

Part 3: Disease Anyone?

Learning Objectives

Students will:

- Analyze the perceived consequences of vaping through another person’s perspective.
- Construct their own opinion on vaping’s consequences and develop their stance with key details.

Timing

45 minutes

Standards

National Health Standards

- 2.5.4: Describe how the school and community can support personal health practices and behaviors.
- 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.
- W.5.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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 not a big deal—Everyone does it.

Myth 2: Vaping has no social consequences.

Materials

- Perspectives handout, one per student
- My Opinion handout, one per student
- Editorial handout, one per student

Engage

- Begin with a class-wide brainstorm. Tell students: People make mistakes all the time. Sometimes these actions cause problems and other times they’re not a big deal. What are some examples of mistakes that are not a big deal?
 - If needed, kick off the brainstorming with an example of your own—such as making a wrong turn, missing a basket during practice, or overcooking your dinner. Then record a list on the board as students share ideas.
- Once the list is complete, ask students to consider: Why are these mistakes not a big deal? Help the class arrive at the understanding that one of the main reasons these mistakes are not a big deal is because they do not have serious or lasting consequences.
- Then add “vaping” to the list. Ask: Is vaping a big deal? Encourage students to demonstrate their answer through a head nod or shake.

Investigate & View

- Tell students that they are about to watch a quick video that will investigate this further.
- Distribute a *Perspectives* handout to each student, and read through the roles in the top left box. Explain that each student will be putting themselves in the shoes of one of these people as they watch the video and learn about some of the consequences of vaping.
- Instruct students to select one role, and try to ensure the roles are distributed roughly equally among the class.
- Then review the instructions in the top right box of the handout. Explain that as they watch the video through this person's eyes, they should write down at least three facts that may help this person determine if vaping is a big deal.

It may be helpful to provide an example such as: If you're watching through the eyes of a police officer and the video mentions whether underage vaping is illegal, a police officer would be very interested in this information. (And many of the other perspectives would likely find this important, too!)

- Show the video and remind students to jot notes on the top half of their handout.
- Once the video is complete, instruct students to use their notes to answer the remaining three questions on the handout—again from their assigned perspective.
- Then, form small groups around the classroom with at least three different perspectives represented in each group. Instruct groups to share and discuss their answers to the handout's third question: *Do you think vaping is a big deal?*

Apply

- Now acknowledge that students were *not* on this list of perspectives...even though that's the perspective of everyone in the class!
- Pass out one *My Opinion* handout and one *Editorial* handout to each student, and read the directions on the *My Opinion* handout aloud.
- Give students until nearly the end of the class session to work on their editorial. Encourage students to watch the video a second time if they think it would be helpful.
- When there are just a few minutes left in the session, regroup as a class and discuss the students' writing. Challenge students to articulate: Why is vaping a big deal? Do social consequences of vaping make it less of a big deal or more of a big deal?

Step 1: Choose one of the following perspectives:

Parent or adult family member

Coach

Doctor

Teacher

Community police officer

Step 2: Watch the video through this person's eyes. As you do, write down at least three facts that could help this person decide if vaping is a big deal:

1. _____
2. _____
3. _____

Step 3: When the video is complete, put yourself in the shoes of this person and answer the following questions:

1. What would be your first impression if you saw a young person vaping?

2. What would you worry about if you saw a young person vaping?

3. Do you think vaping is a big deal? Why? Use evidence from the video in your response.

My Opinion

Directions: Place yourself back into your own shoes. It's now time to develop your own opinion based on the video you watched, the notes you took, and the discussion you had with your classmates.

Write an editorial (or opinion piece) that could be published in your school newspaper. In your editorial, explain:

- Is vaping a big deal? Why or why not?
- What social consequences does vaping have?

Use the space below to jot ideas and facts that you want to include in your writing. Then complete your editorial on the following page.

Is vaping a big deal? Why or why not?

What social consequences does vaping have?

Notes

The

News

(School Name)

HEALTH SECTION

(Headline)

by: _____
