CATCH®
MY BREATH

Digital Exploration: Educator Guide

6TH–8TH GRADE | SELF-PACED MODULE

Contents

Be Vape Free!

About Be Vape Free

The Be Vape Free initiative is a confluence of likeminded 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.

This module was developed to directly address the truth and consequences of vaping and e-cigarette use. The goal of the module is not only to directly confront myths and misperceptions about vaping, but also show the potential consequences using these types of nicotine-delivery devices can have on your physical health, mental health, and overall well-being.

This module was designed for grades 6–8—Health and Science courses—or for children ages 9–14. There is an expected seat time of 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 timeframe and curriculum.

Using the Digital Exploration

This section provides strategies for incorporating the digital exploration into instruction and tips for facilitating discussion before, during, and after each activity.

Vaping Risks Revealed
Overview

Can you get addicted to vaping? Does using e-cigarettes affect your brain? Students will have the opportunity to learn about the effects of vaping as well as strategies for making safe choices.
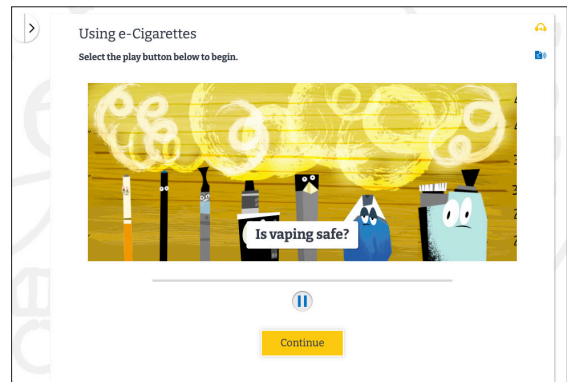
Key Learning Objectives

Students will:

- Explain how vaping affects the developing brain and body.
- Explore the social consequences of vaping and using e-cigarettes.
- Identify ways to make safe choices when offered an e-cigarette.

Setting the Stage

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

- Do you think vaping is harmless?
- Can you become addicted to e-cigarettes?
- Do you think e-cigarettes have a higher health risk when used by young people than when used by adults?
- Do you think most kids your age say "no" when offered an e-cigarette?

Screen-by-Screen Educator Tips

- **Prepare**
  - The digital exploration begins by introducing students to what they will learn in the module about using e-cigarettes. Ask students if anything on the screen is surprising to them.
  - **Risks of Vaping:** Students are given the opportunity to click on various hotspots to learn more about specific risks of vaping and using e-cigarettes. For each choice, invite students to put a thumbs up or thumbs down indicating whether it is something they are familiar with or have thought about previously.

○ **Your Habits:** 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.

○ **Confidence Ranking:** Students are asked to rank how strongly they agree or disagree with the following statement: I know how vaping affects my brain and body. They will have the opportunity to revisit their responses at the end of the module.

○ **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.

- **Learn**

○ **Ben's Dilemma:** Students meet Ben and learn about his dilemma regarding vaping. He knows that most of his friends make safe choices, but he is concerned about those who do not. Invite students to reflect on a dilemma they have had in their own lives and what strategies they used to help make their decision.

○ **Effects of Vaping:** From this series of slides, students will learn about the effects of using e-cigarettes on the developing brain and body as well as other risks associated with vaping. Create a three-columned chart on the board and ask students to provide effects they remember from the slide to populate the chart.

○ **Social Consequences:** Students will flip four cards to learn about how using e-cigarettes can lead to losing friends, breaking rules, and adult distrust. Take a poll of whether students think these consequences are more serious, less serious, or just as serious as the physical consequences already discussed. Invite a few volunteers to explain.

○ **Check Your Understanding:** Students create matched pairs to check their understanding of the risks and consequences of vaping. If using the module in a classroom setting, consider having students vote on matches or call on different students for each risk.

○ **Responding to Pressure:** Students learn four common strategies to communicate their choices not to participate in risky behaviors. Invite students to turn to a partner and share which strategy they would be most comfortable using and/or which they feel would be most successful.
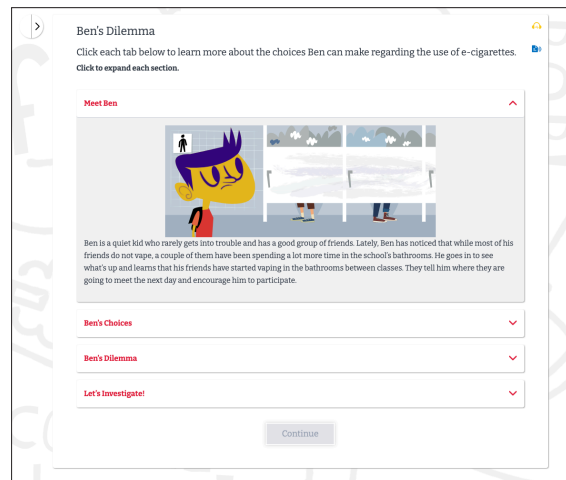
- **Wrap-Up**

○ **Let's Review:** Ask students to read the key takeaways of the module to review what they have learned. Give students an opportunity to ask questions about anything they still don't understand or to address any misconceptions that arose throughout the module.

○ **Confidence Ranking:** Students are asked to rank how strongly they agree or disagree with the following statement: I know how vaping affects my brain and body. Did more students agree with

the statement after completing the module than before? If students still disagree at the end, ask them what they still need to know in order to agree with the statement.

- **Challenge**
  - There are five post-test questions for this module. Students are encouraged to review the information in each section, if needed, before beginning the post-test.
  - Students will encounter a variety of question types including multiple choice, classification, matching, and true/false.
  - 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 for students who correctly answer a portion of a multi-part question or who give the correct answer on a second try.
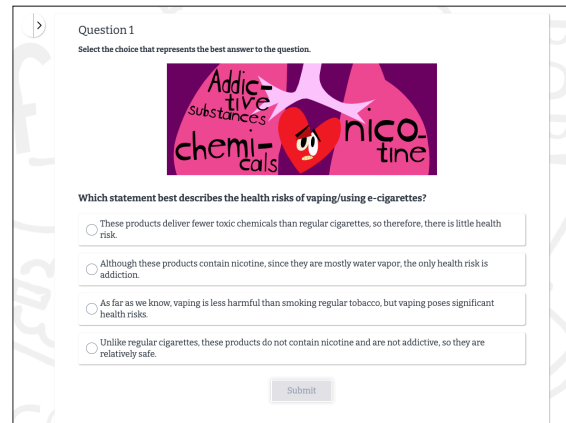
Extending the Module

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

- Encourage students to use online tools or free programs such as Canva to create infographics informing their peers of what they have learned about the risks and consequences of using e-cigarettes.
- 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 what points in the module are supported by the videos.

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 from the **Next Generation Science Standards** are addressed in this digital exploration:

- **LS1.A:** Structure and Function (circulatory, muscular, nervous) In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

- **LS1.D:** Information Processing Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

Key Terms

- **Addiction**
  A brain disease that rewires your brain to need a substance to feel okay. It can cause anxiety, depression, and future addiction to other substances.

- **Aerosol**
  The tiny particles or droplets that are inhaled and exhaled by an e-cigarette user after the flavored e-liquid is heated.

- **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).

- **Nicotine**
  A highly addictive drug found in tobacco products including, cigars, cigarettes, and nearly all e-liquids. Once someone is addicted to nicotine, it can be very difficult for them to stop using it.

- **Prefrontal Cortex**
  Part of the brain associated with impulsivity and rational decision making.

- **Social Consequence**
  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*.