NO SAFE WAY TO VAPE

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Table of Contents:

Training Overview:

Objectives: After the module, teens and young adults will be able to...

- Recognize short-term and long-term health effects of vaping, including the risks associated with nicotine addiction and exposure to harmful chemicals.
- Evaluate and recognize tactics used by vaping companies to market their products to young people.
- Analyze and debunk common myths and misconceptions about vaping.
- Develop skills to make informed, healthy decisions about vaping, recognizing the consequences on health and well-being.
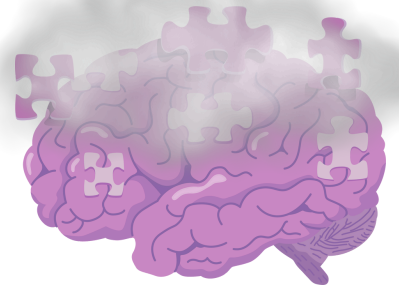
Intended Audience: This course guidebook is designed for teachers, extension staff, 4-H and FFA leaders, and others who work with teens and young adults in agriculture.

Developer:

Abigail Kahrs, MPH
***Program Coordinator,* AgriSafe Network**

Abigail Kahrs holds a Master's in Public Health with a focus in Enviornmental and Occupational Health, and Bachelors of Science in Animal Science. Her work involves developing curriculum and coordinating educational opportunities and resources for farmers, farm labor contractors, farmworkers, foresters and loggers, and their families on issues associated with health and work safety, as well as overall agricultural worker family well-being.

Her contributions extend to the field of agricultural health and safety, where she emphasizes the criticality of embracing a One Health approach to tackle urgent challenges. This initiative aims to enhance awareness and preparedness, fostering a collaborative effort in safeguarding both human and animal health within agricultural communities.

Activity #1: Introduction

Topic: No Safe Way to Vape

Length: 10-12 minutes

Lesson Focus and Goals:
To engage students in an introductory discussion about their perceptions, knowledge, and attitudes towards vaping. The goal of this activity is to provide a safe space for students to share their thoughts and learn from their peers, while also receiving accurate information about vaping's effects and risks.

Materials Needed:

- Whiteboard or chalkboard.

Learning Objectives:

1. Break down initial thoughts and feelings about vaping and e-cigarettes.
2. Assess any misconceptions or myths students might have about vaping.

Structure / Activity:

1. Write any of these words on the board: "Vaping," "e-cigarettes," or "cigarette."
2. After writing one (or more) on the board, have students call out other words they associate with the word(s) you chose. (5 minutes)
3. After, write the question "Do you think there is a difference between vapes and e-cigarettes?" on the board. Allow the students a minute or so to think about the question and have them raise their hands or call out their answer. (5-6 minutes)
4. After listening to their answers, you can then tell them that vapes and e-cigarettes are essentially the same. A vape is a type of e-cigarette.
5. You can then move on to the slide "What are vapes" to begin the lesson.

Assessment:
- <u>Participation:</u> Active involvement in group discussions and activities.

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Activity #2: State Youth E-Cigarette Use

Topic: No Safe Way to Vape	**Length:** 10-15 minutes

Lesson Focus and Goals:
To educate about the prevalence and impact of e-cigarette/vape use within their own state compared to national statistics.

Materials Needed:

- State Tobacco Activities Tracking and Evaluation (STATE) System: State Highlights | OSH | CDC

Learning Objectives:

1. Compare local e-cigarette/vape usage data with national statistics to understand trends.
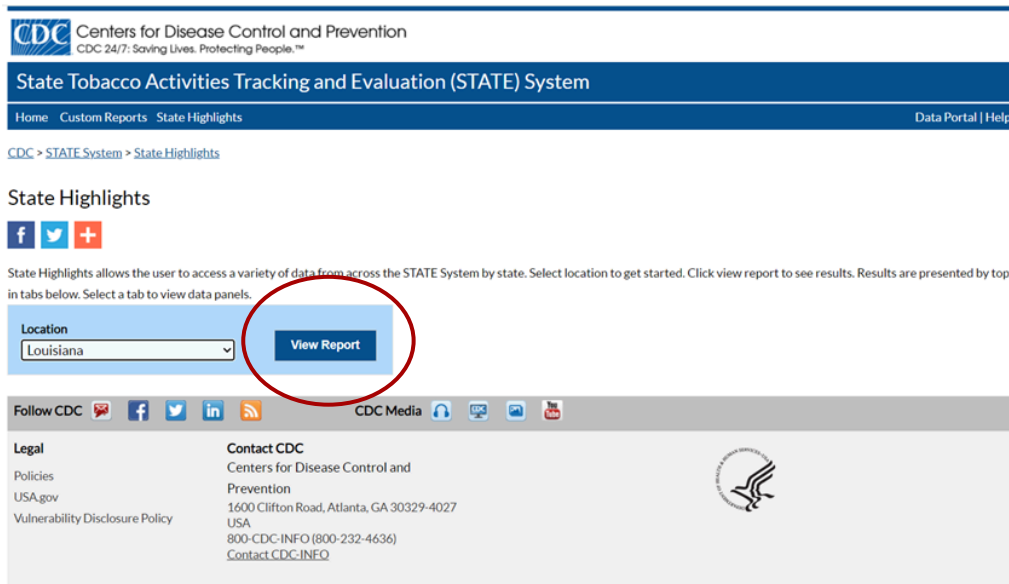
Structure / Activity:

1. Begin with Slide 7 in the No Safe Way to Vape presentation titled "How Big Tobacco Targets Rural Communities."
2. Before revealing the next slide with the percentages of the states, ask the class where they think their state falls in comparison to the national average of high school students who use e-cigarettes/vapes. (5 minutes)
3. If the state you are in is one of the states listed on slide 8, skip steps 4 and 5.
4. If your state is not listed on slide 8, go to: https://nccd.cdc.gov/STATESystem/rdPage.aspx?rdReport=OSH_STATE.Highlights
5. Choose your state in the drop-down menu. Click "view report." This may take a few minutes depending on your internet connection. Select the tab "Tobacco Use – Youth." In the box labeled "Type" choose "E-Cigarette Use." The data shown will reflect current e-cigarette use among youth in the state you chose. You can choose to view the data as a graph or as a table by clicking the icons at the top right of each graph. *for more detailed instructions, view page 2 of the activity plan.
6. After revealing to the students, the percentage of youth in their state that use e-cigarettes, allow them to reflect. Is this what they expected? Why or why not? (5 minutes)

Assessment:

- Participation: Active involvement in group discussions and activities.

Instructions on how to find your state data using the CDC STATE System:

Step 1: Go to https://nccd.cdc.gov/STATESystem/rdPage.aspxrdReport=OSH_STATE.Highlights and choose your state. Click "View Report."

*it may take a few minutes to load depending on your internet connection strength.

Step 2: Click on the tab labelled "Tobacco Use - Youth" and choose "E-Cigarette Use" under type:

Instructions on how to find your state data using
the CDC STATE System: (continued)

Step 3: The data shown will reflect current e-cigarette use among youth in the state you chose. You can choose to view the data as a graph or as a table by clicking the icons at the top right of each graph:
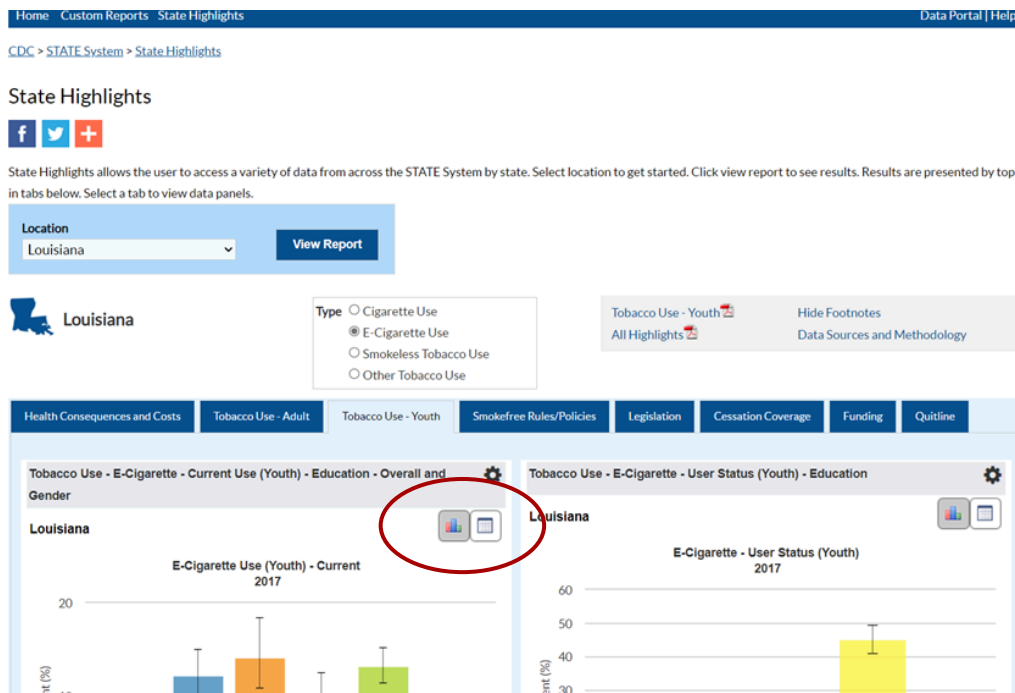
Activity #3: Media Literacy Ad Investigation

| **Topic:** No Safe Way to Vape | **Length:** 25-35 minutes |

Lesson Focus and Goals:
To help students develop critical thinking skills related to the consumption of media. This includes how media messages are created, identifying bias and misinformation, and recognizing the influence of media on public opinion and personal beliefs.

Materials Needed:
- 4 cigarette ads & 4 vaping ads provided in the "No Safe Way to Vape" presentation slides. Each ad printed individually.
- Advertisement Investigation Worksheet.

Learning Objectives:
1. Investigate the influence of advertising on their daily lives.
2. Identify hidden media messages and interpret messages presented through advertising.
3. Discuss the effect of advertising on culture.

Structure / Activity:
1. Divide students into small groups (3-4 students per group recommended).
2. Give each group 1 advertisement investigation worksheet and 1 ad to investigate. Be sure to give a different ad to each group, keeping an even distribution of cigarette ads and vape ads throughout the class.
3. Have the students decide which will be the one to take notes, and which will be the one to report back to the class. The remaining students in the group will help with analyzing and offer ideas to the group.
4. Allow students to discuss the ad they received and complete the investigation worksheet. (10-15 minutes)
5. Come back as a class and have each group report back what they discovered about these ads using the worksheet as a guide. (5-10 minutes)
6. After each group has reported back, continue to slide 22 and 23 in the "No Safe Way to Vape" presentation.
7. Wrap up the activity by giving students the opportunity to compare the cigarette and vaping ads. What are the similarities and/or differences that they can come up with? (10 minutes)

Assessment:
- <u>Participation:</u> Active involvement in group discussions and activities.
- <u>Media Analysis:</u> Quality and depth of analysis during the activity.
- <u>Reflection:</u> Thoughtfulness and insight in class discussion and reflections.

Advertisement Investigation

Directions: Using the advertisement that your teacher has given your group, answer the questions below. Assign one group member to be the note taker, and one group member to report what you find back to the class.

Group number	
Note taker	
Reporter	
Other member(s) of the group	

1. Who created, or paid for the advertisement? The company, group, or institution that creates an advertisement or that pays for the creation of an advertisement has a reason or motive.

2. Who is the target audience? (age, gender, ethnicity, etc.) Advertisers direct their message to specific groups.

3. What is the product? Advertisements have something to promote. Usually, the product is obvious but sometimes it isn't clear what is being promoted until the end of the advertisement.

Advertisement Investigation
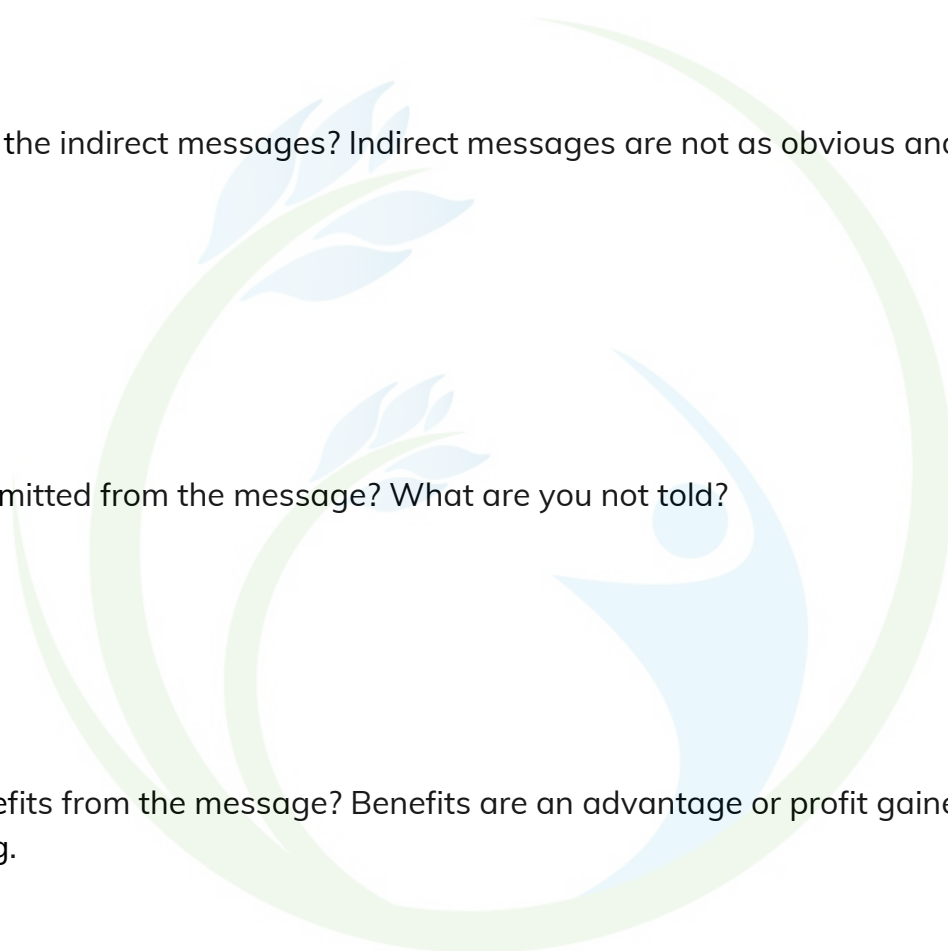
4. What are the direct messages? Direct messages make it clear who or what is being sold. (name of product, price, benefits, etc.)

5. What are the indirect messages? Indirect messages are not as obvious and aren't stated directly.

6. What is omitted from the message? What are you not told?

7. Who benefits from the message? Benefits are an advantage or profit gained from something.

Advertisement Investigation
KEY

Below is an example of what your students will be filling out in their groups. For clarity, there is additional information under each question that will help you steer your students in the right direction if they require further explanations.

AD Example:

Who created, or paid for the advertisement? An obvious answer would be Band-aid created the advertisement. However, that may not be the case. Band-aid certainly paid for the advertisement, but they likely paid an advertising and marketing expert to create the ad.

Who is the target audience? This could have a couple of answers. The target audience could be anyone who uses band-aids, kids who like superheroes, and even people who aren't completely sold on band-aid as a brand.

What is the product? The product being advertised is the band-aid flexible bandages.

What are the direct messages? The direct message is that band-aid brand has a flexible bandage.

What are the indirect messages? The indirect message is that band-aids are so flexible that even the Hulk can find one that fits and flexes to his finger.

What is omitted from the message? The advertisement does not reveal the cost of the bandages.

Who benefits from the message? It would be obvious to state that the bandage brand benefits from this message. But also, you could challenge that also the superhero brand benefits from this message as well.

Source:
Krueger, V. (2017, April 4). 6 questions to help you evaluate media messages. Poynter. May 22, 2024, https://www.poynter.org/educators-students/2017/6-questions-to-help-you-evaluate-media-messages/

Activity #4: Decode the Marketing Message

From Tobacco Education Resource Library, *Sizing Up E-Cigarette Marketing*

Topic: No Safe Way to Vape	**Length:** 45 minutes

Lesson Focus and Goals:
To help students develop critical thinking skills related to the consumption of media. This includes how media messages are created, identifying bias and misinformation, and recognizing the influence of media on public opinion and personal beliefs.

Materials Needed:
- Decode the marketing message activity 1
- Decode the marketing message review form

Learning Objectives:
1. Write arguments to support claims.
2. Identify aspects of a text that reveal an author's point of view or purpose.
3. Construct explanations using reasoning with relevant information and data.
4. Evaluate the credibility of a source.

Structure / Activity:
1. Direct students to find two different advertisements for any product other than e-cigarettes. These may include magazine ads, photos of billboards, or links to television or internet ads. They should choose one ad that they think is aimed at adults and one designed for teens.
2. As a class or as individuals, analyze the messages delivered by the ads. Guide the discussion, or have the students write their answers down individually, with questions such as:
   a. What features do advertisers use to attract attention?
   b. How is an advertisement for adult different from one aimed at teens??
   c. What platforms might advertisers use to reach adults versus teens?
   d. How can an advertisement be misleading to a potential buyer? Identify features of an advertisement that might mislead a buyer, for example to persuade them to think something is beneficial for their health when it may not be.
3. As you discuss the ads, write "Adult" and "Teens" on the board and make a list of the types of ad feature aimed at each group.
4. Have students work individually or collaboratively to complete the Decode the Marketing Message activity sheet.
5. Instruct students to take what they've learned about the dangers of e-cigarettes to create their own ads that tell teens the harms of vaping. Have them think about what platform would be most effective for reaching youth, such as posters, TV ads, blog posts, social media, or magazine ads. Make sure they use features that were listed out in step 2 that will grab the audience's attention.
6. Have each pair or individual student present the advertisements they created to the class. Guide students to critically analyze one another's work. The reviewer form can be found on the Decode the Marketing Message 2 activity page.Prompt students to use constructive language while discussing the strengths and weaknesses of each ad. For example, a sentence starter could be, "This part grabbed my attention, but that part confused me."

DECODE

THE MARKETING MESSAGE Follow the steps below

Name _____

E-cigarette companies often use advertising tactics that are misleading. Many companies try to persuade consumers that these products are beneficial to their health when they may not be. Answer the following questions within the corresponding text boxes to analyze how e-cigarettes are marketed and why the images and methods used by companies may encourage teens to try e-cigarettes.

1 E-cigarette ads and packaging often include features like images of candy, bright colors, and images of "cool" people. Do you think these features are designed to attract the attention of youth or adults? Explain.

2 Some e-cigarette companies have partnered with social media influencers who have large numbers of followers on apps like lnstagram. Some influencers are paid to promote e-cigarettes by talking positively about them in their posts. How do you think this might impact the number of teens who try e-cigarettes?

3 How might the images and advertising methods used by e-cigarette companies mislead people of all ages into thinking they are safe? Use specific examples to support your answer.

4 In 1970, the U.S. government passed the Public Health Cigarette Smoking Act, which banned tobacco companies from advertising cigarettes on radio and television. What do you think was the goal of this law?

Decode the Marketing Message Reviewer Form

Present the advertisements that you created to the class. Explain what features you used that will make your ad campaign successful and get your message across to the target audience.

Answer the questions below in the corresponding text boxes about your classmates' presentations, using critical analysis to determine the strengths and weaknesses of the ad campaign.

Example sentence starter: This part grabbed my attention, but that part confused me.

Name of project/classmates:

Does it grab a viewer's attention?

If so, how does it grab a viewer's attention?

Who is the audience?

Any other comments or feedback?

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Resources:

- <u>Quitline:</u> 1-800-QUIT-NOW (1-800-784-8669)
  - For youth: Text DITCHVAPE to 88709
- From the CDC:
  - <u>State Tobacco Activities Tracking and Evaluation (STATE) System</u>
  - <u>How to Talk to Students about Vaping (cdc.gov)</u>
  - <u>E-Cigarette, or Vaping, Products Visual Dictionary (cdc.gov)</u>
- <u>Parents Against Vaping</u> - Resources for schools & educators
- From the Department of Health and Human Services:
  - <u>How to Discuss E-Cigarettes and Nicotine Addiction With Youth | Teachers Blog | Vaping Prevention Resources | HHS.gov</u>
  - <u>Print and Download | About | Vaping Prevention Resources | HHS.gov</u>

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