

# ***NCSCT***

## **Young people and stopping vaping**

Core skills training  
**Trainer Manual**

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## Timetable

Module	Title	Content	Delivery	Timing
	Registration			
1	<b>Introduction</b>	Aims and learning outcomes	Trainer presentation	5 mins
	<b>Background</b>	Facts and statistics about young people and vaping		
	<b>Current practice</b>	Why do young people vape?		
2	<b>Engaging young people in the conversation</b>	Young person-centred principles Young person-centred practice Considerations and potential adjustments	Trainer presentation	10 mins
3	<b>What influences young people to stop vaping?</b>	Influences and concerns	Trainer presentation	15 mins
		Exercise 1: What influences a young person to stop vaping?	Group discussion	
		Changing perspectives	Trainer presentation	
		Exercise 2: <i>Changing perspectives</i> worksheet	Group discussion	
4	<b>Communicating with young people about stopping vaping</b>	Having the conversation Core communication skills Very brief advice (VBA) for stopping vaping	Trainer presentation	15 mins
		Exercise 3: Starting the conversation using VBA	Group discussion	
		Using scaling questions to aid the conversation	Trainer presentation	
5	<b>Supporting young people to stop vaping</b>	Types of support for young people	Trainer presentation	15 mins
		Nicotine replacement therapy (NRT)		
		Behavioural support – exploring, stopping, following up, maintaining		
		Behavioural support – gradual reduction		
		Exercise 4: Scenarios to discuss exploring and stopping phases of support	Small groups or pairs	
6	<b>Summary</b>		Trainer presentation	5 mins

**Note:** There are four exercises in the training session, and these can be used to check understanding of the training content and reinforce the learning in each module. The amount of time allocated to the training will determine the number of exercises that can be executed. The course can be delivered in one to two hours. The timings given above are a guide to the minimum required for each module for a one hour training session.

## Aims and learning outcomes

### Aim

This short NCSCT training session is aimed at staff who already work with young people (e.g. school nurses, teachers, youth workers, staff in children's services) to enable them to have constructive conversations with young people about stopping vaping, and to offer support to those who want to stop vaping. We assume that your work environment, policies and practices in relation to young people meet all legal requirements and adhere to best practice.

### Pre-course requirements

The training is designed to put into practice the knowledge you have gained from the **'Young people and stopping vaping'** briefing, it is therefore important that the trainers and participants have read the briefing prior to the start of this training session.

### Learning outcomes

At the end of this training, participants will:

- have reviewed the background to vaping and the summary of *'Young people and stopping vaping'* briefing
- have an understanding of why young people vape
- be able to engage young people in conversations about stopping vaping using a young person-centred approach
- reflect on considerations and adjustments that need to be investigated to engage young people
- have an understanding about what influences young people's decisions to stop vaping
- be able to investigate how to change perspectives around vaping and stopping vaping
- be able to look at the skills needed to communicate effectively with young people about vaping and stopping vaping
- be able to offer Very Brief Advice on stopping vaping
- know how to support young people on their journey to stop vaping

**Note: It is recommended that this course is delivered by one trainer to a maximum of 20 participants.**

## Notes on using this document

The nature of the NCSCT training courses dictates that trainers react to the needs of the participants and thus the timetable might need to be flexible in order to meet these needs. However, trainers should make every effort to focus on skills and achieving the learning outcomes and not on attending to deficits in knowledge.

### What to do

Information in these boxes gives instructions to trainers on what to do

### What to say

Information in these boxes gives suggestions on what trainers can say

# Training session modules

## 1. Introduction (5 mins)

**Purpose:** To set the tone for the training session and to explain the timetable, objectives, background and content of the training session to participants. Explain expectations in terms of pre-reading of the '**Young people and stopping vaping**' briefing.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slides 2 to 6

### What to do

Introduce trainer and outline the content, outcomes and timetable for the training session. Summarise the briefing key points pertaining to this training. Agree the ground rules for the session. Run through provided PowerPoint presentation: slides 2 to 6. The following notes are included in the power point with each slide, so you can refer to them directly from the laptop. Please add any other rules pertinent to your own protocols.

### What to say

#### Set the ground rules for the session

- Respect others' views and opinions
- Confidentiality: *clarify what this means in this context*
- Ask questions: *no such thing as a bad/silly question*
- Adherence to timings
- Participate as fully as possible and support the participation of others

### What to say

- Please turn mobile phones off or put to silent
- Please be punctual so we can stick to the timing plan
- Inform participants of any housekeeping or emergency procedures
- Present slides 1 to 6

## Slides

### **Slide 2: Introduction**

This course is designed to put the knowledge you have gained from the '*Young people and stopping vaping*' briefing into practice – read slide.

### **Slide 3: Content of the session – read slide**

### **Slide 4: The facts and stats**

This slide details some of the key findings and statements from the NCSCT '*Young people and stopping vaping*' briefing 2025.

It is important to have read the 2025 '*Young people and stopping vaping*' briefing from the NCSCT in advance and this training assumes that has been done.

The briefing provides guidance on how to assist young people to stop vaping and suggests answers to commonly asked questions. It also summarises the patterns and prevalence of vaping among young people, details trends in the type of vape and e-liquid used by them and summarises the evidence on vaping and health. Note: the briefing does not cover vaping of cannabis or THC.

For this briefing and this training young people are defined as those under 18.

### **Slide 5: The facts and stats**

This slide details some of the key findings and statements from the NCSCT '*Young people and stopping vaping*' briefing 2025.

### **Slide 6: Why do young people vape?**

This slide details some of the key findings and statements from the NCSCT '*Young people and stopping vaping*' briefing 2025.

## 2. Engaging young people in the conversation (10 mins)

**Purpose:** Present how to engage young people in conversations about vaping and stopping vaping in a young person-centred way.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slides 7 to 10

### What to do

Present slides and gather any opinions or observations from participants

### Slides

#### Slide 7: Engaging young people in the conversation

#### Slide 8: Young person-centred principles

- Every young person is unique – their reasons for vaping and stopping vaping will be personal to them
- Each one should be treated with dignity, compassion and respect – it is their decision to vape and their decision to stop vaping
- Support should be enabling, co-ordinated and personalised – with the young person at the centre of all that we do
- Need to meet young people where they are – this is their journey, and we need to begin from their starting point
- Change must make sense – it has to be their reasons for change and not ours
- Telling doesn't work – they must have the option to choose their way forward

#### Slide 9: Young person-centred practice

- Using young person-centred language – using words and topics they relate to
- Collaborating goal and target setting – working together to get a plan to achieve their aims
- Identifying and focussing on their strengths and attributes – what skills do they have that will help them to stop vaping
- Recognising, understanding and appreciating cultural/youth influences – what influences their decisions to change or stay vaping
- Investigating and prioritising relationships: who can be involved in support – friends, family, care teams, mentors etc.
- Offering options and choices – give options and choices as a menu rather than dictating actions – leave the power of choice to them
- Adjusting and tailoring communication styles and methods to suit their needs and preferences – look at the methods that they will respond to



## **Slide 10: Considerations and adjustments**

Let's think back to what we said about providing a young person-centred approach. What are the things we need to consider when delivering this to young people.

### **To apply these to our stop vaping support we need to understand a young person's:**

- needs (goals, motivators, drivers) – why do they vape, what other needs do they have, what gap does vaping fill, do they smoke, are they vaping in order to stop smoking?
- requirements (reasonable and actionable steps and changes that align to their needs)
  - investigate any specific things that can make it easier for them to engage in the conversation and make a change
- circumstances (limitations, restrictions, access issues, influencers and supporters)
  - what is specifically enabling and preventing change?
- preferences (communication options, timing, pace, location, one to one, groups etc.)
  - how do they want to give and receive information and support?

### 3. What influences young people to stop vaping? (15 mins)

**Purpose:** Participants will investigate what influences young people decision making to vape and to stop vaping.

**Process:** Trainer presentation  
Participant exercises 1 and 2

**Materials:** PowerPoint presentation slides 11 to 15  
*Changing perspectives* worksheet

#### Exercise 1 – Group call out

##### What to say

- Let's look at what influences young people's decision making
- What factors might sway their thinking?
- What might influence them to stop vaping?
- Call out for ideas from participants, present slide 11–13

#### Slides

##### Slide 11: What influences young people's decisions to stop vaping?

##### Exercise 1: Influencing decision making

**Activity summary:** What might influence young people's decision to stop vaping?

**Method:** Group call out

**Duration:** 5 minutes

Advise participants to call out what they think might influence a young person to stop vaping

- Health beliefs, current circumstances, past experience, people's beliefs, level of support, self-efficacy
- Rarely about pros and cons
- Motivation is fluid – goes up and down depending on circumstances, environment, influences
- Ambivalence – having mixed feelings or contradictory feelings about change

##### Slide 12: Health

- Vaping is less harmful than smoking but is not risk free
- Young people are uncertain about the long term health effects of vaping
- Many people think vaping is as harmful or more harmful than smoking tobacco
- Side effects include coughing, dizziness, headaches, sore throat
- Health information should come from a trustworthy and credible source

##### Financial

- Vapes cost money
- Young people tend to not have a lot of money to spend

## Dependence

- Nicotine is addictive and so young people must find the money for vapes, and seek places where they can vape and avoid places where they can't
- Withdrawal symptoms due to not being able to vape or not being able to afford vapes include – low mood, trouble sleeping, irritability and low concentration as well as strong urges to vape

## Slide 13: Changing perspectives

### **Changing perspectives worksheet Part 1 – Hand out 1**

Use the worksheet to help young people to look at vaping from other perspectives.

#### **Consider how to change young people's perspective around vaping.**

- Investigate the pros and cons (advantages and disadvantages) of vaping and stopping vaping – use a *Making the change* worksheet to investigate the pros and cons
- Re-imagining a vape free future verses a vaping future
- Consider the benefits of stopping vaping – better health, more money, building kudos, regaining freedom from the habit
- Work together to create a vape free culture and a non-vaping youth environment – young people report reductions in vaping when access to vaping is restricted, or they are made aware of the risks of vaping

## Slide 14: Communication skills exercises

### **Exercise 2: Group call out**

**Activity summary:** Using the *Changing perspectives* worksheet

**Method:** Group call out

**Resources:** *Changing perspectives* worksheet – Handout 1

**Duration:** 5 minutes

As a group, look through the *Changing perspectives* worksheet and discuss how this could be used to aid your conversations throughout the young person's stopping vaping journey.

### **What to do**

- Hand out the *Changing perspectives* worksheet – Handout 1
- Ask participants to discuss how they could use the *Changing perspectives* worksheet as a tool to aid their conversations with young people

## Slide 15: Creating an environment for stopping vaping

An environment where vaping is normal is a barrier to stopping vaping.

Need to create a non-smoking/non-vaping environment and culture through policies and smokefree and vape free places.

Engaging role models to promote a non-smoking/non-vaping culture as a norm and getting consistency of communication across all staff with a non-punitive theme and providing messages of hope and help.

## 4. Communicating with young people (15 mins)

**Purpose:** Participants will learn how to communicate effectively with young people to encourage and support change with regards to stopping vaping.

**Process:** Trainer presentation  
Participant exercise 3

**Materials:** PowerPoint presentation slides 16 to 22

### What to do

Present slides and gather any opinions or observations from participants

### Slides

#### Slide 16: Communicating with young people

#### Slide 17: Having the conversation

- Consider how you create an environment of safety, comfort and trust whilst retaining a sense of caring authority to enable young people to talk about vaping without being judged or feeling punished
- Know where they currently are in their vaping journey, and where and when to start the appropriate conversation about stopping
- Consider the things that might inhibit the conversation – the fears, blocks, concerns and worries young people might have about communicating with specific reference to vaping cessation or similar topics
- How can you engage young people in conversation? Focus on building rapport from the start and avoid coming across as judgmental or punitive
- How might communicating with young people differ from adults? Recognising their potentially different perspectives on health, longevity and impact of vaping
- Being really heard is vital for young people, how can we ensure they recognise that we are not only listening but really hearing what they are saying and, sometimes, not saying? Apply good communication skills to manage the conversation e.g. effective skills, scaling questions
- Telling doesn't work – get them to come up with their own ideas and solutions or offer a menu of options to choose from if they get stuck

### Slide 18: Core communication skills

This slide provides a summary of the **core communication skills**. These skills are the bedrock of the support you can give to young people. Given your experience and the work you have done previously, these skills will be familiar to you.

- **Listen:** support the young person by connecting and engaging with them, show you are on their side and want to help without making any judgements. Support their autonomy to make decisions and their self-confidence to do so by using these core communication skills.
- **Reflective or active listening** involves listening attentively so that you can reflect back what you've heard from the young person. This could simply be restating what has been said or a more complex reflection by sensing what feelings might lie underneath what the young person has said. Reflective listening: allows them to feel heard; allows them to hear what they have said again and change it if they wish; can allow you to elicit more information without having to ask a question; and changes focus and keeps the conversation going. This also helps build rapport.
- **Ask Questions:** conversations should be person-led with the focus being on them coming up with their own solutions to problems and challenges: *"how do you feel about..."*, *"what are your thoughts about..."*, *"what do you think would work for you?"*

Solutions that young people identify themselves are far more likely to be something that would work for them in the context of their life and are more likely to be implemented than if someone else says: *"Why don't you try this?"* Their issue, their solution.

If the young person genuinely can't come up with any solutions, you can suggest a 'menu' of options using the context of what other young people have found useful: *"Some of the young people I've seen have found X to be useful, others found that Y and Z were helpful. Do you think any of those options would work for you?"*

**Thought provoking questions** also help the young person to understand more about themselves, how vaping has become part of their life and helps them connect more deeply with their reasons for stopping: *"what reasons do you have for stopping?"*, *"how do you feel about your vaping?"*, *"what do you enjoy most and least about vaping?"*

- **Feedback:** key points and observations, taking a strengths-based approach: *"so, despite having a difficult week and vaping on one day, you managed to get back on track and not to vape again, that's an achievement when things are challenging for you."* This can also boost motivation and self-efficacy.
- **Summaries:** allow you to gather main points both during and at the end of the conversation or support session, and allow you to check that you and the young person were having the same conversation. They can correct your summary or clarify elements if needed. Summaries can also help to:
  - change direction
  - let the young person see you have really heard what they said
  - keep track of key points
  - signal the conversation/session is coming to an end

### **Slide 19: Very brief advice on vaping**

Very brief advice on smoking is a proven method which has been adapted for other health behaviours. It is a useful framework to help you to intervene with young people.

**ASK** – Allow the person to raise their concerns about their vaping, or vaping by friends and family, and whether this is important to them. You are not asking “do you vape?” It is likely that you may have found them in possession of a vape or seen them vaping. This type of questioning avoids being judgmental or punitive.

**ADVISE** – You can tailor what you say next, dependent upon how the young person responded to the initial questions. To encourage a young person to change their behaviour they need to know it is possible and that other people like them have done it. They need to know what help is available to them.

**ACT** – Act depending on how the young person has responded to your offer to help.

VBA is not a one-off intervention – keep the door open and keep the conversation going.

### **Slide 20: Very brief advice on vaping**

#### **Exercise 3: Group call out**

**Activity summary:** Using the Very brief advice (VBA) for stopping vaping framework

**Method:** Group call out

**Duration:** 5 minutes

Ask the participant to suggest questions and statements they could make at each stage of VBA – use a white board or digital white board to record feedback.

### **Slide 21: Suggestions for having the VBA for Vaping conversation**

Feedback from exercise and suggested statements and questions

NB: If young people are smoking and vaping you could suggest:

*“If you are going to stop anything, stop the cigarettes first. Then, when you are sure you’re not going to smoke again, you can look at stopping vaping”*

## Slide 22: Scaling questions

Present how to use scaling questions to aid conversations. Use the scaling questions on the ***Changing perspectives worksheet*** to discuss how young people feel about stopping vaping – in terms of importance, motivation and confidence.

### Method:

- Ask young people to respond to the questions. Investigate the responses before asking the next questions, as follows:
  - What brought you to this number and not a lower number?
  - What will you have to do to get to the next number up the scale?
  - Focus on small steps to increase motivation and confidence
- Explain that although a young person's motivation may be high, they may have low confidence due to past circumstances or the influence of others.
- **Human motivation is also fluid** especially in young people and can shift from moment to moment, depending on where they are, who they are with, what they value and how they are feeling. It can be influenced positively by someone they trust and who is credible.
- Highlight that asking scaling questions can be a good talking tool and useful guide to assessing readiness and commitment to stopping vaping.

## What to say

### Ask the young person for each of the three elements

#### – importance, motivation and confidence

- What number are you?
- What brought you to this number and not a lower number?
- What will you have to do to get to the next number up the scale?
- What will stop you lowering your score

## What to look out for

Remember everyone is unique and different. ASSUMPTIONS are EASY TO MAKE but often WRONG. Each young person is the true expert on their own situation. Ask them to tell you how it is for them. Doing this allows them to voice their barriers and start thinking of their options. This is more effective than being given general advice.

## What to do

### Start with importance

- Describe how to apply this knowledge to a young person wanting to stop vaping and how to ask scaling questions
- Ask the young person: *"On a scale of 1 to 10, how important is it for you to stop vaping?"*
- If the answer is 6, ask the question: *"What makes it 6 and not 5?"*
- Ask: *"Can I make you more motivated?"* People invariably reply that they need to do it themselves

## What to do

### Repeat this method of scaling questions in relation to motivation and confidence

- It is normal for the scores of these three aspects to be different
- Explain that although in one person their motivation may be high, they may have low confidence due to past circumstances, or they may have high confidence in their ability to stop but it is just not that important at the moment
- Scaling questions can aid your conversation to check the young person's perspective of vaping and stopping vaping, and allow you to get them to generate ideas to move towards considering an attempt to stop vaping if the time is right for them



## 5. Supporting young people to stop vaping (15 mins)

**Purpose:** Participants will learn how to assist young people who want to stop vaping by signposting to available options for support and providing behavioural support directly where appropriate and possible.

**Process:** Trainer presentation  
Participant exercise 4

**Materials:** PowerPoint presentation slides 23 to 33  
Scenarios sheets

### What to do

Present slides and gather any opinions or observations from participants. End with a practical exercise to apply learning to conversations with young people using scenarios

## Slides

### Slide 23: Supporting young people to stop vaping

#### Slide 24: Support to stop vaping

The decision on what is best will be driven by availability and what the young person wants. The key is to act quickly after VBA if the young person has expressed an interest in stopping vaping.

Stopping vaping is achievable and many young people manage it without too much trouble. The level of support provided will be dependent on the individual young person and their specific needs, social context, reasons for vaping and nicotine dependence.

#### Slide 25: Nicotine replacement therapy (NRT)

**NB: This is for reference only** and specialist services will be able to provide advice on how the products work, the correct usage, techniques and dosage, and the process for accessing NRT.

There are 7 types of NRT products available, and they all work in slightly different ways.

**The patch** is good as a foundation product as it slowly releases nicotine through the skin and into the bloodstream throughout the day.

It can be supplemented with one of the other faster acting products like **gum, mouth spray, nasal spray, lozenge, microtab, or inhalator**.

It is important to understand the protocols for the use of NRT where the young people are e.g. school, college, workplace.

## Slide 26: Behavioural support

**Behavioural support** is a key ingredient in helping young people to stop vaping.

Once the young person is engaged following the VBA conversation they can be offered support for their stop vaping journey if this is something that you are able to offer.

Young people can be signposted to specialist support services if available in their area, who will provide behavioural support with advice on the use of NRT. Alternatively they can be directed to options for self-help or digital support.

Behavioural support involves 4 key phases – **Explore, Stopping, Following up and Maintaining**. An additional phase can be added if the young person is not ready to stop vaping immediately but is willing to gradually reduce.

## Slide 27: Exploring

- Why they vape, where they are vaping, who with, what do they experience
- Any current or previous history of smoking
- What are they vaping
- Do they understand the consequences of vaping – health, cost, dependence
- Have they thought about stopping
- Have they tried to stop before
- It is their decision to vape so it is their decision to stop
- Are they ready to stop
- Use the *Changing perspectives* worksheet to help this conversation

## Slide 28: Stopping

- Do they understand what stopping means
- What can they expect when they stop – withdrawal symptoms
- How to cope with urges and triggers to vape
- Who will support them
- How can they set themselves up for success
- What is the plan
- Get a commitment to stopping – saying this out loud has a positive impact

### **Slide 29: Following up**

- How are they getting on
- What is their vaping status, what is their smoking status
- Reminding them of the reasons for stopping
- Check the challenges ahead and how to cope
- Get a commitment to stay vape free

### **Slide 30: Maintaining**

- Reinforce their goals and reasons for staying vape free
- Check for triggers and dangers of relapse
- Address any lapses and keep the door open
- Create an environment where vaping is no longer seen as the thing to do

### **Slide 31: Gradual reduction**

- If the young person is not ready to stop immediately explore the option to gradually reduce
- The aim is always to eventually stop completely
- Get a structured plan to cut down on how much they vape
- Get a commitment to the plan
- As the reduction increases, explore the option to stop completely

### **Slide 32 – 33: Scenarios**

#### **Exercise 4: Practical session using scenarios**

**Activity summary:** Using scenarios to practice starting and having the conversation with young people and offer support

**Method:** Work in pairs with one person taking the supporter role and the other the role of the young person

**Resources:** Scenario sheets

**Duration:** 10 minutes

## 6. Summary and close (5 mins)

**Purpose:** To recap on the skills and learning outcomes covered in the training session. To allow feedback from participants and suggestions of how they will apply the learning going forward. Allow more time for questions and answers if required and possible.

**Process:** Trainer presentation

**Materials:** PowerPoint presentation slide 34

### What to do

- Read the slide to summarise the training session
- Optional if time: Each participant states one key thing they can take away from training to implement in helping young people to stop vaping