

Student Name: _____

Exploration: Self-Concept Scenarios

Scenario 4

Parker: Vaping Nicotine to Stay Focused

Parker is a grade 8 student. Parker is autistic and sometimes feels uncomfortable and overwhelmed in class, making it hard to focus. He finds this frustrating and dislikes feeling different from his classmates. One day during lunch, Parker sees his classmate Sam vaping. Sam tells Parker how vaping nicotine really helps him stay alert and focused and offers it to him to try. After trying the vape, Parker notices that he can focus a little better in class that afternoon. He decides to buy a vape from another student and starts vaping with Sam and his friends before class.

Parker enjoys vaping with Sam and his friends as it makes him feel like he fits in more with the kids at school. After a few weeks, Parker is not sure if the vape is still helping him focus, but now notices that he feels anxious and irritable when he doesn't vape. While he really enjoys spending time with Sam, he is now spending all his allowance on vape cartridges. He is curious if there are other things he could try apart from vaping that would help him focus in class, since vaping is expensive and he is worried that he relies on it too much. He is also worried that if he stops vaping Sam won't want to hang out with him anymore.

1. What may have influenced Parker to decide to start vaping nicotine? (Consider factors from the Factors Influencing Decision Making Infographic)

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2. How might Parker's view of who they are shape their decisions? What are some strategies Parker could use to build his confidence?

3. What are some of the potential effects of vaping nicotine?

4. How did vaping nicotine affect Parker? Do you think this was the effect Parker expected?

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5. What are some other things Parker could do to improve his health and wellness? (Consider all relevant components of self-care).

6. As a friend, what could you say or do to help Parker?