


HEALTH AND WELLBEING

Operation Smoke Storm has primarily been designed for secondary school teachers to deliver to students aged 11 - 14 years.

However, this resource has also been shown to be effective when delivered to older students and in other less formal youth settings.

Key to symbols used in table below:

 = Curriculum for Excellence in Scotland learning point is addressed.

 = Clear opportunity to address learning point.

Progression is indicated through *curriculum levels*, which are explained below:

Level

Second

Third and Fourth

Stage










To the end of P7, but earlier or later for some.

S1 to S3, but earlier for some.










The fourth level broadly equates to SCQF level 4.

MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING

MENTAL AND EMOTIONAL WELLBEING:

SECOND			THIRD			FOURTH		
I am aware of and able to express my feelings and am developing the ability to talk about them.			I am aware of and able to express my feelings and am developing the ability to talk about them.			I am aware of and able to express my feelings and am developing the ability to talk about them.		
Sessions:			Sessions:			Sessions:		
1	2	3	1	2	3	1	2	3
								
HWB 2-01a			HWB 3-01a			HWB 4-01a		

SOCIAL WELLBEING:

SECOND			THIRD			FOURTH		
Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.			Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.			Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.		
Sessions:			Sessions:			Sessions:		
1	2	3	1	2	3	1	2	3
								
HWB 2-13a			HWB 3-13a			HWB 4-13a		

**PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT
COOPERATION AND COMPETITION:**

SECOND			THIRD			FOURTH																				
<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p>			<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</p>																							
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<p>HWB 2-23a</p>			<p>HWB 3-23a</p>																							

EVALUATING AND APPRECIATING:

SECOND			THIRD			FOURTH																													
<p>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</p>			<p>I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.</p>			<p>I can: observe closely, reflect, describe and analyse key aspects of my own and others' performances make informed judgements, specific to an activity monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs.</p>																													
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<p>HWB 2-24a</p>			<p>HWB 3-24a</p>			<p>HWB 4-24a</p>																													

SUBSTANCE MISUSE:

SECOND	THIRD	FOURTH																											
<p>I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p> <table border="1" data-bbox="143 611 443 734"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td></tr> </table> <p>HWB 2-38a</p>	Sessions:			1	2	3	✓	✓	✓	<p>I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.</p> <table border="1" data-bbox="518 611 818 734"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td></tr> </table> <p>HWB 3-38a</p>	Sessions:			1	2	3	✓	✓	✓	<p>I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.</p> <table border="1" data-bbox="938 611 1238 734"> <tr><th colspan="3">Sessions:</th></tr> <tr><th>1</th><th>2</th><th>3</th></tr> <tr><td>✓</td><td>✓</td><td>✓</td></tr> </table> <p>HWB 4-38a</p>	Sessions:			1	2	3	✓	✓	✓
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I know how to access information and support for substance-related issues.

Sessions:		
1	2	3
✓	✓	✓

HWB 3-40b

I know how to access information and support for substance-related issues.

Sessions:		
1	2	3
✓	✓	✓

HWB 4-40b

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

Sessions:		
1	2	3
✓	✓	✓

HWB 3-41a

After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.

Sessions:		
1	2	3
✓	✓	✓

HWB 4-41a

I understand the impact that misuse of substances can have on individuals, their families and friends.

Sessions:		
1	2	3
✓	✓	✓

HWB 2-43a

I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

Sessions:		
1	2	3
✓	✓	✓

HWB 3-43a

I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.

Sessions:		
1	2	3
✓	✓	✓

HWB 4-43a

By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.

Sessions:		
1	2	3
~	✓	~

HWB 4-43b

I understand the local, national and international impact of substance misuse.

Sessions:		
1	2	3
~	✓	~

HWB 4-43c