



LUNG
SASK



KNOW VAPING

RESOURCE GUIDE
FOR TEACHERS



Activity and Video Series for Grades 4 - 6



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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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THANK YOU!

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

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KNOW VAPING

4



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CHAPTER 1 Vaping: What is it?

Activity: Vaping Mini-WebQuest



CURRICULAR OUTCOMES & INDICATORS

USC4.2 (a) - Investigate and distinguish points of view about health opportunities and challenges, both past and present (e.g., management of illness/disease, tobacco legislation, obesity).

USC4.5 (h) - Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately and/or legally/illegally (e.g., alcohol and tobacco use by minors).

DM6.9 - Examine health opportunities and challenges to establish personal goal statements related to healthy relationships, non-curable infections, stress management, body image, safety, and health promotions.

MATERIALS:

- Computer/tablet to access websites
- Chapter 1 Activity Handout (Pg. 6)
- Chapter 1 Video: *Vaping: What is it?* located at www.lungsask.ca/grades-4-6/videos/
- Student Evaluation (Pg. 20)

INSTRUCTIONS:

1. Have the students fill in the Chapter 1 “What do you know” section of the Student Evaluation.
2. Watch the video *Chapter 1: Vaping: What is it?*.
3. Review Reflection Questions: Questions are in the box below and at the end of the chapter video. 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. Hand out student activity *Vaping Mini-WebQuest*.
5. 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.
6. Have the students fill out the rest of the Student Evaluation.

REFLECTION QUESTIONS:

1. What surprised you the most about vaping that you didn't know before?
2. The video mentions that most people who have vaped are under the age of 25. Why do you think it is mostly young people who vape?
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 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

1. Define vaping: _____

2. List three other terms for vaping:

1. _____
2. _____
3. _____

3. List four risks of vaping:

1. _____
2. _____
3. _____
4. _____

4. Explain ONE difference between smoking and vaping.

5. What was the most important or shocking thing that you learned about vaping?

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



CHAPTER 2 Vaping: Is it the Same as Smoking?

Activity: Health Promotion Poster



CURRICULAR OUTCOMES & INDICATORS

USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

MATERIALS:

- White paper for posters (size optional)
- Chapter 2 Video: *Vaping: Is it the Same as Smoking?* located at www.lungsask.ca/grades-4-6/videos/
- Chapter 2 poster rubric (Pg. 8)
- Chapter 2 Activity Handout (Pg. 9)
- Student Evaluation (Pg. 20)

INSTRUCTIONS:

1. Have the students fill in the Chapter 2 *What do you know?* section of the Student Evaluation.
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* and attached rubric.
5. Challenge students to help keep their peers safe by creating a persuasive poster to hang up around the school. Encourage them to include what they have learned so far about the negative impacts of vaping that will convince their peers to choose not to vape.
6. Have the students fill out the rest of the Student Evaluation.



REFLECTION QUESTIONS:

1. When has a behaviour, such as playing a video game to relax or playing a sport for enjoyment, started to become unhealthy for you?
2. Discuss how vapes and cigarettes are similar and how they are different.
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.



Vaping: Is it the Same as Smoking? Name: _____

ACTIVITY: HEALTH PROMOTION POSTER

- Title 1 image Eye catching Unique
- Neat and easy to read printing More than 1 colour
- 1 important reason not to vape with 2 facts

EVALUATION RUBRIC:

Category	4	3	2	1
Required Elements (see 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 are included on the poster.	Several required elements are 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. Somewhat draws the attention of the intended audience.	The poster is acceptably attractive though it may be a bit messy. Draws minimal attention of the intended audience.	The poster is distractingly messy or very poorly designed. It is not attractive. Does not draw the attention of the intended audience.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Research	Facts included on poster are credible and sourced.	Facts included on poster make sense but were not sourced.	Facts included on poster are inaccurate or misinterpreted.	Facts included on poster appear to be made up.



Vaping: Is it the Same as Smoking? Name: _____

ACTIVITY: HEALTH PROMOTION POSTER

- Title 1 image Eye catching Unique
- Neat and easy to read printing More than 1 colour
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Mechanics	Capitalization and punctuation are correct throughout the poster.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
Research	Facts included on poster are credible and sourced.	Facts included on poster make sense but were not sourced.	Facts included on poster are inaccurate or misinterpreted.	Facts included on poster appear to be made up.





Name: _____

ACTIVITY: HEALTH PROMOTION POSTER

Title

Eye catching

1 image

More than 1 colour

Neat and easy to read printing

Unique

1 important reason not to vape with 2 facts

YOUR TITLE

KNOW VAPING

Your neat and easy to read message goes here. Be sure to include your reason not to vape and your facts.

My poster plan:

Title: _____

I will find an image of: _____

Colours I want to use: _____

Important reason not to vape: _____

Fact #1: _____

Fact #2: _____

Sources I used:

1. _____

2. _____

3. _____



CHAPTER 3 Vaping: A Threat to Your Health?

Activity: Choice Board



CURRICULAR OUTCOMES & INDICATORS

USC4.4 - Determine basic personal responsibility for safety and protection in various environments/situations.

USC6.6 - Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

MATERIALS:

- Choice board outline
 - Blackout Poem: poem of their choice
 - Meme: students will require access to computer/tablet
 - 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/grades-4-6/videos/
- Chapter 3 Activity Handout (Pg. 11)
- Student Evaluation (Pg. 20)

INSTRUCTIONS:

1. Have the students fill in the Chapter 3 *What do you know* section of the Student Evaluation.
2. Watch the video *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. Hand out 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. Alternatively, you can assign or have the students pick an activity. Each activity can be adapted and/or modified to fit the needs of your students and class.
7. Have the students fill out the rest of the Student Evaluation.

REFLECTION QUESTIONS:

1. Dr. Penz describes her job as a Respiriologist. Explain why we can trust what Dr. Penz says. Who are some people you can trust to give you the correct information?
2. Secondhand vapour can be harmful, just like secondhand smoke. Have you ever been exposed to secondhand smoke or vapour? How did you feel about having to breathe it in?
3. Do you know anyone with asthma or another condition that affects breathing? How do you think vaping would affect them?



ACTIVITY: CHOICE BOARD

Choose one of the following activities 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 5-8 questions, and then perform an interview in front of the class. One of you will be the news 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 effects of vaping.
- Thoughts on the advertising of vaping.
- What you know about quitting vaping.

Whatever your interview questions are, be sure the answer is more than one word.



4) MEME:

Create 2 memes of your own!

Step 1: Find an image you would like to use.

Step 2: Insert a text box.

Step 3: Choose a font and colour 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 that you might write after discovering this.

As you write your journal entry, think about why your friend may have started vaping.



5) BLACKOUT POETRY:

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/



3) BROCHURE:

Using a digital platform (e.g.: Publisher, Canva, etc.), create a "STOP VAPING" brochure that includes:

- vaping symptoms/effects on the body,
- vaping concerns,
- why people should consider not vaping.



CHAPTER 4 Vaping: Real Life Stories

Activity: Vaping Letter



CURRICULAR OUTCOMES & INDICATORS

USC4.5(h) - *Demonstrate an awareness of the influence on self when connecting with others who behave appropriately/inappropriately and/or legally/illegally (e.g. alcohol and tobacco use by minors).*

THE MATERIALS:

- Loose leaf or computer to type letter
- Chapter 4 Activity Handout (Pg. 13)
- Chapter 4 Video: *Vaping: Real Life Stories* located at www.lungsask.ca/grades-4-6/videos/
- Student Evaluation (Pg. 20)

INSTRUCTIONS:

1. Have the students fill in the Chapter 4 *What do you know* section of the Student Evaluation.
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*. Despite all the warnings, public awareness, educational programs, and stiffer penalties for violations, people still make decisions that can affect their health in a negative way. 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 and reflect on a series of questions in the student handout.
5. Have the students fill out the rest of the Student Evaluation.

REFLECTION QUESTIONS:

1. How did it make you feel to hear Alex and Lydia's personal stories about vaping?
2. What do you think would have helped Alex and Lydia to not try vaping?
3. Do you have an answer ready if someone asks you to vape?





CHAPTER 4 Vaping: Real Life Stories

Name: _____

ACTIVITY: VAPING LETTER

Step 1: Write a letter to someone who is thinking about vaping. Your letter should support this person to consider their health in making their decision. 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 written in a sincere, supportive, and concerned manner.

Once you have completed your letter, you are going to share it with someone else in the class for them to read and reflect on.

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 parts of the letter that would support someone to not vape? _____

3. What other advice would you include about vaping in the letter? _____

4. Would this letter change your mind? Why or why not? _____





CHAPTER 5 Vaping: Youth are the Targets!

Activity #1: Website Rewrite



CURRICULAR OUTCOMES & INDICATORS

USC6.1 - Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making (including cultural norms, societal norms, family values, peer pressures, mass media, traditional knowledge, white privilege, legacy of colonization, and heterosexual privilege).

USC6.5 - Analyze the influences (e.g., cultural, social) on perceptions of and personal standards related to body image, and the resulting impact on the identities and the well-being of self, family, and community.

USC6.7 - Assess how health promotions and advertising (related to but not limited to tobacco, alcohol, diabetes, and HIV) influence personal standards and behaviours and determine how and why certain groups of consumers (e.g., youth as 'replacement' smokers) are targeted.

MATERIALS:

- Chapter 5 Activity #1 Handout (Pg. 15-16)
- Chapter 5 Video: *Vaping: Youth are the Targets!* located at www.lungsask.ca/grades-4-6/videos/
- Student Evaluation (Pg. 20)

INSTRUCTIONS:

1. Have the students fill in the Chapter 5 *What do you know* section of the Student Evaluation.
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. Hand out student activity *Website Rewrite*.

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, making them 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 is on the following pages for you to print and distribute 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.

REFLECTION QUESTIONS:

1. Have you seen an advertisement for vaping? Where did you see it? (ex: social media, convenience store, etc.)
2. Why do you think that the vape industry adds flavourings to their products?
3. How can you support your friends to make an informed positive healthy decision?





CHAPTER 5 Vaping: Youth Are the Targets!

Name: _____

ACTIVITY 1: WEBSITE REWRITE

Vaping products are often marketed to youth. Companies use social media, influencers, online platforms, and fun flavourings to attract young people. Below is an article from a webpage where one company is trying to appeal to young people to start vaping. The website requires viewers to be 21 and older, so it has been included here for you to review without having to go online. Read the article and then complete the following task:

Rewrite this webpage in your own words, taking out all references to vaping, and instead promote positive and healthy reasons to participate in each of the activities WITHOUT vaping. Include a title, an introduction, one or two lines of positive and healthy suggestions for each activity, as well as a minimum of two images.

BONUS: Try adding 1 or 2 other activities you can do to enjoy leisure time that do not include vaping such as:

- | | |
|----------------------------------|------------------------|
| 1. Exercising or playing sports. | 4. Listening to music. |
| 2. Going to the park. | 5. Cooking. |
| 3. Creating artwork. | 6. Watching TV. |

.....
WEBSITE ARTICLE:

WHAT ARE SOME OF THE MOST FUN VAPING ACTIVITIES?

Vaping can be one of the most memorable moments in a person’s life and adding to it with a fun activity guarantees it will never be forgotten. While some people enjoy leisure activities such as going to a movie or taking a stroll through the park, others prefer a more rigorous routine such as exercise. It is no secret that vaping can bring people together, making it a social activity. Nevertheless, some people prefer to have fun on their own and stick to a more personal experience. Here we will be looking at some of the most enjoyable things you can do while you are vaping.

Watching a Flick

Whether it is binge watching a series on Netflix or going out to the movie theater, it is hard to beat the entertainment value of watching a cast of characters on screen. Perfect for unwinding in the comfort of your own home, a vape session can be ideal when you want to sit back and enjoy by yourself or with a friend or two.

If the movie theater is more your style, one good tip is to sit towards the top row in the back. Not only will you be able to enjoy the movie, but chances are your vaping activities will go unnoticed as you enjoy watching a new movie during a vape session. No matter your preference, watching a good movie or series is one of the best activities you could do while vaping.





CHAPTER 5 Vaping: Youth are the Targets!

Activity #1: Website Rewrite

Listening to Music

Even if it is at a rock concert, listening to music during a vape session can be one of the most therapeutic activities you could do. Naturally if you are outdoors at a concert this will pose no problem. Indoors should be just as easy, provided you are around people who do not care about such trivial matters.

The best way to go about the music route would be to either be alone or with a group of friends in a vape session. This can set the mood and actually contribute to the vibe of the whole experience. If you decide to try this, make sure you put on music that everyone can chill to.

Taking a Walk

Like listening to music on headphones, taking a nice walk around your neighborhood or in the park can be a great way to enjoy a vape session on the go. A healthy activity to be out and about, vaping in this way ensures you are not stuck in one spot. The added benefit of being outside in nature can work to enhance the experience of any vape session depending on your setting.

Cooking

Cooking is great to get those creative juices flowing, and the act of mixing a few healthy foods together can cure a case of the munchies. Having a vape session while cooking is best if you have a good handle on multitasking, as the last thing you would want would be to leave your creation stewing on the stove for too long. Either way, being in the comfort of your own home while cooking and vaping can be a wonderful experience.

Painting a Picture

Speaking of creating, one of the most enjoyable, therapeutic, and memorable activities can be done with the act of painting. A good vape session can turn into a great one when performed around a group of friends as you paint together.

For a more introspective experience, vaping alone while working on a colorful masterpiece can be even more exciting. The best part about painting something while having a vape session is the freedom to express yourself creatively. Just remember not to get your vapes dirty with paint!

Exercising

Probably the healthiest physical activity in terms of being on the go is concerned, having a vape session in between reps can open up the airways and contribute to a faster recovery time. Not to mention that the relaxation you can experience towards the end of your exercise routine can be enhanced through a vape session.

Exercising has been shown to be better when done alone when combined with a vape session. This is due to the fact that unless you are doing the same reps at the same time, taking breaks in between can be a bit uncoordinated.





CHAPTER 5 Vaping: Youth are the Targets!

Activity #2: I am NOT a Target!



CURRICULAR OUTCOMES & INDICATORS

USC4.3 - Examine healthy interpersonal skills and determine strategies to effectively develop new relationships and/or negotiate disagreements in relationships.

DM4.1 - Investigate the importance of personal responsibility and communication in making informed decisions related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity, and stressors.

USC5.6 - Assess peer influence and demonstrate a readiness to prevent and/or avoid potentially dangerous situations involving peer pressure (including lying, substance use, and bullying).

DM5.1 - Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

USC6.4 - Assess and demonstrate strategies used to identify and make healthy decisions in stressful situations.

MATERIALS:

- Chapter 5 Activity #2 Handout (Pg. 19)
- 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/grades-4-6/videos/ (If you did not already watch this video in Chapter 5 - Activity 1)
- Highlighter
- Student Evaluation (Pg. 20)

INSTRUCTIONS:

1. 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 our 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)?
2. Brainstorm some ways to prepare for the challenges of peer pressure. Come up with a few "great escape" responses students can have ready to use if they ever find themselves 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 students out of an uncomfortable situation safely. Note: American Resource (classroom.kidshealth.org/classroom/6to8/personal/growing/peer_pressure.pdf).
3. Hand out student activity *I am NOT a Target*.
4. Following the activity, ask students how they would feel in these situations. Ask the class to identify the different forms of pressure used 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.
5. Have the students fill out the rest of the Student Evaluation.



TEACHER ANSWER KEY FOR ACTIVITY #2: I AM NOT A TARGET!

Note: Untrue statements are all five words and are bolded below.

Scenario 1: “I bought a mint flavoured vape during my lunch break today. **It is just water vapour.** Do you want to try it with me?”

Facts

- There are many other things in vape products in addition to water (chemicals, flavourings, drugs, etc.).
- Health Canada link: www.canada.ca/en/health-canada/services/smoking-tobacco/vaping.html

Scenario 2: “I had the worst day. I bombed my test and got into a fight with my parents. Want to come vape with me? It’s not a big deal. **Lots of kids do it.**”

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 and nicotine addition can lead to further 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.saskhealthquality.ca/reports-tools-publications/saycw-thriving-youth-thriving-communities-report-2019-survey-findings-saycw/

Scenario 3: “I’ve never vaped before but my friend gave me one to try. He told me **it is safe to use.** We should try it when you come over tonight.”

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.





CHAPTER 5 Vaping: Youth Are the Targets!

Name: _____

ACTIVITY 2: I AM NOT A TARGET!

INSTRUCTIONS:

1. Identify the UNTRUE statement in each scenario, and highlight it. (Hint: each untrue statement is five words).
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: *"I bought a mint flavoured vape during the lunch break today. It is just water vapour. Do you want to try it with me?"*

Research Truth:

My Response:

Scenario 2: *"I had the worst day. I bombed my test and got into a fight with my parents. Want to come vape with me? It's not a big deal. Lots of kids do it."*

Research Truth:

My Response:

Scenario 3: *"I've never vaped before but my friend gave me one to try. He told me it is safe to use. We should try it when you come over tonight."*

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 Vaping: Youth are the Targets!			



KNOW VAPING



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

- Nelson Mandela



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