



## SAMPLE LESSON PLANS

### Grade 10 Alcohol, Tobacco, and Drug Use Prevention – Unit 8 Health Promotion – Community Involvement – Unit 20

#### SOLs:

10.1M Identify health-related social issues such as substance use (vaping).

10.3N Identify and create a plan to address a community health-related social issue such as substance abuse (vaping).

#### Title: JUULs Not Cool

#### Objectives/ Goals:

- The student will demonstrate an understanding of health concepts and teen behaviors when it comes to vaping and using products such as JUULs.
- The student will advocate for improving personal, family, and community health.
- The student will use accurate peer and societal norms to formulate a health-enhancing message.

#### Materials:

- [JUULs Not Cool slideshow](#)
- [Health Advocacy Campaign - Vaping](#)

#### Procedure:

- Hook - Show students the [Vape Rap](#) music video by 2015 National Health Teacher of the Year, Andy Horne - It will get your students engaged and thinking about the topic for the lesson.
- Instant Activity - After the song, have students do a Think-Pair-Share activity by

proposing to the class the following questions:

- *What is vaping? **Vaping describes someone who uses an e-cigarette – a battery-powered inhaler – that is designed to mimic traditional cigarette smoking. E-cigarettes are devices that use a cartridge to deliver an aerosol mist containing nicotine with various flavors. This aerosol mist is commonly called a “vapor”.***
- *How many high school students do you think vape (or use E-cigs) across the country and/or in the state of Virginia? **Refer to the 2017 YRBS data from the CDC below.***
- *Is vaping harmful? **Many vape pen users assume that they are protecting their lungs because they’re inhaling vapor, not smoke. No tar, no carcinogens, right? Wrong. Aside from nicotine and artificial flavoring, it’s hard to know what else might be hiding in the ingredients of any brand of e-cigarette. Traces of metals like iron and copper are often detected—as well as the carcinogen diethylene glycol.***
- *Why do you think people vape? **Answers will vary***
- Have students write to themselves, then share some of their ideas to small groups nearby or to the class.
- In terms of question #2, share some of the following figures below from the 2017 YRBS data from the CDC:

Ever Used An Electronic Vapor Product (including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens) High School Youth Risk Behavior Survey, 2017				
<i>Find out if there is a statistical difference between females and males. Select them and activate 'Compare Two'.</i>		<input type="checkbox"/> <b>COMPARE TWO</b> <input type="checkbox"/>		
Location	Sex	Total	Female	Male
National				
United States		42.2 (39.3–45.2) 14,313 <sup>†</sup>	39.7 (35.8–43.9) 7,344	44.9 (42.4–47.4) 6,862

Ever Used An Electronic Vapor Product (including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens) Virginia, High School Youth Risk Behavior Survey, 2017				
<i>Find out if there is a statistical difference between females and males. Select them and activate 'Compare Two.'</i>		<b>COMPARE TWO »</b>		<input type="checkbox"/>
				<input type="checkbox"/>
Year	Sex	Total	Female	Male
2017		33.2 (30.7-35.8) 3,653 <sup>†</sup>	32.5 (29.4-35.8) 1,877	33.6 (30.7-36.6) 1,758

Currently Used An Electronic Vapor Product (including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens, on at least 1 day during the 30 days before the survey) High School Youth Risk Behavior Survey, 2017				
<i>Find out if there is a statistical difference between females and males. Select them and activate 'Compare Two.'</i>		<b>COMPARE TWO »</b>		<input type="checkbox"/>
				<input type="checkbox"/>
Location	Sex	Total	Female	Male
National				
United States		13.2 (11.4-15.2) 12,844 <sup>†</sup>	10.5 (8.8-12.7) 6,598	15.9 (13.8-18.2) 6,146

Currently Used An Electronic Vapor Product (including e-cigarettes, e-cigars, e-pipes, vape pipes, vaping pens, e-hookahs, and hookah pens, on at least 1 day during the 30 days before the survey) Virginia, High School Youth Risk Behavior Survey, 2017				
Find out if there is a statistical difference between females and males. Select them and activate 'Compare Two':		<b>COMPARE TWO »</b>		
		<input type="checkbox"/>	<input type="checkbox"/>	
Year	Sex	Total	Female	Male
2017		11.8 (9.8-14.0) 3,256 <sup>†</sup>	10.8 (9.1-12.9) 1,677	12.6 (10.0-15.9) 1,563

- Based off the Youth Risk Behavior Survey from the CDC (2017 data), ask students...*Did any of the data surprised you? If so, what?*
- Explain to the class that **social norms** are informal understandings that govern the behavior of members of a society. Our perception of something often influences our behavior.
- Tell students it is likely that there is a *PERCEPTION* that more teens are using e-cigs than the *REALITY*. It is important to understand how perception can influence our own health behavior. For example, if we think that “everybody is vaping” or “80% of teens are vaping”, then we are more likely to engage in that behavior. When using YRBS data, it is important to point out the positive health behavior. For example, tell students that 87% of teens are not currently using E-cigarette products.
- Next, play the 7 min clip from ABC News Nightline - *Juuling: What is the trendy vape pen becoming popular among teens* [https://www.youtube.com/watch?v=EmjVU\\_jZYV0](https://www.youtube.com/watch?v=EmjVU_jZYV0)
  - This clip gives some of the most current data on vaping/juuling. It also introduces a boy named Jack who has done some tremendous health advocacy work in regard to vaping.
- If time, you can show a clip from the foundation Jack started called JUULERS Against JUULs - <https://www.youtube.com/watch?v=7EsNG7RcStQ>
- Now that students have a better awareness about vaping and an example of how they could advocate for improving personal, family, and community health, have them come up with an [Health Advocacy Campaign](#) to create more awareness around the health risks of vaping with a goal to reduce teenage usage in their community.
- Before you go onto the project, you could check for student understanding using this quick 5 question Kahoot - <https://play.kahoot.it/#/?quizId=b1fd7c84-9a61-4186-9496->

## Assessments, References, & Sources

- [Health Advocacy Campaign - Vaping](#)
- JUULERS against JUULS - <https://www.youtube.com/watch?v=7EsNG7RcStQ>
- ABC News Nightline - *Juuling: What is the trendy vape pen becoming popular among teens*  
[https://www.youtube.com/watch?v=EmjVU\\_jZYV0](https://www.youtube.com/watch?v=EmjVU_jZYV0)
- Andy Horne, 2015 National Health Teacher of the Year

# Health Advocacy Campaign

## *Topic: Vaping*

Today many teenagers are still mis-informed about the dangers of vaping. Some common things that they say are:

- *It doesn't taste smoky or anything. It definitely had a fruity twist.*
- *It doesn't give you secondhand smoke. I think it's just water vapor.*
- *People think that they're healthier.*
- *My friends are mostly smoking e-cigarettes. They aren't really into cigarettes.*
- *There's no tobacco, no formaldehyde, none of that really, really bad stuff.*
- *It doesn't give you secondhand smoke. It doesn't give you anything like that.*
- *I don't know. I just assume that it has less nicotine, less tar, tobacco. But I'm not sure.*
- *It's water vapor. So it just goes away.*
- *They look like pens and the colors are fun! It doesn't feel like you're smoking cigarettes.*
- *It seems like most of my friends are vaping.*

**Your task is to address some of these misconceptions by creating an advocacy campaign to address the vaping health epidemic.**

### Option 1: Advocacy PSA Video

- Create an informational video 1-2 minutes long about the dangers of vaping
- Your video should advocate for healthy norms and behaviors and target teenagers and/or parents.
- You must have information from societal norms (i.e. YRBS data from CDC)
- Research valid information to include in your video, cite at least one source
- Include one catchy slogan to help people remember your message

### Option 2: Advocacy Poster or Infographic

- Create an infographic or poster on vaping
- Your infographic or poster should advocate for healthy norms and behaviors and target teenagers and or parents
- You must have information from societal norms (i.e. YRBS data from CDC)
- Research valid information to include in your poster, cite at least one source
- Your infographic should be neat and colorful
- Include one catchy slogan to help people remember your message
- Here are some resources to help you do this

- <https://infogr.am/>
- <http://piktochart.com/>
- <http://canva.com/>

### Option 3: Advocacy Podcast

- You will write a script and record a 1-2 minute podcast on vaping.
- Your podcast should advocate for healthy norms and behaviors and target teenager and/or parents.
- You must have information from societal norms (i.e. YRBS data from CDC)
- Research and include valid information in your podcast, cite at least one source
- Your podcast should have basic music in the intro and outro....possibly in between transitions.
- Include one catchy slogan to help people remember your message
- You might want to use Garageband or Audacity to record your podcast.

#### Learning Targets:

Analyze personal susceptibility to injury and illness if engaging in unhealthy behaviors, *such as using electronic vapor products.* (1.12.8)

Use accurate peer and societal norms to formulate a health-enhancing message *in regards to electronic vapor products.* (8.12.1)

Adapt health messages and communication techniques *about using vapor products,* to a specific target audience (8.12.4)

## Rubric

Criteria	4	3	2	1
<u>Analyze</u> personal susceptibility to injury and illness if engaging in unhealthy behaviors, <i>such as using electronic vapor products.</i> (1.12.8)	The analysis of personal susceptibility to injury and illness if engaging in unhealthy behaviors, <i>such as using electronic vapor products</i> is accurate.	The analysis of personal susceptibility to injury and illness if engaging in unhealthy behaviors, <i>such as using electronic vapor products</i> is mostly accurate.	The analysis of personal susceptibility to injury and illness if engaging in unhealthy behaviors, <i>such as using electronic vapor products</i> is somewhat accurate.	The analysis of personal susceptibility to injury and illness if engaging in unhealthy behaviors, <i>such as using electronic vapor products</i> is inaccurate or lacking evidence
<u>Use</u> accurate peer and societal norms to formulate a health-enhancing message <i>in regards to electronic vapor products.</i> (8.12.1)	The use of accurate peer and societal norms to formulate a health-enhancing message <i>in regards to electronic vapor products</i> is evident & accurate	The use of accurate peer and societal norms to formulate a health-enhancing message <i>in regards to electronic vapor products</i> is evident & mostly accurate	The use of accurate peer and societal norms to formulate a health-enhancing message <i>in regards to electronic vapor products</i> is somewhat evident and/or accurate	The use of accurate peer and societal norms to formulate a health-enhancing message <i>in regards to electronic vapor products</i> is not evident or inaccurate, or lacking evidence.
<u>Adapt</u> health messages and communication techniques <i>about using vapor products,</i> to a specific target audience (8.12.4)	The adaption of health messages and communication techniques <i>about using vapor products</i> to a specific target audience is accurate.	The adaption of health messages and communication techniques <i>about using vapor products</i> to a specific target audience is mostly accurate.	The adaption of health messages and communication techniques <i>about using vapor products</i> to a specific target audience is somewhat accurate.	The adaption of health messages and communication techniques <i>about using vapor products</i> to a specific target audience is inaccurate or lacking evidence

Feedback:



Reflection for Improvement: