tūturu

How schools can respond to youth vaping

September 2022

Today

We will build on the webinar last week and cover some responses at each level of a whole school approach.

1. Whole school approaches
2. Learning opportunities
3. Strengthening support pathways
4. Policies and procedures
5. Questions and answers

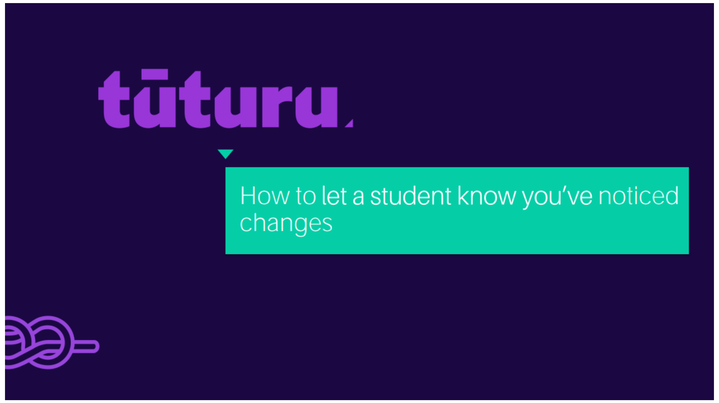
We recommend integrating vaping as a context into your existing wellbeing approach.

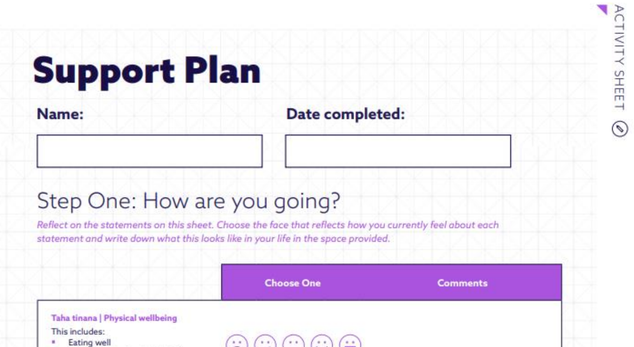
Tūturu is a modern approach to student wellbeing

Tūturu is a uniquely Aotearoa approach that helps schools and health providers work together, so that students can learn, be well, and be prepared for a world where alcohol and other drugs exist.

The approach is complemented by resources and guides that have been developed and trialed by New Zealand schools and health services.

An independent evaluation by the New Zealand Council for Educational Research found that Tūturu "has changed the focus from punitive to pastoral"

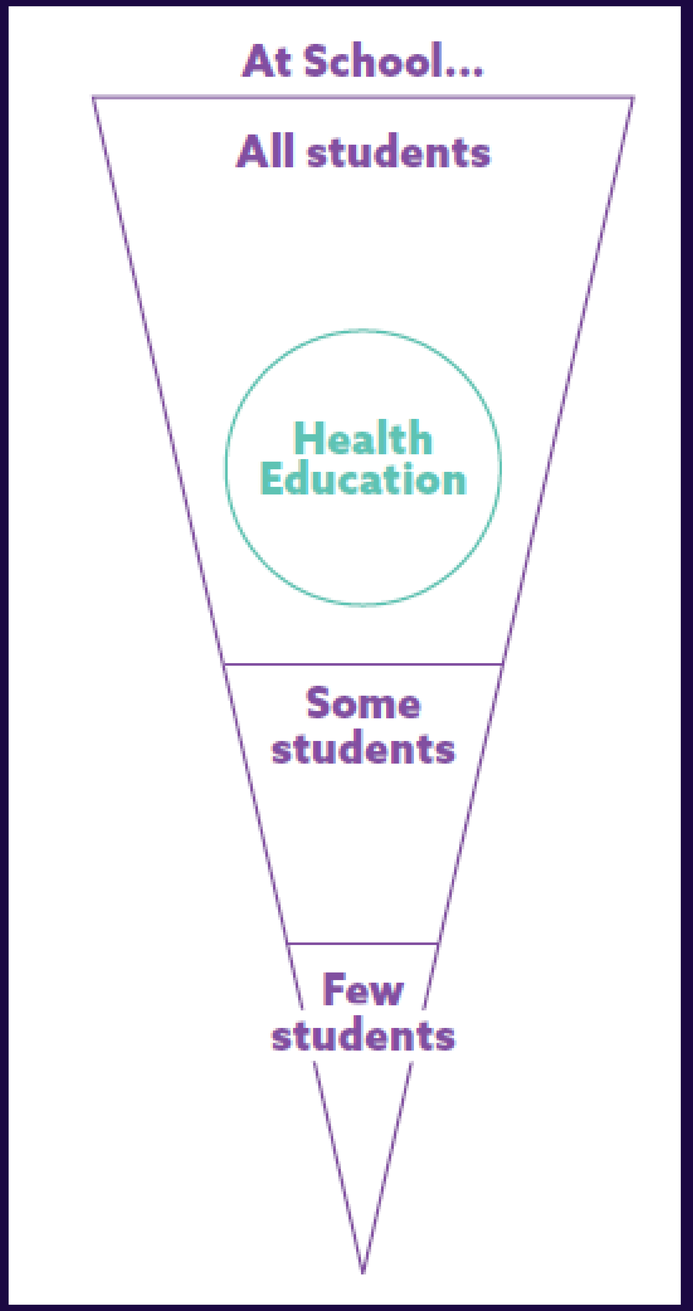


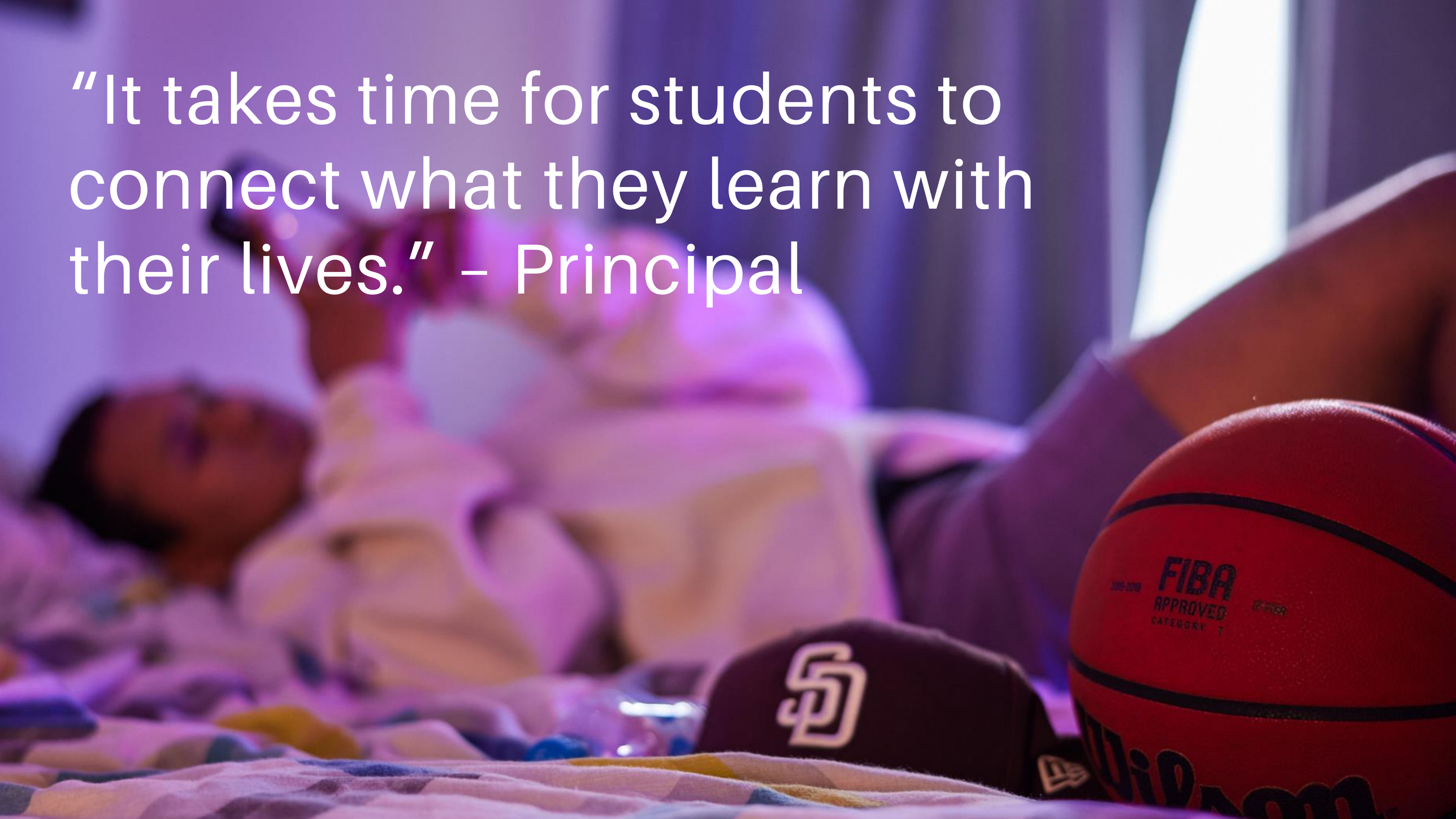


Reviewing and strengthening how your school helps students learn and be well is useful…

…Whether your school or community sees vaping as a major issue or not.

Responses work best when all approaches are aligned





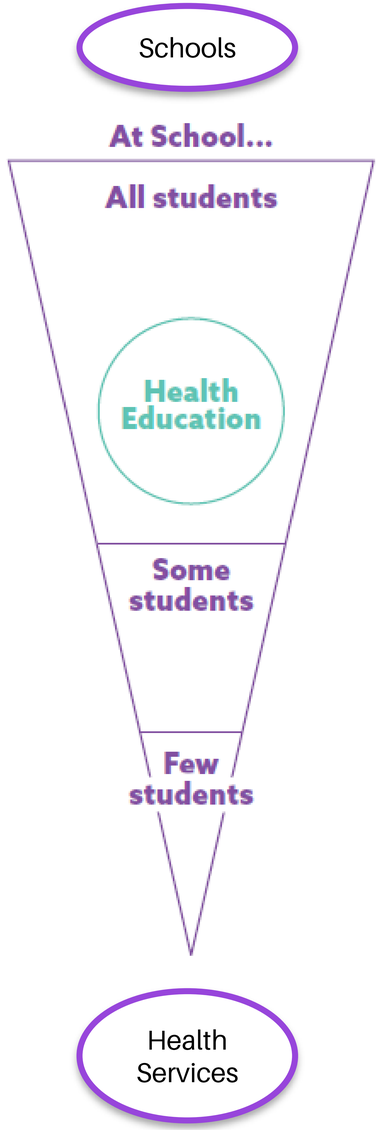
“It takes time for students to connect what they learn with their lives.” – Principal

Schools can be ecosystems of learning and support that help students achieve and get support quickly and easily.

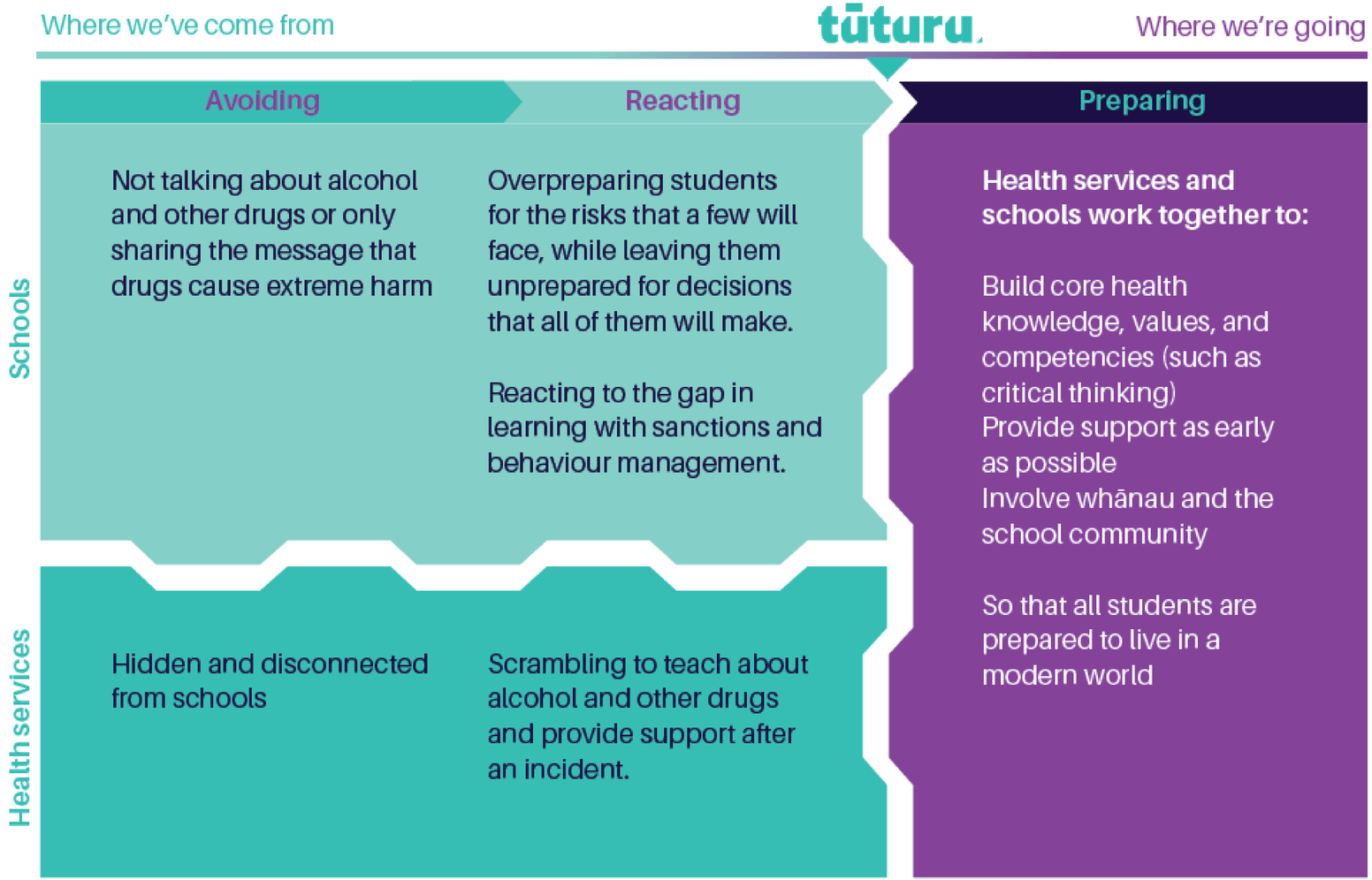
This means aligning:

- What students experience in the school environment that helps them to develop
- What they learn
- How they are supported at school when issues arise
- How professional services provide additional support
- How the wider community of school, whānau, and services help them to lead healthy successful lives

And working together in new ways to create solutions for the gap between schools and health services.



Vaping – Avoiding, reacting, or preparing?



Take the whole range of adolescent behaviours into account. Avoid pushing conversations underground or inadvertently steering people to riskier or more harmful things.

EVERY young person makes decisions about whether they use substances or not.

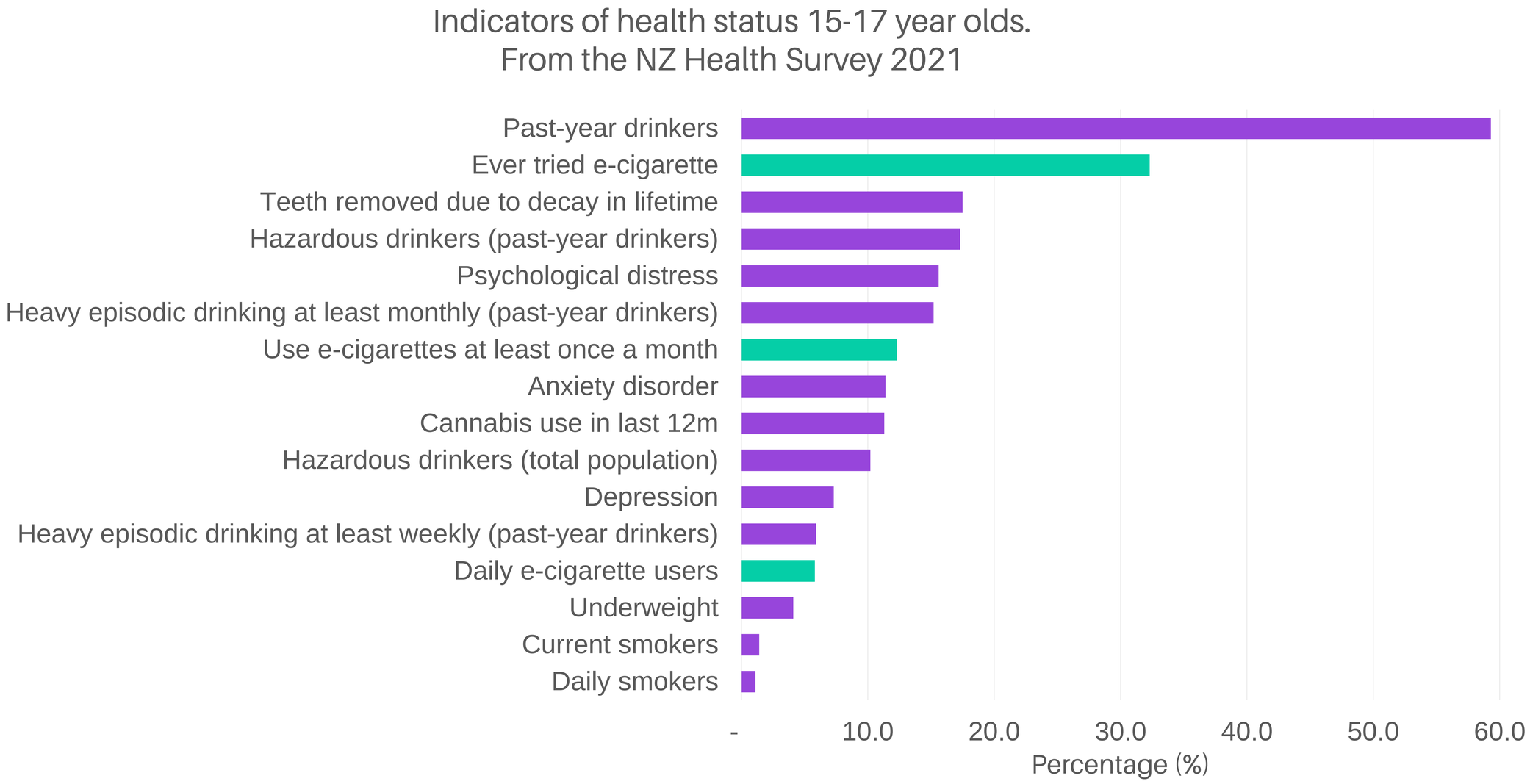
MANY young people try substances.

SOME young people with experience short-term harms.

A FEW young people will experience extreme or long-term harms.

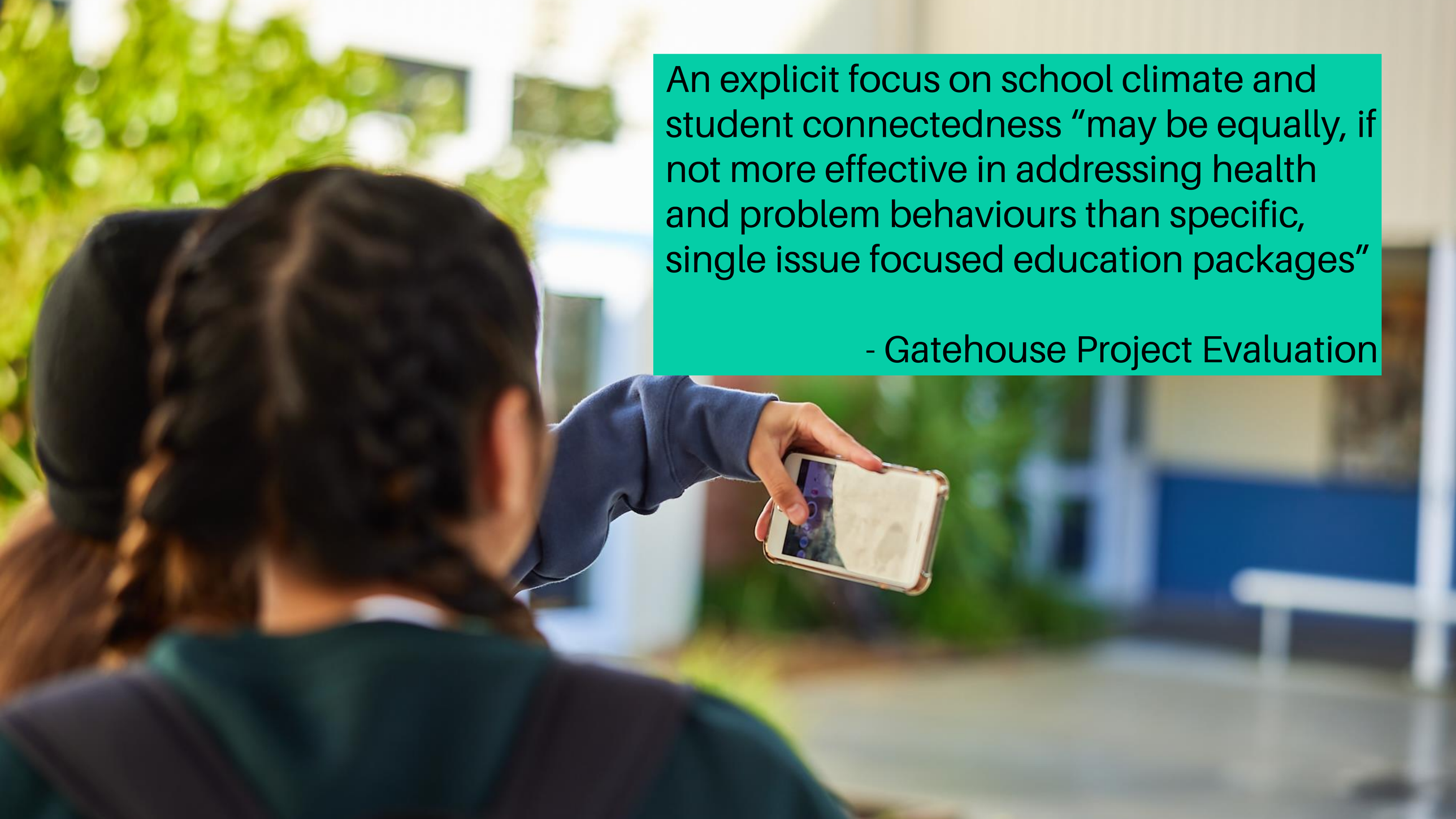
How adults respond can have a greater impact on a young person's life trajectory than the substance use itself.

Take the whole range of adolescent behaviours into account.



The foundation:

A positive school environment where students feel like they belong and that their wellbeing is important.



An explicit focus on school climate and student connectedness “may be equally, if not more effective in addressing health and problem behaviours than specific, single issue focused education packages”

- Gatehouse Project Evaluation

Engage or reengage young people in supportive environments and positive activities.

This can even be helpful for young people who do not want to make changes.

"Among individuals affected by Adverse Childhood Experiences, team sports participation in adolescence was associated with better adult mental health. Team sports may be an important and scalable resilience builder."

Easterlin MC, Chung PJ, Leng M, Dudovitz R. Association of Team Sports Participation With Long-term Mental Health Outcomes Among Individuals Exposed to Adverse Childhood Experiences. JAMA Pediatr. 2019 Jul 1;173(7):681-688. doi: 10.1001/jamapediatrics.2019.1212. PMID: 31135890; PMCID: PMC6547068.

Photo by Quino Al on Unsplash

Integrating vaping as a learning context within a health learning programme

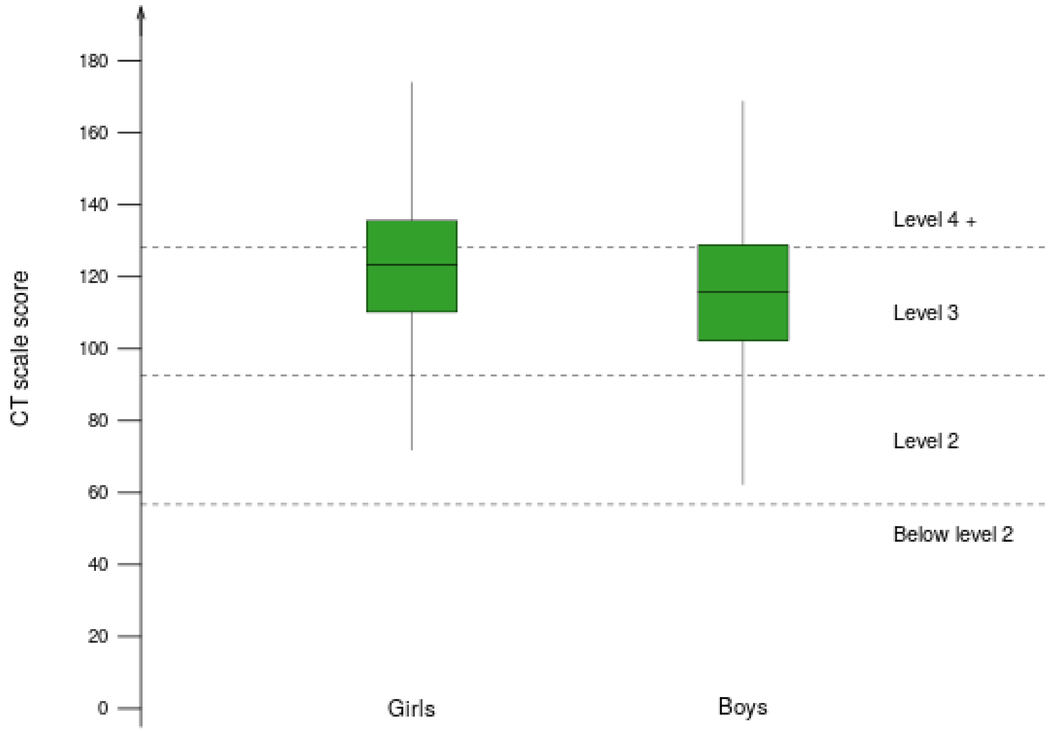
Thinking critically about wellbeing is part of the health learning area

Two-thirds of Year 8 students were below the expected level of achievement for their age.

They are missing out on competencies such as:

- Identify the effects of changing situations, roles, and responsibilities on relationships and describe appropriate responses.
- Describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people
- Specify individual responsibilities and take collective action for the care and safety of other people in their school and the wider community.

All students' achievement on the Critical Thinking in Health & PE (CT) assessment by gender at Year 8



National Monitoring Study of Student Achievement, 2017

Developing critical thinking

Aimed at Curriculum Levels Four and Five (+ one framework for senior students)

Challenges students to think critically about the direct and indirect messages they hear about vaping and respond in ways that promote wellbeing.

Written by Dr Jenny Robertson and trialled/reviewed by many others.

This collection of activities can be tailored, used individually or together, and can be incorporated into your existing programme.

Different contexts can be used (e.g. energy drinks).

Recommended prior learning:

- Wellbeing using the concept of hauora.
- Personal, interpersonal, and societal factors that influence wellbeing and the choices people make.
- Values of respect and fairness.
- Personal self-management skills and interpersonal communication skills.
- Using critical thinking to analyse scenarios and consider different perspectives.

Activity One:

What do we know already?

Using continuums to identify what students have heard, seen, or experienced.

This can help you identify the learning needs of students, based on their experiences.

This complements your assessment of their level of competence in the health learning area.

You might like to use some of the data covered in the webinar last week. That can help if you are introducing this context when the students are learning how to critique whether information is accurate or not.

Continuum Statements

Statements	True/ agree	Somewhat true/ somewhat agree	Not sure	Somewhat false/ somewhat disagree	False/ disagree
New Zealand youth don't have a vaping problem					
Regulations on where people can use vaping products are the same as for smoking tobacco					
Vaping is only for helping people to stop smoking tobacco					
Vaping is an effective way to help people quit smoking					
Vaping among young people is most common among those who already smoke					
Vaping is less harmful than tobacco smoking					
Vaping is harmless to health					
Vaping involves inhaling heated and vaporised liquid, which often contains nicotine					

Activity One Wrap-up:

One thing I realised I knew about vaping was...

One thing I realised I did not know about vaping was...

Activity Two:

What does the data say?

A survey and compare approach

Ask students what they think the level of vaping is among NZ school students. Why do they think this?

Provide the survey form for them to complete anonymously.

Compare the data with the ASH survey results.

How similar or different are the classes (or schools) results to the NZ ASH data?

Why do you think that is the case?

OPTIONAL How does this compare to some of the data from the United States of America (in the guide)? How similar or different is it? Why do you think this is the case?

Given what we know about vaping, how concerned should we be?

A survey and compare approach

Does your school’s approach to wellbeing allow for critical thinking in this context?

How would you do the survey safely in your classroom?

How might you use this to identify learning needs and experiences of students in their community? What could that mean for your learning programme?

What other health topics would you use this approach with?

Activity Two Wrap-up:

Our class/school data was/was not similar to the NZ ASH survey. I think this is because...

Activity Three and Four:

Analysing advertising and indirect marketing

Analysing advertisements (simpler versions are in the resource)
Note there are now heavy restrictions on advertising vapes

Where might you see advertising for vaping?

Who created it and what was their intent?

What methods are they using to grab attention (e.g. humour, bold claims, extreme views, relatable characters)?

Is their message factual and is there bias? How do you know that? What information would be needed to decide this?

What impact could this have on people's lives and wellbeing?

What health promoting actions could be taken?

Indirect messages

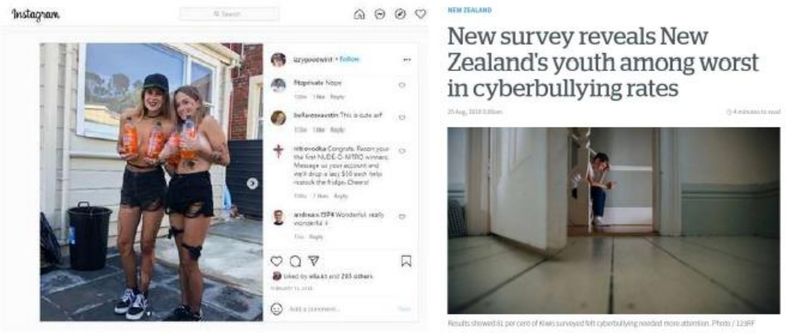
One suggested teaching method uses scenarios.

Students discuss:

- How this could influence young people to use (or not use) vaping products
- Whether they think it is fair to young people? Why or why not?

Example scenarios:

- A school team is given free gear to wear at an event e.g. a vaping product branded t-shirt or cap.
- A popular youth-oriented TV programme often features vaping product brands being consumed by characters in the programme.
- A popular radio station with a known youth audience has shows sponsored by vaping brands.



Activity Three and Four Wrap-up:

Our group found these things from our analysis.

I think this is fair/unfair to young people because…

Three further activities are in the resource:

- Taking individual action
- Collective action
- Senior student investigation

What if students need support?

Build a support pathway that starts early

1. Values explain the character we hope to build.
2. Teach the knowledge, values, and competencies in the health learning area.
3. Encourage every teacher to ask “Are you OK?” when they notice changes (especially in attendance or achievement).
4. Deans or Form Teachers explore further allowing the young person to bring their whole self into the conversation.
5. School counsellor or nurse explores further.
6. Professional support if needed.

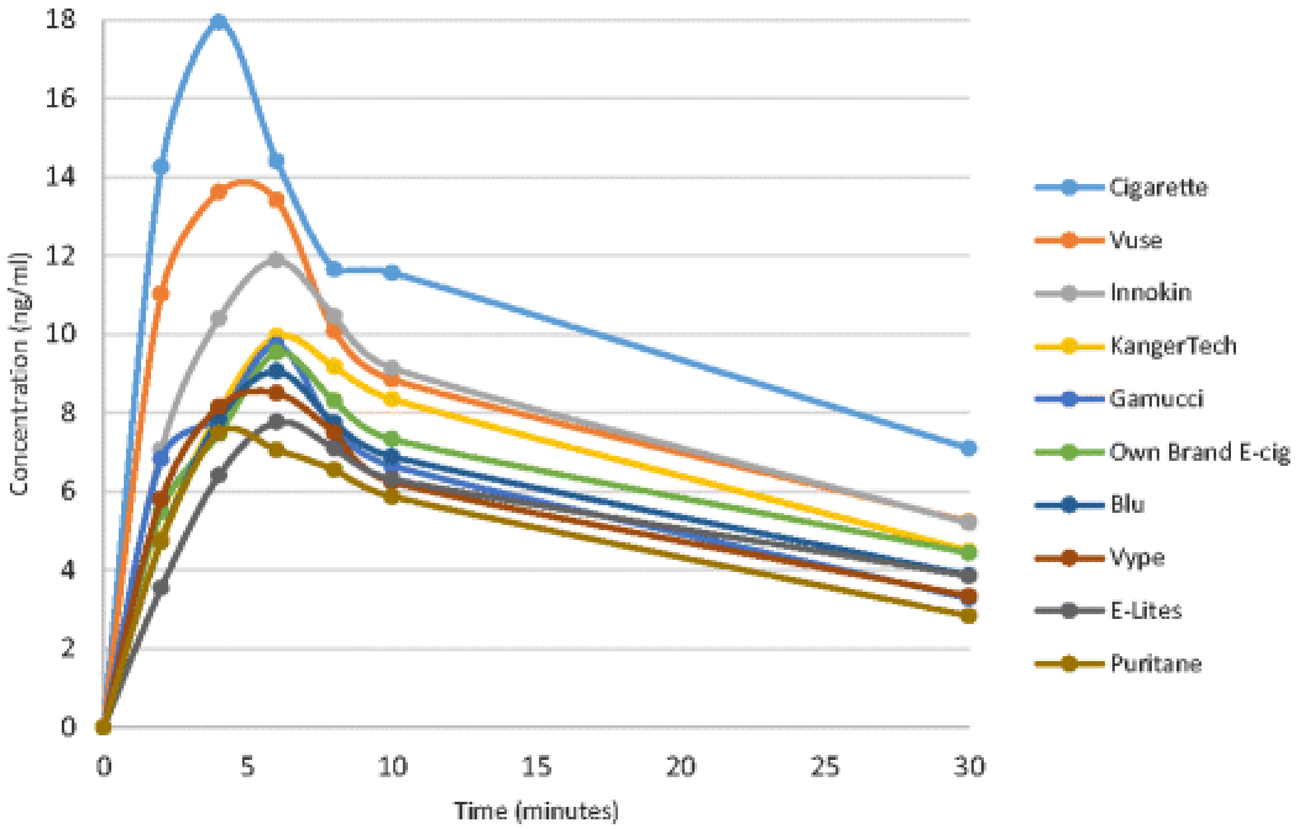
Smoking cessation services have been helping people slowly reduce nicotine content in electronic cigarettes for over a decade.

The same approaches to deal with nicotine addiction work with vapes

While vapes may contain a lot of nicotine, that is designed to be used over time.

People who use vapes are likely to receive less nicotine in their blood than if they had smoked a cigarette.

The level of nicotine in the blood is different when different methods or equipment is used.



Hajek, P., Przulj, D., Phillips, A. *et al.* Nicotine delivery to users from cigarettes and from different types of e-cigarettes. *Psychopharmacology* **234,** 773–779 (2017). https://doi.org/10.1007/s00213-016-4512-6

The four stages of nicotine addiction

1. Can remain abstinent indefinitely without withdrawal symptoms

2. Wanting “If I go too long without smoking the first thing I will notice is a mild desire to smoke that I can ignore.”

3. Craving “If I go too long without smoking, the desire for a cigarette becomes so strong that it is hard to ignore and it interrupts my thinking.”

4. Needing “If I go too long without smoking, I just can’t function right, and I know I will have to smoke just to feel normal again.”

DiFranza, J.R., Wellman, R.J. & Savageau, J.A. Does progression through the stages of physical addiction indicate increasing overall addiction to tobacco?. *Psychopharmacology* 219, 815–822 (2012). https://doi.org/10.1007/s00213-011-2411-4

Reducing nicotine amounts and managing cravings for nicotine works

Some approaches to reduce nicotine:

- Drawing up a schedule of the day and when nicotine cravings are expected with alternative strategies. The busier the schedule, the better.
- Lowering nicotine content in the vape juice.
- Increasing nicotine content (match with level needed) *and* reducing the frequency.
- Delaying the first use of nicotine in a day.

Cravings peak quickly and usually pass in a few minutes.

The Four D’s to manage cravings

Delay
Drink water
Distract
Deep breathe

Explore what else is going on and how to manage stress

Risk factors often cluster. Explore the young person's situation to see what other support could help.

Stress and anxiety management techniques are helpful.

The symptoms of nicotine withdrawal are experienced quickly after the effects have worn off.

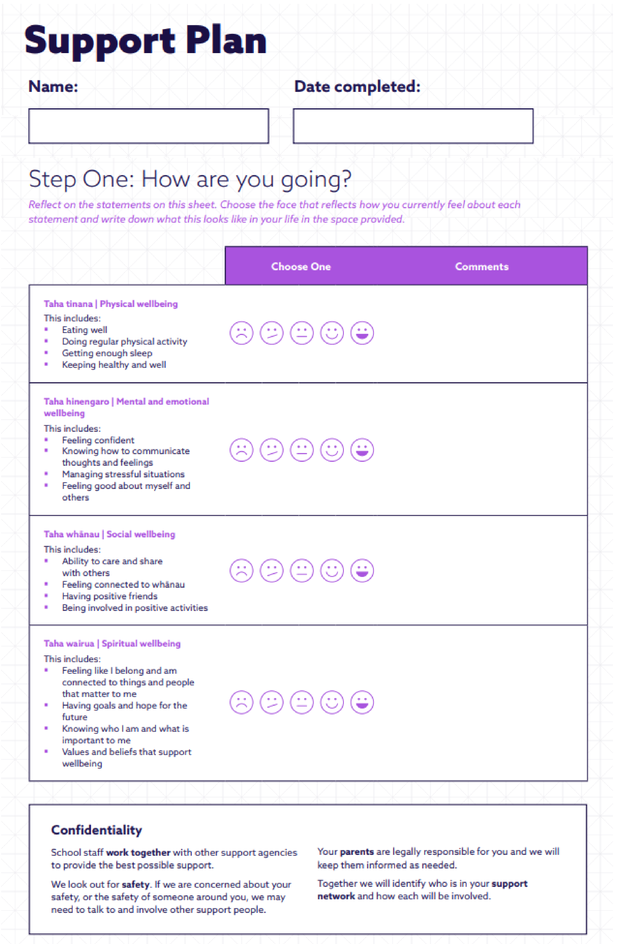
People can experience these withdrawal symptoms as stress or anxiety.

A support plan template is available that builds on concepts of hauora and critical thinking in the health learning area

Questions to help turn this into a learning opportunity:

1. Reflecting on wellbeing
2. Thinking critically about the situation (including restorative practice questions)
3. The plan
4. Who is in the support team and what information they can know

There are example lesson plans to introduce these concepts and questions in Year 9 or 10 health.



Support Plan

Name: **Date completed:**

Step One: How are you going?

Reflect on the statements on this sheet. Choose the face that reflects how you currently feel about each statement and write down what this looks like in your life in the space provided.

	Choose One	Comments
Taha tinana | Physical wellbeing This includes: • Eating well • Doing regular physical activity • Getting enough sleep • Keeping healthy and well		
Taha hinengaro | Mental and emotional wellbeing This includes: • Feeling confident • Knowing how to communicate thoughts and feelings • Managing stressful situations • Feeling good about myself and others		
Taha whānau | Social wellbeing This includes: • Ability to care and share with others • Feeling connected to whānau • Having positive friends • Being involved in positive activities		
Taha wairua | Spiritual wellbeing This includes: • Feeling like I belong and am connected to things and people that matter to me • Having goals and hope for the future • Knowing who I am and what is important to me • Values and beliefs that support wellbeing		

Confidentiality

School staff **work together** with other support agencies to provide the best possible support.

We look out for **safety**. If we are concerned about your safety, or the safety of someone around you, we may need to talk to and involve other support people.

Your **parents** are legally responsible for you and we will keep them informed as needed.

Together we will identify who is in your **support network** and how each will be involved.

Professional development is available on tuturu.org.nz

Youth development and substance use

How to let students know you've noticed changes in their attendance and achievement

How to explore further with students (screening and brief advice)

Introduction to motivational interviewing

How to support young people from families under long-term strain and stress

How to facilitate classroom activities that feature alcohol and other drugs

Make sure your policies align with your curriculum goals.

How adults respond can have a greater impact on a young person's life trajectory than the substance itself.

Centering our response in youth & evidence informed

I think I think schools should adopt a policy where they treat drug users rather than criminals treat them as ummm like as in like people suggest that the law people suggest that all drugs should be legal but rather than treat drug users as criminals send them to like rehabs like treat it as like an illness and like maybe have like that more of that sort of approach rather than like its bad its legal get out *like a help thing maybe like talk it over kind of thing*

Resources to support the development of robust policy .

- Board of Trustee Training
- Pastoral support guidelines
- Whole school approach training material

Pātai?