

Lesson 2: Don't Be Fooled



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Talking Points and Slide Chart



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Slide	Image	Talking Points
1		• Welcome back class! This is our second lesson learning about e-cigarettes, other tobacco products, and nicotine. • It's titled "don't be fooled" and it's about how tobacco companies try to trick kids into thinking e-cigarette use is ok and cool.
2		• Do you remember this video from last class? How did your homework go? • (Teacher Note): Homework debrief/ photovoice sharing. ◦ Ask students to share some of the images they took or drew. How did they find the activity? How do they think e-cigarette use affects their community? Any feelings brought up?
3		• Today we will discuss the following topics: • (Teacher Note): Read from the slide.

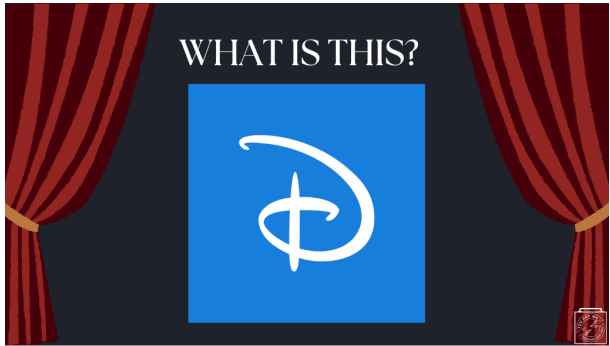
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4		• I will learn... • (Teacher Note): Read from the slide.
5		• Act I: Marketing Tactics!
6		• Warm up: Keep A Straight Face! • The objective of this activity is for you to experience pressure to behave in certain ways, despite any effort to resist. • Procedures: ○ Organize students into pairs or small groups of four. ○ Ask each pair or group to nominate one person in their group to be the 'resistor', while the other person or other three will be the 'comics.' ○ The three comics must do everything in their power (apart from actually making physical contact) to make the resistor resist laughter.

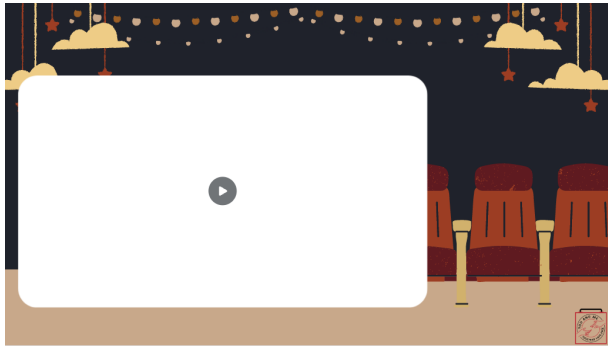
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		○ Meanwhile, the resistor must do everything in their power to remain straight-faced. ○ They have one minute for this challenge. ○ Swap roles after each minute so that every group member has a turn as a 'resistor.' ● Discussion: ○ (Ask Students): Do you think it can be hard to resist other people's invitations, encouragement and pressure to do certain things or behave in certain ways? Why or why not? ○ (Ask Students): How can you resist the pressure to join in something that looks cool but actually leads to harm (to yourself and to others?) ● Please keep these ideas and thoughts in mind as we now discuss tobacco marketing.
7		● Before we move on, I have a couple of questions: who is this? (Take a few answers).

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8		• What do you think of when you see this? (Take some responses).
9		• How about this? (Take some responses). • (Ask Students): What age do you think this is targeting? People your age? Younger? Older? • The reason you recognize all of these things, even without any words, is because of marketing!
10		• BUT guess what? E-cigarette companies do the same thing! They also target YOU-th by using colors, shapes, flavors, and messaging to attract YOU-th. These companies have found huge success in social media marketing and will use sites like instagram, snapchat, and even tik tok! • Does anyone know why they would want to target YOU-th? (Take some responses).

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11		• Remember how we were talking about how developing brains are sensitive to drugs and nicotine? • Well, tobacco companies know this and want you to get hooked on their products so you buy more throughout your whole life. So, they use marketing to attract YOU-th. • Tobacco companies want to make more money and increase their profits, by addicting YOU-th!
12		• From flavors to the packaging of their products, nicotine products were designed to make smoking look cool, fun, and exciting, all designed to grab the attention of new and young consumers. • (Teacher Note): Play embedded video about kids looking at tobacco products.
13		• OPTIONAL ACTIVITY (In-classroom activity) • (Teacher Note): Using the tactics that they learned (colors, shapes etc.) have your students make their own ad. Except this time, have them flip the script and make an anti-vaping ad, as if the tobacco industry told the truth about their harmful products. • They can either draw, make a poster, cut out images from a magazine or newspaper etc. • Procedures ○ Gather old or new magazines, newspapers, scissors, glue, and other craft supplies that you would like to use.

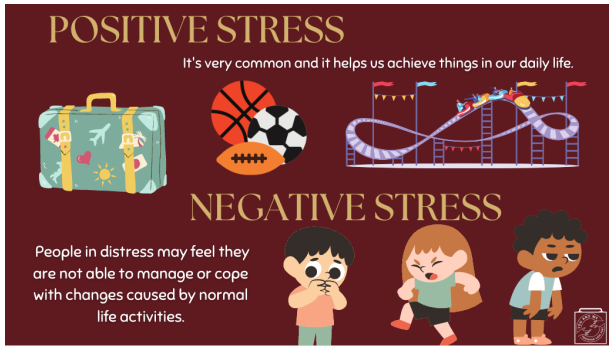
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		○ Students make their ads on a small to medium size white or black poster. ○ Have student use the materials to make an Anti-Vaping/Smoking ad ○ Each student or group (2-3 students) can share their ad with the class. ○ Bonus: Hang all of the anti-vaping ads around the classroom or school.
14		● Great job everyone! Our next scene will be about the environment and how e-cigarette use can harm the environment!
15		● (Ask students): How do you think people dispose of cigarettes? (pause for responses). ● How about e-cigarettes? (pause for responses). ● We will find out what happens when these products are improperly disposed of and how they should be disposed of.

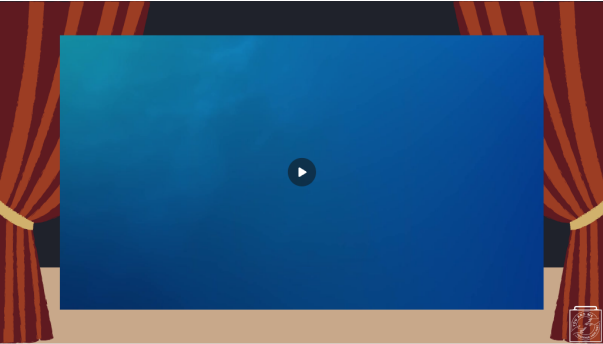
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16		• Did you know that e-cigarettes have a battery? They do! And this battery is often made from dangerous metals like something called lithium-ion, which can explode when processed in trash plants. • E-cigarettes qualify as e-waste, and have to be trashed like other electronic devices. • The rest of the e-cigarette is made out of plastic! As they break down, the plastics turn into tiny microplastics which are small enough to make their way into ocean ecosystems and even food we eat! • So, if you see one in the grass or in a park, be sure to tell your parents, teacher, or another adult and remind them to take it to an e-waste disposal site.
17		• Now that we know that e-cigarettes aren't good for our body and our environment, let's move on to see how e-cigarette use can affect our stress and wellbeing.
18		• To get started, let's do this grounding exercise called the 5-4-3-2-1 method. • (Play video) • Ok, how did that make you feel? (Take a few responses) • Now that we've done it together, remember that you can do this exercise anytime you're feeling sad or stressed. • But, what is stress?

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19		• There are two types of stress. • Positive stress is short-term. Everyone experiences it, it's what motivates you. It can be exciting and can help you achieve things. • Here are some examples of positive stress: planning a trip; playing sports; and going on a rollercoaster. • Negative stress can be both short or long term. It feels unpleasant, and makes you anxious or worried. • People in distress may feel that they are not able to manage or cope with changes caused by normal life activities.
20		• Here are some things that you may stress about. (Read examples from slide). • (Ask students): What are other things that you stress about nowadays? (Take a few responses).
21		• When people get too stressed, sometimes they use drugs like nicotine to make them feel better. • Just remember, it's ok to be stressed, but drugs don't help in the long run. • Instead, let's look at some healthy things...

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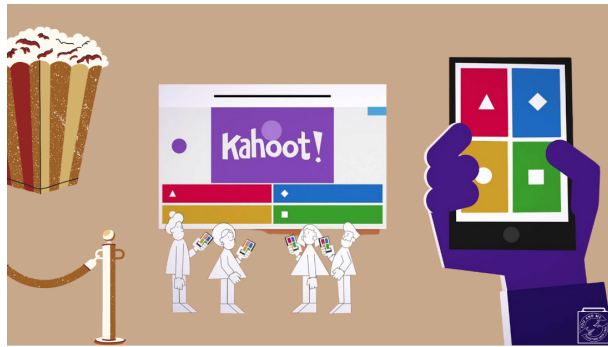
22		• Here are some healthy ways to cope with stress instead of using drugs like nicotine. (Read examples from slide). • (Ask students): What are some other ideas that you do to cope with stress? (Take a few responses/ ideas and write them on the board). • These are some great examples! Just remember that YOU are in the director's chair.
23		• Let's do one more example of an activity you can do when you're stressed. It's a type of breathing called Box Breathing. • Let's watch the video now (click on video).
24		• Now that we know how to deal with stress: what would you do if someone you knew offered you an e-cigarette? • There are a couple different ways to tactfully say "uh-uh, no thank you!" • You can say, "I want to play my best at practice tomorrow so Coach will pick me to play in the big game. Vaping will harm my lungs" • Try reminding them that "vaping isn't good for you" • Or try saying, "My mom would find out" • Now, let's try a roleplay activity, just like in a real theater! • (Teacher Note): Break up your class into groups of 3-5 students. Have the students turn to a friend and try out a refusal strategy. One student can pretend to offer an e-cigarette and the others can try out a refusal tactic (or come up with their own!). Then have them switch

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		roles!
25	 A dark red slide titled 'KEY TAKEAWAYS' in gold. It features three white callout boxes with gold borders. The first box says 'Big tobacco companies try to trick kids into trying their products!'. The second box says 'It's ok to be stressed and there are healthy ways to deal with that stress!'. The third box says 'Using e-cigarettes does harm the environment'. There are decorative gold elements on the sides, including a film strip and a pizza.	• Awesome job! That's it for our lesson today! We hope you learned these key takeaways (Read from slide).
26	 A dark red slide titled 'POST/AFTER SURVEY' in white. It features the Stanford Medicine REACH Lab logo in the top left, a QR code in the center, and a circular logo with the text 'YOU AND ME TOGETHER VIBE FREE' in the bottom left. The URL 'https://qrco.de/behk7d' is at the bottom.	Educators - This is the post survey for our dashboard. Please have your students complete this survey after the pre survey and the curriculum has been implemented. More information can be found at https://med.stanford.edu/halpern-felsher-reach-lab/curriculum-data-dashboard.html Students can access the QR code on this slide, or at https://qrco.de/behk7d

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- Click on image for link to Kahoot! or see below
- <https://create.kahoot.it/details/a82d12d4-5adc-4017-9864-e32e498a6777>