



LUNG  
SASK



# KNOW VAPING

RESOURCE GUIDE  
FOR TEACHERS



Activity and Video Series for Grades 7-9



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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 ADVISORY COMMITTEE**

#### **Youth4Change members:**

Darshana Lanke  
Isabel Magus  
Sophia Magus  
Jayda Miller  
Jordan Miller  
Julia Visentini  
Madeline Wright

#### **Saskatchewan Education Consultants:**

Alia Kistner  
Tracy Aulie  
Kyla Christiansen

#### **Presenter and Advisor:**

Dr. Erika Penz

#### **Students Commission of Canada:**

Janie Moyon  
Dave Shanks

#### **Federation of Sovereign Indigenous Nations:**

Crystal Janvier

#### **Lung Sask:**

Jennifer May  
Apeksha Heendeniya  
Bethany Dick  
Centenne Villarosa  
Megan Williamson

### **LUNG HEALTH AMBASSADORS**

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### **COMMUNITY INFLUENCERS**

Shauna Foster, C95 Morning Host, Rowlco Radio  
Justin Labrash, Country Music Artist  
Michael Linklater, Professional Basketball Player  
Chris Milo, Saskatchewan Roughrider Alumni  
Brayden Schenn, National Hockey League Player  
Luke Schenn, National Hockey League Player

### **CREATIVE PARTNERS**

Myron Glova, Prairie Roots Media  
Ian Thayer, One-mouse Graphic Design

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KNOW VAPING

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# 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
- Chapter 1 Activity Handout (Pg. 6)
- Chapter 1 Video: *Vaping: What is it?* located at [www.lungsask.ca/grades-7-9/video-resources/](http://www.lungsask.ca/grades-7-9/video-resources/)
- Student Evaluation (Pg. 21)

## 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. Handout 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. 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](http://www.lungsask.ca/school-zone/vaping)

[www.canada.ca/en/services/health/campaigns/vaping.html](http://www.canada.ca/en/services/health/campaigns/vaping.html)

[www.kidshealth.org/en/teens/e-cigarettes.html](http://www.kidshealth.org/en/teens/e-cigarettes.html)

[www.ncbi.nlm.nih.gov/books/NBK507184/#sec\\_000093](http://www.ncbi.nlm.nih.gov/books/NBK507184/#sec_000093)

[www.pubmed.ncbi.nlm.nih.gov/](http://www.pubmed.ncbi.nlm.nih.gov/)

1. Define vaping: \_\_\_\_\_

\_\_\_\_\_

2. Describe how a vape works: \_\_\_\_\_

\_\_\_\_\_

3. What ingredients are typically found in vape juice: \_\_\_\_\_

\_\_\_\_\_

4. Vape juice has particles of chemicals and metals. Define and describe what vape juice becomes when it heats up: \_\_\_\_\_

\_\_\_\_\_

5. List four risks of vaping:

1. \_\_\_\_\_

2. \_\_\_\_\_

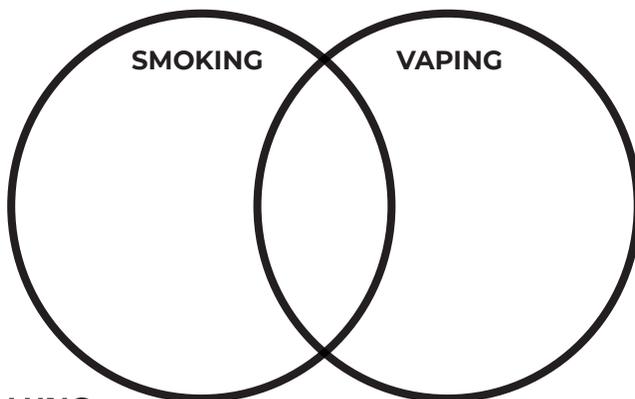
3. \_\_\_\_\_

4. \_\_\_\_\_

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

\_\_\_\_\_

7. Draw a Venn diagram, and explain similarities and differences between smoking and vaping.



8. 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

**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:

- White paper for posters (size optional)
- Chapter 2 Video: *Vaping: Is it the Same as Smoking?* located at [www.lungsask.ca/grades-7-9/video-resources/](http://www.lungsask.ca/grades-7-9/video-resources/)
- Chapter 2 Poster rubric (Pg. 8)
- Chapter 2 Activity Handout (Pg. 9)
- Student Evaluation (Pg. 21)

#### 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 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 Student Evaluation.

#### REFLECTION QUESTIONS:

1. Identify one behaviour that you have thought you might want to change, that someone 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 what 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.





# Vaping: Is it the Same as Smoking?

Name: \_\_\_\_\_

## ACTIVITY: HEALTH PROMOTION POSTER

- 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
<b>Required Elements (see points above)</b>	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.
<b>Attractiveness</b>	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.
<b>Mechanics</b>	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.
<b>Research</b>	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.



# Vaping: Is it the Same as Smoking?

Name: \_\_\_\_\_

## ACTIVITY: HEALTH PROMOTION POSTER

- 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
<b>Required Elements (see points above)</b>	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.
<b>Attractiveness</b>	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.
<b>Mechanics</b>	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.
<b>Research</b>	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.



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# 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 and why it is important for the government to protect youth from these products. Show and tell the government what they need to do!

### My poster plan:

Title: \_\_\_\_\_

Images will include: \_\_\_\_\_

Important reason to protect youth from vape products: \_\_\_\_\_

Fact #1: \_\_\_\_\_

Fact #2: \_\_\_\_\_

Fact #3: \_\_\_\_\_

Important reason to protect youth from vape products: \_\_\_\_\_

Fact #1: \_\_\_\_\_

Fact #2: \_\_\_\_\_

Fact #3: \_\_\_\_\_

Sources I used:

1. \_\_\_\_\_ 4. \_\_\_\_\_

2. \_\_\_\_\_ 5. \_\_\_\_\_

3. \_\_\_\_\_ 6. \_\_\_\_\_

Why 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
  - 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-7-9/video-resources/](http://www.lungsask.ca/grades-7-9/video-resources/)
- Chapter 3 Activity Handout (Pg. 12)
- Student Evaluation (Pg. 21)



## CHAPTER 3 Vaping: A Threat to Your Health?

### Activity: Choice Board

#### 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. **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 secondhand 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 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 8 - 10 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.
- 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 is more than one word.

### 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.

### 3) BROCHURE:

Using a digital platform (e.g.: Publisher, Canva), create a vaping education brochure for a specific target audience (teens, pregnant women, teachers, athletes, musicians, 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!

### 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/](http://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
- Chapter 4 Activity Handout (Pg. 14)
- Chapter 4 video: *Vaping: Real Life Stories* located at [www.lungsask.ca/grades-7-9/video-resources/](http://www.lungsask.ca/grades-7-9/video-resources/)
- Student Evaluation (Pg. 21)

### INSTRUCTIONS:

1. Have 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*. 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 Student Evaluation.

### 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 about vaping in the letter?**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**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 #1: 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:

- Chapter 5 Activity #1 Handout (Pg. 16-17)
- Chapter 5 Video: *Vaping: Youth are the Targets!* located at [www.lungsask.ca/grades-7-9/video-resources/](http://www.lungsask.ca/grades-7-9/video-resources/)
- Student Evaluation (Pg. 21)

### INSTRUCTIONS:

1. Have the students fill in the *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](http://www.cometovape.com/blogs/news/what-are-some-of-the-most-fun-vaping-activities).

### 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 friends to make an informed positive healthy decision?





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 article in your own words 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, two or three lines of positive and healthy suggestions for each activity, as well as a minimum of three images.

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

### 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!

Name: \_\_\_\_\_

## 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

**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:

- Chapter 5 Activity #2 Handout (Pg. 20)
- Anchor chart of how to cope with peer pressure [www.weareteachers.com/anchor-charts-101/](http://www.weareteachers.com/anchor-charts-101/)
- Chapter 5 Video: *Vaping: Youth are the Targets!* located at [www.lungsask.ca/grades-7-9/video-resources/](http://www.lungsask.ca/grades-7-9/video-resources/) (If you did not already watch this video in Chapter 5 - Activity 1)
- Highlighter
- Student Evaluation (Pg. 21)

### 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 do not 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](http://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 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 bolded below.

**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 and nicotine addiction 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](http://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/](http://www.saskhealthquality.ca/reports-tools-publications/saycw-thriving-youth-thriving-communities-report-2019-survey-findings-saycw/)

**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](http://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](http://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](http://www.canada.ca/en/health-canada/services/smoking-tobacco/vaping/risks.html)
- Consequences of vaping: [www.canada.ca/en/services/health/campaigns/vaping.html](http://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](http://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!”

### Facts

- 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](http://www.canada.ca/en/health-canada/services/smoking-tobacco/vaping/risks.html)



KNOW VAPING



# 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.
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:

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My Response:

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**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:

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My Response:

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**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:

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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:

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My Response:

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# Student Evaluation

Name: \_\_\_\_\_

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



KNOW VAPING







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

**- Nelson Mandela**



2308 Arlington Avenue  
Saskatoon, SK S7J 3L3

1-888-566-LUNG (5864)  
Phone: 306-343-9511 • Fax: 306-343-7007  
Email: [info@lungsask.ca](mailto:info@lungsask.ca) • [lungsask.ca](http://lungsask.ca)

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