpejjipx li jkun hemm xi hadd li jpejjep hdejha?
4. F'Malta dan l-aħħar daħlet liġi li tipprojbixxi it-tipjip f'postijiet pubbliċi bħal f'restaurants, discos u każini. Taħseb li dan qed jgħin biex in-nies ma' jpejpu aktar?
5. Taħsbu li dil-liġi qed tiġi infurzata?
6. Intom kif tistgħu tgħinu persuna biex taqta' dan il-vizzju tat-tipjip?

Notes

Din hija lista tar-riskji tat-tipjip:

- Sogħla bil-bili u infezzjoni fis-sider.
- Kankru tal-pulmun
- Bronkite
- Ċirkolazzjoni baġħtuta tad-demem eż lejn is-saqajn, tist' twassal għall-amputazzjoni ta' xi riġel.
- Ma tibqax tieħu pjacċr bix-xamm u t-togħma tal-ikel bir-riżultat li tibda tnaqqas mill-aptit għall-ikel.
- Ħalqek, Xagħrek, u hwejġek ikunu jintnu.
- Qtuġħ tan-nifs u ma tibqax tajjeb fl-isports.
- Riskju ta' xi nar id-dar etc.

Activity 3: Role-Play

[Technical] [Confluence] [Sequence]

Time 15-20 minutes

Resources Cards with “Role Plays”

Method

1. Tell your students that they are going to do a role-play.
2. Explain that all students will participate in a role-play.
3. There are going to be three role-plays, very similar but with different outcomes.
4. After the role plays, the students will discuss during the processing time.

Role Play 1: [Confluence – Technical] – [Dylan, Omar, Kyle, Luke Vic & Sheyzell]

Ask the students to write a play about smoking. The play must convey the message that smoking is a health hazard.

Role Play 2: [Sequence - Technical] – [Luke, Clayton, Kristjan Karl & Hany]

1. Tridu tirreċtaw din il-play.
2. Se tkunu tlitt iħbieb li tafu sewwa lil xulxin.
3. Dawn il-ħbieb jisimhom Joe, Gable u Liam.
4. Dawn it-tliet iħbieb ftiehmu flimkien biex joħorġu.
5. Joe u Gable ipejpu.
6. Skont Joe u Gable li tpejjep huwa “cool”.
7. Joe u Gable joffru sigarett lil Liam
8. Liam ma jaċċettax u Joe u Gable jibdew iwaqqgħuh għaċ-ċajt.
9. Wara ħafna skużi Liam iċedi u jipprova jpejjep wieħed ma’ sħabu.
10. Għall-ewwel Liam jibda jisgħol ħafna meta jipprova jpejjep.
11. Joe u Gable jibqgħu jiffittawh biex ipejpu kollu.

Processing:

1. To the actors: Ħassejtukom komdi fir-rwol li kontu qed tirreċtaw fih?
2. Kif taħsbu li jħossukom jekk xi darba jigri lilkom hekk?
3. U jekk jibdew iwaqqgħukom għaċ-ċajt? Iċċedi jew xorta tibqa’ tinsisti li ma tpejjipx?
4. Għalxiex tagħzel li ma tpejjipx?

In your PSD copybook

[Precise] [Sequence]

Resources Handout – “Intervista ma’...”

You are going to interview one of your parents or an adult you know about smoking, to see other persons’ opinions about smoking.

Questions to be used in the Interview

- X’taħseb li jgieghel persuna sabiex tibda’ tpejjep?
- Għala n-nies jibqgħu ipejpu avolja jafu li t-tipjip jagħmel ħafna ħsara?
- X’perikli hemm għal persuna li tibra d-duħħan ta’ persuna oħra li tkun qed tpejjep?
- X’effetti hemm fuq is-saħħa tal-persuna li tpejjep?
- Taħseb li l-avvizi ta’ “Periklu għas-Saħħa” li nsibu fuq il pakketti tas-sigaretti huma effettivi? Għala?
- Kemm taħseb li jiswa fi flus lil min ipejjep?
- Il-ġenituri kif jistgħu jaffettwaw l-ideat ta’ wliedhom fuq it-tipjip?

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