

TOPIC

Vaping and E-Cigarettes

AUDIENCE

High School Students

TIME NEEDED

60 minutes

HEALTH EDUCATION STANDARDS

4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

5.12.6 Defend the healthy choice when making decisions.

7.12.3 Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.

LEARNING OBJECTIVES

By the completion of the program,

1. At the completion of this lesson, at least 75% of participants will be able to list two negative health consequences associated with vaping use on PollEv.
2. At the completion of this lesson, at least 75% participants will be able to list at least two resources on the PollEv survey for where to get information or support for quitting.

MATERIALS NEEDED

- PowerPoint (1)
- Poll Everywhere: <https://www.polleverywhere.com/> (3 polls)
- YouTube Video - David Geffen School of Medicine UCLA, Electronic Cigarettes and Vaping: https://www.youtube.com/watch?v=9dZS_Rniak0 (1)
- Interactive Website - Scholastic, What You Need to Know about Vaping: <http://www.scholastic.com/youthvapingrisks/interactive/index.html> (1)

PREPARATION

- Have PowerPoint uploaded and ready to present
- Create Poll Everywhere questions
- Load video in another tab
- Load interactive website in another tab

PROCEDURE

Introduction (5 minutes)

PowerPoint slides 1, 2 & 3

- 1.) Introduce yourself to the audience and state that you will be discussing the topic of vaping and e-cigarettes and how to find resources to say no to use and or to quit. 2. State the objectives for the lesson.
- 2.) Introduce the topic of stress by having the audience list the first word that comes to mind when they hear the term vape through PolLEv word cloud.
- 3.) Briefly show responses and use top terms to transition into reiterating what will be taught in the lesson.
 - a.) This lesson will help students know what vaping is, the dangers of using a vape, and resources you can utilize to help yourself quit using a vape.

PowerPoint slides 4, 5, 6, & 7 (15 minutes)

Activity 1: Video - Electronic cigarettes and vaping and open group discussion

- 1.) Play this video for the class: Electronic cigarettes and vaping https://www.youtube.com/watch?v=9dZS_Rniak0 (4 minutes 38 seconds). The video will discuss the history of smoking and how e-cigarettes came to be as well as the dangers of using vapes.
- 2.) Directly after the video the students will engage in an open discussion about what was learned.
 - a.) These questions will be:
 - i.) Why do people think e-cigarettes are safer than traditional cigarettes? Why is this not true?
 - ii.) What is formaldehyde?
 - iii.) Can you name any brands of vapes that you see being used?
- 3.) After the open discussion a recap of the video and overall definition of vaping and e-cigarettes will be discussed in a lecture style. (The lecture will include what vaping is and how it is done).
 - a.) Vaping is using an e-cigarette. It is inhaling vapor that is formed from a liquid contained within the cartridge of a battery powered device. Most of the e-cigarettes, or vapes are battery powered so that the liquid can be vaporized through heat allowing the vapor to be inhaled into the user's body and lungs.
 - b.) It is very popular among youth and is appealing for their limited amount of smoke, the easy access, and the different flavors offered.
- 4.) After the lecture students will be shown slide 5 which asks the following questions:
 - a.) What is vaping?

- b.) Why is learning about vaping important?
 - i.) Give the students a minute to brainstorm and then ask three volunteers to share their responses out loud or in the chat.

PowerPoint slides 8, 9, 10, 11, 12, & 13 **(10 minutes)**

Activity 2: Educational game : true or false.

- 1.) Students will be shown a set of statements. Ask the students to individually jot down their answers, true or false, for each statement. Then discuss the answers as a class and allow the students to correct any incorrect answers they may have.
 - a.) The statements include:
 - i.) The flavoring of vapes are from chemicals which can be dangerous. ii. ONE juul pod is equivalent to ONE pack of cigarettes.
 - ii.) 1 in 5 high school students use a vape.
 - iii.) 1 in 25 middle school students use a vape.
 - iv.) In 2018 around 4 million youth reported vape use.
 - v.) Aerosol is harmless.
 - vi.) E-cigarettes are safer than traditional cigarettes.
 - vii.) In North Carolina 50 % of high school students who said they used a vape reported that they wanted to quit use.
- 2.) As the lecture continues on slides 9 & 10 (who is affected by vaping) and 11 & 12 (how individuals are affected by vaping).
 - a.) Vaping is common among youth in the United States, particularly those aged 15-17 use a vape, and commonly that type of vape is a Juul.
 - b.) More than 3.6 million youth report using a vape, it is used by 1 in 5 high school students and 1 in 20 middle school students. 58% of high school students in North Carolina indicated that they wanted to quit use.
 - c.) Vaping affects users in many ways. One way is from the chemicals because they can be dangerous. The long term effects are also still unknown.
 - d.) Vapes, like Juul, still have nicotine which is an addictive substance. And one pod is equivalent to a pack of traditional cigarettes. Vapes also contain aerosol which is a harmful substance that exposures individuals to metal products.
 - e.) E-cigarettes have a lot of flaws, they are seen as extremely harmful to their users lungs, and deaths have been recently recorded due to repeated e-cigarette use.
- 3.) The audience should now be able to identify what health consequences are associated with vape and e-cigarette use.

PowerPoint slides 13, 14, 15, 16, 17, & 18 **(15 minutes)**

- 1.) Review slides 13 - 16 on the policy and regulation of
 - a.) Slide 13: Policy is one way to regulate the use of e-cigarettes. Ask students to think of examples of policy in public health, and more specifically policy for

e-cigarettes if anyone can think of any.

- i.) Just like smoking, e-cigarettes are prohibited in certain locations.
 - ii.) Mandatory warning labels are included on each package of e-cigarettes to inform potential customers of its harm and addictiveness. This creates more informed users and might discourage individuals from vaping.
 - iii.) Tobacco companies are not allowed to advertise cigarettes on television, radio, and additional platforms. Such restrictions do not exist yet for e-cigarettes. Ask the students why they think similar policies have not been passed yet and what the potential consequences are.
 - iv.) Ask the students what they think the legal age is for purchasing e-cigarettes. The legal age for purchasing any tobacco products has been raised to 21 within the last year.
 - v.) Making a product more expensive, like through taxes, can discourage customers from buying it.
- b.) Slide 14: Ask the students to share examples of public health campaigns against tobacco products. Have they seen any about vaping? Persuasive graphics and messages, as well as educational information and resources can be spread through health communication and advertisements. This information can also be spread through classes in and out of school.
- 2.) Explain the instructions on slide 15.
- a.) Students will be broken up into pairs in breakout rooms to discuss with their partner how they think they would refuse if someone tries to get them to vape.
 - b.) They should also discuss reasons why they believe they shouldn't vape.
- 3.) Students will return to the main room and be asked to share what they discussed via the chat or by unmuting and talking out loud.
- a.) What did you and your partner say you would do if someone tries to get you to vape?
 - b.) Why do you believe you shouldn't vape?
- 4.) Students will then reflect on the 2 questions on slide 16. Students will be asked to share responses with the class by typing in the chat or unmuting.

PowerPoint slides 17, 18, & 19 **(5 minutes)**

Activity 4: Brainstorming

- 1.) Students will be asked to think of and share example resources to quit vaping (specific resources they know of or general ideas for resources). Students will be asked to think of example social support resources.
- 2.) Explain how the resources on slides 18 and 19 can be accessed and what services they offer.

PowerPoint slides 20 & 21 **(5 minutes)**

Activity 5: Computer assisted instruction

- 1.) Students will follow the link on slide 20 to the Scholastic website, What You Need to Know about Vaping: <http://www.scholastic.com/youthvapingrisks/interactive/index.html>.
- 2.) Students will complete the activity by clicking on the different images and reading the associated content.
- 3.) After 3 minutes, students will exit the website and return to the lecture.
- 4.) Students will reflect on the 3 questions on slide 21. Students will be asked to share responses with the class.

Conclusion (5 minutes)

PowerPoint slides 22 & 23

- 1.) Ask if the students have any questions.
- 2.) Conclude the presentation by having participants go to PollEv, or another polling site, and complete the two question poll so that the objectives can be measured.
 - a.) “Two health consequences associated with e-cigarette/vape use are.”
 - b.) “Two resources available for more information or support on quitting are.”

References

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