



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 4: Your Life. Your Choice.

Learning Objectives

Students will be able to:

- **Make** a personal goal regarding e-cigarette use.

Overview

Students will present their warning label posters that they worked on in the last session and be prompted to think about their position as a possible role model for younger kids. Students will be encouraged to think about their position on e-cigarettes and write an action plan regarding choices.

Content Areas

Health

Target Grade Level

Grade 5

Approximate Class Time

35–40 minutes

Materials

- **Your Life. Your Choice.** student handout, one per student



Slide 45 | Explore

- Remind students 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.
- Remind students that this is the final session of CATCH My Breath.
- Provide students with time to complete their warning label projects.
- As you circulate, remind them of the appeals discussed in the last session and how they can use those to “sell” the behavior of NOT using e-cigarettes. Also, remind them that the warning label needs to include a slogan and information about the potential harm of e-cigarettes.
- Have each group present their warning label. With each one, ask the class what appeals the group was using and what information they were able to incorporate into their poster. As you notice the students using information from the class, emphasize those points to reinforce them.

Slide 46 | Engage

- Show the students the “*Tested on Humans*” video from the Truth Initiative. Ask students for their perceptions on the video messaging.

KEY TALKING POINTS:

- **The long-term effects of smoking e-cigarettes is unknown, but we do know they are not harmless. Government health agencies have warned that young people should not use e-cigarettes because of nicotine and the unknown long-term health effects.**

Slide 47 | Evaluate

- Remind students that they are role models for their peers and younger siblings or cousins. They have the power to influence another person’s behavior and decision-making process.
- Click to reveal discussion questions and ask students:
 - **How would you feel if your younger sibling, cousin, or friend began using e-cigarettes?**
 - **What do you think they would do if they saw you using an e-cigarette?**

Slide 48 | Evaluate, Cont.

- Ask students which information about e-cigarettes stood out to them most over the course of the four sessions. Compile a class list on the board.
- Click again. Ask students to raise their hands if they feel more empowered to make their own choice about e-cigarette use.
- Remind students that it is okay to not know everything. The e-cigarette industry is constantly changing, and we are frequently getting new information about the health effects of vaping. Encourage students to use the information they have to make a well-informed decision not to use e-cigarettes.

KEY TALKING POINTS:

- **We can use what we have learned to make more informed decisions about not experimenting with e-cigarettes.**
- **We can use what we've learned to notice when advertisers are trying to sell us something by hiding the unhealthy facts to raise profits.**
- **Most kids your age choose NOT to use e-cigarettes. Now that we've been through the program, you can make more informed choices yourself.**

Slide 49 | Evaluate, Cont.

- Remind students that they are in control of their own choices and goals. Reinforce that it is okay to be curious, but they should research and absorb all the information possible to make an “informed decision.”
- But they should remember, smoking tobacco and e-cigarettes can quickly lead to nicotine addiction—and will limit their choices.
- Now that they have gone through the CATCH My Breath program, they have more information and skills to make a healthy choice about e-cigarettes.
- Distribute one copy of the **Your Life. Your Choice.** student handout 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 choice. Be sure to reassure, praise and support students who share out.

KEY TALKING POINTS:

- **We control our own actions.**
- **The majority of kids your age and even into high school choose NOT to use e-cigarettes.**

Slide 50 | Wrap Up

- Congratulate students on completing the CATCH My Breath Youth Vaping Prevention Program.
- Reinforce students' learning by reviewing the following points:
 - Remind students it's OK to talk to you or another trusted adult about e-cigarettes at any time.
 - Reinforce that it is okay to not use e-cigarettes and stand tall when put in a "high risk" situation.
- Click to remind students that "knowledge is power." They now have information and skills to make informed choices about e-cigarettes.

Teacher Resources:

- [Surgeon General Fact Sheet: E-Cigarette Use Among Youth and Young Adults](#)
- [Centers for Disease Control and Prevention E-cigarette Vital Signs](#)
- [FDA Information About E-cigarettes](#)
- [Flavor and Extract Manufacturers Association of the United States \(FEMA\) Safety Assessment and Regulatory Authority to Use Flavors](#)
- [Risky Business: Kids, E-cigs, Vaping, and New Tobacco Products](#)
- [Truth Initiative: 4 Marketing Tactics E-cigarette Companies Use to Target Youth](#)
- [Tobacco, E-cigarettes and Child Health](#)
- [American Cancer Society: Report - More and More Teens Seeing E-cigarette Ads](#)
- [Anna E Tuchman: Advertising and Demand for Addictive Goods—The Effects of E-cigarette Advertising](#)

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.