

Activity 1c:

Session 1 Review

A few friends haven't taken this class and don't know much about e-cigarettes. When you're chatting at lunch, you hear them say these false statements. Write a complete sentence to explain why each one is wrong.

1. Most e-cigarettes are just flavored water.
2. As long as an e-cigarette doesn't have nicotine, it's safe.
3. If you don't want to vape anymore, you can just stop.
4. You won't get addicted to e-cigarettes if you're not using them every day.

If you personally started using e-cigarettes, how might your life be different? List some consequences of e-cigarette use—and even addiction—as they relate to the list below. Be sure to use the first person (I/me/my).

1. Your Relationships (friends/family)—
2. Your Body—
3. Your Goals (sports, finances, art, school)—
4. Your World/Environment—

Session 2: The Brain Rewired

Learning Objectives

Students will be able to:

- **Describe** and **identify** the early signs of nicotine addiction.
- **Identify** sources of pressure to use e-cigarettes.
- **Evaluate** the thoughts and feelings that may lead someone to use tobacco products.
- **Develop** helpful thought patterns to avoid tobacco use.

Overview

This session will help students understand the consequences of nicotine addiction and identify common pressures to vape. Students will discover the percentage of middle school and high school students that choose not to use e-cigarettes to reinforce the idea that most students choose to be vape free. They will learn about the addictive potential of nicotine and the signs of nicotine addiction. They will be asked to identify internal pressures, or unhelpful thoughts, to use e-cigarettes and learn how to replace those unhelpful thoughts with helpful thoughts to reduce the pressure to try vaping. The session ends with an assignment to interview a trusted adult about e-cigarettes.

Content Areas

Health

Target Grade Levels

Grades 7 and 8

Approximate Class Time

35 minutes

Materials

- **Activity 2a: Pressure All Around**—1 per group
 - **Alternative:** *Rather than printing the worksheet, you can have students write out lists of pressures on a blank piece of paper or you can display the image on the board and complete the activity as a whole class.*
- **Activity 2b: Talk to Yourself!**—1 per student
- **Activity 2c: Adult Interview**—1 per student
- **Optional:** [Tobacco Cessation Resources Handout](#)
 - Consider printing this resource out and distributing one to each student, having a few available for those who ask, or posting it somewhere in your classroom.

Educator Prep

- Print worksheets and materials.
 - **Activity 2a: Pressure All Around**—1 per group (See alternatives above)
 - **Activity 2b: Talk to Yourself**—1 per student
 - **Adult Interview Homework**—1 per student
 - **Optional:** [Tobacco Cessation Resources Handout](#)
- Prepare video to ensure it is ready to play with sufficient volume
 - [My Vaping Mistake: How it affected my mental health](#)
- Talk to your nurse and/or school counselor to find out if there are any school/district-support options for students who might need cessation assistance.

Key Terms

- **Addiction:** a brain disease that rewires your brain to need a substance to feel okay. It can cause anxiety, depression, and future addiction to other substances.
- **Disposable E-Cigarette:** An e-cigarette device that cannot be re-used once the e-liquid has run out. Disposable e-cigarettes can have a dangerous dose of nicotine or other drugs.
- **JUUL:** A popular brand of e-cigarette that has a very high dose of nicotine.
- **JUULing:** A common term for vaping or using a JUUL brand e-cigarette.
- **Nicotine:** A highly addictive drug found in tobacco leaves, cigars, cigarettes and nearly all e-liquids. Once someone is addicted to nicotine, it can be very difficult to stop using it.

Slide 24 | Agenda

- Open the lesson by quickly reviewing the agenda of activities for the day and the homework assignment. The times displayed are simply suggested times. Please adjust accordingly for your classroom.

Slide 25 | Opening Question

- Display the question on the board while you get ready to start class. Have students think about the question or jot down their responses on scratch paper.
 - **What percentage of middle schoolers do you think choose NOT to use e-cigarettes? Why do you think that?**
 - **What percentage of high schoolers do you think choose NOT to use e-cigarettes? Why do you think that?**

Slide 26 | Norms

- Referencing the opening questions, ask the class what percentage of **middle schoolers** they think choose **NOT** to use e-cigarettes and take a few responses.
- Click to slowly reveal the answer. Tell students that polls of middle schoolers across the country from the 2020 National Youth Tobacco Survey shows that about 95% choose NOT to use e-cigarettes.²²
- That means that only one in twenty are using them and that one student is getting closer to a lifelong addiction with every puff.

KEY TALKING POINTS

- **Very few people your age choose to vape.**

Slide 27

- As in the previous slide, ask the class what percentage of **high schoolers** they think choose NOT to use e-cigarettes. Take a few responses.
- Click to reveal the answer. Tell students that polls of high schoolers across the country from the 2020 National Youth Tobacco Survey shows that about 80% choose NOT to use e-cigarettes.
- Remind students that the data shows most teens choose to be vape free.
- Of the high schoolers who are using nicotine daily, most of them are already trying to quit.

²² www.cdc.gov/tobacco/data_statistics/surveys/nyts/index.htm

Slide 28 | Think-Pair-Share

- Have students think-pair-share on the questions on the screen.
- As students share answers, guide them to the following ideas for each question:
 - **Why do you think most kids guessed too high or too low?**
 - Pro-vaping advertising, signs in convenience stores, news coverage, social media posts, word of mouth, or gossip may cause them to think that more students are using e-cigarettes than actually are.
 - **Why do you think most kids choose NOT to use e-cigarettes?**
 - There are many reasons why the majority of people their age choose not to use e-cigarettes. They might want to avoid the negative health, social and financial consequences discussed in the first session (e.g.: getting in trouble, anxiety, respiratory problems, etc.); they may have tried it and just didn't like the taste, smell, or how it made them feel.

KEY TALKING POINTS

- **Sometimes we overestimate the number of teens who use e-cigarettes due to things like pro-vaping advertising, social media, people who talk a lot about it, and more.**
- **There are many reasons why most teens choose not to use e-cigarettes. It may be to avoid negative health, social, and financial consequences or they just don't like it/find it appealing.**

Slide 29 | Nicotine Rewires Your Brain

- Remind students that one of the reasons there are more high school vapers than middle school vapers might be because they may have gotten addicted and now find it really hard to stop.
- Explain that the brains of young people are still growing and developing, making it easy to get addicted to nicotine.⁴ Addiction is a brain disease. This means once you start using nicotine-based products like e-cigarettes or cigarettes (or any kind of tobacco), your brain gets rewired and restructured. This makes it hard to quit using any product that contains nicotine.
- Inform students that nearly all e-cigarettes contain nicotine which is a HIGHLY addictive chemical. Let them know that JUUL, one of the most popular e-cigarette devices, and disposable e-cigarettes such as Puff Bar and STIG, contain a very high dose of nicotine that causes addiction faster.²⁵

⁴ Khuder, S. A., Dayal, H. H., & Mutgi, A. B. (1999). Age at smoking onset and its effect on smoking cessation. *Addictive behaviors*, 24(5), 673-677.

²⁵ Willett J.G., Bennett M., Hair E.C., et al. (2018). Recognition, use and perceptions of JUUL among youth and young adults. *Tobacco Control*. Doi: 10.1136/tobaccocontrol-2018-054273

KEY TALKING POINTS

- 99% of e-cigarettes contain nicotine.
- JUULs and many disposable e-cigarettes often contain an extremely high dose of nicotine.
- Nicotine causes addiction and makes it hard to quit any form of tobacco product including e-cigarettes.
- Addiction is a disease that rewires your brain. It can cause anxiety, depression, and future addiction to other substances.

e-cigarettes, they are 6.8x more likely to begin smoking cigarettes.³¹ The higher the amount of nicotine, the more difficult it is to quit.

KEY TALKING POINTS

- One in four teens who get addicted to nicotine are hooked within a month.
- Of teens who try to quit nicotine, only 12% are successful their first time.²⁴
- Teens who use e-cigarettes are 6.8 times more likely to start using regular cigarettes.

Slide 30 | Addiction is Fast and Strong

- Explain to students that many teens don't realize how fast they can get addicted to nicotine.
- Click to reveal the statistic that about 1 in 4 teens who get addicted, are hooked within a month.²⁹ Some are addicted within just a few uses.
- Remind students that most of them haven't been addicted to something before so they may not understand how difficult it is to stop something once you're addicted. Most people addicted to nicotine say that it is extremely hard to stop. Some say it's the hardest thing they've ever had to do. Eighty eight percent of teens report it takes many attempts to quit using nicotine products like e-cigarettes.²⁴
- Click again to reveal the next statistic: about 1 in 3 middle school cigarette smokers and more than 1 in 4 high school cigarette smokers reported that they have tried to quit 10 or more times in just the past year.³⁰ Of teens who try to quit nicotine, only 12% are successful their first time.²⁴
- Click again to reveal the final statistic. Once someone is hooked on the nicotine from

Slide 31 | Signs of Addiction

- Ask students how someone would know if they're addicted to nicotine and take a few responses.
- Click to reveal some common signs of nicotine addiction.³²⁻⁴⁰

24 Malarcher, A., Jones, S., Morris, E., Kann, L., Buckley, R. (2009). High school students who tried to quit smoking cigarettes: United States, 2007. *Morbidity and Mortality Weekly Report*, 58, 428-431.

29 DiFranza JR, Savageau JA, Fletcher K, et al. (2007). Symptoms of Tobacco Dependence After Brief Intermittent Use: The Development and Assessment of Nicotine Dependence in Youth-2 Study. *Arch Pediatr Adolesc Med*. 2007;161(7):704-710. doi:10.1001/archpedi.161.7.704

31 www.sciencetotality.com/releases/2017/12/17/1211090733.htm

32 www.TobaccoInAustralia.org.au

33 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5117107/>

34 <https://www.cancercontrol.cancer.gov/bmp/tcrb/guide-measures/honc.html>

35 <https://teen.smokefree.gov/quit-vaping/vaping-addiction/nicotine-withdrawal>

36 DiFranza, J. R., Savageau, J. A., Fletcher, K., Ockene, J. K., Rigotti, N. A., et al. (2002). Measuring the Loss of Autonomy Over Nicotine Use in Adolescents. *Archives of Pediatrics & Adolescent Medicine*, 156(4), 397-403. doi:10.1001/archpedi.156.4.397

37 Doubeni, C. A., Reed, G., & DiFranza, J. R. (2010). Early course of nicotine dependence in adolescent smokers. *Pediatrics*, 125(6), 1127-1133.

38 <https://doi.org/10.3322/cancerlin.53.2.102> and <https://doi.org/10.1146/annurev-med-111314-033712>

39 <https://doi.org/10.1016/j.addbeh.2009.08.001>

40 <https://doi.org/10.1016/j.addbeh.2007.12.002>

- **Bad Mood:** Feeling annoyed, nervous, restless or anxious when you can't vape or smoke
- **Can't Focus:** Having difficulty concentrating on a task when you can't vape or smoke
- **Morning and Night:** Strong craving/need to vape or smoke first thing when you wake up or right before you go to bed
- **Loss of Control:** You've tried to stop but found it really hard.
- **Clingy:** You feel like you can't go anywhere without your vape or can't go a day without taking a few puffs.
- **High Risk:** You can't stop yourself from vaping in places you know you could get caught

Slide 32 | Addiction Video

- Let students know that you are about to show a video of real-life teens talking about their experiences with e-cigarettes. Instruct them to look for the signs of addiction that were covered in the last slide as they watch the video.
- Click to play the video: [My Vaping Mistake: How it affected my mental health.](#)⁴¹
- After the video, ask the class what signs of addiction they noticed. Answers may include:
 - Panic attacks
 - Anxiety
 - "Holding a power over me"
 - Leaving class to use it
 - Craving more and more
 - Depression and sadness

Slide 33 | Cessation Resources

- Let students know that there are a lot of resources out there to help teens who think they might be addicted to nicotine. We recommend talking to your school nurse and/or school counselor ahead of time to find out if there are any options for students who are interested in cessation.
 - **Teacher note:** *At this time, there are no FDA-approved cessation resources specifically for e-cigarettes and youth. The resources listed on the screen are currently considered the best resources available for e-cigarettes.*
 - Text DITCHJUUL to 887-09 (Truth Initiative)
 - Text QUIT to 478-48 (FDA-approved cessation resource)
 - 1-800 QUIT NOW
 - 1-800-891-9989*
 - Teen.SmokeFree.gov (National Cancer Institute)
 - MyLifeMyQuit.com*
 - *Resources available in the following states only: **MA, CO, MI, MT, NV, OH, PA, or UT**
 - **Teacher note:** *Consider printing out [Tobacco Cessation Resources Handout](#) and distributing one to each student, having a few available for those who ask, or posting it somewhere in your classroom.*

⁴¹ <https://www.youtube.com/watch?v=A4mFSSBeSVM&feature=youtu.be>

Slide 34 | Pressures

- Remind students that they've learned a lot about tobacco products, especially e-cigarettes. They know that vaping and smoking bring a lot of negative consequences in the short- and long-term and most people their age choose NOT to use tobacco products. However, being a teen is hard and there are many pressures around them that try to trick them into thinking that tobacco is a good choice.
- Tell students that they're going to look at some of those pressures to use tobacco so that they know how to make the best choices for themselves.
- Explain to students that, while there are many types of pressure, they're going to focus on three specific types: pressure from ourselves, other people, and the media.
- Pressure from "self" can be feelings or thoughts that make us want to try tobacco products. These could be positive, negative, and even neutral feelings. For example, someone may feel like they're growing up and want to do something "adult."
- Explain that we sometimes feel pressure from the people around us as well like our friends, siblings, and classmates. We may feel that pressure if someone directly asks us to use a tobacco product or if they are doing it around us.
- Explain that another source of pressure comes from media sources like advertising or when they see celebrities or people on social media supporting/using e-cigarettes.

KEY TALKING POINTS

- Many pressures around us try to trick us into thinking tobacco is a good choice even when we know it is not.
- Even when we know we don't want to use tobacco products, we have a lot of pressure that can make it hard to stick to our decisions.

Slide 35 | Activity 2a— Pressures All Around

- Instruct students to get into their peer groups and distribute one **Activity 2a: Pressures All Around** worksheet to each group.
- Instruct groups to think about different reasons why someone their age might try e-cigarettes. Determine whether those pressures are coming from themselves, other people, or from the media. Groups will write the "self" pressures inside the characters' and the core of the circle, the "other people" pressures in the second layer of the bubble, and the "media" pressures in the outermost layer.
 - **Alternative:** If you are running short on time or would like to save paper, you can also do this as a whole class on the white board with the image projected or just a list of the three categories.
- Using the list of ideas in the table below, circulate and prompt kids to think of more sources of pressure to use tobacco. You can also prompt them to think about the "My Vaping Mistake" video or times they've been pressured to do things they don't want to, even if it wasn't about a tobacco product.

Self	Other People	Media
<ul style="list-style-type: none"> • Feeling bad about yourself • Stress • Loneliness • Depression • Wanting to feel mature • Boredom • Curiosity • Wanting to do something new • Feeling rebellious 	<ul style="list-style-type: none"> • Friends who do it • Seeing it at a party • Being around it in the bathroom • Trying to bond/hangout with certain people • Teammates doing it together (e.g. a baseball team using dip) • Wanting to fit in 	<ul style="list-style-type: none"> • Social media ads • Billboard ads • Seeing influencers use it • Events • People wearing tobacco/vaping logos • Product placement • News stories

- When the groups are done, instruct one student from each group to hang up the worksheets on the wall with a piece of tape or spread them out on various desks. Have the students do an informal gallery walk for about 2 minutes to see what other groups wrote.
- After students return to their desks, point out some of the common answers among the groups.

helpful ones, we can stick to our decisions and our values.

- Show the example of an unhelpful thought someone might have that would put pressure on themselves to use tobacco products: *"Everyone here is vaping. They're going to think I'm weird if I don't do it too."*
- Allow students a few seconds to think about replacement thoughts that would be helpful in this situation. Take a couple of responses from the students and praise them for being able to create helpful thoughts.
- Click to reveal the suggestions on the screen one-by-one and emphasize new ones that students didn't mention already.
- Instruct students to read some of the common unhelpful thoughts a teen might have if they were about to try a tobacco product and then write a replacement thought that is helpful. Have students choose 5 unhelpful thoughts they think are most common and replace those with helpful thoughts. If you have extra time, have them complete all 9.
 - **Teacher note:** *The recommended format of this activity is to allow students*

Slide 36 | Activity 2b—Talk to Yourself

- Distribute one **Activity 2b: Talk to Yourself** handout to each student.
- Tell students that they'll be learning ways to deal with these pressures that they identified today. They'll be starting with the innermost level: Self.
- Remind students that we sometimes unintentionally create pressure within ourselves to make choices that don't line up with who we are or who we want to be. By replacing these unhelpful thoughts with

to try it on their own at first and then work in the group to compare ideas. However, it can be done entirely solo, entirely as a small group, or entirely as a whole class depending on time and your classroom culture.

- If time permits, instruct them to also complete the challenge question at the bottom of the worksheet: "Use the back of the paper to write some other unhelpful thoughts someone might have about tobacco products. Then, replace them with helpful thoughts."

KEY TALKING POINT

- **Some of the pressure we feel comes from our thoughts and feelings.**

KEY TALKING POINTS

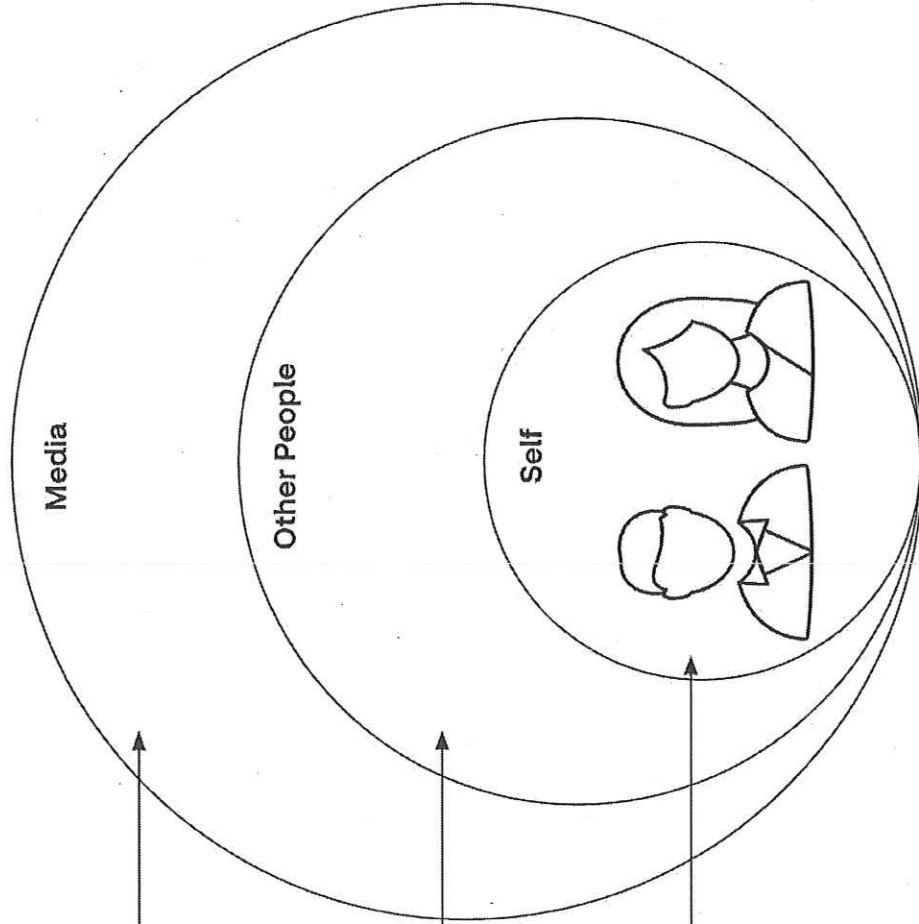
- **Most teens choose to be vape free.**
- **Lifelong nicotine addiction can start happening at the first puff and get stronger with each use.**
- **Of the teens that use nicotine, over half are already trying to quit by high school.**
- **Even when we know we don't want to use tobacco products, we have a lot of pressure that can make it hard to stick to our decisions.**
- **Some of the pressure we feel comes from our own thoughts and feelings. We can put an end to this internal pressure by making sure we are replacing unhelpful thoughts with helpful thoughts.**

Slide 37 | Summary

- Choose a few student volunteers to read out the key points of the lesson. If there's time, you can ask for a few volunteers to share their main takeaway as well.
- Distribute one **Activity 2c: Adult Interview** homework handout to each student.
- Explain to students that they will be talking to their parents (or another trusted adult) about their e-cigarette knowledge and asking questions about their experiences with peer pressure.
- Suggest students introduce the topic to their interviewee by saying: "We talked about e-cigarettes today in school and I'd like to share with you what I learned."
- Instruct them to bring the completed worksheet to the next class session.

Activity 2a: Pressures All Around

Think about different reasons why someone your age might try e-cigarettes. Determine whether each of those pressures is coming from themselves, other people, or from the media and write them in the diagram.



Media

A lot of pressure to use tobacco products comes from media sources like advertising or when we see celebrities or people on social media supporting/using e-cigarettes. Write some of those pressures in this top layer of the bubble.

Other People

We sometimes feel pressure from the people around us. We may feel that pressure if someone directly asks us to use a tobacco product or if they are just using one around us. Write those pressures in this layer of the bubble.

Self

Pressure from "self" can be feelings or thoughts that make us want to try tobacco products. These could be positive, negative, and even neutral feelings. Write "self" pressures inside the characters.

Activity 2b: Talk to Yourself!

Directions: Read the lines showing unhelpful thoughts we might have that put pressure on ourselves to use tobacco products. Then, replace those lines by writing in a helpful thought.

Unhelpful Thought	Helpful Thought
1. I just want to see what it's like. A few puffs can't hurt.	
2. I'm so bored. I want to do something exciting.	
3. I just want to relax.	
4. Some people get addicted but that won't be me.	
5. Smoking will make me look mature.	
6. My friends are trying it and I want to fit in.	
7. Those tricks look like fun. I want to see if I can do it too.	
8. It's just vaping—it's not like a cigarette.	
9. Vaping will get me noticed.	

Challenge: Use the back of the paper to write some other unhelpful thoughts someone might have about tobacco products. Then, replace them with helpful thoughts.

Activity 2c: Adult Interview

STUDENT HANDOUT 1 of 2

Introduction: Use the questions below to 'interview' an adult you trust. Write the answers on this sheet. You will share the information with your class in the next *CATCH My Breath* session.

Read this out loud to the adult:

The purpose of this activity is for me to share with you what I'm learning in school about e-cigarettes and hear your opinions.

Ask the person to respond to the following statements with 'True' or 'False.' If they get it wrong, tell them about what you're learning.

1. Most e-cigarettes contain nicotine. _____

True. 99% of all e-cigarettes contain nicotine.

2. E-cigarette 'smoke' is water vapor. _____

False. The 'smoke' that comes out of an e-cigarette is an aerosol.

3. E-liquid can be fatal to babies and toddlers if ingested. _____

True. There have been over 23,000 poison control center cases related to e-liquid since 2013.

4. Teen brains get addicted to nicotine more easily than adult brains. _____

True. Young people's brains are still growing and developing, making it easier to get addicted to nicotine.

5. The legal age to buy or use tobacco products, including e-cigarettes, is 18. _____

False. The legal age to buy or use tobacco products, including e-cigarettes, is 21.

6. Kids who use e-cigarettes are 4 times more likely to start regular cigarettes. _____

True. Young adults who use electronic cigarettes are more than four times as likely to begin smoking tobacco cigarettes within 18 months as their peers who do not vape.

Ask the person the following questions and write their answers.

1. When you were younger did any of your friends or kids that you know pressure you to try any kind of tobacco product or e-cigarettes? Tell me about it.

2. What do you think is a good way to respond to that peer pressure?

3. How do you feel about someone my age using tobacco products like e-cigarettes?

4. Is there anything else you'd like me to know about e-cigarettes or other tobacco products?

Session 3: Stand Firm on Your Choices

Learning Objectives

Students will be able to:

- **Demonstrate** three effective strategies to avoid using e-cigarettes: 1) avoid, 2) refuse and 3) exit.
- **Critically analyze** media messages and their techniques to target and pressure young people to try e-cigarettes.
- **Develop** counter-advertising messages to promote the choice to be vape free.

Overview

In Session 3 students will explore two additional forms pressures to try e-cigarettes that they may face: pressures from others and pressures from advertising. Students will learn how to use three strategies to stick to their personal rules about smoking and vaping: 1) avoid, 2) refuse and 3) exit. They will analyze risky situations and practice these strategies. They will also identify how tobacco advertising targets teens and uncover the implied messages in e-cigarette advertisements. The session ends with the introduction of the #BeVapeFree Social Media Campaign project, which challenges students to develop counter-advertising messages to promote a vape-free life.

Content Areas

Health

Target Grade Levels

Grades 7 and 8

Approximate Class Time

35 minutes

Materials

- **Activity 3a: Old Friends, New Habits**—
1 per student
 - **Alternative:** *Instead of the worksheet, students can respond on blank paper.*
- **Activity 3b: Avoid-Refuse-Exit Practice**—
1 per student
 - **Alternative:** *Instead of the printed handout, you can display the scenario slides and have students write their responses on blank/scrap paper. They can also use the back of the previous worksheet.*
- **Activity 3c: #BeVapeFree Campaign project**—
1 per group
 - **Alternative:** *Rather than print out instructions and topics, you can display them on the board.*
- **Optional: Social Media Post Template**—
2 per group
- **Optional:** Colored pencils, markers, etc.
- **Optional: Parent Info Sheet: Is Your Child at Risk?**—1 per student

Educator Prep

- Print worksheets and materials
(See alternatives above)
 - **Activity 3a: Old Friends, New Habits**—1 per student
 - **Activity 3b: Avoid-Refuse-Exit Practice**—1 per student
 - **Activity 3c: #BeVapeFree Campaign project**—1 per group
 - **Optional: Social Media Post Template**—2 per group

Key Terms

- **Avoidance approach:** staying away from people who participate in risky behavior or places where risky behavior might occur
- **Exit strategy:** a thoughtful way to get out of an uncomfortable situation
- **Implied message:** a message or feeling that is suggested without being said directly
- **Individuality:** being unique or standing out
- **Refusal skill:** the ability to effectively say 'No' to something you don't want to do

Slide 38 | Agenda

- Open the lesson by quickly reviewing the agenda of activities for the day and the homework assignment. The times displayed are simply suggested times. Please adjust accordingly for your classroom.

Slide 39 | Opening Questions

- Display the questions below on the board while you get ready to start class. Have students think about the questions or write down their responses on scratch paper or the back of their worksheet (**Activity 3a: Old Friends, New Habits**).
 - Thinking about your adult interview, what facts did your adult know about e-cigarettes?
 - What were some examples your adult shared about resisting peer pressure?

Slide 40 | Interview Debrief

- Engage students by asking the following questions about their experience with the Adult Interview student handout:
 - **What facts did your adult know about e-cigarettes?**
 - **What were some examples your adult shared for resisting peer pressure?**
- Be sure to thank the students for their hard work and emphasize positive key points that their interviewee made.
- Remind students that while e-cigarettes are new, peer pressure and advertising are not. Some adults didn't have to deal with e-cigarettes when they were younger, but they did have to deal with advertising and peer pressure to use regular cigars, cigarettes, or spit tobacco.
- Tell students that any people don't have all the available information about e-cigarettes because they are newer. Now that they know more, they can share that information with people in their lives, like the interviewee.

KEY TALKING POINTS

- **While they might not have dealt with the exact same pressures, most adults also had to deal with peer pressure when they were younger.**
- **Many people, including adults, do not know all the facts about e-cigarettes, so sharing the new information could be really helpful.**

Slide 41 | Liz's Story

- Remind students of the three sources of pressure they learned in the last session: self, other people, and media. Let them know that, in this session, they'll learn more about pressure from other people and from the media.
- Distribute one **Activity 3a: Old Friends, New Habits** worksheet to each student.
 - **Teacher note:** *If you don't want to print the worksheet, you can also tell students to write their responses on a piece of notebook paper.*
- Tell students that you are going to read a story about a girl named "Liz." Like most kids their age, Liz made the choice to be vape free. However, Liz is going to be put into a situation where she is going to be pressured by other people to vape.
- Instruct students to think about what factors might make it harder for Liz to say 'no' in this situation. You can have students read along with you on their paper or simply listen as you read.
- Read the story out loud to the students.

- Seeing her old friend do it
- Everyone is looking at her

Slide 43 | Avoid—Refuse—Exit

- Explain to students that there are three common ways that people their age stand firm on their choices about tobacco and e-cigarettes.
- **Avoid:** Some teens find it easiest to avoid these situations in the first place. This means avoiding people who you know use tobacco or going to places where you know there will be tobacco use.
- **Refuse:** Of course, it's not always possible to avoid these situations so we also have to know how to refuse e-cigarettes if someone offers one to use. Refusal skills are creative ways to say 'no.'
- **Exit:** If refusal isn't working or we just don't feel comfortable saying 'no,' we usually have the choice of getting out of—exiting—the situation with an excuse or suggesting something else to do.

Slide 42

- Prompt students to think about the question on the screen/first question on their paper and jot down some responses: "Even though Liz knows she doesn't want to vape, what factors might make it harder for her to say 'no'?"
- Take a few volunteers to share their responses. Answers may include:
 - Feeling worried about what people will think about her
 - She knows Tess doesn't want to do it but might still do it
 - Thinking that one time won't make a difference

KEY TALKING POINTS

- We can stick to our choice not to use tobacco products by avoiding, refusing, and exiting tobacco situations.
- When possible, you can prevent pressure to use e-cigarettes by avoiding people that vape or places where you know there will be vaping.
- A refusal skill is something that can help you say 'no' in a creative way.
- An exit strategy is a thoughtful way to get out of an uncomfortable or risky situation.

Slide 44 | Avoid

- Remind students that Liz went to Xavier's house knowing that there were people there that might be vaping.
- Ask them what she could have said or done to avoid being in the situation in the first place. Give students some time to write their answers on their papers then share responses.
- Take a couple of responses from the students and then click to reveal some other examples on the screen.
- Ask students where else might someone be offered a tobacco product. Remind them of the classroom rules to respect others' privacy, which means not using names if telling personal stories. Answers may include:
 - Sporting events, on the bus, outside the mall, in school bathrooms, outside during student activity time/recess, etc.
- Remind them that they already know a lot of places where e-cigarette pressure could happen. We can be strategic about where we go and who we hang out with to avoid e-cigarette pressure when possible.

Slide 45 | Refuse

- Explain that we can't always avoid these situations. We can refuse, or say 'no,' in these situations. Some ways to refuse are:
 - Saying 'no' in your own way
 - Giving a reason you can't/don't want to use
 - Adding some humor
- Instruct students to write down three things Liz could say to refuse the e-cigarette on their worksheet/paper.
- Take a few responses from the students then click to reveal some more example responses.

Slide 46 | Exit

- In some situations, it may feel uncomfortable to refuse or maybe refusing doesn't work. In those cases, we want to try to exit or get out of the situation. Some ways to exit the situation are:
 - Suggesting something else to do
 - Going to another room or place
 - Making an excuse to leave
- Instruct students to write down a few things Liz could say to exit the situation on their paper/worksheet.
- Take a few responses from the students then click to reveal some more example responses.

Slide 47 | Practice Scenarios

- Review the following three strategies displayed on the slide and reiterate the actions.
 - **Avoid** uncomfortable or risky situations.
 - **Refuse** tobacco products like cigarettes or vapes if offered.
 - **Exit** the situation if a refusal isn't working or you still feel uncomfortable with the situation.
- Instruct students to read the question on the screen/their worksheet and write their responses quietly.
 - **If you decided you didn't want to vape but were in this situation, do you think it'd be hard for you to say 'no'? Why or why not?**
- There is no need to call on students to share if you feel like it doesn't fit your classroom culture.

Slide 48 | Practice Scenarios

- Distribute one **Activity 3b: Avoid-Refuse-Exit Practice** worksheet to each student.
- Instruct students to read the scenarios on their page and to fill in the 'you' lines using refusal skills, exit strategies, or a combination of both to resist using the e-cigarette.
- Allow students about 2 minutes to complete the lines.

KEY TALKING POINTS

- There are many effective ways to get out of uncomfortable situations and peer pressure.
- The most effective refusals are the ones that are most natural to you.

Slide 49

- Instruct students to bring their papers and get toe-to-toe with a partner.
 - **Teacher note:** *If having students moving around the classroom doesn't work in your space, you can instruct students to find someone nearby like an elbow partner or someone at their table.*
- Instruct students to practice the scenarios with their partner. This means one partner will start by reading the lines for 'your friend' and the other will say the 'you' lines that they wrote themselves. Then, they will switch roles.

Slide 50

- After it seems like most pairs have finished practicing their scenarios together, instruct students to return to their desks and ask for some volunteers to practice out loud for the class.
- Read the 'your friend' lines and have the volunteer respond with the 'you' lines that they wrote. Be sure to praise students for their good work and reinforce the idea that they can effectively refuse pressure.
 - **Teacher note:** *If you feel your class needs to be more "creative" with their responses, consider allowing the class to do one silly one, laugh along with them, and then move onto the "real" ones.*
- After each example, ask the class one of the following questions (Try to ask each question at least once):
 - **How did you feel practicing your responses?**
 - **Do you think these responses would work in real life?**
 - **What did you think of the person that was pressuring you?**
 - **By the third line, the friend who was pressuring you was being very persistent. In real life, do you think it's likely that someone would pressure you that much or is it more likely that they would have stopped earlier?**
- Remind students that there are many effective ways to get out of uncomfortable situations and resist pressure. The most effective ones are usually the ones that are most natural to you.

Slide 51 | Media

- Tell students that they are now going to learn how to identify and resist the last form of pressure they identified: media pressure.

- Remind students that media can include lots of different things such as commercials on TV, celebrities posting on social media, and billboards on the highway.

Slide 52

- Explain to students that they may feel pressured to try e-cigarettes because they see advertisements that are designed to make them curious about e-cigarettes and to try one.
- Read the first statistic about advertising: “In 2019, nearly 9 in 10 middle and high school students (22.9 million) reported that they had seen tobacco product advertisements or promotions.”⁴²
- If students ask specifically about e-cigarettes, inform them that the same survey revealed that 6 in 10 middle and high school students had reported seeing e-cigarette advertising.
- Tell students to raise their hand or snap their fingers if they’ve seen advertisements for e-cigarettes or other tobacco products.
- Click to reveal the second fact: “Studies show that young people who see tobacco advertising are more likely to pick up the habit.” Tell students that there is a reason tobacco companies spend a lot of money on advertising—it works. Studies show that teens who see tobacco advertising are more likely to experiment, pick up the habit, and become addicted.⁴³

KEY TALKING POINTS

- In 2019, almost 23 million youth were exposed to tobacco advertising.⁴²
- Just as cigarette advertising caused youth a generation ago to start using tobacco products, today we see youth who see e-cigarette advertisements are more likely to use e-cigarettes.⁴³

Slide 53

- Show students the amount of money spent on tobacco advertising: \$9.1 billion on advertising and promotional expenditures annually.⁴⁴
- Ask students why these companies spend so much on advertising.
- Explain that the purpose of advertising is to sell products and make more money. Remind them from the last slide that spending on advertising increases sales.
- Click to reveal the bottom line to remind them that, while advertising does work to get some teens hooked, the majority of people their age still choose not to vape.

KEY TALKING POINTS

- Big tobacco companies spend massive amounts of money on advertising to attract new users.

42 Wang TW. Tobacco product use and associated factors among middle and high school students—United States, 2019. MMWR Surveill Summ. 2019;68. doi:10.15585/mmwr.ss6812a1

43 <http://ecigarettes.surgeongeneral.gov/getthefacts.html>

44 <https://www.ftc.gov/reports/federal-trade-commission-cigarette-report-2018-smokeless-tobacco-report-2018>

Slide 54 | You are a Target

- Explain to students that tobacco companies have been known to target young people in the past and have been accused of doing the same more recently with e-cigarettes.
- Ask students why tobacco companies would want to target teens. After taking a few answers, click to reveal the quote on the slide from an RJ Reynolds Tobacco Company executive: "We don't smoke that stuff. We reserve that for the young, the poor, and the stupid."
 - **Teacher note:** *In 1998, tobacco industry manufacturers were required to release all internal documents, including those regarding marketing their products, due to the Master Settlement Agreement. While this quote pertains to cigarettes, they discuss marketing their products to youth. It supports that youth were a target market for the cigarette industry in the past and likely the vaping industry today.*
 - **Teacher note:** *The quote has been slightly modified for classroom use. The original quote was "We don't smoke that sh*t, we just sell it. We reserve that for the young, the black, the poor, and the stupid."*
- Tell students that the earlier they start, the more likely they are to get addicted and the longer they'll be a customer to give their money to tobacco companies.

KEY TALKING POINTS

- **Big tobacco companies have a history of targeting young people to replace smokers that have died.**
- **Tobacco companies target young people because people who get addicted younger are more likely to be a lifelong customer.**

Slide 55 | The 4 P's of Targeting Teens

- Tell students that the tobacco industry uses the "4Ps of Marketing" to attract teens to their products.
 - **Product:** E-cigarette companies specifically design products to look like something that would appeal to teens.
 - This includes the variety of sweet/fun flavors and making a device that is modern and easy-to-hide. Many also use fantasy characters (e.g., unicorns) or bright colors and customizable options that teens like.
 - **Promotion:** E-cigarette companies also create advertisements and promote events that appeal to young people.
 - Advertisements are often colorful, eye-catching, and include models that appear young. They sometimes appear to be selling something other than an e-cigarette like make-up, a high-tech product, or an exciting experience.
 - Companies also create advertisements that online users may not even realize are ads. Social media platforms like Instagram,

Snapchat, TikTok, and YouTube commonly include advertising for tobacco products like e-cigarettes.

- The posts, and even the comments on these posts, are sometimes paid for by the tobacco and e-cigarette companies.
- **Price:** Tobacco companies also try to make entry/starter prices affordable to attract new users.
 - Often, e-cigarette companies will use something called a "limited time offer" or a coupon to get a new user started. The companies know once someone is addicted, they're often a lifelong customer and the company will make profits from that addiction.
 - They may also provide coupons for frequent use and automatic shipping to encourage continued use.
- **Placement:** Tobacco companies are deliberate about where they choose to display their ads and sell their products.
 - Tobacco companies "target" users on social media and through banner ads by using a few pieces of information about you (age, gender, location). These ads can also "follow you" from site-to-site based on your usage behavior.
 - Tobacco companies also sponsor events at colleges, concerts, sporting events, vaping competitions, and festivals attended by young people. In retail stores, e-cigarette products and ads are sometimes placed at eye-level of younger people to attract their attention.
- Reinforce that despite all the advertising, most people their age choose not to use e-cigarettes. (95% of middle schoolers and 80% of high schoolers).

KEY TALKING POINTS

- E-cigarette advertising surrounds us all the time (product, promotion, price, placement) and is designed to make us want to try the product.
- E-cigarette advertising is even in places we might not think about like posts from our favorite social media influencers or festivals attended by young people.
- Despite all the advertising, most people their age choose not to use e-cigarettes.

Slide 56 | Promotion

- Tell students that the rest of the class session is going to focus more on the second "P", "Promotion".
- Explain to students that many advertisers exaggerate the benefits and leave out the negative aspects of their products. They may leave out information or imply a message that they can't say directly.
- Explain that it is illegal for advertisements to directly lie about a product or suggest something that is false. However, they can *imply* something positive about the product that is an exaggeration or doesn't really have to do with the product itself.
- An implied message is a message or feeling that is suggested without being said directly. For example, advertisers cannot say that vaping will make you popular but an advertisement that shows people vaping at a party may imply that it can.

KEY TALKING POINTS

- Advertising does not give us all the information we need to make informed decisions for our lives.
- In order to attract people to buy their products, advertisers often *imply* something positive about their products that is an exaggeration or doesn't really have to do with the product itself.

Slide 57 | Implied Messages

- Explain to students that tobacco companies use many implied messages (or appeals) to attract teens to use their products. Four of the most common messages are:
 - Freedom & Individuality
 - Popularity & Fitting In
 - Being Attractive & Good-Looking
 - Adventure & Having Fun
- Tell students that they are going to see some ads for e-cigarettes and that their assignment is to identify the implied messages.
 - **Teacher note:** *The following eight slides contain ads for which you can help students identify different implied messages. While there are eight ads, the lesson timing allows for **four ads**. We recommend choosing the four ads that you think will be most engaging for your students but please adjust up or down to fit the length and interest of your class.*

Slide 58 | Sketching Ad

- Ask the students what they first notice about this slide and relate it to the implied messages. Since most ads use more than one message, they could all be right as long as they're supporting their responses with evidence. Remind students that many ads imply multiple messages.
- Below are some details you may want to point out to students as they relate to the implied messages in the ad:
 - **Freedom & Individuality:** The model in the ad has tattoos which is a way of standing out and expressing freedom.
 - **Popularity & Fitting In:** The colors used for these products mimic those of new, popular smartphones.
 - **Being Attractive & Good-Looking:** The model in the picture is young and good-looking. Her tattoos and jewelry are also very stylish.

Slide 59 | Art Has No Rules Ad

- **Freedom & Individuality:** The words written in the post and in the caption, express being free from rules and being able to express yourself.
- **Popularity & Fitting In:** People may associate being creative and artistic as a way to become popular.
- **Adventure & Having Fun:** Many people enjoy creating art as a fun hobby.

Slide 60 | Makeup Ad

- **Freedom & Individuality:** For some, makeup is considered an art and a way of expressing one's self. Some people are not allowed to use

makeup until a certain age so it can also be a symbol of freedom from parents' rules.

- **Popularity & Fitting In:** For some teens, applying and talking about makeup is a social activity. Owning high-end brands is sometimes a status symbol.
- **Being Attractive & Good-Looking:** Makeup is something many people use to look more attractive.
- **Adventure & Having Fun:** There are many people who enjoy putting on makeup as a fun hobby.

Slide 61 | Personal Escape Ad

- **Freedom & Individuality:** A "personal escape" sounds like someone who is in control of their life. The caption includes phrases like "your way" and "your time" which also points to freedom.
- **Being Attractive & Good-Looking:** The model in the picture is young and good-looking. His haircut and clothing are also very stylish.
- **Adventure & Having Fun:** An "escape" can be a fun adventure for someone looking to explore and have fun.

Slide 62 | Yellow Beach Ad

- **Popularity & Fitting In:** The camera suggests that the person may be heading to the beach with friends and will be taking lots of pictures.
- **Adventure & Having Fun:** The items in the picture (camera, flip flops, sunblock, towel) imply that this person is headed to the beach.

Slide 63 | Snow Day Ad

- **Freedom & Individuality:** Snow days are a 'free' day from school.
- **Adventure & Having Fun:** Many students associate snow days with an opportunity for an adventure or a fun day away from school.

Slide 64 | Flower Ad

- **Adventure & Having Fun:** The colorful image of flowers blooming invites you outside for a fun adventure in warmer weather.

Slide 65 | Compromise Nothing Ad

- **Freedom & Individuality:** The phrase "Compromise Nothing" means that you only accept the highest quality product and will not settle for anything less.
- **Adventure & Having Fun:** The device and charger along with the burst of blue-grey remind the viewer of new, exciting technology releases.

Slide 66 | #BeVapeFree Campaign

- Tell students they will now have a chance to apply what they've learned so far in the program to help other people their age make big decisions for themselves.
- Instruct students to get into their peer groups and distribute one **Activity 3c: #BeVapeFree Campaign** handout to each group. You may also choose to give each group two **Social Media Post Templates** on which to complete their project.
- Once students are in their groups, tell them that they will be creating a class-wide #BeVapeFree campaign. Each group will be assigned one

specific topic about a vape free life. Each group will create two posts on that topic (including captions and hashtags) and present the posts to the class in the next session. The class will vote on one of the two posts to include in the class-wide campaign that will be displayed in the classroom or hallway.

- **Teacher note:** *If you are short on time, you may just have each group do one post and/or omit the voting portion of the project.*
- Prompt students to read over the instructions on the page for further information, emphasizing some of the rules of the project (e.g. cannot use photos of real tobacco products.)
- Assign each group one of the #BeVapeFree topics or let groups choose their topic.
- This slide shows a list of the #BeVapeFree campaign topics in case you can't print out the list on the back of the instructions page or just want something up on the screen for reference. The following is a list of the topics for your reference.
 - Myth Busting
 - Goals vs. Consequences
 - Nicotine Addiction
 - Environment
 - Leadership
 - Avoid, Refuse, Exit

enough time to finish, they should work on them as homework.

- Should you use the parent info sheets, distribute one **Parent Info Sheet: Is Your Child at Risk?** to each student at this time and instruct them to bring it home to their parents.

KEY TALKING POINTS

- We can stick to our choice not to use tobacco products by avoiding, refusing, and exiting peer pressure situations.
- The most effective ways to get out of a sticky situation are strategies that feel most natural to you.
- Big tobacco companies spend massive amounts of money on advertising to attract new users.
- Advertising does not give us all the information we need to make informed decisions for our lives.
- Big tobacco companies have a history of targeting young people to replace past smokers that have died.

Slide 67 | Summary

- Choose a few students to read out the key points of the lesson. If there's time, you can ask for a few volunteers to share their main takeaway as well.
- Remind students that they will have about 10 minutes at the start of the next class to finish their projects. If they don't think that will be

Activity 3a:

Old Friends, New Habits

Liz is hanging at her friend Tess's house one Tuesday after school to watch the new episode of their favorite show. They have been having a lot of fun snacking and talking about their favorite characters. When the show is over, their friend Xavier starts a group chat with them and some others to talk about the episode. After a while, Xavier mentions that there are some people hanging out at his place and invites Liz & Tess to join. They find out that, among others, Emma and Brian are there. This makes Liz nervous because she has heard that these two vape and already knows that both she and Tess don't want to start vaping. Tess really wants to go, though, because they haven't seen Xavier since he moved to a different school.

When they get to Xavier's place, Liz is excited to see her old friend but feels uncomfortable being around new people and not knowing what they'll think about her. After a while, Brian pulls out an e-cigarette. Liz sees Tess cringe at the smell and try to wave away the cloud of smoke without anyone noticing. After a few puffs, Brian points it towards Emma who takes a puff then passes it to someone else. Liz's stomach starts to feel weird and her palms are getting sweaty. She looks at Tess but Tess just shrugs and gives Liz a worried look. As the vape gets passed around, most people take a puff. Then, someone offers it to Liz—she doesn't want to vape, but with all these people around, she isn't sure what she should do.

1. Even though Liz knows she **doesn't want to vape**, what factors might make it harder for her to say 'no'?
2. What could Liz have done to **avoid** the situation in the first place?
3. What are three ways Liz could **refuse** the vape?
4. How could Liz **exit** the situation?
5. If you decided you didn't want to vape but were in this situation, do you think it'd be hard for you to say 'no'? Why or why not?

Activity 3b:

Avoid-Refuse-Exit Practice

Directions: Fill in the "You" lines, using refusal skills, exit strategies, or a combination of both to avoid smoking the e-cigarette.

Scenario 1: You are at a party with some friends when a person you've had a crush on for a long time comes over and starts talking with you. The two of you are having a lot of fun joking around when they pull out an e-cigarette. You don't want to vape but you also really like this person.

Your Friend: Here. Try it. It's mango flavor.

You: _____

Your Friend: A few puffs aren't a big deal. Just relax and trust me.

You: _____

Your Friend: All my friends vape. I'll show you how.

You: _____

Scenario 2: You are on the bus ride home when you hear some friends behind you laughing. You see that someone brought an e-cigarette and a few people are trying it. You don't want to vape but you also don't want to feel left out.

Your Friend: We're all trying Taylor's vape. You in?

You: _____

Your Friend: One puff isn't going to kill you. Just try it.

You: _____

Your Friend: Why are you making such a big deal about this? Everyone is doing it.

You: _____

Activity 3c:

#BeVapeFree Campaign

As a class, we are creating a **#BeVapeFree** social media campaign. You and your team will be responsible for creating two social media posts to contribute to our class-wide campaign. You will present your two posts and the class will vote on their favorite of the two. We will hang up the campaign in the classroom or hallway.

Step 1: Get your topic

Each group is responsible for one topic within our **#BeVapeFree** campaign. See a list of the topics on the back of this paper/on the screen.

Step 2: Make 2 posts

Make 2 posts about your topic that include information that we learned in our sessions. Remember that the class will pick just one to include so it's ok if they cover similar things in different ways.

Include a picture/drawing and a caption underneath. Be sure to include the **#BeVapeFree** hashtag. Keep in mind these rules while making your posts:

- Cannot show any person vaping, real or fake
- Cannot use a real picture of tobacco product (including e-cigarettes) but it can be drawn
- Must be school appropriate (school appropriate clothing and language)
- Can be informal (appropriate slang is fine, no need for proper grammar)

Step 3: Present to the class

During our next CATCH My Breath session, your whole team will get up and present your posts to the class.

- Be sure that everyone in the team speaks at least once and that you explain why you chose those specific images and words in the post.
- The class will vote on which one of your two posts they like the best to include in the class-wide campaign.

Vape Free Topics

STUDENT HANDOUT

Myth Busting: Help peers get accurate information about vaping and dispel myths.

Tip: Think specifically about information you learned during this class that you didn't know before. What was most surprising and made you think twice?

Goals vs. Consequences: Create posts showing the negative consequences of vaping or the benefits of being vape free.

Tip: Think about what matters most to people like you. Is it performance in sports, making friends, doing well in school, playing an instrument, creating art?

Nicotine Addiction: Warn teens about the effects of nicotine or let them know the signs of addiction.

Tip: Consider telling teens how nicotine addiction is really a loss of control and freedom and/or how to get help quitting.

Environment: Share information about how e-cigarettes harm the earth.


Tip: You may also want to include information about what to do if you find e-cigarette waste.

Leadership: Remind teens that they are leaders in their community and their actions affect and influence others.




Tip: They may want to be good role models for younger people or feel that they want to make their mentors (parents, coaches, teachers) proud.


Avoid, Refuse, Exit: Show effective ways to avoid tobacco situations, refuse if offered, or exit uncomfortable situations.

Tip: Consider showing a brief conversation of someone avoiding/refusing/exiting when offered tobacco products.

Be_Vape_Free

...





Be_Vape_Free

Session 4: Your Life. Your Choice.

Learning Objectives

Students will be able to:

- **Develop** counter-advertising messages to promote the choice to be vape free.
- **Make** a personal and public commitment about vaping.

Overview

In this session, students will complete and present their #BeVapeFree Social Media Campaign project. They will watch two videos that describe the consequences of nicotine addiction and review what they learned from CATCH My Breath. Students will make a personal commitment about vaping in writing. The session ends with each student making a public commitment about vaping prevention.

If you need a review or booster session after completion of the program, consider using the 20-minute [CATCH My Breath virtual field trip video](#) with accompanying worksheets.

Content Areas

Health

Target Grade Levels

Grade 7 and 8

Approximate Class Time

35 minutes

Materials

- **Activity 3c: #BeVapeFree Campaign project**—1 per group
- **Activity 4a: Your Life. Your Choice**—1 per student
- **Sticky notes**—1 per student
 - **Alternative:** *Butcher paper*
- **Optional: Social media post template**—2 per group
- **Optional: Colored pencils, markers, etc.**
- **Optional: Parent Info Sheet: Common Roadblocks**—1 per student

Educator Prep

- Distribute the **Activity 3c: #BeVapeFreeCampaign** worksheets from the previous session
- Print **Activity 4a: Your Life. Your Choice** per student—1 per student
- Prepare videos to ensure they are ready to play with sufficient volume
 - [My Vaping Mistake: How it impacted my future](#)
 - [The Denoble Files: Your Brain](#)

Key Terms

- **Commitment:** a pledge or firm decision to do something now and in the future.

Slide 68 | Agenda

- Open the lesson by quickly reviewing the agenda of activities for the day. The times displayed are simply suggested times. Please adjust accordingly for your classroom.

Slide 69 | Opening Question

- Display the question on the board while you get ready to start class. Have students think about the question or jot down their responses on scratch paper/the back of their worksheet (**Activity 4a: Your Life. Your Choice**) if you already distributed it.
 - How can choosing to use tobacco products, including e-cigarettes, affect your life goals?

Slide 70 | Goals Video

- Welcome students to the final session. Ask a few students to share responses for the opening questions.
- Click to play the video: [My Vaping Mistake: How it impacted my future.](#)⁴⁶
- After the video, remind students that the choice of whether or not to use tobacco products, like e-cigarettes, is a big deal. Those choices can affect their health, their social life, and even their goals in life.

Slide 71 | Campaign

- Remind students that there are a lot of pressures that can trick us into making choices that aren't right for us. Tell students that their project work will help other teens make the right choices for themselves.
- Give students about 10 minutes in their groups to finish their #BeVapeFree campaign.

- Have each group present their two social media posts. Praise each group and point out great ideas/points that they made.
- At the end of each presentation, have the class take a vote on which of the two posts they would like to include in the class-wide campaign.
 - **Alternative:** *If you don't have time for voting or don't like the structure, you can omit it.*
- Collect the winning posts and hang them up in your classroom or hallway.
 - **Teacher note:** *If your school does daily announcements, consider adding in an announcement that encourages students from the rest of the school to come see the campaign.*
- If you have time at the end of class and it complies with your school policies, give students a minute to take a picture of their work and actually post it on social media or send it to someone they admire (e.g. parent, older sibling).

Slide 72 | Choice Video

- Remind the students that in the first *CATCH My Breath* session they said that the choice of whether or not to use tobacco products was a big decision that deserved a lot of thought.
- Click to play the video [The Denoble Files: Your Brain.](#)⁴⁷ Afterwards, remind them that they are now equipped with so much more information and many new skills in order to make this choice for themselves and stick to that choice.

⁴⁶ https://www.youtube.com/watch?v=4h15Qwqj14&feature=emb_logo

⁴⁷ https://www.youtube.com/watch?v=4tg_rMIQlnA

KEY TALKING POINTS

- If you make the choice to use tobacco products, you're exposing yourself to nicotine which can damage your brain and change who you are.

Slide 73 | Summary

- Reinforce students' learning by reviewing the key points on the slide.

KEY TALKING POINTS

- Nicotine is highly addictive and damages the brain.
- There are short-term and long-term negative consequences of e-cigarette use including changes in your health, social life, finances, and goals.
- Big tobacco companies spend massive amounts of money on advertising to attract new users.
- There are more fun and more important things to do than vape.
- We can stick to our choice not to use tobacco products by avoiding, refusing, and exiting situations where we are pressured to use tobacco products.
- Most kids your age choose to be vape free.

Slide 74 | Reflection

- Remind students that they now have more information and skills to make a healthy choice about e-cigarettes after having completed the CATCH My Breath program.
- Distribute one copy of the **Activity 4a: Your Life. Your Choice** worksheet to each student. Ask students to take the next few minutes to think critically and respond to the questions listed on their worksheet. It is okay if they need more time to finish the activity after class.
- Ask for students to volunteer to share their answers for each of the three questions. Be sure to reassure, praise, and support students who share.
- Encourage students to take the worksheet home to show to their parents/guardians. If it aligns with your school policies, they could also take a picture of a worksheet and text it to their parents/guardians.

KEY TALKING POINTS

- We control our own actions and have the skills and knowledge to make good choices for ourselves.

Slide 75 | Commitment

- Remind students that the actions they take affect others. Not all students have been through the *CATCH My Breath* program and know all the reasons why most teens choose to be vape-free.
- Instruct students to write a commitment to help the whole community be vape free on a sticky note. They can reference their reflection from just a minute ago, use some of the examples on the screen, or come up with something new. They do not need to write their name on the sticky note.
- Have students stick their commitments up in designated spots and read out a few examples. Encourage them to read other students' commitments while they are placing their own.
 - **Teacher note:** *You can also put up a few pieces of butcher paper and have kids write their commitments on there.*

Slide 76 | Wrap-Up

- Should you use the parent info sheets, distribute one **Parent Info Sheet: Common Roadblocks** to each student at this time and instruct them to bring it home to their parents.
- Congratulate students on completing the CATCH My Breath Youth Vaping Prevention Program and thank them for their contributions. Encourage them to share what they've learned with trusted adults, younger students, and their communities.
- If you need a review or booster session after completion of the program, consider using the 20-minute [CATCH My Breath virtual field trip video](#) with accompanying worksheets.

Activity 4a: Your Life. Your Choice.

Now that you've learned so much about tobacco products, how to refuse them, and how some people get tricked into using them, reflect on the three "whats" of the program.

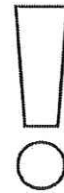
WHAT?

- What did you learn about how e-cigarettes can affect your health, social life, finances, environment, and goals?



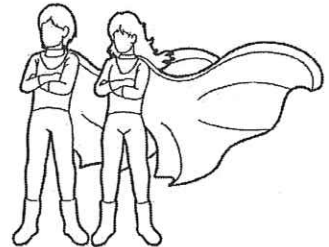
SO WHAT?

Why is it important that you learned this? How does it affect you and your life?



WHAT NOW?

Now that you have this information, what are you going to do about it? How will you avoid, refuse, or exit if someone offers you an e-cigarette? What are you going to do to prevent others from picking up the habit?



References

1. U.S. Department of Health and Human Services. 2016. E-Cigarette Use Among Youth and Young Adults. A Report of the Surgeon General. Atlanta, GA: U.S. Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health. https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
2. National Cancer Institute. (n.d.). NCI Dictionary of Cancer Terms. Retrieved from <https://www.cancer.gov/publications/dictionaries/cancer-terms/def/psychoactive-substance>
3. Everett, S. A., Warren, C. W., Sharp, D., Kann, L., Husten, C. G., & Crossett, L. S. (1999). Initiation of cigarette smoking and subsequent smoking behavior among US high school students. *Preventive medicine*, 29(5), 327-333.
4. Khuder, S. A., Dayal, H. H., & Mutgi, A. B. (1999). Age at smoking onset and its effect on smoking cessation. *Addictive behaviors*, 24(5), 673-677.
5. Wang, T. W., Gentzke, A., Sharapova, S., Cullen, K. A., Ambrose, B. K., & Jamal, A. (2018). Tobacco Product Use Among Middle and High School Students - United States, 2011-2017. *MMWR. Morbidity and mortality weekly report*, 67(22), 629-633. <https://doi.org/10.15585/mmwr.mm6722a3>
6. Cullen, KA, et al., "e-Cigarette Use Among Youth in the United States, 2019" *JAMA*, published online November 5, 2019.
7. Evans-Polce, R, et al., "Trends in E-Cigarette, Cigarette Cigar, and Smokeless Tobacco Use Among US Adolescent Cohorts, 2014-2018," *American Journal of Public Health*, 110(2): 163-165, 2020.
8. American Lung Association. (2019). E-cigarettes, 'vapes', and JUULs: What Teens Should Know. Retrieved from <https://www.lung.org/assets/documents/stop-smoking/e-cigarettes-teens.pdf>
9. Centers for Disease Control and Prevention. (2020). Quick Facts on the Risks of E-cigarettes for Kids, Teens, and Young Adults. Retrieved from https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
10. Truth Initiative. (2017). A lot of youth think they aren't vaping nicotine, but is that true? Retrieved from <https://truthinitiative.org/research-resources/emerging-tobacco-products/lot-youth-think-they-arent-vaping-nicotinetrue###targetText=Ninety%2Dnine%20percent%20of%20e,for%20Disease%20Control%20and%20Prevention>
11. Marynak, K. L., Gammon, D. G., Rogers, T., Coats, E. M., Singh, T., & King, B. A. (2017). Sales of Nicotine-Containing Electronic Cigarette Products: United States, 2015. *American journal of public health*, 107(5), 702-705. doi:10.2105/AJPH.2017.303660
12. Wang, T. W., Trivers, K. F., Marynak, K. L., O'Brien, E. K., Persoskie, A., Liu, S. T., & King, B. A. (2018). Harm perceptions of intermittent tobacco product use among US youth, 2016. *Journal of Adolescent Health*, 62(6), 750-753.
13. Wang, T.W., Gentzke, A.S., Creamer, M.R., et al. (2019). Tobacco Product Use and Associated Factors Among Middle and High School Students—United States, 2019. *MMWR Surveill Summ* 2019;68(No. SS-12):1-22. DOI: <http://dx.doi.org/10.15585/mmwr.Ss6812a1>
14. Cheng, T. (2014). Chemical evaluation of electronic cigarettes. *Tobacco control*, 23(suppl 2), ii11-ii17.
15. Williams, M., Villarreal, A., Bozhilov, K., Lin, S., Talbot, P. (2013). Metal and Silicate Particles Including Nanoparticles Are Present in Electronic Cigarette Cartomizer Fluid and Aerosol. *PLoS ONE* 8(3): e57987. <https://doi.org/10.1371/journal.pone.0057987>

16. U.S. Food and Drug Administration. [The Real Cost]. (April 13, 2020). Do Vapes Contain Toxic Metals? | The Real Cost. [Video]. YouTube. https://www.youtube.com/watch?v=q3r_Y9MWNDs&feature=emb_err_woyt
17. Hendlin, Y. H. (2018). Alert: Public Health Implications of Electronic Cigarette Waste. *American journal of public health*, 108(11), 1489–1490. <https://doi.org/10.2105/AJPH.2018.304699>
18. WARNING: This is why you should dispose of your lithium batteries properly. First Alert. <https://www.wbay.com/content/news/WARNING-This-is-why-you-should-dispose-of-your-lithium-batteries-properly-461400593.html>. Published 2017. Accessed May 15, 2020.
19. E-cigarettes highlight the challenges of dealing with plastic waste. ABC News. <https://abcnews.go.com/Politics/cigarettes-highlight-challenges-dealing-plastic-waste/story?id=68890487>. Published 2020. Accessed May 15, 2020.
20. Public Health Law Center. (2020). U.S. E-Cigarette Regulations - 50 State Review (2020). Retrieved from <https://publichealthlawcenter.org/resources/us-e-cigarette-regulations-50-state-review>
21. U.S. Food and Drug Administration. [AwesomenessTV]. (January 29, 2020). My Vaping Mistake: How it affected my relationships. [Video]. YouTube. https://www.youtube.com/watch?v=adwJvS6NBcM&feature=emb_logo
22. National Youth Tobacco Survey (NYTS).” Centers for Disease Control and Prevention, Centers for Disease Control and Prevention, 23 Dec. 2019, www.cdc.gov/tobacco/data_statistics/surveys/nyts/index.htm.
23. Centers for Disease Control and Prevention. (2019). 6.2 Million middle and high school students used tobacco products in 2019. CDC Newsroom. Retrieved from <https://www.cdc.gov/media/releases/2019/1205-nyts-2019.html>
24. Malarcher, A., Jones, S., Morris, E., Kann, L., Buckley, R. (2009). High school students who tried to quit smoking cigarettes: United States, 2007. *Morbidity and Mortality Weekly Report*, 58, 428-431.
25. Willett J.G., Bennett M., Hair E.C., et al. (2018). Recognition, use and perceptions of JUUL among youth and young adults. *Tobacco Control*. Doi: 10.1136/tobaccocontrol-2018-054273
26. Blagev, D. et al. (2019). Clinical presentation, treatment, and short-term outcomes of lung injury associated with e-cigarettes or vaping: a prospective observational cohort study. *The Lancet*, 394(10214), 2073-2083. doi:10.1016/S0140-6736(19)32679-0
27. Mishra, A., Chaturvedi, P., Datta, S., Sinukumar, S., Joshi, P., & Garg, A. (2015). Harmful effects of nicotine. *Indian journal of medical and pediatric oncology: official journal of Indian Society of Medical & Pediatric Oncology*, 36(1), 24–31. doi:10.4103/0971-5851.151771
28. Palamidis, A., et al. (2017). Acute effects of short term use of e-cigarettes on airways physiology and respiratory symptoms in smokers with and without airways obstructive diseases and in healthy nonsmokers. *Tobacco Prevention & Cessation*, 3(March), 5. <https://doi.org/10.18332/tpc/67799>
29. DiFranza JR, Savageau JA, Fletcher K, et al. (2007). Symptoms of Tobacco Dependence After Brief Intermittent Use: The Development and Assessment of Nicotine Dependence in Youth–2 Study. *Arch Pediatr Adolesc Med*. 2007;161(7):704–710. doi:10.1001/archpedi.161.7.704
30. US Department of Health and Human Services. Smoking Cessation: A Report of the Surgeon General. Atlanta (GA): US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Office on Smoking and Health; 2020. pdf. Accessed June 29, 2020.
31. University of Pittsburgh Schools of the Health Sciences. "E-cig use increases risk of beginning

- tobacco cigarette use in young adults." ScienceDaily. ScienceDaily, 11 December 2017. <www.sciencedaily.com/releases/2017/12/171211090733.htm>.
32. Greenhalgh, E., Scollo, M., & Winstanley, M. (2020). Tobacco in Australia: Facts and Issues. Cancer Council Victoria. Retrieved from www.TobaccoInAustralia.org.au
33. Prochaska JJ and Benowitz NL. The past, present, and future of nicotine addiction therapy. *Annu Rev Med*, 2016; 67:467-86. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5117107/>
34. National Cancer Institute, Division of Cancer Control and Population Science. Hooked on Nicotine Checklist (HONC). National Cancer Institute, Division of Cancer Control & Population Sciences, 2012. Available from: <https://www.cancercontrol.cancer.gov/brp/tcrb/guide-measures/honc.html>.
35. National Cancer Institute - Tobacco Control Research Branch. (2020). Vaping Addiction and Nicotine Withdrawal. Retrieved from <https://teen.smokefree.gov/quit-vaping/vaping-addiction-nicotine-withdrawal>
36. DiFranza, J. R., Savageau, J. A., Fletcher, K., Ockene, J. K., Rigotti, N. A., et al. (2002). Measuring the Loss of Autonomy Over Nicotine Use in Adolescents. *Archives of Pediatrics & Adolescent Medicine*, 156(4), 397-403. doi:10.1001/archpedi.156.4.397
37. Doubeni, C. A., Reed, G., & DiFranza, J. R. (2010). Early course of nicotine dependence in adolescent smokers. *Pediatrics*, 125(6), 1127-1133.
38. Sargent, J. D., & DiFranza, J. R. (2003). Tobacco control for clinicians who treat adolescents. *CA: a cancer journal for clinicians*, 53(2), 102-123. <https://doi.org/10.3322/canjclin.53.2.102>. Prochaska, J.J., & Benowitz, N.L. (2016). The Past, Present, and Future of Nicotine Addiction Therapy. *Annual review of medicine*, 67, 467-486. <https://doi.org/10.1146/annurev-med-111314-033712>
39. Ursprung, W. W., & DiFranza, J. R. (2010). The loss of autonomy over smoking in relation to lifetime cigarette consumption. *Addictive behaviors*, 35(1), 14-18. <https://doi.org/10.1016/j.addbeh.2009.08.001>
40. Scragg, R., Wellman, R. J., Laugesen, M., & DiFranza, J. R. (2008). Diminished autonomy over tobacco can appear with the first cigarettes. *Addictive behaviors*, 33(5), 689-698. <https://doi.org/10.1016/j.addbeh.2007.12.002>
41. U.S. Food and Drug Administration. [AwesomenessTV]. (January 20, 2020). My Vaping Mistake: How it affected my mental health. [Video]. YouTube. <https://www.youtube.com/watch?v=A4mFSSBeSVM&feature=youtu.be>
42. Wang TW. Tobacco product use and associated factors among middle and high school students — United States, 2019. *MMWR Surveill Summ*. 2019;68. doi:10.15585/mmwr.ss6812a1
43. Get the facts on E-cigarettes | know the risks: Marketing to Youth and Young Adults | U.s. surgeon general's report. <http://e-cigarettes.surgeongeneral.gov/getthefacts.html>. Accessed July 28, 2020.
44. Federal Trade Commission. (2019). Federal Trade Commission Cigarette Report for 2018 and Smokeless Tobacco Report for 2018. Washington, DC: Commission and Staff Reports. Retrieved from <https://www.ftc.gov/reports/federal-trade-commission-cigarette-report-2018-smokelesstobacco-report-2018>
45. California Department of Public Health. (June 17, 2014). Kids and the Tobacco Predator - Tobacco Free CA. [Video]. YouTube. https://www.youtube.com/watch?v=SbwV_uopJZg&feature=emb_logo
46. U.S. Food and Drug Administration. (January 22, 2020). My Vaping Mistake: How it impacted my future. [Video]. YouTube. https://www.youtube.com/watch?v=4h15Qwqjtt4&feature=emb_logo
47. Arizona Department of Health Services. (March 31, 2015). The DeNoble Files: Your Brain. [Video].

YouTube. https://www.youtube.com/watch?v=4tg_rMIOLnA

48. National Center for Biotechnology Information. PubChem Database. Nicotine, CID=89594, <https://pubchem.ncbi.nlm.nih.gov/compound/Nicotine#datasheet=LCSS>. Accessed May 18, 2020.

49. Blount BC, Karwowski MP, Shields PG, et al. Vitamin E acetate in bronchoalveolar-lavage fluid associated with EVALI. *N Engl J Med*. 2020;382(8):697-705.

50. American association of poison control centers - E-cigarettes and liquid nicotine. [Aapcc.org](https://aapcc.org/track/ecigarettes-liquid-nicotine). <https://aapcc.org/track/ecigarettes-liquid-nicotine>. Accessed July 28, 2020.

51. U.S. Environmental Protection Agency. (1985). Health And Environmental Effects Profile for Benzaldehyde. U.S. Environmental Protection Agency, Washington, D.C., EPA/600/X-85/395 (NTIS PB88174537).

52. Allen JG, Flanigan SS, LeBlanc M, et al. Flavoring chemicals in E-cigarettes: Diacetyl, 2,3-pentanedione, and acetoin in a sample of 51 products, including fruit-, candy-, and cocktail-flavored E-cigarettes. *Environ Health Perspect*. 2016;124(6):733-739.

53. Czoli CD, Goniewicz ML, Palumbo M, Leigh N, White CM, Hammond D. Identification of flavouring chemicals and potential toxicants in e-cigarette products in Ontario, Canada. *Can J Public Health*. 2019;110(5):542-550.

54. Goniewicz ML, Knysak J, Gawron M, et al. Levels of selected carcinogens and toxicants in vapour from electronic cigarettes. *Tob Control*. 2014;23(2):133-139.

55. American Lung Association. (2019). E-cigarettes, 'vapes', and JUULs: What Teens Should Know. Retrieved from <https://www.lung.org/assets/documents/stop-smoking/e-cigarettes-teens.pdf>. Accessed on May 18, 2020.

56. Samburova V, Bhattarai C, Strickland M, et al. Aldehydes in exhaled breath during E-cigarette vaping: Pilot study results. *Toxics*. 2018;6(3). doi:10.3390/toxics6030046

57. Järup L. Hazards of heavy metal contamination. *Br Med Bull*. 2003;68(1):167-182.

58. Azeh Engwa G, Udoka Ferdinand P, Nweke Nwalo F, N. Unachukwu M. Mechanism and health effects of heavy metal toxicity in humans. In: *Poisoning in the Modern World - New Tricks for an Old Dog?*. IntechOpen; 2019.

59. Epa US, OAR. Volatile organic compounds' impact on indoor air quality. 2014. <https://www.epa.gov/indoor-air-quality-iaq/volatile-organic-compounds-impact-indoor-air-quality>. Accessed August 3, 2020.

Chatham-Stephens, K., Law, R., Taylor, E., Kieszak, S., Melstrom, P., Bunnell, R., ... & Foster, H. (2016). Exposure Calls to US Poison Centers Involving Electronic Cigarettes and Conventional Cigarettes—September 2010–December 2014. *Journal of medical toxicology*, 12(4), 350-357. E-Cigarettes and Liquid Nicotine. (2019, June 30). Retrieved July 06, 2020, from <https://aapcc.org/track/ecigarettes-liquid-nicotine>

Casavant, M. J., Chounthirath, T., & Smith, G. A. (2016). Pediatric exposure to e-cigarettes, nicotine, and tobacco products in the United States. *Pediatrics*, 137(6), e20160041.

Kelder SH, Mantey DS, Dusen DV, Case K, Haas A, Springer AE. A Middle School Program to Prevent E-Cigarette Use: A Pilot Study of 'CATCH My Breath.' *Public Health Reports*. 2020. doi:10.1177/0033354919900887.

Nayir, E., Karacabey, B., Kirca, O., & Ozdogan, M. (2016). Electronic cigarette (e-cigarette). *Journal of Oncological Science*, 2(1), 16-20. Outbreak of Lung Injury Associated with the Use of E-Cigarette, or Vaping, Products. Centers for Disease Control and Prevention

CATCH[®] MY BREATH

Tobacco & E-Cigarette Cessation Resources

The following are a list of tobacco & e-cigarette cessation resources. Please note that these resources are intended to help young people start the quitting process, but a physician should also be consulted for a comprehensive cessation process.

FDA-approved cessation products:

Call 1-800-QUIT NOW or text QUIT to 47848 to start a quit program.

- **Truth Initiative's *This is Quitting* Program**
Text [DITCHJUUL to 88709](tel:88709) or visit truthinitiative.org/thisisquitting to learn more and/or start a quit program.
- **National Institute of Health**
Visit smokefree.gov to get 24/7 live support and cessation resources.
- **Centers for Disease Control and Prevention, Youth Tobacco Prevention**
Visit cdc.gov/tobacco/basic_information/e-cigarettes/index.htm to stay up-to-date on the latest e-cigarette research.
- **National Jewish Health**
Teens in nine states—Colorado, Massachusetts, Michigan, Montana, North Dakota, Nevada, Ohio, Pennsylvania and Utah—can call or text the helpline at 1-855-891-9989 or go online to mylifemyquit.com.

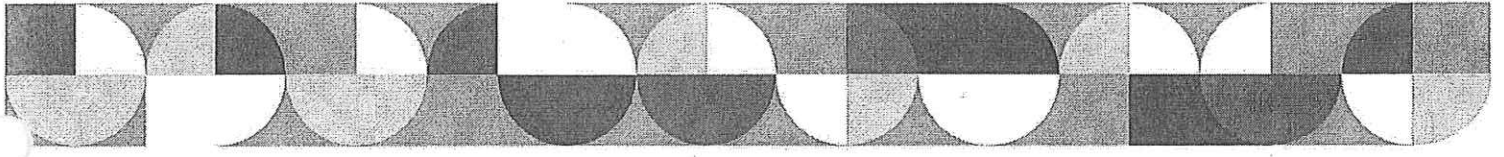
Tobacco & E-Cigarette Cessation Resources

The following are a list of tobacco & e-cigarette cessation resources. Please note that these resources are intended to help young people start the quitting process, but a physician should also be consulted for a comprehensive cessation process.

FDA-approved cessation products:

Call 1-800-QUIT NOW or text QUIT to 47848 to start a quit program.

- **Truth Initiative's *This is Quitting* Program**
Text [DITCHJUUL to 88709](tel:88709) or visit truthinitiative.org/thisisquitting to learn more and/or start a quit program.
- **National Institute of Health**
Visit smokefree.gov to get 24/7 live support and cessation resources.
- **Centers for Disease Control and Prevention, Youth Tobacco Prevention**
Visit cdc.gov/tobacco/basic_information/e-cigarettes/index.htm to stay up-to-date on the latest e-cigarette research.
- **National Jewish Health**
Teens in nine states—Colorado, Massachusetts, Michigan, Montana, North Dakota, Nevada, Ohio, Pennsylvania and Utah—can call or text the helpline at 1-855-891-9989 or go online to mylifemyquit.com.



CATCH[®]
MY BREATH

Take Charge of your Health: The Truth about E-Cigarettes Digital Lesson Educator Guide

MIDDLE SCHOOL | SUPPLEMENTAL LESSON BUNDLE

Generously supported by

 **CVS**Health
FOUNDATION

BE VAPÉ FREE

 **Discovery**
EDUCATION

Background Info

Why is it important to educate students about vaping? How can young people be prepared to make healthy decisions regarding e-cigarettes?

Although young people are smoking fewer cigarettes today than ever before, e-cigarettes are rapidly replacing traditional smoking. According to the 2020 National Youth Tobacco Survey, almost four million youth reported using e-cigarettes in the past month and close to two million reported daily use.¹

The growing use of e-cigarettes, especially by young people, is a serious public health threat. While the dangers of smoking are widely known today, many misconceptions about e-cigarettes continue to exist. Therefore, it is important that youth are given the information they need to completely understand the effects and risks of e-cigarettes. For instance, it may surprise to many young people that some types of e-cigarettes, such as the popular JUUL brand and many disposables, contain high levels of nicotine as well as many other potentially harmful chemicals.

Along with increased susceptibility to addiction, the high levels of nicotine that youth are exposed to when using e-cigarettes can harm the adolescent brain and impact memory, learning, and attention. Other chemicals and substances that can be inhaled or ingested during e-cigarette use also have the potential to cause life-threatening damage to organs and body systems.

There are fewer restrictions on e-cigarette marketing than traditional cigarettes, and it is important that youth are able to separate fact from fiction about vaping. By the end of this digital learning bundle, students will be able to recognize reliable and valid sources of information in order to make safe and healthy decisions.

How will these sessions help students learn about e-cigarettes, identify reliable sources of information, and apply what they have learned?

During these three sessions, students in grades 6–8 will investigate credible and non-credible sources of health information in order to develop a trustworthy campaign that communicates the dangers of vaping. Through a series of activities, students will

- Research and present information about some of the unexpected and potentially dangerous ingredients found in e-cigarettes and the effects they can have on the human body.
- Explore various health sources as they learn how to evaluate the validity and credibility of different kinds of information.
- Create a Public Service Announcement (PSA) Twitter thread that warns their peers about the risks associated with the use of e-cigarettes.
- Finally, they will share their PSA tweets and provide feedback on the effectiveness of their peers' communication strategy.

How do the sessions work?

Instructional Sequence: The Educator Guide provides details to help educators facilitate a series of three 45-minute sessions designed to be taught in sequence and used with students in grades 6–8. The guide was created to give educators ideas and strategies for presenting the content in the digital lesson. It provides slide-by-slide details for educators to be prepared to engage with students as they explain, discuss, and effectively facilitate the content in each of the sessions.

In addition to the Educator Guide, the accompanying PowerPoint presentation can be used in a variety of classroom settings. Please select "enable content" on the security alerts upon first opening the PowerPoint presentation. If you are using a laptop with a projector,

¹ [fda.gov/tobacco-products/youth-and-tobacco/youth-tobacco-use-results-national-youth-tobacco-survey](https://www.fda.gov/tobacco-products/youth-and-tobacco/youth-tobacco-use-results-national-youth-tobacco-survey)

simply click to advance through the PowerPoint slides. All of the interactive aspects of the presentation are set to occur on click. The corresponding videos link to the slides. Click on the images to play the videos. If you are using an interactive whiteboard, tap on each slide with your finger or stylus to activate the interactive aspects of the presentation. It doesn't matter where you tap, but you can make it appear as if you are making certain things happen by tapping them. Teacher notes are included for each slide with information on how to proceed. Please review all external links ahead of time to see if they are compatible with your school network.

Session Structure

Each session includes the following information:

- **Learning Objectives:** Each session includes its overall goals as well as specific behavioral and cognitive objectives for students.
- **Materials:** Materials necessary for the session are clearly outlined, and included when possible, to facilitate easy implementation.
- **Educator Prep:** Describes preparation of materials.
- **Key Terms:** Words that can be used as vocabulary words are defined.
- **Key Talking Points:** To help the teacher guide discussion and reinforce key concepts, key points are listed next to the corresponding slides.
- **Potential Student Responses:** Sample student responses to activities and questions are provided next to corresponding slides.
- **Summary/Wrap-Up:** A summary or wrap up is provided at the end of each session to help reinforce the key concepts and objectives of each session.

Session 1: Engage and Learn

Learning Objectives

- **Compare** effective and ineffective ways to get information to young people.
- **Discuss** how young people react to learning new information about the risks of e-cigarette use.
- **Examine** various types of harmful ingredients found in e-cigarettes and e-cigarette aerosol.
- **Discover** how smoking and vaping negatively affect a person's health.

Overview

Students will be presented with two mock tweets about the potentially harmful effects of vaping. One tweet will be grounded in scientific evidence, while the other will be more incendiary in nature. Students will engage in discussion around which tweet is more effective in deterring students from vaping. Then, using a **jigsaw discussion strategy**, students will investigate various resources to explore e-cigarettes' ingredients and their by-products. As experts, they will inform their peers about their assigned ingredient before participating in a whole group discussion about the negative consequences of using e-cigarettes.

This session contains activities to engage students to think about how information online can influence children and teens to make important decisions related to their health and well-being. Students will also research and share the health risks that come from inhaling or ingesting various chemicals found in e-cigarettes and discuss the importance of ensuring that young people have accurate information about the effects of vaping to help them make healthy decisions.

Content Areas

Social Studies, English Language Arts

Target Grade Levels

Grades 6–8

Approximate Class Time

35 minutes

Materials

- **Session 1 Capture Sheet: The Truth About E-Cigarettes Jigsaw Activity**, one per student
- Student devices (laptop, tablet), enough for half the class

Educator Prep

- Print out copies, one per student, of the **Session 1 Capture Sheet: The Truth About E-Cigarettes Jigsaw Activity**.
- Students will be participating in a jigsaw activity using personal devices to research ingredients found in e-cigarettes. If devices are not available for students to share, print out copies of the articles listed below. Each jigsaw group will have five members that will each have a different ingredient to research. Print enough sets for the number of anticipated groups based on your class size.
 - [Nicotine](#)
 - [Cadmium](#)
 - [Propylene glycol](#)
 - [Diacyetyl](#)
 - [Benzene](#)

Key Terms

- **Cartridge:** A container that attaches to the e-cigarette and holds the vaping liquid; also known as a “pod.”
- **E-cigarette:** A battery-powered device that heats and disperses a liquid so it can be inhaled into the lungs.
- **JUUL:** One of the most popular brands of e-cigarettes being used by youth.
- **Tweet:** A message sent on Twitter, the social media platform. Tweets must have 280 characters or fewer.
- **Vaping:** A slang term for inhaling the aerosolized chemicals created through the heating of e-liquid in an e-cigarette.

Slide 3 | Engage

- Direct students’ attention to the tweet on the slide. Then click once to reveal a second tweet.
- Instruct students to read the tweets to themselves, and then ask them to identify the subject of both tweets.
- Once students identify that both tweets are about vaping, use the key talking points to share important background information about this subject.
- Then inform students that they are going to vote for the tweet that they think would do a better job of deterring one of their peers from vaping.
- Instruct students to vote for their selected tweet by raising their hand when you call the tweet they think is more effective. They can only vote once.
- **Note:** Remind students that the objective of the activity is to vote for the tweet that they think would be most effective at deterring young people from vaping (and not the tweet that is funnier or more controversial).

- Call out “Tweet 1” and tally the number of votes under Tweet 1 on the slide. Then repeat for Tweet 2. Once the votes are tallied, announce the winning tweet.

KEY TALKING POINTS

- **E-cigarettes are the most commonly used form of nicotine among youth in the United States.³**
- **E-cigarettes are also popularly known as vape pens, JUULs, disposables (like Puff Bar), e-cigs, etc.**
- **Using an e-cigarette is commonly referred to as “vaping” or “JUULing.”**
- **E-cigarettes are a common introductory product for preteens and teens who later go on to use other tobacco products, like traditional cigarettes.⁴**
- **Many teens don’t realize that most vaping cartridges (or pods) contain nicotine, and they use them just for the flavor.⁵**

Slide 4 | Engage, Cont.

- Divide students into pairs.
- Click to reveal the first question on the slide:
 - **Which tweet do you think people are more likely to believe? Why?**

2 <https://www.cnbc.com/2019/10/01/e-cigarette-sales-slowing-led-by-juul-amid-negative-headlines.html>

3 <https://www.drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes>

4 <https://www.drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes>

5 <https://www.drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes>

- Give students a minute to discuss their thoughts with their partner. Then invite two or three student pairs to share their response with the class.
- Click twice to repeat with the following two questions on the slide:
 - **Which tweet is more likely to go “viral”? Why?**
 - **Which tweet is more appealing to young people? Do you think this was done on purpose? Why or why not?**
- Potential Student Responses and Key Talking Points:
 - People are more likely to believe the tweet with data from the CDC because it includes a reliable source.
 - The tweet that says having lungs that work is more appealing to young people because it is humorous and encourages sharing.
 - Hiring brand-sponsored social media influencers and celebrities
- Explain that because advertising for e-cigarettes is not regulated as strictly as advertising for cigarettes, manufacturers can make misleading claims about the safety of their products.⁶ It's important to investigate the source behind the social media post to determine if their claims are true.
- Click once to bring the tweets back onto the slide. Highlight for students that there appeared to be a disconnect between the tweet they thought was most effective and the tweet they thought was more likely to go viral.
- Ask for one or two ideas of how to make the more effective tweet go viral. Then ask:
 - **What makes a social media post most effective in spreading a message?**
 - **What factors should people consider when getting information from social media platforms such as Twitter?**

Slide 5 | Learn

- Explain to students that e-cigarette manufacturers develop special marketing campaigns (including those on social media) to appeal to young people.⁶
- Inform students of some of the tactics that manufacturers use to target young audiences, including:⁷
 - Investing in paid advertising that takes advantage of users' likes and interests, e.g., if your social media profile makes it clear you like the beach, you may see advertisements for e-cigarettes that feature the beach
 - Using interactive material that encourages teens to share posts with peers
 - Promoting a partying lifestyle

6 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/>

7 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/>

8 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/>

KEY TALKING POINTS

- **Seven out of ten middle and high schoolers in the United States were exposed to e-cigarette marketing in 2019.⁹**
- **While there are guidelines that regulate advertising for traditional cigarettes and alcohol, advertising for e-cigarettes is not as strictly regulated as cigarettes.¹⁰**
- **There are several ways to make an effective tweet go viral, including targeting specific audiences based on their interests, using humor, having a celebrity retweet it, etc.**

They should identify important information that they will later share with students who have researched *other* ingredients. They should use their student devices (laptops or tablets) and the Internet* to complete their portion of the Capture Sheet.

- **Note***: *If devices or the Internet are not available for student research, the primary article listed for each ingredient can be printed for student pairs to share and read.*
- Suggested websites for research include:
 - Centers for Disease Control and Prevention (CDC)
(or tinyurl.com/y348s725)
 - U.S. Department of Health and Human Services (DHHS)
 - Seattle and King County Public Health Department
 - American Lung Association
 - Agency for Toxic Substances and Disease Registry

Slide 6 | Learn, Cont.

- Ask students to form groups of five students. Explain that each student will be assigned one ingredient that people may be exposed to while vaping—either found in e-cigarettes or produced by e-cigarettes as a by-product. The research focus areas will include: nicotine, propylene glycol, diacetyl, cadmium, and benzene.
- Click once and give each student a copy of the **Session 1 Capture Sheet: The Truth About E-Cigarettes Jigsaw Activity**.
- Assign each student an ingredient and explain that students will first only be researching information on the ingredient they have been assigned.
- Then, guide students in finding others who have the same assigned ingredient. They can work together to use the two sources provided on the Capture Sheet to help them investigate how their ingredient could pose potential health risks to e-cigarette users.

KEY TALKING POINTS

- **E-cigarettes can pose serious health risks to people.**
- **Most people do not know about the chemicals and substances that e-cigarette users can be exposed to.**

⁹ <https://www.cdc.gov/mnwr/volumes/68/ss/ss6612a1.htm>

¹⁰ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/>

Slide 7 | Learn, Cont.

- Once they have completed their research, ask students to return to their original groups to share the information they have learned with their peers. They should fill out the other parts of their Capture Sheet as their group members present.
- During the jigsaw discussion, students should compile notes that contain information similar to the following:
 - **Nicotine:** A highly addictive drug found in tobacco leaves, cigars, cigarettes and nearly all e-liquids. Once someone is addicted to nicotine, it can be very difficult to stop using it.
 - **Propylene glycol:** A chemical in e-liquid that makes smoke-like aerosol when heated. It is sometimes mixed with vegetable glycerin.
 - **Diacetyl:** A substance used as a flavoring, known to cause "popcorn lung," a disease that can cause damage to the lungs.
 - **Cadmium:** A chemical commonly used in batteries that can cause nausea, vomiting, and diarrhea.
 - **Benzene:** A chemical used in paints, varnishes, and gasoline. Inhaling it can cause dizziness, tremors, confusion, and rapid or irregular heartbeat.
- When the activity is complete, all students should have information on each of the substances listed above.
- Click once and end the session by engaging students in a class discussion around what they have just learned:
 - **Are you surprised about the types of harmful substances in e-cigarettes?**
 - **Do you think young people are aware of the chemicals they are exposed to when they vape and how harmful they are?**

- **If people who use or were thinking about using e-cigarettes knew this information, how do you think they would react? Would they want to continue using or start using e-cigarettes?**
- **How can we make teens aware of this important information?**

KEY TALKING POINTS

- **E-cigarettes contain nicotine and harmful toxic chemicals that can pose serious health risks to those who use them.**
- **It is important that people have reliable information about what they are putting into their bodies when they use e-cigarettes.**

Slide 8 | Summary/Wrap-up

- It is important to give people information about e-cigarettes and vaping that is based on scientific evidence and data.
- E-cigarettes contain and produce chemicals that can have harmful effects on the body.
- Many people would be surprised to learn what types of substances are found in e-cigarettes and the effects they may have.
- Before the session ends, click once and challenge students to complete the following *Exit Ticket*:
 - Think about what you've learned so far and the information you believe would be most likely to deter our peers from vaping. Write a tweet (280 characters or less) that shares that information an impactful way!

Session 1 Capture Sheet: The Truth about E-Cigarettes Jigsaw Activity

Step 1: Complete the Spotlight box on the chemical or substance that you have been assigned. Use the links in your box to complete your research, starting with the primary website.

Step 2: Fill in the remaining boxes as your group members present their information.

Spotlight On: Nicotine

Primary Website: cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
(or: tinyurl.com/y348s725)

Source: Centers for Disease Control and Prevention

Additional Website: e-cigarettes.surgeongeneral.gov/knowtherisks.html

Source: U.S. Department of Health and Human Services

Notes:

- Commonly found in/used for:
- How it can harm the body:
- Other facts/statistics:

Spotlight On: Cadmium

Primary Website: escapethevape.org

Source: Seattle and King County Public Health Department

Additional Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette

Source: U.S. Department of Health and Human Services

Notes:

- Commonly found in/used for:
- How it can harm the body:
- Other facts/statistics:

Spotlight On: Propylene glycol

Primary Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette

Source: American Lung Association

Additional Website: atsdr.cdc.gov/tonfas/tf.asp?id=1121&tid=240

(or: tinyurl.com/y7n4sqli)

Source: Agency for Toxic Substances and Disease Registry

Notes:

- Commonly found in/used for:
- How it can harm the body:
- Other facts/statistics:

Spotlight On: Diacetyl

Primary Website: escapethevape.org

Source: Seattle and King County Public Health Department

Additional Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette

Source: American Lung Association

Notes:

- Commonly found in/used for:
- How it can harm the body:
- Other facts/statistics:

Spotlight On: Benzene

Primary Website: escapethevape.org

Source: Seattle and King County Public Health Department

Additional Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette

Source: American Lung Association

Notes:

- Commonly found in/used for:
- How it can harm the body:
- Other facts/statistics:

Session 2: Credible Sources

Learning Objectives

Students will be able to:

- **Learn** about the criteria used to determine the reliability of sources of information.
- **Determine** whether various sources of information about a topic, such as websites and articles, are credible and valid.
- **Identify** and **summarize** the value of health-related sources.

Overview

Students will explore various health-related sources to determine which ones present the most reliable information. They will evaluate each source by a set of criteria to determine overall validity, credibility, and value of each source.

This session contains activities to engage students in evaluating the reliability and credibility of health information sources. Students will watch a short video that explains how to identify and assess valid sources of information. They will then work together to create a checklist that they can use to determine the validity and credibility of websites and articles.

Content Areas

Social Studies, English-Language Arts

Target Grade Levels

Grades 6–8

Materials

- “How to Evaluate Sources for Reliability”
- **Session 2a Capture Sheet: Steps to Determining A Credible Source**, one per student
- **Session 2b Capture Sheet: Credible or Questionable**, one per student
 - External links can be modified based on compatibility with your school network.
- Student devices (laptop, tablet), enough for half the class

Educator Prep

- Print out copies, one per student, of both the **Session 2a Capture Sheet: Steps to Determining A Credible Source** and **Session 2b Capture Sheet: Credible or Questionable**.
- If devices are not available for students to share, print out copies of the websites/ sources listed on the **Session 2b Capture Sheet: Credible or Questionable**
- Identify a health-focused site that markets false and misleading claims to display for students. It is suggested to search for weight loss, exercise, or supplement products.

Key Terms

- **Credibility:** The quality of being trusted.
- **Reliability:** The accuracy of a given source.
- **Validity:** Having a sound basis in logic or fact.
- **Bias:** Favoring one side or issue over another.

Slide 9 | Explore

- Ask students to raise their hands if they have ever come across a source of information (website, article, video, social media, etc.) that they felt was not reliable. Allow students to share their examples and explain what clues made them think these sources were not giving them accurate information.
- Hand out a copy of the **Session 2a Capture Sheet: Steps to Determining A Credible Source** to each student. Explain that there are important questions that need to be answered when evaluating sources of information.
- Click once and play the "How to Evaluate Sources for Reliability" video for students on the overhead screen. Ask students to record information from the video on their Capture Sheets to create a checklist that will help them determine the credibility of information from various sources.

KEY TALKING POINTS

- **There is an abundance of information in newspapers, magazines, social media, and on the Internet that is not credible.**
- **Students can determine if the information they are reading is credible by asking a few simple but important questions.**

Slide 10 | Explore, Cont.

- Tell students that it's time to test how well they can evaluate a source. Because credible sources and non-credible sources exist on all topics, they will first practice on another health-related topic: healthy lifestyles.
- Display a health-focused site that markets false and misleading claims to large audiences, or ask students to access the website you

selected on their own devices. Students should then use the steps they recorded on their Capture Sheet to evaluate if the source on the screen is a credible source of information about leading a healthy lifestyle.

- Once they have reviewed the web page, encourage them to discuss their thoughts on its reliability and credibility with a nearby peer.
- Then click once and encourage the class to share their thoughts on the website's information, including:
 - **Is it credible? What clues helped them determine this?**
 - **Did anything make it difficult to determine the website's credibility or was there anything on the website that someone else may find tricky to evaluate?**

KEY TALKING POINTS

(may vary based on the selection of website):

- **There is bias and a clear agenda: giving information that will encourage people to buy products from this company.**
- **It is difficult to tell if the studies and testimonials cited on the webpage are from credible sources.**

Slide 11 | Explore, Cont.

- Instruct students to form groups of three and explain that they will now work together to evaluate additional sources that provide information about healthy eating and healthy lifestyles.
- Give each group a copy of the **Session 2b Capture Sheet: Credible or Questionable**.
- Groups should designate each person in the group as an expert in one of the following areas of credibility:

- The **Author Expert** is responsible for researching the author(s) of each source and determining whether they are expert(s). If students can find information on the author, they should evaluate the author's level of education and/or experience in the field.
- The **Purpose Expert** is responsible for identifying the purpose of the information. They should ensure that its purpose is to inform and educate the reader—and not to solely persuade, entertain, or sell something.
- The **Sources Expert** is responsible for determining that the information provided is accurate, complete, and supported by research and/or citations. This person should investigate if other reliable sources provide similar information to determine if this source is providing an objective truth.
- Ask students to visit each of the links listed on their Capture Sheet and record their observations and conclusions for their area of expertise.
- Each member should then share their evaluations with each other and work together to determine if each source is reliable and, if so, how each source help readers become more informed about healthy eating.

Slide 12 | Summary/ Wrap-up

- Ask students to reflect on the activity they just completed, with questions such as:
 - **Do you feel more confident in determining if a source is credible?**
 - **Why could it be dangerous if young people do not understand the importance of determining credibility when faced with decisions about their health?**

KEY TALKING POINTS

- **There are many unreliable sources of information about all kinds of health topics, which can make it dangerous and difficult to make informed decisions.**
- **It is important to be able to determine if a source is credible when seeking information about a topic.**

KEY TALKING POINT

- **It is important to use multiple criteria when evaluating a resource, such as the name of the author or organization, the purpose or bias, and the accuracy of the information given to determine if a source is credible and reliable.**

Session 2a Capture Sheet: Steps to Determining a Credible Source

Directions: As you watch the "How to Evaluate Sources for Reliability" video clip, take notes on the questions below.

What is a reliable source?

Determine the author or organization—Why is this important?

Determine the author's purpose—Why is this important?

Determine if the source is biased—Why is this important?

Consider the date of publication—Why is this important?

Why are each of the following usually considered unreliable sources?

Advertisements:

Blogs:

Social media:

Session 2b Capture Sheet: Credible or Questionable?

Directions: Read through the Author Expert, Purpose Expert, and Sources Expert descriptions written below. Then decide who in your group will take on each role.

Once everyone has an expert position, your group should review the sources through the eyes of your assigned roles. You should then share your expert opinions with each other in order to decide whether each source is credible and if could positively impact young people.

Author Expert

This person is responsible for researching the author(s) of each source and determining whether they are expert(s).

Purpose Expert

This person is responsible for identifying the purpose and ensuring that the purpose is to inform and educate the reader—and not to solely persuade, entertain, or sell something.

Sources Expert

This person is responsible for determining that the information provided is accurate and complete and is supported by citations. They should also investigate if other reliable sources provide similar information to determine if this source is providing an objective truth. Also, don't forget to look at the DATES of publication or updates to the information!

Source 1: The 5-Day Miracle Diet

realdietplans.com/5-day-miracle-diet.html

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 2: "Choose My Plate"

choosemyplate.gov

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 3: "Kids Eat Right"

facebook.com/KidsEatRight

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 4: "Healthy Snacks to Have in Your Pantry for Late-Night Munchies"

refinery29.com/en-us/healthy-late-night-snacks

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 5: "Take Charge of Your Health: A Guide for Teenagers"

niddk.nih.gov/health-information/weight-management/take-charge-health-guide-teenagers

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 6: "5 Day Watermelon Diet Plan for Quick Weight Loss!"

stylesatlife.com/articles/watermelon-diet

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Session 3: Using Twitter for Change

Learning Objectives

Students will be able to:

- **Use** credible sources to **obtain** information about the health risks associated with vaping and e-cigarette use by children and teens.
- **Determine** the information and delivery that will be most effective in capturing young people's attention on social media.
- **Create** a virtual social media campaign using Twitter that will teach about the dangers of vaping and encourage young people to avoid using e-cigarettes.

Overview

In this session, students will be presented with a problem scenario and will be challenged to write a thread of five related tweets in which they educate the youth in their community about the risks associated with vaping. Students will apply what they have learned about credible sources and vaping to support their PSA tweet series. Once all tweets have been compiled, students will have the opportunity to critique their peers' threads for credibility and effectiveness.

Content Areas

Social Studies, English-Language Arts

Target Grade Level

Grades 6–8

Materials

- Student devices (laptop, tablet), enough for half the class
- **Optional*: Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread**
*If student devices are not available.

Educator Prep

- If devices are not available for students to share, print out copies, one per student, of the **Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread**

Key Terms

- **Social media campaign:** A coordinated marketing effort to reinforce or assist with a goal using one or more social media platforms.
- **Tweet:** A message of 280 characters or less posted on Twitter.
- **Twitter thread:** A series of five related tweets on a topic.
- **Public Service Announcement (PSA):** An announcement made for the good of the public.
- **Retweet:** a widely-distributed message made for the good of the public.

Slide 13 | Challenge

- Display the example Twitter feed on the overhead screen or ask students to open it on their individual devices.
- Click once and encourage students to observe the Twitter feed and determine what may make this a successful campaign.

- Using the discussion questions on the slide, ask students to give feedback about what appeals to them in the various tweets. Also challenge them to look for clues that suggest that the information on this feed comes from credible and valid sources.

KEY TALKING POINTS

- **This Twitter feed is verified (the blue check mark identifies it as an authentic and notable account) and has a .gov association.**
- **Many of the tweets have links that will take the reader to the source of the information so they can ensure its credibility.**

Slide 14 | Problem Scenario

- Display the problem scenario. Explain the city council is enlisting youth to develop a social media campaign aimed at informing young people in their community about the risks associated with vaping. The city council has asked interested applicants to submit sample Twitter threads to review before they decide who they will choose to write the campaign. The series of tweets are expected to showcase students' understanding of vaping, its effects on the body, and the specific risks it poses for young people.
- Explain to students that a Twitter thread is a series of at least five related tweets. Students can use an online mock [Twitter generator](#) or a paper template to create their Twitter thread.

KEY TALKING POINTS

- **A Twitter "thread" is a series of at least five related tweets.**
- **Each Twitter thread will be expected to showcase the group's understanding of vaping, its effects on the body, and its specific risks for young people.**

Slide 15 | Explain

- Before the class begins working, ask students to share qualities that would contribute to an effective tweet or Twitter thread.
- Then click once and display the tips/reminders for writing a great tweet. Review the slide together and also encourage students to incorporate what they learned during the first two sessions.

KEY TALKING POINT

- **Statistics from Twitter show that using things such as hashtags, links, and specific wording make tweets more likely to be viewed and retweeted.**

Slide 16 | Explain, Cont.

- Ask students to get into their small groups of three from the previous lesson and explain that these groups will now work together to complete their Twitter thread.
- Instruct student groups to access the [Twitter generator](#) or if students will not be accessing the Twitter generator online, distribute one **Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread** to each group.
- Click once and bring students' attention to the credible sources on the slide. Ask that they limit the information in their tweets to these sites as well as any other credible sources they may have referenced on their Capture Sheets over the course of the three sessions.
- Then, provide 10–15 minutes for students to work together to create their Twitter thread social media campaign.

Slide 17 | Summary/ Wrap-Up

- As students review their peers' work, challenge them to discuss which aspect(s) of each PSA tweet series were most effective, and the messaging, arguments, and sources that contributed to its success. Use the questions on the slide to guide discussion and reflection of the peer work.
- Ask students:
 - **Which element(s) of each tweet series were most effective?**
 - **What messaging, argument, or source(s) contributed to its success?**
 - **Which tweets would make YOU think twice about using e-cigarettes?**
- Student responses should reflect key themes and learning objectives.

KEY TALKING POINTS

- **For an effective campaign, groups should consider:**
 - **How to make their tweets as credible as possible.**
 - **What information and wording would catch their peers' attention and have the greatest impact.**

References

Electronic Cigarettes (E-Cigarettes): drugabuse.gov/publications/drugfacts/electronic-cigarettes-e-cigarettes

Vaporizers, E-Cigarettes, and other Electronic Nicotine Delivery Systems (ENDS): <https://www.fda.gov/tobacco-products/products-ingredients-components/vaporizers-e-cigarettes-and-other-electronic-nicotine-delivery-systems-ends>

Surgeon General's Advisory on E-cigarette Use Among Youth: cdc.gov/tobacco/basic_information/e-cigarettes/surgeon-general-advisory/index.html

Know the Risks: E-Cigarettes and Young People: e-cigarettes.surgeongeneral.gov/knowtherisks.html

The Real Costs: therealcost.betobaccofree.hhs.gov/vapes

Quick Facts on the Risks of E-cigarettes for Kids, Teens, and Young Adults: cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html

National Education Standards

C3 Framework for Social Studies Standards

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.4.6-8. Critique arguments for credibility.

Common Core State Standards for English Language Arts

- CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;

Secondary Standards

Common Core State Standards for English Language Arts

- CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- CCSS.ELA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- CCSS.ELA-LITERACY.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

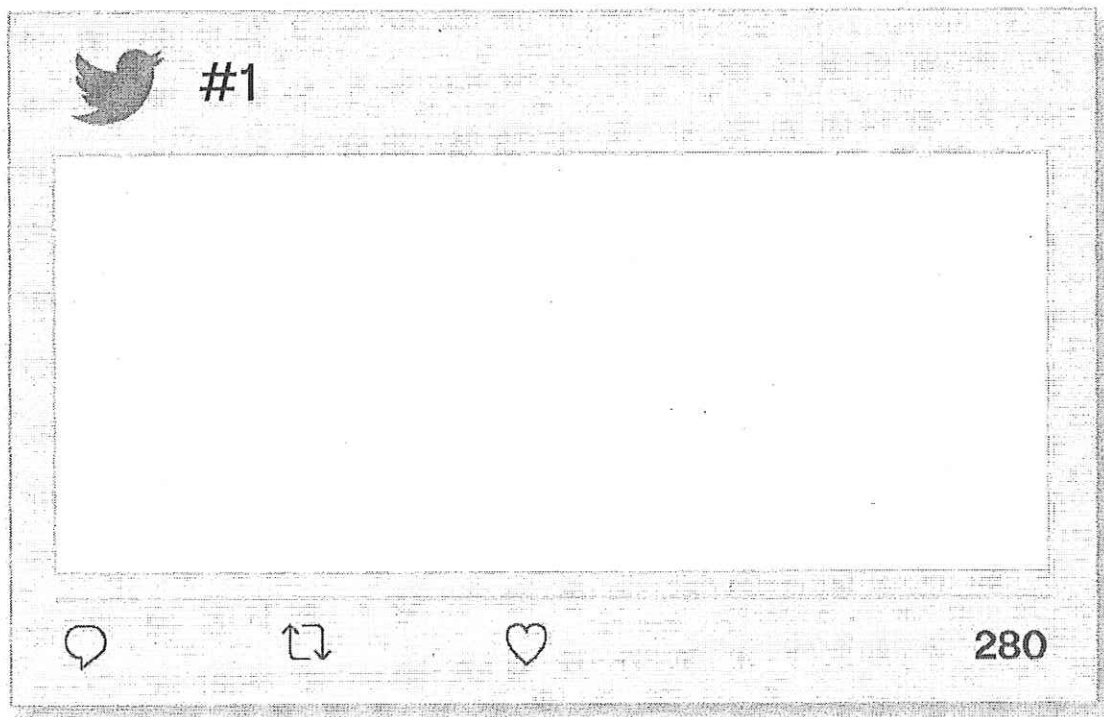
Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread

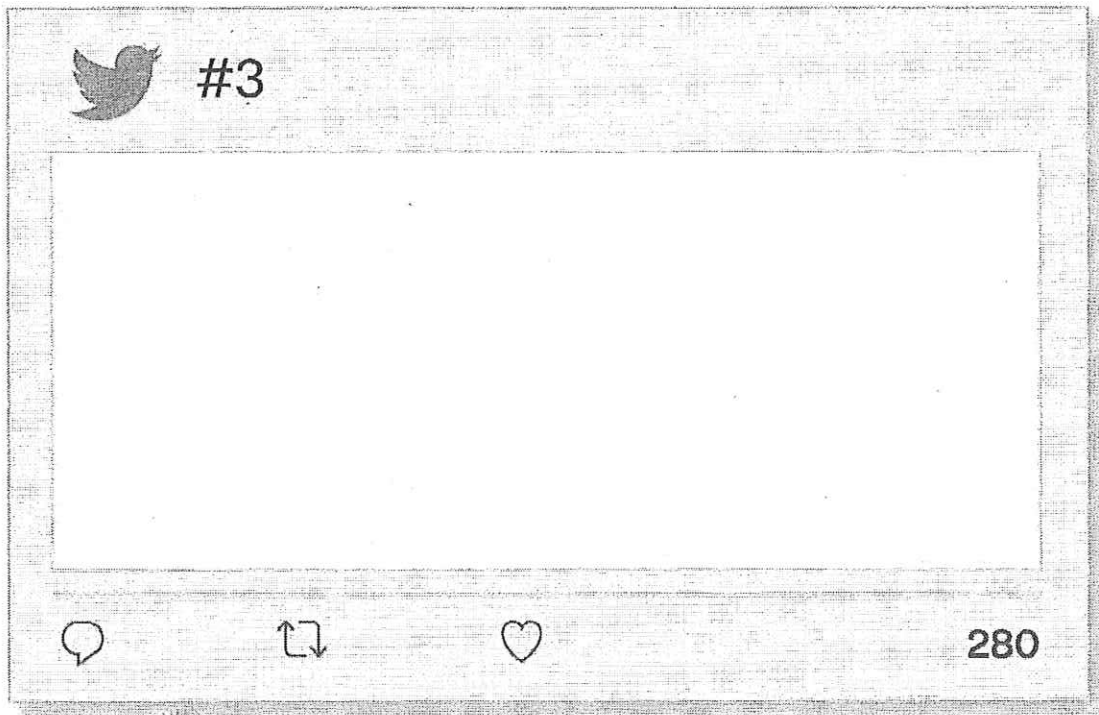
Use the Twitter template to create tweets that inform young people about the dangers of vaping.

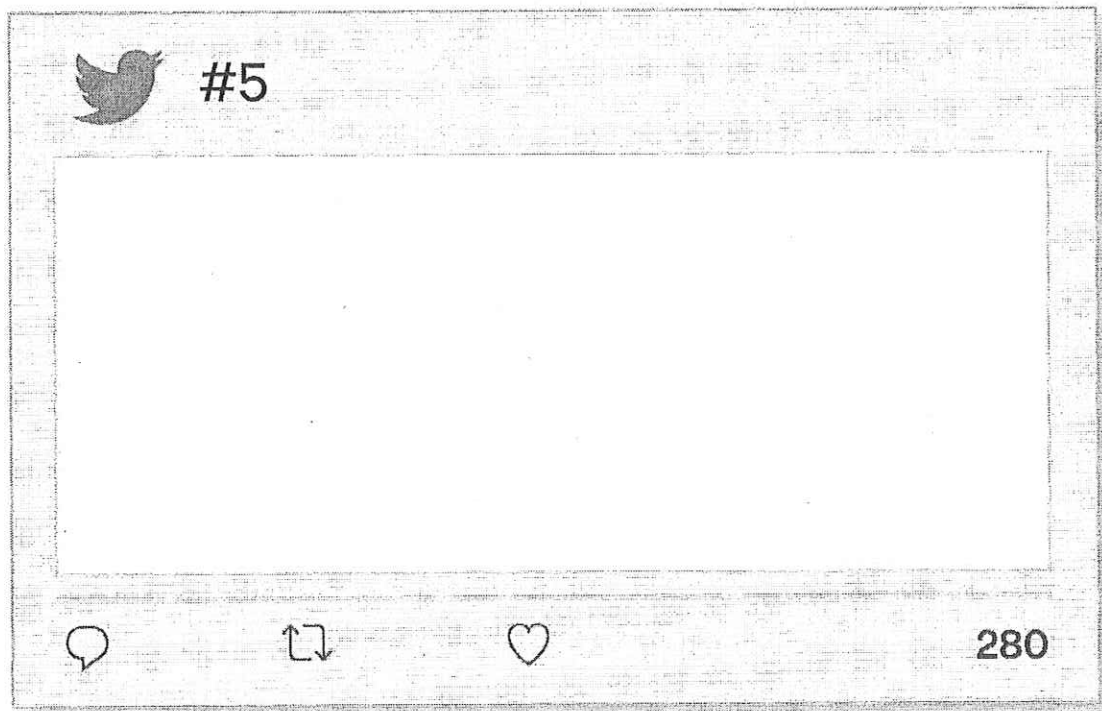
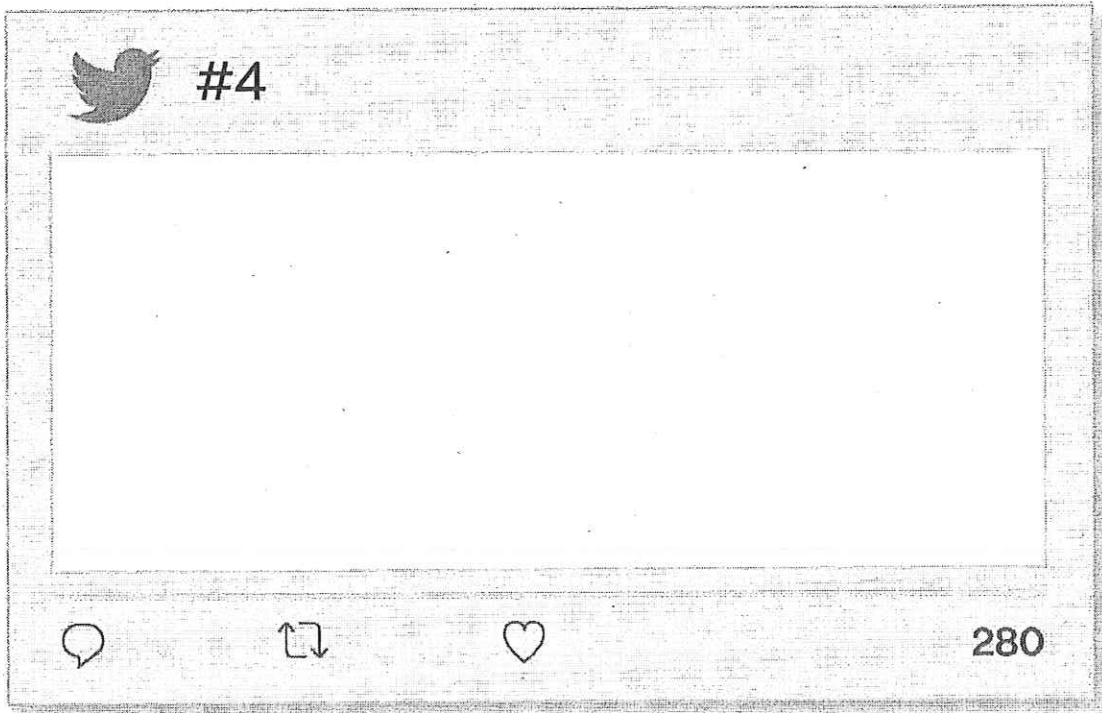
As you create your Twitter thread, pull from any of the credible sources listed below. Don't forget to include your Twitter handle (name), hashtags, pictures or drawings, and source references to get as many likes and retweets as possible!

Credible Source Links:

- U.S. Department of Health and Human Services:
ecigarettes.surgeongeneral.gov/default.htm
- National Institutes of Health:
drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes
- Centers for Disease Control and Prevention:
cdc.gov/tobacco/basic_information/e-cigarettes/surgeon-general-advisory/index.htm
- U.S. Department of Health and Human Services:
therealcost.betobaccofree.hhs.gov/vapes







Benzene

Also found in:

- Explosives
- Gasoline
- Pesticides

Potential health effects:

This substance can cause neurological symptoms including vomiting, dizziness, headaches as well as rapid heart rate. Over time exposure can cause excessive bleeding and immune system problems.



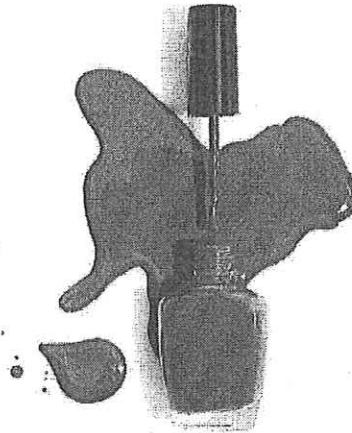
Formaldehyde

Also found in:

- Embalming fluid
- Nail polish
- Foam insulation

Potential health effects:

This substance can cause irritation to the nose, eyes, skin, and throat. It is also linked to increased risk of certain types of cancer.



Isoprene

Also found in:

- Rubber

Potential health effects:

This substance is irritating to the eyes, the skin and the respiratory tract. It also possibly causes cancer in humans.



Toluene

Also found in:

- Glue
- Paint thinners
- Stain removers

Potential health effects:

This substance causes irritation of the eyes and nose, weakness, exhaustion, confusion, euphoria, dizziness, headaches, lacrimation (discharge of tears), anxiety, muscle fatigue, insomnia, numbness or tingling of the skin, & dermatitis. Long time exposure may cause liver and kidney damage.



Acetaldehyde

Also found in:

- Perfume
- Alcohol
- Fruit preservatives

Potential health effects:

This substance probably causes cancer. Some side effects of those who have been exposed to acetaldehyde are eye irritation, respiratory tract irritation, increased heart rate, and increased ventilation rate.



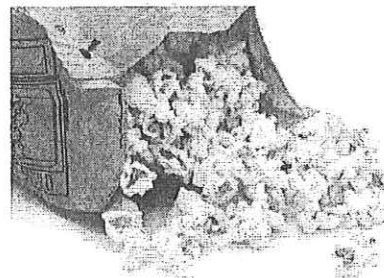
Diacetyl

Also found in:

- Butter popcorn flavoring

Potential health effects:

Long term exposure has been found to be associated with lung disease and other respiratory issues.



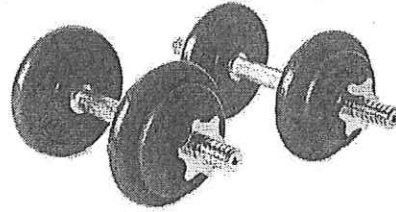
Lead

Also found in:

- Bullets
- Weights
- Roofing materials

Potential health effects:

Prolonged exposure to lead can lead to abdominal pain, constipation, depression, irritability and nausea. It affects children more than adults and can cause developmental and neurological effects.



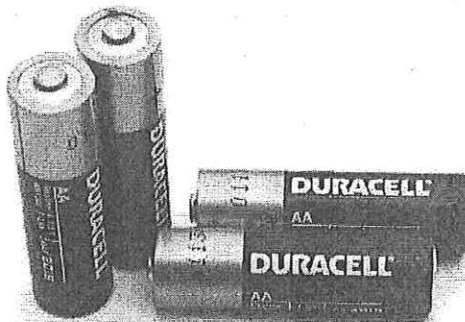
Nickel

Also found in:

- Batteries
- Magnets
- Coins

Potential health effects:

Exposure to this substance can cause allergic reactions and rashes. Inhalation of high levels of nickel can also lead to chronic bronchitis, reduced lung function and lung cancer.



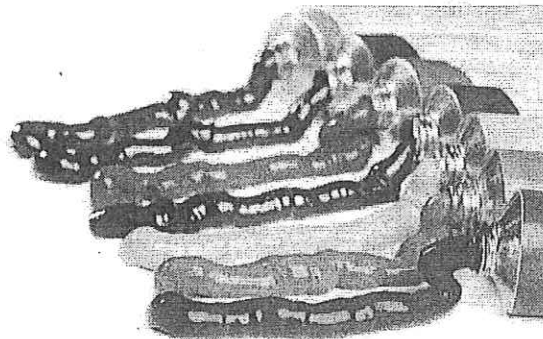
Cadmium

Also found in:

- Oil paints
- Car batteries
- Metal plating

Potential health effects:

Over time, cadmium can build up and cause damage to the liver and kidneys. Short term exposure to high levels can cause fever and chest pain. The substance is linked to kidney, lung, and prostate cancer.



Acetone

Also found in:

- Nail polish remover
- Degreaser

Potential health effects:

This substance can irritate the nose and throat. It can also harm the nervous systems at high concentrations. Symptoms might include headache, nausea, dizziness and confusion.



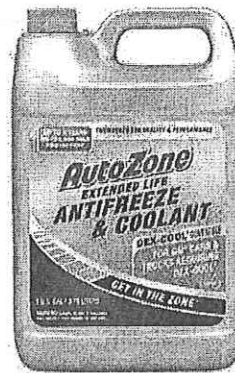
Propylene Glycol

Also found in:

- Antifreeze
- Artificial smoke/fog
- Food coloring

Potential health effects:

The substance causes irritation of the throat, nose and eyes. It is potentially toxic to the liver and kidney over long term exposure.



Phenol

Also found in:

- Disinfectants
- Herbicides
- Oral anesthetics

Potential health effects:

Long term exposure has been linked to heart disease. At high concentrations this substance can cause skin irritation and stomach damage.

