

Vaping (Ages 9-10)



Safeguarding considerations

Use the ground rules on PowerPoint Slide 1 to create an emotionally safe learning environment. It is likely that the children may have family members or carers who vape. Children may feel concerned about people they know when discussing the potential impacts of vaping. It may be helpful to use a 'Tell me Anything' box where children can post any concerns for you to follow up. You cannot shield children from the facts that vaping might be harmful. Emphasise that vaping is a personal choice, and even though they may be worried about someone else, they can encourage but not necessarily make someone stop. If children are worried about someone, you can tell them there are vaping products available that gradually reduce the nicotine strength, meaning someone can become vape-free over the course of a few weeks, if they choose to quit.

Learning intentions

- I know that vapes might be harmful.
- I can keep myself safe, if someone offered me a vape.

Resources you will need

- Flipchart paper or a floor book
- PowerPoint Slides
- Make 2 signs - 'High Risk' and 'Low Risk'
- String (optional)
- Vaping cards (see end of lesson plan)
- Word bank (Slide 17 or see end of lesson plan)

Activity notes











These activities should take approximately 60 minutes, depending on the amount of discussion.

Teacher note: Some of the messaging around vaping may be confusing for children. Vapes were originally designed to help adults quit smoking, and in this respect, they are less harmful than tobacco. Tobacco contains a cocktail of toxic substances, whereas vapes generally contain fewer substances. However, vaping is not risk-free. There is a lack of evidence about the long-term impact of vaping. Some vapes (often obtained illegally or from online sources), have been shown to contain harmful substances. Vaping has become mainstream, meaning young people are more exposed to it. Vape companies also appear to be targeting young people, by creating flavours and colours that appeal. Vapes have been designed for adults, so for a young person's developing body, the risks to health could be greater. We need more evidence about vapes to understand the potential long-term harms. Vapes can also be used as 'currency' to groom young people, for criminal or sexual exploitation.

Begin by sharing the ground rules on PowerPoint Slide 1, and the learning intentions on Slide 2.

Activity 1 (20 minutes) : This first activity is used to help children think about degrees of risk. In terms of vaping, the task can help you begin to explain the relative risk of smoking compared to vaping, but also that vaping is not risk-free. Divide the children into groups. Set the room up so one end of the room is labelled 'High Risk', and the other end is 'Low Risk'. You may want to create two paper signs and stick them to the

Links to Chameleon Themes

-  Keeping safe
-  Online life & media
-  Emotional & mental health
-  Relationships
-  Sex education & puberty
-  Future choices & money
-  Health & fitness
-  Personal skills development
-  Sensitive issues
-  Values, rights, responsibilities

classroom wall. Ask the children to imagine a line that stretches between the two ends of the classroom. You could create a physical line with a piece of string if children will find that easier to visualise. Go and stand in some intermediate spaces (in the middle, towards high risk, towards low risk) on the line, and ask children to explain what these places mean in terms of risk level. When completing the task you want the children to use the full line (i.e. more nuanced choices), rather than always choosing one end or the other. When children have understood this, reveal one statement at a time from PowerPoint Slide 3. The children should discuss the statement in their group, then choose someone from the group to stand on the line in terms of how risky, or not, they think the statement is. Take feedback each time, and ask children why they positioned their group members as they have. Give children the opportunity to change position based on feedback from the other groups. You can also use the task to differentiate between positive risk (e.g. trying a new piece of learning), and negative risk (something potentially unhealthy/unsafe). The last statement is about vaping, and will be helpful to ascertain what the children's initial thoughts are about this. Finish the task by asking the children to move to a place on the line between 'High Risk' and the middle (if they aren't already there), and say this actually represents vaping. You don't need to give lots of explanation, as the next task picks up on this.

Activity 2 (20 minutes) : With the children still in their groups, hand each a set of 'vaping cards' (see end of lesson plan). Explain the task is to sort the cards into two lists, 'True' and 'False'. Allow time for the children to discuss and sort the cards, then go through the answers on PowerPoint Slides 4 -13, checking each time how the children have sorted the cards, and correcting any misconceptions. Note, the sorting cards reference UK laws around vaping, if your setting is in a different locality you should check your local legislation, and make alternative cards. Conclude the discussion by asking for ideas about what someone could do if they are being offered a vape to try. Remind children about where vaping was 'on the line', from Activity 1. Now they have more facts can they see why?

Activity 3 (20 minutes) : The final activity explores how young people are potentially being manipulated to consider vaping by manufacturers. You may want to conduct this activity as a circle time. Share the pictures on Slide 14. One shows a vape prescribed by a clinician to help an adult quit smoking, and the other a display from a supermarket. Without asking any leading questions at this point, ask the children why they think there is a difference in the way the vapes look. Note, that the supermarket display picture is real, but prices and product names have been blurred. The stand was next to the toy aisle in the supermarket, and while this may not be a deliberate ploy, it does show a lack of thought from the store manager. Allow some discussion time, then take feedback. It's likely that some children will mention the different flavours that have been added to the supermarket vapes. Ask the following prompt questions:

- Why are flavoured vapes on sale, compared to the one given by the medical professional?
- Who is making money from selling vapes?
- Why do manufacturers make vapes appear attractive with fancy names, smells, and colours? Who are they trying to convince to buy them? Remind children why vapes were originally invented, so why do they think things have changed?
- Ask the children if they feel if the people making and selling vapes are making them appear attractive to children and teenagers. How does the class feel about this? You could also ask them what the word 'manipulation' means.

Conclude by discussing and taking a class vote on the question, 'Should vapes only be available from doctors to help people quit smoking cigarettes, and be banned from being sold.' (Slide 15). During the discussion, you might want to talk about personal choice and responsibility i.e. we have to take personal responsibility to take care of our body, even if vapes don't get banned in the future. Note, that some countries have already taken this position, with vapes only available on prescription. Revisit the challenge questions from Slide 2. You might want the children to write something down in response to each question. If children use sticky notes these could be collated into a floor book or poster.

Extension activity

Children are in role as managers of a company who are selling a product aimed at children (sweets that have too much sugar). What marketing messages are they going to use to try and manipulate children into buying their product? What aren't they going to say? Ask children to create a poster. You can use Slide 16 to introduce the task. Discuss the children's designs and the marketing ideas they have used. **Compare this with how vapes are marketed, and discuss the potential manipulation being used.**



Adaptive teaching

During discussion tasks you could display the word bank on Slide 17 (or print copies - see end of lesson plan). Take note of the safeguarding information at the start of this lesson plan, and have a mechanism for children to share worries, or anything that has upset them as a result of this learning.

Assessment

This lesson is largely discussion-based, but you can assess the children's grasp of the learning intentions through:

- Their contributions to class and group discussions (you could record a sample of these in a floor book).
- The assessment at the end of the plenary.
- The extension task.

Connected learning

Pick up on the ways the children have suggested they can stay safe if someone offered them a vape to try. Ask children to compare their ideas with other aspects of safety. For example, would they use some of the same ideas if they were being bullied, experiencing peer pressure, feeling unsafe online, or in a situation that felt dangerous?



Vaping word bank



nicotine

drug

choice

healthy

unhealthy

substances

addicted

law

science

pressure

risky

smoking

breathe

fumes

appeal

age-limit

harmful

advertising

marketing

manipulate

body

lungs

unknown

illegal

legal

banned

quit

cigarettes

attractive

unfair

| TRUE | FALSE | Vaping is just as unhealthy as smoking cigarettes. |
|--|-------------------------------------|---|
| Some vapes might contain dangerous substances. | Most vapes contain nicotine. | Vapes are harmless. |
| People can become addicted to vapes. | Vapes bought online might be safer. | It is illegal for children and teenagers (under 18) to buy vapes. |
| Breathing in other's vape smoke is dangerous. | Lots of young people use vapes. | It is legal for adults to buy vapes for under 18s. |