

E-Cigarettes and Vaping Lesson 2: Don't Get (e-)Hooked!

Lesson Goal: The purpose of this lesson is to continue to raise students' awareness of the harmful health effects that might result from becoming addicted to e-cigarettes or vape pens, while also exploring how companies in the e-cigarette/vape pen industry purposely target young people in promoting these habits. Therefore, the skills of Analyzing Influences and Accessing Valid and Reliable Health Information both play a key role in this lesson.



Learning Targets:

- I can analyze the influences that affect my health choices in order to mitigate their impact.
- I can evaluate the validity and reliability of health information in order to determine how much I should allow it to influence my choices.

	Steps/Activities	Important Notes
Opening	<p>1. Students are directed to respond to the following warm-up questions as their sponge activity:</p> <p><i>Yesterday we discussed the terms “nicotine” and “addiction” in relation to e-cigarettes and vaping.</i></p> <ul style="list-style-type: none"> ● <i>List the possible consequences that might result from a person becoming addicted to e-cigarettes or vape pens.</i> ● <i>Does it matter at what point in a person’s life s/he becomes addicted? Explain your thinking.</i> <p>2. After students respond individually, they are asked to discuss briefly with a partner or table group. Then teacher allows some volunteers to share their thinking with the class.</p> <p>3. Teacher explains that the class is now going to view two short videos. As they watch, students should individually add to their papers any additional information that would address the warm-up questions.</p> <ul style="list-style-type: none"> ● Video 1 is 90-second video entitled “Your Brain” that was produced by the Arizona Department of Health Services. https://www.youtube.com/watch?v=4tg_rMiOLnA&list=PLeL9ROmy1WLSIfA5-Njp_TKwz1vZpaRcP&index=3 ● Video 2 is 3:40 minute video entitled “Understanding Addiction as a Disease,” produced by the Wait21 organization. https://www.youtube.com/watch?v=-w8n9UOiBxE <p>4. Whole class debrief is held during which time teacher clarifies or reinforces key points made about addiction, the potential impact of developing an addiction prior to the age of 21, and the harmful effects of nicotine in e-cigarettes and vaping.</p>	<ul style="list-style-type: none"> ○ 20 minutes of 60-minute class

<p>Minilesson</p>	<p>1. Teacher explains that the companies that produce e-cigarettes, vape pens, and related devices or accompanying products also understand the principles behind addiction. In fact, a widespread complaint about these companies is that they intentionally target teens, hoping to “hook” them at a young age.</p> <p>Today we are going to use the skills of Analyzing Influences and Accessing Valid and Reliable Health Information in order to determine how different forms of social media and marketing campaigns try to influence teens, evaluating the validity of the claims they make. (Teacher references the Learning Targets.)</p> <p>2. Teacher explains procedures that will be followed during work time, including expectations for behavior and interactions with others.</p>	<ul style="list-style-type: none"> ○ 5 minutes ○ Note: Important that the purpose/“So What” of the learning is always established in the mini-lesson
<p>Work Time</p>	<p>1. Teacher groups students in triads, giving each group a set of marketing materials to analyze. (All groups might receive the same set or sets might vary, depending on teacher preference.)</p> <p>Materials sets might include:</p> <ol style="list-style-type: none"> a. List of e-juice flavor options (such as Banana Butt and Honey Doo Doo) b. Pictures of products that are decorated or shaped in ways that appeal to teens (e.g., popular culture references, skulls, etc.) c. Ads that show young people using the products d. Pictures of popular teen events, such as sports events or music festivals, where e-cigarettes/vape pen companies are sponsors e. Advertisements for e-cigarettes/vape pens found on the internet or in magazines f. A scholarship essay contest initiated by an e-cigarette company g. Memes or cartoons on social media that depict e-cigarettes or vaping in a positive light h. Storefronts for e-cigarettes or vaping companies that are appealing to teens in that they are colorfully decorated or have clever/trendy names, etc. <p>2. Groups are assigned the following task:</p> <p>A. For each item in the set, answer the following questions:</p> <ol style="list-style-type: none"> a. What elements of this piece of marketing are designed to appeal to a teen audience? Explain. b. <i>How</i> is this item attempting to influence a teen audience? In other words, what message or claim is being communicated? <p>B. Use the ACCESS skill cues to evaluate this set of marketing materials, taken as a whole. Overall, would you consider them to be valid and reliable? Why or why not?</p>	<ul style="list-style-type: none"> ○ 20-25 minutes ○ Conferring and specific feedback provided by teacher ○ Catch and release may occur when teacher notices widespread confusion/misconceptions, multiple students asking the same question, or when new learning needs to be layered in, etc. <p>ACCESS</p> <ul style="list-style-type: none"> ● Is it Accurate? ● Is it Credible ● Is it Current? ● Is it Easy to use and access? ● What Situations is it best used in? ● Are claims and information Supported?

<p>Sharing and Reflection</p>	<ol style="list-style-type: none"> 1. Teacher facilitates whole-class debrief of the activity, reinforcing key points and clarifying any misconceptions. 2. Students are asked to respond to the following question, either as an exit slip, journal response, or think-pair-share: <p style="margin-left: 40px;"><i>Our lesson today is titled “E-Cigarettes and Vaping: Don’t Get (e-)Hooked!”</i></p> <p style="margin-left: 40px;"><i>After learning today how the e-cigarette industry intentionally targets teens and the potential health consequences of nicotine addiction, what are two or three specific strategies a young person could use to avoid becoming addicted to e-cigarettes or vape pens?</i></p> 3. Teacher randomly calls on a few students to share. 	<ul style="list-style-type: none"> ○ 10-15 minutes
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Additional Notes (formative assessment, differentiation, ability or mixed ability grouping, tech, etc.):