



Introduction to the Risks of E-Cigarettes and Vaping: Digital Lesson Educator Guide

ELEMENTARY SCHOOL | CORE PROGRAM BUNDLE

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Background Info

Why is learning about cigarettes and e-cigarettes important?

Few behaviors cause more disease and death than tobacco. Smoking tobacco causes more than 8 million deaths worldwide per year. And nearly all tobacco smoking begins during childhood and adolescence, making underage young people a target and an integral part of the tobacco industry “business model.” While e-cigarettes are less harmful compared to smoking tobacco, they are not harmless and addicting teens to nicotine, while illegal, is part of the new business model for the tobacco industry.

While most people today are informed about the health hazards and risks of cigarette smoking, there are many misconceptions about e-cigarettes and the dangers they pose to a person’s health and well-being. The aerosol released by e-cigarettes is not harmless water vapor, may contain cancer-causing chemicals, heavy metals (such as nickel, tin, and lead), and almost always contains the addictive tobacco-derived compound nicotine.¹ The most commonly sold e-cigarette in the United States, JUUL, contains as much nicotine in a single pod as an entire pack of 20 cigarettes.²

The growing use of e-cigarettes, also called “vaping,” especially by young people, is a serious public health threat. A study found that young adults who vape are more than four times as likely to begin smoking cigarettes within 18 months than their peers who do not vape.³ Nicotine exposure in adolescence has also been shown to harm brain development, which continues until age 25, and may also increase risk for future addiction to other drugs.⁴ According to the 2018 National Youth Tobacco Survey, there was a 78% increase in high-school students and a 48% increase in middle-school students who used e-cigarettes in the past 30 days.⁵ The same survey for 2019 shows the epidemic continues to rise with now 27.5% of high schoolers and 10.5% of middle schoolers who report using e-cigarettes within

the past 30 days.⁵ The results reflect over 5 million middle and high schoolers using the product in the past 30 days. For that reason, it is imperative that students learn about nicotine addiction and the serious health risks associated with e-cigarettes. They must learn strategies for making healthy decisions and techniques for not using cigarettes and e-cigarettes and encourage their peers to do the same.

How did we get here, and what are we going to do?

While there are multiple factors that may have contributed to the dramatic increase in youth use of e-cigarettes, two significant contributors include the lack of public knowledge of the dangers and marketing practices that target youth. In a survey conducted by the National Institutes of Health, 66% of teens thought that e-cigarettes solely contain flavoring, and only 13.2% correctly stated that they usually contain nicotine.⁶ In fact, 99% of e-cigarettes sold in 2015 contained nicotine,⁷ and the most sold brand in 2019, JUUL, always contains nicotine.² CATCH My Breath helps combat common misperceptions and boosts knowledge of the dangers of e-cigarettes.

Marketing tactics for e-cigarettes have largely followed strategies employed by the tobacco industry in the 1980s and 1990s, but with modern

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- Centers for Disease Control and Prevention (CDC). (1998). Selected cigarette smoking initiation and quitting behaviors among high school students—United States, 1997. *MMWR. Morbidity and mortality weekly report*, 47(19), 386.
 - Everett, S. A., Warren, C. W., Sharp, D., Kann, L., Husten, C. G., & Crosssett, L. S. (1999). Initiation of cigarette smoking and subsequent smoking behavior among US high school students. *Preventive medicine*, 29(5), 327-333.
 - Khuder, S. A., Dayal, H. H., & Mutgi, A. B. (1999). Age at smoking onset and its effect on smoking cessation. *Addictive behaviors*, 24(5), 673-677.
 - https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html
 - <https://www.fda.gov/tobacco-products/youth-and-tobacco/youth-tobacco-use-results-national-youth-tobacco-survey>
 - <https://www.drugabuse.gov/related-topics/trends-statistics/infographics/teens-e-cigarettes>
 - <https://www.ncbi.nlm.nih.gov/pubmed/28323467>

twists. Paid social media influencers, sporting event sponsorships, in-store displays, and candy flavorings combine to overwhelm and draw in young users. Teaching kids to recognize these marketing tactics can help students to recognize their effects and in turn prepare them to make healthy choices. CATCH My Breath pulls back the curtain on e-cigarette marketing to promote abstaining from vaping.

What is CATCH My Breath?

CATCH My Breath is an evidence-based youth vaping prevention program used by schools in all 50 states and featured in major news outlets including Edutopia, CNN, and CNBC. The program was developed in 2016 by The University of Texas Health Science Center at the Houston School of Public Health, Austin Campus.

CATCH My Breath is an integral component of the *Be Vape Free* program and **is the core program bundle. CATCH My Breath has four 30–40 minute classroom lessons, and schools that have taught all four lessons have seen reductions in e-cigarette and tobacco smoking among middle-school-aged children.** *Be Vape Free* supplements CATCH My Breath with additional lesson bundles designed to extend the anti-smoking messages and be taught throughout the school year. The core CATCH My Breath program focuses on building health knowledge and developing the behavioral skillset that will prepare kids to make informed decisions about vaping, including abstaining altogether. At the end of the Teacher Guide, there is an adaptation for teaching the Core Program in PE class. The supplemental STEM and Humanities bundles allow you to expand on the core program by integrating standards-aligned e-cigarette education and awareness in content classrooms.

New grade bands will be added to *Be Vape Free* over the coming year; however, the existing CATCH My Breath program for middle and high schools is available now for free at catchmybreath.org.



How will my students learn about the dangers of e-cigarettes?

Over four sessions, students will learn how e-cigarettes work and investigate the harmful effects of the ingredients contained in e-cigarette liquid. Through a series of activities, students will examine current use rates, reasons why their peers might use e-cigarettes, and negative social and health consequences, including potential disease and death. They will learn and practice refusal skills and exit strategies to use when they are pressured to use an e-cigarette. Students will also learn to identify marketing strategies used by tobacco and vape companies and will create their own e-cigarette warning labels to counteract the influence of ads. After presenting their warning labels to their peers, students will write action plans that clearly communicate their choices with regards to e-cigarettes and vaping.

How do the sessions work?

Instructional Sequence: The Risks of E-Cigarettes Educator Guide provides details to help educators facilitate a series of four sessions of approximately 30–40 minutes designed to be taught in sequence over 2 to 4 weeks and used with fifth-grade students. This guide was created to give educators ideas and strategies for presenting the content that can be easily accessed on a digital portal. 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, an accompanying presentation was created using PowerPoint slides so that it can be used in a variety of classroom settings. If you are using a laptop with a projector, simply progress through the slides by clicking to advance. All of the interactive aspects of the presentation are set to occur on click. The corresponding videos are linked within 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.

Session Structure

The Introduction to the Risks of E-Cigarettes and Vaping sessions provide the following information to guide the teacher through their 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:** Any materials necessary for the session are clearly outlined and included when possible to facilitate easy implementation of the session.
- **Key Terms:** Any words that can be used as vocabulary words will be defined for the teachers.
- **Key Talking Points:** To help the teacher guide discussion and reinforce key concepts, key points are listed next to the corresponding slides.
- **Anticipated Student Responses:** Where relevant, anticipated student responses for activities and questions are provided next to corresponding slides.
- **Wrap Up:** A learning summary is provided at the end of the first two sessions for the teacher to provide reinforcement of the key concepts and objectives of each session.

Session 1: Consequences of Vaping

Learning Objectives

Students will be able to

- **Identify** negative consequences of e-cigarette use
- **Describe** the health hazards associated with e-cigarette use

Overview

After engaging students by asking them to consider what they have heard, seen, or thought about e-cigarettes, teachers will explain how e-cigarettes work and investigate the chemicals they contain. The session ends with small and whole group discussions about the negative consequences of using e-cigarettes.

Content Areas

Health

Target Grade Level

Grade 5

Approximate Class Time

35–40 minutes

Materials

- **E-cigarette Ingredient Investigation** student handout, one per group
- Index cards or squares of paper, two per student
- White board and dry-erase markers

Key Terms

- **E-Cigarette:** A battery-powered device that heats an e-liquid to make an aerosol that is inhaled. Also formally called Electronic Nicotine Delivery System (ENDS).
- **E-liquid:** A liquid usually containing nicotine, propylene glycol, flavorings, and other chemicals.
- **Vapor:** Refers to the gas phase of a substance that can exist in the liquid or solid state depending on the temperature. For example, water can be frozen (solid phase), liquid, or steam (gas phase).
- **Aerosol:** The tiny particles or droplets that are inhaled and exhaled by an e-cigarette user after the flavored e-liquid is heated.
- **Nicotine:** A highly addictive drug found in tobacco and nearly all e-liquids.
- **JUULing:** A common term for vaping or using a JUUL brand e-cigarette.
- **Vaping:** The act of using an e-cigarette.
- **Formaldehyde:** A potential byproduct of heating e-liquid too hot and a chemical used as a preservative for dead bodies and in some strong adhesives used as building materials.
- **Propylene glycol:** A chemical in e-liquid that mixes well with nicotine and flavor chemicals to make the smoke-like vapor when heated.
- **Toxin:** A poisonous substance.

Slide 3 | Engage

- Open by explaining to students that they will be participating in a program called *CATCH My Breath* that will take place over four classroom sessions (ideally, over two or four weeks) that will give them important information about e-cigarettes to understand why they shouldn't use them.
- Read out the objectives of the curriculum as they are written on the slide or call on students to read them out loud.

Slide 4 | Engage, Cont.

- Ask students if they have ever heard that e-cigarettes are less harmful than regular cigarettes.
- Reinforce that while cigarettes kill the people who use them and it is true that e-cigarettes may have fewer toxic chemicals than cigarettes, they are still harmful.

KEY TALKING POINTS

- **Just like regular cigarettes, the nicotine in e-cigarettes is harmful to young people whose brains and bodies are still growing and developing.**
- **Because e-cigarettes have been around for a relatively short period of time, we don't yet know their long-term effects. But we do know that smoking tobacco causes cancer and heart disease.**
- **Although e-cigarettes have fewer toxic chemicals than cigarettes, they are still harmful.**

Slide 5 | Engage, Cont.

- Distribute an index card or square of paper to each student. Let students know that they do NOT need to include their names on the index card. Instruct them to write about what they have heard, seen, or thought about e-cigarettes. Stress that there are no wrong answers for this activity. After giving students some time to think and record their thoughts, collect the index cards.
- Skim through the cards and find some repeated trends. Students will likely report some anecdotes about exposure as well as some myths.
- Write some of the student responses on the board and explain that they will be learning more about these topics over the coming sessions. On the board, be sure to write the following even if the kids did not come up with them:
 - E-cigarettes are designed to attract kids to use them by coming in many flavors.
 - Because tobacco kills, all tobacco products are illegal for kids to buy and use, including e-cigarettes.
 - There are lots of different types of e-cigarettes.
 - You can get in trouble for using e-cigarettes and other tobacco products.
 - E-cigarettes can explode and cause nasty burns.

KEY TALKING POINTS:

- **Most kids have heard of e-cigarettes before, but there is some confusion and misinformation about them.**

Slide 6 | Engage, Cont.

- Explain that many of the things they have heard are probably myths. To help them make healthy and informed decisions, they will be learning the facts about e-cigarettes.
- Show students the video from *The DeNoble Files* on e-cigarettes. Before playing the video, tell them to think about some of the “facts” that some of their peers wrote on their cards.
- Click to reveal the following facts about e-cigarettes:
 - “Safer” does not mean safe.
 - Even though they deliver less toxin than cigarettes, e-cigarettes still deliver toxins known to cause cancer.
 - E-cigarettes contain nicotine, which is addictive.
 - Addiction can cause permanent and lifelong changes to your brain.

KEY TALKING POINTS:

- **Even though e-cigarettes are safer than regular cigarettes for current tobacco users, that doesn't mean they're safe. Safer doesn't mean safe, and nicotine in any form is not safe for young people to use.**
- **Both tobacco cigarettes and e-cigarettes deliver cancer-causing toxins. But e-cigarettes deliver less than regular cigarettes.**
- **One of the biggest problems is that e-cigarettes contain nicotine, just as tobacco cigarettes do, which means they are addictive. Once you start using nicotine, it's really hard to quit.**
- **Addiction is a brain disease. This means once you start using nicotine-based products like e-cigarettes (or any kind of tobacco) your brain gets rewired and restructured. This makes it hard to quit using any product that contains nicotine.**
- **Addiction can cause permanent structural changes to neurological pathways.**

Slide 7 | Explain

- Ask students what they think of when they hear the word “vapor.”
 - Many will say “water.”
- Click to share the fact that e-cigarette “vapor” is NOT water vapor.
- Click again to reveal that e-cigarette “vapor” is really an aerosol. Ask students what they think of when they hear the word “aerosol.”
 - Many will think of spray cans like room fresheners or hairspray.
- Explain to students that an aerosol is a suspension of tiny particles of liquid, solid, or both within a gas, as opposed to water vapor, which is a substance (in this case water) in its gaseous phase.
- Click a third time to show students that e-cigarette aerosol is made up of ultrafine particles containing nicotine and harmful chemicals. So even though everyone calls it vaping, the terms “vaping” and “e-cigarette vapor” are inaccurate. Technically, it is an aerosol.

KEY TALKING POINTS:

- **E-cigarette “vapor” is NOT water vapor. It is made up of tiny particles containing nicotine and harmful toxic chemicals.**

Slide 8 | Explain, Cont.

- If any students mentioned nicotine or addiction in their index cards, reference their statement. Inform students that nearly all e-cigarettes contain nicotine, which is a HIGHLY addictive chemical. Let them know that JUUL, the most popular e-cigarette device, always contains nicotine.⁸
- Explain that the brains of young people are still developing, making it easier to get addicted to nicotine. Addiction is a brain disease. This means once you start using nicotine-based products like e-cigarettes (or any kind of tobacco), your brain gets rewired and restructured. This makes it hard to quit using any product that contains nicotine.

KEY TALKING POINTS:

- **99% of e-cigarettes contain nicotine.**
- **JUUL, the most popular e-cigarette device, always contains nicotine.**
- **Nicotine causes addiction and makes it hard to quit using any form of tobacco products, including e-cigarettes.**

⁸ <https://www.lung.org/assets/documents/stop-smoking/e-cigarettes-teens.pdf>

Slide 9 | Explain, Cont.

- Many students might be familiar with the brand JUUL or the term JUULing; it is important that they know that JUULs are e-cigarettes and have the same risks.
- JUULs are often mistaken for tech gadgets because of their flash-drive-like design.
- Tell students that one JUUL pod, the little pack of chemicals that is inserted into the JUUL device, contains about the same amount of nicotine as an entire pack of 20 cigarettes.⁹

KEY TALKING POINTS:

- **Just like using other e-cigarettes, JUULing involves inhaling dangerous chemicals.**
- **All JUUL pods contain nicotine.**
- **JUUL claims each pod contains as much nicotine as two packs of cigarettes.**

Slide 10 | Explain, Cont.

- Explain to students that there are over 7,000 e-cigarette flavors on the market, and 99% of them contain nicotine.¹⁰ E-cigarette companies claim to use flavors to help adults quit smoking regular cigarette.
- Prompt students to examine the list of flavors on the slide and ask them who they believe the e-cigarette companies are targeting with those flavors. Most will notice that the flavors listed are appealing to young people.
- Explain to students that these flavors entice youth into experimenting with e-cigarettes. Once youth experiment with e-cigarettes, they often become addicted to the nicotine and find it hard to stop even if they are no longer interested.

KEY TALKING POINTS:

- **There are more than 7,000 e-cigarette flavors on the market, and 99% of them contain nicotine.**
- **E-cigarette companies claim to use flavors to help adults quit, but it is also true that curiosity about flavors are the reason most kids try e-cigarettes and risk becoming addicted to nicotine and tobacco products.**

⁹ https://www.cdc.gov/tobacco/basic_information/e-cigarettes/Quick-Facts-on-the-Risks-of-E-cigarettes-for-Kids-Teens-and-Young-Adults.html

¹⁰ <https://truthinitiative.org/research-resources/emerging-tobacco-products/lot-youth-think-they-arent-vaping-nicotine-true/#targetText=Ninety%2Dnine%20percent%20of%20e,for%20Disease%20Control%20and%20Prevention.>

Slide 11 | Explain, Cont.

- Share the following facts:
 - Almost all sweet, candy, and fruit-flavored e-cigarette liquid contains nicotine.¹¹
 - E-liquid containing nicotine is very harmful and can be fatal if swallowed.¹²
 - As of December 31st, 2019, poison control centers have managed more than 5,000 exposure cases related to e-cigarettes and e-liquid.¹³

KEY TALKING POINTS:

- **Most flavored e-cigarettes contain nicotine.**
- **Nicotine liquid, called e-juice, is very harmful. If you drink it, it could kill you.**

Slide 12 | Explore

- Explain to students that they will be participating in an investigation of e-cigarette ingredients.
- Click to display the introduction. Remind students that e-cigarettes contain harmful chemicals and not water. Explain that each chemical has a Material Safety Data Sheet (MSDS) that gives information about it, like its short- and long-term side effects.

Slide 13 | Explore, Cont.

- Divide students into groups of four and distribute one **E-cigarette Ingredient Investigation** handout to each group.
- Assign each group one of the substances from the handout. Read the directions as a group and instruct students to begin working. Remind students that *all* groups will complete the “Other Substances” section.
- As students work, circulate through the classroom to provide help where needed. If students are struggling for depth, push them with questions like
 - **What would you say if this ingredient were in the school lunch and no one told you?**

KEY TALKING POINTS:

- **There are many chemicals in e-cigarettes that are toxic.**

¹¹ <https://www.ncbi.nlm.nih.gov/pubmed/28323467>

¹² <https://www.healthychildren.org/English/safety-prevention/at-home/Pages/Liquid-Nicotine-Used-in-E-Cigarettes-Can-Kill-Children.aspx>

¹³ <https://aapcc.org/track/ecigarettes-liquid-nicotine>

Slide 14 | Elaborate

- Instruct students to pick one group member (or you can choose one) to share out what they learned about their assigned chemical and what their group's reaction was to the information. Tell the other students listening in class to snap their fingers if the speaker mentions a reaction that their group had as well or with which they agree.
- When all groups have presented, call out some of the common reactions mentioned and how many kids in the class agreed with those reactions.

KEY TALKING POINTS:

- **Most kids have negative reactions when they learn about the chemicals in e-cigarettes, and it causes them to think differently about using them.**

Slide 15 | Explain

- Explain to students that e-cigarettes come with other risks as well. Some have been known to unexpectedly explode in a person's pocket or mouth. While there have been no reports of JUUL and other USB e-cigarette devices exploding, several other battery-operated e-cigarette devices have the potential to explode and have exploded on multiple occasions. There have been multiple reports of battery-operated e-cigarettes exploding due to either user or manufacturer error.¹⁴

KEY TALKING POINTS:

- **There have been reported incidences of e-cigarettes exploding in people's pockets, faces, and purses.**

Slide 16 | Explore

- Distribute an index card or square of paper to each student. Instruct each student to think about what they just learned and write down what they think are negative consequences (or side effects) of using e-cigarettes. Prompt students to list not only health consequences but also possible social and emotional consequences like what could happen in their friend groups, with their parents, to their wallets, etc.
- Give the students three minutes to think and write, then prompt one student from the group to collect the cards to read out loud to the group. As they do that, circulate around the room to provide help if needed. Encourage students to think deeper by asking them about specific scenarios like,
 - **What would happen if your younger brother or sister saw you smoking an e-cigarette? or What could happen if you left a JUUL in your room and your younger brother and his friends found it?**

¹⁴ <https://www.fda.gov/tobacco-products/products-ingredients-components/tips-help-avoid-vape-battery-explosions>

Slide 17 | Explore, Cont.

- Ask each group to share one or two responses and write them on a whiteboard or space where all students can see.
- Click to reveal a list of common responses, but be sure to add more from students in their words.

KEY TALKING POINTS:

- **While there are plenty of important physical health consequences of using e-cigarettes, there are also many social, emotional, and financial effects as well.**

Slide 18 | Wrap Up

Reinforce students' learning by reviewing the following points:

- There are many negative consequences of using e-cigarettes.
- E-cigarettes contain toxic chemicals including nicotine.
- Nicotine is addictive, especially for young people.
- E-cigarettes are illegal for kids your age to buy, sell or use. Possessing e-cigarettes can get you in big trouble at home, in school, and with the police.

Session 2: Making Our Own Choices

Learning Objectives

Students will be able to:

- **Identify** the percentage of e-cigarette users in high school and middle school and describe nonsmokers as the majority.
- **Describe** the harmful consequences of e-cigarette use.
- **Identify** reasons why teens may begin using e-cigarettes.
- **Identify** positive alternatives to using e-cigarettes.
- **Develop, practice, and demonstrate** refusal skills and exit strategies.

Overview

After learning that using e-cigarettes is illegal and *not* a behavior that most students choose to do, students will learn and practice refusal skills and exit strategies to use if they are offered an e-cigarette. Students discuss why kids their age may be tempted to experiment with e-cigarettes and then list potential positive alternatives. Students are sent home with an assignment to interview an adult/parent about peer pressure, tobacco, and more.

Content Areas

Health

Target Grade Level

Grade 5

Approximate Class Time

35–40 minutes

Materials

- Your school/district policy for e-cigarettes and other tobacco products
- Index cards or squares of paper, one per student
- **Adult Interview** student handout, one per student
- Ball to toss in classroom

Educator Prep

Before the session begins:

- On December 20, 2019, the president signed legislation to amend the Federal Food, Drug, and Cosmetic Act and raise the federal minimum age of sale of tobacco products from 18 to 21 years. It is now illegal for a retailer to sell any tobacco product—including cigarettes, cigars, and e-cigarettes—to anyone under 21¹⁵.
- Find your school and regional smoking (or tobacco) policies regarding cigarettes and e-cigarettes as well as any potential consequences. Add this information to Slide 22.

¹⁵ <https://www.fda.gov/tobacco-products/retail-sales-tobacco-products/selling-tobacco-products-retail-stores>

Key Terms

- **Nicotine:** A highly addictive drug found in tobacco.
- **Refusal skills:** Something to help you say "no" in a creative way to someone.
- **Exit strategy:** A thoughtful way to get out of an uncomfortable situation.

Slide 20 | Engage

- Engage students in the upcoming lesson by probing them to consider what they learned in the previous session about nicotine. Invite one or two students to share. If students are reluctant to volunteer, provide the following:
 - Almost all e-cigarettes contain nicotine.
 - Nicotine is addictive.
 - Addiction is especially harmful to the growing brains of young people.

KEY TALKING POINTS:

- **E-cigarettes contain nicotine, just like cigarettes do, which means they are addictive.**
- **Addiction is particularly harmful to young people, because it can change their brain chemistry.**

Slide 21 | Explain

- On December 20, 2019, the president signed legislation to amend the Federal Food, Drug, and Cosmetic Act and raise the federal minimum age of sale of tobacco products from 18 to 21 years. It is now illegal for a retailer to sell any tobacco product—including cigarettes, cigars, and e-cigarettes—to anyone under 21¹⁶.

KEY TALKING POINTS:

- **All states have restrictions for minors around the sale, purchase, or use of e-cigarettes or nicotine containers.**

Slide 22 | Explain, Cont.

- Share your school/district policy about cigarettes and e-cigarettes as well as any consequences the students might incur if they use e-cigarettes on school property.

¹⁶ <https://www.fda.gov/tobacco-products/retail-sales-tobacco-products/selling-tobacco-products-retail-stores>

Slide 23 | Explain, Cont.

- Ask students to guess the following on scratch paper:
 - **What percentage of high-school students have used e-cigarettes in the past 30 days?**
 - **What percentage of middle-school students have used e-cigarettes in the past 30 days?**
- Then prompt students to share some of their guesses.
- Share the actual numbers to students: 27.5% of high-schoolers and 10.5% of middle-schoolers reported using an e-cigarette in the previous 30 days¹⁷.
- Reinforce to students that this means that very few high schoolers and even fewer middle school students choose to use e-cigarettes.
- Ask students if they are surprised by these numbers and why they might have guessed they were higher. Help them realize that things like advertising, news coverage, social media, and word of mouth or gossip may cause them to think that more students are doing it than actually are.

KEY TALKING POINTS:

- **The vast majority of high-schoolers and middle-schoolers choose not to use e-cigarettes.**
- **Sometimes we have misperceptions about the number of people who use e-cigarettes because of media and people who talk about it a lot.**

Slide 24 | Explore

- Instruct students to get into their groups from the previous session. Distribute an index card or square of paper to each student.
- Ask students to independently record responses to the following question on the front side of their index card:
 - **Why might young people experiment with e-cigarettes?**
- On the back side, they should record responses to the following question:
 - **What are some positive things young people can do instead of using e-cigarettes?**

Slide 25 | Explore, Cont.

- Instruct one student from each group to collect the index cards and read the reasons for use and positive alternatives aloud to their group. Each group will then share one or two of the reasons for use and positive alternatives with the whole class.
- As students share, record their responses in the table.

KEY TALKING POINTS:

- **The use of any form of tobacco by adolescents is considered unsafe.**
- **There are many positive and healthy alternatives to using e-cigarettes.**

¹⁷ <https://jamanetwork.com/journals/jama/article-abstract/2755265>

Slide 26 | Explain

- Explain that refusal skills are strategies to help people avoid participating in high-risk behaviors.
- Exit strategies are pre-planned ways of creatively removing yourself from a pressure situation that is likely to become difficult or unpleasant.

KEY TALKING POINTS:

- **A refusal skill is something that can help you say “No” in a creative way.**
- **An exit strategy is a thoughtful way to get out of an uncomfortable situation.**

Slide 27 | Explore

- Ask: What are some situations and places in which you may be offered an e-cigarette? Examples include in the school bathroom, locker room, in class, at a friend’s house. Instruct students to record those situations and places on the board or scratch paper.
- Click once and instruct students to brainstorm with their group to come up with smart exit strategies/refusals to use when offered an e-cigarette. They can record the strategies on scratch paper.
- Review the strategies and responses your students developed. Explain that there are no right or wrong answers for this, but each student should be comfortable saying “no” and removing him- or herself from an uncomfortable or difficult situation.

Slide 28 | Explore, Cont.

- Show examples of some successful exit strategies and emphasize ones that did not come up in the class discussion.

KEY TALKING POINTS:

- **Some examples of successful exit strategies are simply saying “No,” hanging out with non-smoking/non-vaping friends, suggesting something else to do, giving a reason you don’t want to use e-cigarettes, or using some humor.**

Slide 29 | Explore, Cont.

- Instruct students to stand up and form a large circle around the perimeter of the room.
- Give a student a small, soft ball. That student should give an exit strategy or refusal skill before tossing the ball gently to another student, who will in turn give another exit strategy or refusal skill.
- This repeats until all students have had the opportunity to participate. Then, instruct students to return to their seats.

Slide 30 | Extend

- Distribute one **Adult Interview** student handout to each student.
- Explain to students that they will be talking to their parents (or another adult) about their e-cigarette knowledge and asking them questions about their own experiences.
- Instruct the students to introduce the topic to their parents: “We talked about e-cigarettes today, and I’d like you to know what we learned.”
- They should bring the completed worksheet to the next class session.

Slide 31 | Wrap Up

Reinforce students’ learning by reviewing the following points:

- All states have restrictions around the sale, purchase, or use of e-cigarettes or nicotine pods or cartridges to a minor.
- Approximately two out of five kids don’t think regular use of e-cigarettes is harmful, and over 50% of kids don’t think there is nicotine in flavored e-cigarettes.¹⁸
- Most young people do not use e-cigarettes; only 20.9% of high-schoolers and 4.9% of middle-schoolers do.
- Sharing information is a better strategy than being mean or putting someone down because of their e-cigarette use.

¹⁸ Wang, T. W., Trivers, K. F., Marynak, K. L., O’Brien, E. K., Persoskie, A., Liu, S. T., & King, B. A. (2018). Harm perceptions of intermittent tobacco product use among US youth, 2016. *Journal of Adolescent Health, 62*(6), 750-753.

Session 3: Don't Let Them Lie and Win

Learning Objectives

Students will be able to:

- **Recognize** situations and places that may be “high risk” for being offered an e-cigarette.
- **Recognize** indirect and direct advertising pressure designed to attract new users.
- **Discover** the amount of money the tobacco and e-cigarette industry spends on advertising its products.
 - Tobacco and vaping companies use marketing and advertising to convince you to experiment with their product and become addicted so they can make more money.
- **Analyze** some of the propaganda techniques tobacco and e-cigarette companies use to sell their brands of e-cigarettes.
- **Develop** a warning label and slogan that address misconceptions and promote the benefits of being e-cigarette-free.

Overview

After reviewing the adult interview homework assignment, students will investigate two major sources of pressure to use e-cigarettes: peers and marketing. Students will identify high-risk situations where they may have been/will be offered e-cigarettes and learn about tobacco and e-cigarette advertising, including how much is spent, techniques that are used, and channels where they appear. In small groups, students will

analyze e-cigarette ads and identify their appeal strategies before creating an e-cigarette warning label to present in the session.

Content Areas

Health

Target Grade Level

Grade 5

Approximate Class Time

35–40 minutes

Materials

- **E-cigarette Advertising Appeals** student handout, one per student
- **Warning Labels** student handout, one per group
- Whiteboard and dry-erase markers
- Blank paper or poster board, one per group

Key Terms

- **Appeal:** A marketing technique used to persuade you to buy or do something.
- **Direct advertising:** When a company or business is directly trying to impact consumers’ or business customers’ buying decisions; often done through the mail, billboards, and magazine ads.
- **Indirect advertising:** Advertising that is hiding the fact that it’s an ad, like sponsorships on social media, with celebrities, or in movies/TV.

Slide 33

- Engage students by asking the following questions about their experience with the **Adult Interview** student handout:
 - **What were some examples your adult shared for resisting peer pressure?**
 - **What facts did your adult know about e-cigarettes?**
- Be sure to thank the students for their hard work and emphasize positive key points that their interviewees made.
- Remind students that while e-cigarettes are new, peer pressure and advertising are not. Some adults didn't have to deal with e-cigarettes when they were your age, but they did have to deal with advertising and peer pressure to use regular cigarettes.
- Because e-cigarettes are newer, however, many people don't have all the available information. Now that we know more, we can share that information with them.

KEY TALKING POINTS:

- **Many people, including adults, do not know the facts about e-cigarettes, so sharing the new information could be really helpful.**

Slide 34 | Engage

- Refer back to Session 2 and ask about and discuss the places or situations in which your students could be offered an e-cigarette. If students cannot think of examples, ask them where they have seen people using e-cigarettes. Examples can include sporting events, the mall, in public or school bathrooms, outside during student activity time/recess if applicable, restaurants, etc.
- Remind them that we don't want to shame anyone or get them in trouble, so if they reference any place in school, do not use any names.

KEY TALKING POINTS:

- **Peer pressure doesn't always come from someone telling you to do it. Sometimes it just comes from being around people who are doing it.**

Slide 35 | Engage, Cont.

- Explain to students that while peers can directly pressure them to try e-cigarettes by offering them one, or may indirectly pressure them simply by vaping around them, some of the pressure and curiosity to try e-cigarettes has been purposely created by advertisements.
- Click to reveal the statistics regarding advertising. Facilitate a class discussion using the following questions:
 - **Do you think e-cigarette packaging and design appeals to young people?**
 - **Do you think e-cigarette advertisements influence young people to use e-cigarettes?**
- Remind students that advertising is frequently designed to withhold information you need to make good decisions. It is designed to make you see only the positive benefits and ignore and hide the negatives so that you'll buy the product.
- Most of the time, advertisers have a short period of time to get your attention and tell you about their product. Think about commercials you see on TV or online: They are typically short, 30 seconds or less. Ask students: If you have 30 seconds or less to sell me something, what type of information are you going to include? What information are you going to leave out?
- When it comes to e-cigarette companies, they market e-cigarettes to look delicious, cool, fun, and glamorous by using models, bright colors, and flavors. Advertisements by tobacco and e-cigarette companies usually do not tell you that e-cigarettes are filled with toxins, can harm your brain, and contain nicotine, which can cause addiction.

KEY TALKING POINTS:

- **Advertising is all around us all the time, even in places we might not think about, like a gas station or on social media.**
- **In 2018, more than 14 million youth stated they were exposed to e-cigarette advertising. E-cigarette packaging and design appeals to young people because of their bright colors and flavors. Just as cigarette advertising caused youth to use tobacco products, scientists are now finding that youth who are exposed to e-cigarette advertisements are more likely to use e-cigarettes than youth who are not exposed to advertising.¹⁹**

Slide 36 | Engage, Cont.

- Show students the statistics about money spent on tobacco advertising.
- Ask students:
 - **How are tobacco and e-cigarette companies able to afford to spend billions annually on advertising?**
 - **Where is this money coming from?**
- Lead them to understand that there are people who are addicted to the nicotine in e-cigarettes and have no choice but to continue buying them and increase profits for the vaping and tobacco industries.
- Let them know that many of the social media (Instagram, Snapchat) and YouTube ads they see are paid for by the industry by using people their age to post comments about the excitement, fun, and new flavors.

¹⁹ <https://e-cigarettes.surgeongeneral.gov/getthefacts.html>

- Reinforce that, despite all the advertising, in reality only a very small percentage of young people use e-cigarettes.

KEY TALKING POINTS:

- **Many e-cigarette users are addicted to nicotine. Some of the money from the sale of e-cigarettes and regular cigarettes is used to pay for advertising and increase profits.**

Slide 37 | Explain

- Explain that tobacco and vaping companies use marketing and advertising to convince youth to experiment with their product and become addicted so they can make more money.
- Explain to students that companies use a technique called an "appeal," which helps to grab your attention and persuade you to buy or do something.
- Click to display the common appeals used by the tobacco and e-cigarette industries.²⁰ The appeals can be alone or in combination with each other. Many times, companies will use more than one appeal in an ad to reach a larger audience in the hopes of selling more things.
- Take time to explain each appeal strategy:
 - **Social Life ("inclusion"):** Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.

- **Celebrity ("popularity"):** Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.
- **Freedom ("liberation"):** Using the product will make you more like your favorite professional athletes or will be safe for you because a sports star uses it.
- **Sports ("athleticism"):** If you use the product, you will be more like your favorite professional athletes, or you feel it is safe for you to use the product because a sports star does.
- **Masculinity/Femininity ("attractiveness"):** Appealing to your desire to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.
- **Beauty ("glamour"):** Identifying the product with glamour, implying that if you use the product you will be glamorous.

- Give students an opportunity to share if they've noticed any of these strategies in ads before.

KEY TALKING POINTS:

- **The tobacco and e-cigarette industries use advertising appeals to help grab your attention in order to persuade you to buy their product.**

²⁰ <https://www.ncbi.nlm.nih.gov/books/NBK99238/#ch5.s7>

Slide 38 | Explain, Cont.

- Explain the two types of advertising: direct and indirect. *Direct advertising* is when a company or business is directly trying to impact consumers' or business customers' buying decisions and is often done through the mail, billboards, and magazine ads.
- When you see direct advertising, you know someone is trying to sell you something.
- Examples of direct advertising include billboards, TV commercials, Internet banner ads, radio ads, magazine ads.
- Click to show an example of direct advertising. Ask students to share how they know that it is direct. Students should be able to explain that it is clear the companies want you to buy their products.
- Ask students what else they notice about the advertising. If they need help getting to the key point, ask them about where the e-cigarettes are located in the store or what they are next to.

KEY TALKING POINTS:

- **Direct advertising is paid for by the company or business that is trying to sell you something.**
- **E-cigarettes are often being sold right next to candy, which is typically appealing for children and young adults.**

Slide 39 | Explain, Cont.

- Explain that *indirect advertising* is something that hides that it is an ad. It includes sponsorships, social media influencers, role models, stars using e-cigarettes in movies/television or in magazines/newspapers, and product placement. Often this type of advertisement is also paid for by the business or company selling the product.
- Click to reveal an example of indirect advertising. Ask students to share what they think is happening and why it is an example of indirect advertising. Reinforce that companies often pay people to post images on social media of their product looking "cool" and "glamorous."

KEY TALKING POINTS:

- **Indirect advertising is like direct advertising in a disguise or costume: it often does not look like an ad, but when you look closer you can see the image or video is trying to sell you a product.**
- **If you are on social media platforms, a company might not share a post about their product but instead pay a celebrity or influencer to post about their product.**

Slide 40 | Explore

- Show the “*Magic Tricks*” video from the FDA’s Real Cost Campaign. Prompt students to think about what the video is trying to convey.
- They should be able to point out the fact that people who use e-cigarettes are four times more likely to try regular cigarettes. Ask them why they think that’s true and guide them to the concept of nicotine addiction.
- They should also convey that the video’s overarching message is that the e-cigarette industry is just the tobacco industry in disguise. It’s an illusion. Help the students make the connection between this illusion and advertising.

KEY TALKING POINTS:

- **People who use e-cigarettes are more likely to try regular cigarettes.**
- **The e-cigarette industry is just the tobacco industry in disguise.**

Slide 41 | Elaborate

- Ask students to reassemble into their groups. Distribute one **E-cigarette Advertising Appeals** student handout to each group. Remind students that companies use different tactics, or appeals, to convince you to buy their products. Explain that advertising appeals are strategies that companies use to grab your attention and persuade you to buy and use their product.

- Read the directions and make sure students understand what they are going to do.
- Direct one student in each group to record their group’s reactions to each ad and responses to the questions listed on the slide. The recommended work time is 10–15 minutes.
- As students work, circulate around the room to provide help and push thinking where needed. If students are struggling, ask them questions like
 - **Who do you think would be most persuaded by this ad?**
 - **Why do you think the advertisers chose this color/graphic/background/etc.?**
- Use the following information about each ad to guide students’ understanding:
 - **Ad 1:**
 - Kris Kringle/Santa Claus is a popular figure to children. Using his image as a “spokesperson” appeals to kids.
 - Appeal: Celebrity (“Popularity”)
 - **Ad 2:**
 - Placements of ads often focus on a target market. Note how the e-cigarette advertisement is at eye level for young people and is placed next to an ice cream ad.
 - Discounts can often encourage people to buy products or draw in new consumers.
 - **Ad 3:**
 - This ad features images of Halloween, a popular holiday with children.
 - Appeal: Social Life (“Inclusion”)

- **Ad 4:**
 - A football player can be seen as a popular or influential influence for young people.
 - Display of a male-dominated sport implies masculinity (“attractiveness”).

KEY TALKING POINTS:

- **Advertising appeals are strategies that companies use to grab your attention and persuade you to buy and use their product.**

Slide 42 | Elaborate, Cont.

- Explain to students that they will be working with their groups to brainstorm a creative slogan and imaging for an e-cigarette warning label.
- Distribute one copy of the **Warning Labels** student handout and one piece of blank paper or poster board to each group.
- Explain that the Food and Drug Administration (FDA) requires that all e-cigarette products have a warning label that says the following in a large black font in a white box: "This product contains nicotine. Nicotine is an addictive chemical."
- Challenge groups to create alternative warning labels that are eye-catching and inform people of the potential dangers to e-cigarettes. Each label must include a slogan and key information.
- The estimated work time for this session is 12–15 minutes, which can be adjusted depending on class length.

KEY TALKING POINTS:

- **The FDA requires warning labels on all e-cigarette products.**

Slide 43 | Wrap Up

Reinforce students' learning by reviewing the following points:

- Explain that tobacco and vaping companies use marketing and advertising to convince them to experiment with their product and become addicted so they can make more money.
- Advertising is always about getting you to buy something, but does not always convey the dangers of a particular product.
- \$9.5 billion is spent every year on tobacco and e-cigarette advertising, and companies get much of that money from people who spend money on the product.
- Companies use *appeals* to grab your attention and convince you to buy something.
- Direct advertising is when a company is clearly trying to impact your buying decisions.
- Indirect advertising is when an ad is hidden in social media, movies, television, or magazines.
- The FDA does require this warning on e-cigarette packages: "WARNING: This product contains nicotine. Nicotine is an addictive chemical."

Session 4: Your Life. Your Choice.

Learning Objectives

Students will be able to:

- **Make** a personal goal regarding e-cigarette use.

Overview

Students will present the warning label posters that they worked on in the last session and be prompted to think about their position as a possible role model for younger kids. Students will be encouraged to think about their position on e-cigarettes and write an action plan regarding choices.

Content Areas

Health

Target Grade Level

Grade 5

Approximate Class Time

35–40 minutes

Materials

- **Your Life. Your Choice.** student handout, one per student



Slide 45 | Explore

- Remind students that tobacco and vaping companies use marketing and advertising to convince them to experiment with their product and become addicted so they can make more money.
- Remind students that this is the final session of CATCH My Breath.
- Provide students with time to complete their warning label projects.
- As you circulate, remind them of the appeals discussed in the last session and how they can use those to “sell” the behavior of NOT using e-cigarettes. Also, remind them that the warning label needs to include a slogan and information about the potential harm of e-cigarettes.
- Have each group present its warning label. With each one, ask the class what appeals the group was using and what information they were able to incorporate into their poster. As you notice the students using information from the class, emphasize those points to reinforce them.

Slide 46 | Engage

- Show the students the *Tested on Humans* video from the Truth Initiative. Ask students for their perceptions on the video messaging.

KEY TALKING POINTS:

- **The long-term effects of smoking e-cigarettes are unknown, but we do know they are not harmless. Government health agencies have warned that young people should not use e-cigarettes because of nicotine and the unknown long-term health effects.**

Slide 47 | Evaluate

- Remind students that they are role models for their peers and younger siblings or cousins. They have the power to influence another person’s behavior and decision-making process.
- Click to reveal discussion questions and ask students:
 - **How would you feel if your younger sibling, cousin, or friend began using e-cigarettes?**
 - **What do you think they would do if they saw you using an e-cigarette?**

Slide 48 | Evaluate, Cont.

- Ask students which information about e-cigarettes stood out to them most over the course of the four sessions. Compile a class list on the board.
- Click again. Ask students to raise their hands if they feel more empowered to make their own choice about e-cigarette use.
- Remind students that it is okay to not know everything. The e-cigarette industry is constantly changing, and we are frequently getting new information about the health effects of vaping. Encourage students to use the information they have to make a well-informed decision not to use e-cigarettes.

KEY TALKING POINTS:

- **We can use what we have learned to make more informed decisions about not experimenting with e-cigarettes.**
- **We can use what we've learned to notice when advertisers are trying to sell us something by hiding the unhealthy facts to raise profits.**
- **Most kids your age choose NOT to use e-cigarettes. Now that we've been through the program, you can make more informed choices yourself.**

Slide 49 | Evaluate, Cont.

- Remind students that they are in control of their own choices and goals. Reinforce that it is okay to be curious, but they should research and absorb all the information possible to make an “informed decision.”
- Remind students that smoking tobacco and e-cigarettes can quickly lead to nicotine addiction—and will limit their choices.
- Now that they have gone through the CATCH My Breath program, they have more information and skills to make a healthy choice about e-cigarettes.
- Distribute one copy of the **Your Life. Your Choice.** student handout to each student. Ask students to take the next few minutes to think critically and respond to the questions listed on their worksheet. It is okay if they need more time to finish the activity after class.
- Ask for students to volunteer to share their choice. Be sure to reassure, praise, and support students who share.

KEY TALKING POINTS:

- **We control our own actions.**
- **The majority of kids your age and even into high school choose NOT to use e-cigarettes.**

Slide 50 | Wrap Up

- Congratulate students on completing the CATCH My Breath Youth Vaping Prevention Program.
- Reinforce students' learning by reviewing the following points:
 - Remind students it's okay to talk to you or another trusted adult about e-cigarettes at any time.
 - Reinforce that it is okay to not use e-cigarettes and stand tall when put in a "high-risk" situation.
- Click to remind students that "knowledge is power." They now have information and skills to make informed choices about e-cigarettes.

Teacher Resources:

- [Surgeon General Fact Sheet: E-Cigarette Use Among Youth and Young Adults](#)
- [Centers for Disease Control and Prevention E-cigarette Vital Signs](#)
- [FDA Information About E-cigarettes](#)
- [Flavor and Extract Manufacturers Association of the United States \(FEMA\) Safety Assessment and Regulatory Authority to Use Flavors](#)
- [Risky Business: Kids, E-cigs, Vaping, and New Tobacco Products](#)
- [Truth Initiative: 4 Marketing Tactics E-cigarette Companies Use to Target Youth](#)
- [Tobacco, E-cigarettes and Child Health](#)
- [American Cancer Society: Report - More and More Teens Seeing E-cigarette Ads](#)
- [Anna E Tuchman: Advertising and Demand for Addictive Goods—The Effects of E-cigarette Advertising](#)

E-cigarette Ingredient Investigation

Directions:

1. Read the following information about the ingredients found in e-cigarettes.
2. As you read the information about the ingredients aloud to your group, record their reactions to the information.

Nicotine (nick-oh-teen):¹ **E-cigarettes contain nicotine levels equivalent to and higher than conventional cigarettes.**

- Is highly addictive (hard to stop when you start using), especially for young people
- Is very toxic or even fatal if inhaled or swallowed or if it comes into contact with the skin
- Increases your heart rate and blood pressure and can cause dizziness, nausea, and stomach pain
- Can cause overdose, with symptoms including rapid heart rate, nausea, elevated blood pressure, vomiting, diarrhea, dizziness, convulsions, and potentially seizure and death
- Worsens asthma

Group Reactions:

¹ <https://fscimage.fishersci.com/msds/96314.htm>

Formaldehyde (for-mal-duh-hide):² A potential byproduct of heating e-liquid too hot and a chemical used as a preservative for dead bodies and in some strong adhesives used as building materials.

- Causes cancer in humans
- Suspected to cause birth defects
- May cause damage to kidneys, liver, and central nervous system (CNS)
- Very hazardous if swallowed, if it contacts skin and eyes, or if inhaled

Group Reactions:

Propylene glycol (pro-puh-leen gl-eye-call):³ A chemical in e-juice that mixes well with nicotine and flavor chemicals. Propylene glycol is used in fog machines and helps create a smoke-like vapor when heated.

- Hazardous if swallowed
- Slightly hazardous and irritating if it comes in contact with skin or eyes or if it's inhaled
- May be toxic to the central nervous system (CNS). Repeated or prolonged exposure to the substance can result in organ damage

Group Reactions:

² https://www.unil.ch/cig/files/live/sites/cig/files/FAQ/Safety/PDF/MSDS/Formaldehyde_msd.pdf

³ <https://fscimage.fishersci.com/msds/19870.htm>

Flavor chemicals: There are more than 7,000 flavors of e-cigarette currently. These flavor chemicals are considered safe for use in food but have not been widely tested for their potential sensitizing, toxic, or irritating characteristics when inhaled. The flavor chemicals are listed as generally recognized as safe (GRAS), but this is only for ingestion (eating) and not inhaling.

Group Reactions:

Other substances are also considered to be **HAZARDOUS**, especially when ingested, include:

- **Acetaldehyde** (a-see-tal-die-hide)
- **Acrolein** (ak-ro-leen)
- **Diacetyl** (die-a-see-tall)
- **2,3-pentanedione** (pen-tan-eh-die-own)

Discussion questions about the “other substances” listed above:

- Does anyone in the group know what these chemicals are? Or where they come from?
- Can anyone explain what these chemicals do when put in our bodies?
- Does anyone in your group feel comfortable putting those chemicals in their lungs or stomachs?

Introduction: When your parents (or guardians) were younger, do you think they were pressured into doing risky things? Do you think your parents had to make tough decisions about whether or not to use tobacco like e-cigarettes, cigarettes, and smokeless tobacco? Now is your chance to find out.

Directions: Your assignment is to ask a parent (or another adult you know) the questions listed below. Write the answers on this sheet. You will share the information with your class in the next CATCH My Breath session.

Activity

Name of person you are interviewing and his or her relationship to you.

Please respond to the following statements with “True” or “False”:

- E-cigarettes contain nicotine _____
- E-cigarette “smoke” is water vapor _____
- E-juice can be fatal to babies and toddlers if ingested _____
- Teen brains get addicted to nicotine more easily than adult brains _____

Adult Interview

1. Have you ever felt pressured to try cigarettes, E-cigarettes, or other tobacco products? If so, what did it feel like to be pressured into trying those products?

2. Did you give in to pressure? If not, how did you resist the pressure?

3. How often do you see e-cigarettes and regular cigarettes in movies, TV, magazines, newspapers, or on social media today?

4. What do you think about when you see ads or your favorite celebrities using e-cigarettes or regular cigarettes?

5. Does/did seeing ads or your favorite celebrities use tobacco products influence your decision for using (or not using) e-cigarettes or regular cigarettes?

E-Cigarette Advertising Appeals

Introduction: Tobacco and e-cigarette companies (and many others) use different tactics to increase their sales and profits. One of those strategies is called an appeal, which is used in advertising to help convince you to buy more of a certain product.

Directions:

1. Read the advertising appeals and their definitions out loud.
2. Discuss which appeals might work on people you know.
3. Review the ads. Record reactions and discuss:
 - a. **How does the ad portray e-cigarette use?**
 - b. **Which advertising appeals were used?**

Note: *There can be more than one used in each ad.*

Common E-Cigarette Advertising Appeals:

- **Social Life (“inclusion”):** Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.
- **Celebrity (“popularity”):** Identifying with a celebrity and using the product to be more like them OR because a celebrity uses a product, you feel it is safe for you to use as well.
- **Freedom (“liberation”):** Identifying with open-minded people who want freedom, fulfilling work, and self-reliance.
- **Sports (“athleticism”):** Using the product will make you more like your favorite professional athletes or will be safe for you because a sports star uses it.
- **Masculinity/Femininity (“attractiveness”):** Appealing to your desire to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.
- **Beauty (“glamour”):** Identifying the product with glamour, implying that if you use the project you will be glamorous.

Example 1

Appeals Used:



Reactions:

Example 2

Appeals Used:



Reactions:

Example 3

Appeals Used:

Reactions:



Example 4

Appeals Used:

Reactions:



Warning Labels

Introduction: The Food and Drug Administration (FDA) requires that e-cigarette companies place a warning label on their products that says “**WARNING:** This product contains nicotine. Nicotine is an addictive chemical.” This warning label is in large black-and-white text on a white box and is not appealing to the eye.

Directions: You will use the space on the back of this page to plan a creative and eye-catching warning label for e-cigarettes. The goal is to inform the buyer of the reality and potential dangers of the product. You must include a *slogan* and *key information*. You will create your warning label at the beginning of the next CATCH My Breath session.

Activity

Use the following questions to guide your planning process.

- What will your warning label look like?
- What will your slogan be?
- What information will you include?
- What images and/or messages will be used?

Example



Introduction: Now that you have gone through the entire CATCH My Breath program, you have the knowledge and skills necessary to make a smart choice regarding e-cigarettes.

Directions: Use this page to develop a choice and promise to yourself about your choices when it comes to e-cigarettes. Remember, it is your life and you have the power to choose.

What is your choice regarding e-cigarettes?

What are your reasons for your choice?

Think about situations in which you might need to hold strong to your goal and plan how you will react to that situation. *(For example: If I am offered an e-cigarette in the school bathroom, then I will be able to say, "Nah, I'm good," and walk away.)*

<p>If,</p> <p>Then,</p>
<p>If,</p> <p>Then,</p>
<p>If,</p> <p>Then,</p>

Signature: _____ Date: _____



CATCH[®]
MY BREATH

Adaptation for Teaching Core Programs in PE class.

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Overview

CATCH has provided a Physical Education supplement to the CATCH My Breath curriculum. It was designed to reinforce learning objectives in a physical education setting. The following activities are intended to be used for Grades 5–8 in addition to CATCH My Breath classroom sessions. The program can be taught at any time of the year; however, CATCH suggests considering implementation of the program in the fall during school-wide tobacco, alcohol, and drug awareness campaigns. This supplement can also be used and adapted to a traditional classroom setting if desired and time permits.

It is recommended that the Physical Education Supplement pieces be used in successive PE periods until each activity is completed. Each activity is meant to be taught in the order presented. Although PE class times vary, the Physical Education Supplement was designed based on a weekly 50-minute class. The following sequence is suggested:

- **Week 1: Activities 1, 2, and 3**
 - Recommended to be taught in conjunction with CATCH My Breath Session 1
- **Week 2: Activities 4, 5, and 6**
 - Recommended to be taught in conjunction with CATCH My Breath Session 2
- **Week 3: Activities 7, 8, and 9**
 - Recommended to be taught in conjunction with CATCH My Breath Session 3



Activity 1: Walk and Talk Warm-Up

CASEL Competencies Covered

- **Relationship skills:** Communication, social engagement, relationship building, teamwork
- **Self-awareness:** Identifying emotions, accurate self-perceptions
- **Social awareness:** Perspective-taking, respect for others

Estimated time

5 minutes

Organization

Students walk the perimeter of the gym in pairs.

Description

- As students enter the gym, greet them at the door and ask them to put their belongings down and begin to walk the perimeter of the gym.
- When all of the students are in the gym, tell them to quickly find a partner and walk the perimeter of the gym with that person.
- Ask the students to share with their partner either what they know about e-cigarettes or a question they have about e-cigarettes as they walk the perimeter.
- Tell the students to take a seat, and then have a few volunteers share what they know or share a question they have about e-cigarettes.



Activity 2: Gathering the Evidence

CASEL Competencies Covered

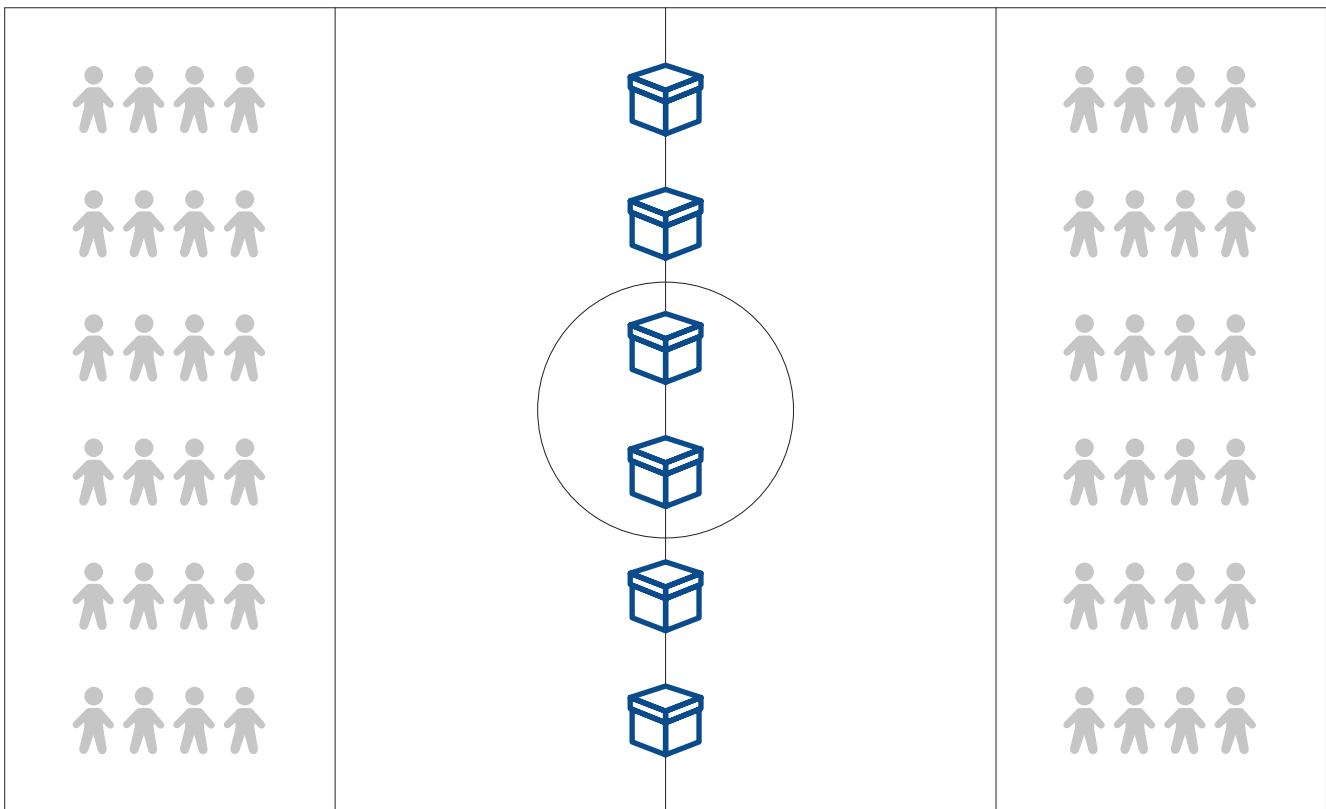
- **Social awareness:** Perspective-taking, respect for others
- **Relationship skills:** Communication, social engagement

Estimated time

25–30 minutes

Organization

Students are lined up in groups of six to eight (depending on class size) on either side of the gym with six dedicated stations in the middle of the gym (similar to the example image below). Clipboard will be given to the last student in line to start.



Materials

- [PE Supplement-Week 1, Activity 2-Ingredient Cards](#)
- [PE Supplement-Week 1, Activity 2-Notes Sheet](#)
- 6 bins or buckets
- One clipboard per group with writing utensil and scratch paper attached
- A white board or butcher paper on which the teacher will write the ingredients and corresponding fitness activities (see below)

Note to teachers: *If you do not have clipboards available, have students bring their notebooks to class or use the wall/floor as a hard surface to write on.*

Teacher Preparation

- **Print** out the [PE Supplement-Week 1, Activity 2-Ingredient Cards](#) make enough copies to have at least three or four of each card in each bucket.
- **Print** the [PE Supplement-Week 1, Activity 2-Notes Sheet](#). Make enough copies for each group of about four students to receive one.
 - **Tip:** If students write on scratch paper, you only need to make one class set.
- **Prepare** one clipboard per group with a handout and attached writing utensil. Place scratch paper in the clipboard or ask students to bring scratch paper if you would like to re-use handouts with multiple classes.
- **Cut** out each sheet of cards and place each set into one of six bins lined up across the center of the gym. Fold the cards to make them easier for students to pick up.

- **Prepare** and display a white board or butcher paper with the following:
 - **JUUL:** Jumping jacks
 - **Nicotine:** High steps
 - **Propylene Glycol:** Hop in place
 - **Some of 7,000+ flavoring ingredients:** Squats
 - **Addiction:** March in place
 - **Aerosol:** Standing oblique crunches: Stand up *with your heels together and your toes pointed outward. Extend one arm straight up above your head and place the other hand on your waist for balance. Bring your elbow and knee together, then return to the starting position.*
 - **Toxic Chemical:** Calf raises: Raise heels off the floor, then slowly lower them.
 - **Formaldehyde:** Arm pumps: Pump both of your arms above your head.

Note to teachers: *It is okay to modify these activities to fit the physical ability of your students or a skills unit in your class (e.g. volleyball or basketball skills drills, etc.).*

Tip: *To encourage students to stay active during the “rest” periods, award points to the most active or the team that cheers the most.*

Description

- **Explain:** E-cigarettes are an alternative to smoking combustible cigarettes, and there is a lot of misleading information out there being spread by e-cigarette and tobacco companies. We are going to investigate the ingredients ourselves to find out the truth.
- **Divide** students into groups of four and have them line up on either side of the gym facing one of the six baskets in the center.
- **Give** each group one clipboard with attached writing utensil, blank E-Cigarette Ingredient handout, and scratch paper (optional). The last student in line will start with the clipboard.
- **Explain:** In the center of the gym are baskets containing E-Cigarette Ingredient Cards. The first person in line will sprint to the basket, grab a card, sprint back to the group, and read it aloud to the group.
- The student with the card then takes the card to the back of the line to take notes on the group sheet.
- The next person will sprint to the basket in the center of the gym to retrieve a new card.
- Students not retrieving a card or taking notes will march in place.
- The group will continue taking turns retrieving and reading ingredient cards until the information on all cards has been recorded.

Note: *It is all right if a student brings back a card that the group has already recorded, as the recorder may have missed information the first time around.*

Now Try This

- **Instruct** students to remain in their groups once all the groups have finished collecting information.
- **Explain:** Read out the information on an ingredient. Have the groups use their notes to determine which ingredient you are describing. Have the students perform the action assigned to the ingredient in place until the next ingredient is called.
 - **JUUL:** Jumping jacks
 - **Nicotine:** High steps
 - **Propylene Glycol:** Hop in place
 - **Some of 7,000+ flavoring ingredients:** Squats
 - **Addiction:** March in place
 - **Aerosol:** Standing oblique crunches
 - **Toxic Chemical:** Calf raises
 - **Formaldehyde:** Arm pumps
- **Demonstrate** actions, if needed, then begin calling out ingredient definitions until all are completed.

Activity 3: Social Norms

Estimated time

10 minutes

Organization

Students are lined up on one side of the gym as the baseline or “0%”.

Description

- **Instruct** all students to start on the 0% line (or baseline).
- **Practice** running to each cut point and explain that when the whistle blows, the students will jog to the 25% line and do five jumping jacks. This will repeat for the 50%, 75%, and 100% lines as well.
- **Explain** that you will ask a question and the students must jog to the spot in the gym that corresponds with their guess.
- Once a student gets to their spot, they will march in place until the teacher reveals the answer.
- **Ask** students, “What percentage of middle-school students have used an e-cigarette in the last 30 days?”
- **Remind** students to march in place until you reveal the answer.
- **Reveal** the true percentage of 4.9%.
- **Ask** a volunteer to move to that spot in the gym.
- **Instruct** students to return to the 0% line (or baseline).
- **Ask** students, “What percentage of high-school students have used an e-cigarette in the last 30 days?”
- **Remind** students they will jog to the spot in the gym that corresponds with their guess and march in place until you reveal the answer.
- **Reveal** the true percentage of 20.8% percent.
- **Ask** a volunteer to move to that spot in the gym.
- **Ask** students to take a seat in their current position.
- **Discuss:** Were these percentages surprising? Why might most of us have thought that the number was higher?
- **Explain:** Most students do NOT use e-cigarettes. It is all the advertising that makes it seem like more people use e-cigarettes than really do.

Activity 4: Walk and Talk Warm-Up

CASEL Competencies Covered

- **Relationship skills:** Communication, social engagement, relationship building, teamwork
- **Self-awareness:** Identifying emotions, accurate self-perceptions
- **Social awareness:** Perspective-taking, respect for others

Estimated time

5 minutes

Organization

Students walk the perimeter of the gym in pairs.

Description

- As students enter the gym, greet them at the door and ask them to put their belongings down, get a pencil out of their bookbag, and begin to walk the perimeter of the gym.
- When all of the students are in the gym, tell them to quickly find a partner and walk the perimeter of the gym with that person.
- Ask the students to share with their partner one thing they learned last session about e-cigarette ingredients as they walk the perimeter of the gym.
- Tell the students to go to their seats, and have a few volunteers share what they learned.

Activity 5: Peer Interviews

CASEL Competencies Covered

- **Self-management:** Self-motivation, self-discipline
- **Social awareness:** Empathy, perspective-taking, respect for others
- **Relationship skills:** Social engagement, communication, teamwork
- **Responsible decision-making:** Analyzing situations, evaluating, reflecting

Estimated time

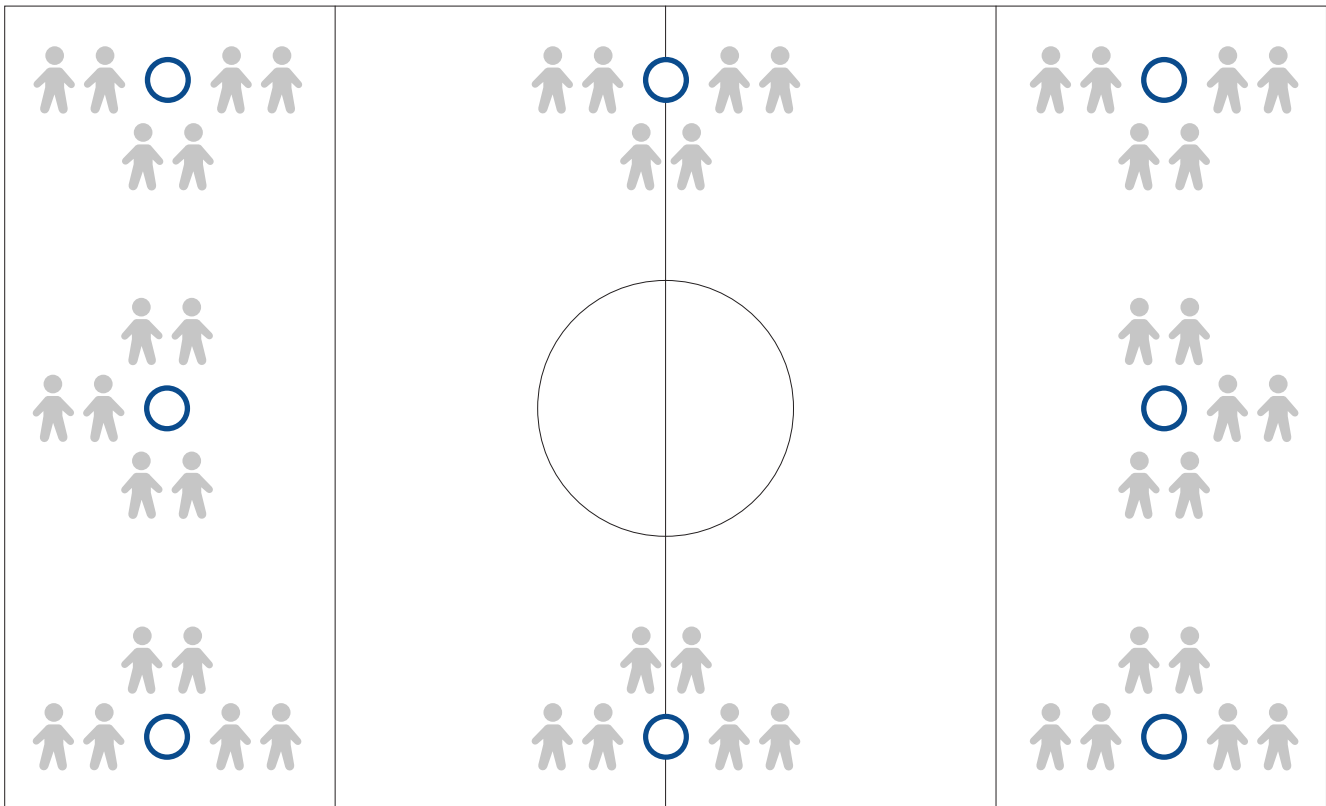
25–30 minutes

Materials

- [PE Supplement-Week 2, Activity 5-Peer Interview](#)
- Pencils (Students can use their own.)
- Whistle
- Clipboards or students' own binders/notebooks

Organization

Students will pair off toe-to-toe with a partner and ask a question, complete the assigned physical activity, and then find a new partner.



Teacher Preparation

- **Print** enough of [PE Supplement-Week 2, Activity 5-Peer Interview](#) for each student to receive one copy.

Tip: *If you have students write on scratch paper, you will only need to make a class set.*

Description

- **Distribute** a copy of the Interview to each student.
- **Explain** that when the whistle blows you will run and find a partner and get toe-to-toe with them.
- You will ask a partner one question on this handout and record their answer.
- They will ask you the same question and record your answer.
- When you are done recording your answers, complete the physical activity listed on your interview guide (squats, push-ups, high knees, etc.).
- When the physical activity is complete and you have the initials of your partner, run to find a new partner. If you cannot find a new partner right away, march in place until you find one.

Note to teachers: *If time permits, your students can repeat the activity so that they have interviewed 2–3 of their peers per question.*

Now Try This

- **Instruct** students to stay with their last partner and take a seat.
- **Read** an interview question aloud to the group.
- One person from each pair will stand up and the teacher will call on one to share an answer.
- The other partner will do crunches (or another activity) while the responses are read aloud.

Activity 6: Refusal Skills Relay

CASEL Competencies Covered

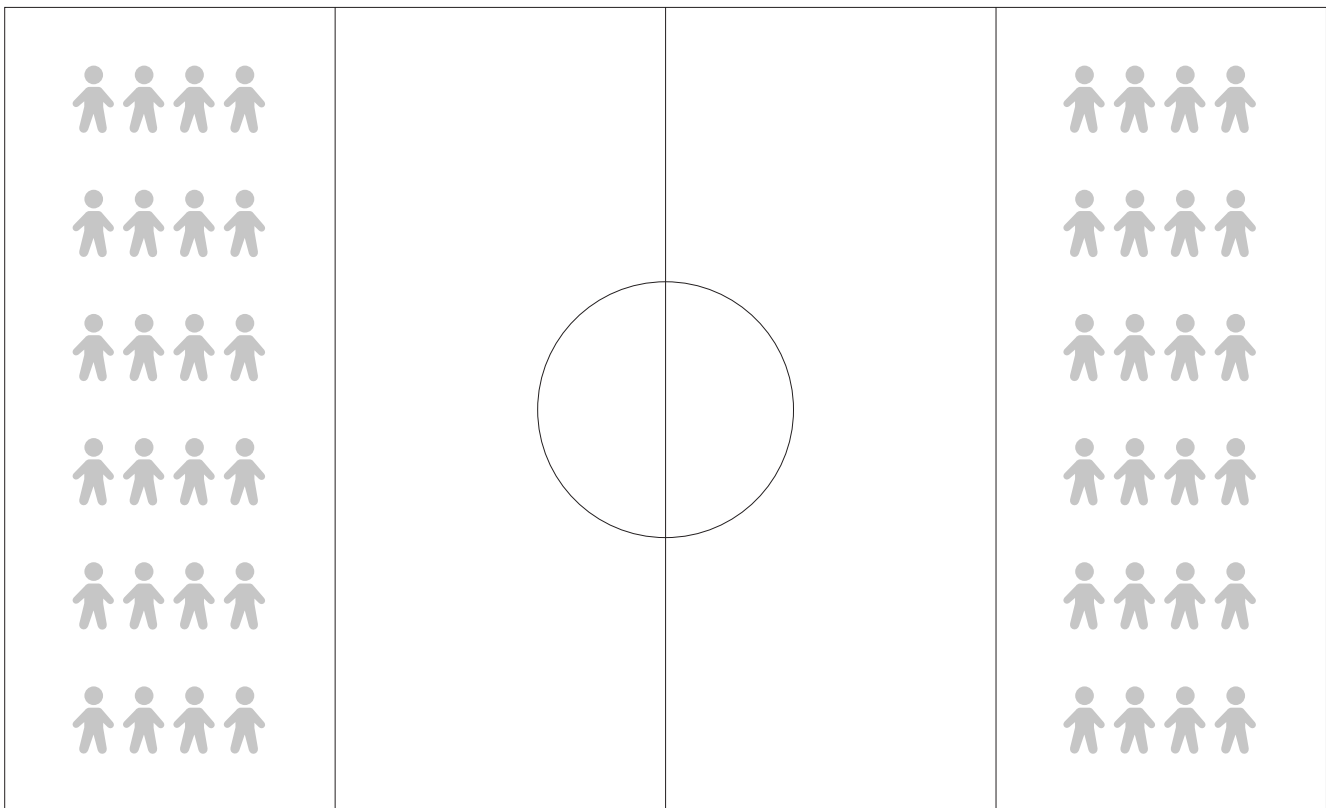
- **Self-awareness:** Accurate self-perception, self-confidence
- **Social awareness:** Perspective-taking, respect for others
- **Relationship skills:** Communication, social engagement, relationship-building
- **Responsible decision-making:** Evaluating, reflecting, ethical responsibility

Estimated time

15 minutes

Organization

Students are lined up in groups on either side of the gym facing the center line.



Description

- **Divide** the class into groups of 6–8 students (depending on class size).
 - **Instruct** each group to form a single-file line on either side of the gym facing the center line for a relay.
 - **Explain** that each person in line will need to get a sample refusal from the buckets behind you. The first person in line will run to the middle of the gym and meet toe-to-toe with the person from the line on the other side.
 - You will take turns offering each other an e-cigarette and giving the refusal skill listed on the paper.
 - After you each refuse each other, run back to your starting line and place the sample skill back in the bucket.
 - The next time you are at the front of the line, you will run to the center and get toe-to-toe with your partner.
 - You will create your own refusal to an e-cigarette and take turns offering and refusing e-cigarettes.
 - Repeat this process until each person has had three turns with their own refusal.
 - The group members waiting for their turn will do squats, arm pumps, or march in place until it is your turn.
- **Discuss:** What were some of the best refusals your group heard? In what situations might you need to use these refusals?
 - **Explain:** Most e-cigarette smokers mistakenly think that e-cigarettes are totally harmless. Remember, those who use e-cigarettes probably do not have the same information you do about how harmful they are. Do not put them down for using e-cigarettes. Share the information instead!

Activity 7: Advertising Gallery Walk

CASEL Competencies Covered

- **Relationship skills:** Communication, social engagement, relationship building, teamwork
- **Self-awareness:** Identifying emotions, accurate self-perceptions
- **Social awareness:** Perspective-taking, respect for others

Materials

- [PE Supplement-Week 3, Activity 7-Advertising Gallery Walk-Example Ads](#)
- [PE Supplement-Week 3, Activity 7-Advertising Gallery Walk-Appeals](#)
- Tape

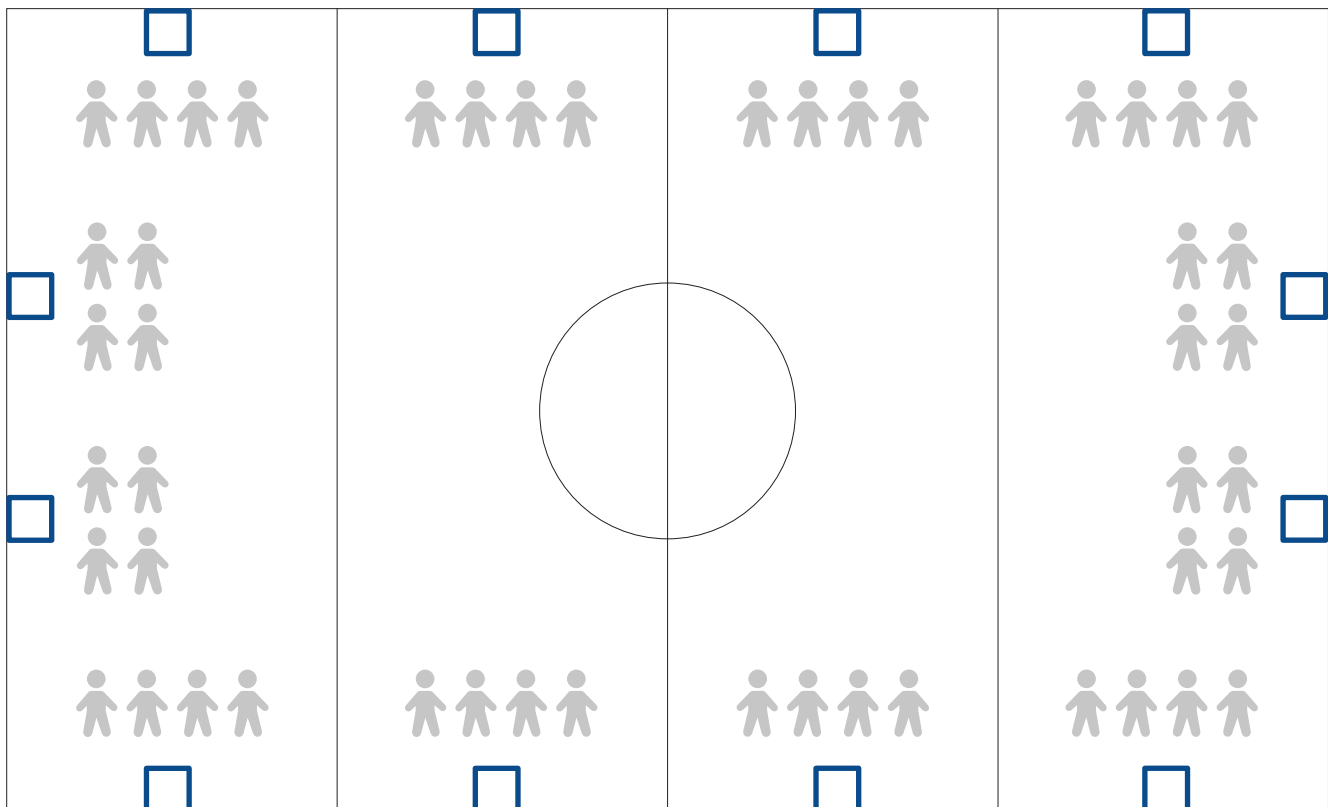
Note to teachers: You do not need to print out all of the ads for this activity. Select the top five or six that best relate to the ages of students you teach.

Estimated time

25–30 minutes

Organization

Students will walk laps around the gym looking at each ad and the associated appeals as they go.



Teacher Preparation

- **Print** the example advertisements from the [PE Supplement-Week 3, Activity 7-Advertising Gallery Walk-Example Ads](#)
- **Print** enough of page 1 of [PE Supplement-Week 3, Activity 7-Advertising Gallery Walk-Appeals](#) for each student to receive a copy and enough of page 2 of [PE Supplement-Week 3, Activity 7-Advertising Gallery Walk-Appeals](#) for each ad to receive the correct number of appeals.
- **Tape** the advertisements around the gym, with the corresponding appeals.

Note to teachers: *Using five ads is recommended for this activity. More have been included to leave it to instructors to decide on the best ads for the student population.*

Description

- **Explain** background information: E-cigarette companies, like many others, use two types of advertising to get people to buy their products:
 - **Direct advertising:** obviously paid for by the tobacco and e-cigarette industry; examples are billboards, TV ads, Internet banner ads, radio ads, and magazine ads.
 - **Indirect advertising:** hides that it's an ad. The following are different mediums that use indirect advertising:
 - *Social Media:* Big tobacco companies pay people to post about tobacco and e-cigarettes to glamorize and make them look “cool,” fun, social, delicious.
 - *Movies/Television:* Tobacco and e-cigarette companies pay actors to smoke their brands in movies/television.
 - *Magazines/Newspapers:* Some magazines choose to take money from the tobacco and e-cigarette industry to promote products as part of a glamorous lifestyle.
- In addition to these types of advertising, e-cigarette companies, and many others, use something called an “appeal” to grab your attention and persuade you to buy something. The following are common appeals used in the e-cigarette industry:
 - *Health:* Using the product will help you live a healthier lifestyle or be a healthier person.
 - *Flavor:* The product tastes good; therefore, it is safe for you to use.
 - *Social Life:* Using the product will help you feel more included, respected, and accepted by your friends and other people you might want to be friends with.
 - *Celebrity:* Using or buying this product will make you more like your favorite celebrity or movie star OR you could see a celebrity using the product and because they use it, you feel it is safe and okay for you to use as well.
 - *Freedom:* Using their product will allow you to be free.
 - *Sports:* If you use the product, you will be better at sports, and more like your favorite professional athletes. You could see a sports star using the product and because they use it, you feel it is safe and okay for you to use as well.

- *Masculinity/Femininity*: This gets at the idea that you might want to be a more attractive person. They want you to think that if you use this product, you will be more masculine/feminine and wanted by other people.
- *Glamour/Beauty*: These products appear to be perfect and will help you get to that stage too.
- **Explain**: You will walk around the gym clockwise two times and look at each advertisement and the appeals next to it on the wall. Consider the following as you look at each ad:
 - Is it direct or indirect?
 - Does this ad appeal to you?
 - Pay close attention to each ad, as you will have to remember them in the next portion of this activity.
 - When the whistle blows, you will walk counterclockwise around the gym twice, looking at the ads again.
 - When you have finished looking at all the ads, report to the center of the gym and form a circle.

Now Try This

- **Explain**: I am going to call out an advertising appeal. High-step to the advertisement that you believe is using that appeal and do jumping jacks once you arrive at the ad.
- **Call** out the first appeal and wait for students to get to the correct ad(s).
- **Ask** a volunteer to give the definition of the appeal that the ad uses and determine whether it is an indirect or direct ad.
 - **Note to teachers**: *If time allows, you can also ask students if the ad appeals to them and why.*
- **Continue** until each ad has been reviewed.

Activity 8: True/False

CASEL Competencies Covered

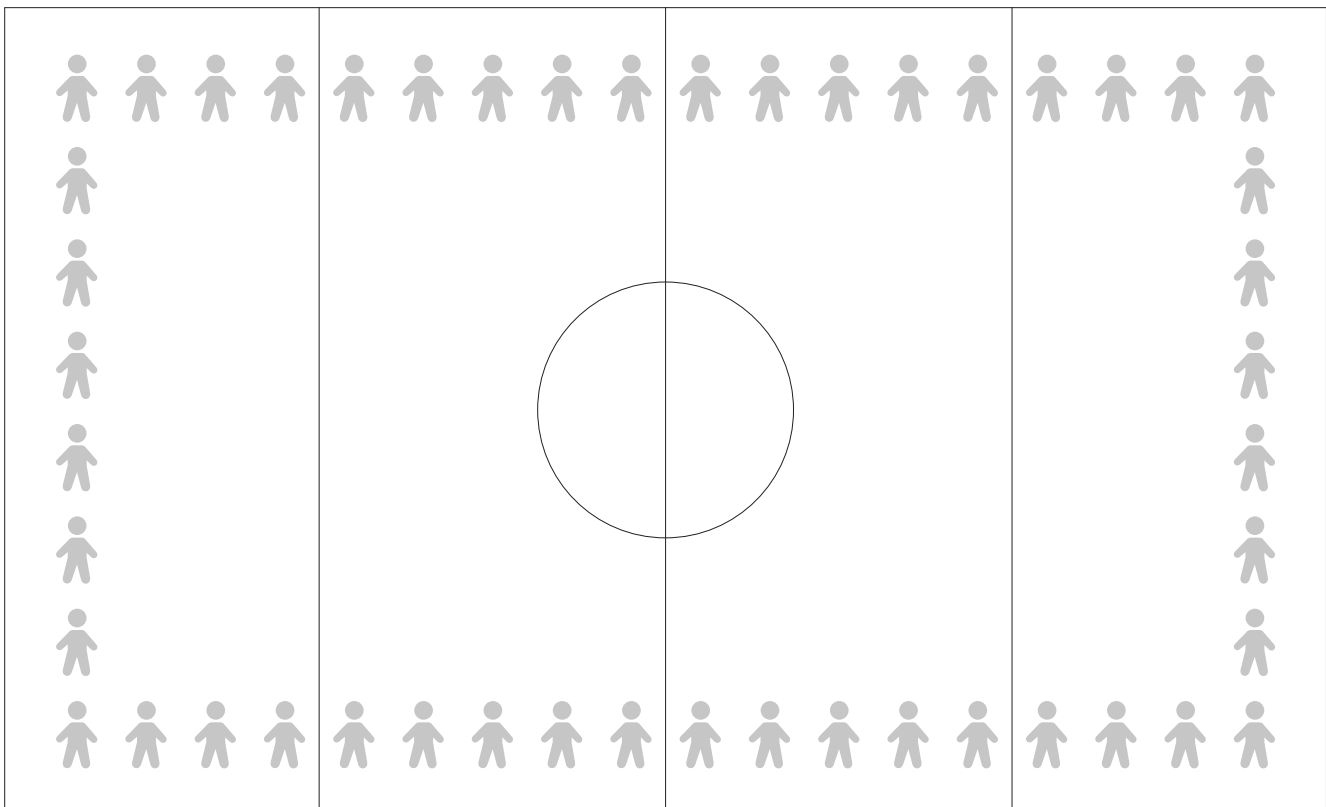
- **Self-awareness:** Accurate self-perception, self-confidence
- **Social awareness:** Perspective-taking, respect for others
- **Relationship skills:** Communication, social engagement, relationship-building
- **Responsible decision-making:** Evaluating, reflecting, ethical responsibility

Estimated time

10–15 minutes

Organization

Students are lined up around the perimeter of the gym.



Description

Explain: We are going to play a true/false game.
After each statement:

- If you think the statement is “true”, march in place.
- If you think the statement is “false” do jumping jacks in place (Emphasize that guessing is okay).
- **Read** each statement out loud.
- **Reveal** the correct answer once all students are performing an activity.
- The “smoke” that comes out of E-cigarettes is harmless water vapor.
 - **False:** It is an aerosol, or fine spray, of toxins and nicotine.
- Almost all e-cigarettes contain nicotine, with some brands containing more nicotine than a conventional cigarette.
 - **True:** Nearly all e-cigarettes contain nicotine, even the flavored ones.
- Most teens smoke e-cigarettes.
 - **False:** Nearly 80% of high-school students and more than 95% of middle-school students do NOT smoke e-cigarettes.
- JUUL is not an e-cigarette.
 - **False:** JUUL is the most popular brand of e-cigarette in the United States.
- E-cigarettes contain fewer toxic chemicals than conventional cigarettes.
 - **True:** E-cigarettes do have fewer toxic chemicals than conventional cigarettes, but e-cigarettes still contain nicotine and other toxins.
- Flavored cigarettes don’t contain nicotine.
 - **False:** Ninety-five percent of flavored e-liquid contains nicotine.
- Nicotine is nearly as addictive as coffee.
 - **False:** Nicotine is much more addictive than coffee.
- E-liquid is highly toxic and can even be fatal to anyone who swallows it.
 - **True:** Across the U.S., there are hundreds of calls placed to poison control centers each month due to people drinking e-liquid.
- Teenagers become addicted to nicotine easier than adults.
 - **True:** Developing brains are more sensitive to the addictive nature of nicotine.
- Young people who use e-cigarettes are less likely to use conventional cigarettes in the future.
 - **False:** Young people who use e-cigarettes are FOUR TIMES as likely to start using conventional cigarettes within 18 months as those who do not use e-cigarettes at all.

- E-cigarettes contain formaldehyde, which is used to preserve dead bodies.
 - **True:** Formaldehyde is just one of the toxic chemicals produced by e-cigarettes.
- Indirect advertising hides the fact that it is an ad.
 - **True:** Often it is difficult to know that a company is advertising if you see a celebrity or athlete using their product.
- E-cigarette batteries are known to occasionally explode in people’s pockets or mouths.
 - **True:** The shape and construction of e-cigarettes makes them more likely than other products with lithium-ion batteries to behave like “flaming rockets” when a battery fails.
- When polled, most teens approved of e-cigarette use.
 - **False:** The vast majority of students polled did not think e-cigarette use was acceptable or cool.
- E-cigarettes don’t affect your athletic performance.
 - **False:** E-cigarettes contain toxins that are known to damage lungs; plus, nicotine weakens heart health.

Activity 9: Goal-Setting Obstacle Course

CASEL Competencies Covered

- **Self-awareness:** Accurate self-perception, self-confidence
- **Social awareness:** Perspective-taking, respect for others
- **Relationship skills:** Communication, social engagement, relationship-building
- **Responsible decision-making:** Evaluating, reflecting, ethical responsibility

Estimated time

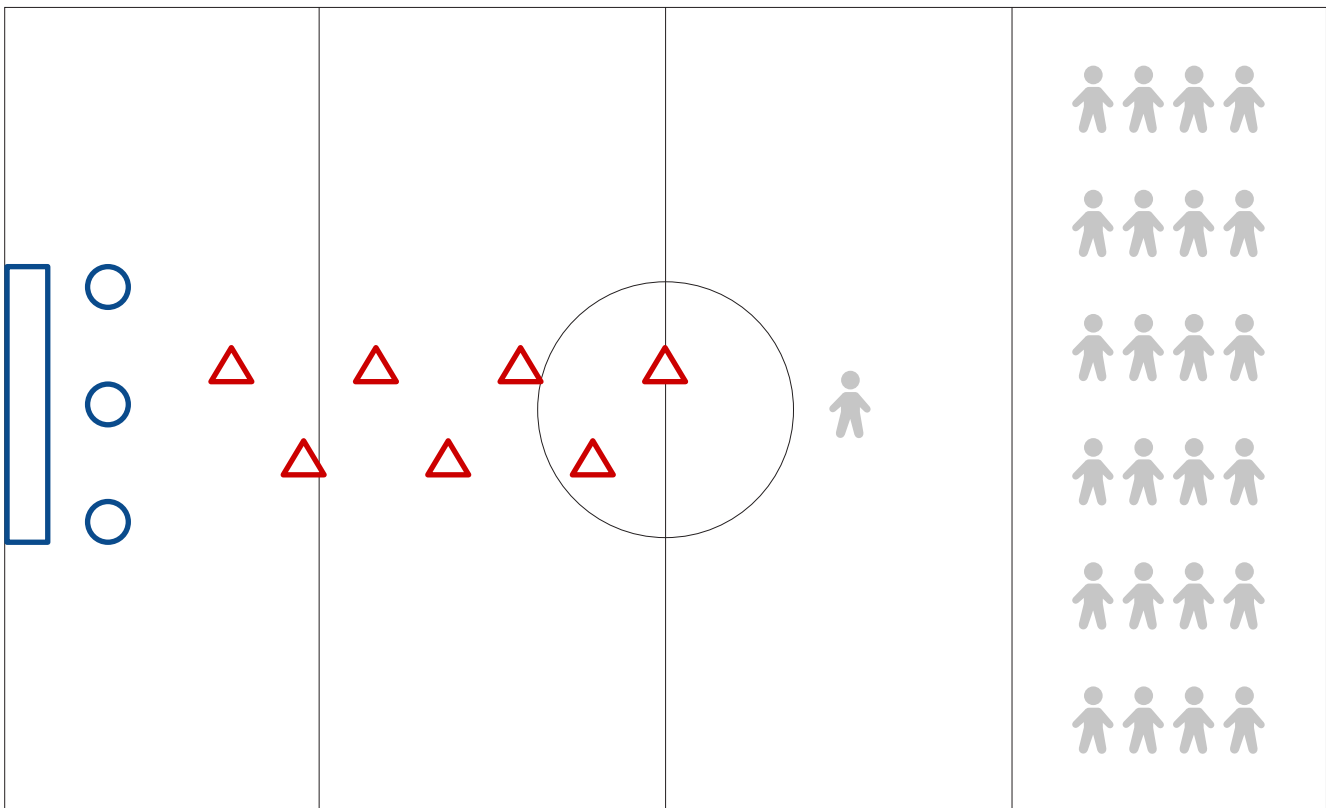
15–20 minutes

Materials

- Poster board, white board, or butcher paper
- Markers or pencils
- Frisbee, cones, and/or flags

Organization

Students are lined up in groups on one side of the gym with a small group of peer facilitators in the middle of the gym and the board at the far end.



Teacher Preparation

- **Write** the words, "Your Life. Your Choice." on a poster, white board, or butcher paper and put with it an overturned Frisbee with markers or pencils in it.
- **Use** the cones to prepare an obstacle course in the gym leading up to the place where you have posted the white board/poster/ butcher paper.
- **Select** a group of 3–5 peer facilitators (if you have not already) to stand in the middle of the gym.
- **Explain** to these facilitators that they will pretend to offer other students an e-cigarette and will await a unique refusal from the students before they can complete the obstacle course.

Note to teachers: *It is okay to modify these activities to fit the physical ability of your students or a skills unit in your class (e.g., volleyball or basketball skills drills, etc.).*

Description

- **Divide** students into groups of four and instruct them to form lines on one side of the gym.
- **Ask** the pre-selected peer leaders to move to the center of the gym.
- **Explain:** We are going to practice ways to refuse e-cigarettes in case someone offers them to you.
- Each person in your group will have a turn.
- Before we start, think of non-aggressive ways to refuse an e-cigarette.

- I am going to stand in the middle of the gym.
- When I say, "Go!", the first person in each line will do lunges to one of the peer facilitators in the middle of the gym.
- When you get to a peer facilitator, they will pretend to offer you an e-cigarette.
- You will then give them a unique refusal to the e-cigarette offer.
- Once you have refused the offer in your own way, you will complete the obstacle course.
- At the end to the board/butcher paper and sign your name with one of the writing utensils in the frisbee, signifying that you will make a smart choice regarding e-cigarettes.
- Then, you will jog along the perimeter to rejoin your group.
- Everyone will march in place while waiting for your turn.
- We will play until everyone has had a chance to go.

Note to teachers: *If time allows, students can go through the course more than once and take turns offering and refusing e-cigarettes.*

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