



CATCH[®]
MY BREATH

Be Vape Free Heroes

HIGH SCHOOL (9-12) | VIRTUAL FIELD TRIP EDUCATOR GUIDE

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Overview

Join us with your students for this important virtual field trip as we meet teens across the country who are taking a stand against vaping. During the trip, a diverse group of teen influencers will share personal and compelling stories of how they stood up against vaping with their friends, in their schools, and within their communities. Each teen-to-teen account will also be reinforced with content from experts in the field.

The pre-field trip activity contained in this educator guide has been designed to introduce students to the influencers in their own lives before they hear from several others during the virtual field trip. The post-field trip activities will encourage teens to dive deeper into influencing those around them and to consider the information that is most influential on their own personal health decisions.

Objectives

Students will:

- **Reflect** on the effect of influencers on their decisions.
- **Analyze** the positive and negative impact of outside influences.
- **Evaluate** and present vaping facts in order to resonate with a target audience.
- **Identify** and **understand** the kinds of information that influence their personal health decisions.

Materials

- **My Influencers Capture Sheet**
- **Vaping Fact Sheet**
- **Influencing Others Capture Sheet**
- **Influencing Me Capture Sheet**

Vocabulary

- **Aerosol:** The tiny particles or droplets that are inhaled and exhaled by an e-cigarette user after the flavored e-liquid is heated.
- **Electronic cigarette:** A battery-powered device that heats an e-liquid to make an aerosol that is inhaled. It may also be called an e-cigarette, vape, or electronic nicotine delivery system (ENDS).
- **E-juice:** Slang term for the liquid in an e-cigarette; more often than not, it includes nicotine and chemicals for flavoring.
- **Influencer:** A person or group that has the power to inspire, change, or affect the actions of others.
- **Law:** A system of rules created and enforced by government agencies.
- **Nicotine:** A highly addictive drug found in tobacco leaves, cigars, cigarettes, and nearly all e-liquids. Once someone is addicted to nicotine, it can be very difficult for that person to stop using it.
- **Vaping:** Slang term for inhaling the aerosolized chemicals created through the heating of e-liquid in an e-cigarette.

Pre-Activity

Before your students begin the virtual field trip, discuss the topic of influencers. While the word may immediately prompt students to think of social media, explain that there are many

different people and groups online *and* offline who have the power to affect the decisions of others.

Set a timer for two minutes and challenge the class to brainstorm influencers who affect their own decisions. Keep a list on the board as they share ideas. (Be sure that parents, family members, and peers all make the list.)

Distribute one **My Influencers Capture Sheet** to each student. Review the directions provided and encourage students to independently complete the capture sheet, using the ideas on the board to help them get started.

Post-Activities

Activity 1: Influencing Others

People are influenced in different ways. In this activity, students will apply what they learned from the virtual field trip as they consider how to use their own influence to encourage a target audience not to vape.

First give students a moment to review the information listed on the **Vaping Fact Sheet**. Then distribute the **Influencing Others** capture sheet. This handout will guide student pairs as they select a target audience to influence, identify key vaping facts that could resonate with this audience, and brainstorm ideas on how to transmit their message effectively.

Have the students share their work in small groups, comparing and contrasting their messages and discussing why people are influenced in different ways.

Activity 2: Influencing Me

Information is now more readily available than ever before. As constant receivers of this information, students need to recognize and identify the kinds of information that influence them most.

Share the **Influencing Me Capture Sheet** with students and review the background section and directions together. Then give students time to complete both pages of the Capture Sheet independently as they consider and explore how different kinds of information affect them in different ways. After using the internet to find concrete examples of information about vaping, they will select and recreate one piece of information that affects their decision to stay vape-free. Suggested resources are noted on the **Influencing Me Capture Sheet**.

Have students share these examples by participating in a gallery walk and reflecting on the information that most influences their peers.

Additional Resources

These resources are a good place to start to help teens who want to stop vaping.

- Web resource: teen.smokefree.gov/quit-vaping—includes personalized Quit Plan, how to deal with vape cravings and more.
- Texting resources: Text DITCHVAPE to 88709 or visit truthinitiative.org/thisisquitting to participate in a free and anonymous texting campaign.
- Phone, text, and/or online support: Register at mylifemyquit.com/My-Quit/Enroll_Now for free one-on-one support.

Standards

National Health Education Standards

- Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
 - 2.12.1: Analyze how the family influences the health of individuals.
 - 2.12.3: Analyze how peers influence healthy and unhealthy behaviors.
 - 2.12.4: Evaluate how the school and community can affect personal health practice and behaviors.
 - 2.12.5: Evaluate the effect of media on personal and family health.
 - 2.12.8: Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Common Core English Language Arts Standards

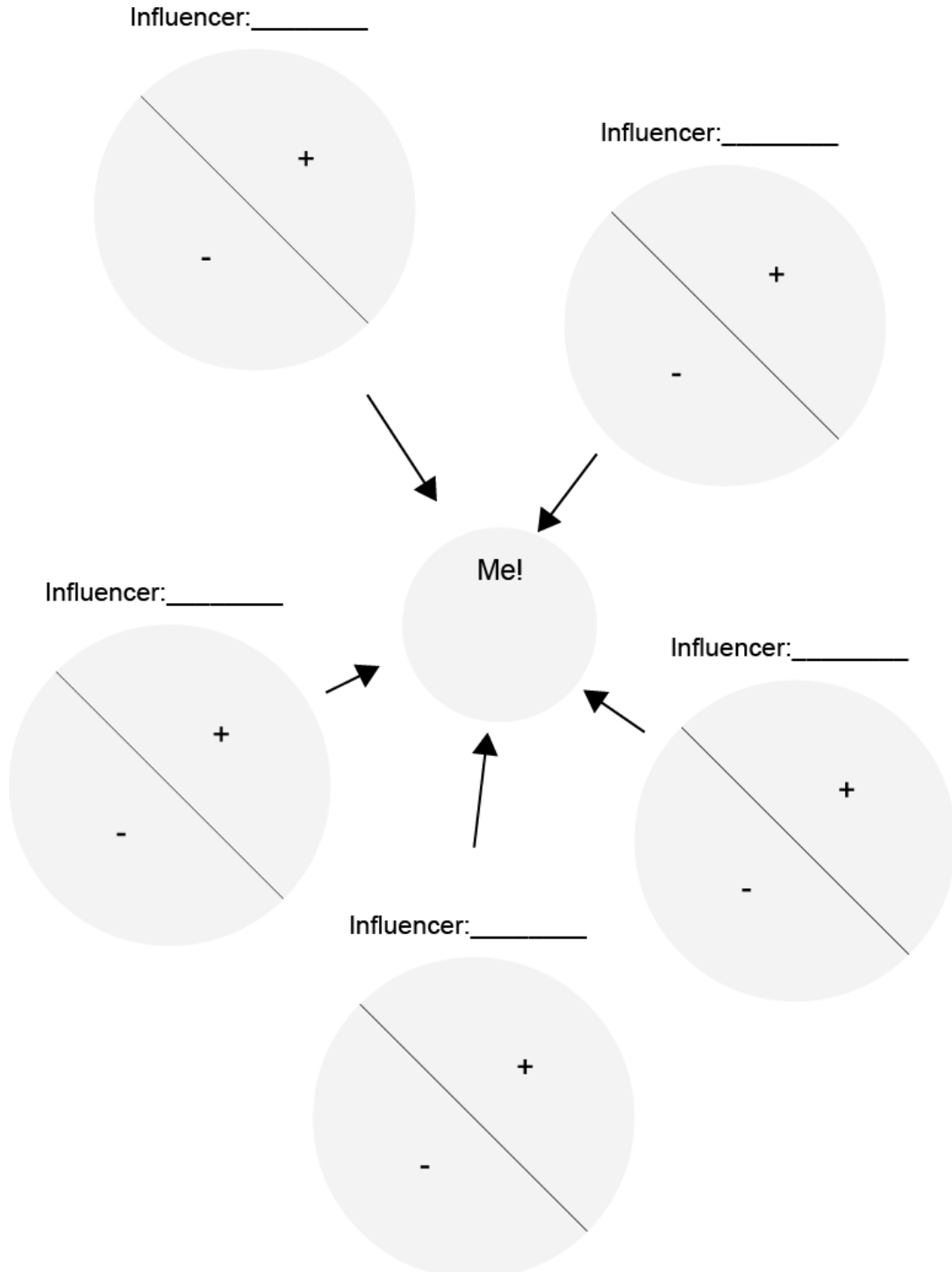
- Speaking and Listening:
 - CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Reading:
 - CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

C3 Framework for Social Studies State Standards

- Dimension 4
 - Communicating Conclusions
 - D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., internet, social media, and digital documentary).
 - Taking Informed Action
 - D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

My Influencers Capture Sheet

Directions: Even though you are your own person, you are affected by influences throughout society in both positive and negative ways. Consult the list you brainstormed as a class as you determine the top five influencers in your own life. Then use the space provided in the circles to reflect on the positive and/or negative effects of each one. It's OK to leave some sections blank!



Vaping Fact Sheet

Use

- In the 2021 National Youth Tobacco Survey, more than 2 million middle and high school students reported current e-cigarette use.
- Almost 85% of teens who have ever used a tobacco product say they started with a flavored product.

Ingredients

- E-cigarette aerosol contains a toxic mix of chemicals, including the following:
- Nicotine, which is a highly addictive substance found in the tobacco plant. Nicotine is in cigarettes and almost all e-cigarettes. Using nicotine harms teen brain development.
- Formaldehyde, which is a chemical used in manufacturing building materials, as a preservative for dead bodies, and in some strong adhesives (glues). Short-term exposure can cause watery eyes, coughing, nausea, and skin irritation. It is also a known carcinogen, which means it can cause cancer.
- Propylene Glycol, which is found in packaged food products and has been proven safe to eat but not to inhale. It is also a chemical in e-cigarette e-liquid that mixes well with nicotine and flavor chemicals to make the smoke-like aerosol when heated.
- Many different flavor chemicals, which were created to be added to food. The companies that manufacture these flavor chemicals do not recommend inhaling them into the lungs.

Effects

- Use of e-cigarettes and exposure to nicotine has many negative effects, including the following:
- numerous physical and mental health problems affecting organs throughout the body
- long-term consequences to brain functioning, mental health, and physical health
- increased risk for future addiction to other drugs

Influencing Others Capture Sheet

Directions: You have learned about how some teens are positively influencing others to stop vaping. You have the power to impact others, too! Follow the steps below to reach others with your own influence.

- Choose one of the audiences below to influence:
 - younger students
 - your peers
 - other community members, specifically: _____
- Think about what you know about teens in this general group. What adjectives would you use to describe them? What do they care about? What do they like and dislike? Jot your ideas here.
- Review the Vaping Fact Sheet. What facts are most likely to impact teens in this group and persuade them not to vape? Record at least two facts and your reasoning for choosing these facts below.

Fact	Why would this fact affect this group?

- Brainstorm: Using the facts above *and* what you know about this group, what steps could you take to influence this group to be vape-free?

Influencing Me Capture Sheet

Background: You've heard from teens who are influencing the world around them, you've considered how you can best influence others, and you've even thought about who influences you.

But have you ever thought about *what* influences you? In other words, what type of information makes you stop, think, take a second look, and maybe even reconsider your actions?

Some people, for instance, are influenced by laws and public policy. Others are influenced by testimonials or speeches. And some are influenced by facts, statistics, articles, famous quotes, artwork, advertising, social media, or a combination of these things!

Directions: Follow the steps below as you consider the information that most influences YOU!

Step 1

When it comes to making the decision to *not* vape, what information do you think could influence you most? Check between one and three ideas:

- _____ Laws and public policy
- _____ Testimonials or speeches
- _____ Facts and statistics
- _____ Articles
- _____ Quotations
- _____ Photographs or artwork
- _____ Advertising
- _____ Social media
- _____ Other: _____
- _____ Other: _____

Step 2

Use the internet to search for actual examples (e.g., vaping articles, facts, and laws) of what you checked above. Continue researching until you find something that truly resonates and makes you think: "This is why I choose—and will continue to choose—to stay vape-free."

Suggested online resources:

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/about-e-cigarettes.html

<https://teen.smokefree.gov/quit-vaping>

<https://www.cdc.gov/statesystem/factsheets/ecigarette/ECigarette.html>

https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarette-s-for-Kids-Teens-and-Young-Adults.html

Step 3

Use the space on page two to display the information that influences you most. You could copy the information by hand, print and paste it, re-create your own example, or jot down sections or key words. When you are done, the page should display the information that influences you to be vape-free.

I will be vape-free.