



T.E.A.M. Teacher's Guide:

Vaping Prevention Lesson 3

(Grades 6-12)

This teacher guide is a supplementary text to support the use of the TEAM/UNMC module: [Vaping Prevention Lesson 3](#).

This vaping-prevention project was jointly developed by the Tobacco Education and Advocacy of the Midlands (TEAM) and the Interactive E-Learning program at the University of Nebraska Medical Center (UNMC).

TEAM/UNMC modules are short (30 minutes or less), interactive online health science modules to supplement curriculum taught in grades 6–12. These do not replace curriculum, but are a supplement for teachers and students incorporating evidence-based information and TEAM/UNMC expert guided material. Each module is chunked into sections with formative and summative assessments with immediate feedback provided.

Tips on how to utilize TEAM/UNMC modules:

- Internet access is required to view TEAM/UNMC modules.
- For those who have access to one-to-one technology, modules can be used in or outside of the classroom as a topic introduction, extension, or review.
- For classrooms without individual student devices modules can be used in whole group instruction. Formative assessment questions can use the teacher's preferred call and response method and summative assessment questions can be displayed on the board and answered individually by students or printed and distributed to students after viewing the module.

Objectives

- Discuss vaping epidemic among youth.
- Understand the role of marketing and advertising strategies in increasing e-cigarette use among youth.
- Think critically about marketing and advertising strategies used to appeal to young people.



Introduction

An electronic cigarette (e-cigarette) is an electronic device that simulates tobacco smoking. In recent years, there has been a surge of adolescents vaping; with multiple adverse impacts to public health. This curriculum was developed to inform adolescents about the real cost of vaping and prevent tobacco companies from using e-cigarettes to hook a new generation of tobacco users.

Prior Knowledge

Before beginning this module, the teacher should understand the Next Generation Science Standards (NGSS) featuring [Three-Dimensional Learning](#).

Core Idea Engineering, Technology and Applications of Science

Science-based, or science-improved, designs of technologies and systems affect the ways in which people interact with each other and with the environment, and thus these designs deeply influence society. [A Framework for K-12 Science Education](#).

Core Idea ETS2.B: Influence of Engineering, Technology and Applications of Science on the Natural World.

Technologies that are beneficial for a certain purpose may later be seen to have impacts (e.g., health-related, environmental) that were not foreseen. In such cases, new regulations on use or new technologies (to mitigate the impacts or eliminate them) may be required. [A Framework for K-12 Science Education](#).

Science and Engineering Practices [NGSS](#)

- Asking questions and defining problems ([cancer](#))

Crosscutting Concepts [NGSS](#)

- Cause and Effect

Key Terms/Vocabulary

Electronic cigarette (e-cigarette), vaping epidemic, marketing strategies, advertising strategies, nicotine addiction, aerosol, respiratory, targeted advertising, “replacement” smokers, the 4 “P”s of Marketing (Product, Price, Promotion, Place).



Science Standards

Nebraska Science Standards

Chemistry

SC.HSP.3.3.D: Evaluate a solution to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

Anatomy and Physiology

SC.HSP.6.5.E Construct and present arguments using evidence to support claims about the causes of dysfunction in the nervous system.

Nebraska Health Science Standards

HS.HS.7.2.a: Describe the fundamentals of health, wellness, and disease prevention.

HS.HS.7.2.b: Explain physical, mental, social, and behavioral health and its impact on healthcare, disease, and prevention.

Nebraska Family and Consumer Education Standards

HSE.MS.7.5: Identify physical and social consequences of using tobacco, marijuana, inhalants, alcohol, and other drugs.

National Health Science Standards (NCHSE)

3.1.3: Analyze the impact of emerging issues on healthcare delivery systems.

9.1.2: Examine various aspects of behavioral health.

9.2.1 : Discuss physical, mental, social, and behavioral development and its impact on healthcare.

Extensions of the lesson

To help students become more familiar with the Key Terms of this module, the teacher can use the vocabulary list for a classroom Word Wall, or integrate the vocabulary into classroom word games during review sessions.



Encourage students to check current events for the latest news involving vaping or e-cigarettes.

As student misconceptions become apparent, the teacher may need to reinforce these important concepts:

- The sale, purchase and use of e-cigarettes is illegal under the age of 21.
- Regardless of the law, vaping is becoming an epidemic among young people.
- As vaping usage increases, some people suggest that “everyone is doing it.” However, the vast majority of teens do not use e-cigarettes.
- Tobacco companies spend billions of dollars to attract new users of addictive nicotine products.
- People can become addicted to e-cigarettes more easily if they start vaping when they are less than 21 years old.
- Tobacco companies develop marketing strategies, such as flavors and popularity promotions, to directly target their advertising to teenagers.
- Vaping is harmful to the body, but advertisers try to hide this fact from consumers.



Enrichment

For information about Healthcare Career Opportunities, see UNMC's [Careers in Healthcare](#).

To learn more about the **T.E.A.M.** Program that helped develop this learning module, see [Tobacco Education and Advocacy of the Midlands](#).

To study the correlation between the Nebraska Science Standards and the Next Generation Science Standards (NGSS) see the [Crosswalk](#).

For classroom activities about nicotine addiction, see Stanford University's [Tobacco Prevention Toolkit](#).

The CDC provides information about e-cigarette (vaping) products at [Visual Dictionary](#).

For information about marketing designs that enable teens to hide their e-cigarette use from parents and teachers, see this research paper [Stealth Vaporizers](#).

The US Food and Drug Administration (FDA) presents survey results on e-cigarette use among middle school and high school students: [2021 Survey](#).

Watch a video (3:57) from [Education Week](#) about students vaping: [Are Students Juuling in your Classroom?](#)

A short video (1:56) describes marketing strategies: [Marketing of E-cigarettes](#).

More than 125 public health and other organizations have called for social media companies to end all advertising of cigarettes, e-cigarettes, and all tobacco products. See a press release from [The Campaign for Tobacco-Free Kids](#): [Tobacco Advertising on Social Media](#).