

Links to the NSW Personal Development, Health and Physical Education Syllabus (Stage 4)

Vaping Module





Personal Development, Health and Physical Education

Module title	Vaping/E-Cigarette Use	Stage	Stage 4 (Year 7/8)	Duration	4 weeks / 4 lessons
Module overview					
<p>This module aims to develop students' knowledge, understanding and skills required to make responsible decisions about e-cigarette use (vaping). It provides an opportunity for students to practise strategies and skills required to reduce e-cigarette-related harm to themselves and others. The module has been co-designed with students and teachers for use in Year 7/8. It uses a realistic cartoon-based drama to impart knowledge that is based on the principles of effective drug education. Scenarios based on the real life experiences of young people are integrated into teaching and learning activities to help students deal with future e-cigarette-related situations in a safe and responsible way.</p>					
Outcomes					
<p>A student:</p> <ul style="list-style-type: none">• examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others PD4-2• recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity PD4-6• investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities PD4-7• demonstrates self-management skills to effectively manage complex situations PD4-9					
PDHPE skills					
<p>The following Self-management skills S are focused on during this unit:</p> <p>Self-awareness</p> <ul style="list-style-type: none">• reflective practice <p>Decision-making and problem-solving</p> <ul style="list-style-type: none">• information-gathering• finding solutions to problems• analysis <p>Help-seeking</p> <ul style="list-style-type: none">• recognising when help is needed• accessing support and support networks			<p>The following Interpersonal skills I are focused on during this unit:</p> <p>Communication</p> <ul style="list-style-type: none">• assertiveness• refusal skills <p>Collaboration, inclusion and relationship-building</p> <ul style="list-style-type: none">• expressing respect for others' contributions• assessing their own abilities and contributing back to the group. <p>Leadership and advocacy</p> <ul style="list-style-type: none">• influencing and persuading		

Assessment

Assessment FOR learning:

- Student reflection
- Checks for understanding embedded at the end of each cartoon lesson
- Self-assessment through online interactive “stop and think” exercises and self-guided quizzes in each module, which allow students to evaluate their own learning of the content covered. Students are then given feedback that explains why their chosen answers were correct/incorrect.

Assessment AS learning:

- Class activities (e.g. poster, role-play, group discussions and worksheets)
- Suggested homework activity

Assessment OF learning:

- Students complete a final quiz of all questions presented at the end of cartoons 1-4
- Reflective presentation - develop a presentation that illustrates their learning progress over the course of the module

Teacher note

This module has four lessons, approximately 40 minutes each. It is ideal to run the lessons one week apart so the students can incorporate the ideas into their lives.

Introduction to the module and structure of each lesson:

1. **Cartoon-based content:** each lesson encompasses a realistic cartoon-based drama about a group of teenagers and their experiences with e-cigarette's. Students spend approximately 20 minutes completing this section for each lesson.
2. **Student summary sheets:** a resource to assist students when completing class activities and reiterate the learning intention. An accompanying teacher summary sheet is also available.
3. **Optional class activities:** a range of in-class activities have been provided for teachers to choose from. The activities reinforce the material taught in the cartoon lesson and encourage students to process and apply the skills they have learnt in preparation for future experiences. Teachers have the flexibility to choose appropriate activities with consideration of their school's environment and the needs of their students.
4. **Suggested homework activities:** provide students with an opportunity to deepen their understanding of lesson content and practise skills to keep themselves and others healthy and safe.

LESSON 1 - Syllabus content

Students:

Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations

- Classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing **I** 📖

Explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community

- assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, e.g. sexual decisions, road user behaviours **S** ⚙️ ⚖️ 📖 📱

Examine factors that influence health and wellbeing

- examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting **I** ⚖️ 📱
- investigate reasons why young people choose to engage in positive and negative risk-taking behaviour ⚖️ 📱

Develop health literacy skills and promote health information that is aimed at assisting young people to address health issues

- assess health products, information and advertising to expose myths and fallacies, e.g. understanding food labels, contraceptive products **S** ⚙️ ⚖️ 📖 📱

Examine influences on peoples' behaviours, decisions and actions (ACPPS074)

- discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices **I** 🌐 📱
- Examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use** **S I** ⚖️ 🌐 📖 📱

LESSON 1 - Teaching, learning and assessment

Learning intention: Students examine e-cigarette use, the personal and contextual factors that influence use and subsequent consequences.

Online cartoon-based content:

Students read content provided in the Lesson One cartoon, which examines:

- The harmful chemicals in e-cigarettes
- Prevalence and patterns of vaping/cigarette smoking
- Short- and long-term consequences of vaping
- Reasons young people choose to, or not to, vape

Stop & think activities:

Students complete the interactive activity embedded in the online module to describe key concepts

Students consider:

- The possible short- and long-term effects of vaping

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts

Optional activities (choose as appropriate):

- Making healthy choices:** Students complete a [group worksheet](#) to evaluate the reasons why some young people do and do not vape or smoke cigarettes and come up with healthier alternative activities.
- The broad impacts of vaping:** Students complete a [worksheet](#) about the potential consequences of vaping and benefits of not vaping for physical health, mental health, social health and the environment
- Case studies:** Students [review case studies and discuss](#) the diverse short- and long-term impacts of vaping.
- Heads or Tails:** Students compete in a [heads or tails game](#) to see who can best separate vaping and smoking facts from fiction.
- Sources of pressure:** Students [identify and discuss](#) sources of pressure to vape/smoke and brainstorm ways to resist these pressures

LESSON 2 - Syllabus content

Students:

Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations.

- propose strategies individuals and others can use to make safe and informed decisions. **SI** 🌟 ⚖️ 🏠 🚫
- examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed. **S** 🌟 🏠 🚫

Practise and apply skills and strategies to seek help for themselves and others (ACPPS072)

- practise communication techniques to persuade someone to seek help in different situations, e.g. mental health concerns, drug use, relationship or family and domestic violence. **SI** 🏠 🚫

Explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community

- assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, e.g. sexual decisions, road user behaviours **S** 🌟 ⚖️ 🏠 🚫
- examine the impact that body image and personal identity have on young people's health, e.g. mental health, drug use, disordered eating and participation in physical activity **SI** 🌟 ⚖️ 🌐 🏠 🚫

Examine factors that influence health and wellbeing

- propose individual support networks and external support services. **S** 🌟 🏠 🚫
- investigate reasons why young people choose to engage in positive and negative risk-taking behaviour ⚖️ 🚫

Develop health literacy skills and promote health information that is aimed at assisting young people to address health issues

- assess health products, information and advertising to expose myths and fallacies, e.g. understanding food labels, contraceptive products **S** 🌟 ⚖️ 🏠 🚫

Examine influences on peoples' behaviours, decisions and actions (ACPPS074)

LESSON 2 - Teaching, learning and assessment

Learning intention: Students examine external and internal influences on vaping behaviours. They will gain insight into the harmful effects of nicotine and be provided with resources and skills to practice refusal and help seeking.

Online cartoon-based content:

Students read content provided in the Lesson Two cartoon, which examines:

- The positive portrayal of vaping on social media
- Vaping and smoking as ineffective ways to cope
- Nicotine and the developing brain
- Where to seek help for vaping, smoking and mental health
- Nicotine as a poison
- Assertive communication and refusal skills

Stop & think activities:

Students complete the interactive activity embedded in the online module to describe the key concepts

Students consider:

- Healthy ways to cope with stress and anxiety

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts

Optional activities (choose as appropriate):

- Vaping & social media:** Students discuss how vaping is portrayed on social media. Optional add-on activity to role-play their own educative content.
- Helping a friend:** Students search online and investigate resources and support services to help a friend who is struggling with vaping.
- Nicotine and the cycle of addiction:** Students reflect on the cartoon and create a poster/graphic to illustrate the cycle of addiction & healthier coping strategies.
- What can I say?:** Students complete a worksheet and role-play assertive communication and different ways to say no to vaping or smoking.

- discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices **I** 🌐 🏠 🚫
- Examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use **S I** 🚗 🌐 📱 🏠

Propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)

- explore the impact of stress and coping on mental health 🏠

LESSON 3 - Syllabus content

Students:

Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations

- Classify drugs and describe the short-term and long-term effects of drug use on health, safety and wellbeing **I** 📱

Practise and apply skills and strategies to seek help for themselves and others (ACPPS072)

- practise communication techniques to persuade someone to seek help in different situations, e.g. mental health concerns, drug use, relationship or family and domestic violence **S I** 📱 🏠

Explore the relationship between various health, safety and physical activity issues affecting young people and assess the impact it has on the health, safety and wellbeing of the community

- assess the impact of drug use on young people's decisions and behaviours in various contexts and predict how this might affect the future health, safety and wellbeing of individuals and the community, e.g. sexual decisions, road user behaviours **S** 🚗 🌐 📱 🏠

Examine factors that influence health and wellbeing

- propose individual support networks and external support services **S** 🚗 🌐 📱 🏠

Develop health literacy skills and promote health information that is aimed at assisting young people to address health issues

- assess health products, information and advertising to expose myths and fallacies, e.g. understanding food labels, contraceptive products **S** 🚗 🌐 📱 🏠

LESSON 3 - Teaching, learning and assessment

Learning intention: Students examine specific contexts (e.g. the law, social media) and their relationship with e-cigarette use. Students explore a range of outcomes of vaping/smoking and dispel misinformation about both e-cigarettes and cigarettes. Students will be provided with resources for help-seeking.

Online cartoon-based content:

Students read content provided in the Lesson Three cartoon, which examines:

- Vaping/smoking and the law
- Short- and long-term consequences of smoking cigarettes
- Marketing tactics and the influence of social media
- The links between vaping and smoking
- Help-seeking for vaping, smoking and mental health

Stop & think activities:

Students complete the interactive activity embedded in the online module to describe the key concepts

Students consider:

- Support services available to young people for vaping and mental health

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts

Optional activities (choose as appropriate):

Examine influences on peoples' behaviours, decisions and actions (ACPPS074)

- discuss the influence of contextual factors on individual decisions and actions, e.g. response to emerging world issues, sexual relationships, drug use, preventive sexual health practices **I** 🌐 🏠 🚫
- Examine the relationship between protective factors, contextual factors, social media, laws and rules in determining decisions and behaviour in relation to road use and/or drug use **S I** 🚗 🌐 📱 🏠

- **Vaping and the law:** Students to discuss current Australian laws surrounding vaping, their purpose and effectiveness
- **Health campaign (suggested homework activity):** Students design their own health promotion campaign to help young people make the best choice for their health, safety and wellbeing in relation to vaping and/or smoking.
- **Vaping vs. Smoking:** Students discuss the misconception that vaping is a completely safe alternative to tobacco cigarette smoking
- **Differing opinions:** Students indicate their opinions on a number of statements about vaping (spectrum activity).
- **Marketing tactics:** Students complete a worksheet to evaluate the marketing tactics used by vape companies and discuss as a class.

LESSON 4 - Syllabus content

Students:

Recognise potentially unsafe environments and describe strategies to promote their own and others' health, safety and wellbeing in a variety of real-life situations

- propose strategies individuals and others can use to make safe and informed decisions **S I** 🏠 🚗 🏠 🚫
- examine strategies and develop plans to keep themselves and others safe in the following real-life scenarios: at a party, chatting or sharing information online, travelling alone, getting in a car with a drunk driver, swimming at night, experiencing unwanted sexual behaviour, feeling depressed **S** 🏠 📱 🏠

Practise and apply skills and strategies to seek help for themselves and others (ACPPS072)

- practise communication techniques to persuade someone to seek help in different situations, e.g. mental health concerns, drug use, relationship or family and domestic violence **S I** 📱 🏠

Examine factors that influence health and wellbeing

- examine risk-taking scenarios and discuss the outcome of positive and negative risk behaviour on health and wellbeing, e.g. trying out for a sporting team, drinking alcohol at a party, sexting **I** 🚗 🏠
- propose individual support networks and external support services **S** 🏠 📱 🏠

LESSON 4 - Teaching, learning and assessment

Learning intention: Students practice skills in assertive communication and refusal, and explore avenues to acquire support for nicotine dependence/addiction. Students examine the benefits of abstaining from e-cigarette use.

Online cartoon-based content:

Students read content provided in the Lesson Four cartoon, which examines:

- Assertive communication and refusal skills
- Signs of nicotine dependence
- Where to seek help and strategies to break the cycle of nicotine dependence
- The benefits of avoiding or stopping vaping

Stop & think activities:

Students complete the interactive activities embedded in the online module to describe key concepts

Students consider:

- How to communicate assertively and refuse e-cigarettes
- Signs and symptoms of nicotine addiction

Self-guided quiz:

Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts

Propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073)

- explore the impact of stress and coping on mental health 🧠

Optional activities (choose as appropriate):

- **Becoming vape- and smoke-free:** Students complete a worksheet listing the signs and symptoms of nicotine addiction and propose steps that can be taken to become smoke- and vape-free
- **Benefits of being vape- and smoke-free:** In small groups, students create a mind map to illustrate the benefits of being vape- and smoke-free, followed by a class discussion.
- **Think, pair, share:** Students work in pairs to research their peers' questions about vaping and/or smoking.
- **Assertive communication and refusal skills:** Students are presented with scenarios and consider assertive responses and different ways to say 'no' to vaping or smoking. Students role-play these responses in pairs.
- **Revision quiz:** Students complete a multiple choice quiz to test their knowledge on the content from the OurFutures Vaping Program
- **Reflective presentation (homework or assessment):** Students develop a two-minute presentation about what they have learned throughout the OurFutures Vaping Program.

Unit evaluation – please tick ✓	Unsatisfactory	Satisfactory	Good	Excellent	Not applicable	Comments/suggestions for improvement
The unit adequately addresses syllabus outcomes.						
The unit reflects the needs, interests, and abilities of students.						
The unit provides opportunity for students to demonstrate what they know and can do.						
The unit includes a variety of teaching and learning activities, and resources to address the learning needs of all students.						

Additional comments:

Unit start date:

Unit finish date:

Teacher Name:

Signature:

Date:

