

# E-Cigarettes and Vaping Lesson 1: Why Should I Care?

**Lesson Goal:** The purpose of this lesson is to engage students in an introductory lesson about the harmful effects of e-cigarettes and vape pens. The skill of Accessing Valid and Reliable Information is central to this lesson as the students are first asked to reflect on youth risk data--as well as personal experiences--in order to establish relevance to the students' own lives. In order to build further background knowledge about the issue, the students are then guided to research key characteristics of e-cigarettes and vaping that make them unhealthy choices.



## Learning Targets:

- I can access valid and reliable information in order to make decisions that impact my health.

	Steps/Activities	Important Notes
<b>Opening</b>	<p>1. Students are directed to respond to the following warm-up questions as their sponge activity:</p> <ul style="list-style-type: none"> <li>● <i>What do the following terms mean: Juuling? Vaping? E-cigarettes?</i></li> <li>● <i>How prevalent is the use of devices such as these in your world? Explain, without offering any names or private information.</i></li> </ul> <p>After students have time to record their thinking in their health notebooks, students are first allowed to share briefly with a partner or table group, then a few responses are shared whole class.</p> <p>2. To reinforce the prevalence of e-cigarette use among teens, groups are given youth risk data from these or other sources.  <a href="https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf">https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Fact_Sheet_508.pdf</a>  <a href="https://www.cdc.gov/media/releases/2017/p0615-youth-tobacco.html">https://www.cdc.gov/media/releases/2017/p0615-youth-tobacco.html</a></p> <p>Using the data handout(s) provided, groups are asked to respond to the following prompt:</p> <ul style="list-style-type: none"> <li>○ <i>As you examine the youth risk data you've been provided, discuss and respond to these questions:</i> <ul style="list-style-type: none"> <li>○ <i>How widespread is the use of e-cigarettes and vape pens by teens in the U.S.?</i></li> <li>○ <i>Why are health officials and parents concerned about this issue?</i></li> <li>○ <i>Are the sources we're using valid and reliable? How do we know?</i></li> </ul> </li> </ul> <p>After groups have 10-15 minutes to work, teacher debriefs with whole class. In response to the final question, the ACCESS skill cues are reviewed as the tool to help us determine if health information is valid and reliable.</p>	<p>○ 20-30 minutes of 60-minute class</p> <p><b>ACCESS</b></p> <ul style="list-style-type: none"> <li>● Is it Accurate?</li> <li>● Is it Credible</li> <li>● Is it Current?</li> <li>● Is it Easy to use and access?</li> <li>● What Situations is it best used in?</li> <li>● Are claims and information Supported?</li> </ul>

<p><b>Minilesson</b></p>	<ol style="list-style-type: none"> <li>1. Teacher explains that this is the first of a series of lessons related to the issue of e-cigarettes and vaping. Teacher shares that the title of the lesson is “Why Should I Care?” and the rationale of asking them to consider both their own experiences and youth risk data in order to see that this issue is one that impacts their own lives. If they’ve not already been faced with the choice of whether or not to use these devices, they may at some point in the future. Using the skills they’ve learned in health class will help them make and follow through on choices that will promote or protect their health. Today the skill of Accessing Valid and Reliable Information is key to learning more about the issue of e-cigarettes and vaping. (Teacher references the Learning Target.)</li> <li>2. Teacher explains procedures that will be followed during work time, including expectations for behavior and interactions with others.</li> </ol>	<ul style="list-style-type: none"> <li>○ 5 minutes</li> <li>○ Note: Important that the purpose/”So What” of the learning is always established in the mini-lesson</li> </ul>
<p><b>Work Time</b></p>	<ol style="list-style-type: none"> <li>1. Teacher shows a list of terms related to e-cigarettes and vaping and assigns each student a term. Examples might include: <ol style="list-style-type: none"> <li>a. nicotine</li> <li>b. diacetyl and popcorn lung</li> <li>c. cytotoxic flavors (e.g., Cinnamon Ceylon)</li> <li>d. thirdhand smoke</li> <li>e. aerosol</li> <li>f. addiction</li> </ol> </li> <li>2. Students assigned the same term form a group to complete this task: <p><i>Access one or more valid and reliable sources in order to determine what your assigned term means and how it relates to the issue of e-cigarettes and/or vaping.</i></p> <p><i>Record what you learn on the post-it chart paper that’s been provided for you, and be sure to list your source(s). Communicate so that the other groups will easily be able to read and understand the information you share.</i></p> <p>Notes:</p> <ul style="list-style-type: none"> <li>● If access to devices is a challenge, teacher might have a class set of resources (printouts, pamphlets, textbooks, etc.) that the students could access in hard copy format.</li> <li>● Throughout work time teacher confers with groups to catch misconceptions, check that students are accessing valid/reliable sources, and pose questions to guide thinking.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>○ 15-20 minutes</li> <li>○ <b>Conferring</b> and specific <b>feedback</b> provided by teacher</li> <li>○ <b>Catch and release</b> may occur when teacher notices widespread confusion/misconceptions, multiple students asking the same question, or when new learning needs to be layered in, etc.</li> </ul>
<p><b>Sharing and Reflection</b></p>	<ol style="list-style-type: none"> <li>1. As a share strategy, students are asked to conduct a brief Gallery Walk to read the information relayed by all the groups.</li> </ol> <p>Other option: A speaker from each group briefly shares with the class what the term means and how it relates to e-cigarettes and/or vaping.</p>	<ul style="list-style-type: none"> <li>○ 10 minutes</li> </ul>

	<p>2. Groups discuss this final reflective question: <i>Based on what we've discussed and researched today, why <b>are</b> health officials and parents concerned about teen use of e-cigarettes and vape pens?</i></p> <p>Teacher randomly calls on a few students to share.</p>	
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**Additional Notes (formative assessment, differentiation, ability or mixed ability grouping, tech, etc.):**