

Links to the Western Australian Health and Physical Education Curriculum (Years 7 and 8)

Vaping Module



Health and Physical Education



Module title	Vaping/E-Cigarette Use	Stage	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>					
Teacher notes					
<p>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. A summary of the key content for each lesson is shown below.</p> <p>Each lesson comprises:</p> <ol style="list-style-type: none">1. Cartoon-based content: 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 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.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.					
Structure					
<p>A summary of the learning intentions and content for each lesson is shown below.</p>					

Learning intention and key cartoon content

Optional activities

Lesson 1

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

The Lesson One cartoon 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 Activity: Students complete the interactive activity embedded in the cartoon to 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.

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

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.

The Lesson Two cartoon 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 Activity: Students complete the interactive activity embedded in the cartoon to 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.

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.

Lesson 3

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.

The Lesson Three cartoon 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 Activity: Students complete the interactive activity embedded in the cartoon to 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.

Choose as appropriate:

- **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

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.

The Lesson Four cartoon 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 cartoon to 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.

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.

Curriculum Alignment

Alignment with Year 7 and Year 8 Western Australian Health and Physical Education Curriculum is shown below.

Sub strand	Curriculum Content – Year 7	Lessons				Curriculum Content – Year 8	Lessons			
		1	2	3	4		1	2	3	4
Being healthy, safe and active	Help-seeking strategies that young people can use in a variety of situations		X	X		Communication techniques to persuade someone to seek help		X	X	
	Strategies to make informed choices to promote health, safety and wellbeing, such as: <ul style="list-style-type: none"> researching nutritious meals that offer value for money proposing alternatives to medicine examining accessible physical activity options in the community 	X			X	The reasons why young people choose to use or not use drugs	X			
						Skills and strategies to promote physical and mental health, safety and wellbeing in various environments, such as: <ul style="list-style-type: none"> assertive responses stress management refusal skills contingency plans online environments making informed choices 		X		X
Communicating and interacting for health and wellbeing	The impact of relationships on own and others' wellbeing: <ul style="list-style-type: none"> the benefits of relationships the influence of peers and family applying online and social protocols to enhance relationships 					Sources of health information that can support people who are going through a challenging time			X	
					X	Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> prior experience norms and expectations personal beliefs and attitudes 	X	X		
Contributing to health and active communities	Preventive health practices for young people to avoid and manage risk, such as: <ul style="list-style-type: none"> sun-protective behaviours adoption of the Australian Dietary Guidelines for healthy food choices and serving sizes 		X			Health promotion activities which target relevant health issues for young people and ways to prevent them			X	

This module mainly covers the alcohol and other drugs curriculum focus area but also covers mental health and wellbeing and safety.