



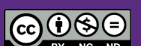
Department of
Education

Shaping the future

E-cigarettes and vaping

**Presenter notes: Secondary
Years 11 and 12**

September 2024
D23/1525321



E-cigarettes and vaping: Year 11 and 12

Presenter notes

These presenter notes are intended to accompany the E-cigarettes and vaping: Year 11 and 12 presentation slides and the teacher resource.

Session 1

Required resources:

A3 sheet of paper - 1 per group

Slide 1: Vaping facts vs misconceptions

This session will cover facts about e-cigarettes and vaping and involve discussion of any misconceptions you may have.

Slide 2: Learning intentions

By the end of the session, you will:

- know common misconceptions regarding vaping.

Slide 3: Engage

Activity instructions: Do you know what you are vaping?

In small groups, students write down facts that they already know about vaping.

1. Allow 1 minute for groups to write down as many facts as they can.
2. Groups share their facts with the class.
3. Write all responses on the board.
4. Review students' answers using the factsheets from the toolkit and slides 4-6.

Slide 4: Fact 1 - Vaping is not safe

Activity: Agree or disagree statements

Examples of teaching strategies for this activity (slides 4-6):

1. *Thumbs up, thumbs down*
2. *Heads (agree) or tails (disagree)*
3. *Values continuum: one wall = agree, other wall = disagree*

Do you agree or disagree with the following statement, 'Vaping is harmless compared to cigarettes.'

(Click next) The idea that vaping is harmless in comparison to cigarettes is a common misconception. (Click next)

Vaping is not safe. Harm from vaping can include:

- E-liquids when heated and inhaled may contain many harmful chemicals that are not listed on the pack - which can cause adverse health effects such as vomiting, shortness of breath and lung damage.
- Vapes may expose young people to chemicals and toxins at levels that have the potential to cause adverse health effects.
- Vapes can leave a young person at increased risk of depression and anxiety.
- Vaping has also been linked to serious lung disease.
- Vapes can expose young people to:
 - harmful chemicals.
 - toxins such as formaldehyde and heavy metals.
 - ultrafine particles that can be inhaled deep into the lungs.
 - flavouring chemicals such as diacetyl (a chemical linked to a serious lung disease).
- Vapes have even been known to explode causing serious burns.
- Recent media reports indicate that vaping has caused increased hospitalisations in young people, with patients experiencing:
 - seizures
 - loss of consciousness

Importantly, many of the long-term harms of vaping are still unknown. It is also important to know that a lot of these harms occur whether smoking nicotine-free or nicotine vapes.

Slide 5: Fact 2 - Vaping is highly addictive

Activity: Agree or disagree statements

Do you agree or disagree with the following statement?

(Click next) Most vapes don't contain nicotine.

(Click next) This is a common misconception.

A recent Australian study analysed 10 vapes from Australian suppliers that claimed to be nicotine-free. A total of 60% of the vapes were found to actually contain nicotine [3]. There is no way to know what you are really vaping as the labels are often misleading.

Nicotine is highly addictive. Nicotine dependence (addiction) will be covered in further detail during session 5. Most people don't start vaping intending to become dependent. Often people don't realise they are dependent until they start to feel withdrawal symptoms such as:

- irritability
- headaches
- emotional distress (sad and upset)
- difficulty sleeping
- anxiety
- trouble concentrating.

Slide 6: Fact 3 - Most young people DO NOT vape

Activity: Agree or disagree statements

Do you agree or disagree with the following statement, (*Click next*) 'Everyone is vaping'.

(*Click next*) This is another misconception. Often people may perceive that to be the case, research has shown that it isn't true. (*Click next*)

Recent data reported 29.9% of young people aged between 12-17 have ever vaped, meaning 70.1% of young people have NEVER vaped [14].

Slide 7: Discussion

Activity: Discussion

In pairs or small groups discuss the following questions. Allow time in small groups then conduct a class discussion.

1. How do you think knowing these facts would influence young people's decisions to vape?
2. How do you feel knowing that most people your age don't vape?

Studies show that young people, in comparison to adults, are heavily influenced by their peers to take risk and make risky decisions [9]. Knowing that most young people don't vape helps to reduce the impact that your peers can have on your decision making.

Slide 8: Where to access credible information

Activity: Discussion

In pairs or small groups discuss the following questions. Allow time in small groups then conduct a class discussion.

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

Possible answers may include:

- Government websites: Healthy WA
- WA Health
- Cancer Council
- Road Safety Drug Education Vaping factsheets

Government resources are supported by research. The information has been provided by experts and the information has been thoroughly reviewed.

Slide 9: Reflection

Activity instructions: Reflection

- Groups refer to the facts that they wrote down at the beginning of the lesson.
- Students review their 'facts' and correct any misconceptions.

Slide 10: Thank you

Session 2

Required resources:

Video link: Kids and the Tobacco Predator
https://www.youtube.com/watch?v=9wp5Qv54_MM

Slide 11: Analysing marketing tactics

This session will cover why young people choose to vape and the influence social media, advertisement and marketing have on young people to choose to vape or not to vape.

Slide 12: Learning intentions

By the end of the session, you will:

- know the marketing tactics vaping companies use to influence consumers.

Slide 13: Engage

Watch video: [Kids and the Tobacco Predator](#)

Discussion questions: In pairs or small groups discuss the following 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?

Possible answers may include:

- Curiosity: exposure to advertisement and promotion has been linked to increased curiosity.
- Unaware of the harms.
- To fit in: young people are more likely to vape if they have friends who vape; perceptions that vaping is cool, fun and help young people 'fit in' is linked to increased use. This is why it is important to remember the statistics from last lesson that most young people don't vape.
- Influence of social media.
- Flavours and packaging: studies have found that e-cigarette flavours may make vaping more appealing to young people.
- The perception that it will assist in coping with feelings of stress or anxiety: nicotine dependence can lead to feelings of anxiety worsening.

4. How does social media, media, advertising and marketing influence young people's decisions about vaping?

Slide 14: Impact of media and marketing on young people vaping

Activity instructions: There are 4 questions to this slide. Ask students each question. Allow time for discussion in small groups, then conduct a class discussion. After receiving class responses, click next for research on each topic.

1. *(Click next)* What marketing tactics do vape companies use to reach their target audience?

(Click next) Some of the tactics seen on social media to promote e-cigarettes include highlighting features such as colours, flavour variations as well as price promotions, discount vouchers and even celebrity endorsements [5].

2. *(Click next)* What are the common messages regarding vaping portrayed on social media?

(Click next) A study by Curtin University on the way e-cigarettes are portrayed on TikTok, found that of 1599 e-cigarette related videos analysed, 97.7% portrayed e-cigarettes positively. Only 5 posts portrayed e-cigarettes negatively. The posts with the 5 highest engagement rates all portrayed e-cigarettes positively [4].

3. *(Click next)* Who is the target audience for vaping related content on social media?

(Click next) 47% of TikTok users are in the 10-29 age group. A study amongst 14–17-year-olds found that flavours and taste were the most important characteristic of e-cigarettes to adolescents. The Curtin study found that 40% of videos on TikTok showed e-liquid flavours [5]. Other videos included humour and vaping tricks.

4. *(Click next)* Why do vape companies choose to target young people?

Go to slide 14 after receiving responses from students for answer.

Slide 15: Vapes are designed to be appealing to you

The main aim of vape companies is to make money. As of 2023, the global e-cigarette market was estimated to be worth USD 24.6 billion [4]. They advertise and market their product at a target audience that, in the long run, will result in the largest cash flow. Vapes are a new way to get young people addicted to nicotine, which is often difficult to quit.

A recent Australian study conducted in March 2023 found the following results [8]:

- The highest prevalence of vaping was those aged between 18 and 24.
- The 2nd highest prevalence was those aged between 25 and 34.
- The 3rd highest were those aged between 14 and 17.

The earlier in life a person becomes addicted to nicotine, the more money vape companies can make over the person's life span.

Most young people do not vape. Of those who choose to vape, almost three-quarters (71.9%) of young users reported using e-cigarettes "out of curiosity" [4]. Vape companies use tactics which aim to intrigue people. Even if those people just bought 1 vape to try it, that helps to increase revenue.

Slide 16: Reflection

Activity: Discussion

In pairs or small groups, discuss the following questions. Allow discussion time in small groups then conduct a class discussion.

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?

Possible discussion points include:

- Educate yourself: knowing the harmful effects and the reasons why young people choose to vape can assist you in making informed decisions. Make sure you are using credible sources of information.
- Avoid platforms that glamorise the use of vaping. Unfollow accounts or pages that promote vaping and contain misleading advertising. Instead follow people or pages that provide accurate information that supports your values and goals.
- Think critically: question the credibility of the information and the motive behind the content that you see online. Always fact check the information using credible sources of information.
- Develop clear attitudes and opinions about vaping: when you have a clear opinion about vaping it can make it easier to resist the influence of social media.

Slide 17: Thank you

Session 3

Required resources:

- Video link: [Gen Vape | What do young people think of vaping? – YouTube](https://www.youtube.com/watch?v=4OsHGsa874&t=56s)
- Activity sheet 3.1: Harms of vaping brainstorm – 1 per group

Slide 18: Harmful effects of vaping

This session will cover the wide range of impacts that vaping can have on an individual and the people around them.

Slide 19: Learning intentions

By the end of the session, you will:

- define and explain the categories of harms of vaping using the 4 L model.

Slide 20: Engage

Watch video: [Gen Vape | What do young people think of vaping? – YouTube](https://www.youtube.com/watch?v=4OsHGsa874&t=56s)

Activity instructions: students form small groups and ensure each student has a pen. Provide groups with activity sheet 3.1 - Vaping Brainstorm.

The students will consider the question, 'What are the harmful effects from vaping'.

- Use examples from the video as starting points.
- For 30 seconds, everyone in the group will write down their responses on the group sheet.
- After 30 seconds the groups will swap sheets.
- Groups will then have time to add ideas to those of the previous group.
- Repeat 2-3 times.

Slide 21: The 4 L model

The effects of vaping or any AOD use can be placed into 4 categories.

'Lung' refers to physical health or your connection to the body. This can include physical health, psychological health and emotional health. This is often the area that most people think about because it is often visible. All of the examples from the video came from this category.

'Lover' refers to important relationships like families and friends.

'Lifestyle' refers to changes or worries in relation to factors such as school, study or work, housing and hobbies.

'Legal' refers to the legal impacts of using or selling vapes, which could lead to a criminal record including being fined or arrested [10]. It is illegal to sell, supply or possess an e-cigarette or any liquid that contains nicotine in Australia without a doctor's prescription.

Further information on the sale of vapes in WA is available on the [Department of Health's website](#).

Slide 22-24: 4 Corners

Activity instructions:

- Number the four corners of the space 1 to 4.
- Using the *4 Corners* slides, 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?

Slide 25: 4 L model examples

Activity instructions:

As a class, go through the 4 Ls model examples. Give the students an opportunity to add to their original brainstorm.

Slide 26: Reflection

Activity: Discussion

In pairs or small groups, discuss the following questions. Allow discussion 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?

Slide 27: Thank you

Session 4

Required resources:

- Activity sheet 4.1: Refusal skills scenarios – 1 per student or group

Slide 28: Refusal skills

This session will cover how to improve your ability to say no in challenging situations.

Slide 29: Learning intentions

By the end of the session, you will:

- choose a range of refusal skills through assertive communication strategies.

Slide 30: Engage

Activity: Discussion

Allow time to discuss the question below in small groups then conduct a class discussion. What do you think is the most common reason why young people vape?

(Click next) A study of Australians aged 15-30 found that of people who vape or have vaped in the last month, 61% reported they did so because “a friend used them” [3].

- *(Click next)* Does this statistic surprise you? Why?
- *(Click next)* In any situation, is it hard to go against the group or a friend? Why?

This lesson will go into how you can use refusal skills when put in a challenging situation.

Slide 31: Refusal Skills

Some people are able to say no when faced with peer pressure. This may not come naturally for everyone. Some people may find it hard to advocate for themselves. This is where refusal skills can help.

There are 4 key steps that will help you say no to peer pressure in order to avoid situations involving risk [2].

1. **Provide a reason:** think back to last session where you wrote down all of the possible harms of vaping. They are your reasons to say no.
2. **Be assertive:** being assertive means getting your point across in a respectful manner. It is important to not be aggressive or passive.
3. **Suggest other options:** it helps if you can provide another option for an alternate activity. This can also show that you are concerned about your friend’s as well.
4. **Take action:** Your friends or peers may still want to vape and insist that you do too. You need to remove yourself from the situation. This will make a clear statement that you will not change your mind.

Slide 32: Assertive communication

Ask students: Which phrase do you think is more assertive? 'I don't' or 'I can't'. How do the 2 phrases differ?

(Click next) 'I don't' statements show that you have a choice, and you are in control of your decisions, whereas 'I can't' statements suggest that someone or something else is in control of your decisions, and that you are being restricted.

Slide 33: Refusal skill example

This is an example of what effective refusal skills look like. This is a response to a friend asking if you want to go to the bathroom to vape with them.

A possible response could be 'No thanks, I don't want to vape. It makes me feel nauseous. I'd rather get something to eat. Let's go to the canteen.' If this statement doesn't work and they continue to pressure you, remove yourself from the situation.

Just like any other skill, refusal skills need to be practised. The more you use them, the more confident you will get. Having a few responses ready to go will help make it easier.

Activity instructions: students complete activity sheet 4.1. Students can complete this individually, or alternatively, allocate a scenario to each group. Students work together to formulate a refusal response then share with class.

- Read the scenarios.
- Write down a refusal response for each.
- Ensure all responses are different using different reasons and options for each.

Once completed, allow students time to share with their partners or the group.

Slide 34: Reflection

Activity: Discussion

Allow time to discuss the following questions in small groups then conduct a class discussion.

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?

Slide 35: Thank you

Session 5

Required resources:

- Video link: [Vaping – Respect Your Brain - YouTube \(52 seconds\)](https://www.youtube.com/watch?v=mAej2dkX6ow)
- 'Where can I access help' help sheet – 1 per student

Slide 36: Help seeking

This session will cover how to identify nicotine dependence (addiction) and how to seek support and help to quit vaping.

Slide 37: Session 5 learning intentions

By the end of the session, you will:

- identify and translate health consequences of nicotine dependence (addiction) and services that can help.

Slide 38: Engage

Watch video: [Vaping – Respect Your Brain - YouTube \(52 seconds\)](https://www.youtube.com/watch?v=mAej2dkX6ow)

Activity: Discussion

Allow time to discuss the question below in small groups then conduct a class discussion.

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

Possible responses may include [11]:

- feeling irritable
- feeling anxious
- experiencing intense cravings to vape
- decreased ability to concentrate when you can't vape
- trouble sleeping.

Slide 39: Nicotine is a highly addictive substance

As discussed in lesson one, nicotine is highly addictive. Young people are more susceptible to becoming dependent to substances such as nicotine than adults [5]:

- Nicotine can harm the developing adolescent brain. The brain keeps developing until about age 25.
- Using nicotine in adolescence can harm the parts of the brain that control attention, learning, mood, and impulse control.
- Each time a new memory is created, or a new skill is learned, stronger connections – or synapses – are built between brain cells.
- Young people's brains build synapses faster than adult brains. Nicotine changes the way these synapses are formed.

- Using nicotine in adolescence may also increase risk for future dependence to other drugs.

Slide 40: Help seeking

Activity: Discussion

Allow time to discuss in small groups then conduct a class discussion.

Who could you go to if you needed help regarding vaping? This could be help quitting, questions regarding vaping, guidance or help in refusing vapes or how you could help a friend or loved one quitting from vapes.

Possible responses may include: *(Click next)*

Talk to someone you trust:

- Student Services
- School counsellor
- School psychologist
- Teacher
- Parents/ carers and family
- Doctor
- Helplines
 - WA Quitline: 13 78 48
 - Kids Helpline: 1800 55 1800

Direct students to the 'Where I can access help' help sheet.

Slide 41: Helping a loved one or friend

Activity: Discussion

Allow time to discuss the question below in small groups then conduct a class discussion.

Knowing how to help someone you care about can be hard. What do you think you could do if someone you cared about needed help quitting?

Possible responses may include: *(Click next)*

- Ask them what you can do to help. Avoid giving advice unless you are asked for advice. Just acknowledge that you understand that it is hard and that you are there to help.
- Spend time with them. Do activities that will help take their mind off vaping.
- Help them to avoid situations where other people may be vaping.
- Remind them of the reasons why they are wanting to quit.
- For a lot of people, quitting takes multiple tries, so celebrate the small wins.

Slide 42: Reflection

Reflect back on the last 5 sessions. We have talked about the facts about vaping and corrected any misconceptions. We discussed what influence social media, advertisement and marketing has on choosing to vape or not to vape. We identified the harms of vaping and how to use refusal skills in challenging situations. Finally, today we discussed nicotine dependence (addiction) and how to access help and support when needed.

Reflect on your role in the school community. As you are senior students, younger students look to you as role models. This can influence their behaviour in positive or negative ways. You could be the person that someone comes to when they need help.

Activity: Discussion

Allow time to discuss the questions below in small groups then conduct a class discussion.

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?

Slide 43: Thank you

Slide 44-45: References

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