SHINE Webinar 9: Young people's responses to and engagement with e-cigarettes and their broader marketing
Presented by Dr Marissa Smith

The questions below have been kindly provided by Dr Marissa Smith as a follow up to the webinar (https://youtu.be/SBH0lm2w_RQ) presented on Thursday 17th November 2022 as part of the SHINE webinar series. These questions were used in the focus groups with young people as part of the Social-YEPS research project[i] described in the webinar.

Teachers may find the questions useful to use in a PSE discussion about social media, influencers and to explore young people's knowledge of, as well as attitudes and behaviour related to e-cigarettes and vaping devices.

The questions could be used in a variety of ways in the classroom setting. Please have a look at the various questions. Below the questions there are some suggestions for activities in the classroom and links to resources.

Questions:

1. Social media

Show the various social media platform logos.

- Do you recognise any of these logos (see power point) ?
- Can you tell me about the social media platforms that you use?
    - o   Why do you use those?
- What social media platforms do you like and dislike?
    - o   Why?
- On a daily basis, how long do you tend to spend on social media?

2. Social media influencers

- What do you think the term 'social media influencer' means?
- What do social influencers do?
- How do you know that someone is a social influencer?
- What products have you seen influencers advertising?

- How do you think they pick the products that they advertise?
- Have you ever bought or used products based on what you have seen on social media?
    - What type of products were those?
- Would you ever like, comment on, or share an influencer's image if they were advertising something?

3. Personal experiences online

- Have you seen any information about e-cigarettes on social media platforms?
    - What kind of information was it?
- Do friends or anyone you follow on social media post or share messages about e-cigarettes?
    - How does that make you feel about them?
- Why do you think they post or share these messages?
- If seeing a friend or someone you know post about e-cigarettes on social media, would it make you want to share images or messages?

4. Flavours

- What do you think about the variety of flavours available?
- Could you name any flavours?
- Do you see some flavours as more appealing compared to others?
    - What ones and why?
- Do you think there are any flavours that are more appealing to young people compared to adults?
    - What ones and why?

5. You could look on social media platforms for e-cigarette-related content and show the young people these images. Discussions could focus on the images and their content. Sample questions could include.

- Do any of these images grab your attention?
    - Why?

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- What do you think about the use of colour in the images?

- What do you think about the caption under the images?

- Why do you think these images have been posted?

- Who do you think these images are targeted at?

- Do you think these images are selling a product?

- Who do you think has posted the images I showed you? User-generated (regular people) or influencer

- Do you think that person is being paid to post the image or not?

- How can you tell if someone is being paid or not?

6. Warnings on social media

- Do you think there should or should not be warnings on posts/videos showing e-cigarette products?
    - Why?

Other discussion questions

7. Prevalence:

    - How often and where do young people see e-cigarette displays/advertisements day to day?
    - Do displays/advertisements of e-cigarettes influence young people's use of these products?
    - Do they feel more inclined to buy certain products based on adverts, displays or online exposure?

8. Health impacts:

    - What do young people think about the potential health impacts of e-cigarettes?
    - Does this affect their choices to use/not use e-cigarettes?

9. Intervention:

    - Should the government intervene to protect young people from e-cigarette advertising?
    - Would young people's purchase/use of e-cigarettes be different if they could not be advertised on social media? In shops?

Activity 1

HWB 2.39a/3.39a I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.

Learning intentions	Method	Resources	Learning Outcomes **(HWB 2.39a/3.39a)**
• To make young people aware of the methods used by social media to target them • To discuss with YP their opinions of these marketing techniques • To discuss how awareness of the techniques can lead to protecting YP from being manipulated	Split the class into discussion groups. • Show slide 1 on the white board • Ask the groups to discuss the **questions from section 1.** • Gather feedback from each group to feed into wider class discussion • Either in groups or as a class, extend the discussion by using the **questions from section 2**	Power point *E-cigarettes and social media* (available in the SHINE members' resources folder) • Use Slide 1 to stimulate discussion • Use questions from sections 1 and 2 to generate discussion • Use sticky notes/paper or a similar app (Jamboard/Menti/Easyretro) to gather feedback	Acquire knowledge, understanding and greater awareness of: • YP social media interaction and usage • advertising techniques in social media • how young people are targeted by advertisers • the role of influencers Be better able to make positive decisions if YP come across these kind of posts

Activity 2 (follow on from and directly linked to Activity 1)

HWB 3.39a/3.40a/4.39a/4.40a I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.

Learning intentions	Method	Resources	Learning Outcomes (HWB 3.39a/3.40a/4.39a/4.40a)
• To make young people aware of the methods used to advertise e-cigarettes on social media • To empower young people to identify unregulated advertising and harmful products • To support young people to be better informed and improve positive decision-making around harmful posts and products	• Introduce a discussion topic about the advertising of e-cigarettes on social media using the **questions from section 3** • Show young people slide 2 and use the **questions in section 4** on Flavours to discuss the middle post on slide 2 • Use the three posts on slide 2 with the **questions from section 5 & 6** • Teachers may wish to do their own search for additional posts to use in the class by using the links on slides 3 & 4. **CAUTION:** providing young people with these links to do their own research may have the unintended consequence of supporting the marketing of harmful products to them	Power point *E-cigarettes and social media* (available in the SHINE members' resources folder) • Use either Slide 2 to stimulate discussion **and/or** additional social media posts found using the links in slides 3 & 4 • Use sticky notes/paper or a similar app (Jamboard/Menti/Easyretro) to gather feedback	Acquire knowledge, understanding and greater awareness of: • How e-cigarettes are marketed to young people on social media • Whether the techniques used are valid, ethical and/or safe in order to support good decision-making • What the required age limits and safety messages are and why they are necessary
Activity 3			

HWB 3.43b Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed.				

HWB 3.43b Through investigating substance misuse in my local community, I can reflect on specific issues and discuss how they are being addressed.
*HWB **4.43b** By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.*

Learning intentions	Method	Resources	Learning Outcomes (HWB 3.43b/4.43b)

• To support young people to understand the prevalence of e-cigarette use in their community and further afield
• To support young people to question and understand why changes over time have occurred (what legislative and societal changes have brought about the changes)
• To support young people to consider the impacts on health of tobacco and e-cigarette use.
• To support young people to consider what changes could and should be made to protect the safety and health of young people with regard to tobacco, nicotine and e-cigarette use and their broader marketing
	• Discuss the prevalence of e-cigarette use amongst young people in the local community and wider generations **using questions from section 7.** This could be supported by an anonymous survey **(**no tech – shoe box and voting slips to be counted / tech – use a quick Mentimeter poll)
	• Conduct some background research on tobacco and e-cigarette use as a whole-class/ group/paired or individual activity to find information on substance misuse among 11/13/15 yr old young people in Scotland and internationally can be found:
	  o in the **HBSC Scotland 2018 report** (the 2022 data reports will be released in 2023) pages 85 - 91 on substance misuse
	  o In the **HBSC International report** pages 26-29 on substance misuse
	• Ask young people to explore the influence of tobacco use on health outcomes using the **SHINE interactive dashboard.**
	  o Look at app 2 *Influences on health* to find out about the links between tobacco and nicotine use and feeling low, general health and life
		• Questions from section 7
		• HBSC 2018 Scotland report pages 85 – 91
		• HBSC International 2018 report pages 26-29
		• SHINE Interactive data dashboard (available to SHINE members SHINE members' resources folder)
		• Questions from sections 8 & 9
		• Use sticky notes/paper or a similar app (Jamboard/Menti/Easyretro) to gather feedback
			• Young people are empowered with a better knowledge and understanding of the prevalence of e-cigarette use in their local community and further field.
			• This new knowledge allows them to question and reflect on the appropriateness of the current marketing of e-cigarette and vaping products
			• Young people understand the reasons for changes over time with traditional cigarettes and can consider the similarities and differences with e-cigarettes and vaping products
			• Young people can understand the links between nicotine-based products and health outcomes and make better inform health behaviour choices
			• Young people can make a well-informed contribution to the discussion on the appropriateness

	satisfaction o Look at app 4 *Comparing with other countries* to consider cultural differences and attitudes to tobacco and nicotine use • **Use the questions in sections 8 & 9** to explore what the government could or should do to protect young people from the advertising for e-cigarettes and nicotine-based products. o In groups, YP could produce a charter or a poster with recommendations to protect young people from the unregulated advertising of potentially harmful products such as e-cigarettes and nicotine-based products which are not intended for children and young people		of e-cigarette marketing on social media and make recommendations to support the protection of children and young people from exposure to the marketing of products which may be harmful as they are not designed for CYP.

Resources for schools
- Action on Smoking and Health (ASH) -Young people, vaping and e-cigarettes
https://www.ashscotland.org.uk/what-we-do/children-young-people-and-tobacco/young-people-and-vaping/
- ASH Moodle
https://www.ashscotlandmoodle.org.uk/
- Fast Forward
https://www.fastforward.org.uk/projects/going-forward/
- Landed (LANarkshire Drug EDucation)
https://www.landed.info/
- World Health Organisation - Tobacco: E-cigarettes
https://www.who.int/news-room/questions-and-answers/item/tobacco-e-cigarettes

- Healthy Schools planning framework (substance misuse : tobacco and e-cigarettes)
https://healthyschools.scot/planning-framework/smoking/

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[i] Many thanks to Professor Shona Hilton & Dr Marissa Smith (University of Glasgow) and Dr Allison Ford & Anne-Marie Mackintosh (University of Stirling) from the Social-YEPS project for sharing the information contained in the presentation and the questions used in the focus groups.