

Links to the Victorian Curriculum: Health and Physical Education Syllabus Levels 7 and 8

Vaping Module



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Personal Development, Health and Physical Education



Module title	Vaping/E-Cigarette Use	Stage	Year 7-8	Duration	4 weeks / 4 lessons
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Module overview

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.

Outcomes

A student:

- 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

The following Self-management skills **S** are focused on during this unit:

Self-awareness

- reflective practice

Decision-making and problem-solving

- information-gathering
- finding solutions to problems
- analysis

Help-seeking

- recognising when help is needed
- accessing support and support networks

The following Interpersonal skills **I** are focused on during this unit:

Communication

- assertiveness
- refusal skills

Collaboration, inclusion and relationship-building

- expressing respect for others' contributions
- assessing their own abilities and contributing back to the group.

Leadership and advocacy

- 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 should 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.
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.

Syllabus content	Teaching, learning and assessment
<p>Students: Being healthy, safe and active</p> <ul style="list-style-type: none"> Investigate the impact of transition and change on identities <p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity Develop skills to evaluate health information and express health concerns 	<p>Lesson One: Learning intention: Students examine e-cigarette use, the personal and contextual factors that influence use and subsequent consequences.</p> <p>Online cartoon-based content: Students read content provided in the Lesson One cartoon, which examines:</p> <ul style="list-style-type: none"> What vapes are and the harmful chemicals they contain. Prevalence of vaping/cigarette smoking. Short-term and long-term consequences of vaping. Reasons young people choose to, or not to vape. <p>Stop & think activities: Students complete the interactive activities embedded in the online module to describe key concepts.</p> <p>Students consider:</p> <ul style="list-style-type: none"> The possible short- and long-term effects of vaping. <p>Self-guided quiz: Students complete the self-guided quiz to assess their knowledge and understanding of the key module concepts.</p> <p>Topics include:</p> <ul style="list-style-type: none"> What vapes are. The safety of vape use & environmental/health consequences. Prevalence of vaping in young people. <p>Optional class activities: Students examine the contextual factors surrounding vape use and consider reasons for, and consequences of, using vapes. Teachers have the flexibility to choose appropriate activities with consideration of their school's environment and the needs of their students.</p> <ul style="list-style-type: none"> Making healthy choices (worksheet activity): Students complete a group worksheet about reasons why some young people do and do not vape or smoke cigarettes and come up with healthier alternative activities. The broad impact of vaping (worksheet activity): Students complete a worksheet about the potential consequences of vaping on physical health, mental health, social health and the environment. Recognising the short- and long-term consequences of vaping (worksheet activity + class discussion): Students review case studies and discuss the short- and long-term impacts of vaping as well as other consequences the person might face. Vaping facts vs. fiction (heads or tails recall game): Students compete to see who can best separate vaping facts from fiction. Understanding the sources of pressure to vape (class discussion): Students are asked to identify sources of pressure to vape and brainstorm ways to resist these pressures.

**Students:
Being healthy, safe
and active**

- Investigate the impact of transition and change on identities
- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Investigate and select strategies to promote health, safety and wellbeing

**Communicating and
interacting for health
and wellbeing**

- Develop skills to evaluate health information and express health concerns

**Contributing to
healthy and active
communities**

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

Lesson Two:

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 influence of 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 activities 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.

Topics include:

- Harmful effects of nicotine.
- Assertive communication and delay tactics.

Optional class activities:

Students examine influences on vape use and gain skills in help-seeking, refusal and assertiveness. Teachers have the flexibility to choose appropriate activities with consideration of their school's environment and the needs of their students.

- **Vaping & social media (class discussion):** Students are asked to identify the ways that vaping, and information related to vaping, is portrayed on social media.
- **Helping a friend find support (worksheet activity + research task):** Students critically investigate resources and support services to help a friend who is struggling with vaping.
- **Nicotine and the addiction cycle (creative activity):** Students consider the impact of vaping on Eugene and how this demonstrates the cycle of addiction. Students create a poster or graphic to illustrate the cycle of addiction and propose healthier coping strategies.
- **Being assertive and refusal skills (worksheet + roleplay activity):** Students practice assertive communication and different ways to say no to vaping or smoking.

Students:

Being healthy, safe and active

- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Examine barriers to seeking support and evaluate strategies to overcome these
- Investigate and select strategies to promote health, safety and wellbeing

Communicating and interacting for health and wellbeing

- Develop skills to evaluate health information and express health concerns

Contributing to healthy and active communities

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

Lesson Three:

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 cigarettes and dispel misinformation about both e-cigarettes and cigarettes.

Online cartoon-based content:

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

- Vaping/smoking and the law.
- Short-term and long-term consequences of smoking cigarettes (health, social, financial, environmental).
- Marketing tactics and the use of social media.
- The links between vaping and smoking.
- Help-seeking for vaping, smoking and mental health.

Stop & think activities:

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

Students consider:

- Laws surrounding vapes in their state.
- Services available to people needing support to stop vaping.

Self-guided quiz:

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

Topics include:

- Laws surrounding vaping.
- Misconceptions about vapes and their use.
- Support services.

Optional class activities:

Students identify support networks and external support services that can provide help with vaping/smoking. They also consider their own beliefs surrounding vaping/smoking, and are challenged to debunk misconceptions. Teachers have the flexibility to choose appropriate activities with consideration of their school's environment and the needs of their students.

- **Vaping and the law (class discussion):** Students to discuss current Australian laws surrounding vapes and vaping, their purpose and effectiveness.
- **Finding support (suggested homework activity):** Students design a health promotion message to help young people make the best choice for their own health, safety and wellbeing in relation to vaping and smoking. This can be in any format they choose e.g., a webpage, a song, a rap, a poster – encourage them to be creative. This message should also identify support services and organisations that could be accessed to help young people stop vaping or smoking.
- **Vaping vs. smoking (class discussion):** Students discuss the misconception that vaping is a safe alternative to tobacco cigarette smoking.
- **Vaping opinions (spectrum activity):** Students indicate their opinions on a number of statements about vapes and vaping.
- **Marketing tactics (worksheet activity):** Students complete a worksheet about marketing tactics used by vape companies.

Students:**Being healthy, safe and active**

- Evaluate strategies to manage personal, physical and social changes that occur as they grow older
- Investigate and select strategies to promote health, safety and wellbeing

Communicating and interacting for health and wellbeing

- Develop skills to evaluate health information and express health concerns

Contributing to healthy and active communities

- Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities

Lesson Four:

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:

- Practising 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.
- Different methods to 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

Topics include:

- Assertive communication.
- Nicotine addiction, withdrawal, and quitting.

Optional class activities:

Students examine the impacts of vaping and consider the benefits of refraining. They practice skills to refuse e-cigarettes and reflect on the program as a whole. Teachers have the flexibility to choose appropriate activities with consideration of their school's environment and the needs of their students.

- **Becoming vape- and smoke-free (worksheet + class discussion):** Students consider the signs and symptoms of nicotine addiction and positive steps that can be taken to become smoke- and vape-free.
- **Benefits of being vape/smoke free (small group activity + class discussion):** Students will explore and discuss the benefits of being vape- and smoke-free.
- **What else do you know about vaping or smoking? (think, pair, share activity):** Students will work in pairs to research their peers' questions about vaping and/or smoking.
- **Assertive communication and refusal skills (worksheet + role play):** Students practice different ways of saying 'no' to vaping or smoking and develop their assertive communication skills.
- **Revision quiz:** Students will test their knowledge on the content from the whole vaping program.
- **The OurFutures Vaping program (reflective presentation):** Students develop a two-minute presentation of what they have learned throughout the module.

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:

