

Bucks Youth Summit 2024: The Vape Space Report / Evaluation



Figure 1. The Vape Space

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Insights and learnings

Overview of findings

Overall, most young people we surveyed expressed negative views on vaping. Additionally, they were already aware of some of the harms. Confidence to refuse a vape was generally high among the young people, but could vary depending on how often they vaped, the flavour, and the situation (e.g., if other people around them were vaping, or if they felt stressed). Young people were similarly confident about knowing where to get support, but only moderately confident they could advise a friend or relative. Suggestions were made for support to prevent and/or help young people stop vaping including a support hotline, metal detectors to prevent vapes being brought into school, and looking into how disposable

vapes makes vaping more accessible. Key themes and confidence ratings from the survey are presented below followed by behavioural insight recommendations from the COM-B model (Capability, Opportunity, Motivation) for behaviour change.

Key themes and confidence levels

The key themes identified provide valuable insight around young people’s views on vaping and confidence to refuse a vape, know where to get help, and advise a friend or relative (see also **Error! Reference source not found.** section, below).

1. Negative views on vaping:
 - Strong disapproval of vaping from most participants (e.g., ‘I think vaping is very bad’, ‘STOP VAPING!!!’, ‘I hate vapes’).
 - Most consider it a significant problem among young people, that it ruins health and should be discussed more, especially its dangers.
 - The stigma around vaping should be reduced.
 - They emphasised the need to spread awareness about how vaping affects people around us.
 - Issues were raised around secondhand vaping, even mentioning feeling ill after exposure at a sleepover.
 - School toilets cited as a place ‘lots of people go ... to vape.’
 - ‘Disposables make vapes more accessible.’
2. Confidence and refusal to vape:
 - Confidence to refuse a vape varied based on frequency, flavour, and situation.
 - Confidence to refuse a vape may be impacted ‘if stressed’.
 - Vaping was influenced by attitudes and behaviour of friends and family.
 - Some reported vaping for the flavour or cloud rather than nicotine.
3. Health impact and stopping vaping:
 - Some awareness already of the harms (e.g., ‘no point in vaping as it harms lungs’, ‘vapes are bad’ and ‘kill’)
 - A support hotline was suggested as potentially helpful for those trying to quit.
 - Support for limiting vaping to older individuals (above 18) and ‘it should be a subscription to limit usage’.
 - Suggestion to install metal detectors to prevent vapes in schools.

Confidence levels

Self-reported confidence ratings are shown in the table and figure below.

Table 1. Views of young people around vaping (confidence rated 0 – 10, not at all confident to very confident).

		Confidence to refuse a vape	Confidence to know where to get help	Confidence to advise a friend or relative
Vaping status	N (%)	M±SD	M±SD	M±SD
I have never vaped	48 (62%)	9 ± 2	7 ± 2	7 ± 3
I have only tried vaping once or	16 (21%)	8 ± 3	6 ± 2	6 ± 3

twice

I vape daily	10 (13%)	3 ± 3	6 ± 4	4 ± 4
I vape once or twice a week	3 (4%)	7 ± 3	9 ± 1	7 ± 1
I quit vaping	1 (1%)	7 ± n/a	8 ± n/a	8 ± n/a
TOTAL	78 (100%)	7 ± 2	7 ± 2	6 ± 2

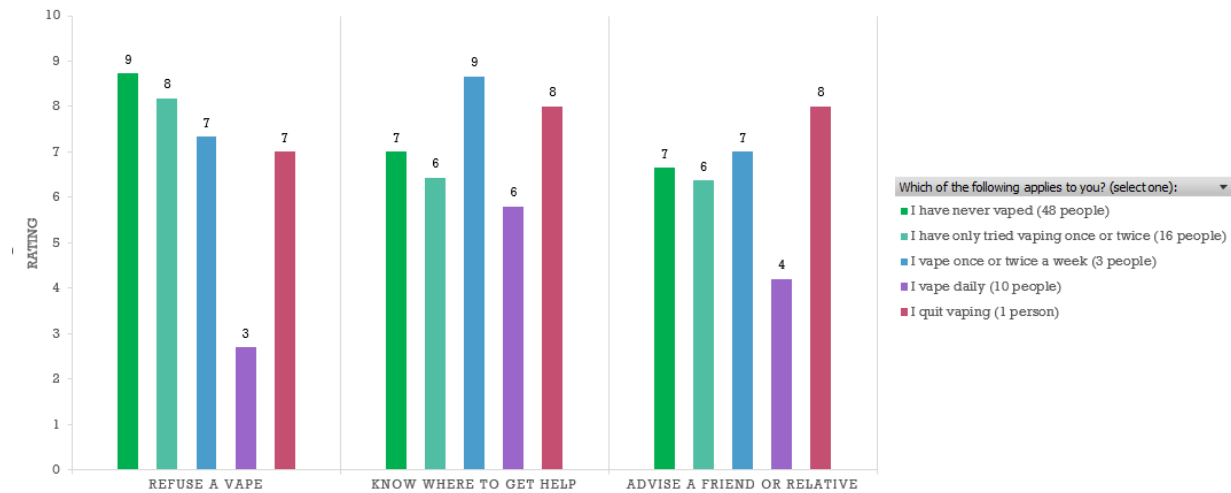


Figure 2. Confidence ratings by vaping frequency (N = 78 young people; rating scale 0=Not at all confident, 10=Very confident).

Behavioural insight recommendations

Capability – The young people we surveyed mostly felt capable and confident they could refuse a vape. However, peer pressure, stress, and attractiveness of the product appeared to impact on this confidence. Education should highlight these key influences, teach skills on how to navigate peer pressure (e.g., how to communicate effectively, role playing/scenarios), identify healthy ways to manage stress, and provide information on how a young person’s developing brain is affected by attractive colours and flavours used in marketing vapes.

Opportunity – Physical opportunities for vaping were identified by respondents, namely toilets at school and get-togethers outside of school like sleepovers. During table discussions, young people talked about older friends and family members buying vapes for younger family members and being able to purchase vapes at local shops. Survey comments confirmed that vaping was influenced by the attitudes and behaviour of friends and family. More insight is needed to understand how to best disrupt and prevent these pathways for access to vapes.

Motivation – Despite moderate confidence about knowing where to get support with preventing/stopping vaping, there was doubt about actually seeking out that support (‘I know where to go but doubt that I’d go to them’). This may be due to stigma, and indeed, the need to talk about vaping more was mentioned by participants. Peer support groups may be a way forward to help reduce this stigma by encouraging open conversations around vaping, its harms, impacts on others, and signposting to local support.

Reflections and learning

What worked well, even better if (WWWEBI)

- The sessions were engaging and stimulating. However, we might alter the format for any myths and facts discussions to be more inventive.
- The use of equipment such as the basketball hoops to collect the survey results worked well and most of the participants showed an interest in using them.
- Keeping the separate groups to time would have been easier if we had a timer or alarm to notify us of a 1-minute countdown and then when time to move on.
- The talk was interrupted by some disruptive students. The organisers provided an information session ahead of time about rules and expected behaviour of students, however, it was still challenging in the moment. One idea that might help would be to have some real-world examples about how disruptive behaviour like disruption might be handled in the moment. Another idea might be to have all students sign a behaviour pledge at the start of the event (maybe they do this already?). Another suggestion would be to remind students to use the time in between workshops for toilet and refreshment breaks and to maybe have a representative from a school to help with managing the behavioural side of the session.
- The collaboration with Trading Standards worked well, as it gave another perspective to vape usage and its wider impacts. This also helped prompt discussions at the other tables.
- If more time allotted, we could have covered more of the topic and made the session more interactive.
- The intro and conclusion sections were not delivered due to time and the way the session ended up flowing, just naturally. In the end, students selected a table to start at and rotated around every 10 minutes. This worked well for the timings.
- At the outset, we wanted to make sure the VapeSpace was a welcoming place for vapers as well as non-vapers. The survey responses confirmed that people were willing to disclose frequency of vaping and that the session was attended by people with a variety of experiences.

What we did

Workshop content and format

Format

Four scheduled sessions, 30 minutes each.

Break into three groups of 10 – rotate after the introduction - 3 facilitators required

Content

1. Introduction (3 mins)
 - Welcome participants and establish a safe and open environment, an honest respectful discussion
 - Brief overview of the workshop's goals
 - Vape amnesty box mentioned to group
 - Resources required:
 - Crib sheet for this

- Have a sign for the door reminding teachers to respect views and confidentiality.
2. Vaping Facts and Myths (8/10 mins)
 - Could we have one side of the table as myth and other fact. Ask the questions and ask them to go and stand at which side they think?
 - Interactive format with props
 - Talk about law, legal aspect
 - What's actually in them? SPICE
 - Spot the illegal vape
 - What's the cost
 - Present factual information about vaping, and its harms, and dispel common myths.
 - Agree what they are - ALL
 3. Have your say! (8/10 mins)
 - Discussion format
 - What's the impact of vaping on family, money, schoolwork, health – use post it notes
 - What would support young people to stop vaping?
 - Explore the impact of media, advertising, and social influences
 - YP volunteers - ask them to man a poster and note down how many vote myth/fact
 4. Survey
 - Discuss societal perceptions and norms related to vaping among young people.
 - Resources required: Basketball competition to incentivise filling in the form (see Figure 1).
 1. Which of the following applies to you:
 - a. I have never vaped
 - b. I have only tried vaping one or twice
 - c. I vape once or twice a week
 - d. I vape daily
 2. How confident are you that you could refuse a vape? 0-10
 3. How confident are you that you would know where to get help if you had questions about vaping? 0-10
 4. How confident are you about knowing how to advise a friend or relative if they needed to quit vaping? 0-10
 5. Any comments or suggestions. [Free text]
 5. Conclusion and Resources (2 mins)
 - Summarise key points from the workshop

Materials

- Facilitators' pack with a plastic wallet, key messages template, lined paper, sheet of key contacts, event brochure, risk assessment.
- A stationery bag provided by the organisers
- Arrangements for 1 pinboard and one young volunteer facilitator from the steering group on the day

- Amnesty bin for vapes with signage
- Illegal vapes and related materials brought along by trading standards

Who came to the Vape Space

Roughly 80 young people attended the Vape Space over the four sessions including six young people from YP4All, the Youth Offending Service's brand new youth forum/steering group, during the second session of the day. Students came from 32 secondary schools in Buckinghamshire and 4 electively home educated (home-schooled) students.