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| **Notes to accompany vaping PPT presentation. This is an informative and interactive presentation that is intended to empower the students to make evidence-based decisions.**  **Depending on discussions generated, you may prefer to cover this over two PSHE lessons, or choose the content that is most suitable for the students that you teach.** | |
| Slide Number | Content |
| 1 | Explain that this presentation is designed to provide the facts and information about vaping to help the students make better and more informed choices. |
| 2 | **Why do people smoke or vape?** Paired discussion. Ask students to think of as many positive and negative points as possible for people choosing to vape. Ask students to share some of these, write them down and at the end of the lesson reflect on these or students write these on post it notes. |
| 3 | **Scenarios** Distribute scenarios provided randomly, two per pair. Scenario D or E to be included on everyone’s. Print two scenarios on one piece of paper so that the students have space to write. Explain that throughout these sessions around vaping, the students will gather facts and ideas to respond to the scenarios in a helpful and non-judgemental way. |
| 4 | **True or false.** Students show with handswhat they think and why.Ask students to share their reasons. |
| 5 | **Share data**  Most recent data shows that 92% of secondary age students in Wiltshire do not vape regularly. Regularly means daily or weekly.  The data related to most people not smoking or vaping came from the Wiltshire schools health and wellbeing survey [FAB Research : Wiltshire Healthy Schools](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.wiltshirehealthyschools.org%2Fpartnership-projects%2Ffab-research%2F&data=05%7C01%7CMarie.Fitzgerald%40wiltshire.gov.uk%7Cb2e4c38c7b554aee307408db1b185eac%7C5546e75e3be14813b0ff26651ea2fe19%7C0%7C0%7C638133563703159454%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=WBIaMTXcdeuNxWVAc9emlwmgcIWN8ighOtwc7UrECNI%3D&reserved=0)  If your school took part in this, share and discuss the data from your own school.  Ask students how surprised they are by this data and why. |
| 6 | **Vapes are more harmful than smoking belief axis** Set up an imaginary line at the front of the classroom with ‘agree’ at one end and ‘disagree’ at the other.  Students discuss the statement in pairs. Once they have decided where on the axis they stand, they move to their position on the scale in the classroom. Listen to reasons why students placed themselves at various points on the scale. The students can move if they change their mind after hearing others reasons. |
| 7 | **UK vaping regulations** Legal UK vapes are regulated   1. What is the legal vape nicotine limit? 2. How many puffs in a legal vape? *Puffs on a vape are not the same as puffs on a cigarette* 3. How many ingredients? *There is a ban on certain ingredients such as caffeine.* 4. How can you tell if they are legal? *They are easily identified by a kite mark, and a multicoloured QR code to be scanned for authentication.*   The problem is that illegal vapes are easily available in some shops and online. These can be harmful and are not regulated in the same way as legal vapes. We don’t know what is in them. Some have 5% nicotine level, which is more than twice the safe, legal limit. Ask the students why this might be a problem. E.g. *Nicotine is highly addictive.We don’t know what else is in them.* |
| 8 | **Film from Public Health England and discussion of film.** What was there in a cigarette? How might this harm your health? What other ways may it harm you?  The cotton wool from the vape was clear. Why do you think experts say that vapes are not harmless?  Ask the students about second hand smoke from cigarettes. Explain that there is currently no evidence that vapour is harmful. |
| 9 | **Smoking and vaping mini fact sort** In pairs discuss which fact goes where and then come up with the opposite eg, no tar from vaping, so tar from smoking.  \*Update scenarios sheet with anything learnt so far\* |
| 10 | **Young people and vaping** Refer back to the beliefs axis on slide 6. Has anyone changed their minds and if so, why? Experts have said that vaping is 95% safer than smoking. What are the reasons for this? Explain that vaping is increasing among young people. What do the students think is worrying about this? Encourage the students to think about long term effects, and that vapes are age restricted. |
| 11 | **Brain development** Encourage a few suggestions before clicking for the answer (25) What do the students think might affect brain development and why is this important? Possible answers may be attitudes to risky behaviours, the emotional part of the brain being the control centre in developing brains. |
| 12 | **True or false** Ask the students for responses. This may be obvious that it is true. Ask students what products contain nicotine – cigarettes, vapes and nicotine replacement products such as gum, lozenges and patches. The nicotine replacement products release nicotine more slowly than vapes or cigarettes and that is why they are licensed as a safe way to help people over 12 stop smoking or vaping. |
| 13 | **How could nicotine affect a young person’s brain?** Look at the images. Discuss in pairs what is happening in each of them. *The image on the left shows what happens when smokers or vapers have nicotine. The image on the right shows what happens in the brain when smokers or vapers don’t have nicotine.* When the brain isn’t releasing pleasure-inducing chemicals (dopamine), how will this affect the person who smokes or vapes? |
| 14 | **How could nicotine affect a young person’s brain?** Ask for students to discuss this using the words on the slide. Which matter most to them? Why? Can they think of any other effects?  • Mood – nicotine use can make people feel better in the short term, but is an addictive drug and can also cause anxiety and low mood. It might feel good first of all but the more you use, the more you need and ‘cravings’ negatively affect mood.  • Attention - nicotine use can improve concentration initially. Over time it reduces the accuracy of stimulus detection in the brain controlling attention so you end up not being able to concentrate for as long. |
| 15 | **It’s illegal to buy vapes 18 belief axis** Students discuss the statement in pairs. Once they have decided where on the axis they stand, they move to their position on the scale in the classroom. Listen to reasons why students placed themselves at various points on the scale. The students can move if they change their mind after hearing others reasons. |
| 16 | **Legal clarification** Ask students why they think vapes are not allowed in school (age restricted product)  Ask students why retailers sell vapes to anyone under 18 (they care about profit). Remind students where they can ask for help at school if they have concerns.  Signpost to trading standards if shops are selling vapes illegally to anyone under 18. [Reporting to Trading Standards - Citizens Advice](https://www.citizensadvice.org.uk/consumer/get-more-help/report-to-trading-standards/)  \*Update scenarios sheet with anything learnt so far\* |
| 17 | **What are the short term effects of vaping** Coughing, headache, dizziness and sore throat.  Compare this to the short-term effects of smoking. CO levels raised, raised blood pressure, oxygen restricted, heart rate increases, lungs filling with tar.  Even though vaping is far safer than smoking, we do not know the long term effects. Vaping is a recent lifestyle habit, there has been insufficient time for long term medical research to be completed. |
| 18 | **Environment** Watch news clip and students discuss in pairs using prompts on the slide. Ask students what happens to the plastics and batteries that can’t break down in landfill sites. Ask students what harms the chemicals from vapes do. (pollute soil and water, which harms humans, animals and the environment)  Ask students where disposable vapes should be recycled. *Household recycling centres* Ask students for their ideas about how recycling could be improved.  \*Update scenarios\*  Students share the information they have recorded to respond to scenarios. |
| 19 | **Support available** Click on some of the links and allow students to make a note of support services they may want to access. |
| 20 | **How have your views on vaping or e-cigarettes changed?** Conclude the session by asking the students to reflect individually. |