

Year 7 – Smoking and Vaping

Activity Overview

Perspectives and Dilemmas: Navigating Choices in Teen Life

This lesson involves a discussion recap based on a range of statements, followed by a group WebQuest, where students discuss social dilemmas. Three realistic scenarios are presented for group discussions, exploring possible positive choices. The lesson concludes with a project where students create concise presentations suggesting positive choices for characters in the scenarios. The focus is on fostering critical thinking and decision-making skills in navigating common challenges faced by teenagers.

Learning Intentions

- Students explore their perceptions of vaping and other drugs.
- Students develop strategies of dealing with peer pressure and the navigation of the role of vaping in their lives.

Success Criteria

- Students can highlight the impacts of vaping on their lives.
- Students can identify a support service and the means of receiving support from that organization.

Resources

- PowerPoint

Teacher Notes

Warm-up: Discussion recap

15 minutes

Class exits ticket discussion exercise:

Students stand on either side of the room depending on their point of view.

Each of the quotations are put on the board. Refer to **PowerPoint Slides**. After each quotation is displayed and students move to their desired side, the teacher then uses this as a stimulus for discussion.

Small Group activity: Social Dilemmas

15 minutes

In groups of 3-4 discuss one of the [scenarios](#) in the slides and develop the content for a 4-minute presentation.

Groups may like to discuss the following aspects:

- Who does each dilemma affect?
 - How does the dilemma affect each person's family life, social life and self-esteem?
 - What are possible solutions to the dilemma?
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Develop Group Presentation 15 min

Project criteria: 4 slides - no more than 10 words per slide.

In their groups, students select one of the scenarios and creates a short presentation outlining their discussion and make suggestions of the positive choices the students above could make.

Students present their work to the class.

Deliver Presentations to class 20 min

Each group has 4 minutes to present to the class.
