

Miniclips: Drugs – Better Informed, Better Prepared

# Cigarettes and Vapes



# About this video

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MINICLIPS: DRUGS – BETTER INFORMED, BETTER PREPARED

## Cigarettes and Vapes

Vapes may smell nice, but they have nicotine in them just like cigarettes do. The Miniclip explains the dangers of smoking, and what nicotine can do to our bodies, our minds and even the people around us.

### Essential question:

What are the potential impacts of smoking cigarettes and/or vapes?

### Key vocabulary:

cigarettes

vaping

life-threatening

nicotine

chemicals

harmful

second-hand smoke

e-cigarettes

addiction

### Learning intention:

Learn about the effects of smoking cigarettes or vapes, and understand how they can have direct and indirect impacts on the body, on relationships, and on finances.

# Before watching

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## Activating prior knowledge

What do you know about smoking and vapes?

- What do you know, or think you know, about tobacco, cigarettes, and e-cigarettes (or vapes)?
- What impacts do you know of from these drugs? (Social, physical, mental)
- Have you seen any advertising for these drugs, positive or negative?

Discuss with a partner and make notes, or make notes on your own. This can be in the form of a brainstorm or bullet-points, or as part of a KWL (Know, Wonder, Learned) Chart, leaving the “L” section to be filled in at a later time.

# Whilst watching

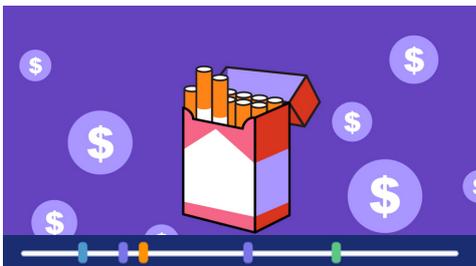
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## Watching as a class



Watch the interactive video as a class and ask students to respond to the prompts throughout the interactive.

## Watching individually



Have students watch the interactive created for immediate feedback and solo viewing.

# After watching

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Below are two activities to extend students' learning and check for understanding.

## Activity 1: Understanding harmful impacts

Use the human body reference image provided on Page 5 to draw, colour, and paste areas of the body that are directly or indirectly impacted by smoking.

- Before beginning, have students discuss their thoughts with a partner and use an anatomy poster or image to help them illustrate the organs or areas affected.
- Students should label the areas they have identified by the name of the organ or body part.

### Support:

Use a basic labelled diagram of the human body and its organs to assist with organ and body-part names. You could cut and paste organs onto the empty human body diagram, too.



### Extension:

Add detail to your labels to explain how these areas are impacted by smoking. E.g. The lungs have reduced capacity to breathe.



## Activity 2: The cost of smoking

Using the average prices listed below, students will calculate the cost of smoking and how it compares with other necessities or luxuries in life.

- In the United Kingdom, the average packet of cigarettes is £14.39 in 2023. If someone smokes an entire packet a day, how much is this going to cost them in one week? What about in one year?
- Given this cost, what can you think of that would be a more worthwhile investment with this amount of money?
- Use catalogues of grocery products or products that you wish you could spend this money on, to add to your response.
- Using the information you have calculated above, what could you say to convince someone who smokes that their money could be better spent elsewhere?



### Support:

Provide the following scaffolded breakdown to students:

- £14.39 (or rounded to £14) x 7 = average cost per week of smoking (7 days in a week)
- The answer to the above question x 52 will give you the average yearly cost of smoking 1 packet of cigarettes per day (52 weeks in a year).
- Use catalogues to find items that you could purchase with this amount of money, either weekly or annually.



### Extension:

Students could research the following question:

Considering vaping is most popular for people aged 16 to 24 years, what could this financial burden mean for a young person?

## Conclusion

Ask students to respond to the essential question posed at the beginning of the lesson.

Ask if they still have any questions about the content presented in the video. Discuss and answer these questions as a class.

# Reference images

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## Activity 1: Understanding harmful impacts

