

# Part 2: The Illusion of Control

## Learning Objectives

Students will:

- Validate what they already know and understand about vaping.
- Apply what they learn about vaping to develop explanations about the consequences of e-cigarette use.

## Timing

45 minutes

## Standards

### National Health Standards

- 5.5.6: Describe the outcomes of a health-related decision.
- 7.5.1: Identify responsible personal health behaviors.
- 8.5.1: Express opinions and give accurate information about health issues.

### Common Core English Language Arts Standards

- SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

## Myths Addressed

**Myth 1:** Vaping is harmless.

**Myth 2:** I can't get addicted.

## Materials

- 4 pieces of paper or notecards, labeled "Agree," "Disagree," "Strongly Agree" and "Strongly Disagree"
- Watch & Jot handout, one half page per student
- Talking sticks (actual sticks, paint sticks, rulers, etc.), enough for one-fifth of the class

## Engage

- Begin class by asking students to raise their hand if they have seen people vape before.
- Then post the **Agree, Disagree, Strongly Agree**, and **Strongly Disagree** signs in your classroom's four corners.
- Explain:
  - You are about to read a couple statements aloud.
  - As you read each one, students should consider what they think they already know about vaping. They should then walk quietly to the corner of the classroom that best explains their position on your statement.
  - Acknowledge that students may not be certain about their opinion, and it's okay to make an educated guess.
- Then share the following statement: Vaping is harmless.

- Give students a moment to think about whether they agree, disagree, strongly agree, or strongly disagree before they move.
- Once students have moved to a corner of the classroom, encourage them to share their reasoning with their like-minded peers. Then ask one or two students from each group to briefly summarize their group's rationale.
- Complete the same process with the second statement: I can't get addicted to vaping.
- Wrap up by asking students to show you with their fingers, on a scale of 0 (not at all sure) to 10 (very sure) how confident they feel about these opinions.

## Investigate & View

- Explain that students are about to watch a short video about these vaping statements so they can develop more informed opinions.
- Distribute a *Watch & Jot* handout to each student, and review the questions provided.
- Tell students that as they watch the video, they should jot notes that will help them answer these questions.

**Tip:** It may be helpful to play the video more than once or to pause after key parts to allow for notetaking.

- When the video is complete, give the class a few minutes to work their notes into more complete responses.

## Apply

- Form groups of about five students, and encourage each group to sit in a circle with their *Watch & Jot* notes.
- Tell the class you are going to pose two questions. The class should pretend that a

younger child who looks up to them is asking the questions. For this reason, they should do their best to explain everything as clearly, carefully, and truthfully as possible.

- Then give a talking stick to one person in each group, and explain the discussion guidelines:
  - The person with the talking stick is allowed one minute of uninterrupted speaking. The speaker should always use their video notes to support their thoughts.
  - All other group members should listen to the speaker. The listeners may take notes as their peers speak if they hear something they would like to include in their own answer.
  - The group will have a chance to discuss all together once everyone has spoken.
- Write the first question (*Vaping isn't bad for me, is it?*) where everyone can see it, and read it aloud.
- Tell the class that every person now has one minute to share how they would answer this question if a younger student asked, and instruct the student holding the stick in each group to begin sharing their answer. Keep an eye on the time, and remind students to pass the stick to the next person in the circle every 60 seconds.
- Once all group members have had the chance to speak, explain that the whole group will have an additional minute to wrap up their discussion, add any final thoughts, and/or respond to what their group members have said.
- Repeat this process with the second question: *If I tried vaping, would it be easy to stop? Why or why not?*
- Then bring the class back together, and ask them to reconsider their original positions based on the information they now know.

They should again move to the corner of the room that best represents their opinion on the following two statements:

- Vaping is harmless.
- I can't get addicted to vaping.
- Wrap up by leading a final group discussion around the question: Based on the facts we now know, what are some of the main reasons to say no to vaping?



# Watch & Jot

STUDENT HANDOUT

What is **known** about vaping effects on the body?

What is **unknown** about vaping's effects on the body?

Is vaping addictive?



# Watch & Jot

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