



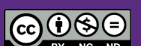
Department of
Education

Shaping the future

E-cigarettes and vaping

Teacher resource: Secondary
Years 11 and 12

September 2024
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E-cigarettes and vaping

Resource: Years 11 and 12

This resource contains information for:

- school staff - to assist with lesson planning and delivery
- parents and carers - including posters, letters and newsletter content that are available for download from myresources.education.wa.edu.au/vaping.

The lessons have been developed as a supplement to the existing drug prevention education resources offered by the Department of Education. To further strengthen the effectiveness of prevention education in alcohol and other drugs (AOD), school staff can visit myresources.education.wa.edu.au/vaping to:

- participate in professional learning about e-cigarettes and drug education provided by the Department through the Road Safety and Drug Education branch
- develop a whole-school drug education plan
- contact Road Safety and Drug Education to request support. rsde.rfa@education.wa.edu.au

Support information

The Department of Education supports public, Catholic and independent schools by providing resources, professional learning and consultancy.

To access support contact:

Statewide Services

Road Safety and Drug Education: 9402 6415 or rsde.rfa@education.wa.edu.au

E-cigarettes and Vaping teacher resources website: myresources.education.wa.edu.au/vaping

To access support contact:

Department of Education Western Australia

Staff support: Employee Assistance program

PeopleSense 1300 307 912 or reception@peoplesense.com.au

Student support: Student services (available through schools)

Catholic Education Western Australia

Staff Support: Wellbeing services 1300 66 77 00

Student support: Psychology, Safety and Wellbeing Team 6380 5200

Association of Independent School of Western Australia

Staff and student support: 9441 1600 or reception@ais.wa.edu.au

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Teacher notes

Preferred language

Using respectful **'person-first'** language can create more positive ways of talking about e-cigarettes and drug use.

Examples of person-first language:

Use	Avoid
'people who vape'	'vapers', users
'e-cigarettes, vapes and vaping'	referring to specific brand names
'quitting from vapes'	'quit vapes'
'young people'	'youth'
descriptions such as 'cancer causing chemicals'	technical terms such as 'carcinogens'

Setting the scene

Before delivering any e-cigarette or vaping lessons, it is important to consider the following:

- respect and confidentiality
- being familiar with your school's policies and procedures regarding alcohol and other drug use, including e-cigarettes
- handling sensitive questions
- being prepared for disclosures
- referral to student support services, if required
- safety of students
- strategies to support cultural responsiveness.

Alcohol and other drug education

Alcohol and other drug education addresses harm reduction in relation to a range of drugs, including prescription drugs, natural and alternative medicines, caffeine, tobacco (including e-cigarettes), alcohol and other synthetic drugs, cocaine, ecstasy, and methamphetamines.

The content of this resource supports students to make informed decisions and behave in ways that protect their safety and that of others. Opportunities are provided for the development of Personal and Social Capability skills that support students to understand influences on their sense of identity and learn how to recognise, understand, validate and respond appropriately to their emotions, strengths and values.

Culturally responsive educators privilege Aboriginal ways of knowing, being and doing, and draw on the diversity and strengths of local communities to create opportunities to work collaboratively in setting directions for students. Culturally responsive approaches to health education are critical. It is important that they are place-based and responsive to the specific needs and aspirations of the school community.

It is important to acknowledge that e-cigarette use is an emerging drug issue amongst young people in WA. To ensure your students' psychological safety is at the forefront of each session, check in with how students are feeling and refer to support services where appropriate.

School delivery

The resource comprises of 5 short sessions (estimated at 10-20 minutes) that could be delivered in:

- homeroom
- year group meetings
- wellbeing sessions
- intervention support sessions.

Child Protection policy and procedures

This resource will assist schools in meeting the Department's requirements as laid out in the Child Protection policy and procedures.

Under the Department's revised [Child Protection policy](#) and procedures (effective 13 August 2019) principals must implement protective behaviours education that aligns with the Western Australian Curriculum across all phases of schooling. [Protective Behaviours Years 11 and 12](#)






Whole-school approach to alcohol and other drug education

The [requirements of the Student Behaviour in Public Schools policy and procedures](#) state that alcohol and other drug use is best responded to through a whole-school approach to student health that addresses:

- the curriculum
- school environment
- parent and community partnerships.

Develop a whole-school approach to drug education that includes processes for preventing and responding to incidents that involve students under the influence of alcohol or other drugs. This resource will assist schools to implement a whole-school approach to drug education.

Session 1: Vaping facts vs misconceptions

Teaching and learning overview		Session 1	
	Learning intentions		Key messages
Students will: <ul style="list-style-type: none"> Describe common misconceptions regarding vaping. 		<ul style="list-style-type: none"> People may have misconceptions about vaping. Vaping is a choice - most people are choosing not to vape. To make informed decisions, it is important to know how to access credible information. 	
	Success criteria		Activities and required resources
Students will: <ul style="list-style-type: none"> Identify misconceptions about vaping Recognise that vaping is a choice Identify when and how to access credible sources of information 		Engage: Vaping facts <ul style="list-style-type: none"> Blank sheet of paper, preferably A3 Activity: Vaping misconceptions <ul style="list-style-type: none"> Computer, projector, and presentation slides Reflection: Discussion	
	Key terms		
E-cigarette, vaping, nicotine, social norm, addiction, misconception, credible			

**Engage: Do you know what you are vaping?**

- In small groups, students write down facts about vaping.
- Give groups 1 minute to write down as many facts as they can.
- Groups share their facts with the class.
- Write responses on the board.
- Review students' answers using the factsheets from the toolkit and slides 4-6.

**Activity: Vaping misconceptions**

Go through the vaping facts on slides 4-6 (for detailed information, refer to the presenter notes).

- Present the agree or disagree statements to students.
- Allow time for discussion.

Activity discussion questions:

1. Do you think knowing these facts could influence a young person's decision to vape? Why or why not?
2. How do you feel knowing that most people your age don't vape?






Accessing credible information discussion questions:

1. Where do you think young people get their information regarding vaping?
2. How do misconceptions around vaping occur? Where do you commonly hear misinformation?
3. How could this be prevented?
4. Why is it important to identify credible resources? What are some examples of where you can access credible resources?

**Reflection: Fact reflection**

- Groups refer back to the facts that they wrote down at the beginning of the lesson.
- Students review their facts, correct any misconceptions, then add any facts they know now as a result of the lesson.

Session 2: Analysing marketing tactics

Teaching and learning overview		Session 2	
	Learning intentions		Key messages
Students will: <ul style="list-style-type: none"> Know about the marketing tactics vaping companies use to influence consumers. 		<ul style="list-style-type: none"> There are different reasons why individuals choose to vape. Vaping has been marketed to young people with the aim of influencing their behaviour. Vaping and e-cigarettes may be inaccurately portrayed in a positive way through social media, advertising and marketing. 	
	Success criteria		Activities and required resources
Students will: <ul style="list-style-type: none"> Identify examples of marketing tactics used by vaping companies. Identify common messages about vaping portrayed on social media. Outline strategies to avoid being influenced by social media. 		Engage: Video <ul style="list-style-type: none"> Kids and the Tobacco Predator - Tobacco Free CA - YouTube (31 seconds) Activity: Marketing influence <ul style="list-style-type: none"> Computer, projector and presentation slides Reflection: Discussion	
	Key terms		
E-cigarette, vaping, nicotine, advertisement, marketing, tactics, influence			



Engage: Watch video- [Kids and the Tobacco Predator - Tobacco Free CA - YouTube \(31 seconds\)](#)

Discussion questions: Allow time in small groups then conduct a class discussion.

1. What are your thoughts about the video?
2. Why do you think young people choose to vape?
3. What can influence a young person's decision to vape?
4. How does social media, media, advertising and marketing influence young people's decisions about vaping?



Activity: How marketing and advertising influences health behaviours.

Discussion questions: Allow time in small groups then conduct a class discussion.






1. What marketing tactics do vape companies use to reach their target audience?
2. What are the common messages regarding vaping portrayed on social media?
3. Who is the target audience for vaping related content on social media?
4. Why do vape companies chose to target young people?

Reflection

In pairs or small groups, students discuss the following:

1. How does it make you feel that your age group is a target audience for vape companies?
2. Do you think this is ethical? Why or why not?
3. How can young people avoid being influenced by social media and make better-informed decisions?

Session 3: Harmful effects of vaping

Teaching and learning overview		Session 3	
	Learning intentions		Key messages
Students will: <ul style="list-style-type: none"> Define and explain the categories of harms of vaping using the 4 Ls model. 		<ul style="list-style-type: none"> Vaping can impact numerous aspects of a young person's life. Knowledge about the harms of vaping can help to make informed decisions. 	
	Success criteria		Activities and required resources
Students will: <ul style="list-style-type: none"> Describe the harms associated with vaping using the 4 Ls model 		Engage: Brainstorm <ul style="list-style-type: none"> Video: Gen Vape What do young people think of vaping? - YouTube (59 seconds) Activity sheet 3.1 	
	Key terms	Activity: 4 Ls 4 corners <ul style="list-style-type: none"> Computer, projector and presentation slides (Note: if working with Aboriginal students you may choose to access the 7 Ls model MHC- Strong Spirit Strong Mind page 21) Reflection: Discussion	
E-cigarette, vaping, nicotine, law			

**Engage: Brainstorm**

Video: Prior to the discussion, students watch *Gen Vape | What do young people think of vaping?* - YouTube (59 seconds)

Students form small groups.

- Using [Activity Sheet 3.1](#), students write down the possible harms of vaping.
- After 30 seconds, the sheet is rotated around to another group.
- Repeat 2-3 times before retrieving original sheet.

**Activity: 4 Ls – 4 Corners**

Discuss with the class the 4 Ls of vaping: Lung* (adapted from Liver) - physical and mental health; Lover – relationships; Lifestyle- school, work, hobbies; Legal -law. [10]

4 Corners instructions:

- Number the four corners of the space 1 to 4.
- Using the *4 Corners* slides (22-24), read all options out then ask students to move to the corner that indicates which harm they think would have the greatest influence on them to not vape. *If working within a large group, you may choose to get students to vote for a corner instead of moving.*
- Encourage students to make their own choice and try not to be influenced by other people.
- After each round, conduct a group discussion:
 1. Why did you pick this corner?
 2. Which of the 4 Ls categories does this harm fit under?

Once you have completed 3 rounds, discuss the *4 L model examples* provided in the presentation slides. For further information on the laws surrounding vaping refer to [Electronic cigarettes in Western Australia \(health.wa.gov.au\)](https://www.health.wa.gov.au/e-cigarettes).

Key message: There is no correct answer. Everyone has different values, meaning everyone's reasons to choose not to vape will be different.

Reflection:

Discussion: Allow time in small groups then conduct a class discussion.






1. Was the harm that you picked each round from a different category of the 4 Ls, or was it often from the same category?

2. If there was, why do you think that happened? If there wasn't, why do you think that happened?

Activity Sheet 3.1

Harms from vaping

Session 4: Refusal skills

Teaching and learning overview		Session 4	
	Learning intentions		Key messages
Students will: <ul style="list-style-type: none"> Demonstrate refusal skills using assertive communication. 		<ul style="list-style-type: none"> Assertive communication is an important aspect of refusal skills in challenging situations. Using 'I don't' statements shows that young people are in control of their own actions. 	
	Success criteria		Activities and required resources
Students will: <ul style="list-style-type: none"> Students will discuss and demonstrate refusal skills from a given range of scenarios. 		Engage: Peer influence discussion Activity: Refusal Skills <ul style="list-style-type: none"> Activity sheet 4.1 	
	Key terms	Reflection: Discussion questions	
E-cigarette, vaping, nicotine, refusal skills, assertive			

**Engage: Peer influence discussion**

Students discuss with a partner 'What do you think is the most common reason young people vape?'

- *Studies showed that 61% of those aged between 15 – 30 who have vaped, did so because a friend used them.*

Discussion questions:

1. Does this statistic surprise you? Why?
2. In any situation, why do you think it can be challenging to go against the group or a friend?

**Activity: Refusal skills**

Discuss refusal skills with students and why they are important. Using [Activity Sheet 4.1](#), students provide examples of refusal skills that they already use.

Provide a reason for refusal: Think back to last session, the effects of vaping, what did you say was the biggest reasons not to vape?

Be assertive: Use 'I' statements. Be respectful but firm. Body language and eye contact is also important.

Suggest other options: Try to persuade your friends to do something that is safer and healthier.

Take action: If nothing seems to be working, leave. That is a clear statement that you will not change your mind.

- Provide the class with the scenarios.
- Students go through the scenarios individually and provide a different refusal response for each scenario. Alternatively, allocate a scenario to each group. Students work together to formulate a refusal response then share with class.

Reflection

Students discuss the following questions:

1. Do you think having knowledge and facts about vaping strengthens your refusal skills? How?
2. How could group dynamics and peer support influence your confidence in using refusal skills?

Activity sheet 4.1

Have reasons
Be assertive
Suggest options
Take action

You are at a school event where some people are vaping discreetly. A classmate offers you a vape, claiming it is harmless.

Response:

You are studying with a classmate for an upcoming exam, they offer you a vape claiming it will help you to stay relaxed and focused.

Response:






You are at a party with friends and some of them are vaping. They offer you a vape and are insisting that you try it because it is a cool experience.

Response:

Your romantic partner has recently started vaping. They suggest that you should do it with them as it will bring you closer together.

Response:

Session 5: Help seeking

Teaching and learning overview		Session 5	
 Learning intentions	 Key messages		
Students will: <ul style="list-style-type: none"> Identify and translate health consequences of nicotine dependence (addiction) and services that can help. 	<ul style="list-style-type: none"> Nicotine is highly addictive. Young people tend to be more vulnerable to drug dependence (addiction). Help is available for young people dealing with dependence (addiction). 		
 Success criteria	 Activities and required resources		
Students will: <ul style="list-style-type: none"> Discuss how nicotine has an effect on the brain, leading to dependence (addiction) Identify sources of support. 	Engage: <ul style="list-style-type: none"> Video: Vaping – Respect Your Brain - YouTube (52 seconds) Activity: Help Seeking <ul style="list-style-type: none"> ‘Where I can access help’ help sheet Reflection: Discussion questions		
 Key terms			
E-cigarette, vaping, nicotine, dependence, addiction, dopamine, synapse, cravings, withdrawal			



Engage: Watch video [Vaping – Respect Your Brain - YouTube \(52 seconds\)](#)

Explain that vapes contain nicotine. Even vapes that claim to be nicotine free have been found to contain nicotine.

Discussion question:

- What could be some of the signs that someone may have become addicted to vaping and may need help?

Refer to the presentation slides for possible responses.

Discuss with students how dependence (addiction) to nicotine can occur. Refer to slide 39 in the presentation slides and presenter notes for information.



Activity: Help seeking

In small groups students discuss the following topics:

1. Who could you or someone you know go to for help regarding vaping?
2. How could you support a friend or loved one to quit?

Discuss as a class. Distribute 'Where I can access help' help sheet

Reflection

Students reflect on their role within the school as senior students.

Discussion questions:

1. What could you do to advocate for young people in your school and community not to vape?
2. What could you do to help people in your school to feel safe?



Where I can access help

School-based help

Talk to someone you trust:

- Student Services
- School counsellor
- School psychologist
- Teachers

Helplines

Quitline

Quitline counsellors can help you establish motivation to quit and help create a personalised quit plan. Counsellors are completely confidential and provide answers to questions without judgement.

- Phone: 13 QUIT – 13 7848
- Text 'call back' to 0482 090 634
- Website: [WA Quitline](#)

Kids Helpline

Kids Helpline provides a free, private and confidential phone and online counselling service for young people aged 5 to 25. The service is available 24 hours a day from anywhere in Australia.

- Phone: 1800 551 800 Every day and night 24/7
- Webchat: Connect one-on-one over the web in real time
- Email: counsellor@kidshelpline.com.au

My QuitBuddy App

The My QuitBuddy app created by the Australian Department of Health helps you get, and stay, smoke-free.

The app provides helpful tips and distractions to overcome cravings, track your progress and connect to a community to help you out.



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Presentation slide Images

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