

Goals - Vaping Resource Guide

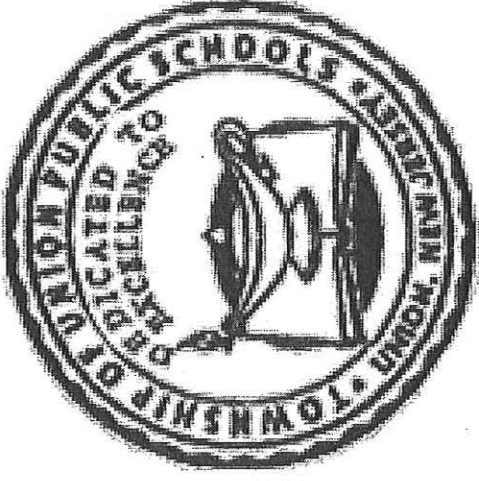
Grade 8

- Enhance personal and social skills that promote positive lifestyle choices as well as resistance to vaping behavior.
- Reinforce that a vape free lifestyle is more likely to lead to a variety of positively valued consequences
- Dispute normative beliefs/the perception that vaping is safe, normal and common among peer cohort.
- Recognize that every health-related behavior has short and long term consequences and affects the ability to reach health goals.

High School

- Identify the biological, environmental, behavioral and social causes and consequences of vaping across the lifespan.
- Recognize the impact of vaping on individuals, families, peers and society.
- Develop new and improved strategies to prevent initiation to vaping.
- Developing and maintaining wellness required ongoing evaluation of factors impacting health and modifying behaviors accordingly.

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 8 Vaping Prevention Resource Guide

Adopted May 2021

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Curriculum Units/Pacing Guide

Unit # /Vaping Prevention	Number of Days
Unit 1: One unit/4 lessons	over 4 weeks
Unit 2:	
Unit 3:	
Unit 4:	

Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
<p>Objective 1 Title - Lifestyle choices</p>	<p>2.1.8.A.1-4 2.1.12.A.1-2</p>	<p>Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. Assess the impact of marketing techniques on the use of vape products.</p>	<p>See handouts provided with specific lesson plans and activities.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>			
<p>Objective 2 Title - Challenging perceptions</p>	<p>2.2.4.B.3</p>	<p>Determine how societal norms and perceptions of family, peers, and social media form our perceptions of vaping.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>			
<p>Objective 3 Title - Health behaviors and consequences/decision making</p>	<p>2.3.12.B.1-5</p>	<p>Debate the legal and financial consequences of the use, sale and possession of vapes and vape products. Correlate increased vape use with challenges that may occur across the lifespan. Correlate vaping with incidences of dating violence and the impact on relationships.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>			

<p>Objective 4 Title- Health goals</p>	<p>2.2.8.B.1-3 2.3.6.B.2-4</p>	<p>Predict how the outcome of a health-related decision may differ if an alternative decision is made by self or others. Predict social situations that may require the use of decision making skills regarding vaping. Assess the risk in a variety of situations and identify strategies to reduce intentional and unintentional risk to self.</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>			

Vaping: Know the truth

FREE DIGITAL LESSONS



Vaping Prevention & Resources to Quit

Youth e-cigarette use remains at epidemic levels in the U.S. New data from the 2020 National Youth Tobacco Survey show that one in five high school students (19.6%) and one in 20 middle school students (4.7%) – that’s nearly 3.6 million young people – reported using e-cigarettes. Many young people reported that they are vaping every day or nearly daily, underscoring the highly addictive nature of nicotine, which is harmful to developing brains. Furthermore, research shows young people who have used e-cigarettes have higher odds of becoming smokers.

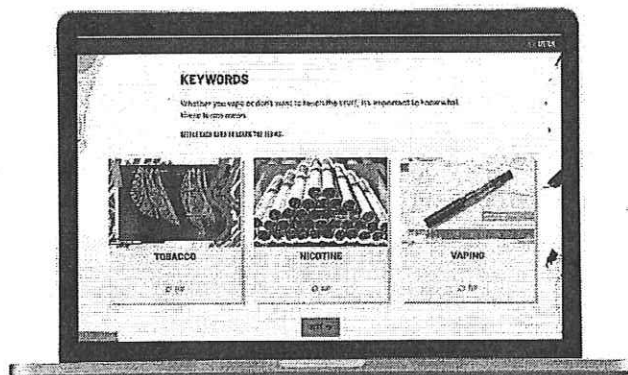
Vaping: Know the truth is a new national youth vaping prevention curriculum created by Truth Initiative and Kaiser Permanente, in collaboration with the American Heart Association, to educate students about the dangers of e-cigarette use. This free digital learning experience was developed as part of Truth Initiative’s nationally recognized *truth*® campaign. In addition to encouraging students to live vape-free lives, this self-led interactive curriculum offers resources to help young people who are currently using e-cigarettes to quit through *truth*’s first-of-its-kind text message quit vaping program *This is Quitting*, which is already helping over 220,000 youth and young adults on their journeys to quit.

Grade Level: 8th - 12th

Total Lessons: 4 digital lessons; 5-10 minutes each

Curriculum Fit: Health, Advisory, Life Skills, FACs

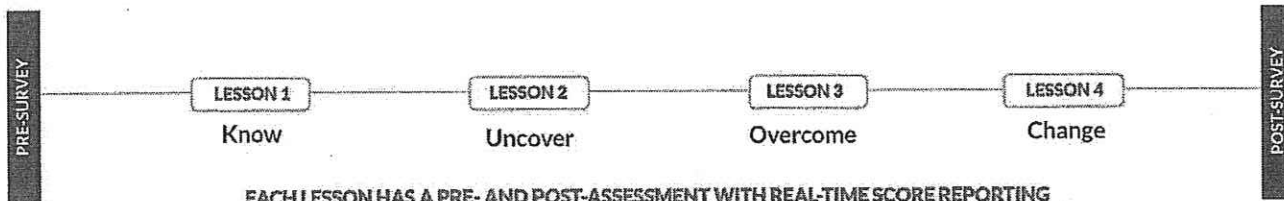
Standards Alignment: National Health Education Standards



Lesson 1: Know

THE LEARNING EXPERIENCE

- EVERFI’s self-graded, interactive lessons help students develop simple, actionable strategies for positively contributing to a healthy environment.
- Real-world scenarios prime students for long-term behavioral change using problem-solving and self-reflection activities.
- Detailed score reports and offline extension activities help teachers maximize their impact across all students.



"The great unknown of the world of vaping is one of the main reasons we need education on it. The more the students know, the better off they will be."

— Mike Whalen, Health Teacher, Penn Hills High School

LESSON OUTLINE

- 1. Know.** This lesson introduces learners to the activity of vaping, invites them to reflect on their awareness and knowledge of the topic, covers a brief history of tobacco and nicotine use, and covers the ingredients present in common e-cigarettes.
- 2. Uncover.** This lesson confronts learners with the hard facts about e-cigarette companies' marketing and advertising tactics, and debunks myths about the safety of vaping and its risks relative to smoking.
- 3. Overcome.** This lesson challenges learners to consider the dangers of nicotine addiction, reinforces addiction as a primary danger of vaping, and lays the framework for quitting.
- 4. Change.** This lesson examines positive social norms that sit opposite of vaping: self-care and quitting. It looks to refocus learners' energy on alternative behaviors while reinforcing the dangerous truths about vaping.

LEARNING OBJECTIVES

After completing this online experience, students will be able to...

- Understand that e-cigarettes can deliver as much or more nicotine than cigarettes and that regardless of delivery mechanism, nicotine is addictive.
- State the health risks associated with using e-cigarettes due to their chemical ingredients and delivery mechanism.
- Describe the strategies used by e-cigarette manufacturers to appeal to current and prospective users.
- Understand that they are empowered to make healthy and informed choices and help others make those choices.
- Demonstrate how to seek out, recommend, and utilize the support services - including school, community, and national resources - to help them or someone else quit.
- Access the free, first-of-its-kind text message quit vaping program *This is Quitting* if they are a current e-cigarette user looking to quit.

Ready to Start? Register now at
EVERFI.COM/K-12

LESSON ACTIVITIES:

Guess the Ingredients

GUESS THE INGREDIENTS

What are these things?

There are two categories of ingredients that are used in e-cigarettes: nicotine and flavoring. Nicotine is the addictive substance that makes you crave the "next puff." Flavoring is what gives e-cigarettes their taste. The most common flavorings are "fruit flavors" and "tobacco flavors." Nicotine is also found in traditional cigarettes. However, the amount of nicotine in e-cigarettes is much lower than in traditional cigarettes. There are also other chemical additives in e-cigarettes that are not found in traditional cigarettes.

SELECT ONE OR MORE ITEMS TO THE CORRECT ANSWER.

Nicotine Propylene Glycol Glycerin Flavoring

Correct! Incorrect!

Tobacco History

1964

The Food and Drug Administration (FDA) announced that it had found a link between smoking and cancer. This was the first time that the FDA had found a link between smoking and cancer. The FDA's findings were based on a study that showed that people who smoked cigarettes had a higher risk of getting cancer than people who did not smoke.

THE CIGARETTE LINKS CANCER, QI

Student POV

POV

Give us your thoughts about vaping. You will see any feedback for your selections, and this is anonymous, ungraded, and has no right or wrong answers.

SHARE A RESPONSE TO HELP US IMPROVE OUR CONTENT

HOW DO YOU FEEL ABOUT VAPING?

EVERFI

EVERFI, Inc. empowers educators to bring real-world learning into the classroom and equip students with the skills they need for success - now and in the future. 3 of 5 U.S. school districts use EVERFI's digital resources to teach topics like financial literacy, social-emotional learning, career readiness, and prevention education.

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Washington, DC 20037
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<http://www.everfi.com/k-12>

Session 0: Getting Ready to Start the Program

Learning Objectives

Teachers will be able to:

- **Develop** a plan and schedule for implementing CATCH My Breath
- **Guide** students in nominating Peer Group Facilitators
- **Identify** peer group members
- **Train** Peer Group Facilitators
- **Optional:** *Notify parents of the CATCH My Breath curriculum*

that they are students that others admire. One Peer Group Facilitator per 5 students is recommended, which is usually 4–5 per class.

Once you have identified the 4–5 Peer Group Facilitators from each class, it is important to provide these students with the appropriate training prior to Session 1. It is recommended that Session 0 occur at least one week before Session 1 to allow time for training.

Educator Prep

- Print and Review Materials
 - Program Implementation Plan—1 total
 - Peer Group Roster—1 per class period
 - Peer Group Facilitator Training Guide—1 per Peer Group Facilitator
 - OR prepare the [Peer Group Facilitator Training video link](#).
- **Optional:** *Peer Group Facilitator Check-ins—4 per Peer Group Facilitator*
- **Optional:** *Parent Notification Letter—1 per student*

Overview

The goal of Session 0 is to select Peer Group Facilitators who other students identify as social leaders. Peer Group Facilitators will help lead the small group activities in the curriculum. A student election process is more effective than having the teacher select Peer Group Facilitators to ensure

Activity	Time	Materials
1. Develop Program Implementation Plan	5 minutes	Program Implementation Plan
2. Select Peer Group Facilitators	5 minutes	Scrap paper or sticky notes
3. Select Peer Group Members	5 minutes	Peer Group Roster
4. Train Peer Group Facilitators	15–30 minutes	Printed Peer Group Facilitator Training Guide OR Video
5. Optional: Inform Parents	1 minute	Parent Notification Letter
6. Optional: Check-in with Peer Group Facilitators	Throughout the program	Peer Group Facilitator Check-Ins

Develop an Implementation Plan

5 minutes—outside of class time

Select the session implementation dates and fill out the Program Implementation Plan.

Select Peer Group Facilitators

5 minutes

Students will nominate Peer Group Facilitators who will assist the teacher with various classroom activities during the CATCH My Breath program.

1. **Ask** students to privately write down the names of 4–5 students in the class that they respect and think would be good leaders of classroom groups. Students can nominate themselves. Do NOT tell students this is for an e-cigarette prevention program.
 - **Alternative:** *If you have pre-existing groups in your classroom that you would like to utilize, have students elect one person within their group who they respect and think would be a good leader.*
2. **Collect** the students' responses and tally the names. The 4–5 students nominated the most are the Peer Group Facilitators. However, if you feel strongly that an elected student would not be successful, or if an elected Peer Group Facilitator strongly objects, select the next student in line.
3. **Announce** the Peer Group Facilitators and ask them to stay after class for a few minutes. After class, tell the Peer Group Facilitators they have been selected to help with the implementation of CATCH My Breath, a youth e-cigarette prevention program.
4. **Schedule** a 15–30-minute training time for your Peer Group Facilitators prior to teaching Session.
 - **Alternative:** *If it is not possible to train the Peer Group Facilitators in person, you*

can give students the training materials to complete on their own time.

Select Peer Group Members

5 minutes

1. **Ask** students to count off by the number of groups you are going to have (i.e. 1–4). You can use another method of selecting group members if you would like. The goal is to avoid Peer Group Facilitators selecting only friends for their group. Use your judgment to organize groups that will have the highest probability of functioning successfully.
2. **Designate** at least one alternate Peer Group Facilitator in case the Peer Group Facilitator is absent after groups are assigned.
3. **Complete** the Peer Group Facilitator Roster.

Train Peer Group Facilitators

15–30 minutes— outside of class time

You have two options for training Peer Group Facilitators. Both are equally valuable so please choose what fits best for your classroom and school structure.

Option 1: Handout Training

1. Print and distribute the Peer Group Facilitator Training Guide.
2. Discuss the details listed in the guide and answer any questions the students might have.

Option 2: Video Training

1. Show students the [Peer Group Facilitator Training Video](#).
2. Discuss the details and answer any questions the students might have.

Alternative: If it is not possible to train the Peer Group Facilitators in person, you can give students the printed Peer Group Facilitator Guide or link to the training video and assign it to be completed on their own time before the first session.

Check-In with Peer Group Facilitators

Throughout the program

Schedule periodic check-in meetings with the Peer Group Facilitators. If possible, brief Peer Group Facilitators before and/or after each session to go over responsibilities.

Discuss problems, concerns, and new approaches learned from the previous session(s) to improve the delivery of future sessions. Go over the session's activities for that week and provide helpful tips for delivering the content.

You can also give each facilitator a Peer Group Facilitator Check-In handout at the beginning of each session and have them return it to you at the end of the session.

(Optional) Inform Parents

1 minute

Distribute the Parent Notification Letter (English) and/or the Parent Notification Letter (Spanish) using your schools' email system or website.

Distribute the printed copies to students to take home if using your schools' email or website is not an option for you

Rationale for Using Same-Age Peer Facilitators

First-time behaviors such as smoking e-cigarettes or drinking alcohol arise in social settings and are heavily influenced by peer group norms. Teens are more likely to start a precocious behavior because of peer pressure and what they see peer social leaders doing.

Peer Group Facilitators are elected by their peers because they are classroom social leaders. Research has shown that prevention works best when the program: a) makes use of same age Peer Group Facilitators to discuss social behaviors; and b) strengthens non-drug use norms. CATCH My Breath was designed for Peer Group Facilitators to organize cooperative-learning group discussion activities to establish small-group norms that e-cigarette smoking is undesirable.

There are several reasons why peer-assisted programs: a) have a strong influence on the attitudes and behaviors of group members and; b) are more effective than teacher-facilitated programs.

- Peers nominated by their classmates are credible role models. The information they deliver is more likely to be believed and internalized.
- Peers create new anti-e-cigarette smoking norms—norms that will persist outside the classroom.
- Peer-delivered information is less intimidating because peers use local language, behaviors, and culture.
- Peer-led programs are easier for teachers to implement and better enjoyed by students.

Note: The Peer Group Facilitated activities of CATCH My Breath may be substituted with large-group sessions by the teacher, if that works better for a particular group of students. Also, some Peer Group Facilitators may not accept the responsibility, while others may not participate meaningfully in the program. Use your judgment when assigning students the role of Peer Group Facilitator.

Program Implementation Plan

Teacher:

Class and period:

Peer group facilitator training date and time:

Curriculum implementation dates:

Session 1: _____

Session 2: _____

Session 3: _____

Session 4: _____

Peer Group Roster

Group 1

Peer Group Facilitator

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

Group 2

Peer Group Facilitator

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

Group 3

Peer Group Facilitator

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

Group 4

Peer Group Facilitator

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

Group 5

Peer Group Facilitator

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

Group 6

Peer Group Facilitator

Group Members

- 1.
- 2.
- 3.
- 4.
- 5.

Peer Group Facilitator (PGF) Training Guide

Congratulations! You have been selected to be a Peer Group Facilitator for the CATCH My Breath nicotine vaping prevention program because your peers and/or teacher recognize that you have leadership potential. During this course, you will help your classmates understand the dangers of e-cigarettes and tobacco products and build skills together to make smart decisions.

What does a Peer Group Facilitator do?

During the four CATCH My Breath sessions, you will be asked to help lead or facilitate several activities by...

- Being a role model of enthusiasm and energy for the activities/lessons
- Keeping groups on task and moving activities/conversation forward
- Encouraging all members to participate
- Reminding the team to respect others' ideas and feelings
- Ensuring the team is not wasting time
- Showing respect to all group members and making them feel valued even if you don't agree with them

Don't worry! You **don't** have to...

- Know everything about the lesson/materials
- Teach anything specific to the group
- Boss group members around or manage their behavior
- Make everyone in the group agree

What are your responsibilities as PGF?

Each group activity during the sessions will follow the same basic outline, and you can use the steps below to help complete the activity:

1. Organize your group into a circle.

Encourage your group to get together quickly and to form a circle. You will be working with the same group during all four lessons of the CATCH My Breath program.

2. Read directions to your group.

Get the group working right away by reading the activity directions slowly and clearly so that everyone can hear and understand you.

3. Lead, record, and help others think.

Encourage all group members to participate. Try to get responses from them before sharing your own ideas.

Peer Group Facilitator (PGF) Training Guide

Have you heard the expression “Calm seas never make a skilled sailor”? It means that you grow your skills anytime something goes differently than planned. See some scenarios below and how other Peer Group Facilitators have handled them.

You don't know the answer to a group member's question

That's ok! You're not expected to know all the answers. Don't feel the need to make something up. Ask the teacher or see if someone else knows the answer.

- *I'm not sure. Does anyone else know?*
- *I don't remember. Let's see if it's on our paper.*
- *That's a good question! Let's ask our teacher.*

Someone is off task

One of the best ways to ensure the group stays on task is by setting the example yourself and starting activities right away. If someone is not participating, try asking for their thoughts or engage them in helping somehow. If that's not working, be sure to let your teacher know.

- *Steve, do you have anything to add to the question?*
- *Patricia, you have good handwriting. Can you write for us today?*
- *Let's all go around and add one idea to the topic.*

Someone is being disrespectful

A group member may unintentionally say or do something that hurts someone's feelings or makes them feel left out. Be sure to help everyone feel part of the group by including them, writing down their ideas, and praising them. If someone is being outright disrespectful to you or other group members, let your teacher know. It's not your responsibility to fix bad behavior.

- *I really like what Dale shared about EVALI. Great point.*
- *I believe Marisol had something. Marisol, can you repeat what you said?*

A group member wants to take over

If you have a group member who wants to do a lot and participate, that's great! Facilitating doesn't mean doing the most work; it means helping others learn and grow. If you feel like someone is not letting other people talk, try building off what they have said so they feel valued and other people still get to talk.

- *Great idea, Alex! Does anyone else have something to add to what Alex said?*
- *Thanks, Marcella. Do you want to write that down for us?*
- *Do we all like what Deanna mentioned about the environmental hazards?*

Name: _____ Date: _____

Peer Group Facilitator Check-Ins

Is there anyone in your group who did an exceptional job? Who was it and what did they do?

How often was your group on-task today?

Always Mostly Somewhat Not at All

After today's session, do you think your peers are **less likely** to use e-cigarettes?

Yes, Definitely I think so Maybe Probably Not

Is there anything you need from me, your teacher, to help you in the next session?

Name: _____ CMB Session #: _____

Peer Group Facilitator Check-Ins

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