Supporting the Health and Well-being Area of Learning and Experience

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Aims

- To give an overview of the Public Health Wales Curriculum Resource Programme
- To introduce toolkits in development
- To showcase Curriculum toolkit one - Substances and Addiction: focus on vaping

Background



- Curriculum for Wales
- Health and Well-being AoLE
- Health and Well-being learner needs (e.g. vaping)
- Bridging gap between health and education in curriculum development
- Learner facing resources and teacher guidance to support classroom delivery

Key Partners and Collaborators

- Education Staff
- Specialist PHW teams – e.g. Tobacco Control and Food and Nutrition
- Welsh Government – Curriculum Reform and Health Policy
- Consortia
- Health and well-being promoting schools programmes
- Third Parties



Toolkits in development

- Food and Nutrition
- The impact of sleep on our health and well-being
- Social relationships



Health and Well-being AoLE Resource Development Framework for Health

School identifies priority learners' needs

HOW

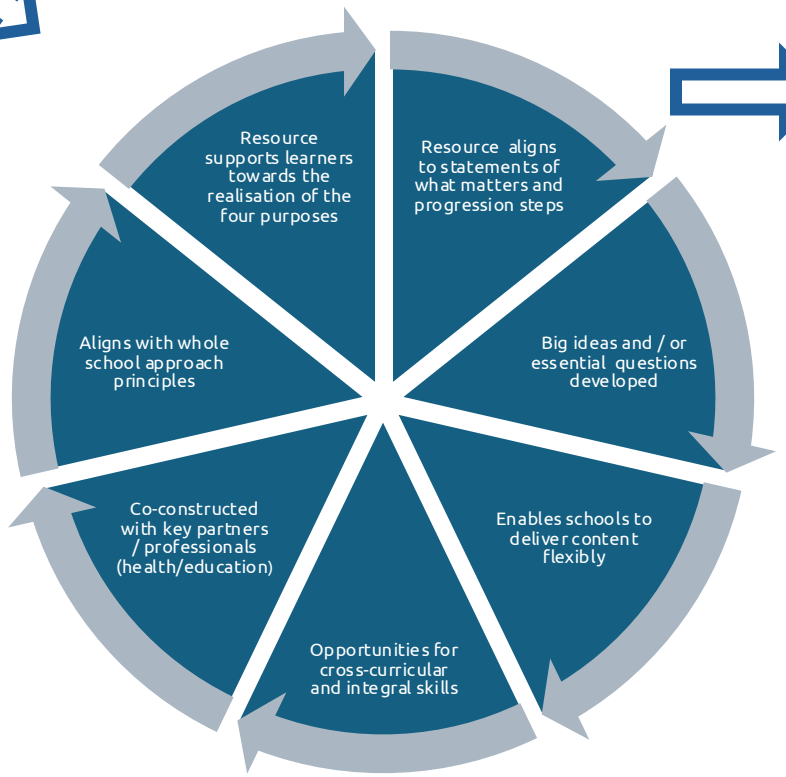
- Local and National data – e.g. SHRN / PASS / PERMA
- Observations, feedback, Pupil Voice
- Community engagement
- Working with trusted partners / professionals
- Through curriculum design and statements of what matters

Health topic identified

WHY and WHAT

- Why is this important for the learner?
- Who are the identified learners? (Progression steps)
- Why does this matter to learners, schools and communities/society? (wider implications)
- What are the key concepts that underpin the theme or topic?
- What do we want learners to know, do and experience by covering this topic?
- Identify potential family of topics and opportunities for transfer of learning

Resource development checklist



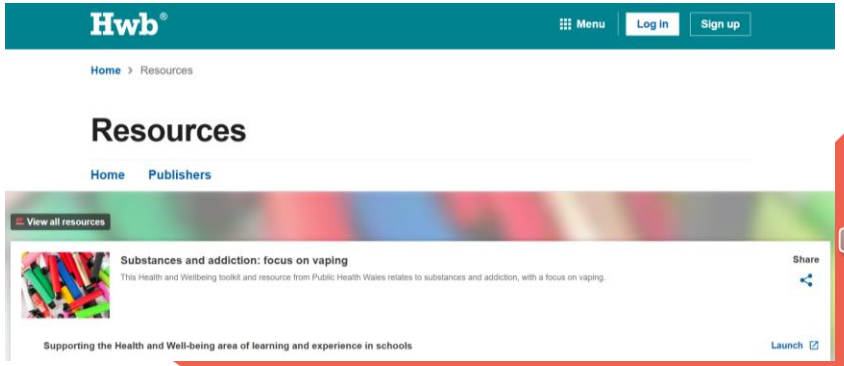
Resource developed

QUALITY ASSURED

- ✓ Meets identified need
- ✓ Accurate and up to date
- ✓ Data, evidence based
- ✓ Co-constructed with education / health / credible professionals
- ✓ Engaging and professional


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Public Health Wales
Curriculum Guidance and Resource Bank for Teachers and Learners in Wales
Health Harming Behaviours:
Substances and Addiction
Focus on Vaping
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Substances and addiction: focus on vaping
This Health and Wellbeing toolkit and resource from Public Health Wales relates to substances and addiction, with a focus on vaping.
Share
Supporting the Health and Well-being area of learning and experience in schools
Launch

How is this Toolkit organised?

Teacher Guidance

•Section One is designed to support classroom teachers to plan and prepare lessons. It includes:

•**Key messages for teachers** including why these messages are important.
•**Key messages for learners** including:
- Understanding - What do we want learners to understand and why?
- Skills - What do we want learners to be able to demonstrate?
- Values - How do these values contribute to realisation of the 4 purposes?
•**Theme specific knowledge**, information and context to support teacher planning.
Teachers should make themselves familiar with this guidance prior to planning for delivery.

Learner Facing Resources

Section Two includes resources designed for use with learners and contain specific knowledge for teaching and learning within the topic of substance misuse and addiction. Using the theme of vaping we identify the **transferrable learning** within the topic of substance misuse and the key concepts contained within the Health and Well-being Area. The resources element of this toolkit comprises of two components:

•**Knowledge Banks** - provide the key information relating explicitly to addiction and vaping. This will support learners' knowledge acquisition.

•**Activities to Support Understanding** – provide a hook to engage learners in thinking, discussion and deepening understanding.

Key Messages for Teachers

Key Vaping Messages

- Vaping devices should not be used by children and young people.
- It is illegal to sell nicotine-containing vaping devices to anyone under 18 or for adults to buy them on behalf of under-18s.
- Vaping is safer than smoking, but it is not harmless. The evidence on the long-term health effects of vaping is limited as it has not been around long enough to know the risk of long-term use.
- Vaping can lead to dependence on nicotine. Dependence on nicotine can negatively affect mental health and well-being and can be disruptive to life and learning.
- It is a misconception that vaping reduces stress and anxiety. Nicotine creates an immediate sense of relaxation, but this feeling is temporary and quickly replaced by increased anxiety, tension, cravings and withdrawal symptoms.
- Adult smokers can reduce the risk of harm from smoking by switching completely to vaping. However, vaping is not recommended for non-smokers (and should not be used by children and young people) as it is not harm free.
- Vape devices may be offered in flavours and colours with packaging and designs that can be particularly attractive to young people.
- There are growing numbers of illegal or non-compliant vaping devices on sale that don't meet quality and safety standards within the UK. These devices can be particularly dangerous as some have been found to contain very high levels of nicotine (increasing the risk of dependency) and dangerous metals like lead as well as other ingredients that are banned in the UK.
- Vaping devices contain metals and plastics which are difficult to recycle and can pollute the environment. The use of disposable vaping devices and products has increased substantially amongst young people.



Key Messages for Learners



Key Vaping Messages

• Vaping devices should not be used by children and young people because vaping is not harmless, and we do not yet know the long-term health effects of vaping.

• Adult smokers can reduce the risk of harm from smoking by switching completely to vaping. However, because vaping is not harm free, vaping is not recommended for non-smokers and should not be used by children and young people.

• There is a misconception that vaping reduces stress and anxiety. Nicotine creates an immediate sense of relaxation, but this feeling is temporary and quickly replace by increased anxiety, tension, cravings and withdrawal symptoms. Because of this there is no benefit to vaping as a coping mechanism.

• It is illegal to sell nicotine-containing vaping devices to anyone under 18 or for adults to buy them on behalf of under-18s because the law is there to protect you. Nicotine and nicotine addiction and dependency can have a negative effect on mental health and well-being.

• There are growing numbers of illegal, and non-compliant vaping devices on sale that are not safe. These can be dangerous because some have been found to contain very high levels of nicotine, increasing the risk of dependency, dangerous metals like lead and other banned ingredients. Others are labelled as being nicotine-free when they are not. Vapes have also been used as vehicles for the delivery of illicit drugs. -

• Vaping devices contain metals and plastics which are difficult to recycle and can take many years to decompose This is hazardous to us and our planet because, rather than decomposing, this plastic turns into “microplastics” which pollute our environment, our food and our drinking water. More people are now using disposable vapes.

Resource Overview

This guidance and resource for teaching and learning on vaping has identified the following key concepts, related health topics and considerations. Resources are organised in knowledge banks under each 'Big Question'. These questions can, and should, be posed to learners as a vehicle for curriculum delivery.

Key Concepts	• Health Harming Behaviour • Decision-making • Social Influence
Related Health Themes	• Smoking • Cannabis • Illegal Substances • Alcohol
Big Questions	1. What are the personal impacts of vaping? 2. Why do people vape? 3. What are the wider impacts of vaping for communities, Wales and our environment?

Considerations

The following resources may work...
- With learners from age 9 upwards
- In whole-class or group settings
- In assemblies or with large groups of learners of similar ability/ age

You should consider...
- Whether the content of these resources are developmentally appropriate for your learner(s)
- The appropriateness of the content of the resources and its relevance to *your* learner(s) in *your* context
- Adapting resources for your learner(s) and context
- How this resource may support prior learning in vaping and other related areas, *e.g., smoking/ substances/ addiction*
- How learning is complemented by the wider environment, policies and practices of the school

Supporting learners toward realisation of the Four Purposes:

Healthy, confident individuals who:	Ambitious, capable learners who:	Ethical, informed citizens who:	Enterprising, creative contributors who:
• are building their mental and emotional well-being by **developing confidence, resilience** and empathy • know how to **find** the **information and support to keep safe and well** • take **measured decisions** about life-style and **manage risk**	• are building up a **body of knowledge** and have the skills to **connect** and **apply** that knowledge in different contexts • can explain the **ideas and concepts** they are learning about • understand how to interpret **data** and apply mathematical concepts • undertake research and **evaluate critically** what they find	• find, **evaluate** and use **evidence** in **forming views** • **engage with contemporary issues** based upon their knowledge and values • understand and consider the **impact of their actions** when **making choices** and acting • show their commitment to the **sustainability** of the planet	• **connect and apply** their knowledge and skills to create ideas and products • **think creatively** to reframe and solve problem • **Express** ideas and emotions through different media

Big Question	Knowledge Bank	Links to Statements of What Matters
1. What are the personal impacts of vaping? **- addiction, nicotine, unknown risks, hygiene, exposure to other substances**	• What are Vaping Devices? • Health Concerns • What is Dependency and Addiction?	HWB: health promoting and health harming behaviours HWB: decision-making and assessing risk Science and Technology: interdependencies within the physical and natural world
2. Why do people vape? **- social context, smoker's rationale, perceived coping mechanism, the law and regulations, industry, marketing and advertising**	• Why Do People Vape? • Industry, Marketing and Advertising • The Law and Regulations	HWB: decision making and critical thinking skills HWB: social influences, social norms and social values HWB: connections between experiences and emotions Science and Technology: curious questioning Humanities: ethical action and responsible consumers
3. What are the wider impacts of vaping for communities, Wales and our environment? **- societal impact, environmental impact**	• Societal Impact • Environmental Impact	HWB: critical thinking, decision making, collective action Humanities: responsible consumers, Humanities: understanding our impact on the natural world

Activity Title	Overview of Content	Guidance for Teachers 'You could use this resource...'	Opportunities for Cross Curricular Skills	Links to Statements of What Matters (HWB and other)
Data and Statistics	Data sources to promote discussion, questioning and critical thinking	As part of wider engagement with interpreting data and assessing impact	[for schools to complete]	[for schools to complete]
News Reports and Articles	Links to reports and articles with questions for discussion and debate	As part of wider engagement with contemporary issues	[for schools to complete]	[for schools to complete]
Smoking to Vaping Timeline	A chronology of tobacco use and prevalence	To promote critical thinking and risk assessment skills	[for schools to complete]	[for schools to complete]
What Influences Us?	Explores the factors that influence our decision making	As part of wider engagement with social influences	[for schools to complete]	[for schools to complete]
See, Think, Wonder	Images to provoke critical thinking and questioning	To promote oracy and expression	[for schools to complete]	[for schools to complete]
Risk Taking Behaviours	Explores informed and considered decision making	To support understanding and consider the impact of actions	[for schools to complete]	[for schools to complete]
WhatsApp Discussion Starters	Scenarios for discussion to promote critical thinking	To support the connection between applying knowledge and forming views	[for schools to complete]	[for schools to complete]
Agony Aunt Dilemmas	Scenarios to promote discussion focused on decision making and seeking support	To promote the expression of ideas and forming views	[for schools to complete]	[for schools to complete]
True or False	Statements to promote discussion and debate	As a starter activity or plenary to check understanding	[for schools to complete]	[for schools to complete]
Diamond 9 Ranking	Facts to promote discussion and debate	As a starter activity or plenary to discuss key messages/facts	[for schools to complete]	[for schools to complete]

Vaping Knowledge Banks

Title
What are Vaping Devices?
Why Do People Vape?
Health Concerns
What is Dependency and Addiction?
Industry, Marketing and Advertising
The Law and Regulations
Societal Impact
Environmental Impact

Facts:

Vapes were originally marketed as an alternative to smoking cigarettes and have gained popularity amongst some adults trying to quit smoking.

Unlike cigarettes, there is no combustion (burning) involved in vaping devices, so there is no smoke and no other harmful products of combustion, such as tar and carbon monoxide.

This does not mean they are entirely safe, but they are understood to be less harmful than smoking as they do



The health harms of smoking are well known. Vaping is substantially less harmful than smoking and smokers who switch to vapes will be at much lower risk of these health harms.

However, vaping is not harmless. For people who don't smoke, or who have never smoked, there are no benefits to vaping, and they should not vape.

Evidence regarding the long-term health effects resulting from the use of vaping devices is very limited.

There is substantial evidence that using nicotine-containing vapes results in symptoms of dependence in non-smokers (see What is Dependency and Addiction Knowledge Bank).

Young people using vapes are more likely to become addicted to nicotine, have more difficulty quitting and are at higher risk of addiction to other substances in the future.

Dependence on nicotine can negatively affect mental health and well-being.

There is recent evidence that vapes containing nicotine can cause poisoning if ingested and immediate inhalation toxicity (including seizures) particularly in children and adolescents, although this is very rare.

Why is vaping addictive?

When a person vapes, nicotine reaches the brain within about ten seconds.

At first, nicotine improves mood and concentration, decreases anger and stress, relaxes muscles and reduces appetite.

Regular doses of nicotine lead to changes in the brain, which then lead to nicotine withdrawal symptoms when the supply of nicotine decreases.

Vaping temporarily reduces these withdrawal symptoms and can therefore, reinforce the habit. This cycle is how most vapers and smokers become nicotine dependent.



People who use nicotine regularly build up a tolerance to the immediate short-term effects so they might feel more intense relief from the discomfort of withdrawal when they smoke or vape.

Higher tolerance will mean more nicotine is required to deliver the same sensation.

Vaping Knowledge Banks

Title
What are Vaping Devices? Facts about vaping devices and types of vape
Why Do People Vape? Vaping to quit smoking, perceptions about vaping, Vaping due to nicotine dependency or addiction
Health Concerns Vaping devices containing nicotine, Vaping and use of other health harming substances
What is Dependency and Addiction? What causes addiction? Why is vaping addictive?
Industry, Marketing and Advertising The Marketing and Promotion of Vapes
The Law and Regulations The law relating to vapes and vaping, Tobacco and Related Products Regulations 2016 (TRPR)
Societal Impact What are the effects of health inequalities? Vaping and Inequality
Environmental Impact Disposable Vapes, Microplastics, Lithium







Vaping classroom activities

Agony Aunt Dilemmas

Vaping



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What advice would you give to this young person?

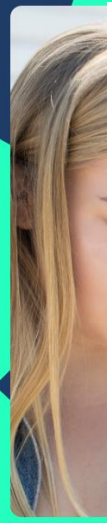
Have you ever been in a situation where you have felt pressured into doing something you didn't want to? What did you do?

How do you think this young person should tell their friends they don't want to vape?

'My friends have started to vape. I'm worried if I don't join in, they'll cut me out of the group.'

See, Think, Wonder

Vaping



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Discuss the following images and answer the following three questions:

What do you see?

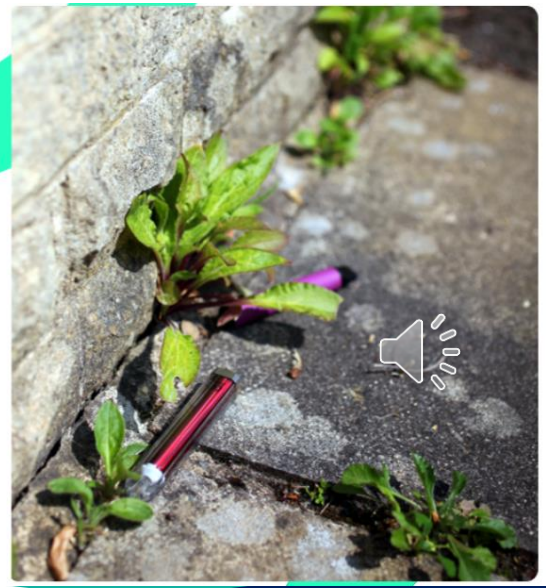
What do you think?

What do you wonder?

Vaping devices contain metals and plastics which can take many years to decompose. The use of disposable vaping devices and products has increased substantially amongst young people, with **69%** of current vapers using disposable vaping devices in 2023 compared with **7.7%** in 2015. Rather than decomposing, plastic turns into "microplastics" which continue to pollute the environment, our food and drinking water.

Disposable vapes pose a risk to our environment.

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Vaping classroom activities

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How are

Vapes, Nicotine

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in different flav
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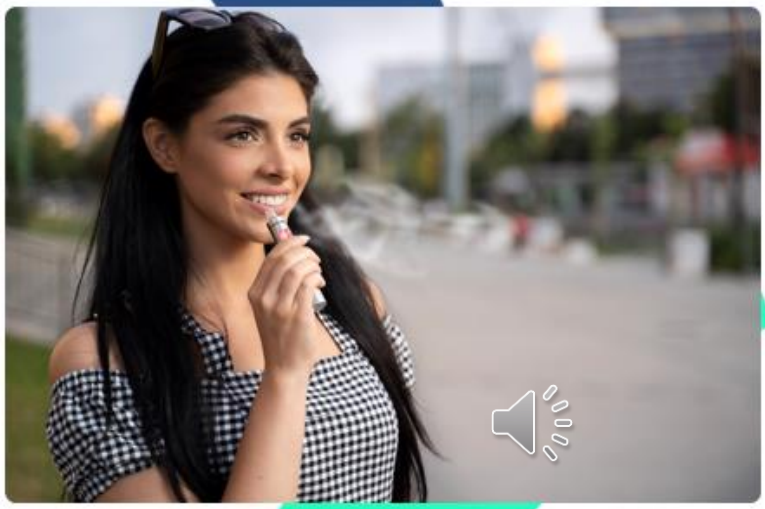
What other proc
colours and flav

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Why would advertisers use images of people looking happy and smiling when they vape?

What thoughts, feelings and emotions are advertisers and marketers trying to evoke in response to their products? Are these realistic?

What are advertisers not telling you?



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