CATCH® MY BREATH

Take Charge of your Health: The Truth about E-Cigarettes Digital Lesson Educator Guide

MIDDLE SCHOOL | SUPPLEMENTAL LESSON BUNDLE

Background Info

Why is it important to educate students about vaping? How can young people be prepared to make healthy decisions regarding e-cigarettes?

Although young people are smoking fewer cigarettes today than ever before, e-cigarettes are rapidly replacing traditional smoking. According to the 2020 National Youth Tobacco Survey, almost four million youth reported using e-cigarettes in the past month and close to two million reported daily use.[1]

The growing use of e-cigarettes, especially by young people, is a serious public health threat. While the dangers of smoking are widely known today, many misconceptions about e-cigarettes continue to exist. Therefore, it is important that youth are given the information they need to completely understand the effects and risks of e-cigarettes. For instance, it may surprise to many young people that some types of e-cigarettes, such as the popular JUUL brand and many disposables, contain high levels of nicotine as well as many other potentially harmful chemicals.

Along with increased susceptibility to addiction, the high levels of nicotine that youth are exposed to when using e-cigarettes can harm the adolescent brain and impact memory, learning, and attention. Other chemicals and substances that can be inhaled or ingested during e-cigarette use also have the potential to cause life-threatening damage to organs and body systems.

There are fewer restrictions on e-cigarette marketing than traditional cigarettes, and it is important that youth are able to separate fact from fiction about vaping. By the end of this digital learning bundle, students will be able to recognize reliable and valid sources of information in order to make safe and healthy decisions.

How will these sessions help students learn about e-cigarettes, identify reliable sources of information, and apply what they have learned?

During these three sessions, students in grades 6–8 will investigate credible and non-credible sources of health information in order to develop a trustworthy campaign that communicates the dangers of vaping. Through a series of activities, students will

- Research and present information about some of the unexpected and potentially dangerous ingredients found in e-cigarettes and the effects they can have on the human body.
- Explore various health sources as they learn how to evaluate the validity and credibility of different kinds of information.
- Create a Public Service Announcement (PSA) Twitter thread that warns their peers about the risks associated with the use of e-cigarettes.
- Finally, they will share their PSA tweets and provide feedback on the effectiveness of their peers' communication strategy.

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 and used with students in grades 6–8. The guide was created to give educators ideas and strategies for presenting the content in the digital lesson. It provides slide-by-slide details for educators to be prepared to engage with students as they explain, discuss, and effectively facilitate the content in each of the sessions.

In addition to the Educator Guide, the accompanying PowerPoint presentation can be used in a variety of classroom settings. Please select "enable content" on the security alerts upon first opening the PowerPoint presentation. If you are using a laptop with a projector,

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1 fda.gov/tobacco-products/youth-and-tobacco/youth-tobacco-use-results-national-youth-tobacco-survey

simply click to advance through the PowerPoint slides. . 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 on 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. Teacher notes are included for each slide with information on how to proceed. Please review all external links ahead of time to see if they are compatible with your school network.

Session Structure

Each session includes the following information:

- **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:** To help 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

- **Compare** effective and ineffective ways to get information to young people.
- **Discuss** how young people react to learning new information about the risks of e-cigarette use.
- **Examine** various types of harmful ingredients found in e-cigarettes and e-cigarette aerosol.
- **Discover** how smoking and vaping negatively affect a person's health.

Overview

Students will be presented with two mock tweets about the potentially harmful effects of vaping. One tweet will be grounded in scientific evidence, while the other will be more incendiary in nature. Students will engage in discussion around which tweet is more effective in deterring students from vaping. Then, using a **jigsaw discussion strategy,** students will investigate various resources to explore e-cigarettes' ingredients and their by-products. As experts, they will inform their peers about their assigned ingredient before participating in a whole group discussion about the negative consequences of using e-cigarettes.

This session contains activities to engage students to think about how information online can influence children and teens to make important decisions related to their health and well-being. Students will also research and share the health risks that come from inhaling or ingesting various chemicals found in e-cigarettes and discuss the importance of ensuring that young people have accurate information about the effects of vaping to help them make healthy decisions.

Content Areas

Social Studies, English Language Arts

Target Grade Levels

Grades 6–8

Approximate Class Time

35 minutes

Materials

- **Session 1 Capture Sheet: The Truth About E-Cigarettes Jigsaw Activity**, one per student
- Student devices (laptop, tablet), enough for half the class

Educator Prep

- Print out copies, one per student, of the Session 1 Capture Sheet: The Truth About E-Cigarettes Jigsaw Activity.
- Students will be participating in a jigsaw activity using personal devices to research ingredients found in e-cigarettes. If devices are not available for students to share, print out copies of the articles listed below. Each jigsaw group will have five members that will each have a different ingredient to research. Print enough sets for the number of anticipated groups based on your class size.
  - Nicotine
  - Cadmium
  - Propylene glycol
  - Diacetyl
  - Benzene

Key Terms

- **Cartridge:** A container that attaches to the e-cigarette and holds the vaping liquid; also known as a "pod."

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

- **JUUL:** One of the most popular brands of e-cigarettes being used by youth.

- **Tweet:** A message sent on Twitter, the social media platform. Tweets must have 280 characters or fewer.

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

Slide 3 | Engage

- Direct students' attention to the tweet on the slide. Then click once to reveal a second tweet.

- Instruct students to read the tweets to themselves, and then ask them to identify the subject of both tweets.

- Once students identify that both tweets are about vaping, use the key talking points to share important background information about this subject.

- Then inform students that they are going to vote for the tweet that they think would do a better job of deterring one of their peers from vaping.

- Instruct students to vote for their selected tweet by raising their hand when you call the tweet they think is more effective. They can only vote once.

- **Note:** *Remind students that the objective of the activity is to vote for the tweet that they think would be most effective at deterring young people from vaping (and not the tweet that is funnier or more controversial).*

- Call out "Tweet 1" and tally the number of votes under Tweet 1 on the slide. Then repeat for Tweet 2. Once the votes are tallied, announce the winning tweet.

KEY TALKING POINTS

- **E-cigarettes are the most commonly used form of nicotine among youth in the United States.[3]**

- **E-cigarettes are also popularly known as vape pens, JUULs, disposables (like Puff Bar), e-cigs, etc.**

- **Using an e-cigarette is commonly referred to as "vaping" or "JUULing."**

- **E-cigarettes are a common introductory product for preteens and teens who later go on to use other tobacco products, like traditional cigarettes.[4]**

- **Many teens don't realize that most vaping cartridges (or pods) contain nicotine, and they use them just for the flavor.[5]**

Slide 4 | Engage, Cont.

- Divide students into pairs.

- Click to reveal the first question on the slide:

  - **Which tweet do you think people are more likely to believe? Why?**

2   https://www.cnbc.com/2019/10/01/e-cigarette-sales-slowing-led-by-juul-amid-negative-headlines.html

3   https://www.drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes

4   https://www.drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes

5   https://www.drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes

- Give students a minute to discuss their thoughts with their partner. Then invite two or three student pairs to share their response with the class.

- Click twice to repeat with the following two questions on the slide:

    - **Which tweet is more likely to go "viral"? Why?**

    - **Which tweet is more appealing to young people? Do you think this was done on purpose? Why or why not?**

- Potential Student Responses and Key Talking Points:

    - People are more likely to believe the tweet with data from the CDC because it includes a reliable source.

    - The tweet that says having lungs that work is more appealing to young people because it is humorous and encourages sharing.

- Hiring brand-sponsored social media influencers and celebrities

- Explain that because advertising for e-cigarettes is not regulated as strictly as advertising for cigarettes, manufacturers can make misleading claims about the safety of their products.[8] It's important to investigate the source behind the social media post to determine if their claims are true.

- Click once to bring the tweets back onto the slide. Highlight for students that there appeared to be a disconnect between the tweet they thought was most effective and the tweet they thought was more likely to go viral.

- Ask for one or two ideas of how to make the more effective tweet go viral. Then ask:

    - **What makes a social media post most effective in spreading a message?**

    - **What factors should people consider when getting information from social media platforms such as Twitter?**

Slide 5 | Learn

- Explain to students that e-cigarette manufacturers develop special marketing campaigns (including those on social media) to appeal to young people.[6]

- Inform students of some of the tactics that manufacturers use to target young audiences, including:[7]

    - Investing in paid advertising that takes advantage of users' likes and interests, e.g., if your social media profile makes it clear you like the beach, you may see advertisements for e-cigarettes that feature the beach

    - Using interactive material that encourages teens to share posts with peers

    - Promoting a partying lifestyle

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6   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/

7   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/

8   https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/

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KEY TALKING POINTS

- **Seven out of ten middle and high schoolers in the United States were exposed to e-cigarette marketing in 2019.**[9]

- **While there are guidelines that regulate advertising for traditional cigarettes and alcohol, advertising for e-cigarettes is not as strictly regulated as cigarettes.**[10]

- **There are several ways to make an effective tweet go viral, including targeting specific audiences based on their interests, using humor, having a celebrity retweet it, etc.**

Slide 6 | Learn, Cont.

- Ask students to form groups of five students. Explain that each student will be assigned one ingredient that people may be exposed to while vaping—either found in e-cigarettes or produced by e-cigarettes as a by-product. The research focus areas will include: nicotine, propylene glycol, diacetyl, cadmium, and benzene.

- Click once and give each student a copy of the **Session 1 Capture Sheet: The Truth About E-Cigarettes Jigsaw Activity.**

- Assign each student an ingredient and explain that students will first only be researching information on the ingredient they have been assigned.

- Then, guide students in finding others who have the same assigned ingredient. They can work together to use the two sources provided on the Capture Sheet to help them investigate how their ingredient could pose potential health risks to e-cigarette users.

They should identify important information that they will later share with students who have researched *other* ingredients. They should use their student devices (laptops or tablets) and the Internet* to complete their portion of the Capture Sheet.

- **Note*:** *If devices or the Internet are not available for student research, the primary article listed for each ingredient can be printed for student pairs to share and read.*

- Suggested websites for research include:

  - Centers for Disease Control and Prevention (CDC) (or tinyurl.com/y348s725)

  - U.S. Department of Health and Human Services (DHHS)

  - Seattle and King County Public Health Department

  - American Lung Association

  - Agency for Toxic Substances and Disease Registry

KEY TALKING POINTS

- **E-cigarettes can pose serious health risks to people.**

- **Most people do not know about the chemicals and substances that e-cigarette users can be exposed to.**

9 https://www.cdc.gov/mmwr/volumes/68/ss/ss6812a1.htm
10 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6335043/

CVSHealth
FOUNDATION

BE VAPE FREE | Discovery EDUCATION

Slide 7 | Learn, Cont.

- Once they have completed their research, ask students to return to their original groups to share the information they have learned with their peers. They should fill out the other parts of their Capture Sheet as their group members present.

- During the jigsaw discussion, students should compile notes that contain information similar to the following:

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

  - **Propylene glycol:** A chemical in e-liquid that makes smoke-like aerosol when heated. It is sometimes mixed with vegetable glycerin.

  - **Diacetyl:** A substance used as a flavoring, known to cause "popcorn lung," a disease that can cause damage to the lungs.

  - **Cadmium:** A chemical commonly used in batteries that can cause nausea, vomiting, and diarrhea.

  - **Benzene:** A chemical used in paints, varnishes, and gasoline. Inhaling it can cause dizziness, tremors, confusion, and rapid or irregular heartbeat.

- When the activity is complete, all students should have information on each of the substances listed above.

- Click once and end the session by engaging students in a class discussion around what they have just learned:

  - **Are you surprised about the types of harmful substances in e-cigarettes?**

  - **Do you think young people are aware of the chemicals they are exposed to when they vape and how harmful they are?**

  - **If people who use or were thinking about using e-cigarettes knew this information, how do you think they would react? Would they want to continue using or start using e-cigarettes?**

  - **How can we make teens aware of this important information?**

KEY TALKING POINTS

- **E-cigarettes contain nicotine and harmful toxic chemicals that can pose serious health risks to those who use them.**

- **It is important that people have reliable information about what they are putting into their bodies when they use e-cigarettes.**

Slide 8 | Summary/Wrap-up

- It is important to give people information about e-cigarettes and vaping that is based on scientific evidence and data.

- E-cigarettes contain and produce chemicals that can have harmful effects on the body.

- Many people would be surprised to learn what types of substances are found in e-cigarettes and the effects they may have.

- Before the session ends, click once and challenge students to complete the following *Exit Ticket:*

  - Think about what you've learned so far and the information you believe would be most likely to deter our peers from vaping. Write a tweet (280 characters or less) that shares that information an impactful way!

Session 1 Capture Sheet: The Truth about E-Cigarettes Jigsaw Activity

Step 1: Complete the Spotlight box on the chemical or substance that you have been assigned. Use the links in your box to complete your research, starting with the primary website.

Step 2: Fill in the remaining boxes as your group members present their information.

Spotlight On: Nicotine

Primary Website: cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
(or: tinyurl.com/y348s725)
Source: Centers for Disease Control and Prevention

Additional Website: e-cigarettes.surgeongeneral.gov/knowtherisks.html
Source: U.S. Department of Health and Human Services

Notes:

- Commonly found in/used for:

- How it can harm the body:

- Other facts/statistics:

Spotlight On: Cadmium

Primary Website: escapethevape.org
Source: Seattle and King County Public Health Department

Additional Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette
Source: U.S. Department of Health and Human Services

Notes:

- Commonly found in/used for:

- How it can harm the body:

- Other facts/statistics:

Spotlight On: Propylene glycol

Primary Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette
Source: American Lung Association

Additional Website: atsdr.cdc.gov/tonfas/tf.asp?id=1121&tid=240
(or: tinyurl.com/y7n4sqlj)
Source: Agency for Toxic Substances and Disease Registry

Notes:

- Commonly found in/used for:

- How it can harm the body:

- Other facts/statistics:

Spotlight On: Diacetyl

Primary Website: escapethevape.org
Source: Seattle and King County Public Health Department

Additional Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette
Source: American Lung Association

Notes:

- Commonly found in/used for:

- How it can harm the body:

- Other facts/statistics:

Spotlight On: Benzene

Primary Website: escapethevape.org
Source: Seattle and King County Public Health Department

Additional Website: lung.org/quit-smoking/e-cigarettes-vaping/whats-in-an-e-cigarette
Source: American Lung Association

Notes:

- Commonly found in/used for:

- How it can harm the body:

- Other facts/statistics:

Session 2: Credible Sources

Learning Objectives

Students will be able to:

- **Learn** about the criteria used to determine the reliability of sources of information.
- **Determine** whether various sources of information about a topic, such as websites and articles, are credible and valid.
- **Identify** and **summarize** the value of health-related sources.

Overview

Students will explore various health-related sources to determine which ones present the most reliable information. They will evaluate each source by a set of criteria to determine overall validity, credibility, and value of each source.

This session contains activities to engage students in evaluating the reliability and credibility of health information sources. Students will watch a short video that explains how to identify and assess valid sources of information. They will then work together to create a checklist that they can use to determine the validity and credibility of websites and articles.

Content Areas

Social Studies, English-Language Arts

Target Grade Levels

Grades 6–8

Materials

- "How to Evaluate Sources for Reliability"
- **Session 2a Capture Sheet: Steps to Determining A Credible Source**, one per student
- **Session 2b Capture Sheet: Credible or Questionable**, one per student
    - External links can be modified based on compatibility with your school network.
- Student devices (laptop, tablet), enough for half the class

Educator Prep

- Print out copies, one per student, of both the **Session 2a Capture Sheet: Steps to Determining A Credible Source** and **Session 2b Capture Sheet: Credible or Questionable**.
- If devices are not available for students to share, print out copies of the websites/sources listed on the **Session 2b Capture Sheet: Credible or Questionable**
- Identify a health-focused site that markets false and misleading claims to display for students. It is suggested to search for weight loss, exercise, or supplement products.

Key Terms

- **Credibility:** The quality of being trusted.
- **Reliability:** The accuracy of a given source.
- **Validity:** Having a sound basis in logic or fact.
- **Bias:** Favoring one side or issue over another.

Slide 9 | Explore

- Ask students to raise their hands if they have ever come across a source of information (website, article, video, social media, etc.) that they felt was not reliable. Allow students to share their examples and explain what clues made them think these sources were not giving them accurate information.

- Hand out a copy of the **Session 2a Capture Sheet: Steps to Determining A Credible Source** to each student. Explain that there are important questions that need to be answered when evaluating sources of information.

- Click once and play the "How to Evaluate Sources for Reliability" video for students on the overhead screen. Ask students to record information from the video on their Capture Sheets to create a checklist that will help them determine the credibility of information from various sources.

selected on their own devices. Students should then use the steps they recorded on their Capture Sheet to evaluate if the source on the screen is a credible source of information about leading a healthy lifestyle.

- Once they have reviewed the web page, encourage them to discuss their thoughts on its reliability and credibility with a nearby peer.

- Then click once and encourage the class to share their thoughts on the website's information, including:

  - **Is it credible? What clues helped them determine this?**

  - **Did anything make it difficult to determine the website's credibility or was there anything on the website that someone else may find tricky to evaluate?**

KEY TALKING POINTS

- **There is an abundance of information in newspapers, magazines, social media, and on the Internet that is not credible.**

- **Students can determine if the information they are reading is credible by asking a few simple but important questions.**

KEY TALKING POINTS
(may vary based on the selection of website):

- **There is bias and a clear agenda: giving information that will encourage people to buy products from this company.**

- **It is difficult to tell if the studies and testimonials cited on the webpage are from credible sources.**

Slide 10 | Explore, Cont.

- Tell students that it's time to test how well they can evaluate a source. Because credible sources and non-credible sources exist on all topics, they will first practice on another health-related topic: healthy lifestyles.

- Display a health-focused site that markets false and misleading claims to large audiences, or ask students to access the website you

Slide 11 | Explore, Cont.

- Instruct students to form groups of three and explain that they will now work together to evaluate additional sources that provide information about healthy eating and healthy lifestyles.

- Give each group a copy of the **Session 2b Capture Sheet: Credible or Questionable**.

- Groups should designate each person in the group as an expert in one of the following areas of credibility:

○ The **Author Expert** is responsible for researching the author(s) of each source and determining whether they are expert(s). If students can find information on the author, they should evaluate the author's level of education and/or experience in the field.

○ The **Purpose Expert** is responsible for identifying the purpose of the information. They should ensure that its purpose is to inform and educate the reader—and not to solely persuade, entertain, or sell something.

○ The **Sources Expert** is responsible for determining that the information provided is accurate, complete, and supported by research and/or citations. This person should investigate if other reliable sources provide similar information to determine if this source is providing an objective truth.

- Ask students to visit each of the links listed on their Capture Sheet and record their observations and conclusions for their area of expertise.

- Each member should then share their evaluations with each other and work together to determine if each source is reliable and, if so, how each source help readers become more informed about heathy eating.

KEY TALKING POINT

- **It is important to use multiple criteria when evaluating a resource, such as the name of the author or organization, the purpose or bias, and the accuracy of the information given to determine if a source is credible and reliable.**

Slide 12 | Summary/Wrap-up

- Ask students to reflect on the activity they just completed, with questions such as:

  ○ **Do you feel more confident in determining if a source is credible?**

  ○ **Why could it be dangerous if young people do not understand the importance of determining credibility when faced with decisions about their health?**

KEY TALKING POINTS

- **There are many unreliable sources of information about all kinds of health topics, which can make it dangerous and difficult to make informed decisions.**

- **It is important to be able to determine if a source is credible when seeking information about a topic.**

Session 2a Capture Sheet: Steps to Determining a Credible Source

Directions: As you watch the "How to Evaluate Sources for Reliability" video clip, take notes on the questions below.

What is a reliable source?

Determine the author or organization—Why is this important?

Determine the author's purpose—Why is this important?

Determine if the source is biased—Why is this important?

Consider the date of publication—Why is this important?

Why are each of the following usually considered unreliable sources?

Advertisements:

Blogs:

Social media:

Session 2b Capture Sheet: Credible or Questionable?

Directions: Read through the Author Expert, Purpose Expert, and Sources Expert descriptions written below. Then decide who in your group will take on each role.

Once everyone has an expert position, your group should review the sources through the eyes of your assigned roles. You should then share your expert opinions with each other in order to decide whether each source is credible and if could positively impact young people.

Author Expert
This person is responsible for researching the author(s) of each source and determining whether they are expert(s).

Purpose Expert
This person is responsible for identifying the purpose and ensuring that the purpose is to inform and educate the reader—and not to solely persuade, entertain, or sell something.

Sources Expert
This person is responsible for determining that the information provided is accurate and complete and is supported by citations. They should also investigate if other reliable sources provide similar information to determine if this source is providing an objective truth. Also, don't forget to look at the DATES of publication or updates to the information!

Source 1: The 5-Day Miracle Diet
realdietplans.com/5-day-miracle-diet.html

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 2: "Choose My Plate"

choosemyplate.gov

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 3: "Kids Eat Right"

facebook.com/KidsEatRightfacebook.com/KidsEatRight

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 4: "Healthy Snacks to Have in Your Pantry for Late-Night Munchies"

refinery29.com/en-us/healthy-late-night-snacks

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 5: "Take Charge of Your Health: A Guide for Teenagers"

niddk.nih.gov/health-information/weight-management/take-charge-health-guide-teenagers

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Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Source 6: "5 Day Watermelon Diet Plan for Quick Weight Loss!"

stylesatlife.com/articles/watermelon-diet

Credible or Questionable?

Reasons for your decision:

If credible and reliable, how could this source help young people learn more about how to lead a healthy lifestyle?

Session 3: Using Twitter for Change

Learning Objectives

Students will be able to:

- **Use** credible sources to **obtain** information about the health risks associated with vaping and e-cigarette use by children and teens.
- **Determine** the information and delivery that will be most effective in capturing young people's attention on social media.
- **Create** a virtual social media campaign using Twitter that will teach about the dangers of vaping and encourage young people to avoid using e-cigarettes.

Overview

In this session, students will be presented with a problem scenario and will be challenged to write a thread of five related tweets in which they educate the youth in their community about the risks associated with vaping. Students will apply what they have learned about credible sources and vaping to support their PSA tweet series. Once all tweets have been compiled, students will have the opportunity to critique their peers' threads for credibility and effectiveness.

Content Areas

Social Studies, English-Language Arts

Target Grade Level

Grades 6–8

Materials

- Student devices (laptop, tablet), enough for half the class
- **Optional*: Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread**
  *If student devices are not available.

Educator Prep

- If devices are not available for students to share, print out copies, one per student, of the **Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread**

Key Terms

- **Social media campaign:** A coordinated marketing effort to reinforce or assist with a goal using one or more social media platforms.
- **Tweet:** A message of 280 characters or less posted on Twitter.
- **Twitter thread:** A series of five related tweets on a topic.
- **Public Service Announcement (PSA):** An announcement made for the good of the public.
- **Retweet:** a widely-distributed message made for the good of the public.

Slide 13 | Challenge

- Display the example Twitter feed on the overhead screen or ask students to open it on their individual devices.
- Click once and encourage students to observe the Twitter feed and determine what may make this a successful campaign.

- Using the discussion questions on the slide, ask students to give feedback about what appeals to them in the various tweets. Also challenge them to look for clues that suggest that the information on this feed comes from credible and valid sources.

KEY TALKING POINTS

- **This Twitter feed is verified (the blue check mark identifies it as an authentic and notable account) and has a .gov association.**

- **Many of the tweets have links that will take the reader to the source of the information so they can ensure its credibility.**

Slide 14 | Problem Scenario

- Display the problem scenario. Explain the city council is enlisting youth to develop a social media campaign aimed at informing young people in their community about the risks associated with vaping. The city council has asked interested applicants to submit sample Twitter threads to review before they decide who they will choose to write the campaign. The series of tweets are expected to showcase students' understanding of vaping, its effects on the body, and the specific risks it poses for young people.

- Explain to students that a Twitter thread is a series of at least five related tweets. Students can use an online mock Twitter generator or a paper template to create their Twitter thread.

KEY TALKING POINTS

- **A Twitter "thread" is a series of at least five related tweets.**

- **Each Twitter thread will be expected to showcase the group's understanding of vaping, its effects on the body, and its specific risks for young people.**

Slide 15 | Explain

- Before the class begins working, ask students to share qualities that would contribute to an effective tweet or Twitter thread.

- Then click once and display the tips/reminders for writing a great tweet. Review the slide together and also encourage students to incorporate what they learned during the first two sessions.

KEY TALKING POINT

- **Statistics from Twitter show that using things such as hashtags, links, and specific wording make tweets more likely to be viewed and retweeted.**

Slide 16 | Explain, Cont.

- Ask students to get into their small groups of three from the previous lesson and explain that these groups will now work together to complete their Twitter thread.

- Instruct student groups to access the Twitter generator or if students will not be accessing the Twitter generator online, distribute one **Session 3 Capture Sheet: The Dangers of Vaping Twitter Thread** to each group.

- Click once and bring students' attention to the credible sources on the slide. Ask that they limit the information in their tweets to these sites as well as any other credible sources they may have referenced on their Capture Sheets over the course of the three sessions.

- Then, provide 10–15 minutes for students to work together to create their Twitter thread social media campaign.

KEY TALKING POINTS

- **For an effective campaign, groups should consider:**
  - ○ **How to make their tweets as credible as possible.**
  - ○ **What information and wording would catch their peers' attention and have the greatest impact.**

Slide 17 | Summary/ Wrap-Up

- As students review their peers' work, challenge them to discuss which aspect(s) of each PSA tweet series were most effective, and the messaging, arguments, and sources that contributed to its success. Use the questions on the slide to guide discussion and reflection of the peer work.

- Ask students:
  - ○ **Which elements(s) of each tweet series were most effective?**
  - ○ **What messaging, argument, or source(s) contributed to its success?**
  - ○ **Which tweets would make YOU think twice about using e-cigarettes?**

- Student responses should reflect key themes and learning objectives.

References

Electronic Cigarettes (E-Cigarettes): drugabuse.gov/publications/drugfacts/electronic-cigarettes-e-cigarettes

Vaporizers, E-Cigarettes, and other Electronic Nicotine Delivery Systems (ENDS): https://www.fda.gov/tobacco-products/products-ingredients-components/vaporizers-e-cigarettes-and-other-electronic-nicotine-delivery-systems-ends

Surgeon General's Advisory on E-cigarette Use Among Youth: cdc.gov/tobacco/basic_information/e-cigarettes/surgeon-general-advisory/index.html

Know the Risks: E-Cigarettes and Young People: e-cigarettes.surgeongeneral.gov/knowtherisks.html

The Real Costs: therealcost.betobaccofree.hhs.gov/vapes

Quick Facts on the Risks of E-cigarettes for Kids, Teens, and Young Adults: cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html

National Education Standards

C3 Framework for Social Studies Standards

- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach 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).

- D4.4.6-8. Critique arguments for credibility.

Common Core State Standards for English Language Arts

- CCSS.ELA-LITERACY.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source;

Secondary Standards
Common Core State Standards for English Language Arts

- CCSS.ELA-LITERACY.W.7.1.B Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- CCSS.ELA-LITERACY.W.7.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- CCSS.ELA-LITERACY.W.7.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

- CCSS.ELA-LITERACY.W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
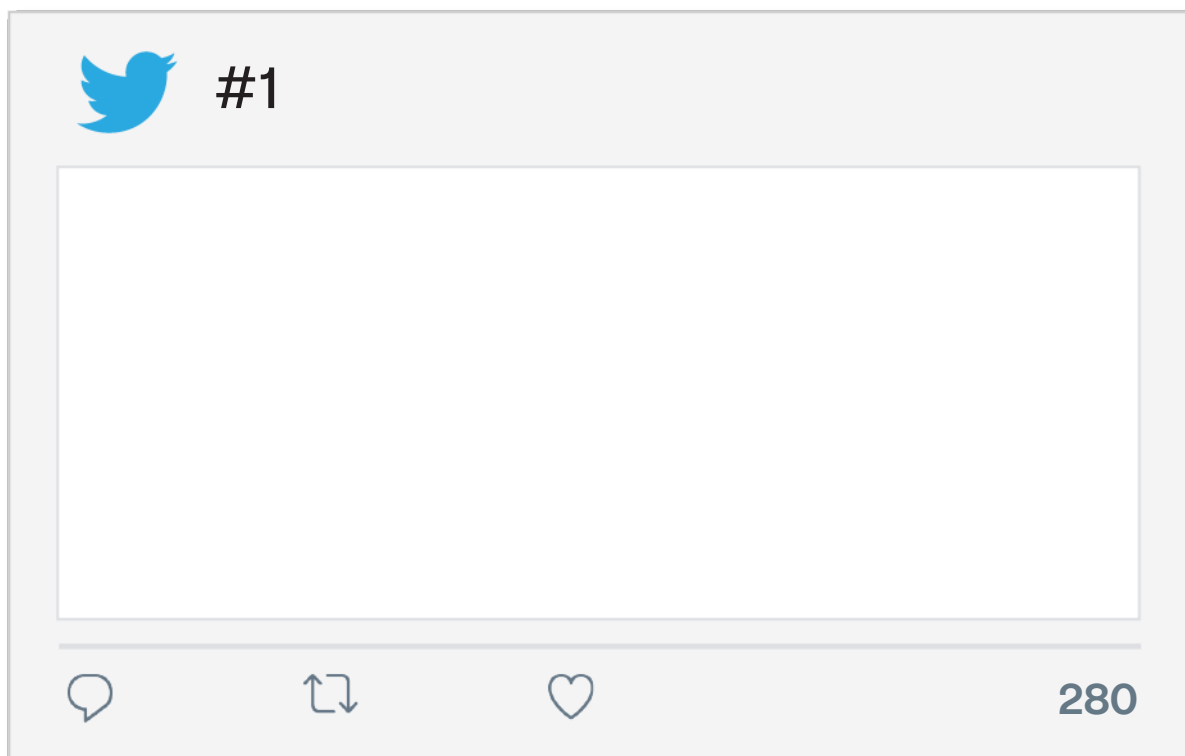
Session 3 Capture Sheet:
The Dangers of Vaping Twitter Thread

Use the Twitter template to create tweets that inform young people about the dangers of vaping.

As you create your Twitter thread, pull from any of the credible sources listed below. Don't forget to include your Twitter handle (name), hashtags, pictures or drawings, and source references to get as many likes and retweets as possible!

Credible Source Links:

- U.S. Department of Health and Human Services:
  ecigarettes.surgeongeneral.gov/default.htm

- National Institutes of Health:
  drugabuse.gov/publications/drugfacts/vaping-devices-electronic-cigarettes

- Centers for Disease Control and Prevention:
  cdc.gov/tobacco/basic_information/e-cigarettes/surgeon-general-advisory/index.htm

- U.S. Department of Health and Human Services:
  therealcost.betobaccofree.hhs.gov/vapes

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