



KNOW VAPING

RESOURCE GUIDE
FOR TEACHERS

To Accompany Video Series

Grades 7-9



March 2022

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To support learning, please watch the kNOW Vaping Video for Teachers prior to delivering Resource Guide content

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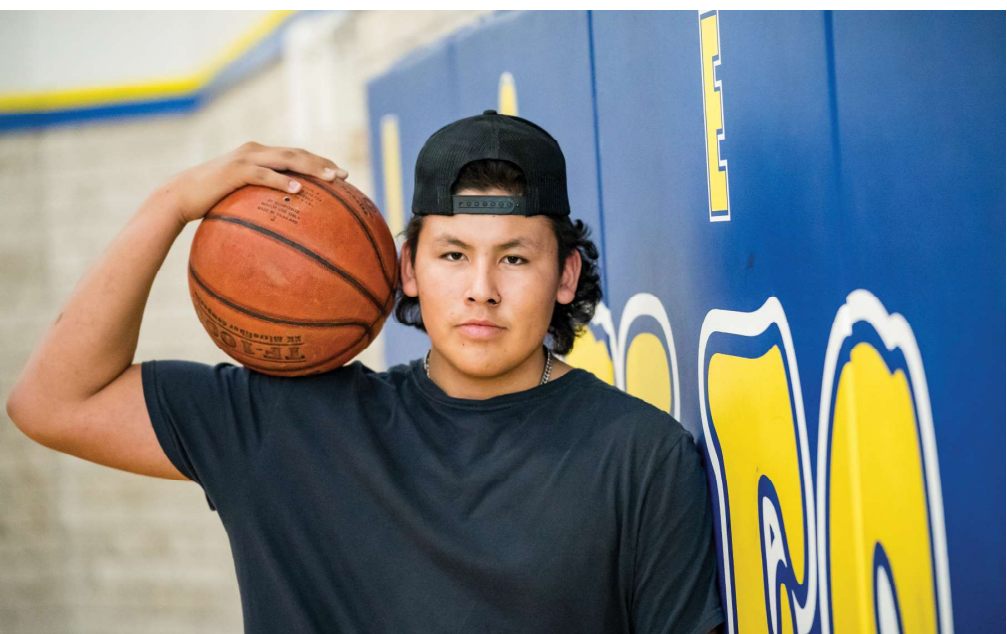
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THANK YOU!

From the bottom of our lungs, thank you for protecting Saskatchewan kids!

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KNOW VAPING





CHAPTER 1 Vaping: What is it?

Activity: Vaping Mini-WebQuest



CURRICULAR OUTCOMES & INDICATORS

USC 9.1 - Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making

USC 9.6 - Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

MATERIALS:

- Computer/tablet to access websites
- Handout with vaping questions
- Computers for web search
- Chapter 1 video: "Vaping: What is it?" located at www.lungsask.ca/resources-teachers/
- Activity evaluation form

INSTRUCTIONS:

1. Have the students fill in the pre-knowledge section of the evaluation form.
2. Watch the video "Chapter 1: Vaping: What is it?"
3. Review Reflection Questions: Questions are in the box below. Discuss as a class, or develop individual English Language Arts or Arts Education projects. For example, ELA (e.g., PPT, writing, speaking); Arts Education (e.g., visual art, drama).
4. Handout student activity: Vaping Mini-Webquest.
5. Have the students fill out the rest of the evaluation form.

Many youth have questions regarding vaping. Students will visit the websites to gather facts and to answer the questions given on the handout. Discuss their new learnings.

REFLECTION QUESTIONS:

1. The video mentions that vape products create an aerosol, which has tiny particles. Explain the difference between an aerosol and vapour using an example of other aerosol products (e.g., hairspray, can of air freshener, pollen).
2. The video mentions that most people who have vaped are under the age of 25. Why do you think it's mostly young people who vape? What are some factors that might contribute to that?
3. What is one new fact that you would share with someone who vapes?





CHAPTER 1 Vaping: What is it?

Name: _____

ACTIVITY: VAPING MINI-WEBQUEST

Use the following websites, and other credible sources, to answer the questions provided below.

www.lungsask.ca/school-zone/vaping

www.canada.ca/en/services/health/campaigns/vaping.html

www.kidshealth.org/en/teens/e-cigarettes.html

www.ncbi.nlm.nih.gov/books/NBK507184/#sec_000093

www.pubmed.ncbi.nlm.nih.gov/

1. Define vaping: _____

2a. Describe how a vape works: _____

2b. What ingredients are typically found in vape juice: _____

2c. Vape juice has particles of chemicals and metals. Define and describe what vape juice becomes when it heats up: _____

3. List 4 risks of vaping:

1. _____

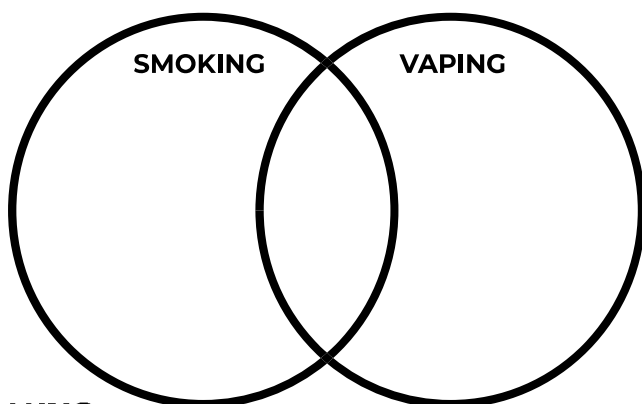
2. _____

3. _____

4. _____

4. Vapes can have flavours, such as mint. List at least two possible chemicals that can be found in flavouring: _____

5. Using a Venn diagram, explain similarities and differences between smoking and vaping.



6. What is one question you still have about vaping?



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CHAPTER 2 Vaping: Is it the Same as Smoking?

Teacher Resource • Activity: Health Promotion Poster



CURRICULAR OUTCOMES & INDICATORS

DM 7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

DM 8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

USC 9.1 - Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

USC 9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

USC 9.6 - Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment

MATERIALS:

- Poster tips/examples: 13 Tips to Follow for Effective Poster Designing (demortalz.com/13-tips-for-designing-an-effective-poster/)
- White paper for posters (size optional)
- Chapter 2 video: “Vaping: Is it the Same as Smoking?” located at www.lungsask.ca/resources-teachers/
- Activity evaluation form
- Evaluation rubric

INSTRUCTIONS:

1. Have the students fill in the pre-knowledge section of the evaluation form.
2. Watch the video – “Chapter 2: Vaping: Is it the Same as Smoking?”
3. Review Reflection Questions: group discussion or individual English Language Arts or Arts Education projects. For example, ELA (e.g., PPT, writing, speaking); Arts Education (e.g., visual art, drama).
4. Hand out student activity: Health Promotion Poster.
5. Challenge your students to create a poster that they would present to the provincial government about the risks that vaping presents to youth. Encourage them to include what they have learned so far about the negative impacts of vaping that will further educate our province’s policy makers.
6. Have the students fill out the rest of the evaluation form.



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CHAPTER 2 Vaping: Is it the Same as Smoking?

The student's poster must include all of the following required elements:

- Title
- Neat printing/Readable font
- Eye-catching
- 2 important reasons not to vape with 3 facts each
- 2 or more detailed images that catch the viewer's eye
- Unique

EVALUATION RUBRIC:

Category	4	3	2	1
Required Elements (see points above)	The poster includes all required elements as well as additional information.	All but 1 required element are included on the poster.	All but 2 of the required elements is included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness. Draws the attention of the intended audience.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive. Does not draw attention.
Mechanics	Capitalization, punctuation, and grammar are correct throughout the poster. Information is excellently worded.	There is 1 error in capitalization, punctuation or grammar. Information is worded well.	There are 2 errors in capitalization, punctuation or grammar. Information is worded well for the most part.	There are more than 2 errors in capitalization, punctuation or grammar. Information is worded poorly.
Research	Facts included on poster are credible and sourced. Students also included external credible sources.	Facts included on poster are credible and sourced.	More than one fact is not sourced, or has been misinterpreted.	No facts or accurate information is included.

REFLECTION QUESTIONS:

1. Identify one behaviour that you have ever thought you might want to change, that someone else has suggested you change, or that you have tried to change (e.g., reading, exercising, eating healthy, using phone less...). Was it difficult to start to change that behaviour?
2. Consider a few things that you have heard about vaping and/or smoking that you believe to be misinformation. Which points of view are represented and which are missing?
3. Do you know anyone that has quit or tried to quit smoking or vaping? Describe what you learned from their experience of quitting or trying to quit?





CHAPTER 2 Vaping: Is it the Same as Smoking?

Name: _____

ACTIVITY: HEALTH PROMOTION POSTER

Case study: You are going to the Legislative Assembly of Saskatchewan to give a presentation about vaping. Create a poster that you would present to government officials that includes education about vaping, the risks and negative impacts of vaping for youth, and why it is important not to vape.

☐ Title ☐ Neat printing/Readable font ☐ Eye-catching ☐ Unique

☐ 2 important reasons not to vape with 3 facts each ☐ 2 or more detailed images that catch the viewer's eye

EVALUATION RUBRIC:

Category	4	3	2	1
Required Elements (see points above)	The poster includes all required elements as well as additional information.	All but 1 required element are included on the poster.	All but 2 of the required elements is included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness. Draws the attention of the intended audience.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive. Does not draw attention.
Mechanics	Capitalization, punctuation, and grammar are correct throughout the poster. Information is excellently worded.	There is 1 error in capitalization, punctuation or grammar. Information is worded well.	There are 2 errors in capitalization, punctuation or grammar. Information is worded well for the most part.	There are more than 2 errors in capitalization, punctuation or grammar. Information is worded poorly.
Research	Facts included on poster are credible and sourced. Students also included external credible sources.	Facts included on poster are credible and sourced.	More than one fact is not sourced, or has been misinterpreted.	No facts or accurate information is included.

My poster plan:

Title: _____

Images will include: _____

Main messages: _____

Sources I used:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

How are these sources credible, reliable, and accurate? : _____





CHAPTER 3 Vaping: A Threat to Your Health?

Activity: Choice Board



CURRICULAR OUTCOMES & INDICATORS

USC 7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

DM 7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

USC 8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

USC 8.6 - Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.

DM 8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

USC 9.1 - Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

USC 9.6 - Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

MATERIALS:

- Choice board outline
 - For Blackout Poem – poem of their choice
 - For Meme – students will require access to computer/tablet
 - For Brochure – students will need to be familiar with Powerpoint, or a digital platform such as Publisher or Canva
- Chapter 3 Video: “Vaping: A Threat to Your Health?” located at: www.lungsask.ca/resources-teachers/
- Activity evaluation form

CHAPTER 3 Vaping: A Threat to Your Health?

Activity: Choice Board

INSTRUCTIONS:

1. Have the students fill in the pre-knowledge section of the evaluation form.
2. Watch the “*Chapter 3: Vaping: A Threat to Your Health?*”
3. Review Reflection Questions: group discussion or individual English Language Arts or Arts Education projects. For example, ELA (e.g., PPT, writing, speaking); Arts Education (e.g., visual art, drama).
4. Handout student activity: Choice Board.
5. Students will summarize their learning by choosing one or more of the activities on the Choice Board. Explain each activity on the Choice Board to students before they make their choice(s).
6. The whole class could be assigned one of the activities and then allow a choice of one or more additional activities. Each activity can be adapted and/or modified to fit the needs of your students.
7. Have the students fill out the rest of the evaluation form.

REFLECTION QUESTIONS:

1. Why can we trust what Dr. Penz says about vaping? What other reliable sources of information can we trust about vaping?
2. Describe some possible effects related to second-hand vapour or smoke.
3. Do you know anyone with a lung condition that affects breathing? How do you think vaping would affect them?



ACTIVITY: CHOICE BOARD

Choose one of the following to demonstrate what you have learned about the effects of vaping:



1) INTERVIEW:

You're going live! You and a partner are going to create a set of 10+ questions, and then perform an interview in front of the class. One of you will be the anchor and one will be the "vaping expert".

Your purpose is to create questions that will reveal what this person knows/feels about vaping. Here are some examples of what you may wish to develop your questions around:

- The symptoms and effects of vaping.
- Their thoughts on the advertising of vaping.
- What they know about quitting vaping.
- How is your community addressing the youth vaping crisis?
- Impacts of vaping and sports.
- Financial impacts of vaping.

Use open-ended questions. Whatever your interview questions are, be sure the answer can't be one word.



3) BROCHURE:

Using a digital platform (ex: publisher, Canva, etc.), create a Vaping Education brochure for a specific target audience (e.g., teens, pregnant women, teachers, etc.) that includes:

- What is vaping?
- Effects of vaping on the body.
- Vaping concerns.
- Why people should consider not vaping.
- Why people might start vaping.
- Where to go for quitting resources.



4) MEME:

Create 3 memes of your own!

Step 1: Determine the purpose of your memes. Who is your target audience?

Step 2: Find an image you would like to use.

Step 3: Insert a text box.

Step 4: Choose a font and colour and then add your text - something vaping related!



2) JOURNAL ENTRY:

Imagine that you just found out that your best friend has started vaping and they have asked you to keep it top secret.

Compose a journal entry, at least one page long, that you might write after discovering this.

Include some possible factors that might have influenced your friend's decision to vape. Think about how you feel about this, and where you stand on your friend's decision.



5) BLACKOUT POEM:

Blackout poetry is a form of "found poetry" where you select words that catch your interest from a newspaper, book, or other printed text. Then you "redact" (or get rid of) all the words you don't want. This is often (but not always) done with a black marker, hence the name "blackout poetry".

Your chosen words will form a new message, giving the text a whole new meaning.

Check out the following link to create a blackout poem. Start with a poem from a poetry book or find a poem on the computer (and print it off). Whatever you decide to do ... create your poem based on feelings you have surrounding the effects of vaping on youth.

www.teachkidsart.net/the-art-of-blackout-poetry/



CHAPTER 4 Vaping: Real Life Stories

Activity: Vaping Letter



CURRICULAR OUTCOMES & INDICATORS

USC 7.7 - Investigate and express an understanding of possible discrepancies in morals (e.g., beliefs, ethics, virtues, understanding of right/wrong) that may determine and/or affect the commitment to the well-being of self, family, community, and the environment.

DM 7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

USC 8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

DM 8.8 - Appraise the role of “support” in making healthy decisions related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

DM 8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

USC 9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety. _

MATERIALS:

- Loose-leaf or computer to type letter
- Response questions to classmate’s letter
- Chapter 4 video: “Vaping: Real Life Stories” located at www.lungsask.ca/resources-teachers
- Activity evaluation form

INSTRUCTIONS:

1. Have the students fill in the pre-knowledge section of the evaluation form.
2. Watch the video “Chapter 4: Vaping: Real Life Stories”
3. Review Reflection Questions: group discussion or individual English Language Arts or Arts Education projects. For example, ELA (e.g., PPT, writing, speaking); Arts Education (e.g., visual art, drama).
4. Hand out student activity: Vaping Letter. Students will demonstrate their understanding of the dangers of vaping. This is a two-step activity. In step one, all students will write a persuasive letter to someone who is thinking about vaping (this can be a real person or made up). In step two, letters will be exchanged with a classmate. Students will read their classmate’s letter to reflect and respond to the letter on paper.
5. Have the students fill out the rest of the evaluation form.

REFLECTION QUESTIONS:

1. How did it make you feel to hear Alex and Lydia’s personal stories about vaping?
2. Where could Alex and Lydia have gone for support and information when making the decision whether or not to vape?
3. Do you have an answer ready if someone asked you to vape? Why do you think refusal skills are important?





CHAPTER 4 Vaping: Real Life Stories

Name: _____

ACTIVITY: VAPING LETTER

Step 1: Write a letter to someone who is thinking about vaping or to your future self. Your letter should support this person to consider their health in making their decision. You have the choice of writing as yourself, or as another concerned citizen (ex: friend, parent, teacher, etc.). Your letter can be in first person and should include the impacts of vaping that we discussed in class. Consider why you feel that this person is thinking about vaping (ex: peer pressure, advertising, curiosity, etc.). Your letter needs to be a minimum of 1 page, double spaced, and 12-point font. It needs to be written in a sincere, supportive, and concerned manner.

Step 2: Read your classmate's letter. Answer the following questions.

1. What emotions does this letter create for you? _____

2. What do you think are the most helpful aspects of the letter that would support someone to not vape? _____

3. What other advice or information would you include in the letter to address vaping? _____

4. Would this letter impact your decision making? Why or why not? _____

5. What are some effective ways (e.g., peer influence, social media, etc.) to influence and educate your peers to make healthy decisions? _____



CHAPTER 5 Vaping: Youth are the Targets!

Activity: Website Rewrite



CURRICULAR OUTCOMES & INDICATORS

USC 7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

DM 7.8 - Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

DM 7.9 - Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

USC 8.1 - Analyze and establish effective strategies of support for purposes of helping others increase health-enhancing behaviours.

MATERIALS:

- Access to webpage included in directions
- Chapter 5 video: “Vaping: Youth are the Targets!” located at www.lungsask.ca/resources-teachers/
- Activity evaluation form

INSTRUCTIONS:

1. Have the students fill in the pre-knowledge section of the evaluation form.
2. Watch the video “Chapter 5: Vaping: Youth are the Targets”.
3. Review Reflection Questions, group discussion or individual English Language Arts or Arts Education projects. For example, ELA (e.g., PPT, writing, speaking); Arts Education (e.g., visual art, drama).
4. Handout student activity: Website Rewrite.
5. Have the students fill out the rest of the evaluation form.

BACKGROUND: Educating students on the difference between misinformation versus the truth that can be found online is important. In addition, it is important for youth to understand that people tend to seek information that aligns with their view, and websites can be misleading and/or persuasive in their efforts to project their agenda. It is also important to make students aware that social media and online platforms can influence the people interacting with these sites, vulnerable to accepting and acting on misinformation. The website that is referred to in this activity is one of those persuasive and misleading websites.

TEACHERS PLEASE NOTE: The website referred to in this activity is an example of how vape companies use online platforms to attract youth. This website requires viewers to be 21 and older. The information has been moved to the School Zone website for you to distribute as a PDF to your students. The original website, for your reference, can be found here: www.cometovape.com/blogs/news/what-are-some-of-the-most-fun-vaping-activities.



CHAPTER 5 Vaping: Youth Are the Targets!

Name: _____

ACTIVITY 1: WEBSITE REWRITE

Vaping products are often targeted towards youth. Companies use social media, paid influencers and fun flavourings to attract youth.

View the webpage to see how one company is trying to appeal to young people to start vaping, then complete the following task:

Rewrite this webpage using a digital platform of your choice (e.g., Canva, Publisher, Wix), taking out all references to vaping, and instead promote positive and healthy reasons to participate in each of the activities **WITHOUT** vaping. Include an introduction, 2-3 lines of positive and healthy suggestions for each activity, as well as a minimum of 3 images.

Add a minimum of 2 other activities you can do to enjoy leisure time that do not include vaping.



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CHAPTER 5 Vaping: Youth are the Targets!

Activity: Role Play



CURRICULAR OUTCOMES & INDICATORS

USC 7.6 - Demonstrate interpersonal skills, including assertiveness skills, to effectively and skillfully manage peer pressure (e.g., alcohol and drugs, exclusionary behaviours, family expectations, academic pressures, rules/laws).

DM 8.9 - Analyze the health opportunities and challenges, and establish “support others” personal goal statements, related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

USC 9.1 - Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

USC 9.2 - Analyze how the well-being of self, family, community, and the environment is enhanced by a comprehensive, community approach to safety.

USC 9.6 - Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

MATERIALS:

- Activity work sheet, “I am NOT a Target”
- Anchor chart of how to cope with peer pressure www.weareteachers.com/anchor-charts-101/
- Chapter 5 video: “Vaping: Youth are the Targets!” located at www.lungsask.ca/resourcesteachers/
- Activity evaluation form

INSTRUCTIONS:

1. Have the students fill in the pre-knowledge section of the evaluation form.
2. Watch the video “Chapter 5: Vaping: Youth are the Targets!”
3. Review Reflection Questions, group discussion or individual English Language Arts or Arts Education projects. For example, ELA (e.g., PPT, writing, speaking); Arts Education (e.g., visual art, drama).
4. Talk about peer pressure. Peer pressure has been around a long time. In fact, nearly all the tactics that kids and teens use to influence each other today were used by your parents, grandparents, and great-grandparents. Peer pressure can happen in many ways ... by words that are said, but also with actions. As a class, brainstorm ways that peer pressure occurs. How can body language also make someone feel like they are or aren't part of a group (e.g. hugging, huddling, sitting together at lunch, eye-rolling, staring, giggling, pointing)?
5. Brainstorm some ways to prepare for the challenges of peer pressure. One of the best things you can do is to come up with a few “great escape” responses you can have ready to use if you ever find yourself in a sticky situation. Responses can be straightforward (“No way”); deliberately distracting (“A smoke? No, thanks. But where’s the pizza?”); or even funny (“Nope. I get really bad gas when I do things like that.”). And guess what? They don’t necessarily have to be true – they just have to get you out of an uncomfortable situation safely. Note: American Resource (classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf).
6. Handout student activity: I am NOT a Target.
7. Following the activity, ask students how they felt in the situation. Ask the class to identify the different forms of pressure in the scenarios, identify myths about vaping that might exist in the scenarios, and discuss the success of responses used. If possible, add to anchor chart.

Scenario 1: “Hey, most people at this party are vaping. **Pretty much everybody our age is vaping these days.** We should go vape too, I don’t wanna look dumb.”

Facts

- There are more kids that do NOT vape, so technically vaping is NOT the popular choice.
- Vaping is not a good way to deal with stress.
- Statistics of youth in Canada who vape: www.canada.ca/en/health-canada/services/canadian-student-tobacco-alcohol-drugs-survey/2018-2019-summary.html
- Statistics of youth in Saskatchewan who vape: www.saycw.com/survey-and-findings/thriving-youth-thriving-communities-survey-2019-results/

Scenario 2: “Hey check out this new vape I just got! It’s so small, it looks like a USB - no one will even know we have it. **It’s a super fun colour so it must be meant for people our age.** Let’s go try it in the bathroom during break.”

Facts

- Vaping products should not be sold to individuals under the age of 18: www.saskatchewan.ca/residents/health/wellness-and-prevention/tobacco-and-vapour-products/tobacco-and-vapour-products-legislation
- Health Canada does not recommend that youth vape: www.canada.ca/en/health-canada/news/2021/06/health-canada-announces-new-restrictions-to-prevent-youth-vaping.html

Scenario 3: “I gotta quit smoking so I’m gonna start vaping. My brother is doing the same, **he told me it’s safe and a good way to quit.** You should vape with me then we can do it together.”

Facts

- We don’t know the long-term effects of vaping yet, but there are short-term issues.
- Risks of vaping: www.canada.ca/en/health-canada/services/smoking-tobacco/vaping/risks.html
- Consequences of vaping: www.canada.ca/en/services/health/campaigns/vaping.html
- Health Canada does not recommend that young people vape: www.canada.ca/en/health-canada/news/2021/06/health-canada-announces-new-restrictions-to-prevent-youth-vaping.html

Scenario 4: “I just bought this mint-flavoured vape juice. It tastes fresh, and because it’s pretty much just mint and water, **it’s healthy and good for a sore throat.** Try it with me!”

- There are many other things in vape products in addition to water vapour (chemicals, flavourings, drugs, etc.).
- There are health risks associated with vaping.
- www.canada.ca/en/health-canada/services/smoking-tobacco/vaping/risks.html

REFLECTION QUESTIONS:

1. Analyze how the vape industry entices consumers to purchase and use their products.
2. In the video, Michael Linklater says “don’t let your situation become your excuse”. What does this statement mean to you?
3. How can you support your peers to make an informed positive healthy decision?





CHAPTER 5 Vaping: Youth Are the Targets!

Name: _____

ACTIVITY 2: I AM NOT A TARGET!

INSTRUCTIONS:

1. Identify the UNTRUE statement in each sentence, and highlight it.
2. Research to find the TRUTH and write your evidence down to debunk the statement.
3. Write how you would respond to each statement if you were faced with this scenario.
4. Pick one of the scenarios to role play your response with a partner.

Scenario 1: "Hey, most people at this party are vaping. Pretty much everybody our age is vaping these days. We should go vape too, I don't wanna look dumb."

Research Truth:

My Response:

Scenario 2: "Hey check out this new vape I just got! It's so small, it looks like a USB - no one will even know we have it. It's a super fun colour so it must be meant for people our age. Let's go try it in the bathroom during break."

Research Truth:

My Response:

Scenario 3: "I gotta quit smoking so I'm gonna start vaping. My brother is doing the same, he told me it's safe and a good way to quit. You should vape with me then we can do it together."

Research Truth:

My Response:

Scenario 4: "I just bought this mint-flavoured vape juice. It tastes fresh, and because it's pretty much just mint and water, it's healthy and good for a sore throat. Try it with me!"

Research Truth:

My Response:





Student Evaluation

Name: _____

	What do you know ?	What do you want to know ?	What did you learn ?
Chapter 1 Vaping: What Is It?			
Chapter 2 Vaping: Is it the Same as Smoking?			
Chapter 3 Vaping: A Threat to Your Health?			
Chapter 4 Vaping: Real Life Stories.			
Chapter 5 Youth are the Targets!			



KNOW VAPING

[illegible]

[illegible]

[illegible]



***“Education is the powerful weapon which you
use to change the world.”***

- Nelson Mandela

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