# CATCH® MY BREATH

# Virtual Field Trip Educator Guide

ELEMENTARY SCHOOL (5) | MIDDLE SCHOOL (6–8)

# Overview

Join us on this critical Virtual Field Trip to educate, inspire, and provide students with the real story on vaping. Along the way, students will listen to doctors who will separate vaping facts from fiction and marketing experts who will expose the truths about vaping advertisements. Students will meet and listen to teens across the country who are taking a stand against vaping to both educate viewers about the risks of vaping and provide them with information to help deter a decision to start or continue vaping.

The pre-field trip activities in this educator guide have been designed to introduce students to the topics they will learn about during the virtual field trip. The post-field trip activities have been designed to connect and extend student learning to classroom concepts.

# Objectives

Students will:

- Analyze common misconceptions about vaping to distinguish fact from fiction.

- Evaluate vaping advertisements to identify hidden media messages.

- Prepare refusal strategies when confronted with an opportunity to vape.

# Materials

- Myth Busting—What Do You Know About Vaping? capture sheet

- Vaping Targets Teens capture sheet

- How I Choose to Refuse capture sheet

- Vaping Advertisements

# Key Vocabulary

**E-Cigarettes:** battery-powered device that heats and disperses a liquid so that it can be inhaled into the lungs.

**Nicotine:** a toxic, colorless or yellowish oily liquid that is the chief active component of tobacco. It acts as a stimulant in small doses, but in larger amounts blocks the action of nerve and muscle cells. Nicotine is also used in insecticides.

**E-juice:** slang term for the liquid in an e-cigarette; more often than not it includes nicotine and flavoring chemicals.

**Vapor:** a substance diffused or suspended in the air, especially one normally liquid or solid.

**Aerosol:** a substance enclosed under pressure and able to be released as a fine spray, typically by means of a propellant gas.

**Vaping:** slang term for inhaling the aerosolized chemicals created through the heating of e-liquid in an e-cigarette.

**JUUL:** the most popular type of e-cigarette being used today, making up 66% of the overall e-cigarette market.

**JUULing:** the slang term for using a JUUL.

**JUUL Pods:** the small disposable cartridges that contain the flavored e-juice for the JUUL.

**Disposable E-cigarette:** an e-cigarette device that cannot be reused once the e-liquid has run dry.

# Pre-activity & During Activity

## Myth Busting—What do you know about vaping?

Before your class begins their journey, see what students already know about vaping. Myth Busting is a great strategy to activate prior knowledge. This strategy facilitates deeper understanding by increasing interest to verify predictions students make prior to watching. Have students respond to each statement twice, once before watching and again after watching using the **Myth Busting—What Do You Know About Vaping?** capture sheet. Correct answers are listed below.

- **Statement 1: E-cigarettes don't contain nicotine.**
  - Myth, most e-cigarettes contain nicotine, which is harmful in adolescent and young brain development.

- **Statement 2: The liquid in vaping is just flavored water.**
  - Myth, e-cigarette "vapor" is NOT water vapor. It is made up of tiny particles containing nicotine and harmful toxic chemicals.

- **Statement 3: E-liquids, when heated, release fine particles that may contain toxic chemicals that are linked to cancer.**
  - Fact, the harmful chemicals in aerosol that is inhaled and exhaled from using e-cigarettes can negatively affect the body in many ways, including links to lung disease.

- **Statement 4: You can't get addicted to e-cigarettes.**
  - Myth, while e-cigarettes may contain lower levels of toxins than cigarettes, most still contain nicotine. Nicotine is an addictive drug and can make it hard for people to quit smoking or vaping.

- **Statement 5: Vaping companies target teens in their marketing campaigns.**
  - Fact, researchers found that in their early marketing campaigns JUUL clearly targeted young audiences, crafting their brand and advertising around strategies that were appealing to teenagers.

# Post-activities

## Activity 1: Vaping Targets Teens

The tobacco and e-cigarette industries use advertising appeals to help grab your attention in order to persuade you to buy their product. In this collaborative activity, students will participate in a gallery walk to examine a showcase of e-cigarette ads to become more aware of the language and techniques used in advertising as well as the impact of advertising on their daily lives. Students will capture their learning using the **Vaping Targets Teens** capture sheet.

After they complete their gallery walk, tell students that advertising is frequently designed to withhold information you need to make good decisions. It is designed to make you see only the positive benefits and ignore and hide the negatives so that you'll buy the product. Invite students to complete the challenge on their capture sheet. Students are asked to select one of the ads and redesign it to accurately show what they have learned about vaping.

## Activity 2: How I Choose to Refuse

There are multiple ways to say "no" to using e-cigarettes. In this activity, students will read several scenarios of how they may be asked to vape and will select a refusal strategy from a menu. Some strategies may feel more comfortable to them than others. They will illustrate the exchange by drawing a comic strip on the capture sheet provided, which could be posted around the school to help support their peers with a refusal statement to make good decisions.

As an extension to this activity, differentiate between refusal skills and exit strategies. **Refusal skills** help people avoid participating in high-risk behaviors. **Exit strategies** are pre-planned ways of removing yourself from a situation that is likely to become difficult or unpleasant. Some examples of successful exit strategies are simply saying 'No,' hanging out with non-smoking/non-vaping friends, suggesting something else to do, giving a reason you don't want to use e-cigarettes, or using some humor.

Invite students to illustrate how they can use an exit strategy to remove themselves from an opportunity to use e-cigarettes.

# National Standards

## NGSS

**Grades 3–5: Engineering Design: Developing Possible Solutions**

- **ETS1.B** Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solution to other people.

## Common Core State Standards

### ELA/Literacy

- **RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to answer a question quickly or to solve a problem efficiently.

## CDC National Academic Standard for Health Education

### Standard 2

- **Grades 3-5:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- **2.5.3** Identify how peers can influence healthy and unhealthy behaviors.
- **2.5.5** Explain how media influences thoughts, feelings, and health behaviors.

### Standard 4

**Grades 3–5:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- **4.5.1** Demonstrate effective verbal and nonverbal communication skills to enhance health.
- **4.5.2** Demonstrate refusal skills that avoid or reduce health risks.

# Myth Busting—What Do You Know About Vaping?

Before the Virtual Field Trip, read each statement to predict if it is a fact or myth. While watching, gather evidence to confirm or bust each statement.

- If you think the statement is a fact, write ✔
- If you think the statement is a myth, write ✘

| My Prediction | Vaping Statements |
|---|---|

**My Prediction**     **Vaping Statements**

| | |
|---|---|
| | **Statement 1: E-cigarettes don't contain nicotine.** |
| | Fact / Myth |
| | Evidence: |

| | |
|---|---|
| | **Statement 2: The vape in vaping is just flavored water vapor.** |
| | Fact / Myth |
| | Evidence: |

| | |
|---|---|
| | **Statement 3: E-liquids, when heated, release fine particles that may contain toxic chemicals that are linked to cancer.** |
| | Fact / Myth |
| | Evidence: |

| | |
|---|---|
| | **Statement 4: You can't get addicted to e-cigarettes.** |
| | Fact / Myth |
| | Evidence: |

| | |
|---|---|
| | **Statement 5: Vaping companies target teens in their marketing campaigns.** |
| | Fact / Myth |
| | Evidence: |

# Vaping Targets Teens

Tobacco and vaping companies use marketing and advertising to convince youth to experiment with their product. They use a technique called an "appeal," which helps to grab your attention and persuade you to buy or do something. Examine a variety of e-cigarette advertisements by performing a gallery walk. At each advertisement, answer the questions below.

## Advertisement # 1

1.   Who is the target audience of this ad? What is your evidence?

2.   What message is being conveyed?

3.   What is not mentioned about the product?

4.   Identify and circle the advertising technique(s) used.

- **Social Life ("inclusion")**: Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.

- **Celebrity ("popularity")**: Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.

- **Freedom ("liberation")**: The idea that using their product will allow you to be free.

- **Sports ("athleticism")**: If you use the product, you will be more like your favorite professional athletes, or you feel it is safe for you to use the product because a sports star does.

- **Masculinity/Femininity ("attractiveness")**: Appealing to your desire to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.

- **Beauty ("glamour")**: Identifying the product with glamour, implying that if you use the project you will be glamorous.

5.   What elements make the ad appealing?

- Describe the colors used.

- Describe the background.

- Is there a slogan used? What is it?

- Describe the people in the ad. Do they represent the general population?

# Vaping Targets Teens

## Advertisement # 2

1. Who is the target audience of this ad? What is your evidence?

2. What message is being conveyed?

3. What is not mentioned about the product?

4. Identify and circle the advertising technique(s) used.

   - **Social Life ("inclusion")**: Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.

   - **Celebrity ("popularity")**: Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.

   - **Freedom ("liberation")**: The idea that using their product will allow you to be free.

   - **Sports ("athleticism")**: If you use the product, you will be more like your favorite professional athletes, or you feel it is safe for you to use the product because a sports star does.

   - **Masculinity/Femininity ("attractiveness")**: Appealing to your desire to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.

   - **Beauty ("glamour")**: Identifying the product with glamour, implying that if you use the project you will be glamorous.

5. What elements make the ad appealing?

   - Describe the colors used.

   - Describe the background.

   - Is there a slogan used? What is it?

   - Describe the people in the ad. Do they represent the general population?

# Vaping Targets Teens

## Advertisement # 3

1. Who is the target audience of this ad? What is your evidence?

2. What message is being conveyed?

3. What is not mentioned about the product?

4. Identify and circle the advertising technique(s) used.

   - **Social Life ("inclusion")**: Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.

   - **Celebrity ("popularity")**: Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.

   - **Freedom ("liberation")**: The idea that using their product will allow you to be free.

   - **Sports ("athleticism")**: If you use the product, you will be more like your favorite professional athletes, or you feel it is safe for you to use the product because a sports star does.

   - **Masculinity/Femininity ("attractiveness")**: Appealing to your desire to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.

   - **Beauty ("glamour")**: Identifying the product with glamour, implying that if you use the project you will be glamorous.

5. What elements make the ad appealing?

   - Describe the colors used.

   - Describe the background.

   - Is there a slogan used? What is it?

   - Describe the people in the ad. Do they represent the general population?

# Vaping Targets Teens

## Advertisement # 4

1.  Who is the target audience of this ad? What is your evidence?

2.  What message is being conveyed?

3.  What is not mentioned about the product?

4.  Identify and circle the advertising technique(s) used.

    - **Social Life ("inclusion")**: Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.

    - **Celebrity ("popularity")**: Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.

    - **Freedom ("liberation")**: The idea that using their product will allow you to be free.

    - **Sports ("athleticism")**: If you use the product, you will be more like your favorite professional athletes, or you feel it is safe for you to use the product because a sports star does.

    - **Masculinity/Femininity ("attractiveness")**: Appealing to your desire to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.

    - **Beauty ("glamour")**: Identifying the product with glamour, implying that if you use the project you will be glamorous.

5.  What elements make the ad appealing?

    - Describe the colors used.

    - Describe the background.

    - Is there a slogan used? What is it?

    - Describe the people in the ad. Do they represent the general population?

**Challenge:** Select one of the ads and redesign it to accurately show what you have learned about vaping.

# How I Choose to Refuse

There are multiple ways to say "no" to using electronic cigarettes. Read each scenario, select a refusal strategy that would work best from the menu, and write it below each quote. Select one scenario and illustrate the exchange by drawing a comic strip using the Storyboard template at the bottom of the page.

## Refusal Strategies Menu

"Did you know that has the same amount of nicotine as a pack of cigarettes?"
"No thanks, I need my lungs healthy to play my instrument."
"If my coach finds out, I'll be kicked off the team."
"Haven't you heard all the news stories of kids going to the hospital?"
"How do you know for sure what's in that? I don't want to risk it!"
"I don't want to get addicted."
"No thanks, I'm not going to change my mind."

**Scenario 1:** "I saw this cool trick on YouTube, let's try it."

**Scenario 2:** "I have this new fruity flavor, let's try it to see what it tastes like."

**Scenario 3:** "Stop stressing about your test. Try this, it will help you relax, and no one will be able to smell it!"

## Storyboard

# Advertisement #2

**TAKE BACK**
**YOUR FREEDOM**
**THE SMART ALTERNATIVE TO CIGARETTES**

- Smoke Virtually Anywhere
- No Tobacco Smoke, Only Vapor
- Flavors Made in the U.S.A.

# Advertisement #3

# Advertisement #4