

Vaping: What's the Hype?

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Welcome!

[Vaping: What's the Hype?](#) is a toolkit that aims to provide youth with a starting point for discussion and critical thinking about vaping to help them become empowered decision-makers in their own health.

About This Toolkit

Who is this toolkit for?

This toolkit is a resource for Ontario educators supporting students in **Grades 5-9**. While it aims to help meet the 2019 Health and Physical Education curriculum expectations about vaping, it also offers cross-curricular connections to various subject areas throughout the grades. Specific expectation links can be found in the [Curriculum Expectations](#) section of this guide, and suggestions are provided in the [Guide to Card Content](#) section for ways to embed [experiential learning](#).

What will students learn?

By completing the activities in this toolkit, students will learn about:

- Nicotine and addiction
- Health effects of using tobacco and vape products
- Links between the tobacco and vape industries
- Marketing strategies including flavours and packaging
- Decisions around vaping and sources of support
- Vaping laws in Ontario

Commercial vs. Sacred Use of Tobacco

The term 'tobacco' that is used throughout this toolkit refers to commercial tobacco products (e.g., cigarettes, cigars, chewing tobacco, etc.). It does not refer to the traditional use of tobacco by First Nations and Métis cultures for sacred or ceremonial purposes. For more information about tobacco as a sacred medicine, visit www.tobaccowise.com. You are encouraged to discuss the difference between the commercial and traditional use of tobacco with your students before and during the use of this toolkit.

How to Use this Toolkit

Before You Start

1. Watch this [instructional video](#) (2:35) for an overview of how to use the toolkit.
2. Read the [About Vaping](#) section of this Educator Guide for some context about vaping as a health concern, youth statistics and prevention strategies.
3. Review [this tip sheet](#) on talking to youth about vaping. It shares helpful discussion points and gives an overview on how vape products are marketed to young people.

Card Content

There are nine cards in this toolkit. On one side, they assemble as a puzzle to form an image of everyday products with vape products "hidden" among them (pictured on the cover of this Educator Guide). On the other side, each card has one theme and five sections:

- **The Facts:** Key messages and information about the card's theme.
- **Inquiry:** Students are prompted to research the theme further.
- **Response:** Students share their opinion on a video, quote or picture, or interview someone.

- **Communication:** Students make connections and dig deeper by creating, writing, designing, or analyzing.
- **Call to Action:** Students make a positive impact by sharing what they have learned.

The [Guide to Card Content](#) section includes the content of each card, as well as ideas, resources, and experiential learning suggestions for educators. It is meant to help you learn about the themes so you can support student learning and facilitate discussion.

Online Content

The main page for the toolkit's online content is www.myhealthunit.ca/vapehype. You will see that each card in the toolkit has a QR code. Students can use their devices to scan the QR code and access the webpage specific to that card with the content needed to complete the assigned activities (e.g., videos, tobacco advertisements, etc.). These card webpages can also be accessed from the toolkit main page. Some of the webpages contain links to additional credible resources for students to explore further.

Ways to Use the Cards

This toolkit can be used in any way that supports your teaching objectives. Here are some ideas for different ways you could choose to use the cards with your class:

Introductory Activity

- Have students use the cards to assemble the puzzle.
- Once assembled, ask students what they see in the image. They may point out everyday products, and they may also point out some of the vape products.
- See if students can find the 14 vape products in the image (including vape devices, pods, and e-juice). [Appendix A](#) shows the vape products in the image labelled, for your reference.
- Have a class discussion, asking students why they think vape products seem to blend in and look similar to everyday products used by youth (makes them seem less harmful; easier to hide or disguise).

Overview of the Toolkit

- Show students the [instructional video](#) so they can see how they will be learning from the cards.

Options for Learning

- Divide the class into 9 groups and assign each group a card to complete.
- Have groups of students teach the rest of the class what they learned about their card's topic.
- Choose one card at a time for the whole class to learn from. Go through each section sequentially and complete several cards over the course of time.
- Use the card content as topics for oral or virtual presentations.
- Use the card content as topics for writing assignments.
- Focus on leadership by having the Call to Action projects shared with the school community.
- Embed the [experiential learning](#) cycle (participate, reflect, apply) to enrich the activities.
- Use the cards in a way not listed that supports your learners and their interests.

Evaluation

We would appreciate your feedback on this toolkit. A survey for educators and for students can be found on the toolkit's [main webpage](#) or at these links:



[Educator Survey](#)



[Student Survey](#)

About Vaping

What is vaping?

Vaping is the act of inhaling and exhaling an aerosol produced by a vaping device, also known as an electronic cigarette. The device heats a liquid (also known as e-liquid or e-juice), which turns into an aerosol. These liquids are often flavoured and most contain nicotine. For more information about vaping, visit the [Health Canada](#) website.

How common is vaping among youth?

The [Ontario Student Drug Use and Health Survey](#) (OSDUHS) shows that vaping among students in grades 7-12 has been increasing. Between 2017 and 2019, the number of students who said they used an e-cigarette in the past year has more than doubled, increasing from 11% to 23%. About 13% of students vape weekly or daily.

Why is vaping a concern?

There are a number of reasons why vaping is a concern:

- Vaping can expose a person to harmful chemicals that could cause lung damage.
- Vaping even for a short time can cause problems such as sore mouth, throat irritation, dizziness, light headedness, cough, and nausea.
- Vaping with nicotine is addictive. For some brands of e-liquid, one pod contains the same amount of nicotine as 20 cigarettes. Some signs of nicotine dependence include youth using in illegal places (e.g., at school), feeling a strong need to ask friends for a few puffs, hiding it from others, and vaping even after experiencing negative side effects.
- Vaping with nicotine can alter youth brain development and affect memory and concentration.
- Vaping with nicotine has been linked with symptoms of anxiety and depression. Youth may be turning to vaping to alleviate these symptoms, but instead they could be intensifying them.
- Overconsumption of nicotine can lead to symptoms of illness, referred to as being “nic-sick”.
- E-cigarettes are often shared between friends, which can spread viruses and infections and can even lead to a fine.
- There are reports of vaping occurring in school washrooms and in other places where it is not permitted according to the Smoke-Free Ontario Act. This could also result in a fine.
- Vaping could potentially be causally related to cigarette smoking by providing early exposure to nicotine, increasing exposure to influences in the social environment (e.g., individuals who smoke or certain social settings), or helping to “re-normalize” nicotine use and smoking.
- Much is still unknown about the long-term health effects of vaping.

Why are youth vaping? (What’s the hype?)

Some of the factors that may contribute to youth vaping include curiosity, boredom, normalization among peers, social pressure, coping with stress or anxiety, enjoying the “hit” they get from nicotine, appealing flavours, devices being seen as trendy or a status symbol, perceived lack of harmful effects, and trying to quit or cut down on smoking.

Vaping companies, many of which are [owned by tobacco companies](#), use a variety of strategies to market their products and make them seem less harmful and less addictive than they really are. By targeting young people with their marketing, they contribute to the normalization of vaping among youth and the recruitment of lifetime consumers for their products.

The marketing strategies being used by vaping companies are similar to the ones used by the tobacco industry for decades to sell tobacco products – old tricks for a new product. These include appealing flavours, attractive packaging, promotions and discounts, sponsorships, paid influencers, product placement in film and television, marketing to specific demographics and sub-cultures, misleading health claims about their products, and more.

Nowadays, social media is another way vaping companies can reach young people through the online platforms they access. Vape products have sleek and modern designs, and often look similar to everyday products used by youth. This can make them seem less harmful and easier to hide or disguise.

How can vaping be prevented?

The “Just Say No” approach to drug education does not work, and the same applies to vaping. There may be many variables at play when someone decides to vape. One program cannot address all the issues, and making lasting changes in behaviour and attitude requires a comprehensive approach and a variety of committed partnerships in the community that are sustained over time. A comprehensive approach may include things like education, policy, and changing social norms.

Educating youth, by providing them with credible information, is thus part of a broader approach and is one effective strategy to help prevent vaping. Given the close links between the tobacco and vaping industries, this toolkit incorporates a tobacco control strategy called tobacco industry denormalization (or TID). "TID tells the public the truth about the tobacco industry's role as the disease vector in the development and perpetuation of the tobacco epidemic... (The Non-Smokers' Rights Association). Talking to youth about vaping and tobacco advertising will help them recognize when they are being advertised to, and help them identify the tricks companies use to normalize teen vaping.

Targeted messaging that aligns with youths' values and interests helps make the messaging more relevant. It is also important to consider which segments of the youth population might be at highest risk, and invest more resources in supporting these youth. Parents, guardians, educators, and society in general can all play a role in educating students about substance use, including vaping.

This toolkit is meant to be part of a comprehensive approach to address vaping by supporting educators in starting important discussions with students so they can make the best possible decisions for their health.

Guide to Card Content

1. [Nicotine and the Brain](#)

Section	Content	Ideas and Resources for Educators
The Facts	Nicotine is a highly addictive substance. Youth under age 25 are at higher risk for nicotine addiction than adults are because their brains are still developing. Compared to adults, it takes less nicotine for youth to become addicted, the addiction is stronger, and it is harder to quit. The amount of nicotine in a standard vape cartridge is roughly equal to the amount of nicotine in 20 cigarettes.	
Inquiry	Find as many facts as you can about nicotine. Check the QR code for a website to support your research. You can also find other sources.	
Response	Watch the video using the QR code. In your opinion, why do you think it is so hard for people to quit using nicotine?	Students may share thinking through an oral, written or virtual response. See Curriculum Expectations .
Communication	Create your own video to explain the effects of nicotine on the brain.	
Call to Action	Plan a “movie screening party” with the students at your school to show the video you made.	

2. [Addiction](#)

Section	Content	Ideas and Resources for Educators
The Facts	Addiction refers to problematic patterns of substance use or behaviours that can interfere with a person’s life. People can be addicted to things like nicotine, alcohol, gambling or internet use. People who are addicted to substances have lost control of how much they use, and they continue to use despite negative consequences.	
Inquiry	<ol style="list-style-type: none"> 1. List places in the community or helplines where youth can get support for addictions, including nicotine addiction. 2. List people that youth can connect with for support when faced with pressures or curiosity to try vaping, tobacco, drugs or alcohol (e.g., parent, coach, etc.). 	Embedding experiential learning: <ul style="list-style-type: none"> • Invite community partners to your classroom as guest speakers who can share information about and facilitate discussions around addictions • Incorporate reflection strategies from the experiential learning cycle (participate, reflect, apply)
Response	Watch the video using the QR code. <ol style="list-style-type: none"> 1. Why do you think the rats in cages behaved differently from those in Rat Park? 2. Along with chemicals, what other factors can influence addiction to substances? 3. Do you think rat behaviour is similar to or different from human behaviour? Explain your answer. 	
Communication	Create a new invention, technology or resource that could help people quit smoking and vaping. Describe how your creation works and draw or build a prototype. Make an advertisement to promote it.	Advertisements could be posters, radio, social media, etc. Have students run an ad campaign with the ads created.
Call to Action	Utilize your lists from Inquiry to share the sources of support with other students in a creative way (e.g., poster, flyer, school announcements, social media post, screen display, etc.).	Design and create a hallway bulletin board for students to share the addiction supports.

3. [The Tobacco Industry](#)

Section	Content	Ideas and Resources for Educators								
The Facts	The tobacco industry has marketed their products to teens for over 70 years. The industry spends nearly 1 million dollars per hour marketing their products. Tobacco companies now own some of the most popular vaping brands.									
Inquiry	Which vape brands are owned or partially owned by these tobacco companies: Altria, Imperial Tobacco, and JTI-MacDonald?	<table border="1"> <thead> <tr> <th>Tobacco company</th> <th>Vaping brand</th> </tr> </thead> <tbody> <tr> <td>Altria (formerly Philip Morris Companies)</td> <td>JUUL</td> </tr> <tr> <td>JTI-MacDonald</td> <td>Logic</td> </tr> <tr> <td>Imperial Tobacco</td> <td>VYPE</td> </tr> </tbody> </table>	Tobacco company	Vaping brand	Altria (formerly Philip Morris Companies)	JUUL	JTI-MacDonald	Logic	Imperial Tobacco	VYPE
Tobacco company	Vaping brand									
Altria (formerly Philip Morris Companies)	JUUL									
JTI-MacDonald	Logic									
Imperial Tobacco	VYPE									
Response	<p><i>"Today's teenager is tomorrow's potential regular customer, and the overwhelming majority of smokers first begin to smoke while still in their teens... The smoking patterns of teenagers are particularly important to Philip Morris."</i> – Phillip Morris Tobacco Company, 1981</p> <ol style="list-style-type: none"> Express your opinion about this quote: What does it make you think? Why do you think tobacco companies are so interested in the smoking patterns of teens? 	<p>Potential student response:</p> <ul style="list-style-type: none"> The tobacco industry recognized the buying power of teens. By getting teens addicted they would have life-long customers; they needed a new generation of smokers so as not to go out of business. Tobacco companies used marketing techniques like fun or glamorous advertising, flavours youth would enjoy, and appealing packaging. The vaping industry is using the tobacco industry's marketing tricks to attract a new generation of customers to vaping. 								
Communication	<p>Choose an old tobacco advertisement from the link at the QR Code. Analyze the ad by answering the following questions:</p> <ol style="list-style-type: none"> Who did they make the ad for (who is the target audience)? Why do you think that? What is the message of the ad? What strategies did the company use to make the product appealing? Adapt the ad to create a new one that shares the truth about the harms of the product (this is called "counter advertising"). 	<p>Request that students submit the chosen advertisements along with their responses.</p> <p>For a selection of tobacco ads, see Appendix B.</p> <p>Extension opportunity: deconstruct a second or third advertisement.</p>								
Call to Action	"Tobacco Industry: Truth Exposed!" Use the information you learned about the tobacco industry to create a graffiti wall as a group. Write messages or draw pictures on a paper banner and post it for other students to see.	Add the graffiti wall to the hallway bulletin board.								

4. From Vaping to Smoking?

Section	Content	Ideas and Resources for Educators
The Facts	When compared to teens who do not vape, teens who vape are more likely to start smoking tobacco cigarettes. Tobacco is the leading cause of early and preventable disease and death in the world. Tobacco is the only legal product that kills half of its users when used exactly as intended.	
Inquiry	What are some of the effects of using commercial tobacco (including cigarettes, cigars, and chewing tobacco)? How many chemicals are found in cigarette smoke, and how many of these chemicals cause cancer?	Potential student responses: <ul style="list-style-type: none"> Tobacco use is the leading cause of heart disease and stroke. It contributes to dozens of types of cancers, COPD, Type 2 diabetes. Tobacco has been found to have a negative impact on almost every organ and system in the body. Tobacco smoke contains more than 7000 chemicals. At least 69 can cause cancer.
Response	Scientists began uncovering evidence in the 1950's and 1960's about the links between tobacco use and various diseases. Yet, tobacco companies denied the science: <i>"We don't accept the idea that there are harmful agents in tobacco."</i> – Philip Morris Tobacco Company, 1964 Express your opinion about this quote. What would you do if you were the director of a tobacco company and learned that your products were harmful to people's health?	
Communication	Imagine you are a news reporter in a time before anyone knows smoking is bad for you. You have just uncovered evidence that commercial tobacco products cause disease and death. Develop a news story, including: <ul style="list-style-type: none"> The health effects doctors are seeing in patients How the tobacco companies are responding to this evidence What people should do to protect themselves and others Where people can go for help Create a video of your news report.	Students may use the health effects found in Inquiry to write the news story. Students might also research: <ul style="list-style-type: none"> Other quotes from the tobacco industry responding to the scientific evidence How to reduce the effects of second-hand smoke Quit smoking supports
Call to Action	Create a set of five (5) multiple-choice questions using the facts you learned about commercial tobacco. Use these questions to run a trivia game with a younger class in your school. You can use an online quiz platform like Kahoot or have the class answer the questions on paper. Be sure to share the correct answers with students afterwards.	Kahoot allows students to create and play quiz games using devices such as tablets. Decide whether your students will use this platform or have the class use paper. The trivia game could be played by the younger students individually or on teams. Arrange with a teacher of a younger class to allot time for your students to run the trivia game.

5. Flavours

Section	Content	Ideas and Resources for Educators
The Facts	Flavoured tobacco products are banned in Canada. However, many flavoured vape products are on the market. There are over 15,500 different vape juice flavours (and counting).	
Inquiry	Investigate how banning flavoured tobacco products has affected youth smoking rates.	Potential student response: Banning flavoured cigarettes was associated with a reduction in the probability of middle and high school youth becoming smokers and a reduction in cigarettes smoked by youth who smoke.
Response	Watch the video at the QR code. <ol style="list-style-type: none"> How do you think the customers felt when they were told there was nicotine in their ice cream? How would you feel in that situation? In your opinion, why do so many flavours of vape juice exist? 	Students may share orally, in partners, small groups, or through journaling.
Communication	Do you think that banning flavoured vape juices would lead to less vaping among youth? Choose a side (yes or no) and support your opinion . Convince someone of your opinion through a video, an oral presentation, a comic book story, or an essay.	Extension opportunity: Run a formal debate. Divide the class in half and have each group take a side (yes or no) regardless of their personal opinion. Give groups time to come up with points to support their side.
Call to Action	Write a persuasive letter to Health Canada. Explain the importance of banning the sale of flavoured vape products. <i>OR</i> Explain what you think is the best way to reduce vaping among youth. Bonus: Collect signatures in your school or community to make it a petition.	Embedding experiential learning: Bring letters to the local MP office. Book a meeting with the MP to have students speak about the issue. Invite the MP into your classroom.

6. Marketing

Section	Content	Ideas and Resources for Educators
The Facts	Vape products, like tobacco products and alcohol, are not meant to be sold or supplied to youth. E-cigarette companies use designs for their products that make them look like normal everyday products youth are familiar with.	<p>Prior to the Inquiry task, engage in an open discussion about marketing to help students develop their understanding of what a marketing strategy might be. For some background on marketing, visit:</p> <ul style="list-style-type: none"> • Marketing Basics: The 101 Guide to Everything You Need to Know • Talking to Kids About Vaping <p>Embedding experiential learning: Invite a community partner from a local marketing agency into your classroom to engage in a discussion with students about marketing.</p>
Inquiry	Attractive product or package design is one strategy the tobacco industry has used to market its products to youth. Research and describe other marketing strategies or "tricks" that industries (such as food, tobacco, cosmetics, etc.) have used to appeal to youth. You can find more information at the QR code.	<p>Students can search for “marketing strategies for youth”. The tobacco industry has a history of using marketing strategies such as:</p> <ul style="list-style-type: none"> • Target advertising • Price discounts for cigarette retailers to reduce the cost to consumers • Celebrities and film • Excluding and denying the facts • Making their products more addictive • Social media • Sponsorships
Response	<p>Watch the video and look at the picture at the QR code.</p> <ol style="list-style-type: none"> 1. Identify some everyday products that look similar to vape products. 2. Why do you think vape products are designed to look similar to everyday products used by youth? 	<p>Refer to Appendix A for items that look similar to vape products.</p> <p>When vape products look similar to everyday products used by youth, it makes them seem less harmful. It also makes them easier to hide or disguise.</p>
Communication	Research how social media influencers help companies sell products. Imagine you are a social media influencer and create a video, blog post, or webpage to try to sell a healthy product.	
Call to Action	#TBT: Make a list of industry marketing tricks you don’t want the vape industry to bring back – and some fun throwbacks you would rather see (e.g., Instead of fruit-flavoured tobacco products, let’s bring back Fruit-by-the-Foot! Instead of hiding the facts, let’s bring back hide-and-see!)	An example of this type of throwback activity is found at the QR code for this card. Have students find images to make a visual list. Add the list to the hallway bulletin board.

7. Health Effects

Section	Content	Ideas and Resources for Educators
The Facts	Vaping is still relatively new, and we will not know some of the long-term health effects for many years. Some potential health effects include nicotine addiction, exposure to harmful chemicals and metals, lung injury associated with vaping certain products, nicotine poisoning if swallowed or absorbed, and burns and injuries from defective batteries exploding.	When discussing the health effects of vaping, it is important to correct students who believe vaping is worse than smoking (which it is not) and students who think vaping is harmless (which it also is not). Vaping is almost certainly less harmful than using commercial tobacco products, since vaping produces less of the cancer-causing chemicals found in tobacco. However, vaping is not harmless . Possible short-term effects are nicotine addiction from vaping, and acute incidents such as exploding batteries and lung injuries from contaminated vape juice. More research is needed on long-term effects.
Inquiry	What is something about vaping that you are curious about? Record your question. Trade questions with a partner. Find evidence to answer your partner's question.	The purpose of switching questions is to remove the student's own bias when searching for an answer.
Response	Watch the video at the QR code. How do you think the young person in the video felt about their decision to vape after experiencing the health effects? Justify why you think they felt that way. List any other consequences of vaping (beyond health) that are mentioned in the video.	You may have students discuss the video with their group after watching it.
Communication	Imagine you are a blogger in the future. You have just uncovered evidence about the health effects of vape products. Develop a blog post, including information about: <ul style="list-style-type: none"> • The health effects doctors are seeing in patients • How the vape companies are responding to this evidence • What people should do to protect themselves and others • Where people can go for help 	A blog post is an entry written on an online forum called a blog. It can include content in the form of journal entries, opinion articles, photos, infographics, or videos. Introduce the class to blogging prior to them completing this task. For more on blogging, visit: <ul style="list-style-type: none"> • What Is A Blog? – A Guide to Understanding The Concept Of Blogging • Thing 2: Student Blogging & Writing Students may use the health effects in Facts or from online sources to develop their blog post. They can search for real responses from vape companies about health criticisms for their products.
Call to Action	Photovoice: Take pictures of things, people or places to demonstrate what being healthy means to you. Select your top 3 photos and write a caption to explain each one. Share these in a creative way (e.g., presentation, poster board, scrapbook).	Search online for " University of Kansas Community Toolbox Photovoice " for a helpful guide to the Photovoice method. Embedding experiential learning: Plan a showcase and connect with community partners in the health and well-being sector so students can share their voice through photos.

8. The Law – Supplying

Section	Content	Ideas and Resources for Educators
The Facts	It is illegal to sell or supply vape products to anyone under the age of 19. Sharing with friends is considered “supplying to youth” and could result in a charge. The fine for supplying vape products to minors (including sharing with friends) in 2020 is \$490.	
Inquiry	<ol style="list-style-type: none"> 1. Along with a fine, list some other potential consequences of sharing vape products with friends. 2. What are some factors that could influence youth to start vaping? 	<p>Potential consequences of sharing vaping products with friends:</p> <ul style="list-style-type: none"> • Getting friends addicted to nicotine • Both getting in trouble at school or at home • Losing trust of friend’s family • Passing on germs <p>Factors that could influence youth to start vaping:</p> <ul style="list-style-type: none"> • Friend or family member vapes • Availability of flavours • Belief that vaping is less harmful than smoking
Response	Interview someone (e.g., parent, coach, sibling, friend, etc.) about vaping. Plan the questions you will ask. Audio record the interview (with permission) and summarize their responses.	
Communication	Record a podcast episode about vaping to share with your class or school. You can make use of the questions you answered in <i>Inquiry</i> and include clips from the interview you did in <i>Response</i> .	<p>Appendix C contains steps to creating a podcast and Appendix D is a podcast planning form.</p> <p>Students working as a group can each take a role (e.g., host, interviewer, sound effects, editor). To make it a class project, groups could focus their episode on different subtopics of vaping (e.g., health effects, influences for youth, laws, marketing strategies of the vape industry, etc.).</p> <p>Embedding experiential learning: Connect with a community partner (e.g., radio host, news station) who can offer ideas and make suggestions for how to facilitate a successful interview.</p>
Call to Action	Be an influencer: As a group or as a class, create a banner with messages to the younger kids in the school. Include messages about what you can do or say if someone is offering or pressuring you to vape. Include messages about why you choose not to vape.	Use language that is accessible for younger students and include pictures.

9. The Law – Property

Section	Content	Ideas and Resources for Educators
The Facts	<p>According to the Smoke-Free Ontario Act, you cannot smoke or vape:</p> <ul style="list-style-type: none"> • Inside a school • On school property, including playgrounds and sports fields • In public areas within 20 metres of school property <p>Anyone who vapes on or within 20 metres of school property in 2020 can be fined \$305.</p>	<p>The Smoke-Free Ontario Act (SFOA) also restricts the use of cannabis (whether smoked or vaped). Some municipalities have by-laws that extend beyond the SFOA to restrict smoking and vaping in additional places.</p>
Inquiry	<p>What are some other places where smoking and vaping are not allowed in Ontario?</p>	<p>Other places where smoking and vaping are not allowed:</p> <ul style="list-style-type: none"> • Enclosed public places • Children’s playgrounds • Publicly owned sporting areas • Community recreational facilities • Childcare facilities • In a vehicle with anyone under age 15 • Hospitals and other health care facilities • Restaurant and bar patios <p>Google search "where you can't smoke or vape in Ontario". An Ontario.ca website should come up with more details on each of these locations.</p>
Response	<p>Identify what items you would choose to buy that cost the same as the fine for vaping on school property (\$305) and for supplying vape products to youth (\$490). List items and their prices that add up to each of these totals.</p>	<p>Link this activity to math. Have students look for items that are important or interesting to them (e.g., a bike, video games, event tickets, groceries to link with family studies, a tank of gas if they will be driving in the near future, etc.).</p>
Communication	<p>You have been assigned a mission to communicate with aliens in another galaxy about something they have never heard of: vaping. Your task is to write them a letter describing the issue we are seeing on Planet Earth. You must explain:</p> <ul style="list-style-type: none"> • What vaping is • Why people are vaping • Why people might say vaping is positive or negative • Your recommendations for whether they should allow vaping on their planet or not 	
Call to Action	<p>Create a meme to encourage students not to vape on school property, or in general. Place a caption on a picture to get your point across.</p>	<p>A meme is typically an image combined with a caption to convey a humorous idea or social commentary. Ensure memes created are appropriate. Add them to the bulletin board.</p>

Curriculum Expectations

Health and Physical Education

Grade 5

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. (Healthy Living: identify how to get help in different situations)

A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making. (Healthy Living: describe how the media can influence their choices)

D2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., smoking,* vaping, drug use, gambling, video game use) [A1.4 Relationships, 1.6 Thinking]

D2.6 demonstrate an understanding of their role, and the limits of their role, in helping others who may need mental health support [A1.2 Coping, 1.4 Relationships, 1.5 Self]

D3.3 identify personal and social factors (e.g., emotional, physical, mental, spiritual, cultural, legal, media, and peer influences) that can affect a person's decision to drink alcohol or use cannabis at different points in their life [A1.2 Coping, 1.6 Thinking]

Grade 6

A1. apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

D1.4 identify people, resources, and services in the school and the community (e.g., mental health and addiction workers, family members, social workers, psychologists, community agencies, churches, mosques, synagogues, public health units, telephone help lines, recreation facilities) that can provide support when a person is dealing with mental health issues and choices or situations involving substance use and addictive behaviours, and describe how to access these supports [A1.1 Emotions, 1.2 Coping, 1.6 Thinking]

D1.5 demonstrate an understanding of the interconnections between a person's thoughts, emotions, and actions, and of the potential impact of positive and negative thinking on mental health [A1.1 Emotions, 1.5 Self, 1.6 Thinking]

D2.4 use decision-making strategies and skills and an understanding of factors influencing drug use (e.g., personal values, peer pressure, media influence, curiosity, legal restrictions, cultural, religious, and spiritual teachings) to make safe personal choices about the use of drugs such as alcohol, tobacco,* and cannabis, and about activities such as vaping, including the choice to abstain [A1.2 Coping, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

D3.2 recognize the responsibilities and risks associated with caring for themselves and others (e.g., while babysitting, staying home alone, running errands for a senior relative or neighbour, caring for pets, volunteering in the community, assisting someone with a disability, preparing meals, travelling to and from school and other locations), and demonstrate an understanding of related safety practices and appropriate procedures for responding to dangerous situations (e.g., safe practices for preparing food; responses to allergic reactions, fire, sports injuries, dental emergencies, hypothermia, bullying, abuse) [A1.4 Relationships, 1.5 Self , 1.6 Thinking]

Grade 7

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience. (Healthy Living: describe how to access different sources of support when dealing with mental health challenges or issues related to substance use)

D1.2 demonstrate an understanding of linkages between mental health problems and problematic substance use, as well as between brain development and cannabis use, and identify school and community resources (e.g., trusted adults at school, guidance counsellors, public health services, help lines) that can provide support for mental health concerns relating to substance use, addictions, and related behaviours [A1.2 Coping, 1.4 Relationships, 1.6 Thinking]

D3.2 analyse the personal and societal implications of issues related to substance use, addictions, and related behaviours (e.g., effects of technology dependence on school and workplace performance, personal relationships, and physical health; impacts of pornography viewing patterns on relationships; risks associated with vaping and chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking and cannabis use; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol use during pregnancy) [A1.6 Thinking]

Grade 8

A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience (e.g; Healthy Living: explain when daily healthy habits and coping strategies may not be enough to maintain mental health and when professional help may be required)

A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making (e.g. Healthy Living: analyse potentially dangerous situations and devise solutions for making them safer)

D1.3 identify and describe the warning signs of problematic substance use and related behaviours for a variety of activities and substances, including cannabis

D2.4 demonstrate an understanding of how incorporating healthy habits and coping strategies into daily routines can help maintain mental health and resilience in times of stress [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.6 Thinking]

Grade 9

PPL10

1.3 communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: demonstrate, through role play, the ability to reach out with compassion to a friend who seems to be struggling emotionally or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict)

1.5 use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analysing and solving problems, making decisions, and evaluating their choices in connection with learning in health and physical education (e.g., Healthy Living: describe strategies, such as planning in advance, weighing pros and cons, or considering consequences, that they can use to make decisions in a variety of situations: matters with longer-term impacts; or matters related to personal health and safety such as reacting positively and proactively to peer pressure to smoke, take drugs, or drink alcohol in social situations)

C1.3 demonstrate an understanding of resilience and related protective and risk factors, and explain how these can affect choices related to substance use and addictions [PS, CT]

C3.4 describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences [IS, CT]

Curriculum Expectations in Other Subjects

Grade 5

<u>The Arts</u>	Drama	B1.1 engage actively in drama exploration and role play, with a focus on examining issues and themes in fiction and non-fiction sources from diverse communities, times, and places (video creation)
	Visual Arts	D1.1 create two- and three-dimensional art works that express feelings and ideas inspired by their own and others’ points of view D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a poster that presents solutions to stereotyping, bias, or bullying, using angle of view; a graffiti-style mural that addresses a community issue)
<u>Social Studies</u>		B3.7 describe some different ways in which citizens can take action to address social and environmental issues (e.g., by determining the position of their local candidates on various issues and supporting/voting for the one whose position they agree with; through the court system; by organizing petitions or boycotts; by volunteering with organizations that work on specific issues; by writing to their elected representatives or to

		the media; by creating or participating in art projects that bring attention to an issue)
Science and Technology	Understanding Life Systems – Human Organ Systems	<p>1.1 assess the effects of social and environmental factors on human health, and propose ways in which individuals can reduce the harmful effects of these factors and take advantage of those that are beneficial</p> <p>2.5 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., create infographics to show effects of vaping on the body)</p>
Language	Writing	<p>1.1 identify the topic, purpose, and audience for a variety of writing forms</p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p>
	Media Literacy	<p>1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)</p> <p>1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented</p> <p>3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., video, advertisement, news report, poster, flyer, social media post, podcast or Photovoice)</p>

Grade 6

The Arts	Drama	B1.1 engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (video creation)
	Visual Arts	<p>D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view</p> <p>D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., a DVD cover design or movie poster that uses line, shape, space, colour, and value to communicate information about the content)</p>
Language	Writing	<p>1.1 identify the topic, purpose, and audience for a variety of writing forms</p> <p>1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources</p>
	Media Literacy	<p>1.2 interpret media texts, using overt and implied messages as evidence for their interpretations (e.g. explain how advertisements for healthy choices and those for unhealthy choices differ)</p> <p>1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine</p>

		whether the chosen view achieves a particular goal 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques
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Grade 7

The Arts	Drama	B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities
	Visual Arts	D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, including opposing points of view D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
Language	Writing	1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a rap poem or jingle, to express a personal view to the class; a report for a community newspaper about a public meeting on an environmental issue affecting local neighbourhoods; an autobiography for a youth magazine, web page, blog, or zine) 1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
	Media Literacy	1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts 1.5 demonstrate understanding that different media texts reflect different points of view 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

Grade 8

The Arts	Drama	B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives and possible outcomes related to complex issues, themes, and relationships from a wide variety of sources and diverse communities
	Visual Arts	D1.1 create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view D1.3 use elements of design in art works to communicate ideas, messages, and understandings for a specific audience and purpose
Language	Writing	1.1 identify the topic, purpose, and audience for more complex writing forms 1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

		1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
	Media Literacy	1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts 1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view 3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

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Appendix A – Images of everyday items and vape items with vape items labelled



- Chill Salt**
E-liquid
- THC vape pen
- Juul pod**
- Vype pod**
- Voopoo Drag Nano**
Vape device
- Juul**
Vape device
- Juul pod**
- Vapmor VPEN**
Vape device



- Suorin Drop**
Water-drop shaped vape device
- Illusions**
E-liquid
- Juul pod**
- Vype**
Vape device
- Lemon Drop**
E-liquid
- Unknown partial vape device

Appendix B – Tobacco Advertisements

KING: 17 mg. "tar", 1.3 mg. nicotine, 100's: 17 mg. "tar", 1.4 mg. nicotine, av. per cigarette by FTC method.

© 1984 R. J. REYNOLDS TOBACCO CO.

You've got what it takes.
Salem Spirit

*Share the spirit.
Share the refreshment.*

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

Salem
Menthol Fresh
100s

Fashions: Bob Mackie

"It may be a man's world now, but the lease is almost up."

VIRGINIA SLIMS MENTHOL

YOU'VE COME A LONG WAY, BABY.



Also available
in Regular.

9 mg "tar," 0.7 mg nicotine av. per cigarette by FTC method.

SURGEON GENERAL'S WARNING: Smoking By Pregnant Women May Result in Fetal Injury, Premature Birth, And Low Birth Weight.

© Philip Morris Inc. 1990

© 1985 B&W T Co.

SURGEON GENERAL'S WARNING: Smoking By Pregnant Women May Result in Fetal Injury, Premature Birth, And Low Birth Weight.



Break away to refreshing taste.

COME UP TO KOOL

Filter Kings, 16 mg. "tar", 1.0 mg. nicotine; Kings Box, 16 mg. "tar", 1.1 mg. nicotine av. per cigarette, FTC Report Feb. '85



**Considering
all I'd heard,
I decided to
either quit
or smoke True.

I smoke True.**



© Lorillard 1976

**The low tar, low nicotine cigarette.
Think about it.**

Warning: The Surgeon General Has Determined
That Cigarette Smoking Is Dangerous to Your Health.

King Regular: 11 mg. "tar", 0.6 mg. nicotine; 100's Menthol: 13 mg.
"tar", 0.7 mg. nicotine av. per cigarette, FTC Report Nov. '75.

Appendix C – Producing a Podcast

Step 1: Planning a Podcast

Have students fill out their own [podcast planning form](#) (see [Appendix D](#)), beginning with their focus question. The form also asks students to think about narration, storytelling and interviewing. On the second page, students design a rough outline.

Step 2: Gathering Audio Source Material

Once they have a plan, students go out and record their narration, stories and interviews. Some of this may take place during class time. Some of it may not.

They should also gather any additional sound files they will want to use. Be sure to remind students to use non-copyrighted sound effects or music. Students can find royalty-free music and sound effects like those on [Bensound](#) and [Freesound](#), or they can create their own beats or melodies using their audio editing software.

Step 3: Editing and Publishing

Once they have all their needed sound files, the last step is to use audio editing software to pull the pieces together into a final podcast. Keep in mind that editing can be a time-consuming process.

When the podcasts are ready, you can upload them to one of many hosting sites. [SoundCloud](#) offers free podcast hosting and so do [Buzzsprout](#), [Podomatic](#) and [Spreaker](#), with limitations. Look up [Ms. Bannerman's Podcasting Class](#) on SoundCloud for an example of how one teacher shares her students' podcast projects with the world.

Step 4: Podcast Celebration and Listening

After all this hard work, students can celebrate what they've accomplished. Perhaps you want to have a podcast listening party, where you spend a class period listening to all the projects. You can even invite parents or guests. Or, if time is short, you can let groups of students listen to each other's podcasts using headphones. Either way, you may want to give students a chance to offer feedback on one another's work.

Further Resources:

- **NPR – Teaching Podcasting: A Curriculum Guide for Educators** https://media.npr.org/assets/news/2018/11/teaching-podcasting_FULL-VERSION.pdf
- **New York Times – Project Audio: Teaching Students How to Produce Their Own Podcasts**

Adapted from *New York Times* – [Project Audio: Teaching Students How to Produce Their Own Podcasts](#)

Appendix D – Podcast Planning Form

Adapted from *New York Times – Project Audio: Teaching Students How to Produce Their Own Podcasts*

Name:

Date:

Focus Question

Is there a narrator? What is their role?

Will you interview anyone? Who? Where? Which questions will you use?

Will the podcast include storytelling? What stories will be included?

Will the podcast include sound effects or music? Record a list.

What ideas do you have for the beginning and ending of the podcast?

Create a rough outline of your podcast.