

Vaping

Year 7

Teacher slide

PSHE
Association



TEACHER GUIDANCE
Drug and alcohol education

This guidance has been written to accompany the PSHE Association suite of drug and alcohol education lessons for key stages 1-4 developed for Public Health England. **Please read this guidance carefully before teaching any of the lessons.**

*Ensure you read the guidance before teaching the lesson

Using this PowerPoint

The slides in this presentation are divided into two sections:

- i.* **Teacher slides (purple)** – provide key information regarding lesson preparation
- ii.* **Student slides (white)** – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click 'notes' to view these.

Ensure that you select 'Use Presenter View' under the 'Slide Show' tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.

Challenge and Support

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Challenge activities deepen and extend the learning for those who need more challenge or who finish the activity quickly.

Support activities are adapted to be more accessible for those who need it.

Look for these icons on the pupil slides. See delivery notes for details of the activities.



Context

This lesson has been designed by the PSHE Association to follow on from the [drug education](#) lessons for Year 9, developed for Public Health England. The existing suite of materials will be updated and relaunched in 2023.

This lesson explores the consequences of vaping and the influences that might impact young people's behaviour relating to vaping.

This lesson is not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Please read the [teacher guidance and evidence briefing accompanying the key stage 1-4 lessons](#), for more information about creating a safe learning environment, safeguarding, and the evidence base for the pedagogical approach to these lessons.

Learning objective:

Students learn about different influences and consequences that might affect decisions relating to vaping

Learning outcomes:

Pupils will be able to:

- assess the potential impact of influences and marketing on young people's behaviour related to vaping
- explain the consequences of vaping, including the environmental cost
- analyse ways to challenge influences and misconceptions about vaping

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Further guidance

Members of the PSHE Association can access our website for further guidance <http://www.pshe-association.org.uk/>

Resources required

- Box or envelope for anonymous questions
- Students' baseline mind-map activity from lesson 1 of our Year 9 drug education lesson pack
- Resource 1: Timeline [1 per pair]
- Resource 1a: Timeline - support [1 per student requiring support]
- Resource 1b: Teacher answers [1 per class]
- Resource 2: Card sort [1 per pair or small group]
- Resource 3: Challenging misconceptions [1 per student requiring support]

Duration

This has been designed to be taught as a **60-minute** PSHE education lesson

Lesson summary

Activity	Description	Timing
Baseline assessment	Students demonstrate their prior understanding about vaping by responding to an overheard conversation.	10 mins
Introduction	Introduce the learning objective and learning outcomes and revisit ground rules.	5 mins
Influences and impact	Pairs review a timeline of a young person's day and examine the influences and impact experienced at each stage.	10 mins
Consequences of vaping	Students sort cards into environmental, legal, health, other consequences of vaping.	10 mins
Challenging misconceptions	Students assess a range of strategies to challenge influences and misconceptions about vaping.	15 mins
Endpoint assessment	Students revisit the mind-map baseline activity from lesson 1, adding new learning from this lesson to demonstrate progress.	5 mins
Signpost support	Remind students how to access further advice, guidance and support related to substance issues.	5 mins

Vaping



Ground rules

Overheard conversation

Tobi: I've heard they're safe

Jaz: Really? Don't you have to be 18 to buy them though?

Tobi: I don't know - people in our year have them... And I've seen loads of flavours online - there's bound to be one we'll like. Besides, they're disposable so we can just bin them if we don't like them. So, shall we give it a try?

- What do you think they are talking about?
- What does the law say?
- What might be the impact of disposing of them?
- What other impacts might they have?

Learning objective:

To learn about different influences and consequences that might affect decisions relating to vaping.

We will be able to:

- assess the potential impact of influences and marketing on young people's behaviour related to vaping
- explain the consequences of vaping, including the environmental cost
- analyse ways to challenge influences and misconceptions about vaping

TJ: A day in the life

In pairs, read the timeline of TJ's day.

Complete the table in your work booklet on page 8

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Resource 1: Timeline

	Who or what is influencing the characters?	What impact might this have on them?	What ideas might TJ develop about vaping as a result?
TJ gets ready for school and goes downstairs for breakfast. There are some pamphlets on the kitchen table about quitting smoking, and how vaping can help. TJ sees Mum through the window using her new vape.			
On the way to school, TJ sees a group from the year above at school, laughing and joking together. One is showing the rest of the group their new vape, and they are passing it around to all have a taste. As they walk past, TJ breathes in and thinks it smells nice.			
At lunch, TJ's friend Ben says he thinks his brother will get them some vapes if they ask. The vape shop advertises all the different flavours and colours they have in stock, and TJ is really tempted to say yes. Ben says that if there is a whole shop just for vapes, and they advertise so openly to people their age, it must be ok to do.			
TJ is scrolling through social media feeds after school. There seem to be vapes in a lot of the photos and videos online – nobody is trying to hide what they are doing, not even influencers. And besides, even TJ's mum vapes! TJ decides to speak to Ben about getting a vape tomorrow.			

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Develop



Consequences of vaping

Draw the four-square grid shown below on rough paper.

Then, sort the consequences cards by deciding which category each fact should come under.

Environmental impact

Health impact

Legal impact

Other impact



Consequences of vaping

Environmental impact

In the UK, two disposable vapes are thrown away every second. Over a year, this is enough lithium to make around 1,200 electric car batteries (lithium is needed for batteries, decreasing reliance on fossil fuels).

More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.

In the UK, vapes require specialist recycling. If they aren't recycled, the lithium-ion batteries can start fires when crushed in a waste truck or at a waste-processing plant.

Consequences of vaping

Health impact

The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.

Vaping can be addictive, mostly due to the presence of nicotine and the ease with which it can be taken and become part of someone's daily routine.

The liquid and vapour in vapes contain some chemicals found in cigarette smoke (although at lower levels) that may be harmful.

Vaping still exposes users to some toxins. Nicotine is an addictive substance and evidence suggests it may be riskier for young people than adults.

Consequences of vaping

Legal impact

Anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.

Vapes are an age-restricted product because there is potential for users to become addicted to nicotine-containing vapes, and because the long-term effects of vaping on health are unknown.

Consequences of vaping

Other impact

Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).

The vaping industry continues to grow (with some vaping companies backed by the tobacco industry) and is solely focused on making a profit.

Organisations are free to make their own policies about where people can vape. This may mean that someone has to separate from their friends/family and go to a designated area where they are allowed to vape.

Consequences of vaping: personal reflection

Privately reflect on what you think the most significant impact is.

Think about which consequences would be most likely to influence your own decisions about vaping...

Challenging misconceptions

In small groups, look at TJ's timeline again...

How might someone challenge negative influences and misconceptions related to vaping?

Brainstorm any strategies that you think TJ and TJ's friends could use to manage influence, or anything they could say or do to challenge any misconceptions about vaping.

Hint: Think about the facts about vaping from the last activity!

Further support

Speak to a tutor, head of year, or other trusted member of staff in school.

Contact Childline: www.childline.org.uk
0800 1111

Contact the National Smokefree Helpline: **0300 123 1044**

Further information is available via FRANK: www.talktofrank.com/get-help

I need your help with something . . .

Something's worrying me, can I talk to you?

I have something that's been bothering me . . .