

Year 8 – Smoking and Vaping

Activity Overview

Vaping and Connections: Exploring Impact on Support Networks

- This lesson involves a class quiz, followed by an activity where students explore the impact of vaping on different support groups.
- Through rotations and discussions, they consider reactions, presence, and negative impacts of vaping.
- The class then shares insights, and students create personal support diagrams, ranking the three most important facts learned. The goal is to understand how vaping affects personal support networks.

Learning Intentions

- Students learn about the range of effects drugs can have and the way different drugs can be categorised.
- Students use each other's understanding to explore different perspectives and experiences with smoking and vaping

Success Criteria

- Students can describe each drug category and provide a few examples.
- Students can offer informed advice on how to deal with smoking and vaping

Resources

- PowerPoint Presentation
- Post-It notes
- Markers
- Large A3 (or bigger) sheets with “Family, Friends, School” written on them

Teacher Notes

Warm-up: Class Quiz

10 minutes

Project the Lesson PowerPoint on the board and get students to place answers in their books.

Circle and Write Station

35 minutes

Organise tables around the classroom with labels on them titled with different support groups “Family, Friends, School”. Place post-it notes and pens on each table.

You may like to go into sub-categories to make the groups smaller.

Students are assigned a station. Ask students to write responses to questions on a Post-it note; what are your thoughts on the connection between vaping and this group?

- How would they react if you were smoking or vaping?
- Is it present?
- What would be the negative impact of smoking or vaping on your relationship with that group?

5 mins of silent thinking/writing.

Take turns to add their post-it note.

Discuss with their group.

After 10 mins they move to the next group.

5 mins to discuss what’s already been put.

Students rotate to each group until they’ve been to every category.

Share and Discussion

5 minutes

Students stand around the edges of the room so they can see each category. The teacher walks around and uses the post-it notes as discussion prompts with the class.

Summarise the Content

10 minutes

Students then write their own personal diagram of support and describe how each group would react in their book.

Recap: 3-Point Summary

15 minutes

Students rank the 3 most important facts presented in today’s lesson
