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# Session 2: Making Our Own Choices

[Slides](#) [Slide Notes](#)

## Teacher Preparation

1. Prepare enough blank index cards for each student to receive one card. If you do not have index cards, you can cut a blank sheet of paper into four squares to make cards.
2. Print out enough copies of [Handout 2: Adult Interview](#) for each student to receive one copy.
3. Review example ads in PowerPoint. If you do not have PowerPoint capabilities, print the [example ads](#).

## Outline

Activities	Materials and Teacher 411 Resources
<b>1. Introduction</b> ⌚ 5 minutes	<b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> </ul> <b>Teacher 411 Resources:</b> <ul style="list-style-type: none"> <li>• <a href="#">CDC's "E-cigarette Ads and Youth"</a></li> </ul>
<b>2. Direct Instruction</b> ⌚ 5-10 minutes	<b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> </ul>
	<b>Teacher Materials:</b> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> <li>• <a href="#">Peer Group Facilitator Sheet 2: Advertising Appeals</a></li> <li>• <a href="#">Example Ads</a> (if you do not have PowerPoint capabilities)</li> </ul>

<p><b>3. Work Time</b></p> <p>⌚ 20–25 minutes</p>	<ul style="list-style-type: none"> <li>• Index cards or squares of paper</li> <li>• White board and dry erase markers</li> </ul> <p><b>Teacher 411 Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">HHS Nicotine Addiction</a></li> <li>• <a href="#">Stanford School of Medicine: Tobacco Advertising</a></li> </ul>
<p><b>4. Closing</b></p> <p>⌚ 2–5 minutes</p>	<p><b>Teacher Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Session 2: Making Our Own Choices Powerpoint Presentation</a></li> <li>• <a href="#">Handout 2: Adult Interview</a></li> </ul>
<p><b>Total Time:</b></p> <p>approx. ⌚ 40 minutes</p>	

## Lesson Objectives

### Students will:

- Identify the percentage of E-cigarette users in high school and middle school and describe nonsmokers as the majority.
- Discover the amount of money the tobacco and E-cigarette industry spends on advertising its products.
- Recognize the covert methods that the tobacco and E-cigarette industry uses to attract new E-cigarette users.
- Analyze some of the propaganda techniques tobacco and E-cigarette companies use to sell their brand of E-cigarette.
- Identify reasons why teens may begin using E-cigarettes.
- Identify positive alternatives to using E-cigarettes.

# Lesson Plan

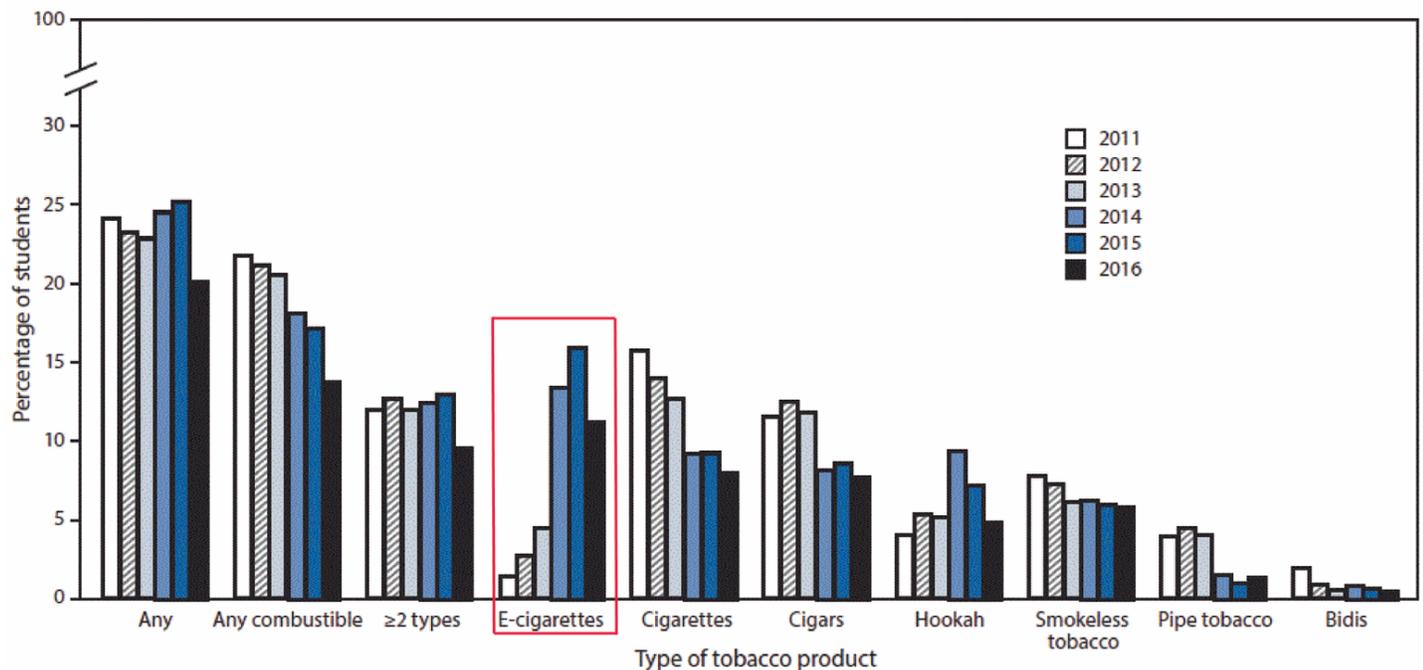
Suggested Length: approx. 40 minutes

## Introduction

⌚ 5 minutes

1. **Ask** students to guess the following on scratch paper: What percentage of middle schoolers smoke E-cigarettes? What percentage of 11<sup>th</sup> graders smoke E-cigarettes?
2. **Ask** students to share their guesses.
3. **Reveal** the actual numbers: Only 11.3% of high-schoolers and 4.3% of middle schoolers have smoked an E-cigarette in the last 30 days.

Figure 1. Estimated percentage of high school students who currently use any tobacco products--National Youth Tobacco Survey, United States, 2011-2016.



4. **Discuss:** Most teenagers surveyed disapproved of E-cigarette use. Very few high schoolers, and even fewer middle school students, smoke E-cigarettes. **Ask:** *Are these numbers surprising? Why do you think students' estimates are usually higher than the actual number?* (possible answers: advertising, YouTube and social media, bragging, etc.)

*Note: Students often overestimate the number of people they think use E-cigarettes, just as they do with conventional cigarettes. By presenting facts about the teen prevalence of E-cigarette usage, students will understand that not "everyone does it."*

5. **Explain:** Advertisers think you are easily influenced by what others do, so they try to make it seem like

everyone smokes. In reality, only a very small percentage of teens use E-cigarettes.

## Direct Instruction

⌚ 5–10 minutes

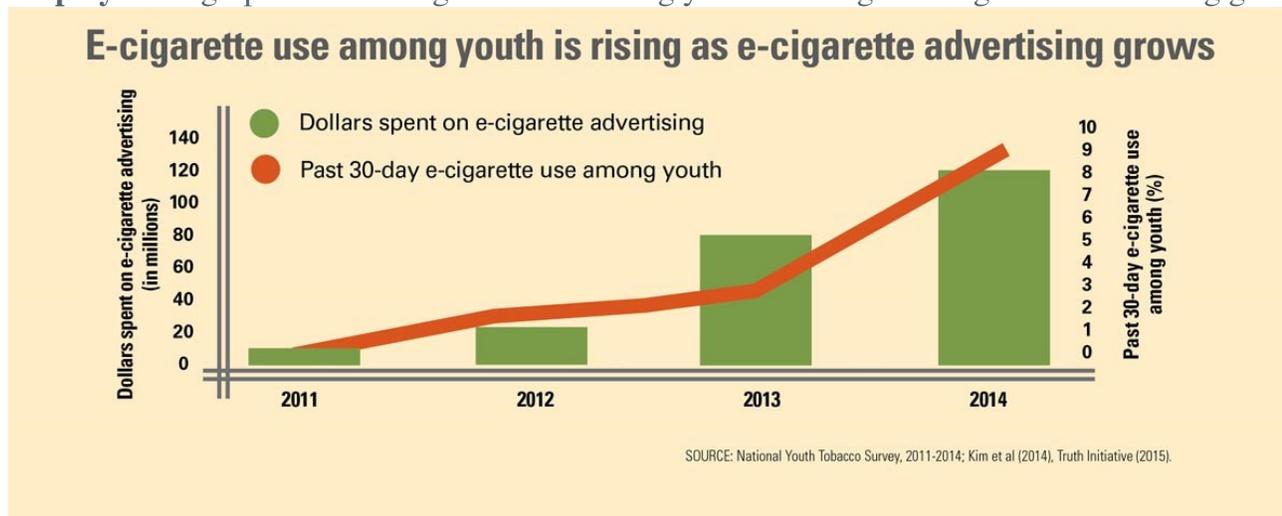
1. **Explain** the two types of advertising: *Direct* and *Indirect*

1. Direct advertising is clearly paid for by the tobacco and E-cigarette industry (billboards, television, internet, radio, magazine ads).
2. Indirect advertising tries to disguise the fact that it's an ad.

**Explain** Indirect advertising includes the following advertising methods:

- **Social Media:** Companies pay people on social media to make their product look “cool”. Websites, blogs, YouTube, Twitter, Facebook, Pinterest, Instagram, YouTube & Vine Videos. Tries to make E-cigarettes look rebellious, fun, attractive or cool, while leaving out information about the harmful consequences (e.g. nicotine addiction).
- **Movies:** Tobacco and E-cigarette companies pay actors to smoke their brands in movies. You often see characters reaching for a certain brand of cigarette or E-cigarette in a tense or romantic situation, which reinforces the myth that smoking is helpful or even needed in these situations.
- **Magazine articles:** Some magazine publishers decide to limit or not include articles on the negative consequences of using tobacco and E-cigarettes.

2. **Display** CDC graph titled “E-cigarette use among youth is rising as e-cigarette advertising grows.”



3. **Discuss:** As a class, make observations about the graph. *Possible observations: As dollars spent by the industry on advertising rose, youth E-cigarette use also rose. Advertisement spending seems to work in getting young people to try E-cigarettes. Youth E-cigarette use has increased since 2011. Advertisers spent \$120 million on advertising in 2014.*

4. **Share** the statistic: \$9.325 billion is spent every year on tobacco and E-cigarette advertising. That's more than \$25 million every day, or more than \$1 million every hour.
5. **Ask:** *How are tobacco companies able to afford to spend billions annually on advertising?* (Many of their customers are addicted to their products. A lot of product is sold to pay for the advertising)
6. **Review:** Don't forget that much of the social media and YouTube plugs you see are paid for by the industry! In reality, only a very small percentage of teens use E-cigarettes.

## Work Time

⌚ 20–25 minutes

### Activity 1: Analyzing Ads (10-15 min.)

1. **Ask** students to assemble into their small groups.
2. **Ask** Peer Group Facilitators to turn to [Peer Group Facilitator Sheet 2: E-cigarette Advertising Appeals](#) and display example ads on the PowerPoint. *Note: If you do not have PowerPoint capabilities, you can print the [example ads](#) and pass them around from group to group.*
3. **Ask** Peer Group Facilitators to record their group's reactions to each ad and identify the advertising appeals that were used. Specifically address the following: *How does the ad portray E-cigarette use?*
4. **Ask** each Peer Group Facilitator to report 2-3 of their group's reactions to the ads.

Possible Answers:

- Example Ad 1: Health, Freedom
- Example Ad 2: Flavors, Social Life
- Example Ad 3: Celebrities, Glamorous
- Example Ad 4: Freedom, Masculinity
- Example Ad 5: Social Life, Glamorous, Masculinity

5. **Ask:** How do you feel about the possibility of becoming an addict? How would it feel to become *dependent* on a substance, to *need* it to feel okay?
6. **Ask:** Do the ads for E-cigarettes reflect the reality of addiction?

### Activity 2: Reasons Why Young People Experiment with E-cigarettes and Positive Alternatives (10 min.)

1. **Distribute** an index card or cut up paper square to each student.
2. **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, record responses to the following question: What are some positive things young people can do instead of using E-cigarettes?

*Example Reasons for Use: to rebel, because they are curious, to be accepted, to look cool, friends use it, to look older, parents use it, to taste new flavors. Example Positive Alternatives: join sports team/club, invite friends to a movie or concert, workout/exercise, try new foods, volunteer to take on more responsibility*

3. **Collect** the index cards and read responses aloud to the class. Make a list of the responses on the board.

## Closing

⌚ 2-5 minutes

1. **Discuss** the homework from the previous session ([Handout 1: Where Do You Stand?](#))
2. **Assign** [Adult Interview](#)
  - **Emphasize** that students should interview one of their parents or guardians, but if they cannot arrange that, they should find another adult to interview.
  - **Distribute** [Handout 2: Adult Interview](#) to each student, and then either **read aloud**, or call on a Peer Group Facilitator to read aloud the directions.

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## Contact

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