**6th Grade Session 1: Consequences of Using E-Cigarettes**

**Lesson Objectives**

**Students will:**

* Identify negative consequences of e-cigarette use.
* Describe the health hazards associated with e-cigarette use.

**CASEL Competencies Covered**

* Relationship skills - communication, social engagement, relationship building, teamwork
* Responsible decision-making - analyzing situations, ethical responsibility
* Self-awareness - identifying emotions, accurate self-perceptions

**Teacher Preparation**

1. Pull up the video prior to the lesson: [The DeNoble Files: e-Cigarettes](https://www.youtube.com/watch?v=tpfbBm7IofQ)
2. Print enough [Session 1, Activity 1: E-cigarette Ingredient Investigation](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B1%2C%2BActivity%2B1%2B-%2BIngredient%2BInvestigation.pdf) for each group to have one.
3. Prepare enough blank index cards for each student to receive two cards. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials and Teacher 411 Resources |
| **1. Introduction** 2 minutes | **Teacher Materials:*** [Session 1: Consequences of E-cigarette Use Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570422-presentation-slides-session-1)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)

**Teacher 411 Resources:*** [Surgeon General Fact Sheet: E-Cigarette Use Among Youth and Young Adults](https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf)
 |
| **2. Direct Instruction** 10 minutes | **Teacher Materials:*** [Session 1: Consequences of E-cigarette Use Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570422-presentation-slides-session-1)
* Index cards or squares of paper
* White board and dry erase markers
* [Video: The DeNoble Files: e-Cigarettes](https://www.youtube.com/watch?v=tpfbBm7IofQ)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)

**Teacher 411 Resources:*** [FDA Information about E-cigarettes](https://www.fda.gov/TobaccoProducts/Labeling/ProductsIngredientsComponents/ucm456610.htm)
* [Flavor and Extract Manufacturers Association of the United States (FEMA) Safety Assessment and Regulatory Authority to Use Flavors](https://www.femaflavor.org/safety-assessment-and-regulatory-authority-use-flavors-focus-electronic-nicotine-delivery-systems)
 |
| **3. Work Time**  20 minutes |  **Teacher Materials:*** [Session 1: Consequences of E-cigarette Use Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570422-presentation-slides-session-1)
* [Session 1, Activity 1: E-cigarette Ingredient Investigation](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B1%2C%2BActivity%2B1%2B-%2BIngredient%2BInvestigation.pdf)
* Index cards or squares of paper
* White board and dry erase markers
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)

**Teacher 411 Resources:*** [Risky Business: Kids, E-cigs, Vaping, and New Tobacco Products](https://sph.uth.edu/research/centers/dell/webinars/webinar.htm?id=d5f015cd-68fa-4f4f-8102-ca9ad9ba2e80)
 |
| **4. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 1: Consequences of E-cigarette Use Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570422-presentation-slides-session-1)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
 |
| **Total Time:** approx.  35 minutes |   |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

**2 minutes**

1. **Introduce** overview of CATCH My Breath. You will participate in a 4-session program called CATCH My Breath that will give you crucial information about E-cigarettes so that you can make your own informed choices. Peer Group Facilitators will lead you in activities where you will:
* Identify the health hazards of e-cigarettes.
* Discuss why people begin using e-cigarettes.
* Determine positive alternatives to using e-cigarettes.
* Recognize the advertising methods the industry uses to make you want to try e-cigarettes.
* Practice ways to resist pressure to use e-cigarettes.
* Make your own slogan and warning label for e-cigarettes.
1. **Explain** E-cigarettes have fewer hazardous chemicals than conventional cigarettes, but that doesn’t mean they’re harmless.

**Direct Instruction**

**10 minutes**

1. **Distribute** an index card or paper square to each student.
2. **Ask** students to record responses to the following question on their index card: What have you heard, seen, or thought about e-cigarettes?
3. **Stress** that there are no wrong answers and they do NOT need to include their name on the index card
4. **Collect** the index cards.
5. **Read** responses aloud to the class.
6. **List** students' answers on the board.
7. **Show** the video: [The DeNoble Files: e-Cigarettes](https://www.youtube.com/watch?v=tpfbBm7IofQ)
8. **Share** the following facts with your students:
* E-cigarette “vapor” is NOT water vapor. It is an aerosol made up of ultrafine particles containing nicotine and harmful chemicals.
* Nearly all E-cigarettes contain nicotine. Nicotine is **VERY** addictive and once you start using it is difficult to stop.
* As a teen, your brain is still developing, making it easier for you to get addicted to nicotine.
* JUULs are still e-cigarettes and JUUL pods contain as much nicotine as a pack of cigarettes.
* E-cigarettes actually use an aerosol which has a lot of small particles in it that are harmful to your body
* Fruity and sweet flavored e-liquids also contain nicotine. These liquids can be very harmful and sometimes fatal if swallowed.
* All states have restrictions around the sale, purchase, or use of e-cigarettes or nicotine containers to a minor (under the age of 18 or 21 depending on your state).
* Your school also has rules and policies about e-cigarettes.

***TEACHERS - please have your school policy regarding e-cigarettes prepared to read to your students.***

1. **Ask** students: *Why do you think the E-cigarette and tobacco industry make e-cigarettes with candy flavors like gummy bears, cotton candy and s’mores?*  and *Who do you think they want to buy their products?*
2. **Review** the safety concerns for the 8,000+ flavor chemicals that can be added to e-cigarettes: The flavor chemicals are listed as GRAS (Generally Recognized as Safe), BUT this is only for ingestion (eating). Why? The digestive system has the liver to detoxify the chemicals you eat and drink. There is no such system in your lungs. Because your lungs are very sensitive and have no way to get rid of toxins (flavor) chemicals from vaping (e-cigarettes).
3. **Share** these facts and briefly discuss:
* Most sweet, candy, and fruit-flavored e-cigarettes contain nicotine. **Almost all** e-cigarettes contain nicotine this includes sweet, candy, and fruit flavors.
* Nicotine liquid (AKA, e-liquid or e-juice) is very harmful and fatal for a developing fetus, babies and toddlers when ingested.
* As of June 30, 2019 there have been an average of 348 exposure causes to liquid nicotine reported to poison control centers.
1. **Ask** students:
* How would you feel about your younger cousins or siblings getting hold of or smoking an e-cigarette.
* What would happen if they drank the e-liquid?

**Work Time**

**20 minutes**

**Session 1, Activity 1: E-cigarette Ingredient Investigation (10 min.)**

1. **Announce** Peer Group Facilitators and group assignments.
2. **Ask** students to assemble into their groups.
3. **Instruct** Peer Group Facilitators to turn to [Session 1, Activity 1: E-cigarette Ingredient Investigation](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B1%2C%2BActivity%2B1%2B-%2BIngredient%2BInvestigation.pdf)
4. **Assign** one of the ingredients below to each group.

*Note: it is okay if more than one group has the same ingredient*

* Nicotine
* Formaldehyde
* Propylene glycol
* Some of 8,000+ flavor chemicals

The following ingredients are meant for additional discussion:

* Acetaldehyde
* Acrolein
* Diacetyl
* 2,3-pentanedione
1. **Ask** the Peer Group Facilitator to lead their group in reading about the ingredient, recording reactions.
2. **Instruct** each Peer Group Facilitator to read aloud the information about their assigned ingredient and share their group’s reactions.

**Session 1, Activity 2: Negative Consequences of E-cigarette Use (10 min.)**

*With students still in their small groups:*

1. **Distribute** an index card or square of paper to each student.
2. **Ask** students to use their index card to list possible negative consequences of e-cigarette use.
3. **Remind** students to think beyond just health consequences—think about your social relationships, family relationships, personal identity and goals.
4. **Ask** each Peer Group Facilitator to collect the index cards and review the consequences with their group.
5. **Share**: Call on one Peer Group Facilitator at a time to report 2-3 of the consequences of using e-cigarettes listed by their group and make a class list.

**Closing**

**3-5 minutes**

1. **Review** the list of what students had heard, seen or thought about e-cigarettes.
2. **Ask:** What new information have you gained?

**6th Grade Session 2: Making Our Own Choices**

**Lesson Objectives**

**Students will:**

* Identify the percentage of E-cigarette users in high school and middle school and describe nonsmokers as the majority.
* Describe the harmful consequences of e-cigarette use.
* Identify reasons why teens may begin using e-cigarettes.
* Identify positive alternatives to using e-cigarettes.
* Develop, practice, and demonstrate refusal skills and smart exit strategies.

**CASEL Competencies Covered**

* Self-management - impulse control, self-discipline
* Self-awareness - identifying emotions, self-confidence, self-efficacy, accurate self-perception
* Social awareness - perspective-taking, respect for others
* Relationship skills - communication, social engagement
* Responsible decision-making - analyzing situations, evaluating, reflecting

**Teacher Preparation**

1. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.
2. Pull up the video [The Fall Out](https://www.youtube.com/watch?v=LcymD3nh_OY) (0:30 min).
3. Make enough copies of [Session 2, Activity 3: Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf)) for each student to receive one.
4. Get a ball or make one out of paper or tape.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials and Teacher 411 Resources |
| **1. Introduction** 2 minutes | **Teacher Materials:*** [Session 2: Making Our Own Choices Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570428-presentation-slides-session-2)
* Video: [The Fall Out](https://www.youtube.com/watch?v=LcymD3nh_OY) (0:30 min)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
* Your school/district policy for e-cigarettes and other tobacco products
 |
| **2. Direct Instruction** 10 minutes | **Teacher Materials:*** [Session 2: Making Our Own Choices Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570428-presentation-slides-session-2)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)

**Teacher 411 Resources:*** [Truth Initiative: 4 Marketing Tactics e-cigarette companies use to target youth](https://truthinitiative.org/research-resources/tobacco-industry-marketing/4-marketing-tactics-e-cigarette-companies-use-target)
 |
| **3. Work Time**  20 minutes |  **Teacher Materials:*** [Session 2: Making Our Own Choices Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570428-presentation-slides-session-2)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
* Index cards or squares of paper
* White board and dry erase markers

**Teacher 411 Resources:*** [Tobacco, E-cigarettes and Child Health](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5598780/)
 |
| **4. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 2: Making Our Own Choices Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7570428-presentation-slides-session-2)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
* [Session 2, Activity 3: Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf)  ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf))
 |
| **Total Time:** approx.  35 minutes |   |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

**3-5 minutes**

1. **Show**the video [The Fall Out](https://www.youtube.com/watch?v=LcymD3nh_OY) (0:30 min).
2. **Discuss**students' reaction to the video.
3. **Explain** that all states have restrictions and laws around the sale, purchase, or use of e-cigarettes and nicotine for minors (18 or 21 depending on your state).
4. **Share**your school/district policy regarding e-cigarettes and other tobacco products.

**Direct Instruction**

**3-5 minutes**

1. **Ask** students to write down their guess on scratch paper:
* How many middle school students have used an e-cigarette in the last 30 days?
* How many high school students have used an e-cigarette in the last 30 days?
1. **Ask** volunteers to share their guess with the class.
2. **Reveal** the actual numbers:
* As of 2018, 4.9% of middle school students and 20.8% of high-school students have smoked an e-cigarette in the last 30 days.
1. **Discuss:** Most teenagers surveyed disapproved of e-cigarette use. Very few high school students, and even fewer middle school students, smoke e-cigarettes.
2. **Ask:***Are these numbers surprising?*and *Why do you think students’ estimates are usually higher than the actual number?*

*Note: Students often overestimate the number of people they think use e-cigarettes, just as they do with conventional cigarettes. By presenting facts about the teen prevalence of e-cigarette usage, students will understand that not “everyone does it.”*

**Work Time**

**20-25 minutes**

**Session 2, Activity 1: Why Do It? (10 min.)**

1. **Ask** students to assemble into their groups.
2. **Distribute** an index card or square of paper to each student.
3. **Ask** students to record responses to the first question on the front side of the index card and the second question on the back side of the index card:
* Why might young people experiment with e-cigarettes?
* What are some positive things young people can do instead of using e-cigarettes?
1. **Collect** the index cards for the peer group facilitators to read aloud to the class.
2. **Share:** at least one reason from each group reason for use and at least one positive alternative.

*Note: there are example reasons in the presentation, but this list is by no means comprehensive*

1. **Document** responses on a whiteboard or large sheet of paper

**Session 2, Activity 2: Just Say 'No' (15 min.)**

1. **Ask** each small group to think about the question What are some situations and places in which you may be offered an e-cigarette?
2. **Record** situations and places on the board.
3. **Explain** an exit strategy is a creative way to get out of a situation and a refusal is a creative way to say “no”.
4. **Ask** students to brainstorm smart exit strategies/refusals to use when offered an e-cigarette and record the strategies on scratch paper.

*Note: There are sample strategies and refusals in the presentation*

1. **Instruct** entire class to stand and form a circle.
2. **Explain:** We are going to see who has the best refusal skills. You will toss the ball to each other. When you receive the ball, you must give one refusal/exit strategy and then toss the ball to a different person. You must come up with a unique refusal on the spot to remain standing. This game can be played until the last student standing wins, or as time permits.

**Closing**

**1 minute**

1. **Distribute**one copy of [Session 2, Activity 3: Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf)) to each student, and then either read aloud, or call on a Peer Group Facilitator to read aloud the directions.
2. **Emphasize** that students should interview one of their parents or guardians, but if they cannot arrange that, they should find another adult to interview.

**Document** responses on a whiteboard or large sheet of paper

**Session 2, Activity 2: Just Say 'No' (15 min.)**

**6th Grade Session 3: Don't Let Them Lie and Win**

**Lesson Objectives**

**Students will:**

* 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.
* Analyze some of the propaganda techniques tobacco and e-cigarette companies use to sell their brand of e-cigarette.
* Develop a warning label and slogan that addresses misconceptions and promotes the benefits of being e-cigarette-free.

**CASEL Competencies Covered**

* Self management - self-motivation, self-discipline
* Social awareness - empathy, perspective-taking, respect for others
* Relationship skills - social engagement, communication, teamwork
* Responsible decision-making - analyzing situations, evaluating, reflecting

**Teacher Preparation**

1. Make enough copies of [Session 3, Activity 1: E-cigarette Advertising Appeals](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B1%2B-%2BE-cigarette%2BAdvertising%2BAppeals.pdf) and [Session 3, Activity 2: Warning Labels](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf) for each group to receive one copy.
2. Get blank paper or poster board and markers for each group to use.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials and Teacher 411 Resources |
| **1. Introduction** 2 minutes | **Teacher Materials:*** [Session 3: Don't Let Them Lie and Win Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7597535-presentation-slides-session-3)
* [Session 2, Activity 3: Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B5th_6th%2BSession%2B2%2C%2BActivity%2B3%2B-%2BAdult%2BInterview.pdf))
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
* Whiteboard and dry erase markers

**Teacher 411 Resources:*** [Surgeon General Fact Sheet: E-Cigarette Use Among Youth and Young Adults](https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf)
 |
| **2. Direct Instruction** 10 minutes | **Teacher Materials:*** [Session 3: Don't Let Them Lie and Win Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7597535-presentation-slides-session-3)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
* Index cards or squares of paper
* White board and dry erase markers

**Teacher 411 Resources:*** [American Cancer Society: Report - More and More Teens Seeing E-cigarette Ads](https://www.cancer.org/latest-news/report-more-and-more-teens-seeing-e-cigarette-ads.html)
 |
| **3. Work Time**  20 minutes |  **Teacher Materials:*** [Session 3: Don't Let Them Lie and Win Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7597535-presentation-slides-session-3)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
* [Session 3, Activity 1: E-cigarette Advertising Appeals](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B1%2B-%2BE-cigarette%2BAdvertising%2BAppeals.pdf)
* [Session 3, Activity 2: Warning Labels](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf)
* Blank paper or poster board and markers

**Teacher 411 Resources:*** [Anna E Tuchman: Advertising and Demand for Addictive Goods - The Effects of E-cigarette Advertising](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/Anna%2BE%2BTuchman%2B-%2BAdvertising%2Band%2B%2BDemand%2Bfor%2BAddictive%2BGoods.pdf)
 |
| **4. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 3: Don't Let Them Lie and Win Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7597535-presentation-slides-session-3)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
 |
| **Total Time:** approx.  35 minutes |   |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

 2-5 minutes

**Discuss:** Session 2, Activity 3: Adult Interview

* How did your adult interviews go?
* Did you receive any advice on how to resist pressure?
* Did they know the facts on e-cigarettes?

**Direct Instruction**

**5-10 minutes**

1. **Explain:** Peers can pressure you to try an e-cigarette, or you may be tempted to try one just by being around people who smoke. Most of the pressure and curiosity to try e-cigarettes, however, comes from advertisements in retail stores, the internet (including social media), television, and newspapers and magazines.
2. **Explain:** The purpose of an advertisement is to get you to buy a product. E-cigarette ads cover-up or de-emphasize negative information about their product. E-cigarette companies want your money, so they try to convince you that their product will make you cool, fun, and glamorous.
3. **Share** $9.5 billion is spent every year on tobacco and e-cigarette advertising. That’s more than $26 million every day, or more than $1 million every hour. About $29 for every person (adult and children) in the U.S per year!
4. **Ask:** How are tobacco companies able to afford to spend billions annually on advertising? Their customers are addicted to their products. A lot of product is sold to pay for the advertising.
5. **Explain:** e-cigarette companies use two types of advertising pressure:
	1. Direct Advertising: Advertising that is obviously paid for by the tobacco and e-cigarette industry. Examples include:
* Billboards, TV ads, internet banner ads, radio ads, magazine ads
1. **Indirect Advertising:** hides that it’s an ad. Examples include:
* *Social Media:* Big tobacco companies pay people to post about tobacco and e-cigarettes to glamorize and make them look “cool”, fun, social, delicious.
* *Movies/Television:* Tobacco and e-cigarette companies pay actors to smoke their brands in movies and TV.
* *Magazines/Newspapers:* Some magazines choose to take money from the tobacco and e-cigarette industry to promote products as part of a glamorous lifestyle

**Work Time**

**20-25 minutes**

[**Session 3, Activity 1: E-cigarette Advertising Appeals**](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B1%2B-%2BE-cigarette%2BAdvertising%2BAppeals.pdf)**(12 min.)**

1. **Ask** students to assemble into their groups.
2. **Distribute**one copy of [Session 3, Activity 1: E-cigarette Advertising Appeals](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B1%2B-%2BE-cigarette%2BAdvertising%2BAppeals.pdf) to each group.
3. **Instruct** Peer Group Facilitators to turn to [Session 3, Activity 1: E-cigarette Advertising Appeals](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B1%2B-%2BE-cigarette%2BAdvertising%2BAppeals.pdf).
4. **Ask** Peer Group Facilitators to lead a small-group brainstorm to identify the strategies used in the ad and to record the reactions of the group.
5. **Ask** each Peer Group Facilitator to present their group’s advertisement and reactions.

[**Session 3, Activity 2: Warning Labels**](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf)**(12 min.)**

1. **Distribute** a piece of blank paper or poster board and markers to each group and a copy of Activity 2: Warning Labels to each group
2. **Introduce** [Session 3, Activity 2: Warning Labels](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf) to students
3. **Ask** Peer Group Facilitators to use the front and back of the activity sheet to lead their small groups in brainstorming a creative slogan and imaging for an E-cigarette warning label. Once the planning is complete, students may use the blank paper (or poster board) and markers to create their warning label.
4. **Explain** that the Warning Label Project will be presented to the class in the next session.

**Closing**

**1 minute**

1. **Explain:** Ads try to get you to spend your money on a product. The point is to sell you something, not to be truthful. Be critical of advertising. It’s your life and your choice—know the facts!

**6th Grade Session 4: Your Life. Your Choice.**

**Lesson Objectives**

**Students will:**

* Present Warning Label Project that addresses misconceptions about e-cigarettes
* Make a personal goal regarding e-cigarette use

**CASEL Competencies**

* Self-awareness - accurate self-perception, self-confidence
* Social awareness - perspective-taking, respect for others
* Relationship skills - communication, social engagement, relationship-building
* Responsible decision-making - evaluating, reflecting, ethical responsibility

**Teacher Preparation**

1. Prepare student's [Session 3, Activity 2: Warning Labels](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf) from the prior session for easy distribution.
2. Print enough copies of [Session 4, Activity 1: Your Life. Your Choice](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1%2B-%2BYour%2BLife.%2BYour%2BChoice..pdf). for each student to receive one.
3. Pull up [Tested On Humans](https://www.youtube.com/watch?v=KSfKikyzYgw&feature=youtu.be) (0:30 min) prior to starting class.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials and Teacher 411 Resources |
| **1. Introduction** 5 minutes | **Teacher Materials:*** [Tested On Humans](https://www.youtube.com/watch?v=KSfKikyzYgw&feature=youtu.be) (0:30 min)
* [Session 4: Your Life. Your Choice. Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7598021-presentation-slides-session-4)
* [Session 3, Activity 2: Warning Labels](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf)
* Blank paper or poster board and markers
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)

**Teacher 411 Resources:*** [Surgeon General Fact Sheet: E-Cigarette Use Among Youth and Young Adults](https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf)
 |
| **2. Work Time**  20 minutes |  **Teacher Materials:*** [Session 4: Your Life. Your Choice. Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7598021-presentation-slides-session-4)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)

**Teacher 411 Resources:*** [Anna E Tuchman: Advertising and Demand for Addictive Goods - The Effects of E-cigarette Advertising](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/Anna%2BE%2BTuchman%2B-%2BAdvertising%2Band%2B%2BDemand%2Bfor%2BAddictive%2BGoods.pdf)
* [American Cancer Society: Report - More and More Teens Seeing E-cigarette Ads](https://www.cancer.org/latest-news/report-more-and-more-teens-seeing-e-cigarette-ads.html)
 |
| **3. Closing**  10 minutes |  **Teacher Materials:*** [Session 4: Your Life. Your Choice. Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7598021-presentation-slides-session-4)
* [Session 4, Activity 1: Your Life. Your Choice.](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1%2B-%2BYour%2BLife.%2BYour%2BChoice..pdf)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/6820595-physical-education-supplement-grades-5-8)
 |
| **Total Time:** approx.  35 minutes |   |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

**5 minutes**

1. **Show video:** [Tested on Humans](https://www.youtube.com/watch?v=KSfKikyzYgw&feature=youtu.be) (0:30 min)
2. **Ask** students which information about e-cigarettes stood out to them most over the course of the four sessions. Compile a class list.
3. **Class poll:** With all this new information, do you feel more empowered to make your own choice about e-cigarette use?

**Work Time**

**20 minutes**

1. **Ask** students to assemble into their assigned groups.
2. **Explain**that each group will continue to work on[Session 3, Activity 2: Warning Labels](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BWarning%2BLabels.pdf)
3. The Warning Labels will be presented during this class period.
4. **Presentations:** Have each group present their Warning Label.
5. **Vote***(optional)*: Class will conduct vote to determine winning label.

**Closing**

**10 minutes**

1. **Remind** students that they are in control of their own choices and goals.
2. **Distribute** [Session 4, Activity 1: Your Life. Your Choice](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/5th_6th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1%2B-%2BYour%2BLife.%2BYour%2BChoice..pdf). and have students write down their choice about e-cigarettes and reasons for their choice.
3. **Ask** volunteers to read aloud their reasons to not use e-cigarettes.
4. **Congratulate** students on completing the CATCH My Breath Youth E-cigarette and JUUL Prevention Program.