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MY BREATH

Empowering Yourself and Others to Be Vape Free

HIGH SCHOOL | DIGITAL EXPLORATION GUIDE

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Empowering Yourself and Others to Be Vape Free

About Empowering Yourself and Others to Be Vape Free

The Be Vape Free initiative is a confluence of like-minded organizations that have joined forces to tackle the use of e-cigarettes among our nation's youth through the creation and distribution of engaging content for grades 5–12 on the risks of e-cigarettes.

In this interactive module, students will learn how to empower themselves and others to stay vape free. They will review the dangers of vaping, learn about the “tricks” used by e-cigarette companies to target teens, and discover how to be informed consumers and critical observers while using social media. Finally, they will learn how to be effective advocates for themselves and others to be vape free.

This module was designed for grade 9–12 health and science courses or for children ages 13–17. Expected seat time is 20–25-minutes. If you are leading a group in a one-to-many environment, you can use a projector and screen or whiteboard to make the module the focus of instruction and discussion. It can also be easily displayed and presented using a conferencing platform. You may also choose to use discrete elements from the module that fit your time frame and curriculum.

Using the Digital Exploration Guide

This section provides strategies for incorporating the self-paced module into instruction and tips for facilitating discussion before, during, and after each screen.

Empowering Yourself and Others to Be Vape Free Overview

Once you discover the harmful effects of vaping, how can you keep yourself and others safe? In this module, you'll learn several ways to stay vape free!

Key Learning Objectives

Students will:

- discover misleading policies and practices
- explore media literacy concepts
- identify how to help themselves or others stop vaping

Setting the Stage

Engage students before the module with one or more of these questions:

- What are some ways you and your friends can stay vape free?
- Have you ever seen anything about vaping or e-cigarettes on social media?
- If you or a friend wanted to stop vaping, what would your first step be?

Screen-by-Screen Educator Tips

• Prepare

- The self-paced module begins by introducing students to what they will learn about empowering themselves and others to be vape free. Ask students if anything on the screen is surprising to them.
- **How Can I Stay Vape Free:** Students are presented with a series of images, on-screen text, and voice-over insights preparing them for the topics they will encounter during the self-paced module. Ask volunteers which part of the module they are most interested in exploring.
- **Vaping and Social Media:** This screen provides students with a series of questions they can think about to activate their learning. There are no right or wrong answers and no need to share answers with the group. Encourage students to think honestly about the questions being asked.
- **Show What You Know:** The pre-test consists of five questions. Students have one opportunity to answer each question correctly. Feedback is provided for both correct and incorrect answers. If using the module in a classroom setting, consider having students vote on answers or call on different students for each question. The correct answer is visible once an answer is submitted.
- **Confidence Ranking:** Students are asked to rank how strongly they agree or disagree with the following three statements:
 - I can identify misleading advertisements.
 - I am a critical observer of what I see on social media.
 - I know resources that can help those who start vaping to stop.

They will have the opportunity to revisit their responses at the end of the module.

• Learn

- **Let's Review:** Students can scroll and read at their own pace as they review what they learned about the dangers of vaping in the previous module. Invite students to share the facts that stuck with them the most since their last experience.
- **Misleading Advertising:** Students are presented with a mock computer screen filled with fictional advertisements. They can click on five hot spots to learn more about misleading advertising practices companies use to increase the market for their vaping products. Create a four-columned chart on the board and ask students to raise their hands if they have ever encountered one of the misleading practices while using the internet or social media. Discuss the results and draw conclusions about why the FDA has gotten involved. Specific talking points can be found at

<https://www.fda.gov/about-fda/center-drug-evaluation-and-research-cder/opdp-frequently-asked-questions-faqs>.

- **Teens and Social Media:** Students can again click on hot spots as they explore an imaginary Instagram screen. They will learn critical observing skills and ways to manage their social media accounts. Take a poll of whether students have encountered “influencers” or seen vaping-related posts on social media. Ask volunteers for ideas on topics students can post on instead to promote participation in safe activities.
 - **Resources for Living Vape Free:** Students swipe through four cards to learn about resources available to them if they or someone they know starts vaping and wants to stop. Invite students to turn to a partner and share which resource they would be the most comfortable using and/or sharing or which they feel would be most successful.
 - **True or False:** Students have the opportunity to check their understanding by responding to four true-or-false questions. If using in a classroom setting, consider having students raise their hands to show their chosen answer before submitting online.
- **Reflect**
 - **Wrap Up:** Ask students to listen to the key takeaways of the module to review what they have learned. Give students an opportunity to ask questions about anything they don’t understand or to address misconceptions that arose as they worked through the module.
 - **Confidence Ranking:** Students are asked to rank how strongly they agree or disagree with the same three statements as at the start of the module. Did more students agree with the statements after completing the module than before? If students still disagree at the end, ask them what they need to know in order to agree with the statement(s).
 - **Challenge**
 - There are five post-test questions in this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
 - Students have two attempts to answer each question correctly. The total number of available points in this module’s post-test is 50. Full credit is given for correct answers on the first attempt. If students answer incorrectly, they are given an opportunity to try again or skip and continue to the next question. No additional points are given to students who either do not retry the question or retry the question and still answer incorrectly. Partial credit is given to students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.

Extending the Module

Once students complete the module, consider one or more of these follow-up activities:

- Facilitate students' research on local resources available to help teens who want to stop vaping.
- These resources are a good place to start.
 - 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.
- Consider supplementing use of this digital exploration with the [Lesson Bundles](#) from the evidence-based CATCH My Breath program, available at no cost on the [Be Vape Free](#) website.
- Lead students through the videos in the [Be Vape Free Topic Series](#) and facilitate a discussion about which points in the module are supported by the videos.
- Invite an addiction specialist, social worker, or counselor who specializes in helping teens quit vaping to speak with students about how to further empower themselves and others to be vape free.
- Encourage students to complete an audit of all their social media accounts to limit what they see about vaping, decide who they will continue to follow, etc.

Standards Correlation

The following standards from the **CDC National Health Education Standards** are addressed in this digital exploration:

- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

The following Standards for **Technological and Engineering Literacy** are addressed in this self-paced module:

- STEL-4P. Evaluate ways that technology can impact individuals, society, and the environment.
- STEL-5G. Evaluate tradeoffs based on various perspectives as part of a decision process that recognizes the need for careful compromises among competing factors.
- STEL-8N. Use various approaches to communicate processes and procedures for using, maintaining, and assessing technological products and systems.

Key Terms

- **Addiction**
A brain disease that rewires your brain to need a substance to feel OK. It can cause anxiety, depression, and future addiction to other substances.
- **Aerosol**
The suspension of solid particles or liquid droplets in air or another gas. *Teacher note: e-cigarettes produce aerosol that is both inhaled and exhaled.*
- **Critical observer**
A person who notices subtle details that others might miss, allowing them to utilize services more effectively and safely.
- **E-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).”
- **Influencer**
A person who is often paid or given free products to influence the purchasing decisions of those they have contact with on social media.
- **Loophole**
An inadequacy or missed detail in a rule or law that allows someone to circumvent the system for a purpose that might otherwise be disallowed by the rule or law.
- **Social Media**
Computer-based technology, interfaces, and applications that allow users to share content including information, ideas, thoughts, photographs, and advertisements.
- **Influencer**
How society and personal relationships are affected by an action.
- **Vaping**
A slang term for inhaling the aerosolized chemicals created through the heating of e-liquid in an e-cigarette.
- **Vapor**
A substance diffused or suspended in the air, especially one normally a liquid or solid. *Teacher note: e-cigarettes do not produce vapor.*