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# 6th Grade 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. Pull up the [video ASAP Science Smoking vs. Vaping](#)
3. Make enough copies of [Handout 1: Adult Interview](#) for each student to receive one.
4. Get a ball or make one out of paper or tape.

## Outline

Activities	Materials and Teacher 411 Resources
<p><b>1. Introduction</b></p> <p>🕒 3–5 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="#">Video: ASAP Science Smoking vs. Vaping</a></li> </ul>
<p><b>2. Direct Instruction</b></p> <p>🕒 3–5 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> </ul> <p><b>Teacher 411 Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CDC: E-cigarette Ads and Youth</a></li> <li>• <a href="#">CDC: Middle School and High School Tobacco Use</a></li> </ul>
	<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> </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="#">Psychosocial Factors Associated With Adolescent Electronic Cigarette and Cigarette Use</a></li> </ul>
<p><b>4. Closing</b></p> <p>⌚ 1 minute</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 1: Adult Interview</a></li> </ul>
<p><b>Total Time:</b></p> <p>approx. ⌚ 35 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.
- 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 smart exit strategies.

## Lesson Plan

Suggested Length: approx. 35 minutes

### Introduction

⌚ 3–5 minutes

1. Show the [ASAP Science Video: Smoking Vs. Vaping](#)



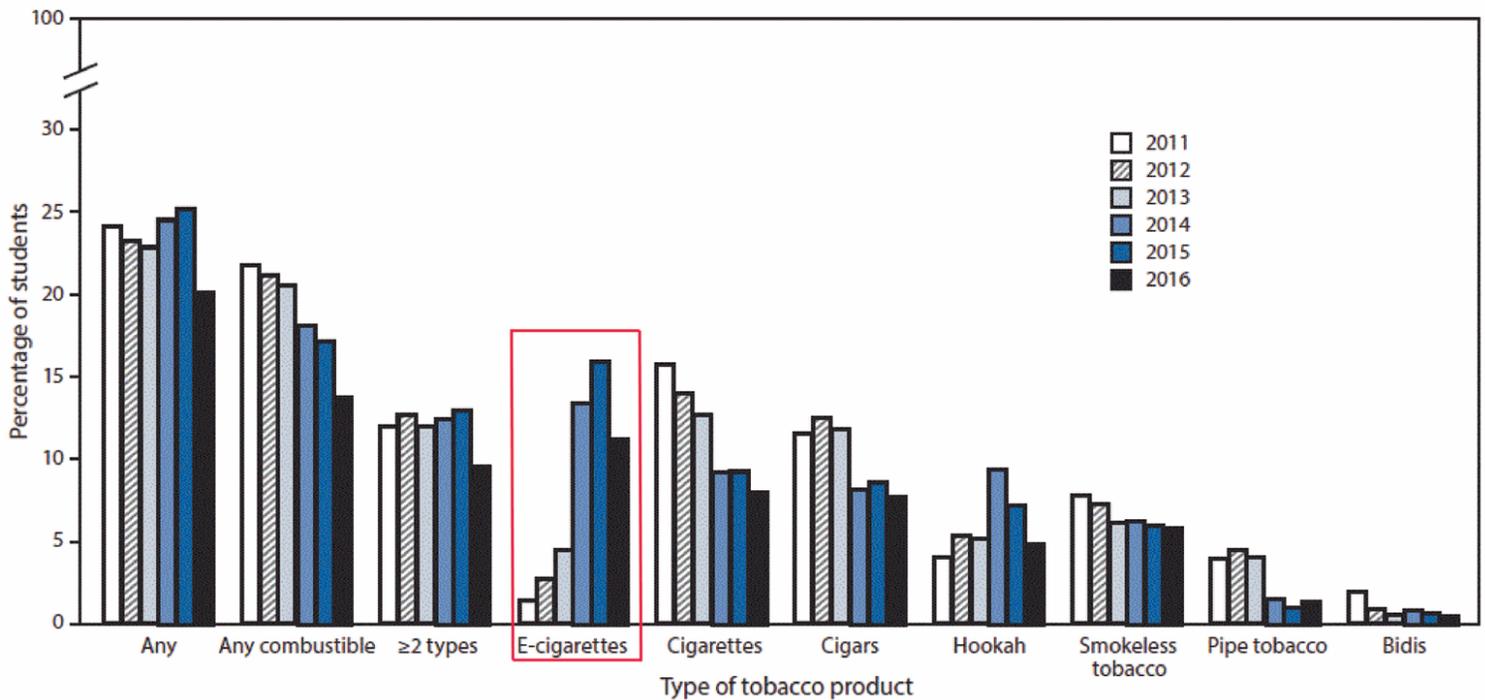
## Direct Instruction

⌚ 3–5 minutes

1. **Ask** students to write down their guess on scratch paper: What percentage of 11<sup>th</sup> graders smoke E-cigarettes? What percentage of middle schoolers smoke E-cigarettes?
2. **Ask** volunteers to share their guess with the class.
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.
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.”*

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



## Work Time

⌚ 20–25 minutes

### Activity 1: Reasons Why Young People Experiment with E-cigarettes and Positive Alternatives (10 min.)

1. **Ask** students to assemble into their groups.
2. **Distribute** an index card or square of paper to each student.
3. **Ask** students to 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 of their index card, ask students to record responses to the following question: What are some positive things young people can do instead of using E-cigarettes?
4. **Share:** Ask each Peer Group Facilitator to collect the index cards and read aloud reasons for use and positive alternatives to their group.
5. **Ask** Peer Group Facilitators to report 2-3 of the reasons for use their group listed along with positive alternatives until all responses have been recorded on the document projector or board.

- *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 for energy; volunteer to take on more responsibility

### Activity 2: Refusal Skills (15 min.)

1. **Ask:** What are some situations and places in which you may be offered an E-cigarette?
2. **Record** situations and places on the board.
3. **Explain:** With your group, you will brainstorm smart exit strategies/refusals to use when offered an E-cigarette. Record the strategies on scratch paper.

*Example Exit Strategies: Just say no; Stand tall with friends; Suggest something else to do; Give your own reason for saying no; Add some humor*

4. **Game:** Instruct entire class to stand and form a circle. **Explain:** We are going to see who has the best refusal skills. You will toss the ball to each other. When you receive the ball, you must give one refusal/exit strategy and then toss the ball to a different person. You must come up with a *unique* refusal on the spot to remain standing. Can play until the last student standing wins, or as time permits.

## Closing

⌚ 1 minute

1. Assign [Adult Interview](#).
2. **Emphasize** that students should interview one of their parents or guardians, but if they cannot arrange that, they should find another adult to interview.
3. **Distribute** [Handout 1: 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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