

**Teacher
guidance**



Vaping Education (Primary)

A programme of activities, games, lesson plans and resources on vaping, designed to complement schemes of work from providers such as Coram Scarf and Jigsaw

The KS2 pick and mix resources explore peer and on line influences, choices, healthy life style choices and norms with age appropriate content on vaping and associated risks.

This suite of resources is designed to complement existing RSHE schemes of work and is carefully mapped to KS2 DfE RSHE requirements and the science curriculum.

- Activities are included for Years 4, 5 and 6

This suite of standalone games, pictures, activities, lesson plans, power points and a model pupil workbook have been commissioned by Local Alliance Groups across Dorset with additional funding from the Dorset Health Trust. The resources were informed by a working group of Primary Head Teachers from across Dorset and the games and activities piloted and trialled in six primary settings in Dorset and BCP.

The resources are designed to complement existing schemes of work of RSHE such as those provided by Jigsaw and Coram Life Education (SCARF).

The Talk About Trust Charity have supported teachers, school nurses, safeguarding leads and pastoral leaders with training, CPD and evidenced resources for alcohol and drug education in the secondary sector since 2010 with its comprehensive programmes talk about alcohol and talk about DANE (drugs, alcohol, nicotine education). To learn more please visit talkabouttrust.org or talkaboutalcohol.com or reach out to our expert trainers and pupil workshop or assembly facilitators.

Midlands South and West - Karen@talkabouttrust.org
Sarah@talkabouttrust.org

North - Kathryn@talkabouttrust.org

London South and East - Amy@talkabouttrust.org

We have a separate suite of resources for Scotland that can be viewed via: https://talkabouttrust.org/resources/schools/?_school_year=primary&_school_region=scotland

To join our newsletter and policy resource update please visit talkabouttrust.org/newsletters/

Our mission is to ensure children and young people are equipped with the knowledge, resilience and life skills to make safer choices around nicotine, alcohol and drugs. We were approached by Head Teachers from Dorset Primary schools and we are deeply grateful to the following schools who either were members of our steering group or facilitated class pilots of the draft resources to ensure all content was fit for purpose and met the needs identified.

Thank you to Atlantic Academy Portland, Prince of Wales School Dorchester, Damers First School Poundbury, Bere Regis First School, Bincombe Valley Primary School and The Chesil Education Partnership, Baden Powell and St Peter's Church of England Junior School for their participation in shaping the Talk About Vaping scheme of work for KS2.



Atlantic Academy Portland
an Aspirations Academy



**BADEN-POWELL &
ST. PETER'S CE JUNIOR
CE JUNIOR SCHOOL**



This teacher workbook has been created by the Talk About Trust, a small, dedicated youth charity that works across the UK to ensure young people make safer choices around alcohol and other substances such as vaping and cannabis. The Talk About Trust supports young people with advice, workshops and resources on a range of life choices via schools, children's homes, pupil referral units, youth and sports clubs. We train teachers and youth workers, empower parents and carers and provide diversionary activities for young people.

These resources provide adaptable materials designed to suit the knowledge and experience of young people aged 8-10. They draw on content from existing resources available through the Talk About Trust website. By making these resources accessible, Talk About Trust aims to support teachers and youth practitioners in educating pupils about the risks and consequences of vaping, while fostering critical thinking, resilience, and essential life skills. Through engaging content, interactive activities, and thought-provoking reflection exercises, the workbook encourages pupils to:

- o Critically analyse what is in a vape and its potential effects on their health and the environment.
- o Explore the social influences, such as peer pressure and marketing tactics, that may lead to vaping, and develop strategies to resist them.
- o Reflect on their own values and choices to promote informed, confident decision-making and advocacy for a vape-free lifestyle.

Tailored for pupils aged 8 to 10, the workbook adopts a non-judgmental, open approach to understanding vaping and its risks for children. It encourages pupils to question and evaluate the broader consequences of vaping, while empowering them to make healthier choices for themselves and their communities.

Teachers are encouraged to facilitate open, respectful discussions that stimulate critical thinking, recognising that some pupils may have personal or family-related experiences with vaping. Guidance is provided to help navigate these conversations and ensure a safe, supportive learning environment for all.

Learning Objectives: By the end of the lesson, learners should understand:

- o What vaping is and what vapes can contain.
- o The short- and long-term effects of nicotine.
- o Why someone may choose to vape.
- o The laws in the UK relating to vaping.
- o The environmental impact of vaping.

Intended Learning Outcomes:

Pupils will be able to:

- o Explain what vaping is and identify the substances in vape products.
- o Describe the difference between regulated and unregulated vapes.
- o State why young people specifically should avoid vaping.
- o Provide examples of the short-term effects of nicotine on health, as well as the long-term effects
- o Know where to go for more information and support.

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THE TALK ABOUT TRUST VAPING ACTIVITIES MAPPED TO THE GOVERNMENT STATUTORY REQUIREMENTS FOR HEALTH EDUCATION

	Activity														
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o
The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.							X	X	X						
Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.							X	X	X						
Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.							X	X	X						
Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.							X	X	X						
<u>Mental Wellbeing</u>															
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.							X	X	X						
Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.							X	X	X						
Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).							X	X	X				X	X	
<u>Physical Health and Fitness</u>															
The characteristics and mental and physical benefits of an active lifestyle.							X	X	X						
The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.							X	X	X						
How and when to seek support including which adults to speak to in school if they are worried about their health.	X					X	X	X	X			X	X	X	
<u>Drugs, Alcohol and Tobacco</u>															
The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.			X	X	X	X									

THE TALK ABOUT TRUST VAPING ACTIVITIES MAPPED TO THE PSHE ASSOCIATION PROGRAMME OF STUDY FOR PSHE EDUCATION KEY STAGE 2

	Activity															
	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	
H1. how to make informed decisions about health			X		X			X	X							
H3. about choices that support a healthy lifestyle, and recognise what might influence these			X			X	X	X	X			X	X	X		
H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle				X	X		X	X	X							
H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle							X	X	X							
H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health	X						X						X	X		
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health							X	X	X							
H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing							X	X	X							
H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth									X							
H46. about the risks and effects of legal drugs common to everyday life (e.g., cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break			X	X	X								X			
H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others																
H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);																
H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns				X		X				X			X			
R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this						X							X	X		
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)											X	X				

a) Ground Rules

talkabouttrust.org/resources/schools/ground-rules-a/

Talk About | Vaping
Ground Rules

- Today, we are going to be learning about vaping. During the lesson we will share our ideas and answers.
- We remember that everyone's experiences are different. Some of us might know someone who vapes, and that's okay.
- Let's make sure we're kind and respectful in how we talk about these things.

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TRUSTED ADULT

Discussion Slide: Ground Rules for Learning (Slide 2)

Respectful

Listening

Focused

Careful Sharing

Anything else?

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TRUSTED ADULT

Use the following ground rules to introduce the topic. The rules can be referenced or reintroduced at any point throughout the upcoming sessions. Teachers can copy and paste these slides into any other vaping topic. Some pupils may know adults who vape. Information about how vaping affects health might cause concern for these pupils. Teachers should be mindful of this and direct pupils to the "Trusted Adult" symbol. Teachers may wish to inform pupils what a trusted adult is and provide examples, such as a parent, teacher, or other member of staff.

Information Slide: Signposting Support (Slide 3)

Need to talk?

If you are worried about anything we have talked about today, you can find support or information from Childline or talk to a trusted adult.

Childline has a website and a free, confidential telephone counselling service for children.
Call: 0800 1111
<https://www.childline.org.uk/>

Children aged 10+ can visit Kooth.
Kooth is a free, safe, and anonymous online mental health and wellbeing platform.
<https://www.kooth.com/>

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TRUSTED ADULT

Signpost support for pupils. The slide outlines details for ChildLine and Kooth. The teacher can insert relevant links to local support or the school's safeguarding policy. Please see further support, information, and guidance for teaching staff: [Smoking & Tobacco Use](#), [NHS Vaping to Quit Smoking](#). This slide will be found at the end of different activities throughout the pack.

b) Ruler of confidence and Postcard Activity

talkabouttrust.org/resources/schools/ruler-of-confidence-and-post-card-activity-b/

Activity Slide: The Ruler of Confidence (Slides 1-4)

Talk About | Vaping
The Ruler of Confidence

Before we start our lesson on vaping, rate your knowledge! Some people might be "very knowledgeable", but others might be "not sure". Circle a number on the ruler to show how confident you feel about your knowledge on vaping.

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Aim: For the pupils to assess their knowledge of vaping. This activity will be conducted again at the end of the session to view pupils' progress.

Outcome: Pupils reflect on their knowledge progression.

Teachers can ask young people to rate their knowledge and understanding of vaping out of 10 on the "ruler of confidence", providing a baseline. This can be repeated at the end of input as a measure of progress. The rulers on slides 2 and 4 can be printed out for pupils to use if appropriate.

The Ruler of Confidence: Before The Vaping Session

Not sure

Need to know more

Very knowledgeable

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Talk About | Vaping
The Ruler of Confidence

Now we have finished our lesson on vaping, rate your knowledge!

Circle a number on the ruler to show how confident you feel about your knowledge on vaping after the lesson.

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The Ruler of Confidence: After The Vaping Session

Not sure

Need to know more

Very knowledgeable

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If the facilitator prefers not to print, pupils can discreetly write down their confidence rating in their PSHE exercise book. Alternatively, the teacher could gather a whole-class response by asking pupils to write a number on a mini whiteboard or show a number using their fingers. To maintain anonymity, the teacher could ask pupils to close their eyes during the whole class activity. Repeat this activity at the end of the vaping content as a visual comparison of how the pupils' knowledge has changed.

Activity Slide: Postcard Activity (Slide 5-6)



Talk About | Vaping
Postcard Activity.

Imagine your friend lives in a country where the government is still deciding whether vaping should be legal. You are writing them a **postcard** to explain what you've learnt.

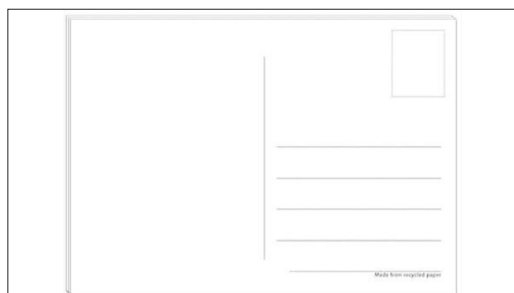
On your postcard, **draw a picture** that shows the risks or dangers of vaping. On the other side, **write a short message** (3-5 sentences) to your friend explaining what they need to know about vaping and why you think it shouldn't be allowed for young people.

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Aim: To help pupils summarise their learning by communicating the risks of vaping to a specific audience.

Outcome: Pupils will demonstrate understanding of the risks of vaping by creating a message (visual or written) that explains why vaping is unsafe, especially for young people.

It is important to note that this activity is intended to follow previous lessons or activities that highlight the risk of vaping. The Postcard activity is a great way of displaying the knowledge the children have learnt. Pupils will communicate what has been learnt in the vaping session to the rest of the school. This activity can be completed on plain paper folded to look like a postcard, or teachers can print the template on slide 6. Be sensitive to pupils who may have family members who vape. Emphasise that this activity is about keeping themselves informed and safe, not judging others.



c) Introduction to Vaping

talkabouttrust.org/resources/schools/introduction-to-vapes-c/



Aim: To assess pupils' existing knowledge about vaping and introduce new knowledge to pupils about what vapes are, what they contain, and the health implications.

Outcome: Pupils demonstrate their current understanding of vaping by completing a mind map, allowing teachers to identify knowledge gaps and misconceptions to inform and adapt subsequent lesson content. Pupils will be able to describe what a vape is. Pupils will be able to explain that a vape contains nicotine, which can be addictive. Pupils will be able to identify some of the health implications of vaping. **Be mindful** that some pupils may associate the topic of vaping with their family members or personal experiences. If this occurs, kindly refer pupils to Ground Rule 4, "**Careful Sharing**", as agreed upon by the class, to ensure a safe and respectful learning environment. Ask the pupils to share their answers.

Activity Slide: What do we need to help us breathe? (Slide 2)



What do we need to help us breathe?

Activity:
Take a deep breath in through our nose, hold it for a moment... and now slowly breathe out through your mouth.

When we breathe in, what is it that our body needs from the air?
Oxygen

And what do we breathe out?
Carbon Dioxide

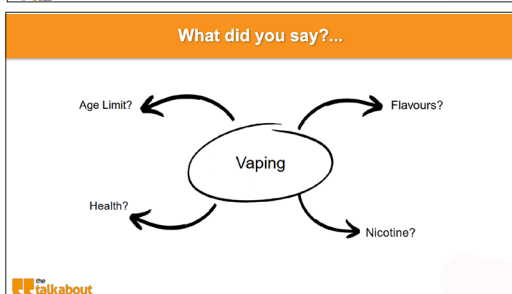
What vital organs keep us alive through breathing?
Our lungs.... that's why it's so important that we keep them clean and healthy

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This activity aims to help pupils understand that the focus will be on the lungs. Ask the pupils to put both hands on their chest and take a big breath in through their nose, hold it for a few seconds, and then breathe out through their mouths. Teachers should do this along with the pupils. Teachers should ask the pupils the questions displayed on the board: "When we breathe in, what is it that our body needs from the air?", "And what do we breathe out?", "What vital organ keeps us alive through breathing?".

Display the answers on the board. Teachers could highlight that when we breathe in through our noses, there are small hairs in our nose that catch or filter particles of dust or pollution to make sure our lungs stay clean.

Activity Slides: What do you already know about vaping (Slides 3 and 4)



This task aims to assess pupils' existing knowledge about vaping. This insight will help teachers tailor the lesson to better meet pupils' needs and allow teachers to identify knowledge gaps and misconceptions to inform and adapt subsequent lesson content. Slide 3 can be printed out if appropriate. Pupils should complete the mind map either individually or in small groups, with everything they already know about vaping. Teachers should reassure the pupils that it's okay if they don't know anything at all. If this is the case, pupils can put a question mark (?) on their mind map. Some pupils might know more than four things about vaping; if this is the case, they can add to their mind map by drawing extra lines. Alternatively, the facilitator can opt to complete a class mind-map on the board. If the teacher chooses the latter, pupils could be given 1 minute thinking time before giving their answers. Ask the pupils to share their answers. *Some answers the pupils might have come up with include: Vaping is addictive/ if you start, you might not be able to stop, vaping is bad for your health, vaping could be so bad you could go to the hospital, vapes are made out of plastic, vaping is like smoking, vapes have nicotine in them/vapes contain drugs, vapes are harmful for lungs, vapes have different flavours, vapes can make people feel relaxed. Vapes can help someone give up smoking.*

Information Slide: Vapes – what are they? (Slides 5-7)

Vapes – what are they?

Vapes are sometimes called "e-cigarettes". The "e" stands for "electric".

Vapes are small electronic device for people to breathe in a flavoured mist called "vapour".

Inside the vape, liquid is heated up which makes the vapour. This liquid contains **Nicotine** and **Flavouring Chemicals**.

Vapes are not meant to be used by children as they harm lungs and brain.

They can be used to help adults to quit smoking.

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Vapes – What does vaping liquid have in it?

Vegetable glycerol: This helps make the vapour so it's visible, like a mist.

Nicotine: This is a drug that can make people want to keep using it. It is addictive. Nicotine is found in cigarettes, too.

Chemicals: These trick the brain into thinking the vape tastes like sweets or fruit. They can damage the lungs. Some vapes use nut oils that cause allergic reactions and some young people have been hospitalised.

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Vapes – what are they made from?

Vapes are sometimes called "e-cigarettes". The "e" stands for "electric".

Vapes are made from materials which are difficult to recycle such as: plastic, foam, aluminium and lithium.

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These slides provide information for the pupils to understand what a vape is and what the vaping liquid contains. Highlight that vapes are small electronic devices that allow people to breathe in a mist called 'vapour'. Vapes contain liquid made from nicotine and synthetic/artificial flavouring chemicals. They are not to be used by children as they are harmful to young lungs, hearts, and brains, but can be used to help adults stop smoking.

Highlight what the liquid contains:

- Vegetable Glycerol: This helps make the vapour visible. It is often used in cooking to help bind ingredients together and is considered safe to eat, however, we do not know what the long-term effects of vegetable glycerol are when inhaled.

- Chemicals: These trick the brain into thinking the vape tastes like sweets or fruits. These chemicals can damage the lungs. Some people even have allergic reactions to the nut oils that are found in some vapes.

- **Nicotine:** This is a drug that can make people want to keep using the vape. It is addictive. Nicotine is also found in cigarettes.

Explain that vapes are small cartridges that are made out of plastic.

Waste Generation: Disposable vapes are often made of plastic and other materials that are difficult to recycle, leading to a significant amount of waste that ends up in landfills or littering public areas.

Hazardous Materials: Vapes contain lithium-ion batteries, which can cause fires if crushed or improperly disposed of, and toxic chemicals that can leach into the environment as they degrade.

Nicotine: Nicotine, a key component of vaping liquids, is a toxic substance that can contaminate the environment if vapes are disposed of improperly.

Sources: <https://www.greenpeace.org.uk/news/are-disposable-vapes-bad-for-the-environment/>

<https://news.sky.com/story/why-are-disposable-vapes-bad-for-the-environment-13059299>

Information and Activity Slide: A bit more about nicotine... (Slide 8)

A bit more about nicotine...

Nicotine is a drug that makes our bodies release a burst of energy. This can make a person feel more awake, jumpy, and ready to react quickly. It also makes a person's breathing and heartbeat faster. This feeling wears off and it can make a person feel tired.

If someone stops using nicotine, their body can react in uncomfortable ways, called **withdrawal**.

Use the emojis to work out how a person might feel when they stop using nicotine.

These uncomfortable feelings can lead a person to need more nicotine to stop these withdrawal feelings. This makes nicotine **addictive**.

Nicotine is found in vapes, as well as in cigarettes

FORBIDDEN ADULT

Teachers should read the information on the slides, which highlight that nicotine is a drug and can lead to withdrawal effects. Teachers should ask the pupils to guess the withdrawal symptoms of nicotine by identifying the emojis. **Teachers should be mindful that some pupils may have family members who vape and might feel worried. Remind pupils about the "Trusted Adult" symbol.**

Activity Slide: Decisions About Vaping (Slides 9-11)

Decisions about Vaping

Why do people choose to vape, or not to vape?

a) Discuss a reason why **adults** might choose to vape.

b) Discuss a reasons why most **young people** choose **not** to vape.

Why Do Some Adults Choose to Vape?

To help them quit smoking

Why Do Most Young People Choose NOT To Vape?

It is bad for their lungs

Vapes contain harmful chemicals

They don't want to get addicted to nicotine

It is illegal

They might get in trouble at school

Pupils are asked to share their ideas as to why adults choose to vape and why many young people choose not to vape. Some possible answers might include:

Adults choose to vape to stop smoking, they think vaping calms them down, and they enjoy different flavours. Despite the answers, emphasise that the main reason adults should vape is to help them stop smoking. **Remind the pupils that it is not recommended to start vaping if a person doesn't smoke because of the negative long-term health impacts.**

To the question, Why do 7 in 10 young people choose not to vape? Answers may include: *it is dangerous, it could damage a person's lungs or brain, it is illegal under 18, vapes contain harmful chemicals, they don't want to get addicted to nicotine or vaping, they might not know what is in them, they just don't like it, they don't want to get in trouble, they are worried it might be a gateway to smoking which is bad for a person's health* (taken from pilot focus group responses).

Activity Slide: What can you remember? (Slide 12)



To consolidate pupils' understanding of the contents of vapes and the associated health risks by encouraging recall and reflection. The teacher can go through the speech bubbles one by one. The pupils can write their answers in their PSHE books, on a mini whiteboard, or submit as an exit ticket. As an optional extension, pupils may also write a short sentence explaining why someone their age should choose to avoid vaping. The teacher can collect responses to assess understanding and identify any areas needing reinforcement in future sessions.

Answers:

- Sometimes vapes are called "e-cigarettes". What does the "e" stand for? **Electric**

- Name two things that a vape contains: **nicotine, vegetable glycerine, chemicals, plastic, foam, and battery.**

- True or False: Vapes don't contain sweets or fruit; they contain synthetic flavours that trick the brain into thinking the vape tastes sweet or fruity. **True**

- Name two negative ways that vaping could affect someone's health: **Shaky, feeling sick, problems sleeping, lung problems, unable to concentrate, headaches, feeling grumpy/angry/bad tempered.**

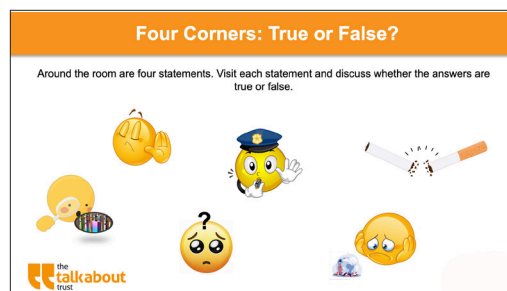
- Give one reason why an adult might choose to vape: **To help them quit smoking.**



d) Four Corners Activity

talkabouttrust.org/resources/schools/four-corners-activity-d/

Activity Slide: True or False (Slides 1-15)



Aim: This activity allows pupils to discuss misconceptions and build knowledge in an exploratory way. It also provides an opportunity for teachers to gauge an initial understanding of the pupils' knowledge or misconceptions.

Outcomes: Pupils should understand that vapes contain nicotine, that nicotine withdrawal can cause symptoms such as shakiness and difficulty focusing, that there are legal limits on vapes, and that the materials that vapes are made from cause environmental damage.

Teachers should pick four statements from the options. Place the statements in four corners of the room or inside four PE hoops. Ask pupils to visit each corner or hoop and discuss the statement. Then, revisit each statement as a class to review the responses. This could be done in a variety of ways:

- 1) The teacher could place the statements around the room and instruct the pupils to visit each statement and discuss whether the statement is true or false and why. Pupils can then provide feedback to the teacher on their ideas in a whole class setting.
- 2) Pupils could put their hands up if they think the statement is true or false.
- 3) Pupils could use thumbs up or down for true or false, or put their thumbs in the middle if they are unsure.
- 4) Pupils could stand up if they think the statement is true.
- 5) Pupils could move to one side of the room labelled "true" and another side of the room labelled "false," or could stand in the middle if they're unsure.

The duration of the activity will depend on the method the teacher chooses.

At the end of the session, the facilitator could ask the pupils one fact that surprised them most from the session. This could be discussed in pairs and fed back to the class, or pupils could individually write this in their PSHE book.

Answers:

Vapes contain nicotine.

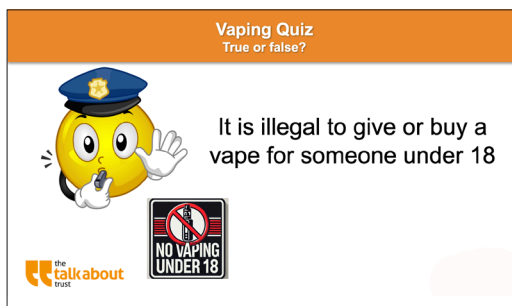
TRUE - Most vapes contain nicotine.



Many vapes contain a high dose of nicotine which is addictive and bad for people's health. Even vapes labelled "zero nicotine" have been found to contain nicotine. If you see a vape, always assume it has nicotine in it.

It is illegal to give or buy a vape for someone under 18.

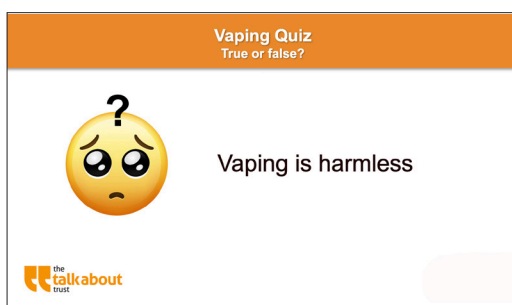
TRUE - It is illegal to give or buy a vape for someone under 18.



Vaping is illegal for under 18s. If someone over 18 gives or sells vapes to anyone under 18 that is against the law.

Vaping is harmless.

FALSE - Vaping does have some health effects.

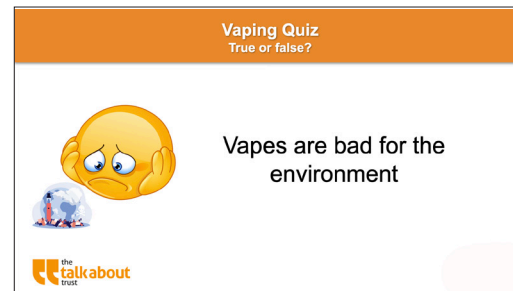


Vaping can make people cough, give them a dry or sore mouth and throat, and even cause

headaches. It can also make it harder to focus and make someone feel grumpy. Some vapes have been found to contain dangerous chemicals and illegal drugs. Some of them even have a lot more nicotine than cigarettes, which can make people really sick or addicted.

Vapes are bad for the environment.

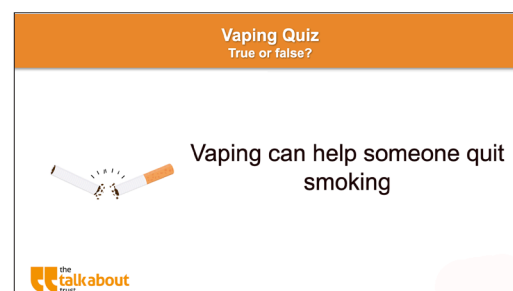
TRUE - Vapes are bad for the planet.



Vapes contain plastic, metals, and foam, which cannot be easily recycled and go straight into landfills. The vapes release harmful chemicals into the soil. It's estimated that 8.2 million are thrown away each week in Britain.

Vaping can help someone quit smoking

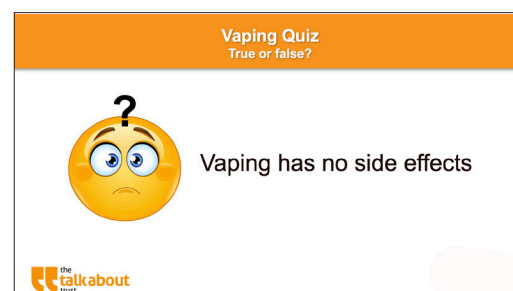
TRUE - Vaping can help smokers quit.



Some adults might use vaping to help them stop smoking. This is because vapes allow a person to take in nicotine without some harmful toxins found in cigarettes. However, this doesn't mean vaping is harmless. Vapes contain nicotine and lots of chemicals that trick the brain into thinking the vape tastes sweet or fruity. These chemicals may lead to long-term problems, and nicotine is addictive.

Vaping has no side effects.

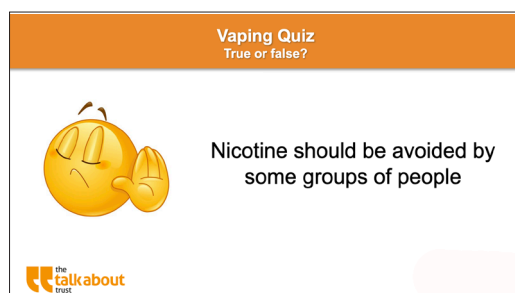
FALSE - Vaping does have some side effects.



Vaping can make someone cough, give them a dry and irritated mouth and throat, and cause headaches, grumpiness, and problems concentrating. Vaping affects young people's brains and lungs and makes the heartbeat faster.

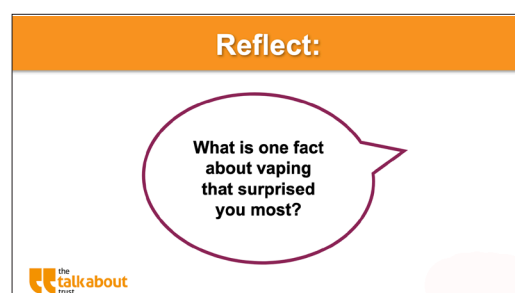
Nicotine should be avoided by some groups of people.

TRUE - Nicotine is not recommended for non-smokers, children, and pregnant women.



That's because nicotine is harmful to children and unborn babies. Vaping is also harmful to people who have asthma. Many of the long-term risks of vaping are unknown. Non-smokers should not start vaping.

Activity Slide: Reflection (Slide 16)

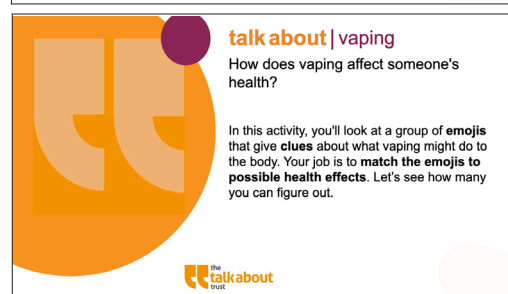


To consolidate the knowledge that the pupils have learnt, the facilitator could ask the pupils one fact that surprised them most from the session. This could be discussed in pairs and fed back to the class, or pupils could individually write this in their PSHE book.

e) How Does Vaping Affect Health?

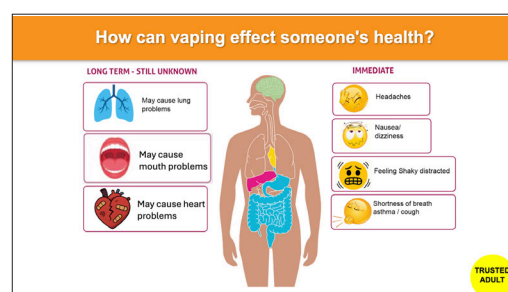
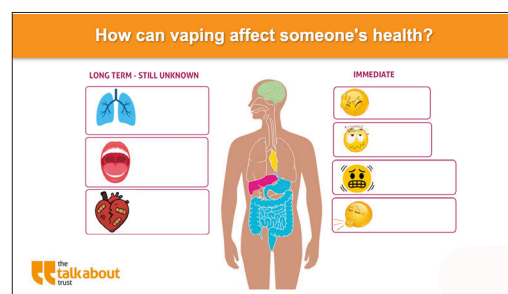
talkabouttrust.org/schools/how-does-vaping-affect-health-e/

Information Slides: Introduction to Activity (Slides 1 and 2)



This slide aims to help pupils understand that vaping can negatively affect someone's health, not just because of the nicotine in vapes but also because of the flavouring chemicals.

Activity Slides: How can vaping affect someone's health? (Slides 3-4)



Using their knowledge about nicotine addiction, withdrawal, and the harmful chemicals contained in vapes, pupils can anticipate some of the immediate and long-term effects. Slide 3 can be printed and stuck into the pupil's PSHE books, or this could be a class activity. Pupils

can use the emojis to assist them in expressing their thoughts. The teacher should reveal the answers. ***Be mindful that some pupils might feel worried if someone in their family vapes. Remind pupils that they can speak to a trusted adult if they are concerned.***

Activity Slide: A bit more about nicotine... (Slide 5)

A bit more about nicotine...

Nicotine is a drug that makes our bodies release a burst of energy. This can make a person feel more awake, jumpy, and ready to react quickly. It also makes a person's breathing and heartbeat faster. This feeling wears off and it can make a person feel tired.

If someone stops using nicotine, their body can react in uncomfortable ways, called **withdrawal**.

Use the emojis to work out how a person might feel when they stop using nicotine.

Feeling restless or jumpy, Problems sleeping, Getting headaches or shaky hands, Feeling sick, Having trouble focusing, Feeling bad-tempered.

These uncomfortable feelings can lead a person to need more nicotine to stop these withdrawal feelings. **This makes nicotine addictive.**

Nicotine is found in vapes, as well as in cigarettes.

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Teachers should read the information on the slides, which highlight that nicotine is a drug and can lead to withdrawal effects. Teachers should ask the pupils to guess the withdrawal symptoms of nicotine by identifying the emojis.

Teachers should be mindful that some pupils may have family members who vape and might feel worried. Remind pupils about the "Trusted Adult" symbol.

Information Slide: Why vapes are illegal for children and young people (Slide 6)

Why vapes are illegal for children and young people

Vapes are not meant to be used by children and young people.

Why?

- Nicotine can harm children's brain development, affecting the parts of the brain that influence concentration levels, learning ability, mood, and self-control.
- Nicotine is a drug which is addictive.

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NO VAPING UNDER 18

Read through this slide to reinforce why young people should not vape. Key messages: vapes are not meant to be used by young people, they can be used to help adults who smoke to quit smoking, but if someone doesn't smoke, they should avoid vaping, vaping is not risk-free, it can lead to both short- and medium-term health impacts, using nicotine from a young age can harm young people's brain development, affecting the parts of the brain that influence concentration levels, learning ability, mood, and self-control. **Nicotine is a stimulant drug which is highly addictive. Using nicotine during teenage years may lead to subsequent dependency on nicotine and other substances.**

Activity Slide: What Can You Remember? (Slide 7)

What can you remember?

Name two immediate effects of vaping on a person's health

Name two long term effects of vaping on a person's health

Give one reason why people under the age of 18 should not vape

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To consolidate pupils' understanding of the immediate and long-term effects of vaping on a person's health. The teacher can go through the speech bubbles one by one. The pupils can write their answers in their PSHE books, on a mini whiteboard, or submit as an exit ticket. As an optional extension, pupils may also write a short sentence explaining why someone their age should choose to avoid vaping. The teacher can collect responses to assess understanding and identify any areas needing reinforcement in future sessions.

Answers:

- Name two immediate effects of vaping on a person's health: **feeling sick, feeling shaky/jittery, coughing, dizziness, and headaches.**
- Name two long-term effects of vaping on a person's health: **lung problems, heart problems, and mouth problems.**
- Give one reason why people under the age of 18 should not vape: **it could harm brain development, it is addictive, it could make someone use other addictive substances.**

f) Conscience Alley

talkabouttrust.org/resources/schools/conscience-alley-f/



talk about | vaping

Conscience Alley and role play
Resisting peer pressure

Sometimes, when we are put in a situation that makes us feel stressed, we might not know what to do. We can have lots of different thoughts and might find it difficult to make a good decision.

Read through the scenario on the next slide and help the character decide what they should do...



Aim: This activity aims to reflect the true peer pressure that young people can face and offers an excellent opportunity to talk about risk-taking and planning answers to resist peer pressure.

Outcome: Pupils gain a deeper understanding of how to resist negative influences. They develop strategies for making informed decisions, increase their confidence in saying “no,” and feel more supported by their peers in navigating challenging social situations.

Activity Slides: Role Play (Slides 2-6)

Activity: Conscience Alley Role Play

Jack and Molly are playing at Molly's house after school.

Molly's mum vapes and leaves her vape in one of the kitchen drawers.

Molly says, "Why don't we try my mums vape? She does it all the time so I'm sure it's okay, it makes these big clouds when you blow out, come on, it will be fun!"

Jack knows that vapes are harmful for children but doesn't want to disappoint his friend.

What should he do?



In pairs, think of all the reasons why Jack should, or should not try the vape.

For example:
"Jack **should not** try the vape because he knows that vaping can be harmful"

"Jack **should** try the vape because he doesn't want to let his friend down"



Activity: Conscience Alley Role Play

Sophia is walking through the park on her way home from school. She notices something shiny near the bench and picks it up - it's a vape.

Her friend Emma, who's with her, says, "Cool! That's a vape! I've seen people use those on YouTube. We should try it - just once."

Sophia remembers hearing in school that vapes can be dangerous, especially for kids. But Emma seems excited, and Sophie doesn't want to look boring or scared.

What should Sophia do?



In pairs, think of all the reasons why Sophia should, or should not try the vape.

For example:
"Sophia **should not** try the vape because she knows that vaping can be harmful"

"Sophia **should** try the vape because she doesn't want to let his friend down"



Activity: Conscience Alley Role Play

Samir is in his older brother's room, looking for a phone charger. While searching the drawer, he finds a vape.

A few minutes later, his brother walks in and sees Samir holding it. "Hey, that's mine," he says. "It's not a big deal. I only use it sometimes - it's not like smoking. Do you want to try it?"

Samir feels nervous. He trusts his brother but also remembers a school assembly where the nurse talked about how vapes can harm lungs and brain development in young people.

What should Samir do?



In pairs, think of all the reasons why Samir should, or should not try the vape.

For example:
"Samir **should not** try the vape because he knows that vaping can be harmful"

"Samir **should** try the vape because he doesn't want to let his friend down"



Activity: Conscience Alley Role Play

During break time, Katie is hanging out near the school gates when an older teen from the neighbourhood, Jay, walks over.

Jay is well-known, always dressed in the latest clothes, and seems to have money to spend.

Jay nods at Katie and says, "Hey, you're cool. You want one of these?" Jay pulls out a vape from his jacket and hands it to Katie. "Don't worry, it's free. First one's always free. I've got loads."

Katie hesitates. She's never vaped before, and she doesn't really know Jay, but Jay seems friendly and confident.

Jay smiles and adds, "If you ever need more - or anything else - I can hook you up. Easy."

What are some warnings signs for Katie which tell her that Jay does not have good intentions? What should Katie do?



In pairs, think of all the reasons why Katie should, or should not try the vape.

For example:
"Katie **should not** try the vape because she knows that vaping can be harmful"

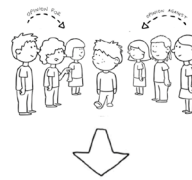
"Katie **should** try the vape because she doesn't want to let his friend down"



Activity: Conscience Alley Role Play

Instructions:

Stand in two equal lines opposite each other



One person will be Jack/Sophia/Samir/Katie depending on the scenario the class has chosen. This person will walk down the middle asking each person what they should do.

- One side, group A, should take it in turns shout out one reason each why the character should refuse the offer in the role play
- The other side, group B, should take it in turns shout out one reason each why the volunteer should say yes to the offer in the role play



Teachers should read through one of the scenarios from slides 2-5 (either Jack, Sophia, Samir, or Katie). The pupils are tasked with thinking of the reasons why the character should, or should not, try the vape. This is a think, pair, share activity which is used to scaffold the next activity.

Move on to conscience alley. This is a whole-class activity. First, divide the group into two equal sections, asking them to face each other about a meter apart. One side will Group “A” and the other will be called the Group “B”. Ask for a volunteer to walk down the alley who will be the one facing peer pressure. **There are four scenarios for the teacher to choose from. Here is scenario one as an example:** Present a prepared statement like: “Molly says, ‘Why don’t we try my mum’s vape? She does it all the time, so I’m sure it’s okay. It makes these big clouds when you blow out. It’ll be fun!’”

Give the group a moment to think about what advice they would give to the volunteer. As the volunteer walks down the alley, the two groups will alternately offer advice. Group A provides supportive and responsible advice, such as, “Don’t do it, that could be dangerous, and you’re breaking the law,” or “Your parents would be really upset if they found out.” The Group B offer the opposite, encouraging risky behaviour, such as, “Go ahead, if Molly says it’s fine, then it’s probably okay,” or “Everyone’s doing it; what’s the harm?”

For more information, please see the following video: [youtube.com/watch?v=Hs0LirW9v6](https://www.youtube.com/watch?v=Hs0LirW9v6)

Activity Slide: What could your character say to leave the situation quickly? (Slide 7)

What could your character say to leave the situation quickly?

Speech bubbles:

- I think my mum is calling me, I have to answer her!
- I don't have a phone, so I can't stay out.
- That's not something I want to do
- I have to go, I can't be home too late.
- I just remembered that I have sports/dance practice tonight, so I need to leave.

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This activity aims to provide quick answers that pupils could use to leave a situation in which they are experiencing peer pressure. Ask the pupils what their character could say to help them leave the conversation quickly. They could do this in pairs initially, and then provide feedback as a class. The teacher should then reveal the answers. Teachers should highlight that these are responses that pupils could use in real life to help them navigate peer pressure.

Information Slide: What have you learnt today? (Slide 8)

What have you learnt today?

- How to recognise peer pressure and the risks it can bring
- Ways to say "no" confidently and stand by your values
- The importance of having a plan when faced with tough choices
- How to support each other in doing what's right
- You are **strong enough** to say no
- You don't have to impress anyone - **your health and future matter most**
- Surround yourself with **trusted friends** who respect your decisions
- If you ever feel unsure, talk to an **adult you trust**

Remember: Doing the right thing is always braver than following the crowd.

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TRUSTED ADULT

Read through the slides to highlight the main learning outcomes for the session.

Information Slide: Need to Talk? (Slide 9)

Need to talk?

If you are worried about anything we have talked about today, you can find support or information from Childline or talk to a trusted adult.

Childline has a website and a free, confidential telephone counselling service for children. Call: 0800 1111 <https://www.childline.org.uk/>

Children aged 10+ can visit Kooth. Kooth is a free, safe, and anonymous online mental health and wellbeing platform. <https://www.kooth.com/>

Catch 22 - Works with children and young people of any age to help get them out of situations they're worried about, including County Lines. <https://www.catch-22.org.uk/>

YoungMinds - [youngminds.org.uk](https://www.youngminds.org.uk) (Great tips and support on mental health for young people and their families)

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TRUSTED ADULT

Provide pupils with signposting for support. Details for ChildLine, Kooth, and Catch22 are shared. Please insert relevant links to local support for your area to further support pupils, including the school's safeguarding policy.

g) Feeling Calm

talkabouttrust.org/resources/schools/feeling-calm-g/

talk about | vaping

What can help us to stay calm and boost our mood?

Some people vape because nicotine makes them feel good for a short time, but this is not a natural way of feeling good.

In this activity we will think of different ways to make ourselves feel good naturally and in a healthy way!

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Aim: The purpose of this discussion is for pupils to understand that some people vape because it provides a short-term feeling of pleasure. However, pupils should recognise that there are natural ways to feel good in the long term.

Outcome: Pupils will understand that the best ways of staying calm are activities that involve connection with others (such as playing with friends), critical thinking and communication (such as playing sports), and mentally stimulating activities (such as reading).

Activity Slides: What do we need to help us breathe (Slides 2 and 3)

What do we need to help us breathe?

Activity: Take a deep breath in through our nose, hold it for a moment... and now slowly breathe out through your mouth.

- When we breathe in, what is it that our body needs from the air?
- Oxygen**
- And what do we breathe out?
- Carbon Dioxide**
- What vital organs keep us alive through breathing?
- Our lungs... that's why it's so important that we keep them clean and healthy.**

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What do we need to help us breathe?

How does the body feel after taking those deep breaths

Calm, relaxed

Did you know deep breathing slows the heart rate, helps our body feel safe and calm, helps us focus?!

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Ask pupils to sit comfortably. Have them place both hands on their chest or stomach, then slowly breathe in deeply through their nose for 4 seconds, hold the breath for 4 seconds, and exhale slowly through their mouth for 6 seconds. Repeat this 2–3 times. Teachers should do this alongside the pupils to model the technique. Then, ask the following question: How does your body feel after taking the deep

breaths? Tell the pupils that deep breathing slows the heart rate, helps our body feel safe and calm, and can help us focus and think more clearly.

Activity Slides: Reducing Anxiety (Slides 4-6)

Working on your own or in small groups, think about simple things that could help someone reduce their anxiety or stress.



What are good ways for someone to feel calm and naturally boost their mood?











Ask the pupils to think about simple activities that could help someone reduce their anxiety or stress. Pupils might suggest: *listening to music, reading, drawing/art, colouring, playing with pets, playing with friends, playing sports, sharing worries, writing, drinking water, spending time with family, and eating healthy food*. Remind pupils that there is a difference between what we “like” to do, and what keeps us calm. Some pupils might suggest watching TV or gaming as ways to stay calm. Gaming is often something that people like to do, but isn’t necessarily something that helps them stay calm. **While gaming can be enjoyable for young people, and they might use it to relax, remind pupils that they should take regular breaks from screens (TV or gaming) to maintain a healthy lifestyle.** Reveal the answers. Pupils could build on this knowledge by following on with the “Healthy Choices Shield” activity.

Things that make us feel happier!

G Giving Do nice things for others	R Relating Connect with people	E Exercising Take care of your body	A Awareness Like the world	T Trying Out Keep learning new things
D Direction Keep goals to look forward to	R Resilience Find ways to bounce back	E Emotions Look for what's good	A Acceptance Be comfortable with who you are	M Meaning Be part of something bigger

Teachers can discuss slide 6 and make connections between any school values or buddy systems. Teachers could ask pupils for examples of different ways they can give or build resilience, for example. They could use the ideas from the last slide to help them. Be mindful that some children may feel that they don’t have any friends to connect with. Highlight to pupils that it is their responsibility to be kind and inclusive to everyone.

Information Slide: Where to go for information... (Slide 7)

Need to talk?

If you are worried about anything we have talked about today, you can find support or information from Childline or talk to a trusted adult.

- **Childline** – Call 0800 1111 or visit childline.org.uk (Free, private, and available any time to talk about anything)
- **YoungMinds** – youngminds.org.uk (Great tips and support on mental health for young people and their families)
- **BBC Own It** – bbc.co.uk/ownit (Advice for being happy, healthy and safe online and offline)
- **Kooth** – <https://www.kooth.com/> (age 10+ - mental health tips and anonymous mental health support)

Reinforce the message that pupils have control over their health and wellbeing, and that help is always available through trusted adults and support networks. Explain to pupils that life can feel overwhelming sometimes, and it’s okay to ask for help. Remind them that making healthy choices - like choosing not to vape, staying active, and managing emotions safely - shows strength and maturity. Emphasise that there are always trusted adults they can turn to, such as a parent or carer, a teacher or teaching assistant, a school counsellor, a relative or older sibling, a support line like **Childline, YoungMinds, Place2be, or Kooth**.

h) Making Healthy Choices

talkabouttrust.org/resources/schools/making-healthy-choices-h/



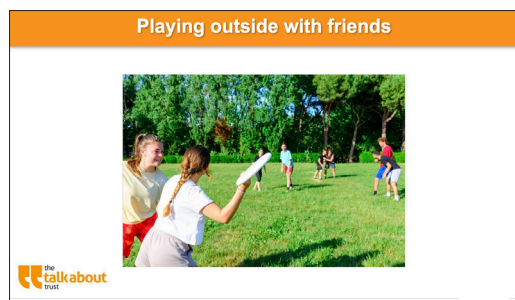
Aim: To help pupils identify and understand the difference between healthy and unhealthy behaviours, with a focus on how positive choices, like playing sport or eating well, can help them avoid risky behaviours such as vaping.

Outcome: Recognise examples of healthy and unhealthy behaviours, describe how healthy habits support their physical and mental wellbeing, and begin to make informed decisions about their health by discussing realistic and age-appropriate scenarios.

Activity Slides: Choices (Slide 2-13)

Each slide will show an item or an activity. Click to reveal an image one at a time. Ask the class: **How healthy is this choice? Why?** If the item is healthy, ask: "How does this help you stay strong, active, or happy?". If the item is **vaping-related**, ask: "Why is this not a healthy choice? What harm can it cause?". Alternatively, teachers can run this as a **"Mystery Box"** activity. Print out each choice and place them into a box or hat. Pupils can take turns closing their eyes and picking a choice from the Mystery Box, then decide how healthy the choice is.

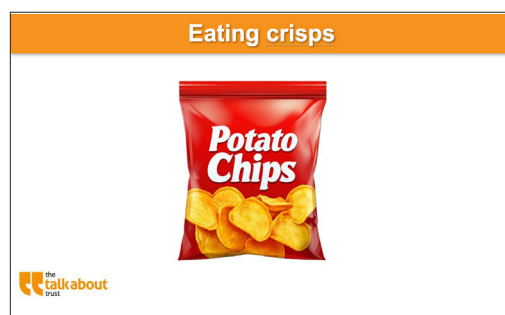
1. "Playing outside with friends" - Healthy.



Playing outside often includes movement, running, climbing, riding a bike, or playing games, which helps keep the body strong, fit, and active. It's a great way to exercise without even realising it. Being outdoors helps you

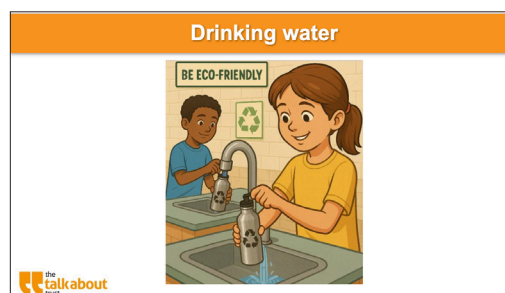
feel happier and more relaxed. Sunshine and fresh air can boost your mood and energy, and help reduce stress or worry. When children play together, they practise teamwork, communication, problem-solving, and sharing. This helps them build friendships and feel connected.

2. "Eating crisps" - Unhealthy, although not always harmful.



Let pupils know that eating crisps occasionally as a treat is okay, but crisps are not something we should eat every day. They are often high in salt, which can be bad for your heart if eaten too often. They don't provide much nutrition; crisps won't give us the vitamins, fibre, or energy we need to grow strong or stay active. Balance and Moderation: Emphasise that crisps aren't "bad" on their own, but they should be part of a balanced diet, a regular snack.

3. "Drinking water" - Healthy.



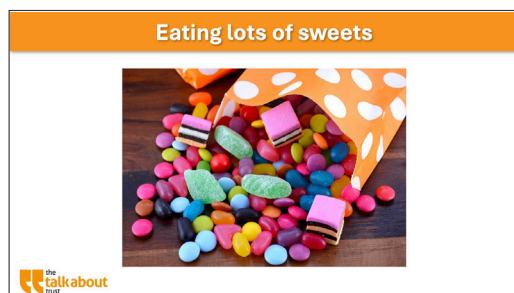
Water helps every part of the body work properly, including the brain, heart, muscles, and skin. It keeps you hydrated, which means your body has the right amount of fluid to stay healthy and alert. Water helps with concentration and staying focused at school. If you're feeling tired or getting a headache, you might just need a drink of water. It also helps with digestion and keeps your body cool during exercise or warm days.

4. “Smoking cigarettes” - Unhealthy.



Cigarettes contain a drug called nicotine, which is very addictive. This means once people start, it's hard to stop, even when they know it's bad for their health, as smoking causes lung, gum and heart disease and several cancers. Smoking can make it hard to breathe, cause bad breath, yellow teeth, and make someone tired more easily when doing sports or playing. Remind pupils that it is illegal to sell cigarettes to anyone under 18 and that smoking is not safe at any age.

5. “Eating sweets” - Unhealthy, although not always harmful.



Let pupils know that eating sweets occasionally as a treat is okay, but sweets are not something we should eat every day. They are high in sugar. Too much sugar increases the risk of type 2 diabetes, leads to tooth decay and can make people hyperactive. They don't provide much nutrition; sweets won't give us the vitamins, fibre, or energy we need to grow strong or stay active. Balance and Moderation: Emphasise that sweets aren't “bad” on their own, but they should be part of a balanced diet, not a regular snack.

6. “Vaping” - Unhealthy.



It is illegal for anyone under 18 to buy, possess, or use a vape in the UK. Vaping can be harmful to a person's gums, lungs and heart and contains nicotine (even “zero-nicotine” vapes) which is highly addictive and could lead to nicotine addiction.

7. “Drinking an energy drink” - Unhealthy.



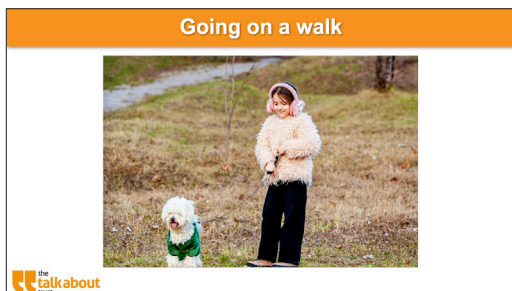
Energy drinks often contain high amounts of caffeine and added sugar, which are drugs. These can give people a short burst of energy, but afterwards, people might feel tired, anxious, or have trouble concentrating. Too much caffeine can also affect your heart and sleep. These drinks may look fun or cool, but they don't support your body or brain in a healthy way, especially for children. It is the law that **individuals must be 16+ to purchase energy drinks.**

8. “Teeth cleaning” – Healthy.



Cleaning your teeth twice a day helps keep your mouth healthy. Brushing removes plaque and food that can cause holes in your teeth, bad breath, and gum disease. Healthy teeth help you chew your food, speak clearly, and smile with confidence. Using toothpaste with fluoride makes your teeth stronger. Looking after your teeth every day supports your whole-body health and helps prevent painful trips to the dentist. However, overbrushing can cause enamel erosion.

9. "Going on a walk" - Healthy.



Going on a walk gets your body moving. It helps build stronger muscles and bones, improves heart health, and supports better posture and balance; even a short walk makes a difference.

10. "Eating fruit" - Healthy.



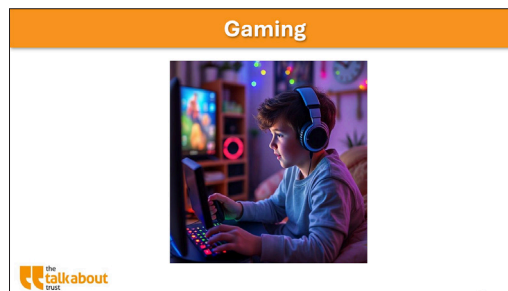
Fruit includes vitamins, minerals, and natural energy that help your body stay strong and your brain stay healthy. While fruit tastes sweet, it's a natural kind of sugar, not the same as the added sugars in sweets or fizzy drinks. It gives you a boost without the harmful effects. Fruit should be enjoyed as part of a balanced diet.

11. "Playing sport" - Healthy.



Playing sports helps keep your body strong, fit, and flexible. It strengthens your heart, muscles, and bones and helps you build stamina. Sport also improves your mental health. It can boost your mood, reduce stress, and help you feel more confident. Being active during the day helps you sleep better at night and stay focused in school. Sport helps you make new friends, learn about teamwork, and feel part of a group.

12. "Gaming" – Mixed.



Online gaming can be a fun way to relax, be creative, and connect with friends. Some games can help build problem-solving skills and teamwork. But playing too much can affect sleep, schoolwork, and mental health. Some games also have online chats, which can expose children to unkind or unsafe behaviour. **It's important to take breaks, balance screen time with other activities, and talk to a trusted adult if anything online makes you feel uncomfortable.**

Information and Activity Slides: Reflection (Slides 14 and 15)

Today we learnt...

- How to **tell the difference** between **healthy** and **unhealthy** behaviours.
- That **healthy choices** - like eating well, being active, and resting - help us feel **strong, focused, and happy**.
- That **unhealthy choices**, like vaping or drinking energy drinks, can **harm our bodies and minds**.

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Read through the information on slide 14 to highlight the learning outcomes for the session.

On slide 15, ask the pupils some closing questions about healthy and unhealthy habits. This can be done in pairs, on whiteboards, or in PSHE books.

Today we learnt...

Let's reflect...

- What's one **healthy habit** you already do that helps you feel good?
- Can you think of a **new healthy choice** you might try after today?
- Why is it important to make **positive choices** every day?

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i) Healthy Choices Shield

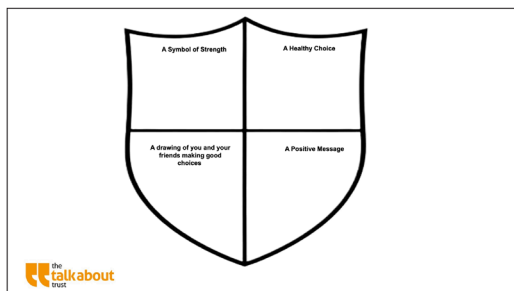
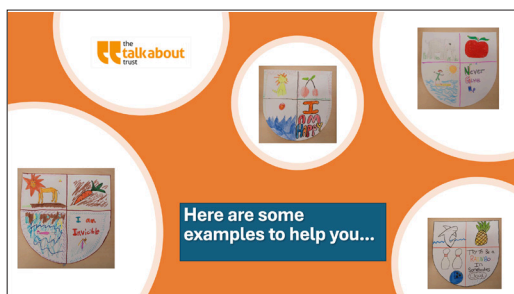
talkabouttrust.org/resources/schools/healthy-choices-shield-i/



Aim: This activity aims to help pupils understand that making healthy choices protects both our physical and mental well-being, as well as assists pupils in building resilience.

Outcome: Pupils should reflect on their own experiences, hobbies, and interests to understand what makes them feel mentally and physically healthy.

Activity Slides: Creating the Shield (Slides 2 to 4)



Introduce the concept of the “healthy shield.” Just like shields protect knights in battle, this healthy shield will help us understand how to protect our mental and physical well-being.

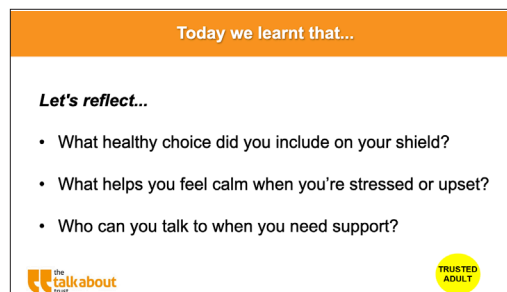
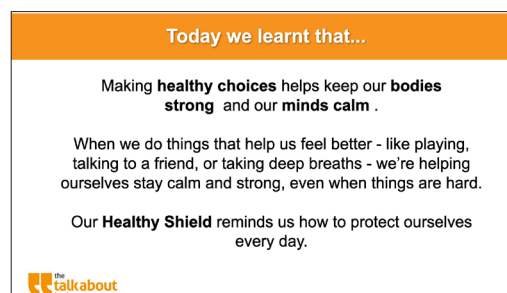
The shield is split into four sections: a symbol of strength, a healthy choice, a drawing of you and a friend making good choices, and a positive message. Inform the pupils that when we partake in healthy activities, it makes us strong and resilient.

The shield template can be printed out from slide 3.

Pupils should draw or write something in each section that relates to the title. To help scaffold this activity, teachers could model one section on the board and highlight the “ways of staying calm” from the previous activity that pupils could use to aid them.

The pupils could show and tell their shields at the end of the lesson.

Activity Slides: Today we learnt that... (Slides 5 and 6)



The final slides are designed to bring the activity to a meaningful close by reinforcing key concepts - healthy choices, emotional strength, and everyday strategies to stay well.

Remind the pupils that they can speak to their trusted adult when they need support.

Here are some follow-up tips for the activity:

> **Display the Shields:** Create a “Wall of Strength” or “Healthy Choices Corner” in the classroom.

> **Reference the Shields Regularly:** When challenges arise in class, refer back to the shields as tools they’ve created to help themselves.

> **Build on It:** Use this activity as a foundation for future lessons on resilience, mindfulness, or peer support.

j) Vaping and The Environment

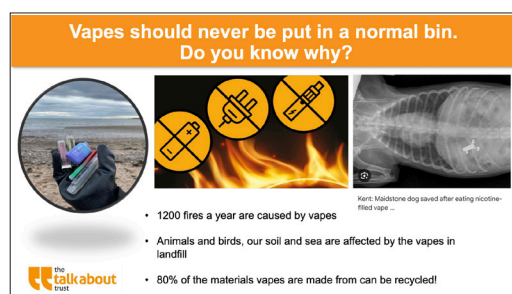
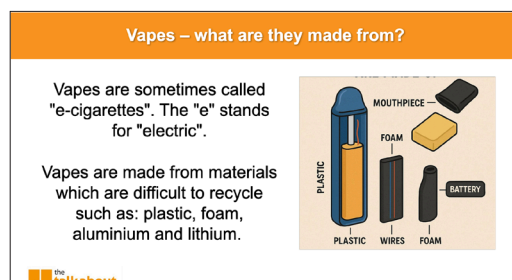
talkabouttrust.org/resources/schools/vaping-and-the-environment-j/



Aim: The purpose of this session is to help pupils understand that vapes negatively affect the environment, and that this impact is made worse when vapes are not disposed of properly.

Outcome: Pupils will understand that vapes are made from materials such as plastic, foam, aluminium, and lithium, and that they can become a fire hazard if disposed of incorrectly. Pupils will be able to describe what a vaper can do to limit their environmental impact.

Information Slides: How Vaping Harms the Environment (Slides 2-4)



Waste Generation: Disposable vapes are often made of plastic and other materials that are difficult to recycle, leading to a significant amount of waste that ends up in landfills or littering public areas.

Hazardous Materials: Vapes contain lithium-ion batteries, which can cause fires if crushed or improperly disposed of, and toxic chemicals that can leach into the environment as they degrade.

Nicotine: Nicotine, a key component of vaping liquids, is a toxic substance that can contaminate the environment if vapes are disposed of improperly. Children and pets are particularly vulnerable to nicotine poisoning due to their smaller size and lower tolerance levels. Ingesting even a small amount of tobacco or e-cigarette liquid can be dangerous.

Sources:

greenpeace.org.uk/news/are-disposable-vapes-bad-for-the-environment/

news.sky.com/story/why-are-disposable-vapes-bad-for-the-environment-13059299

lung.org/quit-smoking/helping-teens-quit/talk-about-vaping

In 2024 around 360 million disposable vapes were bought in the UK, and 8.2 million were thrown away each week. That's enough to fill over 139 football pitches. In June 2025 single use disposable vapes were banned, but millions of plastic vapes are still bought each week.

Plastic Waste: Many vape pens and e-cigarettes are made from plastic, which is not biodegradable. When discarded improperly, these devices contribute to plastic pollution, which can harm wildlife and pollute the oceans. The small parts, like mouthpieces and cartridges, are especially problematic as they are often too small to be properly recycled.

Battery Pollution: Many disposable vapes contain batteries, which contribute to electronic waste (e-waste). Improper disposal of these devices can lead to hazardous materials, such as lithium and other heavy metals, leaching into the soil and water, contaminating ecosystems and causing fires.

Valuable metals and rare earth elements are wasted. Over 40 tonnes of lithium was thrown out with disposable vapes in the UK in 2022. That's enough to make batteries for 10,000 electric cars.

Share the information with the pupils. Explain that vapes are small cartridges that are made out of plastic.

Nicotine Leaks: E-liquid used in vapes contains nicotine, a toxic substance. When disposed of improperly, such as in landfills or through leaks in packaging, nicotine can seep into the soil and water, causing potential harm to plants, animals, and aquatic life.

Littering: Disposable vapes, pods, and packaging are often littered, making parks, streets, and beaches dirty.

Harm to Wildlife: Animals might eat vape pods or batteries by mistake, which can make them very sick or even kill them.

Non-Recyclable Materials: Many vape parts can't be recycled, so they end up in landfills and pollute the environment.

Production Impact: The production of vape products requires resources, including plastics, metals, and chemicals. Mining and manufacturing processes contribute to pollution, greenhouse gas emissions, and resource depletion, negatively impacting the environment.

Carbon Footprint: The production, shipping, and disposal of vape products have a carbon footprint. The use of disposable vapes or frequent replacements of pods increases this impact, contributing to global warming.

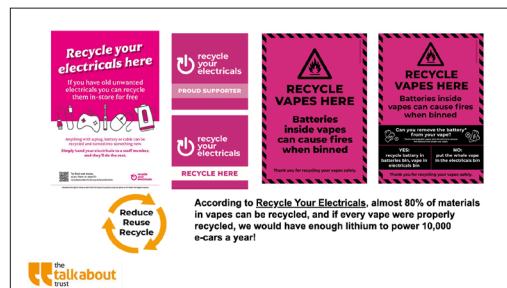
Air Pollution: While vaping produces less air pollution than traditional cigarette smoking, the vapor emitted can still contribute to air quality degradation in some areas, especially when large numbers of people vape in crowded spaces.

Activity Slides: How to reduce negative impact (Slides 5 and 6)



Show the blank slide (slide 5) and ask pupils to think of three things that could help reduce the negative impact of vaping on the environment. Reveal the answers.

Information Slide :How to dispose of batteries (Slide 7)



Inform pupils that vape batteries must be recycled. They should be put in battery recycling bins, which are available in some supermarkets.

Activity Slides: Possible Solutions (Slides 8 and 9)



Introduce the Prompt.

Tell pupils: "You rule the world for ONE day. You can create any three rules you want, as long as they help tackle the environmental problems caused by vaping. What would your rules be?"

Background Brief (1–2 mins)

Remind the pupils that "Many vapes contain plastics, batteries, and chemicals that can harm wildlife and pollute the earth if not disposed of properly."

Think, Pair, Share (5–10 mins)

Think: Give pupils 1–2 minutes to silently brainstorm their 3 rules. **Pair:** Let them share ideas with a partner or small group.

Share: Ask for a few volunteers to share their best rule with the class. Slide 9 could be printed off as a worksheet to stick into the pupils' PSHE books.

Activity Slide: What can you remember? (Slide 10)

What can you remember?

Name two things you can remember about the impact of vaping on the environment.

Name two things that someone can do to limit the impact of vaping on the environment.

the talkabout trust

What can you remember?

Name two things you can remember about the impact of vaping on the environment:
Wildfires, dangerous chemicals being leaked into the soil/water, animals eat them, waste of important metals when not recycled

Name two things that someone can do to limit the impact of vaping on the environment.
Recycle vapes or choose not to vape!

the talkabout trust

To consolidate pupils' understanding of the environmental impact of vaping and encourage them to reflect on practical actions that can reduce harm.

- Name two things you can remember about the impact of vaping on the environment.
- Name two things someone can do to limit the impact of vaping on the environment.

Read each question aloud and give pupils time to respond either in their PSHE books, on mini whiteboards, or as an exit ticket. Encourage pupils to recall specific materials found in vapes and their environmental consequences. Guide them to think critically about actions like recycling or reducing vape use.

k) Environmental Timeline Activity

talkabouttrust.org/resources/schools/environmental-timeline-activity-k/



Aim: This activity aims to help pupils understand how vapes and other plastic items damage the environment when they are not disposed of properly.

Outcome: Pupils will learn that items made from plastic, such as vapes, take significantly longer to break down than organic materials. They will also understand that while organic materials decompose harmlessly, plastics and electronic devices release harmful chemicals and microplastics into the environment.

This is a whole-class interactive activity. Pupils will estimate how long different items take to break down and reflect on the environmental impact.

Activity Slides: (Slide 2-5):

The facilitator can choose what works best for their setting:

PowerPoint or Interactive Whiteboard Option:

Display the timeline (from "2 weeks" to "1–2 million years") on an interactive whiteboard. Show item images one at a time and write on the board with a regular or interactive whiteboard pen the pupils' suggestions.

Printed Option: Print out the timeline and item cards. Lay them on the floor, a desk, or pin them on a wall or board. Pupils can come up, choose an item, and place it where they think it belongs on the timeline.

Once all guesses have been made, reveal the correct breakdown times. Then, discuss and rearrange any misplaced items as a class.

Timeline:

talkabouttrust.org/resources/schools/environmental-timeline-a/

talkabouttrust.org/resources/schools/environmental-timeline-b/

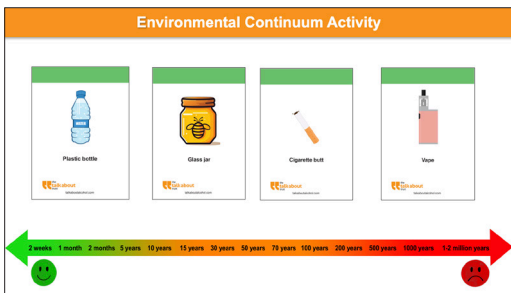
(Two halves to be stuck together)

Cards: talkabouttrust.org/resources/schools/environmental-timeline-activity-cards/

Apple core, Nappy, Crisp packet, Tin can



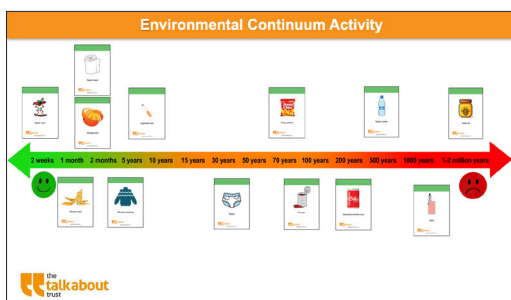
Plastic bottle, Glass jar, Cigarette, Vape



Banana peel, Aluminium drinks can, Woollen clothing, Orange peel, Paper towel



The teacher can use slide 4 to reveal and discuss the answers. Answers in order below:



Apple core - An apple core takes only 2 weeks to break down and releases organic matter into the soil, which means that it is good for the soil.

Orange peel - takes about 4 weeks to break down. Orange peels are natural and so are good for the soil.

Paper towel - A paper towel takes about 4 weeks to break down. This is because it is made from either recycled or pulp paper, which is made from wood. This means it is safe to break down into the soil.

Banana peel - takes about 6 weeks to break down. Orange peels are natural and so are good for the soil.

Woollen clothing - Woollen clothing is made from sheep fur. This means it breaks down easily and is not harmful to the soil. It takes about 1 year to break down.

Cigarette - A cigarette butt takes 5-10 years to break down and can only break down in certain conditions. This is because part of the cigarette is made from plastic fibres.

Nappy - A disposable nappy takes 30-40 years to break down. Disposable nappies are made from wood pulp, cotton and materials that are made from plastic. This plastic causes the disposable nappy to break down slowly and can leak some dangerous chemicals into the soil.

Tin can - A tin can takes 50 years to break down. However, the metal it is made of, tin, can be recycled many times. This means it can be remade into different products. This is much better for the environment than throwing it away.

Crisp packet - A person could enjoy a packet of crisps in a few minutes, but the packet takes 70-80 years to break down. This is because many crisp packets are made from "metallised" plastic film, which leaches harmful plastics into the soil.

Aluminium drinks can - You can enjoy a can of fizzy drink in 20 minutes, but it will take 200 years for the can to break down! This is because the can is made of a metal called aluminium and is lined with plastic. When the can breaks down, it can leak microplastics and other chemicals into the soil.

Plastic bottle - A person might take a few hours to drink a bottle of water, but the bottle takes 500 years to break down. Plastic bottles leach harmful chemicals called microplastics into the soil. This is why we should always use reusable water bottles that can last us a lifetime!

Vape - Even though a person might use a vape for a few weeks, it can take up to 1,000 years to break down. When a vape breaks down, it contributes to plastic waste in oceans, landfills, which are harmful to wildlife and ecosystems. The plastics and batteries will leach harmful chemicals and microplastics into the soil.

Glass jar - A glass jar can take 1 to 2 million years to break down! Luckily, glass can be made into new products, a process called recycling. This is much better for the environment than throwing them away.

Activity Slide: Reflection Questions (Slide 6):



- a) How do these facts make you feel?
- b) Was there anything that surprised you?
- c) How could we reduce our impact on the environment?

I) Vaping Advertisements and Social Media Influencers

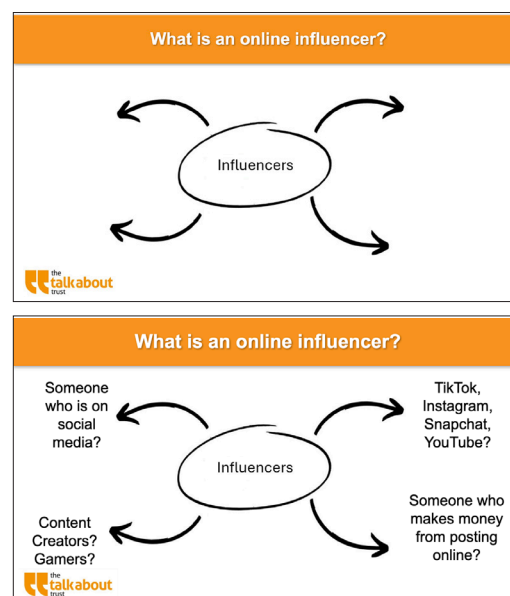
talkabouttrust.org/resources/schools/vaping-advertisements-and-social-media-influencers-1/



Aim: To help pupils understand how influencers promote products like vapes on social media, how to spot hidden advertisements, and to develop critical thinking around online content. It is important to note that this activity is intended to follow previous lessons or activities that highlight the risk of vaping.

Outcome: Pupils will be able to define what an influencer is and give examples, recognise the difference between clear advertising, sneaky ads, and genuine personal posts, understand why some influencers promote harmful products, such as vapes, and identify trusted sources of information and influence in their own lives.

Discussion Slides: What is an Influencer? (Slides 2 and 3)



Ask the pupils what an “influencer” is. Pupils may suggest ideas such as “content creators”, “YouTubers”, “TikTokers”, “people who make money from social media”, “people who promote products on social media”. Explain that a modern-day “influencer” is someone who posts

content on social media to make money. Part of their role might be to advertise products to an audience.

Discussion Slide: Influencers and Vapes (Slide 4)

Ask: “Why do you think influencers promote

Influencers and Vapes

In the UK, an individual must be 18 or over to buy or use a vape.

Many people under the age of 18 are now seeing vapes advertised by influencers on social media sites like TikTok, Instagram, and Snapchat.

- Why do you think influencers promote vapes?
- Do influencers always use the vapes they are paid to promote?
- Why could it be dangerous for an influencer to promote a vape?
- How can you spot if an influencer has been paid to promote a product on their social media?

You are now going to see 4 social media posts. You must decide which ones are advertisements and why.



vapes?” *Pupils might say: “To make money”, “For free stuff”, “To get more followers”, “They think it looks cool”.*

Explain: “Companies often choose influencers because young people follow them, and might copy what they see. Influencers might get paid, free products, or sponsorships in return.”

Ask: “Do you think they actually use the vapes they promote?” *Pupils might respond: “Probably not”, “They just pretend.”, “They don’t even like it.”*

Explain: “Just because someone posts about a product doesn’t mean they use it. That’s why we need to think critically about what we see online.”

Ask: Why could it be dangerous for influencers to promote vapes?” *Pupils might say: “It makes it look safe or cool.”, “Kids might copy them.”, “It seems normal or harmless.”*

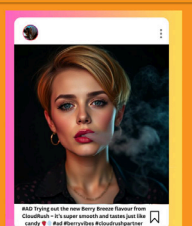
Reinforce: “This is why it’s serious. When influencers promote vaping without warning about the risks, it can mislead people into thinking it’s fun or safe.”

Ask: “How can you tell if a post is an ad?” *Pupils might say: “It says #ad or #sponsored”, “Paid partnership”, “It looks polished or professional.”*

Explain: “By law, influencers must label paid posts. But not all do, so it’s important to stay alert and question what you see.”

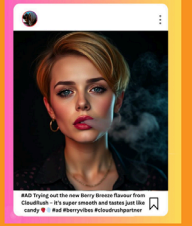
Activity Slides: Is This Post an Advertisement? (Slides 5-12)

Is this post an advertisement?



- Is this post an ad?
- What are they trying to make the product look like?
- Does this ad highlight the risks of vaping? Why/why not?

Is this post an advertisement?



Is this post an ad?

Yes, it says “#AD” “#cloudrushpartner”

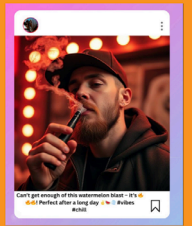
What are they trying to make the product look like?

Exciting, cool, easy to use, sweet/fruity

Does this ad highlight the risks of vaping? Why/why not?

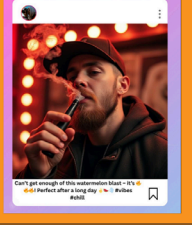
No, it doesn't highlight the risks of vaping. It doesn't say that the sweet or fruity taste is made from harmful chemicals. It doesn't want the audience to be informed about the risks because it might lead to decrease in sales, it wants to make vaping look harmless so that the company and influencer make as much money as possible.

Is this post an advertisement?



- Is this post an ad?
- How can you tell it's an ad or not? What clues helped you decide?
- If it is an ad, is the product clear?
- Do you think the person was paid to post this? Why?
- Would you trust this person based on this post?

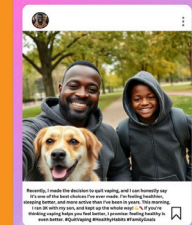
Is this post an advertisement?



What makes this post sneaky?

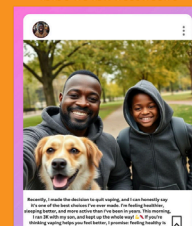
- It **doesn't say** it's an advert (illegal).
- It uses **fun emojis** and language kids relate to.
- It promotes the **flavour and lifestyle** rather than talking about the **product or highlighting the risks**.
- No warning that it's a vape, or that it contains **nicotine or harmful chemicals**.
- When ads don't look like ads, they can trick you into thinking vaping is normal, harmless, or cool - when it's not. That's what makes this a **sneaky ad**. It's trying to make money for a company, even if it puts people at risk.

Is this post an advertisement?



- Who is this post from?
- What message is the parent sharing?
- Is this post an ad? What clues can you use to work it out?
- How is this different from a post by an influencer?
- Would you trust this message? Why?

Is this post an advertisement?



Who is this post from?

A parent

What message is the parent sharing?

That he quit vaping and has taken up running with his son. He feels healthier because of this.

Is this post an ad? What clues can you use to work it out?

This post is not an ad, it doesn't promote anything that would make money - quitting vaping and running are free!

How is this different from a post by an influencer?

He does not receive money for posting or promoting a product. He is talking about his personal experience to raise awareness of vaping. The message is honest and down-to-earth, not scripted or sponsored. There's a positive, inspiring message that others might connect with or feel encouraged by. It features everyday people (a dad and his son, with their dog), not models or influencers.

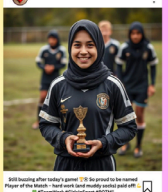
Would you trust this message? Why?

Is this post an advertisement?



- Is this an ad?
- What clues tell you it's just a personal post?
- Why might this kind of post be more real or relatable than an influencer's ad?

Is this post an advertisement?



Is this an ad?
No

What clues tell you it's just a personal post?
She is talking about her experience playing football, she has a picture of herself at the football match, she is not trying to promote a product.

Why might this kind of post be more real or relatable than an influencer's ad?
It shows real emotion like excitement, surprise, pride. It reflects a personal achievement, not a paid promotion. The girl is someone people can relate to - a student, a teammate, just being herself. There's no filter or sales pitch - just a celebration of effort and teamwork.

Go through each 'influencer' post and read the questions aloud. Give pupils time to discuss their thoughts in pairs or as a class. After each post, invite responses and use the answer slides to address any misconceptions.

1. The first post is a clear advertisement. Go through the questions with pupils and highlight that adverts must include labels like #ad or #sponsored.
2. The second post is a sneaky ad. It's trying to sell something without saying it's an ad. That's misleading and potentially harmful. The use of emojis and fun language makes vaping seem safe or sweet, without acknowledging the health risks. Explain that when ads don't look like ads, they can trick people into thinking vaping is harmless or cool, especially young viewers.
3. Now show the third post, which might be from a family friend. Ask pupils what makes it feel different. They may say things like: "It's real," "They're not selling anything," or "They care about what they post."
4. The final post is just a personal update from a pupil. It's not an ad and doesn't promote anything. Remind pupils that following people we actually know helps keep us safe online.

Discussion and Information Slides – What is an Influencer? (Slides 13 and 14)

What is an influencer?

The **original** meaning of "influencer" is someone that can **change a person's beliefs or behaviours.**



Who are our positive real-life influencers?

How is this different to an online influencer?

What is an influencer?

Critical thinking and personal values must come first. Just because something looks **cool** doesn't mean it's **good** for YOU.



Real-life positive influencers are invested in **YOU! YOUR future, YOUR safety, and YOUR happiness.**

Online influencers do not care about you in the same way. Influencing is their job; they care about the engagement with their post.

Highlight to pupils the original meaning of "influencer".

Ask pupils who our "real-life influencers are. Pupils might suggest "parents", "grandparents", "teachers", "siblings", "sports coaches".

Ask the pupils if these "real-life" influencers would promote harmful things to the pupils.

Highlight that these "real-life" influencers care about us and wouldn't want us to do something that harms us, like vaping under 18.

Explain that some online influencers make vaping look cool, fun, or harmless. They may be paid by companies or motivated by gaining more likes and followers. These influencers often post controversial or eye-catching content to grow their online presence, even if it promotes something harmful.

Ask the pupils: "Do you think influencers care about the people who follow them?" *Pupils might respond: "No, not really.", "They don't even know who's watching.", "They just want followers.", "They care about being popular."*

Explain that influencers don't know their followers, including children, and often don't think about the long-term impact of what they post. Their main goal may be to build their brand or earn money, not to protect their audience.

Reinforce: Influencers promoting harmful products like vapes don't take responsibility if someone is harmed. There is no personal accountability. That's why it's important to think for yourself and question the motivation behind their posts. Explain that not only people, but

also AI chatbots, can sometimes give advice online. Most AI systems are designed to avoid promoting harmful behaviours, but not all are well-built or used responsibly.

Reflection: Who's influencing you?

Think, pair, share: **List two people in your real life who influence the choices you make.**

Think, pair, share: **Name one positive behaviour that a real-life influencer might encourage you to do.**

Think, pair, share: **Why?**



Activity Slide – Reflect (Slide 15)

To consolidate the information explored in the session, ask the pupils who they think influences their decisions in real life. **Emphasise** that real-life influencers are people who care about their well-being, know them personally, and are likely to provide advice that protects their health and safety. Ask pupils to:

- > List two people in your real life who influence the choices you make.
- > Name one positive behaviour that a real-life influencer might encourage you to do.
- > Why would your real-life influencer encourage this behaviour?

After pupils have had time to complete the activity, invite some to share their answers with the class (if they feel comfortable). This is labelled as a “think, pair, share” activity, but could be something that the pupils write down in their PSHE books.

Information Slide – Where to go for more information... (Slide 16)

Where to go for more information...

BBC Bitesize <https://www.bbc.co.uk/teach/topics/cp440njz78zt>

Google: Be internet awesome: https://beinternetawesome.withgoogle.com/en_uk

Ceop Education https://www.ceopeducation.co.uk/8_10/stay-safe/





The final slide highlights some websites that will support pupils in safer internet use.

m) Safe, Unsafe, Legal, Illegal

talkabouttrust.org/resources/schools/safe-unsafe-legal-illegal-m/

talk about | vaping

Safe, Unsafe, Legal, Illegal?

Today, you'll be the judge! Can you work out which situations are safe or unsafe, legal or illegal?

You'll see a situation on the screen.

Think: Is it **SAFE? UNSAFE? LEGAL? ILLEGAL?**

Some answers might have more than one correct label!

Aim: To help pupils explore and understand the differences between safe, unsafe, legal, and illegal situations related to vaping.

Outcome: Pupils will demonstrate their understanding by categorising real-life scenarios and explaining their reasoning, deepening their awareness of health risks, peer pressure, and legal issues surrounding vaping.

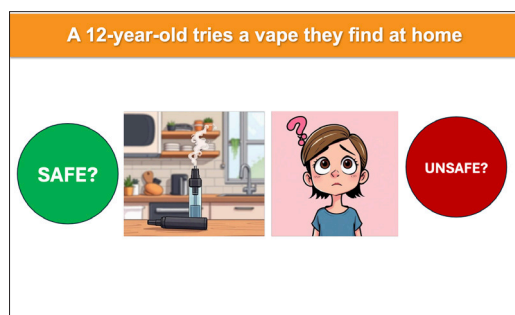
Activity Slides: Scenarios (Slides 2-9)

Teachers will read out or display one scenario at a time from the PowerPoint slide deck. Each scenario presents a situation related to vaping, such as trying a vape, buying one, or resisting peer pressure. Ask pupils to decide whether the situation is **Safe, Unsafe, Legal, or Illegal**. This can be done interactively with minimal printing by using classroom corners, finger signals, or pointing to labelled sections on the board/screen.

After each response, ask pupils to explain their reasoning. Encourage respectful discussion, especially when opinions vary. Use this opportunity to clarify the law around vaping (e.g., age limits, what makes an ad legal or illegal) and highlight positive behaviours like saying no to peer pressure or seeking help from trusted adults. Let pupils know some answers may fall into **more than one category** (e.g., a behaviour might be legal but unsafe). This activity can be done as a whole class or in small groups. The teacher can decide to print out “legal”, “illegal”, “safe”, “unsafe” labels and place them around the room. Alternatively, the teacher could print off the slides and place them around the room, asking the pupils to visit each statement and discuss it before feeding back as a whole class.

Answers:

1. "A 12-year-old tries a vape they find at home."



Unsafe. Highlight that it is illegal to sell a vape to anyone under 18 in the UK. Vaping can lead to dizziness, headaches and vomiting. Vapes contain nicotine which is a drug. This is not meant for children.

2. "A parent uses a vape to help them stop smoking."



Legal. There may be some discussion around whether this is "safe", or "unsafe". Highlight that vapes were originally created to help adults stop smoking and are considered less harmful than cigarettes. However, be clear that vaping still has health risks including lung problems, shortness of breath, dizziness, jitteriness and headaches.

3. "A child knowing what vaping is, and the risks"



Safe. Legal. Some children are worried that they should not know anything about vaping because it's not for children. Emphasise that it is acceptable for young people to know about vaping and its risks so they can make positive decisions outside of school.

4. "Refusing to try a vape even when others are doing it."



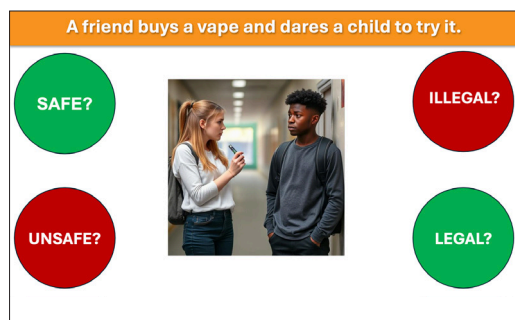
Safe. Legal. Emphasise that it is okay to say "no" to something that makes you uncomfortable, or that you know is wrong. Highlight that a person has to be over the age of 18 to vape. Vaping under the age of 18 is illegal. Vaping can lead to dizziness, headaches and vomiting. Vapes contain nicotine which is a drug. This is not meant for children. Highlight that it is illegal to give or buy a vape for a person who is under 18.

5. "An adult buys a vape from a supermarket"



Legal. There may be some discussion around whether this is "safe", or "unsafe". Discuss with the pupils the health risks of vaping. Vapes contain nicotine, which is addictive and can affect the heart and lungs. Even though vapes are sometimes used to help people quit smoking, they are not harmless. Some vapes have harmful chemicals or incorrect labels, especially disposable or unregulated brands. Even though it's legal for adults, buying a vape is not necessarily safe, and using it still has risks, especially for younger people who might see adults doing it and think it's okay for them too. Buying a vape from a supermarket is the "safest" way to buy a vape because the sale of vapes from well-known supermarkets is highlighted regulated, unlike, for example, buying a vape online.

6. “A friend buys a vape and dares a child to try it.”



Illegal. Unsafe. It is illegal to sell a vape to anyone under 18 in the UK. It is illegal for someone aged 18 or over to buy a vape for anyone under the age of 18 - this is called buying by proxy. Encouraging someone else who is underage to try a vape also breaks the law, especially if it involves pressure or sharing. Vaping can be harmful to young people's lungs and heart and may lead to nicotine addiction. Peer pressure in this context makes it emotionally unsafe, too - it can make someone feel uncomfortable or pressured to do something harmful.

7. “Picking up a vape in the park and trying it”



Unsafe. Picking up a vape in a public place can be very dangerous. It could be contaminated, damaged, or contain unknown substances. Vaping under the age of 18 is illegal. Vapes often contain nicotine, which is a drug and can be highly addictive. Vaping can lead to dizziness, headaches and vomiting. This is not safe for children.

8. Buying a vape online under the age of 18



Unsafe, illegal. It is illegal to sell a vape to anyone who is under the age of 18, including online. Vapes bought online may not be safe - they can come from unregulated sources and contain harmful substances. Vaping can cause side effects like headaches, nausea and addiction. This behaviour is unsafe for young people and is not legal.

Activity and Information Slide – Reflection (Slide 10)

Reflection	If you are worried about anything we have talked about today, you can find support or information from Childline or talk to a trusted adult. Childline has a website and a free, confidential telephone counselling service for children. Call: 0800 1111 https://www.childline.org.uk/ Children aged 10+ can visit Kooth. Kooth is a free, safe, and anonymous online mental health and wellbeing platform. https://www.kooth.com/ YoungMinds – youngminds.org.uk (Great tips and support on mental health for young people and their families)
How old should someone be to buy a vape legally? 18 years old Give a situation where vaping would be both unsafe and illegal • Buying a vape under the age of 18 • Buying a vape for someone under the age of 18.	

As a reflection activity, pupils could be asked “how old should someone be to buy a vape legally”, and “Give a situation where vaping would be both unsafe and illegal”. Reveal the answers.

Signpost pupils to supportive services to conclude the session.

n) Traffic Light Activity

talkabouttrust.org/schools/traffic-light-activity-n/



Aim: To help pupils recognise safe, unsafe, and uncertain situations involving peers and older individuals, and to develop their ability to make safe choices and seek help when needed.

Outcome: Identify safe situations (green), unsafe (red), or uncertain/risky (amber), understand how grooming and unsafe behaviours can be disguised as friendly or generous actions, use a traffic light framework to discuss feelings, boundaries, and decision-making, know when and how to seek help from a trusted adult.

Activity Slides – Traffic Light Scenarios (Slides 2-9)

Briefly introduce the concept of safe, unsafe, and unsure situations using traffic lights. Emphasise that we all sometimes feel unsure, and that asking for help is always okay. Read each scenario aloud or display it to the class. Ask pupils to decide if the situation is “**green, amber, or red**”. Invite a few pupils to explain why they made their choice. Use the **teacher notes** (explanations) to guide a short discussion and reinforce safe thinking.

SAFEGUARDING REMINDERS: Be mindful of any disclosures during the session. Remind pupils before starting that they can talk to you privately if something is worrying them. Reinforce who their **trusted adults** are and how to reach out to them in and out of school. Avoid naming real individuals in discussions about unsafe scenarios. The teacher may want to display the “round rules” slides from the pack. Remind the pupils of the ground rule “careful sharing”, and that if they need to speak to someone, this should be done one-to-one, not in front of the whole class.

1. You are playing football after school in the park. A teenager is smiling, holding out a brand-new football as an offer.

A new football...

You are playing football after school in the park. A teenager walks up, smiling, holding out a brand-new football as an offer.

Rating: Red. **Why:** Unexpected gifts from older individuals, especially strangers, can be a grooming tactic. It's a common way to build trust before asking for something in return. Even if the person seems nice, this situation is unsafe and should be avoided.

2. An older child hands a gift to you. The older pupil whispers ‘Don’t tell anyone.’

Accepting secret gifts...

An older child hands a gift to you. The older student whispers 'Don't tell anyone.'

Rating: Red. **Why:** Secrecy is a red flag. Safe situations never require keeping secrets from trusted adults. Groomers often use gifts and secrecy to test boundaries and gain control.

3. People from your class have invited you to play football in the park. There are lots of your friends’ parents and guardians around.

Playing outside...

People from your class have invited you to play football in the park. There are lots of your friends' parents and guardians around.

Rating: Green. **Why:** Safe, supervised play with classmates and known adults present. This setting reduces risk and builds positive peer relationships.

4. You receive a message saying, “Join this group! The older kids are funny!” The name of the group chat is “Cool Crew.”

Group chat mystery...



You receive a message saying, "Join this group! The older kids are funny!" The name of the group chat is "Cool Crew."

Rating: Amber or Red. **Why:** Social media and messaging apps can introduce children to older peers with unknown intentions. It might seem fun, but joining groups with people you don't know well can expose you to unsafe conversations or pressure.

5. Someone you recognise from an older year is driving while you're walking home from school. The driver shouts, “Your mum told me to give you a lift home!”

Offered a lift...

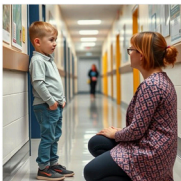


Someone you recognise from an older year is driving while you're walking home from school. The driver shouts, "Your mum told me to give you a lift home!"

Rating: Red. **Why:** Even if the person is vaguely familiar, getting into a car with someone you weren't expecting is unsafe. Groomers might pretend to be sent by family. Always check with a trusted adult before accepting lifts.

6. A teacher stops you in school to ask you if you're feeling okay.

Speaking to an adult...



A teacher stops you in school to ask you if you're feeling okay.

Rating: Green. **Why:** Trusted adults like teachers are safe people to talk to. They're trained to help and support pupils, especially when something feels wrong.

7. Your older sibling and their teenage friends invite you to the park.

Older friends...



Your older sibling and their teenage friends invite you to the park.

Rating: Amber. **Why:** Being around older siblings may feel safe, but older teens may engage in risky behaviour or be influenced by unsafe peers. It depends on supervision and the nature of the group. Discuss this with the pupils. Would the situation be “greener” if a parent knew where you were? Should you have an emoji to text a trusted adult when you're feeling uncomfortable?

8. Your school is running a project where you've been asked to work with pupils in a different class.

Working with different students...

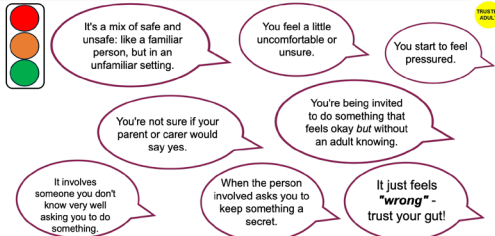


Your school is running a project where you've been asked to work with students in a different class.

Rating: Green **Why:** A structured, adult-led activity that involves positive peer interaction. No secrecy or unsafe behaviour, and all pupils are known in the school environment.

Activity Slide – What Makes a Situation Red or Amber? (Slide 10)

What makes a situation Red or Amber?



It's a mix of safe and unsafe: like a familiar person, but in an unfamiliar setting.

You feel a little uncomfortable or unsure.

You start to feel pressured.

You're being invited to do something that feels okay but without an adult knowing.

You're not sure if your parent or carer would say yes.

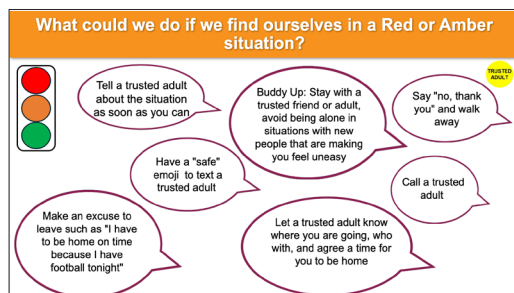
It involves someone you don't know very well asking you to do something.

When the person involved asks you to keep something a secret.

It just feels "wrong" - trust your gut!

Ask the pupils how they might identify a “red” or “amber” situation in real life. Then reveal the answers.

Activity Slide: What could we do if we find ourselves in a red or amber situation? (Slide 11)



Ask the pupils how they might respond in a "red" or "amber" situation in real life. Then reveal the answers. Note that a "safe emoji" (or word) is a symbol agreed upon by a child and a trusted adult. It can be texted by the child if they feel uncomfortable or need help in a tricky situation.

Information Slide: Signposting Support (Slide 12)



Signpost support for pupils. The slide outlines details for ChildLine and Kooth. The teacher can insert relevant links to local support or the school's safeguarding policy.

o) Prime Minister

talkabouttrust.org/schools/prime-minister-o/



Aim: To help pupils understand the harmful effects of vaping and come up with creative ways to raise awareness or make a positive difference.

Outcome: Pupils demonstrate their understanding of vaping-related harms but conceptualising what might prevent someone from vaping.

Activity Slide: What Would You Do? (Slide 2)



Teachers should ask the pupils to imagine that they are the Prime Minister for the day. It is their job to put together a plan on how to discourage young people from vaping. They must do this through a persuasive campaign. This should include creating a badge or logo to support their campaign. This could be done individually, in groups, or as a whole class.

Pupils could choose ideas from: banning flavours that might encourage children, stop influencers from posting vaping advertisements on social media, teach young people about the dangers of vaping, include more health warnings on the packaging, make it compulsory for adverts to state health implications of vaping, increase the legal age from 18 to ensure people are less likely to vape at a younger age, increase the price of vapes so people can't afford them. Teachers can use the worksheet template on slide 3 to help scaffold the task.

This can be a good way to display the work that the pupils have done on vaping.

The Prime Minister's Plan for Discouraging Vapes

NAME _____



The plan to discourage vaping in young people:

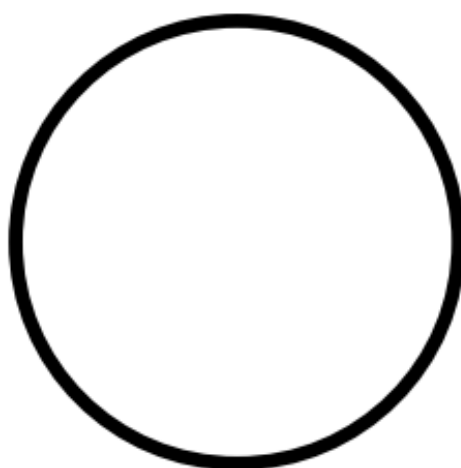
I would stop young people from vaping by...

Another good idea to help people is...

Finally I would...



Campaign Badge: In the circle below, create a badge that shows the importance of the campaign



Any other notes or ideas:

Links to specific information on vaping are not included for pupils, as Talk to Frank is not recommended for KS2. Therefore, we are only referencing Child Line and Kooth.

Childline

Childline has a website and a free, confidential telephone counselling service for children.

Call: 0800 1111

childline.org.uk/

Kooth

Children aged 10+ can visit Kooth. It is a free, safe, and anonymous online mental health and wellbeing platform.

kooth.com/

For professionals looking for further information

Action on Smoking and Health (ASH)

ash.org.uk/publications/fact-sheets

Vaping myths and the facts - Better Health(NHS)

nhs.uk/better-health/quit-smoking/ready-to-quit-smoking/vaping-to-quit-smoking/vaping-myths-and-the-facts/

If you have any feedback or comments regarding this publication or the web materials on talkaboutalcohol.com or talkabouttrust.org, please email **info@talkabouttrust.org** or **kate@talkabouttrust.org**

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Produced for

The Talk About Trust, Pavilion in the Park, St John Way, Poundbury, Dorchester, Dorset DT1 2FG

Tel: 01305 259 142

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