

# Learning about vaping and energy drinks

## A learning progression for years 9-13

This material relates and adds to the Tūturu resource: *The Marketing of: Energy drinks & vaping - Thinking critically about how marketing of energy drinks and vaping products affects the wellbeing of young people* (2020) <https://tuturu.org.nz/assets/Thinking-critically-about-energy-drinks-vaping.pdf>

### Purpose of this supplementary material

This additional material makes suggestions about which activities could sit at different levels of learning across years 9-13 to develop an overall progression of learning achievement. This helps avoid the same vaping and energy drinks activities being repeated across different year levels.

It is not expected that many lessons will focus specifically on vaping and/or energy drinks specifically for any single year level, and that consideration of alcohol and/or other substance use, will feature alongside this focus.

**Disclaimer:** Please note that this progression is only a suggestion to reduce repetition of activities across year levels. *This is NOT prescribing what is expected to be taught* across year levels 9-13. Nor is this suggesting the level at which these activities are expected to be taught. What gets taught at which level should be a response to the students' learning needs and learning programme design should be in response to a school's local curriculum.

### Teaching and learning about energy drinks and vaping in junior secondary school health education programmes

Designing teaching and learning programmes that consider the relationship between the use of substances and health and wellbeing, presents teachers with lots of choices about possible contexts and substances to focus on. For learning to be relevant and authentic for students, the named substances that are referred to when teaching need to be age and year level appropriate and reflect the needs of learners in their school community.

Recent trends in substance use reported by Youth19<sup>1</sup> suggest many younger adolescents are not engaging in alcohol and cannabis consuming behaviours. Knowing this, extra attention can be paid to substances that anyone can buy (like energy drinks) or are widely used by young people, despite regulations (like vapes). This may offer some balance in learning programmes.

Consideration of learning context can also help highlight the idea that this learning applies to everyone, regardless of whether they choose to use substances (like alcohol for example). Over-the-counter substances that have (mildly) stimulating or depressive effects on the body still need to be considered critically.

Teachers may decide that starting with critical thinking activities about energy drinks and vaping (and substances like caffeine and nicotine) at junior levels, is developmentally more useful for scaffolding students into subsequent learning about alcohol, cannabis, and other substances.

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<sup>1</sup> Fleming, T., Ball, J., Peiris-John, R., Crengle, S., Bavin, L., Tiatia-Seath, J., Archer, D., & Clark, T. (2020). *Youth19 Rangatahi Smart Survey, Initial Findings: Substance Use*. Youth19 Research Group, The University of Auckland and Victoria University of Wellington, New Zealand. <https://www.youth19.ac.nz/publications/2020/8/12/youth19-rangatahi-smart-survey-initial-findings-substance-use>

Ball, J., Zhang, J., Kim, A., Crengle, S., Farrant, B., Jackson, N. (2022) *Addressing Alcohol Harm in Adolescents. Technical Report 1: Methods and overview of findings*. Wellington: University of Otago <https://www.youth19.ac.nz/publications/alcohol-harm>

It is helpful to teach students how critical thinking processes that apply to one substance, apply across all substances. Regardless of the substance being considered, a person's attitudes, values and beliefs about substance use, and their behaviours or actions that support their own wellbeing and the wellbeing of others, are similar for all substances.

This critical thinking approach to education about substance use includes safe and responsible use (including non-use) of substances such as those:

- bought a local dairy or supermarket (e.g., energy drinks and cigarettes)
- obtained on prescription (medicinal drugs)
- bought over the counter at a chemist (e.g., pain medication)
- bought from at a liquor outlet (alcohol), or
- obtained by illicit means (e.g., controlled substances like cannabis, MDMA, and methamphetamine).

At junior secondary school level, learning to think critically about substances like energy drinks and vaping can provide valuable scaffolding for students as they progress into senior secondary learning programmes.

A comprehensive range of teaching and learning activities that uses a critical thinking approach for students in years 7-13 to learn about substance use can be found in:

Robertson, J. and Dixon, R. (2021). *Alcohol and other drugs: Health Education activities to support teaching and learning for Levels 4-8 in The New Zealand Curriculum*. New Zealand: NZHEA.

Download this resource from <https://healtheducation.org.nz/resources/>

## Teaching and learning cautions about vaping

Avoid exaggerating the concerns about vaping and taking a disproportionate approach. While vaping is a behaviour that is highly visible at present and causing concern in schools for a variety of reasons there are far more troubling social issues around which to invest substantial teaching and learning time in curriculum programmes. Keep any focus on vaping in perspective.

See the **Tūturu webinar - how schools can respond to youth vaping** (video, 2022) at <https://tuturu.org.nz/toolkit/video/>

Note: The use of e-cigarettes/vaping is still part of the Health New Zealand approach to Smokefree NZ by 2025.

## Learning progression

The following table shows how activities from the Tūturu resource *The Marketing of: Energy drinks & vaping – Thinking critically about how marketing of energy drinks and vaping products affects the wellbeing of young people* (Tūturu, 2020) could be allocated to level and how other additional activities could support these. The Activity numbers refer to the activities in this resource.

Download this resource from <https://tuturu.org.nz/toolkit/thinking-critically-about-the-marketing-of-energy-drinks-andor-vaping-products/>

	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Energy drinks</b>	<ul style="list-style-type: none"> <li>• <b>Activity 1:</b> What do we mean by 'energy drinks'?</li> <li>• <b>Activity 2:</b> Analysing energy drink advertisements</li> <li>• <b>Activity 3:</b> Advertising to children and young people</li> <li>• <b>Activity 4:</b> Indirect marketing methods</li> <li>• <b>Activity 5:</b> Energy drinks and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity 6:</b> Mini inquiry e.g., into energy drink use by students at school, or sale and supply (and marketing) of energy drinks in the local community</li> <li>• <b>Activity 7:</b> Taking individual action leading to ...</li> <li>• <b>Activity 8:</b> Taking collective action</li> </ul>	<p><i>At senior secondary level, the contexts for substance use focus more on alcohol and cannabis at year 11, and other topical substance-related issues, especially those of current and local concern e.g., party drugs, additives, methamphetamine may feature at years 12-13</i></p>		
<b>Vaping</b>	<ul style="list-style-type: none"> <li>• <b>Activity 9:</b> Vaping and young people – what's the issue? <i>Focus on vaping, health and wellbeing – what do we know – and what don't we yet have evidence for? Peer pressure, sale of vaping products (laws), school policy.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity 10:</b> Young people and vaping – what does the data say? <i>E.g., Analyse the Youth 19 and ASH data about the incidence of vaping</i></li> <li>• <b>Activity 11:</b> Analysing vaping product advertisements</li> <li>• <b>Activity 12:</b> Indirect marketing methods</li> </ul>	<ul style="list-style-type: none"> <li>• Mini inquiry e.g., into the impact marketing of vaping products has had on youth uptake of vaping</li> <li>• <b>Activity 13:</b> Preventing or reversing the trend of vaping among young people: <b>Taking individual action</b></li> <li>• Critique of the <b>Vaping Facts</b> website and its usefulness for young people <a href="https://vapingfacts.health.nz/">https://vapingfacts.health.nz/</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity 14:</b> Preventing or reversing the trend of vaping among young people: <b>Collective action</b></li> <li>• <b>Activity 15:</b> Framework for senior secondary health education – investigating the use of vaping products by young people and taking health promoting action</li> <li>• Critique of school responses to vaping (using news articles)</li> </ul> <p><i>At these levels students can also be contributing to a Whole School Approach (WSA) which may sit outside curriculum teaching and learning e.g., activism groups, student councils, health committees (etc) involved in: awareness raising campaigns around school expectations, responding to pressure, challenging 'why vape?'; producing information for parents</i></p>	