



Introduction to the Risks of E-cigarettes and Vaping: Digital Lesson Educator Guide

ELEMENTARY SCHOOL | CORE PROGRAM BUNDLE

Generously supported by



~~BE VAPE~~ FREE



Session 3: Don't Let Them Lie and Win

Learning Objectives

Students will be able to:

- **Recognize** situations and places that may be “high risk” for being offered an e-cigarette.
- **Recognize** indirect and direct advertising pressure designed to attract new users.
- **Discover** the amount of money the tobacco and e-cigarette industry spends on advertising its products.
 - Tobacco and vaping companies use marketing and advertising to convince you to experiment with their product and become addicted so they can make more money.
- **Analyze** some of the propaganda techniques tobacco and e-cigarette companies use to sell their brands of e-cigarettes.
- **Develop** a warning label and slogan that address misconceptions and promote the benefits of being e-cigarette-free.

Overview

After reviewing the adult interview homework assignment, students will investigate two major sources of pressure to use e-cigarettes: peers and marketing. Students will identify high-risk situations where they may have been/will be offered e-cigarettes and learn about tobacco and e-cigarette advertising including, how much is spent, techniques that are used, and channels where they appear. In small groups, students will

analyze e-cigarette ads and identify their appeal strategies before creating an e-cigarette warning label to present in the session.

Content Areas

Health

Target Grade Level

Grade 5

Approximate Class Time

35–40 minutes

Materials

- **E-cigarette Advertising Appeals** student handout, one per student
- **Warning Labels** student handout, one per group
- Whiteboard and dry erase markers
- Blank paper or poster board, one per group

Key Terms

- **Appeal:** A marketing technique used to persuade you to buy or do something.
- **Direct advertising:** When a company or business is directly trying to impact consumers’ or business customers’ buying decisions; often done through the mail, billboards, and magazine ads.
- **Indirect advertising:** Advertising that is hiding the fact that it’s an ad, like sponsorships on social media, with celebrities, or in movies/TV.

Slide 33

- Engage students by asking the following questions about their experience with the **Adult Interview** student handout:
 - **What were some examples your adult shared for resisting peer pressure?**
 - **What facts did your adult know about e-cigarettes?**
- Be sure to thank the students for their hard work and emphasize positive key points that their parents 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 your age, but they did have to deal with advertising and peer pressure to use regular cigarettes.
- Because e-cigarettes are newer, however, many people don't have all the available information. Now that we know more, we can share that information with them.

KEY TALKING POINTS:

- **Many people, including adults, do not know the facts about e-cigarettes, so sharing the new information could be really helpful.**

Slide 34 | Engage

- Refer back to Session 2 and ask about and discuss the places or situations in which your students could be offered an e-cigarette. If students cannot think of examples, ask them where they have seen people using e-cigarettes. Examples can include sporting events, the mall, in public or school bathrooms, outside during student activity time/recess if applicable, restaurants, etc.
- Remind them that we don't want to shame anyone or get them in trouble, so if they reference any place in school, do not use any names.

KEY TALKING POINTS:

- **Peer pressure doesn't always come from someone telling you to do it. Sometimes it just comes from being around people who are doing it.**

Slide 35 | Engage, Cont.

- Explain to students that while peers can directly pressure them to try e-cigarettes by offering them one, or may indirectly pressure them simply by vaping around them, some of the pressure and curiosity to try e-cigarettes has been purposely created by advertisements.
- Click to reveal the statistics regarding advertising. Facilitate a class discussion using the following questions:
 - **Do you think e-cigarette packaging and design appeals to young people?**
 - **Do you think e-cigarette advertisements influence young people to use e-cigarettes?**
- Remind students that advertising is frequently designed to withhold information you need to make good decisions. It is designed to make you see only the positive benefits and ignore and hide the negatives so that you'll buy the product.
- Most of the time, advertisers have a short period of time to get your attention and tell you about their product. Think about commercials you see on TV or online: They are typically short, 30 seconds or less. Ask students: If you have 30 seconds or less to sell me something, what type of information are you going to include? What information are you going to leave out?
- When it comes to e-cigarette companies, they market e-cigarettes to look delicious, cool, fun, and glamorous by using models, bright colors, and flavors. Advertisements by tobacco and e-cigarette companies usually do not tell you that e-cigarettes are filled with toxins, can harm your brain, and contain nicotine, which can cause addiction.

KEY TALKING POINTS:

- **Advertising is all around us all the time, and even in places we might not think about, like a gas station or on social media.**
- **In 2018, more than 14 million youth stated they were exposed to e-cigarette advertising. E-cigarette packaging and design appeals to young people because of their bright colors and flavors. Just as cigarette advertising caused youth to use tobacco products, scientists are now finding that youth who are exposed to e-cigarette advertisements are more likely to use e-cigarettes than youth who are not exposed to advertising.¹⁶**

Slide 36 | Engage, Cont.

- Show students the statistics about money spent on tobacco advertising.
- Ask students: How are tobacco and e-cigarette companies able to afford to spend billions annually on advertising? Where is this money coming from? Lead them to understand that there are people who are addicted to the nicotine in e-cigarettes and have no choice but to continue buying them and increase profits for the vaping and tobacco industries.
- Let them know that many of the social media (Instagram, Snapchat) and YouTube ads they see are paid for by the industry by using people their age to post comments about the excitement, fun and new flavors.

¹⁶ <https://e-cigarettes.surgeongeneral.gov/getthefacts.html>

- Reinforce that despite all the advertising, in reality only a very small percentage of young people use e-cigarettes.

KEY TALKING POINTS:

- **Many e-cigarette users are addicted to nicotine. Some of the money from the sale of e-cigarettes and regular cigarettes is used to pay for advertising and increase profits.**

Slide 37 | Explain

- Explain that tobacco and vaping companies use marketing and advertising to convince them to experiment with their product and become addicted so they can make more money.
- Explain to students that companies use a technique called an appeal, which helps to grab your attention and persuade you to buy or do something.
- Click to display the common appeals used by the tobacco and e-cigarette industries.¹⁷ The appeals can be alone or in combination with each other. Many times, companies will use more than one appeal in an ad to reach a larger audience in the hopes of selling more things.
- Take time to explain each appeal strategy:
 - **Social Life (“inclusion”)**: Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.

- **Celebrity (“popularity”)**: Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.
- **Freedom (“liberation”)**: Open-minded people who want freedom, fulfilling work, and self-reliance.
- **Sports (“athleticism”)**: If you use the product, you will be more like your favorite professional athletes, or you feel it is safe for you to use the product because a sports star does.
- **Masculinity/Femininity (“attractiveness”)**: This gets at the idea that you might want to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people..
- **Beauty (“glamour”)**: These products appear to be glamorous and will help you get to that stage too.

- Give students an opportunity to share if they’ve noticed any of these strategies in ads before.

KEY TALKING POINTS:

- **The tobacco and e-cigarette industries use advertising appeals to help grab your attention in order to persuade you to buy their product.**

¹⁷ <https://www.ncbi.nlm.nih.gov/books/NBK99238/#ch5.s7>

Slide 38 | Explain, Cont.

- Explain the two types of advertising: Direct and Indirect. *Direct advertising* is when a company or business is directly trying to impact consumers' or business customers' buying decisions and is often done through the mail, billboards and magazine ads.
- When you see direct advertising, you know someone is trying to sell you something.
- Examples of direct advertising include billboards, TV commercials, internet banner ads, radio ads, magazine ads, and more.
- Click to show an example of direct advertising. Ask students to share how they know that it is direct. Students should be able to explain that it is clear the companies want you to buy their products.
- Ask students what else they notice about the advertising. If they need help getting to the key point, ask them about where the e-cigarettes are located in the store or what they are next to.

KEY TALKING POINTS:

- **Direct advertising is paid for by the company or business that is trying to sell you something.**
- **E-cigarettes are often being sold right next to candy, which is typically appealing for children and young adults.**

Slide 39 | Explain, Cont.

- Explain *Indirect Advertising* is something that hides that it is an ad. It includes sponsorships, social media influencers, role models, stars using e-cigarettes in movies/television, or in magazines/newspapers and product placement. Often this type of advertisement is also paid for by the business or company selling the product.
- Click to reveal an example of indirect advertising. Ask students to share what they think is happening and why it is an example of indirect advertising. Reinforce that companies often pay people to post images on social media of their product looking “cool” and “glamorous.”

KEY TALKING POINTS:

- **Indirect advertising is like direct advertising in a disguise or costume: it often does not look like an ad, but when you look closer you can see the image or video is trying to sell you a product.**
- **If you are on social media platforms, a company might not share a post about their product but instead pay a celebrity or influencer to post about their product.**

Slide 40 | Explore

- Show the “*Magic Tricks*” video from the FDA’s Real Cost Campaign. Prompt students to think about what the video was trying to convey.
- They should be able to point out the fact that people who use e-cigarettes are four times more likely to try regular cigarettes. Ask them why they think that’s true and guide them to the concept of nicotine addiction.
- They should also convey that the video’s overarching message was that e-cigarettes are just the tobacco industry in disguise. It’s an illusion. Facilitate students in making the connection between this illusion and advertising.

KEY TALKING POINTS:

- **People who use e-cigarettes are more likely to try regular cigarettes.**
- **E-cigarettes are just the tobacco industry in disguise.**

Slide 41 | Elaborate

- Ask students to reassemble into their groups. Distribute one **E-cigarette Advertising Appeals** student handout to each group. Remind students that companies use different tactics, or appeals, to convince you to buy their products. Explain that advertising appeals are strategies that companies use to grab your attention and persuade you to buy and use their product.

- Read the directions and make sure students understand what they are going to do.
- Direct one student in each group to record their group’s reactions to each ad and responses to the questions listed on the slide. The recommended work time is 10–15 minutes.
- As students work, circulate around the room to provide help and push thinking where needed. If students are struggling, ask them questions like **“Who do you think would be most persuaded by this ad?”**
 - “Why do you think the advertisers chose this color/graphic/background/etc.?”
- Use the following information about each ad to guide students’ understanding:
 - **Ad 1:**
 - Kris Kringle/Santa Claus is a popular figure to children. Using his image as a “spokesperson” appeals to kids.
 - Appeal: Celebrity (“Popularity”)
 - **Ad 2:**
 - Placements of ads often focus on a target market. Note how the e-cigarette advertisement is at eye level for young people and is placed next to an ice cream ad.
 - Discounts can often encourage people to buy products or draw in new consumers.
 - **Ad 3:**
 - This ad features Halloween images, a popular holiday with children.
 - Appeal: Social Life (“Inclusion”)

- **Ad 4:**
 - A football player can be seen as a popular or influential influence for young people.
 - Display of a male-dominated sport implies masculinity (“attractiveness”).

KEY TALKING POINTS:

- **Advertising appeals are strategies that companies use to grab your attention and persuade you to buy and use their product.**

Slide 42 | Elaborate, Cont.

- Explain to students that they will be working with their groups to brainstorm a creative slogan and imaging for an e-cigarette warning label.
- Distribute one copy of the **Warning Labels** student handout and one piece of blank paper or poster board to each group.
- Explain that the Food and Drug Administration (FDA) requires that all e-cigarette products have a warning that says, “This product contains nicotine. Nicotine is an addictive chemical” in large black font in a white box.
- Challenge groups to create alternative warning labels that are eye-catching and inform people of the potential dangers to e-cigarettes. Each label must include a slogan and key information.
- The estimated work time for this session is 12–15 minutes, which can be adjusted depending on class length.

KEY TALKING POINTS:

- **The FDA requires warning labels on all e-cigarette products.**

Slide 43 | Wrap Up

Reinforce students’ learning by reviewing the following points:

- Explain that tobacco and vaping companies use marketing and advertising to convince them to experiment with their product and become addicted so they can make more money.
- Advertising is always about getting you to buy something, but does not always convey the dangers of a particular product.
- \$9.5 billion is spent every year on tobacco and e-cigarette advertising, and companies get much of that money from people who spend money on the product.
- Companies use *appeals* to grab your attention and convince you to buy something.
- Direct advertising is when a company is clearly trying to impact your buying decisions.
- Indirect advertising is when an ad is hidden in social media, movies, television, or magazines.
- The FDA does require “**WARNING:** This product contains nicotine. Nicotine is an addictive chemical” on e-cigarette packages. But we can do better than that!

References Guide

E-Cigarettes and Liquid Nicotine. (2019, June 30). Retrieved July 18, 2019, from <https://aapcc.org/track/ecigarettes-liquid-nicotine>

Kamboj, A., Spiller, H. A., 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.

Nayir, E., Karacabey, B., Kirca, O., & Ozdogan, M. (2016). Electronic cigarette (e-cigarette). *Journal of Oncological Science*, 2(1), 16–20.

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.

Chen, B. C., Bright, S. B., Trivedi, A. R., & Valento, M. (2015). Death following intentional ingestion of e-liquid. *Clinical toxicology*, 53(9), 914–916.

Public Health Law Center: <http://www.publichealthlawcenter.org/resources/us-e-cigarette-regulations-50-state-review>

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. doi:10.15585/mmwr.mm6722a3

2018 Morbidity and Mortality Weekly Review (Tsai, J., Walton, K., Coleman, B. N., Sharapova, S. R., Johnson, S. E., Kennedy, S. M., & Caraballo, R. S. (2018). Reasons for electronic cigarette use among middle and high school students—National Youth Tobacco Survey, United States, 2016. *Morbidity and Mortality Weekly Report*, 67(6), 196.)

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.