



Policy Change: What you can do Digital Lesson Educator Guide

HIGH SCHOOL | SUPPLEMENTAL LESSON BUNDLE

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Background Info

Why is it important to educate students about health laws and policies?

Health laws and policies have a large impact on students' lives. From seatbelt laws and airbags to tobacco legislation, health laws and policies help keep the public safe and healthy.

As students begin to make their own health decisions, it is important for them to understand how public health policy is formed, the effects they can have on their health, and the loopholes that may be associated with it.

2019-2020, for instance, saw a dramatic increase in the use of disposable e-cigarettes among high school users¹—a shift that correlated with an e-cigarette legislation loophole that failed to ban flavors sold in single-use disposable devices.² When the FDA requested that tobacco companies remove these flavored disposable e-cigarettes from the market³, one company responded by taking advantage of *another* loophole by switching to flavored tobacco-free nicotine (e.g., synthetic nicotine that is created in a laboratory and not derived from the tobacco plant).⁴

It is therefore important for students to understand that while health laws and policies exist to protect them, policies are not a perfect

1

<https://truthinitiative.org/research-resources/emerging-tobacco-products/e-cigarettes-facts-stats-and-regulations>

2

<https://www.wsj.com/articles/puff-bar-defies-fda-crackdown-on-fruity-e-cigarettes-by-ditching-the-tobacco-11614681003>

3

<https://www.fda.gov/news-events/press-announcements/fda-notifies-companies-including-puff-bar-remove-flavored-disposable-e-cigarettes-and-youth>

4

<https://www.fda.gov/tobacco-products/cto-newsroom/requirements-products-made-non-tobacco-nicotine-take-effect-april-14>

solution or the only way to protect the health of the public. Students still have to make their own educated decisions. If students have an understanding of health laws and policies—including how they are developed, implemented, and regulated—they will become more capable of assessing whether loopholes exist, how these loopholes may impact them, and what personal decisions they can make in favor of their own health.

How will these sessions help my students learn about health policy surrounding vaping, consider its importance, and apply what they have learned?

During these three sessions, students in grades 9–12 will investigate the effects of healthcare policies, laws, and loopholes on public health. Through a series of activities, students will:

- Examine some of the laws currently in place to protect the health of the public;
- Simulate the evolution of policy surrounding cigarettes and e-cigarettes;
- Investigate e-cigarettes laws and policies during a focused case study;
- Learn how policy is developed, influenced, and passed;
- Evaluate the laws and loopholes associated with e-cigarette legislation
- Create a memo to send to a governing body that details the impact e-cigarettes have on kids their age and what they believe e-cigarette legislation or policy should contain.

How do the sessions work?

Instructional sequence: The Educator Guide provides details to help educators facilitate a series of three 45-minute sessions designed to be taught in sequence to high school

students. This guide was created to give educators ideas and strategies for presenting the content in the digital lesson. It provides slide-by-slide details to assist educators in engaging with students as they explain and facilitate discussion of the content in each of the sessions.

In addition to the Educator Guide, the sequence includes a presentation that can be used in a variety of classroom settings. If you are using a laptop with a projector, simply progress through the PowerPoint by clicking to advance. All of the interactive aspects of the presentation are set to occur on click. The corresponding videos link to the slides. Click on the images to play the videos. If you are using an interactive whiteboard, tap each slide with your finger or stylus to activate the interactive aspects of the presentation. It doesn't matter where you tap, but you can make it appear as if you are making certain things happen by tapping them. Each slide includes teacher notes with information on how to proceed.

Session Structure

Each session provides the following information to guide the teacher through its implementation and teach the necessary skills and content:

- **Learning Objectives:** Each session includes its overall goals as well as specific behavioral and cognitive objectives for students.
- **Materials:** Materials necessary for the session are clearly outlined, and included when possible, to facilitate easy implementation.
- **Educator Prep:** Describes preparation of materials.
- **Key Terms:** Words that can be used as vocabulary words are defined.
- **Key Talking Points:** Helps the teacher guide discussion and reinforce key concepts. Key points are listed next to the corresponding slides.
- **Potential Student Responses:** Sample student responses to activities and questions are provided next to corresponding slides.
- **Summary/Wrap-up:** A summary or wrap-up is provided at the end of each session to help reinforce the key concepts and objectives of each session.

Session 1: Engage and Learn

Learning Objectives

Students will be able to:

- **Define** public health policy.
- **Describe** the relationship between health policy and tobacco companies.
- **Examine** e-cigarette policies and the loopholes that exist.

Overview

In this session, students will be introduced to health legislation as they begin to consider some of the laws in place to protect the health of the public. Groups will examine one area of public health legislation and will share the “cause,” “legislation,” and “effect” with the rest of the class.

Students will then work in pairs to role-play as representatives from the tobacco industry and the U.S. government. They will simulate the evolution of legislation surrounding tobacco products as they begin to understand how tobacco companies have affected tobacco legislation and how tobacco legislation has affected tobacco companies.

Students will continue to work in pairs to learn more about the most current tobacco legislation: policies surrounding e-cigarettes. They will investigate e-cigarette laws and

policies and answer guided research questions as they seek to uncover why

disposable e-cigarette use has increased despite new e-cigarette laws. Students will ultimately be introduced to the concept of a loophole and will consider the role loopholes play in e-cigarette legislation.

Content Area

Humanities

Target Grade Level

Grades 9–12

Approximate Class Time

45 minutes

Materials

- **Session 1a Capture Sheet: Public Health Law**, one half sheet per student
- **Session 1b Action/Reaction Cards**, one set for every two students
- **Session 1c E-Cigarette Case Study**, one per student
- Devices with Internet access, at least one for every two students

Educator Prep

- Print out copies, one per student, of **Session 1a Capture Sheet: Public Health Law** and **Session 1c E-Cigarette Case Study**.
- Print out copies, one set for every two students, of the **Session 1b Action/Reaction Cards** and cut the cards out in advance.
- If devices are not available for students to share, print out copies of the websites/sources listed on the **Session 1c E-Cigarette Case Study**.

Key Terms

- **Electronic 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).
- **Disposable E-cigarette:** An e-cigarette device that cannot be re-used once the e-liquid has run out. Disposable e-cigarettes can have a dangerous dose of nicotine or other drugs.
- **Cartridge E-cigarette:** An e-cigarette device that uses a replaceable cartridge (e.g., JUUL).
- **Public Health Law:** Legislation that examines the authority of the government at various various jurisdictional levels to improve the health of the general population within societal limits and norms.
- **Loophole:** A technicality that allows a person or business to avoid the scope of a law or restriction without directly violating the law.

Slide 1 | Title Slide

Slide 2 | Engage

- Open by displaying the question: “What are examples of public health laws?” on the screen or front board of the classroom. Explain that a public health law is one that improves the health of the general population (within society limits and norms).
- Encourage students to brainstorm examples of public health laws and share them with the class.
- Click to display five categories of public health laws that protect young people and that students are likely to be familiar with: seatbelt laws, school immunization requirements, speed limits, minimum legal drinking age, and airbags.
- Distribute one **Session 1a Capture Sheet: Public Health Law** to each student. Then divide students into five groups and assign each group one of the public health law categories on the slide.
- Give groups 10 minutes to perform Internet research about their assigned topic and fill in their handout.
- Wrap up with a discussion around the following questions:
 - **What caused or initiated these public health laws?**
Possible response: Each law was created to keep more Americans safe and/or healthy by reducing the risk of harm.
 - **Did the implementation of these laws have an effect on people’s health and/or safety?**

Possible Response: Yes, these public health laws positively affected the overall public's health and/or safety. The implementation of federal seat belt laws, for example, reduced fatalities and severe injuries from car crashes by 8% and 9% respectively.⁵

Slide 3 | Learn

- Tell students that tobacco laws are an example of public health regulation. Sometimes, it is the federal legislation that responds to the tobacco companies and sometimes, it is the tobacco companies that react to the federal legislation.
- Instruct students to find a partner and pass out one set of **Session 1b Action/Reaction Cards** to each pair.
- Ask one student in each pair to assume the role of a representative from the tobacco industry. This student should take all the cards marked as such. The other student in the pair should assume the role of the U.S. government and collect the remaining cards.
- Instruct pairs to take turns reading their cards in order (e.g. 1A, 1B; followed by 2A, 2B; then 3A, 3B, etc.) As they do, they should place their action and reaction cards in front of them.
- When students have finished the simulation, lead the class in a discussion around the following questions:
 - **Through the years, does it seem like the tobacco companies and the U.S. government cooperated for the public good?**

- **How would you summarize the causes and effects of tobacco legislation?**

KEY TALKING POINTS

- **Tobacco companies constantly work to impact and influence tobacco legislation in their favor.**
- **Tobacco and e-cigarette legislation is an ongoing process.**

Slide 4 | Learn

- Bring students' attention to the graph on the slide.
- Explain that the X axis is a timeline of years, the Y axis demonstrates the number of cigarettes the average person smoked in a year, and the points on the graph show major health events—such as the introduction of new public health policy and laws. For instance:
 - The Synar Amendment required states to enact and enforce laws prohibiting the sale of cigarettes to individuals under the age of 18.
 - The Family Smoking Prevention and Tobacco Control Act placed restrictions on marketing tobacco products to children, in addition to other restrictions.

⁵
https://www.researchgate.net/publication/5608939_The_Effects_of_Mandatory_Seatbelt_Laws_on_Seatbelt_Use_Motor_Vehicle_Fatalities_and_Crash-Related_Injuries_Among_Youths

- Ask students to review the graph and then discuss:
 - **What correlations, or connections, do you notice between these public health regulations/events and smoking trends?**

KEY TALKING POINT

- **Public health policies regarding tobacco are correlated to a decline in cigarette usage among adults.**

Slide 5 | Learn, Cont.

- Tell the class that they will now continue to investigate some of the most recent tobacco legislation, because it is still ongoing and has yet to be completely resolved!
- Click to project the following statistic: Disposable e-cigarette use by high school e-cigarette users increased 1000% in 2019–2020 while overall e-cigarette use declined.
 - E-cigarette Use Among Middle and High School Students, 2020.
www.cdc.gov/mmwr/volumes/69/wr/m6937e1.htm
- Tell students that even though the majority of high school students still choose not to use e-cigarettes, this increase is concerning and worthy of investigation.
- Pass out one **Session 1c: E-Cigarette Case Study** handout to each student. Review the directions provided and

explain that student pairs will investigate the reasons behind this statistic for the remainder of the class period.

KEY TALKING POINT

- **Disposable e-cigarette use by high school students increased in 2019–20 while overall e-cigarette use declined.**

Slide 6 | Summary/ Wrap-up

Educator Note: If needed, students may finish their **Session 1c: E-Cigarette Case Study** handout independently for homework, and the questions below can instead be discussed at the beginning of the following class session.

- Ask students:
 - **Why did overall e-cigarette use decline in 2019-2020?**
 - **Why did the use of disposable e-cigarettes by high school e-cigarette users increase 1000% this same year?**
- Summarize:
 - Certain e-cigarette legislation, such as advertising rules, raising the tobacco purchase age from 18 to 21, and flavor bans on cartridge and pre-filled pod vaping devices contributed to overall e-cigarette use decline.
 - While the majority of youth still choose not to use e-cigarettes, policy loopholes have led to an increase in disposable e-cigarette usage.

- Following the flavor ban, flavors were initially still allowed in disposable vaping devices, so many teenagers switched to these disposable vapes.
- As the FDA began to crack down on this loophole, a major company began producing flavored disposables with synthetic nicotine. Synthetic nicotine is tobacco-free nicotine that is created in a lab and not from the tobacco plant. While it is *not* safer, it does offer a way to get around tobacco laws.

National Content Standards

C3 Framework for Social Studies Standards

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses
- D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

National Health Standards

- 1.12.9: Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
- 4.12.2: Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 8.12.3: Work cooperatively as an advocate for improving personal, family, and community health.

Common Core English Language Arts Standards

- CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCSS.ELA-LITERACY.CCRA.SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Session 2: Explore

Learning Objectives

Students will be able to:

- **Describe** the main stages of policy creation
- **Examine** who can influence policy and who can create policy
- **Investigate** an example of where policy is lacking

Overview

In this second session, students will take a deeper dive into policy. They will explore the steps for passing policy and will learn who can create policy on a local, state, and federal level.

Students will then participate in a research investigation of nicotine. Through their research, students will learn about nicotine's dangers and the effects it can have on teenage brains and bodies, as well as the lack of U.S. regulatory laws that control nicotine in e-cigarettes.

Content Area

Humanities

Target Grade Level

Grades 9–12

Approximate Class Time

45 minutes

Materials

- **Session 2 Capture Sheet: Nicotine Regulation**, one per student
- Devices with Internet access, at least one for every two students

Educator Prep

- Print out copies, one per student, of the **Session 2 Capture Sheet: Nicotine Regulation**.
- If devices are not available for students to share, print out copies of the websites/sources listed on the **Session 2: Nicotine Regulation Capture Sheet**.

Key Terms

- **Policy:** a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions
- **Agenda-setting:** When the government prioritizes the problems it wants to solve
- **Think tank:** An organization created for research with the goal of providing advice on policy issues

- **Lobbying:** Attempts by individuals or private interest groups to influence government decisions

Slide 7 | Explore

- Begin the second session by asking students to give you a thumbs up if they think they have had to comply with a policy before. If needed, define *comply* as *to obey or act in accordance with*.
- Then display the CDC's definition of policy.
- Again ask students to give you a thumbs up if they have had to comply with a policy before. Every student should say yes!
- Explain that policies shape our behavior in all aspects of our life. When it comes to health, for example, policies can encourage physical activity (by promoting bike-friendly community design), improve the nutrition of school meals (by setting federal guidelines for nutritional standards), or discourage tobacco use among youth (by creating laws to govern the advertising and selling of tobacco).

KEY TALKING POINT

- **Policy is a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions.**

Slide 8 | Explore, cont.

- Present an overview of policy creation to students. Elaborate on the slide's points by explaining:
 - **Step 1:** A problem is recognized. It may be the government who recognizes the problem (such as CDC, FDA, or results from federally funded grants to universities) or people (such as advocates from non-profits, think tanks or lobbying groups) may bring it to the government's attention.
 - **Step 2:** The government prioritizes the problems it wants to solve. This is called agenda-setting.
 - **Step 3:** Many people and different groups try to influence policy creation and have input on what they think is important. These people and groups range from the president and government officials to business groups, environmental groups, the media, think tanks, health organizations, National Institutes of Health, foreign governments, and different sectors of the U.S. population.
 - **Step 4:** The decision-makers (often Congress) accept one policy after reviewing the different options. Policy is usually created by passing one small law at a time that eventually evolves into a more complex policy.
 - **Step 5:** Policy is implemented and enforced. There may be incentives for following the policy or consequences for not following it. There might be strict or lax enforcement.
 - **Step 6:** The policy is evaluated after some time has passed. Modifications

may be made or the problem-solving process may go back to Step 1.

KEY TALKING POINT

- **There are many different steps and many different stakeholders involved in policy creation. It can take years from beginning to end, and many never get passed.**

Slide 9 | Explore, cont.

- Tell the class that policy can be created at a local, state, or federal level. The policy decision-makers at each level include:
 - **Local:** Mayor, city council, county, city manager, and even school boards
 - **State:** Governor and the state legislative branch, which is made up of elected representatives
 - **Federal:** President of the United States, House of Representatives, and the Senate
- While federal policy is applicable everywhere, local and state governments also enact and enforce laws and regulations that are applicable within their jurisdictions.
- Take a look at a city in Massachusetts as an example. Explain that if an adult lived in Medford, Mass. and was a smoker, they would be affected by:
 - Federal laws, such as a smoking ban in federal buildings, federal

courthouses, military installations, and airplanes all over the United States.

- State laws, such as the Massachusetts Smoke-free Workplace Law, which prohibits smoking in schools, restaurants and bars (indoors and outdoors), taxis, private offices, and other places of work in Massachusetts.
- Local laws, such as one that caps the number of retailers who can have a license to sell tobacco (and thus limiting accessibility to tobacco products) in the city.

KEY TALKING POINT

- **Policy is initiated, created, and enforced at a local, state, and federal level.**

Slide 10 | Explore, cont.

- Remind the class that policy creation and enforcement is not foolproof:
 - As they learned with flavored disposable e-cigarettes, there are often loopholes that people, businesses, and manufacturers are able to find.
 - It can also sometimes be hard to pass regulation when there are so many different parties that can influence policy.
- Divide students into pairs and distribute one **Session 2 Capture Sheet: Nicotine Regulation** to each student.

- Explain that now that students have a better understanding of how policy is created, they will investigate e-cigarette policy about nicotine levels.
- Review the handout's steps. Tell the class that Steps 1–3 should be completed with their partner. Step 4 should be completed independently.
- Allow students to work until there are 5–10 minutes left in the class session.

Educator Note: If needed, students may finish their handout independently for homework.

While acts have been proposed to follow suit in the United States, they have yet to be passed. The U.S. does not currently have any policy that limits the amount of nicotine in e-cigarettes.

- To wrap up the class session, encourage a few volunteers to share what they developed for Step 4.

Slide 11 | Summary/ Wrap-up

- Ask students:
 - **What are the effects of nicotine?**
 - **Are there policies in the U.S. that regulates how much nicotine is in e-cigarettes?**
 - **Why have other countries instituted laws regulating the nicotine in e-cigarettes?**
- Summarize: Nicotine is the chemical that makes e-cigarettes and other tobacco products addictive. It can harm the brain development of teenagers and make users more susceptible to other forms of addiction later in life. Other countries, such as those in the European Union, have limited the amount of nicotine in e-cigarettes, citing that because nicotine is an “addictive and toxic substance”, “safety and quality requirements” are necessary.⁶

⁶ https://ec.europa.eu/commission/presscorner/detail/en/MEMO_14_134

Session 3: Challenge & Reflect

Learning Objectives

Students will be able to:

- **Propose** and **justify** more comprehensive e-cigarette laws
- **Apply** what they have learned about policy creation to write a memo detailing the changes they hope to pass
- **Reflect** on the responsibilities they have when it comes to making decisions about their health

Overview

In this final session, students will synthesize and apply what they have learned during the two previous sessions. They will work in pairs to push for broader e-cigarette laws that better protect the health of youth. Those students who would like to take the challenge one step further can also perform additional research to advocate for changes that better protect the health of the environment as well. Students will write a memo to a governing body that details what they believe e-cigarette legislation or policy should contain. They will wrap up the session by sharing their policy proposals with each other. They will then conclude by discussing the responsibilities they have as members of the public when it comes to making decisions about their health.

Content Area

Humanities

Target Grade Level

Grades 9–12

Approximate Class Time

45 minutes

Materials

- **Session 3 Capture Sheet: Challenge Memo**, one per student
- **Session 3 Capture Sheet: Next Steps**, one per student
- Devices with Internet access, at least one for every two students

Educator Prep

- Print out copies, one per student, of **Session 3 Capture Sheet: Challenge Memo** and **Session 3 Capture Sheet: Next Steps**
- If devices are not available for students to share, print out copies of the websites/sources listed on **Session 3 Capture Sheet: Challenge Memo** and be

prepared to show the video listed on a central device.

Slide 12 | Challenge

- Introduce the following problem scenario to students by reading it aloud:
 - Now that you have learned about policy loopholes, your challenge is to push for broader e-cigarette laws that better protect the health of youth.
 - * Create a memo to send to a governing body that details what you believe e-cigarette legislation or policy should contain.
 - *As an additional challenge, you may learn more about e-cigarettes' effect on the environment and push for laws that better protect the environment as well.

Slide 13 | Challenge, cont.

- Divide students into pairs and distribute a **Session 3 Capture Sheet: Challenge Memo** to each student.
- Explain that in their policy memo, students must include:
 - The governing body to which they are reaching out.
 - Exactly how they would change the current policy to better protect youth.
 - Whether their proposed policy is only punitive, or whether it includes support for cessation

- Facts and statistics to explain why this policy matters.
- Why and how these changes would make a difference.
- At least one counter-argument and an explanation of why this opposing argument is unsound.

**Optional Challenge:* Students may also strengthen their policy by making further changes that work to better protect the health of the environment. If they choose to make these changes, their memo must also explain exactly how they would change the current policy to better protect the environment.

- Explain that student pairs should use the first page of the capture sheet for supplementary research and note-taking and the second page to write a draft of their memo.
- Remind pairs to refer to their completed capture sheets from previous sessions to guide them in developing revised policy.
- Encourage them to begin!

Slide 14 | Summary/Wrap-Up

- As the class session draws to a close, encourage pairs to take turns and briefly share the new policies they are proposing.
- Distribute one **Session 3 Capture Sheet: Next Steps** to each student and encourage them to use this handout as a resource to guide them through sending their memo and advocating for change.

- Conclude by asking students to summarize their learning and discuss:
 - **Can we fully rely on health policies, their implementation, and their regulation to keep us healthy and safe?**
 - **What responsibilities do we, as members of the public, have when it comes to making decisions related to our health?**

Session 1a Capture Sheet: Public Health Law

Directions: Work with your group members to research the cause, legislation, and effect of your public health law category in order to answer the questions below.

- **Cause:** What prompted this law(s) to go into effect?
 - **Legislation:** What law(s) exist today related to this category?
 - **Effect:** What have been the effects of this legislation?
-

Session 1a Capture Sheet: Public Health Law

Directions: Work with your group members to research the cause, legislation, and effect of your public health law category in order to answer the questions below.

- **Cause:** What prompted this law(s) to go into effect?
- **Legislation:** What law(s) exist today related to this category?
- **Effect:** What have been the effects of this legislation?

Session 1b: Action/Reaction Cards

Action	Reaction
<p>Government 1A: The first Surgeon General's report on smoking is published in 1964. The report discusses the proven link between smoking and lung cancer.</p>	<p>Tobacco 1B: Cigarette manufacturers release cigarettes that they advertise as "light" or "low-tar" to make them appear healthier. They are not, however, safer in any way.</p>
<p>Government 2A: In 1971, cigarette advertising is banned from television and radio.</p>	<p>Tobacco 2B: Tobacco companies begin to focus on print advertising. Cigarette advertisements are placed throughout popular magazines.</p>
<p>Government 3A: In 1986, the Surgeon General's report discusses the harmful effects of secondhand smoke.</p>	<p>Tobacco 3B: Tobacco companies begin the Center for Indoor Air Research. The goal is for the Center to research the overall general quality of indoor air in order to reduce the attention on the effects of cigarette smoke exposure.</p>
<p>Government 4A: In 1987, Congress bans smoking on domestic flights of less than two hours.</p>	<p>Tobacco 4B: Tobacco companies try to influence airline smoking policies by partially funding The International Flight Attendants Association.</p>
<p>Government 5A: In 1987, Aspen, Colorado becomes the first area to mandate smoke-free dining options. Other states begin to follow.</p>	<p>Tobacco 5B: The tobacco industry begins to fund and create restaurant, bar, and hotel associations with the hope that these alliances will help them fight these new laws.</p>
<p>Government 6A: In 1994: The Food and Drug Administration (FDA) declares it has the authority to regulate cigarettes as drugs if it can prove that cigarettes are addictive.</p>	<p>Tobacco 6B: Seven tobacco company executives testify before a congressional committee saying that they believe nicotine is not addictive.</p>

<p>Tobacco 7A: Tobacco advertising and products that have appealed to young people over the decades—such as Virginia Slims’ appeal to young females, the cartoon character Joe Camel and flavored cigarettes’ appeal to all young people—continue to increase the rate of smoking among young people.</p>	<p>Government 7B: The Synar Amendment is passed in 1992. It mandates that all states must create and enforce their own laws to stop tobacco products from being sold or given to youth under the age of 18.</p> <p>In 2009, The Family Smoking Prevention and Tobacco Control Act is passed. It gives the FDA the power to control how tobacco products are made, distributed, and advertised. It becomes a federal law that cigarettes cannot be sold to anyone under the age of 18. Federal law trumps state law. All states are required to adhere to Federal laws.</p> <p>The Family Smoking Prevention and Tobacco Control Act also:</p> <ul style="list-style-type: none"> • Restricts tobacco marketing and sales to youth. • Bans cigarette flavors other than tobacco and menthol.
<p>Tobacco 8A: While cigarette use is at an all-time low with teens from 2016-2019, e-cigarette use dramatically increases. E-cigarette marketing and the sales of flavored e-cigarettes seem to be geared toward youth.</p>	<p>Government 8B: 2016: It becomes illegal to sell e-cigarettes to youth younger than 18. Warning letters are sent to retailers.</p> <p>2019: The federal minimum age for all tobacco products, including e-cigarettes, increases from 18 to 21 across the U.S.</p>
<p>Tobacco 9A: E-cigarette devices become smaller and easier to conceal. Some are designed to look like pens, flash drives, and even asthma inhalers. Clothes are designed with special e-cigarette pockets.</p>	<p>Government 9B: In 2019, state governments begin banning e-cigarettes on school grounds on a state-by-state basis. The first states to lead the charge are Montana, Oklahoma, Virginia, and Maine.</p>

Government 9A: In 2020, The FDA prohibits the sale of prefilled cartridge e-cigarettes in any flavor other than tobacco or menthol. Reasons for this ban involved the appeal of flavors to youth and the questionable safety of inhaling flavors that were designed for ingestion, *not* inhalation.

Tobacco 9B: E-cigarette companies shift their focus to disposable e-cigarettes, which are not covered under the flavor legislation.

Session 1b: Action/Reaction Cards Sources

- cancernetwork.com/view/blowing-smoke-lost-legacy-1964-surgeon-generals-report-smoking-and-health
- lung.org/research/sotc/tobacco-timeline
- nytimes.com/1994/04/15/us/tobacco-chiefs-say-cigarettes-aren-t-addictive.html
- tobaccofreekids.org/assets/global/pdfs/en/tobacco_control_en.pdf
- tobaccofreekids.org/what-we-do/us/flavored-tobacco-products#
- tobaccotactics.org/wiki/center-for-indoor-air-research-ciar/
- truthinitiative.org/sites/default/files/media/files/2021/06/Truth_E-Cigarette%20Factsheet_POLICY_FINAL.pdf
- ushistory.org/gov/11.asp

Session 1c: E-cigarette Case Study

Focus Question: Overall e-cigarette use declined in 2019-2020. Why did the use of disposable e-cigarettes increase 1000% among e-cigarette users this very same year?

Directions: Use the sources below to answer the research questions that follow. Once your research is complete, compile what you have learned to develop an answer to the Focus Question.

Research Sources:

- Drug Abuse.gov: [tinyurl.com/rkya926f](https://www.drugabuse.gov/3dswfz6f)
- Truth Initiative: [tinyurl.com/yhjpb8rk](https://www.truthinitiative.com/yhjpb8rk)
- FDA:
 - [tinyurl.com/3dswfz6f](https://www.fda.gov/3dswfz6f)
 - [tinyurl.com/kw929kcm](https://www.fda.gov/kw929kcm)
- Tobacco-free Kids: [tinyurl.com/ybyue78v](https://www.tobaccofreekids.org/ybyue78v)
- Public Health Law Center: [tinyurl.com/5n6sf2tk](https://www.phlc.org/5n6sf2tk)

Research Questions

- What forms can e-cigarettes come in?
- What legislation currently governs e-cigarettes? Be as specific as possible and be sure to consider age and flavor restrictions.
- What loopholes exist?
 - * A loophole is a technicality that allows a person or business to avoid the scope of a law or restriction without directly violating the law.

Session 2 Capture Sheet: Nicotine Regulation

Page 1 of 4

Your Job: Complete the steps below as you learn more about nicotine in e-cigarettes and how it is regulated in e-cigarettes.

Step 1: Learn more about nicotine

Use the sources below to help you answer the following questions:

Sources	Research Questions
bit.ly/3nmMzfA bit.ly/3nmRIEo	<ul style="list-style-type: none">• What is nicotine?• Is nicotine dangerous? Why or why not?• How does nicotine affect teens differently than adults?
Answers:	

Page 2 of 4**Step 2: Understand the link between e-cigarettes and nicotine**

Use the sources below to help you answer the following questions:

Sources bit.ly/3ciWR9j bit.ly/3qGLRvI bit.ly/3nnANRY	Research Questions <ul style="list-style-type: none">• Is there nicotine in e-cigarettes? If so, how much?• How does nicotine in e-cigarettes affect its users, especially youth?
Answers:	

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Step 3: Investigate what laws, if any, exist to regulate the nicotine in e-cigarettes.

Use the sources below to help you answer the following questions:

<u>Sources</u>	<u>Research Questions</u>
<p>bit.ly/3Dtv42y: Focus on the first paragraph, the “Why are new rules needed for e-cigarettes?” section, and the “What will change for e-cigarette consumers and manufacturers?” section</p> <p>bit.ly/3Fra9xl: Focus on the first paragraph and the “The decision does not address nicotine levels question” section</p>	<p>What ruling did the European Union make in 2014? Why did they make this ruling?</p> <p>What ruling did the Food and Drug Administration recently make? What does this ruling mean for the regulation of nicotine levels?</p>
<p><u>Answers:</u></p>	

Session 3 Capture Sheet: Challenge Memo

page 1 of 2

Your Challenge: Now that you have learned about policy loopholes, your challenge is to push for broader e-cigarette laws that better protect the health of all kids.* Create a memo to send to a governing body that details what you believe e-cigarette legislation or policy should contain. You must include:

- Your description of how e-cigarettes are impacting your generation
(For instance: a friend is addicted to nicotine, was disqualified from participating in sports or extracurriculars, has impaired lung function, was suspended from school, etc.).
- What kind of policy would you like to change?
(For instance: Clean air laws? Increasing the price of e-cigarettes? Enforcement of age of sale laws? Ban extremely high dose nicotine products? Ban flavored nicotine e-cigarettes?)
- Facts and statistics to explain why this policy matters.
- Why and how these changes would make a difference.
- At least one counter-argument and an explanation of why this opposing argument is unsound.

**Optional Challenge:* You may strengthen your policy by also requesting changes that better protect the health of the environment in addition to the health of youth. If you choose to make these changes, your memo must also explain exactly how you would change the current policy to better protect the environment. To learn more, visit tinyurl.com/yyy3yk7v.

Session 3 Capture Sheet: Next Steps

The following steps can guide you through sending your memo to local authorities, as well as following up to make sure your voice is heard.

- Use your local government website to find the contact information of a governing official.
- Type your memo into the body of the email, and send it to the government official.
- Once the email is sent, wait two weeks (or 10 business days) for a response.

- If you do not receive a response within two weeks, send a followup email.
 - This email can be as simple as forwarding your original email and saying: “Dear NAME, I know you are busy, but I am wondering if you had the chance to review the following email sent on INSERT DATE.”

- If you receive a “thank you”, no further action is needed.

- If you receive a request for a phone call for further discussion:
 - Determine the role of each group member (lead presenter, scribe, etc.)
 - Develop talking points with supporting evidence based on the memo presented in your email.
 - Collaborate with your group members and teacher to determine who will be present for the call, and establish a date/time. We recommend having an adult (parent/teacher) with you on the call.
 - Follow up as determined by the outcome of the call. At minimum, send a handwritten thank you note.

- If you receive a request for a face-to-face meeting:
 - Determine the role of each group member (lead presenter, scribe, etc.)
 - Develop talking points with supporting evidence based on the memo presented in your email.
 - Collaborate with your group members and teacher to determine who will be present for the meeting, and establish a date/time for the meeting. We recommend attending the meeting only if an adult (teacher/parent) can attend with you.
 - Follow up as determined by the outcome of the call. At minimum, send a handwritten thank you note.

- If you receive a response requesting a presentation:
 - Determine the role of each group member (lead presenter, scribe, etc.)
 - Develop talking points with supporting evidence based on the memo presented in your email.
 - Collaborate with your group members and teacher to determine who will be present for the presentation, and establish a date/time for the presentation unless one was already noted in the email. We recommend attending the presentation only if an adult (teacher/parent) can attend with you.
 - Follow up as determined by the outcome of the call. At minimum, send a handwritten thank you note.