



Year 9 KS3

Drug and Alcohol
Education: Vaping

Lesson plan

Vaping

This lesson has been designed by the PSHE Association to follow on from the [drug education](#) lessons for Year 9, developed for Public Health England. The existing suite of materials will be updated and relaunched in 2023.

This lesson explores the consequences of vaping and the influences that might impact young people's behaviour relating to vaping.

The lesson is not designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Please read the [teacher guidance and evidence briefing accompanying our existing suite of key stage 1-4 lessons](#), for more information about creating a safe learning environment, safeguarding, and the evidence base for the pedagogical approach to the lessons.

Learning objective

To learn about different influences and consequences that might affect decisions relating to vaping.

Learning outcomes

Students will be able to:

- assess the potential impact of influences and marketing on young people's behaviour related to vaping
- explain the consequences of vaping, including the environmental cost
- analyse ways to challenge influences and misconceptions about vaping

Resources required

- Accompanying PowerPoint
- Box or envelope for anonymous questions
- Students' baseline mind-map activity from lesson 1 of our Year 9 [drug and alcohol education lesson pack](#)
- Resource 1: **Timeline** (1 per pair)
- Resource 1a: **Timeline - support** (1 per student requiring support)
- Resource 1b: **Teacher answers** (1 per class)
- Resource 2: **Card sort** (1 per pair or small group)
- Resource 3: **Challenging misconceptions** (1 per student requiring support)

Lesson summary

Activity	Description	Timing (Total: 60 mins)
1. Baseline assessment	Students demonstrate their prior understanding about vaping by responding to an overheard conversation.	7 mins
2. Introduction	Introduce students to learning objective and outcomes, and revisit ground rules.	5 mins
3. Influences and impact	Pairs review a timeline of a young person's day and examine the influences and impact experienced at each stage.	15 mins
4. Consequences of vaping	Students sort cards into environmental, legal, health, other consequences of vaping.	10 mins
5. Challenging misconceptions	Students assess a range of strategies to challenge influences and misconceptions about vaping.	10 mins
6. Endpoint assessment	Students revisit the mind-map baseline activity from lesson 1, adding new learning from this lesson to demonstrate progress.	10 mins
7. Signposting support	Remind students how to access further advice, guidance and support related to substance issues	3 mins

Climate for learning

Make sure you have read the accompanying [teacher guidance](#) from our Drug and Alcohol Education suite of lessons before teaching this lesson, which includes guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Key words

vaping

e-cigarettes

nicotine

marketing

influence

misconception



7 mins

Baseline Assessment

Revisit ground rules for the lesson and remind students of the importance of not sharing any personal stories.

Ask students to read the overheard conversation on **slide 10** and answer the questions in their books. As this is a baseline assessment, do not provide further prompts or explanations at this point. Circulate the room while students are completing the activity so you can gauge their current understanding and any common ideas or misconceptions, and consider how to address these in the lesson. Once completed, take brief feedback from students.



5 mins

Introduction

Introduce the learning objective and outcomes and explain that today's lesson will focus on the consequences of vaping and the influences that might impact young people's behaviour relating to vaping.

Explain to students that 'vapes' are also known as e-cigarettes. Different types include vape pens, vape bars, pod devices, 'mods', and 'cigalikes'; some are rechargeable, while others are disposable. They work by heating a liquid that can then be inhaled. The liquid typically contains nicotine, propylene glycol, vegetable glycerine, and flavourings, but not tobacco. They therefore do not produce tar or carbon monoxide (two of the most damaging elements in tobacco smoke). Vaping is substantially less harmful than smoking, but that does not mean that it is harmless.

Core activities



15 mins

Influences and impact

In pairs, give students **Resource 1: Timeline**, which outlines what a young person, TJ, sees throughout the day related to vaping. Ask them to respond to the three questions about each stage.

Take feedback, using Resource 1b: *Teacher answers* to help guide discussions.



Support: Give students **Resource 1a: Timeline – support**.



Challenge: Ask students to evaluate what they think has the greatest influence on TJ and explain why, and then consider how and why this might be different to other characters in the timeline.



10 mins

Consequences of vaping

In pairs or small groups, ask students to sort the consequences cards from **Resource 2: Card sort** into the four-square grid shown on **slide 13**. Students should decide on the category each fact about vaping should come under: *environmental impact*, *health impact*, *legal impact* or *other impact*.

Take feedback, using **slides 14-17** to guide discussions.

Then, ask students to reflect for themselves and evaluate what they think the most significant impact is, based on which they think would be most likely to influence their own decisions about vaping. As this is a personal reflection task, students are not required to share their answers with the rest of the class.



Support: If required, share some example answers with students:

- **Environmental** - *More than half of people who buy single-use vapes bin them and some of the biggest vaping brands do not take any specific steps to promote recycling.*
- **Health** - *The long-term risks of vaping are unclear. While vaping is far less harmful than smoking (the risks from which are well-evidenced), it is not risk free.*
- **Legal** - *It is not illegal to smoke or vape underage, but anyone who sells cigarettes or vapes to under-18s, or buys them on behalf of anyone under 18, is breaking the law.*
- **Other** - *Vapes can help someone to quit smoking, by providing a replacement source of nicotine for those who want to quit smoking (although they are not recommended for non-smokers).*



Challenge: Ask students to discuss which category is most likely to influence a young person's decision to vape or not, and why.



Challenging misconceptions

In small groups, ask students to return to the timeline in Resource 1 and discuss how someone might challenge negative influences and misconceptions related to vaping. On flipchart paper, they should brainstorm any strategies they think TJ and their friends could use to manage influence, or anything they could say or do to challenge any misconceptions about vaping, drawing on the facts from the previous activity.

Take feedback from each group, drawing out the following key learning in the discussion:

- *TJ's misconceptions might include: vaping is a safe, social activity, because some other people from school do it; vaping is harmless for children because the packaging and smells seem to make it appeal to young people; vaping can't be that bad for the environment because there's not much information about needing to recycle vapes; vaping is the same as smoking cigarettes, so there's no point in Mum switching to vapes from cigarettes; most young people try vaping at some point in their lives; if Ben gets some vapes, TJ has to try them.*
- *However, while vaping can benefit someone who is trying to quit smoking, it has no other benefits. Vapes can provide a replacement source of nicotine for those who want to quit smoking, but are not recommended for non-smokers. Disposable vapes do not contain as much nicotine as a packet of 20 cigarettes, but the National Institute for Health and Care and Excellence (NICE) recommends that vaping should be discouraged in children and young people who have never smoked.*
- *Vaping companies are focused on making profits and will market products with this in mind, rather than raising awareness about the unknown health effects, long-term financial cost of vaping, or environmental impact.*
- *Depending on the influence/pressure someone is experiencing about vaping, someone might: say a polite but assertive 'no thanks' to offers of vaping; talk to friends/peers about their intention not to vape; agree to respect others' decisions not to vape; access help and support if required.*
- *Remind students that sometimes people might be going along with others because of influences including peers, celebrities/influencers, social media, advertising, but it can just take one person to 'break ranks' for others to admit they feel the same about what is happening. They should also remember that the vast majority of young people do not vape – according to ASH, amongst 11 to 17 year olds, only 3.1% vape more than once a week, and 3.9% vape less than once a week.*

Then, ask students to return to the overheard conversation from the start of the lesson and, working on their own, draw on what they have learnt in this lesson to write a response from Jaz, declining Tobi's offer.



Support: Give students the writing frame in **Resource 3: Challenging misconceptions** to help them identify TJ's misconceptions and negative influences, and then consider how to overcome these.



Challenge: Ask students to assess which point they think most effectively challenges one or more misconceptions, and which they think is most effective to challenge negative influences.



10 mins

Reflection and endpoint assessment

Return students' baseline mind-map activity from lesson 1 of the existing suite of Year 9 lessons. Ask them to now revisit their ideas, change anything they want to, and add anything new they can, based on what they have learnt this lesson. Students should use a different coloured pen to do this. As a prompt, remind them that the learning outcomes for the lesson concerned the potential impact of influences and marketing on young people's behaviour related to vaping; the consequences of vaping, including the environmental cost; and ways to challenge influences and misconceptions about vaping.

This can be used to demonstrate progress and inform future teaching.



3 mins

Signposting support

Remind students that they can access support at home, in school (through their form tutor, head of year, or school nurse) and out of school (through their GP, local and national organisations). Share the following websites and phone numbers with students:

- **Childline** - <http://www.childline.org.uk>; Phone: 0800 1111
- **FRANK** - <http://www.talktofrank.com/get-help>; Phone: 0300 1236600
- **National Smokefree Helpline**: 0300 123 1044
- They can find more information and advice about vaping at www.talktofrank.com/drug/vapes.

Extension Activity

Ask students to imagine that TJ's friend Ben has decided to ask his brother to buy him a vape (even though TJ no longer wants one) and write a response from Ben's brother explaining why he won't buy him a vape, drawing on their key learning from today's lesson.