Stage 4 PDHPE – the facts about vaping

Table of contents

[Stage 4 PDHPE – the facts about vaping 1](#_Toc109988298)

[The facts about vaping 3](#_Toc109988299)

[Educative purpose 3](#_Toc109988300)

[Acknowledgement 4](#_Toc109988301)

[Syllabus content 5](#_Toc109988302)

[Outcomes 5](#_Toc109988303)

[Content 5](#_Toc109988304)

[PDHPE skills in focus 7](#_Toc109988305)

[Learning intentions and success criteria 8](#_Toc109988306)

[Resources and teacher preparation 11](#_Toc109988307)

[Teaching notes 11](#_Toc109988308)

[Considerations when selecting activities 12](#_Toc109988309)

[Communication with parents and caregivers 12](#_Toc109988310)

[Creating a safe and supportive learning environment 13](#_Toc109988311)

[Learning experiences 14](#_Toc109988312)

[Activity focus – weighing up risk and reward 14](#_Toc109988313)

[Activity focus – fact checking 16](#_Toc109988314)

[Activity focus – learning from history 25](#_Toc109988315)

[Activity focus – the power of brands 31](#_Toc109988316)

[Activity focus – the power of marketing 36](#_Toc109988317)

[Activity focus – developing and applying skills 48](#_Toc109988318)

[Sequence evaluation and reflection 52](#_Toc109988319)

[Resources 53](#_Toc109988320)

[Sample responses Venn diagram 53](#_Toc109988321)

[Teacher notes – the relationship between tobacco and e-cigarettes 54](#_Toc109988322)

[Tobacco company quotes 56](#_Toc109988323)

[The evolution of the e-cigarette 58](#_Toc109988324)

[Sample vaping situations 61](#_Toc109988325)

[Reference list 62](#_Toc109988326)

The facts about vaping

**Sequence description**

This learning activity sequence aims to provide the facts about vaping. Students will review the influences on young people when it comes to vaping, with a focus on social media and media influence. They will develop their understanding of the risks and short term effects of vapes (e-cigarettes). Students will explore the idea that an activity may be 'safer' than another, but it doesn't mean that it is 'safe' – there are still risks. Although many young people and members of the community view vaping as safer than smoking, students will understand there is nothing safe about vaping. Students will compare advertising and marketing strategies of e-cigarettes to those used for tobacco and other drugs. They will critique the marketing strategies aimed at influencing young people’s attitudes, behaviour and perceptions of e-cigarettes.

Students will use critical thinking skills to analyse data and collect evidence to challenge information presented to them about vaping within the community. They will investigate the reasons for drug use including marketing, deceptive tactics, the creation of mystery and underground nature of vaping. Students will promote the positive impact to individuals and communities when people chose not to use e-cigarettes.

**Term/Duration:** 6 to 8 lessons (based on 60 minute lessons).

## Educative purpose

**Big idea – why is this learning important?**

Vaping may seem popular, but in fact, research shows that 7 in 10 young people do not vape. Whilst many young people and members of community might think vaping is harmless, it isn’t, and the serious consequences of vaping are just starting to emerge.

Any take up of vaping by young people is worrying.

Nicotine is a drug that is often in vapes and is highly addictive for young brains. It can cause long-lasting negative effects on brain development. Nicotine changes the way brain synapses are formed in young people. This can harm someone’s ability to pay attention, learn and affect your mood and memory.

Vapes may expose users to chemicals at levels that have the potential to cause negative health effects. Vaping can impact a user’s lungs and fitness. It can also leave users at increased risk of depression and anxiety. Vaping has been linked to serious lung disease. Importantly, many of the long-term harms of vaping are still unknown.

Users are not vaping water. When they inhale from a vape, they can be exposed to the same harmful chemicals found in cleaning products, nail polish remover, weed killer and bug spray. Vapes have also been found to contain toxins such as formaldehyde and heavy metals, ultrafine particles that can be inhaled deep into the lungs and flavouring chemicals such as diacetyl (a chemical linked to serious lung disease).

Vapes have even been known to explode causing serious burns.

Through this sequence, students will access the ‘Do you know what you’re vaping?’ campaign materials developed by NSW Health, in collaboration with the NSW Cancer Council and NSW Department of Education. They will explore the evidence and facts about vaping and challenge each other on what evidence is real and relevant. The sequence is written with a focus on developing health literacy and applying a critical inquiry approach, two key propositions of the PDHPE K-10 syllabus.

Young people are exposed to tobacco and e-cigarette content through social media. Social media platforms remain unregulated and the use of product placement and influencers to promote products plays on a young person’s need to fit in and take up smoking or vaping. Public health campaigns and increased consumer awareness had a huge impact on tobacco consumption. In this learning sequence, students will see parallels between the actions of tobacco companies on release or tobacco and throughout the twentieth century and what is happening with e-cigarettes now. Drawing a clear relationship between tobacco and e-cigarettes is crucial to empowering young people to take action to protect themselves and others from the harmful effects of vaping.

## Acknowledgement

We wish to acknowledge NSW Health and the NSW Cancer Council for their assistance with the development of these resources. These resources have been developed in consultation with experts in both organisations and reflect the research and key messages of these organisations as part of the ‘Do you know what you’re vaping?’ campaign.

## Syllabus content

The following syllabus outcomes and content is addressed if completing all the teaching activities. Teachers are to use their professional judgement to ensure suggested syllabus content is addressed.

### Outcomes

PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity

PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active community

PD4-9 demonstrates self-management skills to effectively manage complex situations

PDLS-7 explores factors that enhance health, safety, wellbeing and participation in physical activity

PDLS-10 develops skills for effective self management

All outcomes and content referred to in this sequence come from the [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018). © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

### Content

Table 1 – Key inquiry questions and syllabus content

|  |  |
| --- | --- |
| Key inquiry question | Relevant syllabus content (dots and dashes) |
| What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others’ wellbeing? | * plan, rehearse and evaluate options for managing situations where their own and others’ health, safety and wellbeing may be at short or long-term risk (ACPPS091)
* propose and practise a range of realistic responses to scenarios where peers are encouraging them to behave in unhealthy or unsafe ways in a variety of contexts, eg drug use
* critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels
* develop and apply criteria to assess health information, products and services and propose actions that may assist young people to select credible sources of information and advice S
* examine and promote young people’s rights to healthcare and support services
* identify a key health issue for an individual or group action and advocate for young people by raising awareness and gathering support for the issue using ICT skills
 |
| Why are external influences an important aspect of my own and others’ health, safety, wellbeing and participation in physical activity? | * analyse situations where external influences may have an impact on their ability to make healthy and safe choices (ACPPS092)
* investigate the influences on risk-taking and decision-making and assess their impact on individual health, safety and wellbeing, eg drug use
* analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples
* assess the impact of contextual factors on access to services and acceptance of health products S I
* investigate media strategies, marketing and influences associated with health issues affecting young people
* critique media messages and evaluate how different interpretations can impact the health, safety, wellbeing and physical activity levels of young people
* examine marketing strategies to determine the influence they have on young people’s attitudes, behaviour and perceptions of health, eg drug use
 |
| Life Skills contentWhat factors influence health, safety, wellbeing and participation in physical activity? | * describe the contextual factors that influence our health and wellbeing

– identify how personal factors influence health and wellbeing, eg drug use, vaping, social media use* identify factors that contribute to safety in a range of environments
* recognise contextual factors that influence our decisions in situations where there is an increased safety risk
 |
| How can we stay safe in a range of environments? | * explore protective strategies relating to personal health, safety and wellbeing
* identify protective behaviours in situations where others are engaging in risky behaviours, eg drug use, vaping
* identify strategies to make safe and informed decisions, eg drug use
* examine the appropriate and inappropriate use of substances
* identify substances and drugs which are not prescribed by doctors, eg tobacco, alcohol, e-cigarettes
* identify substances and drugs which are illegal
* explore personal responsibility in relation to illegal drugs and substances
* recognise the need for refusal skills when offered medication by another student or illegal drugs and substances for inappropriate purposes
 |

#### Assumed knowledge and understanding

This learning activity sequence assumes that students have some understanding of:

* reasons for drug use
* sources of health information
* **media sources that can provide valid, credible and reliable health information**
* **upstander behaviours in social situations.**

### PDHPE skills in focus

The following skills from the PDHPE syllabus are embedded, developed and applied in an authentic manner throughout the sequence. The evidence of learning guides the expectations of each student. This evidence of learning will be reflective of each learning experience being delivered in the way it has been designed and explained in this sequence.

Table 2 – Skills and evidence of learning

|  |  |
| --- | --- |
| Skill domain and skills | Evidence of learning - what do we want students to be able to do? |
| Self-management skills* decision making and problem solving
	+ information gathering
	+ analysis
 | * Interpret relevant and reliable information from different sources
* Identify key messages on a key topic
* Clarify information and ideas from texts or images when exploring challenging issues
* Distinguish factual information from opinions
 |
| Interpersonal skills* communication
	+ refusal skills
	+ assertiveness
 | * Say no and able to resist peer pressure
* Respectfully state their needs, wants and feelings
 |

## Learning intentions and success criteria

Table 3 – Learning intentions and success criteria

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| * Assess which types of advertising could have the most influence over young people
 | * Create a list of media sources where young people are exposed to advertising and marketing
* Record the types of products or services advertised and marketed on different media sources
* Discuss methods of advertising and marketing for common products, e.g. use of celebrity endorsement, product placement, reviews and testimonials, social media or streaming pop ups, print/ radio or television ads
 |
| * Learn how to determine the credibility of social media messages they are exposed to
 | * Access reliable sources of health information
* Evaluate social media as reliable and credible source of health information for young people
* Identify skills that young people aged 13-18 years need to be safe when using social media platforms and apps
* Conduct a social media audit to identify the content they are exposed to
* Analyse video content from social media designed to communicate health information
* Discuss the role of influencers and celebrities on social media
* Create a social media literacy tips and tricks fact sheet or infographic to support young people to spot misinformation about health or wellbeing on social media
* Explore the NSW health ‘Do you know what you’re vaping?’ campaign materials to evaluate the messages and their influence on young people
 |
| * Challenge their assumptions about vaping for young people
 | * Understand the harms associated with vaping for young people
* Recognise that many people overestimate how much young people use e-cigarette.
* Identify the relationship between tobacco and e-cigarettes
* Compare the harms associated with smoking tobacco cigarettes and vapes for young people
* Explore data related to tobacco consumption to determine trends and propose reasons for these trends
* Describe how tobacco companies have targeted particular groups, including young people
* Explain the influence that anti smoking campaigns, legislation and policy have on consumption and their economic impact on tobacco companies
 |
| * Describe how we associate social status with brands and brand name products and how we believe others perceive us by what we do
 | * Identify the important role of a brand for companies to make profit
* Demonstrate awareness of their own feelings and perceptions regarding what marketers and advertisers promote and try to sell them
* Explain how people with credibility or perceived credibility who promote a brand add value to that brand and attract young people to products
* Explain the strength and power of consumer response or people collectively refusing to purchase a product or support a brand
* Identify the role of consumer protection agencies, eg Australian Competition and Consumer Commission
* Describe company values and actions and how they create trust in consumers
 |
| * Compare advertising and marketing strategies to those used for tobacco and other drugs
* Critiques marketing strategies aimed at influencing young people’s attitudes, behaviour and perceptions of e-cigarettes
* Understand the positive impact to individuals and communities when people chose not to use e-cigarettes.
 | * Make a clear relationship between tobacco cigarettes and e-cigarettes
* Identify where companies promote their products
* Analyse social media and make a link to young people as a target audience of advertisers
* Identify the link between tobacco companies and ownership of e-cigarette companies
* Identify ways young people are targeted as lifetime users of products
* Describe the evolution of e-cigarettes and make links back to what tobacco companies learnt from history
* Analyse the advertising and marketing of e-cigarettes
* Identify the intentional strategies used by companies to promote and sell vapes to young people
* Evaluate the effectiveness of marketing and advertising strategies to influence young people to vape
* Recognise the underground nature of vapes and question why covert methods are used to attract young people
* Identify the role of government, community and individuals in reducing the impacts of e-cigarettes on the heath of young people
* Adopt the role of a marketing executive/ advertising executive to create a profile of a young person for an advertising campaign
* Create an informative or persuasive text or video to positively influence young people in relation to vaping
* Provide feedback to peers on the effectiveness of their text or video to convey the messages to their intended audience
 |
| * Demonstrates self-management skills (refusal and assertiveness) to effectively manage vaping situations
 | * Create hypothetical vaping situations which reflect high risk and high rewards
* Predict outcomes for individuals in a given vaping situation
* Suggest strategies that may reduce the risk of a vaping situation
* Determine what protective strategy would be most effective in a vaping situation
* Apply refusal skills and assertiveness to role play a vaping situation
* Evaluate their ability to use refusal skills and assertiveness.
* Provide feedback to peers on their ability to demonstrate assertiveness and refusal skills in a vaping situation to promote positive, healthy and safe outcomes
* Gather and analyse information from a range of sources
* Propose strategies to debunk media messages and empower young people to make informed decisions about e-cigarettes
 |

## Resources and teacher preparation

* Teacher professional learning: [Vaping - what parents and teachers need to know](https://www.youtube.com/watch?v=cBwxt2aWvgk), Professor Renee Bittoun (1:14:06)
* eSafety Commissioner research, [Digital lives of Aussie teens](https://www.esafety.gov.au/research/digital-lives-aussie-teens)
* Australian Broadcasting Commission (ABC) video, [Fact checking, debunking news and fake social media accounts](https://games.abc.net.au/res/media-literacy/teachers-interactive/debunking-news/index.html)
* NSW Department of Education, digital learning selector tools [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548)
* NSW Department of Education, digital learning selector tools [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562)
* NSW Health website, [The facts about vaping](https://www.health.nsw.gov.au/vaping) including the ‘Do you know what you’re vaping?’ campaign materials
* Australian Alcohol and Drug Foundation fact sheet, [Nicotine](https://adf.org.au/drug-facts/nicotine/)
* NSW Health ‘Your Room’ fact sheet, [Tobacco](https://yourroom.health.nsw.gov.au/a-z-of-drugs/Pages/tobacco.aspx)
* Australian Institute of Health and Welfare’s 2021 Australia’s Health report, [Tobacco smoking](https://www.aihw.gov.au/reports/australias-health/tobacco-smoking)
* Cancer Council Victoria, 2019, [Tobacco in Australia](https://www.tobaccoinaustralia.org.au/chapter-2-consumption/2-10-factors-driving-reductions-in-tobacco-consump)
* [2.10 Factors driving changes in tobacco consumption](https://www.tobaccoinaustralia.org.au/chapter-2-consumption/2-10-factors-driving-reductions-in-tobacco-consump)
* [18B.2 Advertising and promotion of e-cigarettes](https://www.tobaccoinaustralia.org.au/chapter-18-harm-reduction/indepth-18b-e-cigarettes/18b-2-advertising-and-promotion#:~:text=A%20small%20Australian%20study%20using,advertisements%20on%20social%20media%20platforms.)
* [Stanford Research into the impact of tobacco advertising website](https://tobacco.stanford.edu/cigarettes/)
* [Australian Competition and Consumer Commission (ACCC) website](https://www.accc.gov.au/)
* Truth initiative 2021 fact sheet, [Action needed: e-cigarettes](https://truthinitiative.org/sites/default/files/media/files/2022/03/Truth_E-Cigarette_Factsheet_update_May_2021.pdf)
* Campaign for tobacco free kids, [tobacco company quotes on marketing to kids](https://www.tobaccofreekids.org/assets/factsheets/0114.pdf), [PDF 69.9KB]
* [Vaping is low key embarrassing via @ottilie](https://vt.tiktok.com/ZSdpu2Cka/?k=1) Tik Tok video
* [What’s inside the banana via @ashmagic](https://www.tiktok.com/foryou?is_from_webapp=v1&item_id=7091227501816597761&lang=en#/@ashmagic/video/7091227501816597761) Tik Tok video
* [Check out this interview I did with Dr Kerry Chant! Via @pengoart](https://www.tiktok.com/%40pengoart/video/7091243637773749505?is_from_webapp=1&sender_device=pc&web_id=7071071619226568193) Tik Tok video
* NSW Health campaign video, [‘Do you know what you’re vaping?’](https://www.health.nsw.gov.au/tobacco/Documents/vaping.mp4)
* Youth Action website, [Ask for health](https://askforhealth.com.au/)
* Hello social - [Social media advertising for teenagers (ages 13 - 18)](https://www.hellosocial.com.au/blog/social-media-advertising-for-teenagers-ages-13-18)

## Teaching notes

Teaching notes are embedded throughout the document using the light blue feature box. Many of these teaching notes provide background information and research to support the learning. Teachers should use their judgement to determine the suitability of sharing information from these teacher notes with students to add value to the learning or guide discussions. These decisions are based on student need and levels of maturity.

Below are some things to consider when selecting activities, communicating with parents and caregivers as well as creating a safe and supportive learning environment.

### Considerations when selecting activities

* Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.
* Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care.
* Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.
* Seek endorsement by the school principal before use of materials in NSW government schools.
* Select the activities most suitable for your students.
* Individual students within the group have differing needs and backgrounds. Modify or extend some aspects of suggested activities accordingly.
* Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age.
* Undertake a comprehensive step by step process to assess any physical or psychological risks associated with an activity before following using a variety of teaching strategies.
* Enable students to withdraw if they find issues personally confronting.
* Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don’t assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.
* Use the [resource review flowchart](https://nswpdhpecurriculum.coassemble.com/enter/b6fNd0S) to decide about the suitability of teaching and learning resources.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. Sample information letters are available on the [PDHPE curriculum website](https://education.nsw.gov.au/curriculum/pdhpe/general-information/parents-and-carers).

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

## Learning experiences

Teachers should adjust experiences to suit their school and student context.

### Activity focus – weighing up risk and reward

**In this part of the sequence, students will:**

* **examine the influences on risk taking behaviour**
* **investigate the influence of social media on social norms and trends.**

#### Risk and reward

Introduce a formative assessment strategy such as [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or a [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record all they know or would like to know about e-cigarettes or vapes. This will be used throughout the sequence as a process of reflection and recording key learnings.

After each activity focus, or lesson, students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562). They add ideas to what they would like to know about e-cigarettes or vapes.

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

As a class:

* define the term risk
* discuss the link between the terms risk and safe? What makes a risk “safer”?
* identify some risk taking behaviours which people engage in
* brainstorm the positive and negative outcomes of engaging in risk behaviours.

Any object, event, thought or activity can be a reward if it motivates us, causes us to learn, or elicits pleasurable feelings**.** Young people weigh risk and reward differently to other age groups, particularly adults.Young people may engage in more risky behaviours because their brains are still maturing, and they are highly sensitive to being accepted by their peers. Acceptance by peers, whether it be face to face through observation and applause, or through social media recognition such as likes, comments, shares, snap streaks or snapchat score, results in a feeling of reward or pleasure. The pleasure is linked to release of the hormone dopamine from the brain. The greater the perceived reward, the greater the release of dopamine, resulting in a desire to repeat the behaviour or seek recognition or acceptance in another way. Young people respond to large rewards more than small rewards, therefore they are more likely to take big risks for big rewards, even when aware of the negative outcomes or dangers. The payoff has greater value for young people, therefore the risk is downplayed.

In small groups, students review the case studies, record and share their first three thoughts for each.

**Case studies**

A British YouTuber named Jay Swingler performed a dangerous stunt about a year ago. He placed a plastic bag with a breathing tube over his head, then “glued” his head to the inside of a microwave oven with expanding plaster. The plaster set, and Swingler couldn’t get his head out of the microwave. It took a team of paramedics to set him free.

A man named Prabhu Bhatara was returning home from a wedding in the Indian state of Odisha when he spotted a bear. Against the advice of his friends, he decided to take a selfie with the animal in the background. Tragically, he was mauled to death by the bear.

In 2011, a Canadian named Tom Ryaboi dangled his feet over the edge of a tall building in Toronto and took a picture straight down. He posted it on Flickr, Reddit, and 500px and titled it “I’ll make you famous”.

A 38-year-old woman died trying to take a picture at Boroka Lookout in Grampians National Park Victoria in Australia. Balancing on a rock, she fell to her death as the photo was being taken.

Sean McInerney almost lost a hand during his first-ever stunt for the show ‘Jackass’. The stunt he attempted was jumping the shark via wakeboard. The plan was to wakeboard up a ramp and over a giant pit of Caribbean reef sharks. It didn’t go so smoothly. The driver didn’t go fast enough, and he fell into the pit of ten sharks. His left hand was bit, requiring surgery to reattach it.

(Elgan, 2019)

Discuss these questions in relation to the case studies. Record group answers and share as a class.

* “Is our life just worth one photo?” What are the reasons for each person engaging in risk behaviours?
* What is a reasonable degree of risk? In each case study, what has led to a decision that there is a reasonable degree of risk? Do you agree? Explain your answer.
* What influences how a person perceives risk? Choose one case study and describe the influences on the individual.
* Fear of missing out (FOMO) drives people to use technology to let others know what they are doing and how much fun they are having doing it. How could FOMO and the pressure to fit in influence people’s behaviour in relation to risk taking? Give examples
* Many social media risk-takers are practiced and skillful, whilst many of the imitators are not. We can reduce risk in many situations by increasing and applying our knowledge and our skills.
* How would a person know if the image was real or fake?
* How could knowing whether images are real or fake influence a person’s attitudes and behaviours when it comes to following a trend or imitating a photo?
* In what ways does social media and other forms of media shape our views on what is real, what is achievable and what is aspirational?
* Even though we know not everything we read, hear or see on media or social media is true, how do we increase and apply our knowledge and skills to keep ourselves informed, safe and making positive decisions?
* How can practice and skill reduce risk in a situation? What knowledge and/ or skills could reduce risks in one of these case studies?
* Social media trends and challenges as we see in the case studies, are often designed to give viewers a good laugh: but at whose expense? What are five things an individual should consider before they engage in a risk behaviour for the purpose of entertaining others or fitting in?
* Write and discuss three arguments for and three arguments against the statement – ‘it is always worth taking risks’.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt about social media and risk and reward. What do they want to know more about?

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

### Activity focus – fact checking

**In this part of the sequence, students will:**

* **learn how to determine the credibility of social media messages they are exposed to**
* challenge their assumptions about vaping for young people
* understand the harms associated with vaping for young people
* access reliable sources of health information
* evaluate social media as a reliable and credible source of health information for young people
* identify skills that young people aged 13-18 years need to be safe when using social media platforms and apps
* conduct a social media audit to identify the content they are exposed to
* analyse video content from social media designed to communicate health information
* discuss the role of influencers and celebrities on social media
* create a social media literacy tips and tricks fact sheet or infographic to support young people to spot misinformation about health or wellbeing on social media
* explore the NSW Health Do you know what you’re vaping campaign materials to evaluate the messages and their influence on young people.

#### The use of social media

The internet is an integral part of the digital lives of Aussie teens. A survey of 627 teens aged 12-17 in September 2020 found that:

* teens spent an average of 14.4 hours a week online
* teens used an average of four different social media services – YouTube, Instagram, Facebook and Snapchat remain the most popular app/platforms
* TikTok (formerly Musical.ly) a social media platform targeted at young mobile phone users has shown the greatest growth, from 12% of teens in 2017, up to 38% in 2020. TikTok was the second-most downloaded app in the world in 2019. It was the most downloaded app in July 2020. (eSafety, 2022)

In small groups, brainstorm the role social media plays in the lives of young people?

* Why do young people use social media? Provide reasons.
* Discuss each reason and categorise as a positive outcome for health and wellbeing or a negative outcome for health and wellbeing.

With the rapid rise in young people accessing social media platforms, such as TikTok, there has also been a rise in individuals and organisations using social media platforms to share health information. TikTok is one of the most popular due to its simplicity and popularity. Some of this health information is reliable, credible and current and some is not. Many companies use social media platforms such as TikTok to market their products, deliberately focusing their marketing tactics on young people who use the platforms.

* To what extent is social media a reliable and credible source of health information for young people? Explain your answer.
* Is there one platform that is more reliable or credible than another? Why do you say this?

**Credible**: able to be believed, can persuade someone.

**Bias**: shows a prejudice for or against a person, group or thing, especially in a way which might be considered unfair.

**Reliable**: able to be trusted. Consistent in quality.

**Valid**: based on logic, fact or evidence.

* Propose some reasons why most social media platforms and apps have a minimum age 13 years restriction.

Suggested answer. The Children’s Online Privacy and Protection Act (COPPA) prevents companies from scraping data and using it to advertise to children under 13 or under. Source: [Federal Trade Commission](https://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa), Children's Online Privacy Protection Rule ("COPPA"), viewed 10 June 2022.

Every time we search something, data is being collected. This data used to determine search results and algorithms on social media. These algorithms make suggestions of what we look at, which then pop up on social media or in our Google searches. They are based on our previous searches.

Social media algorithms are a way of sorting posts in a users’ feed based on relevancy instead of publish time. They determine which content is delivered to you based on your behaviour, such as searches, follows or what you interact with (read, watch, listen to and click on). For example, YouTube recommends videos, Spotify creates playlists, Instagram and other platforms provide content which is often advertising or marketing. When you search for a product, you often find that same product then pops up as sponsored content or advertising on other social media platforms.

Social networks prioritize which content a user sees in their feed first by the likelihood that they’ll actually want to see it. For example, Facebook puts posts from closest friends and family at the top of someone’s feed because those are the accounts they interact with most often.

* To what extent is social media content suitable for young people aged 13-18?

Suggested answer. Content on social media and apps may not be suitable for children 13 years and under. The increase in sharing information and images, combined with live chat with strangers means anyone using these platforms needs the knowledge, understanding and skills to do it responsibly and safely. Both the physical age of a child and their level of maturity and resilience can affect their ability to have positive experiences on social media.

* Describe five skills that young people aged 13-18 years need to be safe when using social media platforms and apps. Give examples of how these skills can be applied to increase the positive outcomes for young people.

Suggested answer. There are a range of knowledge and skills useful for young people to use social media safely and ethically.

* Dealing with negative experiences online.
* How to filter abusive comments, block and report people.
* Understanding how to protect personal information and using privacy settings.
* Understanding privacy and what is appropriate to share or not share.
* Identifying real versus fake, including information and people’s accounts.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt about social media as a source of health information. What do they want to know more about?

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

#### Social media interpretation

Explain the concept of media literacy and finding reliable, credible and current health information on social media.

**Media literacy – information gathering and analysis**

All media messages, TV shows, social media, movies, advertisements, newspapers/ magazines, are made or constructed by people. One of the most important media literacy skills is analysis and deconstruction. This means to closely examine and take apart media messages to understand how they work. These are key self management skills from the [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018).

Analysing a media message or advertisement can help us understand who created the message, and who is intended to receive it. It can reveal how the creator put together the message using words, images, sounds, design, and other elements. Analysing a media message or advertisement can expose the point of view, values and biases of the creator as well as uncover hidden meanings: intended or unintended.

There is no one “correct” way to analyse a media message. Each of us interprets media differently, based on our own knowledge, beliefs, experiences, and values. It is important we are prepared to explain our interpretation of media messaging when the need arises.

Individually students record why media literacy and analysis is important when using social media.

Students conduct a social media audit using the questions provided.

A personal social media audit will provide clearer information and reflection for students. This will be dependent on the students and age of students in the class. An alternative is to invite students who do not access social media to make judgements based on what they assume young people are accessing.

* What social media do you <young people> access most?
* Who and what type of people, hashtags or accounts are you <young people> following?
* Describe the type of content you <young people> are exposed to when using social media.
* Approximate how much of this content is advertising or promotion of products, events.
* Explain how you identify advertising and promotion. What does it look like, or sound like on social media? Is it easy to identify?
* Approximate how much of this content is health related information.
* Explain how you identify health related information. What does it look like, or sound like on social media? Is it easy to identify?
* What influences a young person’s ability to identify and make sense of media messages? In your answer, refer to the pressure to fit in with peers and connecting with others.

Being accepted or rejected by peers is important to young people. They have a strong need to fit into the peer group and they are highly influenced by their peers. It is crucial that we understand how young people process media content and peers’ feedback provided on social media platforms.

Young people access their mobile devices and social media constantly to connect. They use social media to monitor their status with others, check feedback or responses from peers as well as seeing their peers and others as glamourised images on screens. This plays an important role in the development, perceptions, decision making and behaviours of young people.

As a class, discuss the role of influencers and celebrities on social media.

* Who are they?
* How do influencers promote connection? Is this connection positive or negative? Explain your answer and use examples.
* How do they shape our perceptions and thoughts?
* How do they influence our behaviours?

Social media influencers are people who:

* have established or perceived credibility in a specific industry
* have the power to influence other people’s decisions or perceptions
* have a large number of followers
* are viewed as authentic by their audience
* are often paid by big companies to promote their products in the hope of persuading their followers to purchase those goods.

Students watch the Australian Broadcasting Commission (ABC), [fact checking, debunking news and fake social media accounts video](https://games.abc.net.au/res/media-literacy/teachers-interactive/debunking-news/index.html) (duration 2:34).

* After watching the clip, students work in pairs to complete a 60 second rapid review.

A rapid review is where students reflect on learning from a source, or previous lesson. They choose a partner and share what they have learned in preparation for the discussion questions ahead. It is a quick, energetic way for students to engage with the teaching resource. For more information, access the Edutopia [60 second rapid review](https://www.edutopia.org/video/60-second-strategy-rapid-review) clip (duration 1:04).

As a class, discuss the following questions using information from the paired 60 second rapid review.

* How can fact checking and debunking myths be applied to social media accounts or posts?
* These three questions were discussed in the clip: who created it? For what reason? And how did it spread?
* When could these questions be applied by a user of social media?
* What is the value of these questions in relation to young people using social media accounts or platforms for health based information?
* In what other situations or media sources could these three questions be applied? Explain how they would be valuable for each source identified.
* What else should you consider when fact checking or debunking myths in relation to social media or other online information sources? What other knowledge or skills could you apply?

**Formative assessment opportunity – Outcome PD4-9.**

In pairs, students apply what they have learnt to create a social media literacy tips and tricks fact sheet or infographic to support young people to spot misinformation about health or wellbeing on social media.

Students will use this checklist in the [advertising and social norms activity](#_Advertising_and_social).

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt about social media credibility and making judgements. What do they want to know more about?

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

#### The facts about vaping

Access their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record all they know or would like to know about e-cigarettes or vapes. Share as a class to establish a starting point for drug related knowledge and learning.

In this activity, provide accurate data and flip the statistics to focus on the majority of young people who are not using e-cigarettes (strengths based approach, normative education). Focus on building understanding that most young people are not using e-cigarettes. Encourage students to challenge their assumptions about drug use for young people (critical inquiry approach).

As a class, use a heads and tails approach to respond to a series of statements about vapes and vaping. After reading each statement, students indicate whether they think it is true by placing both hands on their head or false by placing their hands on the bottom. Alternative movement can be used to be inclusive of all students or to promote physical activity, stretching or movement.

**Statements**

* Most e-cigarettes contain only water and flavouring.

False. Vapes aren’t water. The main ingredient in vapes is propylene glycol, vegetable glycerine or glycerol, and they often also contain nicotine, flavours and other chemicals. Vapes may contain harmful chemicals that aren’t listed on the pack.

* Like tobacco smoke, the aerosol given off by an e-cigarette can contain dangerous chemicals.

True. Vape aerosol is not water vapour. Vapes can contain the same harmful chemicals found in cleaning products, nail polish remover, weed killer and bug spray.

* As long as a vape doesn’t contain nicotine, it’s safe for young people.

False. It is illegal for anyone to sell any vape to people under 18 years of age, including retailers such as tobacconists, convenience stores and service stations. It is also illegal to sell vapes to friends or contacts under 18 on social media. You may have heard that nicotine vapes are available with a prescription from a doctor. This is only for people over 18 years as a tool to help quit smoking. Even then, doctors will explain the risks of using vapes to patients. Most vapes with labels that claim to be nicotine free contain nicotine and a lot of other chemicals. They just don’t put it on the pack. Nicotine is a drug that is often in vapes and is highly addictive for young brains. It can cause long-lasting negative effects on brain development. Nicotine changes the way brain synapses are formed in young people. This can harm your ability to pay attention, learn and affect your mood and memory. You might think vaping is harmless, but it Isn’t, and the serious consequences of vaping are just starting to emerge.

* The nicotine in one vape contains as much nicotine as a whole pack of cigarettes.

True. The nicotine in 1 vape can equal 50 cigarettes. Nicotine is a drug that is often in vapes and is highly addictive for young brains. Nicotine makes the brain release a chemical called dopamine in the brain, which leads to a pleasurable feeling. This reinforces the act of vaping to keep getting the nicotine “hit.” It can cause long-lasting negative effects on brain development.

* Young people who vape are more likely to start smoking cigarettes.

True. If you vape you are 3 times as likely to take up smoking cigarettes. High-concentration nicotine vapes are being targeted at young people with fruity, confectionary flavourings and discrete packaging. The large majority of the population don’t smoke cigarettes so why smoke e-cigarettes?

* Young people are more vulnerable to nicotine addiction than adults are.

True. Nicotine is a drug that is often in vapes and is highly addictive for young brains. It can cause long-lasting negative effects on brain development. Nicotine changes the way brain synapses are formed in young people. This can harm your ability to pay attention, learn and affect your mood and memory.

* Most young people in NSW vape.

False. Vaping may seem popular, but in fact, research shows that 7 in 10 young people do not vape.

Debrief the activity by discussing the following as a class.

* Based on our responses, how well informed do we think we are about vaping (as a class)?
* Which questions are we still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt. They add ideas to what they would like to know about e-cigarettes or vapes. Share as a class to continue to guide the learning.

#### Drugs and risk

Access the [NSW Health, ‘Do you know what you’re vaping?’ campaign website.](https://www.health.nsw.gov.au/vaping) Posters can be downloaded or showed on screen for class review and discussion.

Using the [Facts about vaping fact sheet for young people](https://www.health.nsw.gov.au/tobacco/factsheets/vaping-factsheet-young.pdf), answer the following questions in pairs.

* What are some key messages the posters are attempting to convey about vapes and vaping for young people?
* In your opinion, which messages are most effective in influencing young people and their decision to vape or not? Give reasons for your answer.
* Do these posters provide reliable, credible and current information? How do you know? Use examples to support your answer.

### Activity focus – learning from history

**In this part of the sequence, students will:**

* **build understanding of the relationship between tobacco and e-cigarettes**
* challenge their assumptions about vaping
* compare the harms associated with smoking tobacco cigarettes and vapes for young people
* explore data related to tobacco consumption to determine trends and reasons for these trends
* explore how tobacco companies have targeted particular groups, including young people
* explain the influence that anti smoking campaigns have on consumption and their economic impact on tobacco companies.

What lessons can we learn from the history of tobacco?

Share the following information with students.

**Tobacco**

Tobacco is a plant grown for its leaves, which are dried and fermented before being put in tobacco products. Tobacco contains nicotine, a drug that can lead to addiction. There are also many other potentially harmful chemicals found in tobacco or created by burning it.

People can smoke, chew, or sniff tobacco. Smoked tobacco products include cigarettes, cigars, bidis, and kreteks. Some people also smoke loose tobacco in a pipe or hookah (water pipe). Chewed tobacco products include chewing tobacco, snuff, dip, and snus; snuff can also be sniffed.

Smoking and using e-cigarettes are banned in all enclosed public areas and certain outdoor public areas, under the Smoke-free Environment Act 2000 and the Smoke-free Environment Regulation 2016.

The nicotine in any tobacco product readily absorbs into the blood when a person uses it. Upon entering the blood, nicotine immediately stimulates the adrenal glands to release the hormone epinephrine (adrenaline). Epinephrine stimulates the central nervous system and increases blood pressure, breathing, and heart rate. Nicotine is a poison.

As with drugs, nicotine activates the brain’s reward circuits and also increases levels of the chemical messenger dopamine, which reinforces rewarding behaviours. This means people want more of it, resulting in regular use and dependence. In June 2022, an otherwise perfectly healthy senior student collapsed in the toilets, experienced an extended seizure and was taken to hospital by ambulance. Medical evidence suggests that the seizure was caused by a massive dose of nicotine. This massive dose was from a vape.

In 2019, adolescents aged 14–17 were more likely to have never smoked tobacco than any other age group (97%). This proportion remained fairly stable since 2016 (96%) and represents an increase in the proportion of adolescents who never smoked since 2001 (82%).

Sources: (ADF, 2022) (YourRoom Tobacco fact sheet, 2022) (AIHW, 2021) (Tobacco and smoking - smoke free laws, 2022)

Based on the information, answer the following questions as a class.

* What does it tell us about young people and tobacco smoking?
* What is the perception of tobacco smoking among most young people?
* Propose some reasons for the data. Why do young people not smoke tobacco?

Due to widespread anti tobacco campaigns the perceptions of smoking have changed. Key messages related to the long term health effects as well as the impact of the aesthetics of a person have led to the idea of cigarettes and smoking to be ‘smelly, dirty and cancer sticks’.

Use a Venn diagram to compare the facts about the effects of tobacco smoking and the effects of vaping on young people – physically, emotionally and socially.

Add to the Venn diagram. Compare what tobacco cigarettes and vapes:

* look like (include locations where people might smoke/vape, where they might buy cigarettes/vapes)
* smell like
* taste/feel like.

Share ideas as a class to identify similarities and differences. [Sample responses](#_Sample_responses_venn) have been provided in the resources section.

A Venn diagram allows students to find the relationship among or between things or concepts, or similarities and differences between ideas. Where the circles overlap, this is where the similarities or commonalities are placed and where the features of something are different, they go in the parts of the circle that does not overlap. Venn diagrams allow students to compare two or more things as a visual representation and in this case, it is tobacco and e-cigarettes.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562). They add ideas to what they would like to know about e-cigarettes or vapes.

* Which questions are we still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

#### The relationship between tobacco and e-cigarettes

The aim of this section is to draw a close relationship between tobacco cigarettes and e-cigarettes. Research tells us that young people are targets as lifetime users of e-cigarettes in the same way that young people of former generations were targets as lifetime users of tobacco. Both tobacco companies and young people are consciously removing any associations or relationships between tobacco cigarettes and e-cigarettes.

The history of the consumption of tobacco in Australia can be linked to global and social influences such as access, marketing, affordability, government policy and increased public awareness.

By further understanding the relationship between tobacco cigarettes and e-cigarettes, students can draw conclusions on:

* consumption attached to addiction
* how tobacco companies have targeted particular groups, including young people
* the influence that anti smoking campaigns have on consumption and their economic impact on tobacco companies
* the economic benefit for tobacco companies to acquire vaping companies.

Through these activities, student will answer the following questions.

* What did tobacco companies learn from history to find a new target audience?
* Why did they target a new audience?

[Teaching notes](#_The_relationship_between) have been provided in the resources section to support the facilitation of this section. Where teachers choose to modify activities, the teaching notes information should be used to guide the learning activities to ensure students can apply this knowledge and understanding later in the sequence.

Access the [Tobacco in Australia](https://www.tobaccoinaustralia.org.au/chapter-2-consumption/2-10-factors-driving-reductions-in-tobacco-consump) website. Refer to the Stages of tobacco consumption in Australia graph. On the graph, plot:

* World War I 1914-1918
* World War II 1943-1945
* When women accessed the paid work force 1970-1980.

As a class, discuss the following questions.

* What age do you think these soldiers were when they were sent to war?
* Why do you think there was a reduction in tobacco consumption during the war period?
* What trend in tobacco consumption occurred after the war periods?
* Why do you think that might be? In your answer, consider the impact of nicotine addiction on increased tobacco consumption.

Share the following information with the class.

The cigarette became abundant in the trenches of the First World War, during which more than 60% of tobacco donated to the Allied soldiers on the Western Front as part of their rations arrived in the form of cigarettes. Consumption levels by the Allied Armies also increased dramatically, escalating by up to 70% compared to levels used pre-war.

Meanwhile, attitudes towards smoking among women had begun to change as well. The increasing engagement of women in the paid workforce, particularly with the outbreak of the Second World War, led to greater social and financial freedom for many women, which in turn fuelled higher smoking rates. By the end of the war, more than one-quarter of Australian women were smokers, along with almost three-quarters of adult males. Although the second half of the 1900s brought confirmation that tobacco use is a major cause of death and disease, female smoking continued to increase, peaking at one-third in the mid-1970s, by which time smoking in males had begun to decline. (Factors driving changes in tobacco consumption, 2022)

* Do the consumption rates in the stages of tobacco consumption in Australia graph support these findings?
* Based on your knowledge of cigarettes, other than tobacco what other drug was in the cigarettes?
* What countries were part of the Allied Armies?

Share the following extracts from letters from soldiers on the front line, in both WW1 and WW2.

“On the morning of the 1st of June we received three cases of gifts, which included some 'Peter Pan' cigarettes from the people of Eaglehawk, which were highly appreciated by the wounded men. It is funny, but the first thing they ask for is a smoke.” R.T. Thompson AIF.

“You ask me what we need to win this war. I answer tobacco, as much as bullets” General John Joseph “Black Jack” Pershing, Commander-in-Chief of the American Expeditionary Force, 1917

“Am very hard up for cigarettes, & hope Lady Fulton's turn up, but have heard nothing of them so far. Of course, I will write & acknowledge them when they do come.” Guy Warneford Nightingale fighting in Russia in 1919.

“I received your very welcome parcel safely yesterday. My word I was glad of it. I was broke and never had a smoke for a couple of days … You bet I had a good smoke when I got them Three Castles cigs. They are a lot better than the English cigs.”

“Thanks for the cigarettes and magazines, all very much appreciated, and I want to confess something. I am terribly short of cigarettes just now. I don’t know how to get on.”

UK National Archives Trenches: ‘[an interesting souvenir](https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/trenches-interesting-souvenir/),’ ‘[Fighting the Bolsheviks’](https://www.nationalarchives.gov.uk/pathways/firstworldwar/transcripts/spotlights/letter.htm),

Students answer the following questions in relation to the extracts.

* When you read these extracts, what do you think these soldiers were experiencing?
* What words lead you to believe this? Provide examples.
* Refer back to the stages of tobacco consumption in Australia graph. Explain how the quotes reinforce the data in the graph?
* What trend in tobacco consumption occurred following these points?
* Based on the data about consumption of tobacco, approximately what age do you think these soldiers started smoking and for how long?
* Why do you think this occurred?

After WWII, 1946 to 1964, we know these as the baby boomers’ years. A time of prosperity where returning soldiers started families. Currently, the children born in this period are our grandparents, and why Australia is known to have an ageing population. Refer to the following quote.

Humans are highly social animals, and peer example also exerts powerful effects. Children are much more likely to take up smoking if their parents or peers are smokers and adults are much more likely to quit over time if family and friends have quit. Thus, changes in behaviour by small numbers of individuals can quickly result in changes across much larger groups in the manner of a contagious disease quickly becoming an epidemic. (Factors driving changes in tobacco consumption, 2022)

* If the above quote is true, what influence do you think the returning soldiers had on those around them?
* Does the data in the graph support this?
* What period of time were tobacco companies making the most profit?

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt about tobacco consumption and the relationship between tobacco and e-cigarettes. What do they want to know more about?

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

#### The influence of consumers and government

In the mid 1900s, tobacco cigarettes were marketed as being good for you, and most of the public accepted that to be true. In 2022, e-cigarettes are being marketed as safe and the majority of the public accept that to be true.

Use a collaborative learning strategy such as jigsaw to research the historical nature of tobacco advertising.

Students work in groups of 5 as home groups. Each member of the home group is numbered 1 through to 5.

All students numbered 1 join to make an expert group, number 2 join and make an expert group, until five expert groups are formed.

Each expert group accesses one collection from the [Stanford Research into the impact of tobacco advertising website](https://tobacco.stanford.edu/cigarettes/).

Suggested collections

* War and aviation – WWII
* Doctors – more doctors smoke Camels
* Scientific authority – not one single case
* Targeting women
* Targeting teens – today’s youth
* Modern strategies – Lucky Strike modern.

Expert group members work collaboratively to:

* review the advertisements in the collection and the information provided for the collection
* discuss and record responses to the following questions
* What were the advertising strategies and messages used to persuade the community to smoke cigarettes, for example the use of medical professionals?
* How did these strategies add to the credibility and endorsement of these products?
* Who is the target audience for the advertising?
* How did the advertising influence their attitudes towards smoking tobacco?
* To what extent was smoking cigarettes normalised and promoted as part of a healthy lifestyle through the advertising?
* How did the advertising influence smoking behaviours in the community?
* What were the implications of the advertising strategies for the tobacco brand or tobacco sales? Predict how this advertising influenced tobacco consumption.
* Would this strategy be acceptable to promote a product today? Why or why not?

Students return to their home groups to share the information and teach other group members about the content in which they have become an expert. Each student takes turns teaching what he or she has learned to the other home group members.

Access [Tobacco in Australia, 2.10 Factors driving changes in tobacco consumption.](https://www.tobaccoinaustralia.org.au/chapter-2-consumption/2-10-factors-driving-reductions-in-tobacco-consump) Scroll down to Figure 2.10.3 Major developments in tobacco control versus tobacco products dutied for sale per person 15 years and over, Australia 1906 to 2009-10 (grams).

* When did public health anti smoking and anti tobacco campaigns start?
* What happened to consumption rates after these public health campaigns started?
* When did legislation and policy change about where people could smoke tobacco cigarettes?
* What was that legislation and policy and what happened to tobacco consumption after this policy and legislation was introduced?
* Why do you think this occurred? What happened to those who smoked tobacco cigarettes, where did they have to smoke?
* Look at the black line relating to the price of leading tobacco cigarette brands? What trend between prices of leading brands and consumption do you notice?
* Why do you think this trend occurred?
* How did the perception of smoking tobacco change and how people feel about smoking? What actions did they take?
* How powerful is consumer choice?

From the historical consumption and profits made from cigarettes containing tobacco and nicotine, what do you think the large tobacco companies learnt?

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt about consumer and government action and its impact on tobacco consumption and the perceptions of the community of tobacco. What do they want to know more about?

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

### Activity focus – the power of brands

**In this part of the sequence, students will:**

* **investigate the important role of a brand for companies to make profit**
* **identify how we associate social status with brands and brand name products and how we believe others perceive us by what we do**
* **be aware of their own feelings and perceptions regarding what marketers and advertisers promote and try to sell them**
* **understand how people with credibility or perceived credibility who promote a brand add value to that brand and attract young people to products**
* **understand the strength and power of consumer response or people collectively refusing to purchase a product or support a brand**
* **understand the role of consumer protection agencies, e.g. Australian Competition and Consumer Commission**
* **investigate company values and actions and how they create trust in consumers.**

Explain to students that companies and organisations spend a lot of time, money and effort to create a brand. These elements feed into an organisation’s reputation.

As a class, brainstorm some brands. For example, Apple, Samsung, Nike, Amazon, Adidas, Google, Converse, Microsoft, Netflix, Gucci, Nintendo, Toyota, Rip Curl, PlayStation, Aldi, Jeep.

Students:

* record one item from a brand name which they would like to own
* describe some positive things people might assume about them if they owned that particular item
* describe some negative things people might assume about them if they owned that particular item
* record why they think people would assume these things about them.

Invite a few students with different items to share their responses. As a class answer the following questions.

* What were some similarities in the answers provided by class members?
* Even if the items were different, were there similarities in the assumptions people made, positive and negative, if they owned the item? Why would they think that?
* How many of the items mentioned are easily recognisable brands? How can people tell what brand it is? Is the brand obvious?
* Where are these items promoted or advertised? Who are they aimed at? What makes you say that?
* Why do you think young people like brand name items? Is it the product they like, or the social status and sense of belonging the product brings? Explain your answer.
* How do people with credibility or perceived credibility who promote a brand add value to that brand and attract young people to products?

Companies want us to base our identities on their products. Young people, like everyone, want and need to feel accepted and advertisers make young people feel like they would be accepted if they own certain items and live certain lifestyles.

Explain to students that sometimes brands are damaged when things go wrong. It can take a company or an individual a long time to recover from a damaged reputation.

Refer back to student learnings from the [Learning from history section of the sequence](#_Activity_focus_–).

* What was the impact of the public health campaigns and increased consumer awareness on tobacco consumption and tobacco cigarette use?
* What does this say about the strength and power of consumer response or people collectively refusing to purchase a product or support a brand?
* Why do consumers collectively refuse to purchase a product or support a brand? Provide an example. Examples might include avoiding products which damage the environment, cause harm to people or animals or companies that use unethical processes to produce or market their products.

Explain to students that we know that the brand associated with tobacco and cigarette smoking was damaged globally. Regardless of the company who produced tobacco cigarettes, people moved away from the product. Yet, despite declines in cigarettes sales, the tobacco industry continues to make huge profits each year.

* Propose ways the tobacco companies continue to make profit.

Tobacco companies either fully own or have significant vested interest in four of the top five e-cigarette companies. In 2018 alone, the top 25 e-cigarette manufacturers brought in more than $2.5 billion in sales, according to Nielsen data, and 96% of these sales were from brands owned in whole or part by tobacco companies. (Action needed: ecigarettes, 2021)

Share the following information with students.

Health warnings were introduced on cigarette packaging in many countries from the early 2000s. Several brands included slogans on packaging which appeared to flout the idea of reducing risks to health. Plain packaging was implemented in Australia in December 2012. Reassurance messages were observed on the packs from several major brands, including banners on packs and pack inserts assuring consumers that despite the impending change in packaging, the taste and/or quality of their product would be unchanged. (Advertising and promotion of e-cigarettes, 2022)

Discuss how the information shows evidence of tobacco companies downplaying or denying the evidence of negative health effects associated with their product.

* In your opinion, is this acceptable?
* Why do you think tobacco companies felt the need to do what they did? What does this tell you about tobacco companies?
* Would this happen with other products? If a product is found to have negative impacts on a person’s health or safety, what could be the response of the company or the government or consumer watchdog?

The Australian Competition and Consumer Commission (ACCC) is an independent Commonwealth statutory authority whose role is to enforce the Competition and Consumer Act 2010 and a range of additional legislation, promoting competition, fair trading and regulating national infrastructure for the benefit of all Australians. If a person had a complaint about a product, the ACCC provides the process for dealing with complaints against a seller or service provider. Consumers are always protected. The result of action may be a national or statewide product recall, removal of an item from sale or an individual’s case may be dealt with in relation to a faulty product. (ACCC, 2022)

As a class, review the following situations and answer the questions provided.

In 2015, international mobile phone network EE, recalled more than 500 000 power bar battery packs after a portable battery charger exploded in a student’s bedroom causing burns to the user’s hand and carpet.

In 2016, Samsung recalled all of its new Galaxy Note 7 devices in 10 countries, including the United States, after finding some of the batteries caught on fire or exploded. Samsung acted on this recall after there were 35 complaints. Samsung representatives said, “even seeing just one device flame up is one case too many – 35 cases is 35 cases too many,"

In 2019, an international recall of tens of millions of vehicles with Takata airbags was launched. It was found that long-term exposure to high heat and humidity could cause these air bags to explode when deployed. There have been more than 330 injuries and 30 deaths reported worldwide, with one death and three injuries in Australia, including one serious injury. (ACCC, 2022)

* For each situation how many people were impacted for there to be action from the company who produced or owned the product?
* Based on the action of each company, what do you think their company values are? Provide reasons for your answer.
* Why is trust an important factor for companies? How can a company build trust?
* As a consumer, how do you know you can trust a product, brand or company?
* What are some trusted products, brands or companies that young people are using or accessing and how do they know they can be trusted?

Most companies have a mission statement and/or a vision statement.

A mission statement defines the organisation's business, its objectives, and how it will reach these objectives.

A vision statement details where the organisation aspires to go. A vision statement is important to a company because it serves as a strategic plan for success. It can act as a guide when employees encounter challenges. Vision statements also help motivate employees to work toward shared goals.

Match the following vision statements to the companies involved in the above situations.

* The company strives to achieve its dream of ‘building a society with zero fatalities’. (Takata)
* “Inspire the world with our innovative technologies, products and design that enrich people’s lives and contribute to social prosperity by creating a new future.” (Samsung)
* ‘The best network and best service so our customers trust us with their digital lives.’ (EE)

Students work in small groups to discuss the reflection questions.

* What message do each of these company’s statements send to consumers? What are these statements based on?
* How might a customer feel because of these vision statements? Do these vision statements contribute to the trust we have in the company or their products? Why or why not?
* Do you think that the company’s action following each situation reflects their vision statements? Explain your answer.
* How might these vision statements influence advertising, customer service and product recall? What would you expect to read about these companies in online reviews?
* For these companies, based on their products and vision statements, who do you think their target audience is?
* How might their advertising target their audience?
* Do you think there are vision statements for e-cigarette companies? What might they be?

Share the following information with students.

One study published in 2018 estimated that more than 2,000 e-cigarette explosion and burn injuries sent users to US hospital emergency departments from 2015 to 2017. But few are aware of just how serious the incidents can be.

These devices remain available for purchase and use across the world. No assessment of the safety and quality of electronic cigarettes has been undertaken. (ACCC, 2022)

Based on the information provided, compared to the earlier situations and company responses. Record:

* Two things you see, for example, the numbers in the e-cigarette situation are much higher, no action appears to be taken by the company
* Two things you think, for example, the ACCC acts on consumer complaints for public safety, but they haven’t assessed product safety of e-cigarettes, these incidents are global.
* Two things you wonder, for example, what caused the explosion and how common are these, can the explosions be fixed if the product was modified.

Share as a class and create a list to address the thinks and wonders in follow up activities.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562) to record what they have learnt about brands, ethical behaviour of companies and e-cigarettes. What do they want to know more about?

* Record which questions we are still not clear about? Why is this? e.g. lack of research, inconsistent information – who to believe.
* Share as a class to continue to guide the learning.

### Activity focus – the power of marketing

**In this part of the sequence, students will:**

* make a clear relationship between tobacco cigarettes and e-cigarettes
* identify where these companies promote their products
* analyse social media and make a link to young people as a target audience of advertisers
* recognise that tobacco companies are owners or e-cigarette companies and deliberately target young people as lifetime users of their products
* investigate the evolution of e-cigarettes and make links back to what tobacco companies learnt from history
* analyse the advertising and marketing of e-cigarettes
* identify the intentional strategies used by companies to promote and sell vapes to young people
* demonstrate the underground nature or vapes and question why covert methods are used to attract young people
* identify the role of government, community and individuals in reducing the impacts of e-cigarettes on the heath of young people
* adopt the role of a marketing executive/ advertising executive to create a profile of a young person for an advertising campaign
* create an informative or persuasive text or video to positively influence young people in relation to vaping
* provide feedback to peers on the effectiveness of their text or video to convey the messages to their intended audience.

Below is the mission statement and information in relation to of one of the most popular brands of e-cigarettes. Share the mission statement with the class.

**Mission statement**

“X is on a mission to transition the world’s billion adult smokers away from combustible cigarettes, eliminate their use, and combat underage usage of our products.”

* What message do you think the brand is trying to sell to consumers?
* How does this statement make you feel? Why do you feel this way?
* Who do you think the brand target audience is?
* Where do you think this brand would advertise and where do you think you could access these products based on this statement?

Share the background information with the class.

**Background information**

X spent more than $1 million to market its products on the internet and has paid for campaigns on Twitter, Instagram and YouTube.

Because X relied heavily on social media advertising for its launch, unlike other e-cigarette brands who focused their marketing through traditional outlets (e.g. TV), teen and young adults made up a significant majority of X’s social media audience.

X also hired social media influencers for product promotion. They had an entire department dedicated to influencer marketing and specifically looked for influencers under 30 and created a “VIP Portal” for celebrities.

X has also targeted children as young as third grade by funding summer camps, visiting schools and paying community and church groups to distribute their materials, according to recent congressional testimony.

Source: The truth initiative, [Action needed e-cigarettes fact sheet](https://truthinitiative.org/sites/default/files/media/files/2022/03/Truth_E-Cigarette_Factsheet_update_May_2021.pdf), 2021.

Ask students:

* How do their actions reflect their mission statement?
* What conclusions can be made in relation to e-cigarette companies and their influence on young people?

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).

* Which questions are we still not clear about? Why is this? For example, a lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

#### Targeting young people as lifetime users, again.

Students work in pairs or groups of three. Share one of the [tobacco company quotes](#_Tobacco_company_quotes) provided in the resources section with each group. Groups review the quote and identify the key meanings of the message for young people using the questions provided.

* What does the quote tell you about the company?
* Who is their target audience? What tells you that?
* Why are they their target audience?
* What are some thoughts or feelings a young person might experience after reading the quote? Explain your answer.

Discuss the quotes and the group findings as a class. Reinforce to the group that a robust body of research has concluded that tobacco companies have engaged in widespread marketing activity throughout history that exerts an influence on young people; exposure to such marketing and other portrayals of smoking in the media and popular culture causes smoking uptake. The aim and approach of this marketing is to normalise smoking among the population group. Young people are targeted as lifetime users of a product, knowing that companies are focused on profit.

We learnt earlier in the sequence about the power of brands and how they sell an identity and play on a young person’s need or want to fit in. We also learnt about the power of social media and how it can influence a person’s behaviour to take risks, as a way of fitting in or seeking acceptance through likes, comments and followers. Consider that social media can also be used as a platform to take action and stand up against practices or behaviours which are not in line with your values or affect your health, safety or wellbeing.

A growing body of research has been documenting similarly extensive marketing of e-cigarette products and exploring how it might affect use of e-cigarettes, particularly among young people and never smokers. E-cigarettes are frequently marketed as healthier, cheaper, more socially acceptable, and more amenable to use with indoor smoking restrictions in comparison with tobacco cigarettes. We know this isn’t the case. This marketing is also a deliberate tobacco industry strategy designed to cause confusion and cast doubt. Source: (Tobacco company quotes on marketing to kids, 2022)

#### The evolution of e-cigarettes

Thanks to years of successful tobacco control policies, including smoke-free environments legislation, tobacco taxes, restrictions on marketing and access, and public health campaigns that denormalised smoking, the dramatic decline in the prevalence of smoking should be considered one of the most successful public health efforts of the last century.

In response to these dramatic declines in cigarette sales, the tobacco industry has introduced new products designed to protect and expand its shrinking customer base. New products, particularly e-cigarettes, work both to attract customers who might not have used a combustible cigarette and re-engage/retain current or former users of traditional tobacco products.

Tobacco companies use a range of strategies to rebrand its public image and make profit. Specifically, tobacco companies are aggressively marketing to attract young people to their products. Young people are not aware of this intent.

Some of the ways they do this are by:

* increasing nicotine content
* keeping advertising and marketing underground and on platforms directly targeting young people, such as social media
* marketing their products with slick, colourful ads
* redesigning products to attract young people
* using popular social media influencers
* sponsoring youth focused events like music festivals as well as DJS, musicians and artists internationally
* claiming that their products are safer, despite no National review of the products or these safety claims.

Share the [evolution of the e-cigarette information and images](#_The_evolution_of) with the class.

Using the information and the images, students work in groups to discuss the following questions.

* Explain how the first generation or original e-cigarette design aligns to the purpose of its creation and the target audience?
* If the purpose for the first gadget was to quit smoking, what was the benefit of using the Cigalike shape?
* Why did the design change? What do you notice about the design?
* What do you notice about the change in language and name from the first generation or original e-cigarette design and the next designs?
* What other common shapes or items does the vape pod look like? Why do you think the shape and design changed to this?
* What do vapes look like now?
* Based on the current design, who do you think is the target audience for the product? What makes you say that?
* Based on the designs, the change in language and the way these devices are promoted, we could assume young people are the target audience. Why would young people be a target audience for this product?
* How do you feel about how companies have targeted individuals to use their product? Has this changed your idea of e-cigarettes as a product? Explain your answer.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).

* Which questions are we still not clear about? Why is this? For example, a lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

#### Marketing for the target audience

E-cigarette companies are using lessons learnt from tobacco sales and community response to their product to target young people to use e-cigarettes to make more money.

The aim of this activity is to interrogate the following question: If e-cigarette products are designed for smokers to quit, therefore aimed at adults (as is said), then why do companies advertise as nicotine free, add flavours, use designs which mimic household items which appeal to children and young people, advertise on social media, and sell online?

Students work in groups of three to four. Groups use a ‘five whys’ strategy to analyse the problems provided to them.

**Five whys**

Explain how the ‘5 Whys’ process operates emphasising the need to stay focused on the central problem and keep the process moving (only one or two minutes per question).

Review the statement or problem provided to the group. Identify the issue and ask why of the issue.

After each student in the group briefly suggests an answer to the first ‘why’, the group chooses the response that meets general agreement.

Now focus the why question on the answer. This is now the focus of the problem.

The same process is framed for the next three questions and then the group is asked to report back.

**Example of five whys.**

Problem – tobacco advertising is banned in Australia.

* **Why 1?** Advertising has been linked to increased tobacco use and cigarette smoking rates.
* **Why 2?** Advertisements use messages designed to persuade people to start or continue smoking.
* **Why 3?** Tobacco companies want people to buy their products.
* **Why 4?** To make money and profit.
* **Why 5?** To grow their companies and influence others.

**Sample problems for groups**

Fruit and confectionary flavoured tobacco products that may appeal to children were effectively banned from sale in Australia in the late 2000s. Currently, vapes come in a number of flavours such as blueberry or bubble-gum that make them appealing.

Some vapes are promoted and sold as nicotine free. People can think they are using nicotine-free vapes and can unknowingly quickly develop a nicotine addiction.

Testing has shown that vapes labelled 'nicotine-free', which are often flavoured, can have high nicotine levels. Nicotine is the same highly addictive substance found in tobacco cigarettes.

Not long after e-cigarettes were introduced an increasing in popularity, they were renamed vapes. Use of the term vaping deliberately moves away from any association with tobacco cigarettes.

More recently, e-cigarettes have a sleek, high-tech design. Designs combined with the way they are promoted encourage hiding or stealthing vapes.

Social media has no regulation for advertising. It is extensively used by young people. E-cigarettes or vapes are promoted and sold through social media platforms.

Young people are encouraged to stealth or hide vapes from parents and teachers. This stealthing and hiding is promoted through social media. Deception and being part of a group who break rules is promoted and encouraged by e-cigarette companies.

As a class, debrief the five whys process. Invite groups to share their discussions.

* What were some conclusions across the groups?
* What do the pieces of information tell us about e-cigarettes, how they are promoted and who the target audience is?
* Does the promotion of hiding or stealthing vapes make it more appealing to young people? Why do young people like the appeal of stealthing and deception?

In your discussion of this question, link back to risk and reward and wanting to fit in with peers, or receive acknowledgement for their behaviour as a way of being popular or fitting in.

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).

* Which questions are we still not clear about? Why is this? For example, a lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

#### Advertising and social norms

Explain that research shows that exposure to high levels of advertising and marketing of drugs have an influence on teenage drug use. Tobacco advertising has been linked to an increase in tobacco use, therefore tobacco advertising and promotion was banned.

Tobacco advertising laws are part of Australia’s tobacco control activities – policies and programs that aim to reduce smoking rates and tobacco-related harm in our community.

The laws aim to limit messaging that may persuade people to start or continue using tobacco. Tobacco advertising laws ban messaging that may persuade people to buy, smoke or use tobacco.

As a class, create a definition of advertising.

Advertising is described as something that is trying to influence a person to “buy” a product, a service or an idea. Something that promotes a product, usually by emotive or persuasive means. The general purpose of an advertisement is to “sell” something.

Advertising aims to increase the sales of a product or service, create or maintain a brand identity, communicate a change in an existing product line, introduce a new product or service or convey socially relevant messages.

Different forms of media are used for advertising purposes to target different audiences. Media refers to the means of communication, such as internet, social media, radio, television, billboards and outdoor advertising, transport, newspapers, and magazines, that reach or influence people widely.

Young people are regularly exposed to advertising and marketing from companies.

In small groups:

* create a list of media sources where young people are exposed to advertising and marketing
* record the types of products or services advertised and marketed on each media source
* discuss methods of advertising and marketing for common products, for example use of celebrity endorsement, product placement, reviews and testimonials, social media or streaming pop ups, print/ radio or television ads
* identify which types of advertising could have the most influence over young people? Why?

Young people may be exposed to pro-tobacco content and advertising on social media through various sources, including commercial brands as well as their own peers or influential accounts they follow. Exposure and marketing through social media have been linked e-cigarettes with increased perceptions of stylishness and popularity. E-cigarettes are often marketed on social media as safe and socially acceptable.

The nature of social sharing allows branded or promotional content to virally spread across platforms, which can increase exposure to overt marketing and pro-tobacco content posted by influential peer network members.

Focus on social media as a location where young people are exposed to advertising and marketing. Students work in pairs to discuss the questions provided to create a picture of social media as a source of advertising, marketing and sales for vapes.

* What types of products or services are most likely to be advertised on social media platforms such as TikTok?
* Who is the target audience for these products and services? Explain your answer and make a relationship between the target audience and the users of the social media platform.
* Why do companies who sell vapes or e-cigarettes, choose to use social media platforms to advertise and promote their products?
* What tactics do they use to market and sell their vaping products?

Explain to students that since e-cigarettes were introduced around 2007, marketing efforts have increasingly shifted to young audiences. With a $9 billion annual marketing budget, tobacco companies invest almost $1 million each hour on promoting their products. (Action needed: ecigarettes, 2021)

Paying influencers to post tobacco products and e-cigarettes on Instagram, hosting parties with giveaways and enlisting hip-hop artists for music performances are just a few ways tobacco companies have promoted their products to recruit new users and retain existing ones.

Watch the videos provided. Students record key messages from each video.

These videos are from Tik Tok and contain health information. They sell messages to young people.

* [Vaping is low key embarrassing via @ottilie](https://vt.tiktok.com/ZSdpu2Cka/?k=1)
* [What’s inside the banana via @ashmagic](https://www.tiktok.com/foryou?is_from_webapp=v1&item_id=7091227501816597761&lang=en#/@ashmagic/video/7091227501816597761)
* [Check out this interview I did with Dr Kerry Chant! Via @pengoart](https://www.tiktok.com/%40pengoart/video/7091243637773749505?is_from_webapp=1&sender_device=pc&web_id=7071071619226568193)
* NSW Health, [‘Do you know what you’re vaping?’ video](https://www.health.nsw.gov.au/tobacco/Documents/vaping.mp4)

Whilst watching the videos from social media, use the [tips and tricks fact sheet](#_Social_media_interpretation) created earlier in the sequence to make judgements about credibility and reliability of information.

* Using the tips and tricks fact sheet, were you able to make a judgement on the credibility and reliability of the information given?
* Do you need to make changes to the fact sheet? Discuss with a partner what needs to change and why.

For example, what else is needed? Does the fact sheet allow you to make decisions about:

* the reliability or credibility of users/ profiles?
* the currency of information? Does it direct young people to how they determine the currency of the information, such as finding a publish date? How do we know if the information has been superseded or updated elsewhere?
* the suitability of the information for different age groups?
* the relevance of information to local context?

Based on the videos, answer these questions as a class.

* What are the key messages from each video?
* Are health messages made obvious to the viewer?
* Can you trust these messages? Why/why not? Make any changes to the fact sheet to improve its effectiveness.
* Do you think the tactics and messages in the videos are appealing to young people? Why?
* To what extent would these videos influence a young person’s decision to vape or access the COVID-19 vaccine? Explain your answer.
* How do social media and internet advertisements differ from TV or print media advertisements?

Explain to students that advertising companies use many techniques to persuade consumers. Some techniques are language based, but many are visual. There are several similarities when we compare how tobacco was promoted and sold in the twentieth century and how e-cigarettes are promoted and sold now.

* Use the information gathered from the review of [tobacco advertising throughout history](#_Activity_focus_–) earlier in the sequence. Students reflect on what they are exposed to on social media to identify similarities and differences between advertising tobacco cigarettes and advertising e-cigarettes.

**Background information for teachers**

A small Australian study using a convenience sample found that in 2019, more than half (56%) of respondents reported exposure to e-cigarette advertisements on social media platforms. Although exposure was more likely among users of e-cigarettes, almost one-third of non-users reported exposure to e-cigarette advertising. (Advertising and promotion of e-cigarettes, 2022)

E-cigarettes are frequently marketed as healthier, cheaper, more socially acceptable, and more amenable to use with indoor smoking restrictions in comparison with tobacco cigarettes.

Companies’ use of social media for promotion allows for lower costs and wide reach, particularly to young people. E-cigarette ads and packaging often include features like images of candy, bright colours, and images of “cool” people to draw young people in.

Some e-cigarette companies have recruited social media influencers who have large numbers of followers on apps like Instagram to help promote their products. Some influencers were paid to promote e-cigarettes by talking positively about them in their posts.

Marketing efforts aimed at capturing a younger market involve promotion of innovative flavouring and highlighting the public performance of vaping. Celebrity endorsements, cartoons, flavours, and implications of increased social status may be particularly appealing to young people, and such forms of advertising have been likened to traditional cigarette advertising. Adverts promote perceptions among children that e-cigarettes are fun, cool, healthier/safer than tobacco cigarettes, and can be used to circumvent smokefree policies. Flavoured e-cigarette adverts may elicit greater appeal and interest in buying and trying e-cigarettes than ads for non-flavoured products. (Advertising and promotion of e-cigarettes, 2022)

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).

* Which questions are we still not clear about? Why is this? For example, a lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

#### Social media action

Share the following information with the class.

Lung Foundation chief executive officer Mark Brooke has been quoted:

“[Tobacco] companies sold the world cigarettes with effective advertising and addictive ingredients, and it was a long time before the truth about their dangers came out. The government was forced into action, but it was too late for many. Now, the writings on the wall for e-cigarettes and it's time for the Federal Government to step in to protect Australia's youth from lifelong health impacts, including lung disease."

To reduce the impact of e-cigarettes on the heath of young people, explain what role the following three groups can play.

* Government
* Communities
* Young people

In groups of two to three, students will adopt the role of an advertising executive.

Advertising executives deal with customers to identify their needs, audience, and budget. They develop and pitch concepts and campaigns built around key messages, tactics and approaches.

* Read the article – [Hello social - Social media advertising for teenagers (ages 13 - 18).](https://www.hellosocial.com.au/blog/social-media-advertising-for-teenagers-ages-13-18)
* Using the information in the article and what students have learnt, groups create a profile of a young person. This will be used for an advertising campaign. The profile should address:
* media and social used by young people
* where young people access health information
* how they access health information
* the advertising and promotion tactics that work best for young people
* other relevant information.

If needed, re-watch the videos provided for ideas on approaches. In groups, discuss how effective and persuasive these videos would be with the young people audience and why. The videos from Tik Tok contain health information. They sell messages to young people.

* [Vaping is low key embarrassing via @ottilie](https://vt.tiktok.com/ZSdpu2Cka/?k=1)
* [What’s inside the banana via @ashmagic](https://www.tiktok.com/foryou?is_from_webapp=v1&item_id=7091227501816597761&lang=en#/@ashmagic/video/7091227501816597761)
* [Check out this interview I did with Dr Kerry Chant! Via @pengoart](https://www.tiktok.com/%40pengoart/video/7091243637773749505?is_from_webapp=1&sender_device=pc&web_id=7071071619226568193)
* NSW Health, [‘Do you know what you’re vaping?’ video](https://www.health.nsw.gov.au/tobacco/Documents/vaping.mp4)

In their groups, students create an informative or persuasive text or video to positively influence young people in relation to vaping.

Options could include:

**Option 1: Letter of complaint**

Students write a letter of complaint to the Australian Competition and Consumer Commission (ACCC) about online promotion or advertising of a vaping product. Discuss the structure of a sample letter and the elements of persuasive letter writing.

**Option 2: Video or advertising material for social media**

Create (plan, design and record) a video or advertising for social media.

1. What is your main message? Why?
2. What words, images, hashtags or sounds will you use to target this audience?
3. Create the text of the message? (What we see and/or hear: written or spoken words, photos, drawings, logos, design, music, sounds). This could be storyboarded before recording or creating the final product.
4. What kind of lifestyle will you present? How?
5. What tools of persuasion will you use? Will people of influence be used?
6. What positive messages will be presented? What negative messages will be presented?

**Formative assessment opportunity – Outcome PD4-9.**

Submit the text or video for peer and teacher review. Use a conferencing process to provide feedback to the group. Use the following criteria to determine the effectiveness of the messages for the intended audience.

* The target audience was clear.
* The viewer can identify the purpose (persuasive or informative) of the video or text. How do you know this?
* Marketing tactics directly related to the target audience. How did the marketing tactic draw in the target audience? How were they used to engage, inform, or persuade?
* The vaping messages are credible. What made them credible?
* Overall understanding of vaping messages and how to convey them to young people.

As a group, use the peer feedback to evaluate the effectiveness of your text or video to convey the messages to your intended audience. What changes could you make?

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).

* Which questions are we still not clear about? Why is this? For example, a lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

### Activity focus – developing and applying skills

**In this part of the sequence, students will:**

* create hypothetical vaping situations which reflect high risk and high rewards
* predict outcomes for individuals in a given vaping situation
* suggest some strategies that may reduce the risk of the situation
* determine what protective strategy would be most effective in the situation
* apply refusal skills and assertiveness to role play a vaping situation
* evaluate their ability to use refusal skills and assertiveness
* provide feedback to peers on their ability to demonstrate assertiveness and refusal skills in a vaping situation to promote positive, healthy and safe outcomes.

Students use the fortune teller strategy to create vaping situations. Alternatively, access the [sample vaping situations](#_Sample_vaping_situations) in the resource section to share with groups.

**Formative assessment opportunity – Outcome PD4-6.**

In groups, students use learning from previous activities to create a hypothetical situation. They swap their situation with another group to apply their learning and demonstrate refusal skills and assertiveness as strategies to prevent harm.

The hypothetical situation must:

* involve and be relevant to young people
* include vaping and/or exposure to vaping
* address high risk and high rewards (social, emotional or physical) in relation to vaping
* be a realistic situation which young people may be exposed to.

**Fortune teller**

Students work in groups of three or five.

Step one – provide students with the categories – vaping, individual, environment and reason. Students brainstorm ideas for each category and record on a card.

For example:

* environment cards – describe the where, what time and who is supervising or involved
* individual cards – describe the person's age, gender, mood, and relationship
* vaping cards – describe the type of behaviour, how much and over what time
* reason cards – could include examples such as wanting to impress, to cope, to have fun or to experiment.

Step two – groups use the cards to create situations.

Step three – each group swaps their situation with another group.

In each group, allocate one or two students to have the role of predictors, another one or two to adopt the role of advisors and one as decider.

* The predictor’s role is to suggest what is likely to happen to the individual in a given situation.
* The advisor’s role is to suggest some strategies that may reduce the risk of the situation.
* The decider is to decide on what strategy would be most effective in the situation.

Each situation should be discussed to identify the risks and strategies that may alter the outcomes.

In groups, discuss and record answers to share as part of a whole class discussion.

* What knowledge do you have? What do you know and understand about the drug and in what ways it can impact an individual?
* What could you do in this situation to help restore or maintain the wellbeing of yourself and/ or the other person?
* What personal skills and strengths could be used to achieve a positive outcome in this situation?
* Why would you take this particular action or use this skill or strength (and not some other action)?
* How would it support the wellbeing of you and/or the person indicated in the scenario?

As a class, brainstorm what skills are needed to manage challenging or risky situations. For example, ability to be assertive, refusal skills, negotiate and conflict management, decision making.

* Students record what these skills look like, sound like and feel like in a vaping situation.

For this part of the sequence, we will focus on the skills of refusal and assertiveness.

**Refusal skills** are the ability to say no to situations that make an individual feel uncomfortable or present a level of risk they don’t like. They are made up of verbal and non-verbal communication cues.

Being assertive means being able to stand up for your own or other people’s rights in a calm and positive way, without being either aggressive, or passively accepting ‘wrong’.

Assertive individuals are able to get their point across without upsetting others or becoming upset themselves.

Characteristics of assertiveness include asserting your own point of view, reflecting your views through your behaviours and actions, respectfully stating your needs, wants and feelings and saying no and being able to resist peer pressure.

**Assertiveness** is important as it is a healthy way of communicating. It's the ability to speak up for ourselves in a way that is honest and respectful. Assertiveness links to other important skills we develop, such as communication, expressing our feelings, conflict management, help seeking, refusal skills and negotiation skills. These skills are applicable to all life situations.

Students answer the following question.

* Why are refusal skills and assertiveness so important in vaping situations? For example, the ability to be able to reflect their views through their behaviours and actions is important as you are less likely do something you regret. It helps you maintain your sense of self.

As a class, review the brainstorm on skills and create a Y chart focused on assertiveness and refusal skills. Discuss and record what these skills look like, sound like and feel like in a vaping situation.

**Formative assessment opportunity – Outcome 4-9**. Review one of the hypothetical vaping situations in their original group of three to five. Use a script and role play to demonstrate understanding and application of their assertiveness and refusal skills in a specific vaping situation.

* Create a script for this situation.
* How would the individual in the situation effectively demonstrate refusal skills and assertiveness?
* How can a bystander adopt an assertive approach whilst supporting self and others?
* Adopt a role to act out the hypothetical situation and practise the use of refusal skills and assertiveness. Nominate one person from the group as an observer to provide feedback after the role play.
* After the role play, individuals evaluate their ability to use refusal skills and assertiveness.
* Peers (observers) provide feedback on what was done well and what could have been done differently to respond to the situation to demonstrate assertiveness and to promote positive, healthy and safe outcomes.

Debrief questions for the groups (post role plays)

* What makes it easier for young people to use refusal skills and assertiveness when faced with challenging situations?
* In what ways can you support yourself and others in social situations where vaping may occur and you are feeling threatened, uncomfortable or challenged?
* How can you adopt an assertive approach to risky, threatening or uncomfortable situations as an upstander?

Students revisit their [one minute quick write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548) or [KWLH](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562).

* Which questions are we still not clear about? Why is this? For example, a lack of research, inconsistent information – who to believe. Share as a class to continue to guide the learning.

## Sequence evaluation and reflection

Record your teacher analysis of the teaching, learning and assessment across the entire sequence. To what extent does the sequence:

* identify appropriate syllabus outcomes and content?
* build on prior learning, knowledge and skills?
* include a range of learning experiences that cater for all students?
* include a range of appropriate resources to support learning, teaching and assessment?
* integrate relevant and purposeful formative and summative assessment, related to key concepts and skills?
* allow students to learn, develop and apply the intended knowledge, understanding and skills outlined in the syllabus content and learning intentions?

 What changes would you suggest for future delivery of this sequence?

## Resources

### Sample responses Venn diagram

Use a Venn diagram to compare the facts about the effects of tobacco smoking and the effects of vaping on young people – physically, emotionally and socially.

Add to the Venn diagram to compare what tobacco cigarettes and vapes:

* look like (include locations where people might smoke/vape, where they might buy cigarettes/vapes)
* smell like
* taste/feel like.



### Teacher notes – the relationship between tobacco and e-cigarettes

The following information will support the teacher to facilitate the activities embedded in the relationship between tobacco and e-cigarettes activity focus. Where teachers choose to modify activities, the following information should still guide the learning to ensure students can apply this learning later in the sequence.

The aim of this section is to draw a close relationship between tobacco cigarettes and e-cigarettes. Research tells us that young people are targets as lifetime users of e-cigarettes in the same way that young people of former generations were targets as lifetime users of tobacco. Both tobacco companies and young people are consciously removing any associations or relationships between tobacco cigarettes and e-cigarettes.

The history of the consumption of tobacco in Australia can be linked to global and social influences such as access, marketing, affordability, government policy and increased public awareness.

#### The influence of social trends and global events on tobacco consumption

The cigarette became abundant in the trenches of the First World War, during which more than 60% of tobacco donated to the Allied soldiers on the Western Front as part of their rations arrived in the form of cigarettes. Consumption levels by the Allied Armies also increased dramatically, escalating by up to 70% compared to levels used pre-war.

Nicotine played a key role in turning these soldiers into regular smokers. As humans are heavily influenced by peer example, these soldiers who were everyday men and women returned to Australia and influenced people around them to take up smoking.

Meanwhile, attitudes towards smoking among women had begun to change as well. The increasing engagement of women in the paid workforce, particularly with the outbreak of the Second World War, led to greater social and financial freedom for many women, which in turn fuelled higher smoking rates. By the end of the war, more than one-quarter of Australian women were smokers, along with almost three-quarters of adult males. Although the second half of the 1900s brought confirmation that tobacco use is a major cause of death and disease, female smoking continued to increase, peaking at one-third in the mid-1970s, by which time smoking in males had begun to decline. (Factors driving changes in tobacco consumption, 2022)

The overall per capita consumption of tobacco products in Australia dipped in the wake of shortages during Depression years and immediately following World War II, and then rose steadily until the early 1960s. The increase between the late 1940s and early 1960s can be attributed to the combined effect of:

* rising levels of affluence and disposable income during the 1950s combined with little increase in the real price of tobacco products, resulting in cigarettes becoming more affordable
* progressive increases in marketing to and subsequent use of tobacco products by women
* progressive increases in marketing and subsequent use of factory-made cigarettes by men as well as by women–much more convenient to smoke than roll-your-own and other tobacco products–leading to higher consumption per smoker. (Factors driving changes in tobacco consumption, 2022)

Per capita consumption of tobacco products peaked in Australia in 1960 following the introduction of television and before the restriction of broadcasting of tobacco advertisements.

The early 1970s saw more vigorous marketing of tobacco products on billboards, through sponsorships and in magazines following the phasing out of advertising on TV.

Per capita consumption of tobacco products reduced steeply over the 1980s and 1990s following the commencement of Quit campaigns and franchise fees on sales of tobacco products in each Australian state and territory. The rapid spread of smokefree policies in workplaces and hospitality venues must have contributed substantially to declines in consumption over this period. (Factors driving changes in tobacco consumption, 2022)

Policies in Australia have all contributed in some way, directly or indirectly to the significant reduction in tobacco consumption. This was done through:

* reduced glamour and appeal of tobacco products
* increased knowledge about health effects
* reduced opportunities to smoke
* reduced social acceptance of smoking
* increased smokers' knowledge about how to manage the quitting process.

In combination, all these factors would likely have made some contribution to reducing motivation to smoke and creating an environment that supports non-smoking. (Factors driving changes in tobacco consumption, 2022)

### Tobacco company quotes

(Source: Campaign for Tobacco-Free Kids, 2021)

**Quote one**

“We are not sure that anything can be done to halt a major exodus if one gets going among the young. This group follows the crowd, and we don’t pretend to know what gets them going for one thing or another . . . Certainly Philip Morris should continue efforts for Marlboro in the youth market, but perhaps as strongly as possible aimed at the white market rather than attempting to encompass blacks as well.”

July 1974 Roper Organization report for Philip Morris, “A Study of Smoking Habits Among Young Smokers.” Bates No. 2024921279

**Quote two**

“It is important to know as much as possible about teenage smoking patterns and attitudes. Today’s teenager is tomorrow’s potential regular customer and the overwhelming majority of smokers first begin to smoke while in their teens. . . . The smoking patterns of teen-agers are particularly important to Philip Morris. . . the share index is highest in the youngest group for all Marlboro and Virginia Slims packings. At least a part of the success of Marlboro Red during its most rapid growth period was because it became the brand of choice among teenagers who then stuck with it as they grew older. “

March 31, 1981 market research report on young smokers titled “Young Smokers Prevalence, Trends, Implications, and Related Demographic Trends,” written by Philip Morris researcher Myron E. Johnston and approved by Carolyn Levy and Harry Daniel. Bates No. 1000390803

**Quote three**

“We will no longer be able to rely on a rapidly increasing pool of teenagers from which to replace smokers through lost normal attrition. . . Because of our high share of the market among the youngest smokers Philip Morris will suffer more than the other companies from the decline in the number of teenage smokers.”

March 31, 1981 market research report on young smokers titled “Young Smokers Prevalence, Trends, Implications, and Related Demographic Trends,” written by Philip Morris researcher Myron E. Johnston and approved by Carolyn Levy and Harry Daniel. Bates No. 1000390803

**Quote four**

“It’s a well-known fact that teen-agers like sweet products. Honey might be considered.”

September 1972 memo to Brown & Williamson from Marketing Innovations, “Youth Cigarette - New Concepts.” Bates No. 170042014

**Quote five**

“We’re adults. You’ve got a group of talented kids. Hence this letter. We have been asked by our client to come up with a package design… a design that is attractive to kids… While this cigarette is geared to the youth market, no attempt (obvious) can be made to encourage persons under twenty-one to smoke. The package design should be geared to attract the youthful eye… not the ever-watchful eye of the Federal Government.”

August 13, 1970 letter from Lorillard advertising account executive to a marketing professor, soliciting help from his students with advertising design. Bates No. 92352889

### The evolution of the e-cigarette

A pharmacist from Northeast China invented the e-cigarette. He devised the gadget to quit smoking because he sees smoking as a global social problem, and he wanted to help solve it. He is neither a celebrity in China nor especially rich. He sold the patent for the device to a large tobacco company for $75 million in 2013. He received only a small fraction of the money but is employed by the company as a consultant. He now flies around the world for this company to talk about the birth of the e-cigarette and how it will help solve the issue of smoking. He still smokes, as well as vapes. (Boseley, 2015)

When the first e-cigarette was released in 2007 it looked like a cigarette. Others looked like cigars and pipes. These were marketed at smokers as a product to help them to reduce or quit smoking even though there’s no independent research to support that claim, but with higher levels of nicotine it meant people were addicted to these devices resulting in longer term use. The benefit for companies who create e-cigarettes is long term users buy their product and they make money at a time when tobacco cigarettes are reducing in sales. (USDHHS, 2022) (USDHHS, 2022)

In 2008, the World Health Organisation warned people that vaping has the potential to get people more addicted to nicotine, not less. But public perception already sees vaping as a healthier alternative to smoking tobacco cigarettes, mainly because there isn’t a whole lot of information to disprove that assumption. And tobacco companies see vaping as their opportunity to grow their businesses. (WHO, 2022) (WHO, 2022)

Figure 1: evolution of the e-cigarette



"[Action Needed: E-cigarettes](https://truthinitiative.org/sites/default/files/media/files/2022/03/Truth_E-Cigarette_Factsheet_update_May_2021.pdf)" by [Truth Initiative](https://truthinitiative.org/sites/default/files/media/files/2022/03/Truth_E-Cigarette_Factsheet_update_May_2021.pdf) is in the Public Domain

Figure 2 – Evolution of the e-cigarette - fourth generation design



Figure 2: "[Electronic Cigarettes](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/)" by [CDC](https://www.cdc.gov/) is in the Public Domain

### Sample vaping situations

Your friend vapes every day. You’ve noticed changes in their mood. They are having trouble concentrating and working with you in class.

Your brother is vaping in the school toilets in class breaks to fit in with his friends.

It’s lunchtime and your friends are discussing which brand of vaping product is the best.

You’re on the school bus and some of your sister’s friends who vape regularly are pressuring you to vape.

You don’t want to vape. Some students in your year group who vape are bullying you and other students who don’t vape.

# Reference list

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third party's website, you acknowledge that the terms of use, including licence terms set out on the third party's website apply to the use which may be made of the materials on that third-party website or where permitted by the *Copyright Act 1968* (Cth). The department accepts no responsibility for content on third-party websites.

All material [© State of New South Wales (Department of Education), 2021](https://education.nsw.gov.au/about-us/copyright) unless otherwise indicated. All other material used by permission or under licence.

[PDHPE K-10 Syllabus © 2018](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

[© 2021 NSW Education Standards Authority](https://educationstandards.nsw.edu.au/wps/portal/nesa/home). This document contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information. [*https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright*](https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright).

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website [*https://educationstandards.nsw.edu.au/*](https://educationstandards.nsw.edu.au/) and the NSW Curriculum website <https://curriculum.nsw.edu.au/home>.

ABC Education (2021) [*Fact Checking: Verification + Debunking*](https://games.abc.net.au/education/interactive-lessons/debunking-news/), ABC Education website, accessed 30 June 2022.

ACCC (n.d.) [*Australian Competition & Consumer Commission*](https://www.accc.gov.au/)[website], accessed 30 June 2022.

ADF (Alcohol and Drug Foundation) (2022) ‘[Nicotine](https://adf.org.au/drug-facts/nicotine/)’, *Drug Facts,* ADF website, accessed 30 June 2022.

Australian Institute of Health and Welfare (2021) [*Tobacco Smoking*](https://www.aihw.gov.au/reports/australias-health/tobacco-smoking), AIHW, Australian Government, accessed 30 June 2022.

Barnhart B (25 April 2019) ‘[Social Media Advertising for Teenagers (ages 13-18)](https://www.hellosocial.com.au/blog/social-media-advertising-for-teenagers-ages-13-18)’, *hello social*, accessed 30 June 2022.

Bittoun R (13 September 2021) ‘[Vaping--what parents and teachers need to know. (Professor Renee Bittoun)’ [video]](https://www.youtube.com/watch?v=cBwxt2aWvgk), *avondaleaustralia*, YouTube, accessed 30 June 2022.

Boseley S (10 June 2015) ‘[Hon Lik invented the e-cigarette to quit smoking – but now he’s a dual user](https://www.theguardian.com/society/2015/jun/09/hon-lik-e-cigarette-inventor-quit-smoking-dual-user)’, *The Guardian*, accessed 30 June 2022.

Campaign for Tobacco-Free Kids (2021) [*Tobacco Company Quotes on Marketing to Kids* [PDF]](https://www.tobaccofreekids.org/assets/factsheets/0114.pdf), Campaign for Tobacco-Free Kids, accessed 30 June 2022.

CDC (Centers for Disease Control and Prevention (n.d.) ‘[Electronic Cigarettes](https://www.cdc.gov/tobacco/basic_information/e-cigarettes/)’ Smoking & Tobacco Use, Centers for Disease Control and Prevention, accessed 30 June 2022.

Edutopia (9 February 2022) ‘[60-Second Strategy: Rapid Review’ [video]](https://www.edutopia.org/video/60-second-strategy-rapid-review), *Edutopia*, Edutopia website, accessed 30 June 2022.

Elgan, M (1 April 2019) ‘[People are falling off buildings in search of the perfect Instagram shot](https://www.fastcompany.com/90287323/people-are-falling-off-buildings-in-search-of-the-perfect-instagram-shot)’, *Mansueto Ventures LLC,* Fast Company website, accessed 30 June 2022.

eSafety (2022) ‘[Be an upstander](https://www.esafety.gov.au/young-people/be-an-upstander)’, *Young people,* eSafety website, accessed 30 June 2022.

eSafety (2022) ‘[Digital lives of Aussie teens](https://www.esafety.gov.au/research/digital-lives-aussie-teens)’, *Research,* eSafety website, accessed 30 June 2022.

Greenhalgh EM, Scollo MM and Winstanley MH (2022) *Tobacco in Australia: Facts and Issues,* Cancer Council Victoria, Australian Government, accessed 30 June 2022.

NSW Health (2022) ‘[Do you know what you’re vaping?’ [video]](https://www.health.nsw.gov.au/vaping#:~:text=Do%20you%20know%20what%20you,weed%20killer%20and%20bug%20spray.), *NSW Health,* NSW Health website, accessed 30 June 2022.

NSW Health (2022) ‘[Information for young people: Do you know what you’re vaping?](https://www.health.nsw.gov.au/tobacco/pages/vaping-young.aspx#all)’, *Tobacco and smoking,* NSW Health website, *accessed 30 June 2022.*

NSW Health (2022) ‘[Smoke-free laws](https://www.health.nsw.gov.au/tobacco/Pages/smoke-free-laws.aspx)’, *Tobacco and smoking,* NSW Health website, accessed 30 June 2022.

NSW Health (2022) [*Ask for Health*](https://askforhealth.com.au/) [website], accessed 30 June 2022.

Stanford University (2022) [*Cigarette Advertising Themes*](https://tobacco.stanford.edu/cigarettes/), SRITA website, accessed 30 June 2022.

The National Archives (2022) ‘[Fighting the Bolsheviks in North Russia](https://www.nationalarchives.gov.uk/pathways/firstworldwar/transcripts/spotlights/letter.htm)’, *First World War,* The National Archives website, accessed 30 June 2022.

The National Archives (2022) ‘[Trenches: ‘an interesting souvenir](https://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/trenches-interesting-souvenir/)’, *Letters from the First World War, part one,* The National Archives website, accessed 30 June 2022.

Truth Initiative (2020) ‘[Action needed on e-cigarettes](https://truthinitiative.org/research-resources/emerging-tobacco-products/action-needed-e-cigarettes)’, Truth Initiative, accessed 30 June 2022.

Truth Initiative (2020) [*Action needed: E-cigarettes* [PDF]](https://truthinitiative.org/sites/default/files/media/files/2022/03/Truth_E-Cigarette_Factsheet_update_May_2021.pdf), Truth Initiative, accessed 30 June 2022.

World Health Organization (2022) ‘[Tobacco: E-cigarettes](https://www.who.int/news-room/questions-and-answers/item/tobacco-e-cigarettes)’, *Questions and answers,* WHO website, accessed 30 June 2022.

Your Room (n.d.) ‘[Effects of Smoking, Second Hand Smoke & How to Quit](https://yourroom.health.nsw.gov.au/a-z-of-drugs/Pages/tobacco.aspx)’, *A-Z of Drugs,* Your Room website, accessed 30 June 2022.

**Legislation**

Children’s Online Privacy Protection Act of 1998, 15 U.S.C. 6501-6505 (2022).

**TikTok videos**

Ash Magic [@ashmagic]. (n.d.). what’s INSIDE the BANANA?! @NSWHealth Paid partnership [Video]. TikTok

[https://www.tiktok.com/@ashmagic/video/7091227501816597761?is\_from\_webapp=1&sender\_device=pc](https://www.tiktok.com/%40ashmagic/video/7091227501816597761?is_from_webapp=1&sender_device=pc)

Hannah Pengilly [@pengoart]. (April 27). #ad Check out this interview I did with Dr Kerry Chant! @NSWHealth #nswhealth Paid partnership [Video]. TikTok

[https://www.tiktok.com/@pengoart/video/7091243637773749505?is\_from\_webapp=1&sender\_device=pc&web\_id=7071071619226568193](https://www.tiktok.com/%40pengoart/video/7091243637773749505?is_from_webapp=1&sender_device=pc&web_id=7071071619226568193)

Ottilie [@ottilie.edu]. (2022, June 5). #stitch with @brainlesscatenby [Video]. TikTok

[https://www.tiktok.com/@ottilie.edu/video/7105464087232171310?is\_copy\_url=1&is\_from\_webapp=v1](https://www.tiktok.com/%40ottilie.edu/video/7105464087232171310?is_copy_url=1&is_from_webapp=v1)