**Session 1: Designed for Addiction.**

**Lesson Objectives**

**Students will:**

* Understand the highly-addictive nature of nicotine.
* Describe the health hazards associated with e-cigarette use.
* Identify the health and social consequences of e-cigarette use.

**CASEL Competencies Covered:**

* Relationship skills - communication, social engagement, relationship building, teamwork
* Responsible decision-making - identifying problems, analyzing situations, evaluating, reflecting, ethical responsibility
* Self-awareness - identifying emotions, accurate self-perception, self-confidence, self-efficacy
* Self management - self-motivation, stress management, goal-setting, organizational skills
* Social awareness - empathy, perspective-taking, appreciating diversity, respect for others

**Teacher Preparation**

* 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.
* Print out enough copies of [Activity 1: Peer and Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf)) for each student to receive one.
	+ If you have a learning platform or are able to email your students an assignment, you can ask students to print it at home or complete the activity on a computer.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials and Teacher 411 Resources |
| **1. Introduction** 2 minutes | **Teacher Materials:*** [Session 1: Designed for Addiction Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843436-presentation-slides-session-1)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Surgeon General's Advisory on E-cigarette Use Among Youth](https://e-cigarettes.surgeongeneral.gov/documents/surgeon-generals-advisory-on-e-cigarette-use-among-youth-2018.pdf)
 |
| **2. Direct Instruction** 10 minutes | **Teacher Materials:*** [Session 1: Designed for Addiction Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843436-presentation-slides-session-1)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Medscape & FDA: Vaping and e-cigarettes in kids (video)](https://www.medscape.com/viewarticle/908077)
* [MD Anderson: Dangers of e-cigarettes, vaping and JUULs: How to Talk to Kids (video)](https://www.youtube.com/watch?v=6JCAyb3lDTo)
* [MD Anderson: Is vaping safe?](https://www.mdanderson.org/publications/focused-on-health/is-vaping-safe-.h19-1592202.html)
 |
| **3. Work Time**  20 minutes |  **Teacher Materials:*** [Session 1: Designed for Addiction Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843436-presentation-slides-session-1)
* Index cards of 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/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [UTHealth: 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)
* [CDC: Health Effects of Cigarette Smoking](https://www.cdc.gov/tobacco/data_statistics/fact_sheets/health_effects/effects_cig_smoking/index.htm)
 |
| **4. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 1: Designed for Addiction Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843436-presentation-slides-session-1)
* [Activity 1: Peer and Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf))
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)
 |
| **Total Time:** approx.  35 minutes  |

**Lesson Plan**

Suggested Length: approximately 35 minutes

**Introduction**

**2 Minutes**

* **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 consequences of using e-cigarettes.
	+ **Understand** the highly-addictive nature of nicotine.
	+ **Learn** strategies used by the tobacco industry to get teens addicted to nicotine and other products.
	+ **Co-Create** and participate in the conversation about tobacco and e-cigarettes policies.
* **Explain** E-cigarettes have fewer hazardous chemicals than conventional cigarettes, but that doesn’t mean they’re harmless.
	+ CVS Health and the CVS Health Foundation started the #BeTheFirst campaign in the hopes of fostering the first tobacco-free generation.

**Direct Instruction**

* **Explain** tobacco/nicotine products can be categorized into four groups:
	+ Combustible tobacco: Cigarettes, Cigars, Hookah, Cigarillos, Roll your own.
	+ Smokeless tobacco: Chew, Snuff, Snus.
	+ E-cigarettes: Disposable, Tank, Cartridge.
	+ Heat-not-burn: heat sticks.
* **Share** although E-cigarettes are less harmful compared to other tobacco products (e.g. combustible cigarette), they are still very HARMFUL. Every form of tobacco products can cause harm to every organ in your body. It can also lead to heart disease, stroke, eye problems, and yellow teeth. Each of these products we talked about come with their own issues:
	+ Combustible tobacco e.g. cigarettes, cigars, hookah, cigarillos, roll your own, can cause lung, mouth, stomach, kidney, and bladder cancers.
	+ E-cigarettes of all types, including JUUL, contain nicotine which is a highly addictive drug. Although e-cigarettes seem to be less harmful than combustible tobacco, the aerosol that users inhale have other harmful substances, including heavy metals, volatile organic compounds, and ultrafine particles that cause irreversible damage to the lungs. They also contain as much as or more nicotine than a regular cigarette.
	+ Smokeless tobacco e.g. Chew, Dip, Snuffs can cause cancer of the mouth, esophagus, and pancreas.
	+ Heat-not-burn e.g. IQOS heat sticks or Glo, are considered a harm reduction product. The long term effects are not well known, but they contain a lower level of carcinogenic chemicals compared to combustible tobacco.
* **Explain:** E-cigarettes are considered safer than cigarettes, but they’re far from safe. They’re a toxic mix of highly-addictive nicotine and other chemicals like:
	+ Formaldehyde: probable carcinogen (causes cancer) for humans, causes DNA mutations, is suspected to cause birth defects, may cause damage to the kidneys, liver, and central nervous system (CNS).
	+ Acetaldehyde: causes mutations in reproductive cells, possibly causes genetic defects, is a class 2 carcinogen (causes cancer), and is a class 2 specific target organ toxin.
	+ Acrolein: may cause frequent lung infections & general deterioration of health due to an accumulation in one or many human organs.
	+ Not to mention other chemicals like 2,3-pentandione, propylene glycol, heavy metals, volatile organic compounds, and ultrafine particles which harm the lungs. AND more than 8,000 flavor chemicals used in the different e-liquids have NOT been tested for use in the lungs.
* **Explain** the pathway to nicotine addiction:
	+ When you smoke a tobacco product, nicotine gets into the blood through the lungs, then travels to the brain where it hacks into the brain by pretending to be a natural brain chemical.
	+ It then activates the dopamine reward system (which is responsible for pleasure) in the brain.
	+ Overstimulation of this pleasure system in the brain leads to **addiction**.
	+ Nicotine is **VERY** addictive and once you start using it it is difficult to stop.
* **Share** the side effects of nicotine on the body: it affects almost all organs in the body (brain, lungs, gastrointestinal system, joints, heart), causing several symptoms including:
	+ **Ear, Nose & Throat:** nasal congestion, dry mouth
	+ **Brain:** addiction, mood changes, headache. irritability, anxiety, depression, trouble sleeping, dizziness
	+ **Lungs:** shortness of breath, cough, throat irritation, COPD (chronic obstructive pulmonary disease)
	+ **Heart:** hypertension, fast heartbeat, artery constriction, coronary artery disease.
	+ **Gut:** heartburn, nausea, vomiting, diarrhea, dyspepsia (indigestion)
	+ **Hormones:** high insulin (low blood sugar), insulin resistance (causing to type 2 diabetes)
* **Ask** students to think about why e-cigarette companies use such high amounts of nicotine
* **Reveal** the higher the dose, the faster the nicotine gets to the brain, and the faster addiction occurs.
* **Explain** nicotine can be measured using two different units:
	+ Nicotine by weight (%)
	+ By concentration (mg/ml) (most commonly used)
* **Share** A few years ago, most e-cigarette brands contain between 3mg/ml and 30 mg/ml which is equivalent to 0.25 -2.5% nicotine by weight. The 30 mg/ml was intended for heavy smokers.
	+ Today, the most popular brand is JUUL contains 59 mg/ml (or 5% by weight) of nicotine, (VERY HIGH nicotine content).

*Note that 60 milligrams (mg) of nicotine can be deadly. ONE teaspoon of nicotine can be fatal to toddlers. Additionally, 20mg/ml is the non-prescription maximum in Europe.*

* **Explain** nicotine is very bad for unborn babies causing serious complications like miscarriages, stillbirths, and Sudden Infant Death Syndrome (SIDS). Babies who were exposed to nicotine in utero tend to grow up to have poor long term academic performance and behavioral problems such as ADHD, aggressive behaviors, and future substance abuse.
* **Ask** students to raise their hands if they want to replace old, addicted smokers.
* **Share** nearly all adults who smoke started when they were teenagers. Tobacco companies don’t care about you, but they do care about how much money you are going to spend on their products.

**Work Time**

**10 minutes**

**Session 1, Activity 1: Consequences of Using E-cigarette**

* **Announce** Peer Group Facilitators and group assignments.
* **Ask** students to assemble into their groups.
* **Instruct** Peer group facilitators to divide their group into 2 groups.
* **Distribute** an index card or square of paper to each student.
* **Explain:** You will be brainstorming consequences of using E-cigarette in your groups.
	+ One half of the group will list health consequences of using e-cigarettes.
	+ The other half of the group will list social consequences of using e-cigarette e.g. consequences related to social situation, family, personal identity and goals.
	+ You will switch cards/papers with the opposite group to fill in any gaps for possible responses.
* **Remind** students that there are no wrong answers
* **Ask** each peer group facilitator (or another student in each group) to report one health consequence and one social consequence.
* **Record** their responses on a whiteboard.
* **Reveal** the example health and social consequences on the respective slides.

*Note to teachers: sharing answers can be repeated as many times as the class period allows.*

**Closing**

**2 minutes**

* **Assign:** [Activity 1: Peer and Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf))
* **Explain:** You will interview your peers and adults (parent, guardian, teachers) on their E-cigarette knowledge. Bring the completed interview to the next session to discuss.
	+ The peer must be someone who currently uses a tobacco or e-cigarette product.
	+ The adult does not need to have ever used tobacco or e-cigarette product.

**Session 2: What Could Go Wrong?**

**Lesson Objectives**

**Students will:**

* **Identify** existing knowledge or perceptions of e-cigarettes.
* **Dispel** misconceptions about e-cigarettes.
* **Synthesize** information about the health and social consequences of using tobacco products such as e-cigarettes.
* **Discover** ways to quit using tobacco products (including e-cigarettes) and support peers who want to quit by offering encouragement and referring cessation resources to them.

**CASEL Competencies Covered**

* Relationship skills - communication, social engagement, relationship-building, teamwork
* Self-awareness - identifying emotions, accurate self-perception, self-confidence, self-efficacy
* Self-management - self-discipline, self-motivation, goal-setting, stress management, self-discipline, organizational skills
* Social awareness - perspective-taking, empathy, appreciating diversity, respect for others

**Teacher Preparation**

* 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 2: What Could Go Wrong? Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843424-presentation-slides-session-2)
* [Session 1, Activity 2: Peer & Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf))
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Surgeon General's 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 2: What Could Go Wrong? Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843424-presentation-slides-session-2)
* 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/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [U.S. DHHS: Know the Risks - E-cigarettes & Young People](https://e-cigarettes.surgeongeneral.gov/)
* [Truth Initiative: Youth e-cigarette epidemic](https://www.youtube.com/watch?v=1cznQJeARGU&feature=youtu.be)
 |
| **3. Work Time**  20 minutes |  **Teacher Materials:*** [Session 2: What Could Go Wrong? Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843424-presentation-slides-session-2)
* 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/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Wired Magazine: Very Short Stories](https://www.wired.com/2006/11/very-short-stories/)
 |
| **4. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 2: What Could Go Wrong? Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843424-presentation-slides-session-2)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)
 |
| **Total Time:** approx.  35 minutes  |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

**5 minutes**

* Ask students to take out [Session 1, Activity 2: Peer & Adult Interview](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf) ([Spanish Version](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/SPANISH%2B9th-12th%2BGrade%2B-%2BSession%2B1%2C%2BActivity%2B2%2B-%2BPeer%2Band%2BAdult%2BInterview.pdf)) from the previous session . Ask the following questions:
* Peers:
	+ Why did your peer try e-cigarette?
	+ What did your peers who smoke say about craving and addiction?
	+ Are they trying to quit?
* Adult:
	+ What advice for resisting pressure to try e-cigarette did adult give?
	+ What are the reasons the adults gave for not using tobacco (or quitting)?

**Direct Instruction**

**10 minutes**

* **Review** with students that almost all tobacco products contain nicotine.
* **Reinforce** the health and social consequences covered in the last session.
* **Distribute** index card or square of paper to each student.
* **Ask** students to record responses to the following question on their index card:*What have you seen or heard about e-cigarettes?*
* **Stress** that there are no wrong answers and they do NOT need to include their name on the index card.
* **Collect** the index cards.

*Note to teachers: You can also ask the students to volunteer to read their responses to the class.*

* **Read**responses aloud to the class.
* **List** students' answers on the board.
* **Reveal** the possible answers listed in the presentation.
* **Share** the following facts to students:
	+ More than half of E-cigarette users aren't aware that flavored e-liquid contains nicotine.
	+ Approximately two-thirds of U.S. teenage JUUL users don’t know it contains nicotine.
	+ Help a friend quit by sharing the resources:

**Work Time**

**15-20 minutes**

**Session 2, Activity 2: Six Word Stories**

* **Announce** Peer Group Facilitators and group assignments.
* **Ask** students to assemble into their groups.
* **Distribute** an index card or square of paper to each student.
* **Explain:** Sometimes the most powerful stories are the shortest. Ernest Hemingway once wrote a six word story and called it his best work.
* **Instruct** students to reflect on what they have seen or heard about e-cigarettes, and to brainstorm a six word story.
* **Assign** one of the topics below to the different groups to inspire their six word story:
	+ Reasons why young adults their age experiment with e-cigarettes?
	+ Health consequences for using e-cigarettes?
	+ Social consequences of using e-cigarettes?
	+ Describe how an e-cigarette user might feel or behave when craving nicotine?
	+ Calculate the cost of smoking one JUUL pod a day for 10 years. What could you buy with that money instead of JUUL pods?

*Note to teachers: it is okay if more than one group has the same topic.*

* **Share:** Call on each Peer Group Facilitator at a time to report on six word story inspired by the varied topics on E-cigarettes listed by their group and make a class list.

**Closing**

**2 minutes**

* **Introduce** (briefly) to the Session 3: Co-create & Hack the System
* **Explain:** students will need to look up and read school district rules, state laws and education regulations on tobacco and e-cigarettes.

**Session 3: Co-Create and Hack The System**

**Lesson Objectives**

**Students will:**

* **Learn** about laws, rules and regulations regarding tobacco and e-cigarettes.
* **Discuss** the reason behind such rules and how it applies to youth.
* **Understand** that they can participate actively in such policy making.

**CASEL Competencies Covered**

* Relationship skills - communication, social engagement, relationship building, teamwork
* Responsible decision-making - identifying problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility
* Self-management - goal setting, organizational skills
* Social awareness - perspective taking, appreciating diversity, respect for others

**Teacher Preparation**

* Print enough [Session 3, Activity 2 - Tobacco & E-cigarette Law Investigation](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BTobacco%2B%26%2BE-cigarette%2BLaw%2BInvestigation.pdf)  for each student in a group to have one.
* 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 3: Co-Create and Hack the System Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843422-presentation-slides-session-3)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [FDA: Tobacco Products](https://www.fda.gov/tobacco-products)
 |
| **2. Direct Instruction** 10 minutes | **Teacher Materials:*** [Session 3: Co-Create and Hack the System Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843422-presentation-slides-session-3)
* 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/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Public Health Law Center: U.S. E-cigarette Regulation - A 50 State Review](https://publichealthlawcenter.org/sites/default/files/E-Cigarette-Legal-Landscape-50-State-Review-March-2019.pdf)
* [Public Health Law Center: States with Laws that Define E-cigarettes](https://publichealthlawcenter.org/sites/default/files/States-with-Laws-Defining-ECigarettes-March2019.pdf)
 |
| **3. Work Time**  20 minutes |  **Teacher Materials:*** [Session 3: Co-Create and Hack the System Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843422-presentation-slides-session-3)
* [Session 3, Activity 2 - Tobacco & E-cigarette Law Investigation](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BTobacco%2B%26%2BE-cigarette%2BLaw%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/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [States with Laws Restricting Youth Access to E-cigarettes](https://publichealthlawcenter.org/sites/default/files/States-with-Laws-Restricting-Youth-Access-to-ECigarettes-March2019.pdf)
 |
| **4. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 3: Co-Create and Hack the System Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843422-presentation-slides-session-3)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)
 |
| **Total Time:** approx.  35 minutes |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

**5 minutes**

* **Ask**students to share what they feel are the pros and cons of the rules, laws, and codes they could find.
* **List** examples of age limit restriction on certain activities.

**Direct Instruction**

**10 minutes**

* **Ask:** Who can tell me some common age limits (restrictions)?
* **Reveal** the possible answers in the presentation.
* **Class Poll:** What should be the maximum age for military service?
* **Ask:** What is the purpose of these laws and rules?
* **Reveal** the possible reasons in the presentation.
* **Explain** In most countries of the world, children and young adults have different rights than adults. Some products or activities are considered dangerous or unhealthy, so age limits are created to ensure young people are protected from unnecessary harm.

**Session 3 Activity 1: Laws & Rules (5 min)**

* **Distribute** an index card or square of paper to each student.
* **Instruct** students to record their answers to the following questions on their index card or square of paper.
	+ What are some of the laws/ rules regarding tobacco and e-cigarettes?
	+ Why are there rules and age-limits for tobacco and e-cigarettes?
* **Ask** the peer group facilitators to share at least one rule/law and one reason why it might exist.
* **Reveal** the possible answers listed in the presentation.
* **Explain:** Nearly all tobacco and e-cigarette users start in middle or high school – under the legal age of purchase (18 in most states). Once your brain gets addicted to nicotine, it’s permanent. Quitting is possible, but becomes very difficult for most people.
* **Ask** students to consider these facts:
	+ Tobacco companies have been:
		- **Convicted** of promoting and advertising their products to children.
		- **Convicted** of hiding the health risks to the public.
	+ Tobacco and e-cigarette companies advertise to YOU by:
		- Sponsoring music and sports events.
		- Paying celebrities to smoke in movies, TV shows and on social media.
* **Explain:** These facts demonstrates the lengths tobacco industries will go to market their products to the public especially through advertising. Particularly, e-cigarette to young kids.
* **Explain:**There are different types of laws, rules, and regulations regarding tobacco and e-cigarettes that are typically adopted at the school, community, state, and/or national levels. These laws, rules and regulations can be broadly classified into four groups:
	+ Manufacturing: limiting the amount of nicotine content (max. 20 mg/dl), ban on all flavors and sales of selected products.
	+ Distribution: age verification for online purchase, carding at stores, ban of nicotine vending machines in public places, age restriction.
	+ Marketing: placing warning labels on packaging, minimizing/ prohibiting sponsorship and advertising by tobacco and e-cigarette companies.
	+ Consumption: ban on smoking in public areas, school and community prevention programs and access to these programs, putting taxes on the sales of these products helps to limit access by the public.
* **Ask:** Why aren’t these rules implemented everywhere?
* **Remind** students the tobacco and e-cigarette companies have money and power to influence policies. Their paycheck depends on getting youths addicted to their product.

**YOU** have a voice! LET IT BE HEARD!

**Work Time**

**20 minutes**

* **Explain:**
	+ Co-Create: you get a chance to make new rules or improve the rules and communicate your ideas to your school district Wellness Committee (aka, School Health Advisory Committee or SHAC) and Tobacco Control and Prevention Agency
	+ Hack the System: means evaluating school district and state rules that govern youth tobacco and e-cigarettes.

[**Session 3, Activity 2 - Tobacco & E-cigarette Law Investigation**](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BTobacco%2B%26%2BE-cigarette%2BLaw%2BInvestigation.pdf)

* **Distribute**one copy of [Session 3, Activity 2 - Tobacco & E-cigarette Law Investigation](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B3%2C%2BActivity%2B2%2B-%2BTobacco%2B%26%2BE-cigarette%2BLaw%2BInvestigation.pdf) Investigation to each student.
* **Ask** students to assemble into their groups.
* **Instruct** Peer group facilitators to divide their group into 2 groups.
	+ Team one: Find the answers to the school rules.
	+ Team two: Find the answers to the local, state, and national rules/laws.
* **Explain:**
	+ For each line, indicate YES or NO to determine whether the rule is present at the school district level or the local, state, or national level.
	+ For the **YES** items, team members should discuss how to strengthen the rule.
	+ For the **NO** items, team members should work outside of class to write their own rules.
* **Remind** students these rules are intended to protect them from lifelong addiction to nicotine.
* **Ask** each peer facilitator (or another student) to share at least one existing rule they would strengthen and how they would make it better.

**Closing**

**5 minutes**

* **Remind** teams to meet outside of class discuss their own rules regarding tobacco and e-cigarettes.
* **Ask** students to bring their own rules to the next session.
	+ **There** will be 10 minutes in the next session to finalize the assignment

**Session 4: Take Control of Your Life.**

**Lesson Objectives**

**Students will:**

* **Learn** to create laws and rules regarding tobacco and e-cigarette.
* **Learn** to communicate policies to governing agencies.

**CASEL Competencies Covered**

* Relationship skills - communication, social engagement, relationship building, teamwork
* Responsible decision-making - identifying problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility
* Self-management - goal setting, organizational skills
* Social awareness - perspective taking, appreciating diversity, respect for others

**Teacher Preparation**

* Pull up the video prior to the lesson: [Electronic Cigarettes and Vaping (4 min)](https://www.youtube.com/watch?v=9dZS_Rniak0)
* Print enough [Session 4, Activity 1: Let Your Voice Be Heard](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BLet%2BYour%2BVoice%2BBe%2BHeard.pdf)  for each group to have one.
* *Optional* Print Enough [Session 4, Activity 1: Optional Supplement](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BOptional%2BSupplement.pdf) for each group to have one.
* Prepare enough index cards or squares of paper for each student to receive one.

**Outline**

|  |  |
| --- | --- |
| Activities | Materials and Teacher 411 Resources |
| **1. Introduction** 5 minutes | **Teacher Materials:*** [Session 4: Take Control of Your Life Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843421-presentation-slides-session-4)
* Video: Electronic Cigarettes and Vaping
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Surgeon General's Advisory on E-cigarette Use Among Youth](https://e-cigarettes.surgeongeneral.gov/documents/surgeon-generals-advisory-on-e-cigarette-use-among-youth-2018.pdf)
 |
| **2. Work Time**  20 minutes |  **Teacher Materials:*** [Session 4: Take Control of Your Life Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843421-presentation-slides-session-4)
* [Session 4, Activity 1: Let Your Voice Be Heard](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BLet%2BYour%2BVoice%2BBe%2BHeard.pdf)
* [Session 4, Activity 1: Optional Supplement](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BOptional%2BSupplement.pdf) (Optional)
* Index cards or squares of paper
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)

**Teacher 411 Resources:*** [Reuters News: Chemicals in e-cig flavors could harm respiratory tract](https://www.reuters.com/article/us-health-ecigs-lungs/chemicals-in-e-cig-flavors-could-harm-respiratory-tract-idUSKCN1QB23E)
 |
| **3. Closing**  3-5 minutes |  **Teacher Materials:*** [Session 4: Take Control of Your Life Presentation](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/7843421-presentation-slides-session-4)
* [Optional PE Supplement](https://www.catch.org/courses/take/catch-my-breath-e-cigarette-juul-prevention/texts/8015086-physical-education-supplement-grades-9-12)
 |
| **Total Time:** approx.  35 minutes |

**Lesson Plan**

Suggested Length: approx. 35 minutes

**Introduction**

**5 minutes**

* **Show** the video: [Electronic Cigarettes and Vaping (4 min.)](https://www.youtube.com/watch?v=9dZS_Rniak0)
* **Remind** Students:
	+ Tobacco smoking harms nearly every organ of the body, causes many diseases, and reduces the health of smokers.
	+ Quitting smoking lowers your risk for smoking-related diseases and can add years to your life.
	+ Cigarette smoking is the leading preventable cause of death in the United States.
	+ Young people who smoke e-cigarettes become addicted to nicotine and eventually switch to regular cigarettes or become dual users , with harmful consequences.

**Work Time**

**20 minutes**

* **Ask** students to assemble into their peer groups and divide themselves into the same subgroups as the last session.
* **Instruct** teams to review ideas from previous session.
	+ Team one: Select 2 new rules that apply to tobacco and e-cigarette.
	+ Team two: Select 2 improved rules that apply to tobacco and e-cigarette.
* **Ask** one student from each team to share the two selected rules.

[**Session 4, Activity 1: Let Your Voice Be Heard**](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BLet%2BYour%2BVoice%2BBe%2BHeard.pdf)

* **Ask** student to remain in their respective teams.
* **Distribute** one copy of [Session 4, Activity 1: Let Your Voice Be Heard](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BLet%2BYour%2BVoice%2BBe%2BHeard.pdf) to each student.
* *Optional*[Session 4, Activity 1: Optional Supplement](https://digitalcatchdirectuploads.s3-us-west-2.amazonaws.com/thinkific/cmb/9th-12th%2BGrade%2B-%2BSession%2B4%2C%2BActivity%2B1_%2BOptional%2BSupplement.pdf)
* **Instruct** teams to select 2 new rules and 2 improved rules.
	+ Students will research contact information for their respective authority figures.
	+ Students will complete the email template provided with the information specific to their group.
	+ **Email** to correspondents (local school district and state tobacco control and prevention agency).

**Closing**

**2 minutes**

Find the Rules. Co-Create. Hack the System. CONGRATULATIONS!