

## Supplementary questions: Life Education NSW

1. How have Life Ed's e-cigarette/nicotine modules been developed and what outcomes are you seeing from those modules?

“Take a Breath” explores the issues around vaping and smoking, through the lens of real students. “Take a Breath” features children in Years 5 and 6 who have genuine questions about vaping, alongside real high school students who recorded and edited their responses.

The young people in the module investigate the issue by:

- Analysing and drawing comparisons between the history of smoking and the growth of vaping in recent years;
- Identifying that nicotine is an addictive drug that can impact health and wellbeing; and
- Discussing the social influences surrounding the choice to vape or not to vape.

## Co-design

The Take a Breath module design and content have been informed by the voice of young people.

The module has been built around a set of questions posed by students in Upper Primary (years 5 and 6) and answered by High School students (years 8- 10).

Year 5/6 students submitted questions about vaping/ e-cigarettes and smoking via short videos. The opening video developed for Take a Breath features questions from primary school students.

We worked with secondary school students to create short video responses, with the support of our Subject Matter Experts.

Students were shown the video questions and then workshopped responses with the support of "fact- checked" information. They then produced their own scripts, and concepts and filmed and edited their short videos. The students were inspired to be role models for younger kids, and they rose to the challenge.

## Rationale

### The new module design:

- Authentically showcases the Voice of Young People! Not adults telling them what to do
- Uses ‘reels’ – short video clips to unpack concepts
- Taps into the positive character traits of teenagers who care about younger kids (and Healthy Harold)
- Shows great teen role models and showcases their strengths
- Is genuinely diverse
- Avoids being too “glossy” or over produced – we know that simple, homemade style production values resonate with kids
- Is agile - We can swap out videos relatively easily as laws and trends change, and add “missing” content by working with young actors if needed

## key learning areas (Stage 3 PDHPE Syllabus) are:

- What are vapes and cigarettes?
- Physical, social, financial and health effects of cigarettes, e-cigarettes and nicotine
- The comparisons and connections between e-cigarettes/vaping and the history of smoking
- Strategies and responses that model assertiveness and resilience in challenging situations

## Alignment to Curriculum

### Take a Breath – Alignment to the NSW Syllabus

#### This module covers:

- What are vapes and cigarettes?
- Physical, social, financial and health effects of cigarettes, e-cigarettes and nicotine
- The comparisons and connections between e-cigarettes/vaping and the history of smoking
- Strategies and responses that model assertiveness and resilience in challenging situations

#### Skills:

- Interpersonal skills
- Self-management skills

#### Content Strands:

- Health, wellbeing and relationships
- Healthy, safe and active lifestyles

### Outcomes – Stage 3

**PD3-2** investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others

**PD3-6** distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable

**PD3-7** proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces

**PD3-9** applies and adapts self-management skills to respond to personal and group situations

## Module Components

The design of the "Take a Breath" module aligns with other Life Ed. Core Program Modules using a multi-modal, blended learning approach that includes:

- Teacher resources – 1 pre-session, "tuning in lesson", and 2-3 post-session "extending lessons" facilitated by the class teacher. These lessons are designed in a "click and play" format, delivered with minimal prep time or lesson planning expected of the teacher.
- 90-minute Face-to-face Life Ed lesson delivered by a specialist Life Ed Educator. This lesson may be delivered in a Mobile Learning Centre (Life Ed Van, "Pop-Up"), Direct Delivery (in a classroom or designated space within a school), or virtually via platforms such as Zoom.
- On-demand "Booster" lessons- a series of three videos recapping the lesson content and reinforcing the students learning and deepening the impact of the Life Ed program.
- To ensure the learning is continued at home and we support parents, a series of videos has been developed titled "Hey Adults". These 2-3 min videos feature young people speaking directly to adults and equip parents with the knowledge and skills they need to discuss vaping, critical thinking, and decision-making with children.

## Take a Breath evaluation results below:

### Teacher Assessment Tool Results:

131 classes were observed by teachers where 2,591 students learning was assessed.

### Teachers assessed that-

- 100% of students identified nicotine as a drug and its effect on the body
- 100% of students identified that vapes and cigarettes contains many chemicals
- 99% of students discussed the physical, social and financial impact of vapes, cigarettes and nicotine
- 100% of students discussed the emergence of vaping and the history of smoking
- 96% of students discussed strategies to address pressure to smoke or vape
- 73% of students engaged in collaborative learning
- 69% of students cooperatively solved problems
- 83% of students explored concepts through questions
- 87% of students participated in activities that support and challenged understanding
- 82% of students explained problems or solutions to peers

### Student Survey Results

319 students returned surveys.

- 74% of respondents reported being either 'excited' or happy' with the program
- 86% of students reported learning something new from the session.
- 86% of students said the Life Ed Educator helped make the session interesting.
- 98% of students understand that vaping and smoking impact people's health
- 94% of students said that they feel that they can say no if they are offered a vape or cigarette

## Reality Now Secondary School program

Life Ed NSW in partnership with nib foundation and ACER, have developed the Reality Now program. Reality Now is aligned with the Secondary School Stage 4 and Stage 5 PDHPE NSW Syllabus.

This program offers:

- A student-centered e-cigarette, alcohol and other drug preventative education program for secondary students.
- Best-practice social norms approaches through a purpose-built survey, real-time reporting, and comprehensive education practices, we work with schools to equip young people with skills to avoid drug-related harms.
- Reality Now closes the gap between perception and reality about the usage of nicotine, alcohol and other drugs among young people.
- Real-time data on students' views offering a comparison to the national norms.
- De-identified data is provided to the school to give a snapshot of the current prevalence rates of substance use in that cohort. This can be invaluable in the roll-out of pastoral care programs and to support ongoing initiatives and to help with the education and support for parents.
- Building strategies to manage peer pressure, stay safe and be respectful while having fun.
- Create awareness around government laws, policies and regulation in NSW.

The Life Ed website has a number of parent and teacher resources that can be accessed free of charge to support ongoing learning.

Since 2020, Life Ed has surveyed over 13,000 secondary school students on their perceptions of their peers' attitudes and behaviours on vaping, compared to their own. These survey findings showed that 50% of students think their classmates vape 'at least every week' and 20% said 'every month or so'.

When asked about their own vape use, 72% said they had never used a vape, 15% said 'rarely, or only tried it', 5% said 'every month or so', and 8% said 'at least every week'.

Below is an overview of the key learning intentions, assessment tasks and success criteria, for a full program breakdown by year group please visit -

<https://lifeed.org.au/modules/secondary/reality-now/>

Year 7 – Vaping + Smoking		
	DISCUSSION GUIDE:	ASSESSMENT TASK
Learning Intentions	<ul style="list-style-type: none"><li>• Students explore their perceptions of vaping and other drugs.</li><li>• Students develop strategies of dealing with peer pressure and the navigation of the role of vaping in their lives</li></ul>	<ul style="list-style-type: none"><li>• Understand the importance of support systems in maintaining a safe high school environment.</li><li>• Develop communication and information-sharing skills.</li><li>• Demonstrate awareness of potential challenges and solutions related to student well-being.</li></ul>
Success Criteria	<ul style="list-style-type: none"><li>• Students can highlight the impacts of vaping on their lives.</li><li>• Students can identify a support service and the means of receiving support from that organisation</li></ul>	<ul style="list-style-type: none"><li>• Creation of an informative brochure addressing key aspects of staying safe in high school.</li><li>• Inclusion of relevant support systems and resources.</li><li>• Clarity in communication and presentation style.</li><li>• Application of critical thinking to anticipate and address potential challenges.</li></ul>

Year 8 – Vaping + Smoking		
DISCUSSION GUIDE:		ASSESSMENT TASK
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>Students learn about the range of effects drugs can have and the way different drugs can be categorised.</li> <li>Students use each other's understanding to explore different perspectives and experiences with drugs.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the potential risks associated with vaping and peer influence.</li> <li>Develop effective communication skills in expressing concerns to a friend.</li> <li>Recognize the importance of maintaining open and honest conversations in friendships.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>Students are able to describe each drug category and provide a few examples.</li> <li>Students are able to offer informed advice on how to deal with drugs</li> </ul>	<ul style="list-style-type: none"> <li>Express concerns about the observed vaping behaviour of the friend's new group.</li> <li>Convey care and support for the friend's well-being.</li> <li>Encourage open communication and express a willingness to discuss any concerns or challenges.</li> </ul>

Year 9 – Vaping + Smoking		
DISCUSSION GUIDE:		ASSESSMENT TASK
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>Students explore the different societal influences on drug-use.</li> <li>Students reflect on the influences of their own lives and how they can navigate their choices.</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the diverse effects of vaping on various aspects of an individual's life.</li> <li>Enhance creative communication skills in designing impactful posters to convey health-related messages.</li> <li>Foster awareness and knowledge about the potential consequences of vaping.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>Students can identify what influences are present in their lives.</li> <li>Students can identify strategies used to navigate their influences.</li> </ul>	<ul style="list-style-type: none"> <li>Design four distinct posters, each addressing a different aspect of an individual's life impacted by vaping.</li> <li>Communicate effectively through visuals and concise text to convey the specific consequences on academic, social, emotional, physical health, and financial aspects.</li> <li>Elicit a strong emotional response, raising awareness and encouraging informed decision-making regarding vaping.</li> </ul>

Year 10 – Vaping + Smoking		
DISCUSSION GUIDE:		ASSESSMENT TASK
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>Students will gain awareness of governmental interventions related to vaping, promoting a deeper understanding of societal challenges.</li> <li>Students will develop critical thinking skills by formulating thoughtful questions about vaping, fostering curiosity and analytical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Develop persuasive writing skills to effectively communicate ideas related to substance abuse prevention.</li> <li>Understand the importance of proposing practical solutions for implementing group ideas within the school setting.</li> <li>Advocate for positive changes in school policies to address substance-related issues.</li> </ul>
<b>Success Criteria</b>	<ul style="list-style-type: none"> <li>Students can highlight the key changes to the laws surrounding vaping.</li> <li>Students can develop their own ideas of reform for their school</li> </ul>	<ul style="list-style-type: none"> <li>Clearly articulate the group's ideas for substance abuse prevention.</li> <li>Present well-reasoned arguments supporting the implementation of these ideas.</li> <li>Demonstrate an understanding of potential positive impacts on the school community.</li> <li>Utilize persuasive language and effective communication to engage the school executive</li> </ul>

- How can educators and school communities be better supported to address the harms of vaping?
  - Improved access to resources for teachers
  - Funded or subsidised access to support from external providers to support the education content
  - Access to support services for young people who are addicted to nicotine
  - Joint effort between health and education providers, schools and government to inform, educate and engage with parents
  - Policy and regulation support to ban import of vapes and sale of vapes without a prescription along with closure of vape stores
- In your view, are governments doing enough to monitor and counter dangerous public health misinformation on social media?
  - Recent campaigns utilising influencers have been well received, building the diversity of influencers will help reach a larger audience.
  - Opportunity to work closer with partners like Life Ed, sporting/cultural clubs and other groups or brands to amplify the message through socials. Social media

algorithms make it hard for governments to access their target audience, so it's important multiple channels are used.

- Ongoing work with social media platforms to monitor misinformation is critical.
- No individual government or organisation can solve this challenge, we all need to be working together with a united message and approach to achieve the greatest impact.