

Assessment Title: Teens Vaping in Aotearoa

Student Instruction Sheet

Working Towards	Working At	Working Above	Working Beyond
You have demonstrated an understanding of a contemporary social issue	You have demonstrated a full understanding of a contemporary social issue	You have demonstrated a sound understanding of a contemporary social issue	You have demonstrated an in-depth understanding of a contemporary social issue
You have described in detail the perspectives of the people/groups involved	You have described in detail the perspectives of the people/groups involved, using examples to support	You have explained the perspectives of the people/groups involved, using examples to support	You have explained in detail the perspectives of the people/groups involved, using examples to support

What to do

Goal:

Create a presentation about different perspectives on vaping in teens, considering it as both a human rights and social issue. Show how these perspectives influence people's views.

Focus:

Choose two people or groups with differing perspectives. Examples include:

- Health Organizations and Advocacy Groups
- New Zealand Government and Ministry of Health
- Vaping Industry
- Parents and Educators
- Religious or Faith-Based Groups
- Human Rights Activists

Structure:

Part One – The Issue

1. Outline the Contemporary Social Issue
 - What is the issue? (Vaping in teens)
 - Why is it relevant today?

Part Two – Perspectives, Viewpoints, and Responses

1. Identify and Describe Differing Perspectives
 - Choose two people or groups.
 - Describe their perspectives and responses to the issue of vaping in teens.

Part Three – The Bigger Picture: Human Rights Violations

1. Human Rights Articles
 - Identify specific human rights articles that the vaping industry might violate.

You must use evidence to develop the explanation throughout your presentation, statistics, graph, surveys etc

How to present your learning

Your presentation could be presented in a variety of different ways, including but not limited to:

- a digital presentation (video, slideshow, animation, web page, or diagram)
- a combination of the above.

Check with your kaiako/teacher to ensure the mode of presentation allows you to meet the criteria at all levels of achievement before you proceed.

Timeframe

You will have up to **three weeks in class** to complete this Assessment Activity.

Getting started

Before starting this Assessment Activity:

- collect more information related to your human rights issue, perspectives, impacts, and implications to supplement what your kaiako has provided
- confirm with someone else in your class or your kaiako that you understand the difference between a perspective and viewpoint
- discuss how different concepts are relevant to the human rights issue
- talanoa or wānanga with others to discuss:
- how you know a perspective has influenced a response
- how the perspectives are similar or different
- why different people or groups chose to respond the way they did. What was it about that response that made them think it was appropriate? What are the implications of the human rights issue for society?

Student Resources

1. [Documentary](#)
2. [Teens still seeing illegal vape adverts, and buying online - Vape-Free Kids NZ](#)
3. [WHO report on the global tobacco epidemic 2021: addressing new and emerging products](#)
4. [How Does Peer Pressure Affect a Teen's Social Development](#)
5. [Young non-smokers in NZ are taking up vaping more than ever before. Here are 5 reasons why](#)

6. [Straight to vape](#)
7. [A summary of information for schools and youth health providers](#)
8. [Vaping law pass](#)
9. [Disposable vapes banned](#)
10. [Vaping promises up in smoke](#)
11. [2022/2023 NZ Health service survey](#)
12. [Should New Zealand make all vapes prescription-only? | Re: Investigates](#)

Assessment Schedule – MHJC Global Studies Assessment: *Teens vaping in Aotearoa*

Task	Working Towards	AT	ABOVE	BEYOND
Contemporary Issue	You have demonstrated an understanding of a contemporary social issue	You have demonstrated a full understanding of a contemporary social issue	You have demonstrated a sound understanding of a contemporary social issue	You have demonstrated an in-depth understanding of a contemporary social issue
Perspectives of groups/people	You have described in detail the perspectives of the people/groups involved	You have described in detail the perspectives of the people/groups involved, using examples to support	You have explained the perspectives of the people/groups involved, using examples to support	You have explained in detail the perspectives of the people/groups involved, using examples to support
Time Management	You have yet to complete and submit your assessment	You have submitted your assessment late	You have submitted your assessment by the due date	You have submitted your assessment by the due date

Overall Grade

Working Towards

AT

ABOVE

BEYOND