

Dear School Nurses,

Many tweens and teens don't have the facts about the latest tobacco products. They need to know that use of any tobacco product, including e-cigarettes, is not safe. Youth cigarette smoking rates have declined dramatically in recent years, and that is great news. But smoking rates among high school students are still far too high as one in ten high schoolers currently smokes. In addition, an explosion of sweet-flavored tobacco products, like e-cigarettes, cigars, and hookahs (water pipes), pose new threats to kids and are undermining this progress.

In fact, from 2011 to 2015, there was a more than tenfold increase in e-cigarette use among high schoolers and a nearly ninefold increase in e-cigarette use among middle schoolers. Hookah use has also increased significantly among middle school and high school students. E-cigarettes are now the most popular tobacco products among kids, and more high school boys now smoke cigars than cigarettes.¹

Studies show that flavors play a major role in youth use of tobacco products such as e-cigarettes, hookahs, and cigars. A recent study found that 81% of kids who have ever used tobacco products started with a flavored product. The same study found that more than 80% of youth e-cigarette users and 79% of youth hookah users use these products because of the appealing flavors. Nearly 3 out of 4 youth cigar users smoke cigars because of the flavors.²

What young people may not know is that all tobacco products, including most e-cigarettes, contain nicotine, which is a highly addictive drug that can have lasting damaging effects on adolescent brain development.³ The U.S. Surgeon General has found that e-cigarette use among U.S. youth and young adults "is now a major public health concern" and that "the use of products containing nicotine in any form among youth, including in e-cigarettes, is unsafe."⁴

Young people need guidance to be tobacco-free—and there's no time to waste. The curriculum specialists at Young Minds Inspired have developed this lesson plan in support of *Taking Down Tobacco*, a youth training program developed by the Campaign for Tobacco-Free Kids to help address youth tobacco use. This set of standards-based activities will help students learn about the health dangers of tobacco products.

Please share this valuable program with other teachers, along with school nurses and guidance counselors. Also, please let us know your opinion of this program by returning the enclosed reply card or by responding at ymiclassroom.com/feedback-takingdowntobacco.

Sincerely,


Dominic Kinsley, Ph.D.
Editor in Chief
Young Minds Inspired

Questions? Contact YMI toll-free at 1-800-859-8005, or by email at feedback@ymiclassroom.com

Target Audience

This program is designed for use with students in grades 6-8.

Program Objectives

- Help students better understand the health dangers of tobacco use and exposure to nicotine
- Provide tips to help students stay or become tobacco- and nicotine-free
- Encourage students to advocate on behalf of their health and the health of their friends and peers

Components

- This teacher's guide
 - Three reproducible activity sheets for students
 - Downloadable activities in Spanish
 - Downloadable research resources
- All downloadable materials are available at ymiclassroom.com/takingdowntobacco

Standards

This program aligns to National Health Education Standards, National Standards for Family and Consumer Sciences, and Common Core State Standards for English Language Arts, History/Social Sciences, and Science, and coordinates with the National Association of School Nurses Framework for 21st Century School Nursing Practice. See complete details at ymiclassroom.com/takingdowntobacco.

How to Use This Program

Administer activities with students, individually or in groups, and encourage your students to share what they learn with their peers and families. Share the program with teachers, nurses, and mentors who focus on health and health-related issues, including leaders of afterschool, youth group, and faith-based programs.

Activity 1 Share Your Story

Have students read aloud the brief stories about teens and tobacco use. Then encourage your students to consider how tobacco use has affected them, someone they know, or their community. Afterward, have them write brief nonfiction stories (anonymously, if they prefer) about their personal experience with tobacco use.

Students who have encountered tobacco users who refuse to quit should recognize that their resistance may be masking frustration at the perceived effort required to quit. Discuss how friends, family, and health professionals can help ease this frustration and support the effort to quit.

Extension: Have students interview parents, grandparents, other family members, family friends, and classmates to find out how they've been negatively affected by tobacco use. Consider collecting student stories to submit on the Young Minds Inspired *Taking Down Tobacco* microsite, at ymiclassroom.com/takingdowntobacco; some stories may be shared on this site and/or at the Campaign for Tobacco-Free Kids *Taking Down Tobacco* site, at takingdowntobacco.org.

Activity 2 The Facts about Tobacco

Instruct students to take the quiz. Then have them visit the listed websites to see if their answers are correct, and go over the answers together.

1. TRUE; 2.FALSE (In fact, teenagers can experience immediate and sometimes permanent damage to their lungs, brains, skin, and much more.); 3. FALSE (In fact, these products do contain nicotine and can be harmful.); 4. TRUE; 5. FALSE (In fact, nicotine exposure by young people



can cause addiction and rewires your brain and can hurt your memory and your ability to pay attention and learn.); 6. FALSE (This is a popular misconception, but e-cigarettes are considered tobacco products.); 7. TRUE; 8. FALSE (The aerosol produced by e-cigarettes contains nicotine and other toxins, which can be harmful. Ask students if they think their peers know this.)

After discussing the facts, have students create video scripts for public service announcements (PSAs) designed to provide information about the dangers of ENDS. You may wish to have students perform their PSAs for the class or school, use them during school announcements, or produce them as videos, perhaps as part of peer advocacy or community service work.

Suggest that students go to these resources to find examples of tobacco-product PSAs: <https://youtu.be/4qtXtBc6AkC>, <https://youtu.be/VHlFBdr7vZ4>, <https://youtu.be/mbSD6EKploA>.

Extension: Ask students to create their own quiz about ENDS⁵ and other tobacco products.

Activity 3 A Need to Deceive

Guide students to review and analyze tobacco product advertisements from the past and present. Then have students work in small groups to create posters that address claims vs. facts in tobacco product ads. In addition to the websites included in this activity, go to ymiclassroom.com/takingdowntobacco for additional research resources.

Extension: Have students create supplemental material to accompany their poster, such as a fact sheet, booklet, blog post, jingle, or PowerPoint. Then have students present their posters and supplemental materials in class. Consider displaying finished posters in your classroom or school hallways. You may also submit them to ymiclassroom.com/takingdowntobacco for possible display on this site or at takingdowntobacco.org.

Follow-Up

When students have completed the activities, encourage them to consider how kids get misinformation about tobacco. Does the misinformation come from advertisements? Peers? Somewhere or something else? Then have them consider steps they can take to help other kids learn the facts.

Encourage students to get involved with tobacco-free activities in your community. Most communities have tobacco-free organizations that tweens and teens can join. Students might also assist with compliance checks at local retailers (in conjunction with the health department). Community activities of this sort look great on resumes and school applications, not to mention being great opportunities for kids to build character.

1. "Tobacco Use Among Middle and High School Students—United States, 2011-2015." Centers for Disease Control and Prevention. *Morbidity and Mortality Weekly Report* 2016; 65(14): 361-367. Accessed April 3, 2017. <https://www.cdc.gov/mmwr/volumes/65/wr/mm6514a1.htm>

2. "Flavored Tobacco Product Use Among U.S. Youth Aged 12-17 Years, 2013-2014." Ambrose, B.K., et al., *Journal of the American Medical Association*, published online November 3, 2015. Accessed April 3, 2017. <http://jamanetwork.com/journals/jama/fullarticle/2464690?linkid=18258836>

3. "Is Nicotine Addictive?" National Institute on Drug Abuse: Tobacco/Nicotine. Last updated July 2012. Accessed April 3, 2017. <https://www.drugabuse.gov/publications/research-reports/tobacco/nicotine-addictive>

4. "E-Cigarette Use Among Youth and Young Adults: A Report of the Surgeon General. U.S. Department of Health and Human Services, 2016. Accessed April 3, 2017. https://e-cigarettes.surgeongeneral.gov/documents/2016_SGR_Full_Report_non-508.pdf

5. ENDS (Electronic Nicotine Delivery Systems) include: e-cigs, e-hookahs, mods, vape pens, vapes, and tank systems.

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Activity 1

Share Your Story



Do you sometimes feel like risky things you do now really won't matter later? This is a common feeling for young people. Unfortunately, some risky things, like tobacco use, can create serious problems sooner than you might think.

Sally's story: Sally is a high school student in Bensonhurst, a neighborhood in Brooklyn, N.Y. She doesn't smoke, but she's surrounded by tobacco products. There are 93 places that sell tobacco products in her neighborhood. Many of these are close to Sally's high school and a local elementary school. This worries Sally because she knows that 9 out of 10 smokers start while they are teenagers.



Brandon's story: After starting to smoke as a teenager, Brandon received a diagnosis of Buerger's disease when he was 18. This disease, which is linked to tobacco use, can lead to infection and gangrene. Stopping smoking can help the symptoms, but there is no cure. In Brandon's case, it took him nine years to quit smoking after he was diagnosed. In the meantime, he had several fingertips and both legs amputated—by the time he was 27.



Jamason's story: At 16, Jamason had a severe asthma attack triggered by secondhand smoke. He had to stay in the hospital for four days, where he received breathing treatments every two to four hours. When he was allowed to go home again, he was afraid, because he knew he could encounter secondhand smoke at any time and might not be able to breathe.



How has use of tobacco products hurt you or someone you know?

Tobacco products include cigarettes, e-cigarettes and other electronic nicotine delivery systems (ENDS), cigars, hookahs, bidis, kreteks, pipe tobacco, and smokeless tobacco.

Think about this:

- **If you know someone who uses or used tobacco:**
 - How and when did they start? Do/did their peers use cigarettes or ENDS⁴?
 - What type of tobacco product do they use? Do they use more than one type?
 - Did they start out with a flavored product? Do/did they usually use a flavored product?
 - Has their tobacco use caused a serious problem or disease?
 - Have they tried to quit using tobacco? How did it go? Did they feel that they were resistant to quitting because it is hard to do?
 - Have they worked with a health care provider to quit tobacco?
- **If you or someone you know were hurt by someone else's tobacco use:**
 - When did it happen?
 - How did it happen?
 - How do you or the person you know feel about it now?
- **If your community is impacted by tobacco:**
 - Where are you exposed to secondhand smoke?
 - Where do you see tobacco advertising in your community?
 - Where is tobacco sold in your community?
 - What community or school members can you go to for support?

Now, in your own words, write a nonfiction story about how tobacco use has affected you, someone you know, or your community. Think about how your school nurse could help in this situation.

Consider including advice or words of wisdom about why it doesn't make sense to use tobacco.

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¹ "Students Deploy Digital Art to Expose Big Tobacco." Brooklyn—Bensonhurst Neighborhood. Public Health Solutions, NYC Smoke-Free. October 23, 2016. Accessed April 18, 2017. <http://nycsmokefree.org/article/students-deploy-digital-art-expose-big-tobacco>

² "Tips from Former Smokers™: Brandon's Story." Centers for Disease Control and Prevention. Page last updated: January 20, 2017. Accessed March 28, 2017. <https://www.cdc.gov/tobacco/campaign/tips/stories/brandon-biography.html>

³ "Tips from Former Smokers™: Jamason's Story." Centers for Disease Control and Prevention. Page last updated January 20, 2017. Accessed May 7, 2017. <https://www.cdc.gov/tobacco/campaign/tips/stories/jamason.html>

⁴ ENDS (Electronic Nicotine Delivery Systems) include: e-cigs, e-hookahs, mods, vape pens, vapes, and tank systems.



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The Facts about Tobacco

How much do you know about cigarettes, e-cigarettes, and other tobacco products? To find out, see if you can tell whether the statements below are *True* or *False*.



1. Cigarette smoke is a toxic mix of over 7,000 chemicals.

True False

2. Teenagers who use tobacco products do not suffer any health effects.

True False

3. Tobacco products such as hookahs, cigars, cigarillos, and smokeless tobacco do not contain nicotine.

True False

4. Many e-cigarettes contain nicotine.

True False

5. Nicotine is not harmful.

True False

6. E-cigarettes are not tobacco products.

True False

7. Today, more than 80% of young people who ever used tobacco products started with a flavored product.

True False

8. E-cigarettes only produce harmless water vapor.

True False

Visit these web pages to see if your answers are correct:

- **U.S. Food and Drug Administration**
The Real Cost of Tobacco
therealcost.gov
- **U.S. Department of Health and Human Services**
BeTobaccoFree
betobaccofree.gov
- **The Flavor Trap**
flavortrap.org
- **U.S. Surgeon General**
Know the Risks: E-Cigarettes & Young People
e-cigarettes.surgeongeneral.gov

Next, using the web pages above as resources, create a brief public service announcement (or PSA).

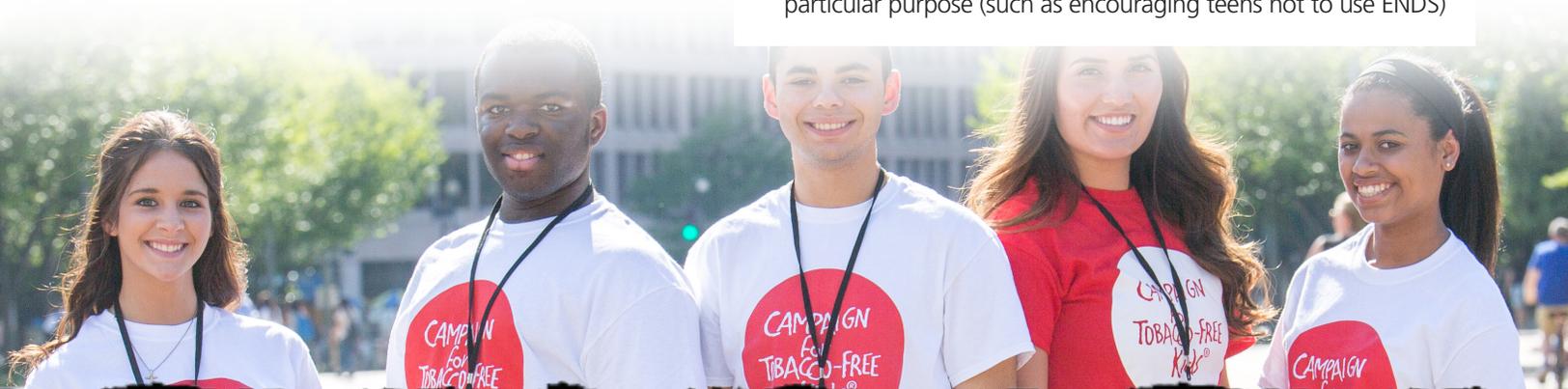
A PSA is a short advertisement created to help people. Your PSA can be shared via a school announcement or online, or you could create a poster that the school nurse could put up in the office or in other school or community locations, such as boys' and girls' clubhouses or recreation centers. The PSA should:

- present facts about ENDS (Electronic Nicotine Delivery Systems) and how they can affect a person's health
- describe how tobacco companies use flavoring to make ENDS appealing
- focus on a particular audience (such as teens) and have a particular purpose (such as encouraging teens not to use ENDS)

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Activity 3

A Need to Deceive

How do you think advertising influences your actions and opinions about smoking? Review the following or other tobacco product advertisements.



Pay attention to the images and slogans. Then, answer these questions about each ad:

- Who is the ad targeting? How can you tell?
- What is the ad saying? What helps communicate its message or messages?
- In your opinion, is this an effective advertisement? Why or why not?

Camel Snus

Slogan: **Take Pride in Your Flavor**
trinketsandtrash.org/viewImage.php?file_name=213662.jpg

Kool

trinketsandtrash.org/viewImage.php?file_name=211814.jpg

Swisher Sweets

Slogan: **Catch the Madness**
trinketsandtrash.org/viewImage.php?file_name=901173.jpg

Blu

Slogan: **Take Back Your Freedom**
trinketsandtrash.org/images_detail/214051.gif

Slogan: **Smoke in Style**

trinketsandtrash.org/images_detail/213544.jpg

Slogan: **#400 Puffs...And You'll Love It From The First One.**

trinketsandtrash.org/images_detail/215164.jpg

Skopal

Slogan: **Best Enjoyed in the Middle of the Action**
trinketsandtrash.org/viewImage.php?file_name=217039.jpg

Newport

Slogan: **Newport Pleasure**
trinketsandtrash.org/viewImage.php?file_name=216925.jpg

For more ads (past and present) visit:
trinketsandtrash.org
tobacco.stanford.edu

Now, work in a small group to create a poster that tells the truth about ads for tobacco products.

To gather facts, visit:

- therealcost.gov
- thetruth.com
- e-cigarettes.surgeongeneral.gov

Creatively customize your poster to target a teen audience. Carefully consider what sorts of images, fonts, and wording would be appealing and convincing to you. Then collaborate with your group to create a powerful poster.

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Resources



Campaign for Tobacco-Free Kids

www.tobaccofreekids.org

The Flavor Trap

www.flavortrap.org

Taking Down Tobacco

www.takingdowntobacco.org

truth

www.thetruth.com

The Real Cost of Tobacco

www.therealcost.gov

Stanford Research into the Impact of Tobacco Advertising

tobacco.stanford.edu

Trinkets and Trash

www.trinketsandtrash.org

U.S. Food and Drug Administration: Tobacco Products—Health Information

www.fda.gov/TobaccoProducts/PublicHealthEducation

Know the Risks: E-Cigarettes and Young People

e-cigarettes.surgeongeneral.gov

Be Tobacco Free: U.S. Department of Health and Human Services

www.betobaccofree.gov

A Note for School Nurses

Contact your local health department for help starting a teen nicotine cessation program at your school and/or in your community. You may also wish to direct students to local nicotine cessation resources that can help.

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