

Teen EFFECT

Environment Free From E-Cigarettes and Tobacco

Grades 7 & 8

Throw Down a REVERSE on Negative Peer Influences

Overview

Students will generate a list of various peer relationships who may influence them to vape or smoke. Students will analyze these influences' motives and consider healthy outdoor alternatives which match the true motives of the influencer (to connect, to make friends, to spend time together).

Purpose

Help students build their skills in identifying, analyzing and responding to peer positive and negative influences to use e-cigarettes and/or tobacco.

Health Standard

Standard 2: Analyzing Influences

2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs

Standard 7: Practicing Health-Enhancing Behaviors

7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs

Assessment

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Environmental Principles and Concepts

Principle V—Decisions affecting resources and natural systems are based on a wide range of considerations and decision-making processes.

Concept a. There are many different things to consider when thinking about and making choices about activities that can affect natural systems, including how to minimize the impacts on natural systems and the living things that depend on them.

Principle IV—The exchange of matter between natural systems and human societies affects the long-term functioning of both.

Concept a. When byproducts (e.g., chemicals, waste products, other materials) of human activities enter natural systems they cause changes to local conditions that directly can affect the growth of plants and animals, which in turn can affect the health, viability, and functioning of the overall system, and the other organisms that depend on them.

SEL Connections to Learning Activity Title

Addressing Social Emotional Learning (SEL) competencies in this Learning Activity connect to the areas of social awareness, self-management, and responsible decision-making. The specific SEL connections in the Learning Activity Title Learning Activity are listed below.

SEL #1

- *Self Awareness:* As students learn to analyze influences, they practice their ability to identify their own emotions and values.
- *Social Awareness:* Through the process of learning how to analyze influences and how to respond, a student will increase their ability to understand different perspectives, empathize and understand the positive or negative aspect of the influence.
- *Responsible Decision Making:* Analyzing influences allows for reason judgements. Making a caring and constructive decision demonstrates a student's ability to evaluate and reflect on their personal impact.

Preparation:

Be sensitive and prepared

Discussions about tobacco use and vaping can be stressful for students for many reasons. They may be concerned about the health of people in their life who smoke cigarettes or vape. Students come from diverse home settings. It may be socially acceptable to smoke in their home and they may be feeling uncomfortable about that. Or, they may be feeling pressure from friends who are vaping. It is important to provide information in a factual non-judgmental way.



Additionally, make sure students know you are available to talk about any specific concerns.

Review

Fact sheet: [Vape Waste and the Environment](#)

Environmental Impact Articles:

[How Vaping Could Be Damaging The Environment](#) (4 min audio available)

Great transition from human impact to environmental impact

[Vape Waste: More Harmful Than You Think](#) (disposal issues)

[Research gaps related to the environmental impacts of electronic cigarettes](#)
(data issues)

[Notes from the Field: Environmental Contamination from E-cigarette, Cigarette, Cigar, and Cannabis Products at 12 High Schools – San Francisco Bay Area, 2018–2019](#) (Equity)

Great tie-in to the Teen EFFECT Community Science Activity

For more resources see the Background Resources page attached.

Prepare

- Prepare Charts 1-3 (see attached) by copying them to a whiteboard, projector or adapted into your online collaborative tool of choice.
- [Take a Hike video](#)

Provide

- A copy of Charts 1-3 can be provided to students, but this lesson can be



accomplished without handouts.

- [Chart 1: Analyzing Influences](#)
- [Chart 2: Analyzing Influences](#)
- [Chart 3: Analyzing Influences](#)

Activity

Introduction

Influence and pressure are different in nature although they seem to be interchangeable concepts on the surface. Let's look at peer influence vs. peer pressure, for example. Peers have an influence on us as we notice how they behave. Seeing a friend refusing to use an e-cigarette can have a major influence on us and conversely a friend simply asking us to try an e-cigarette is also an influence.

However, we cross the line from influence to pressure when we are forcibly coerced into acting a certain way or doing a certain thing to conform to how a peer or peer group believe is correct behavior or actions. When a peer's offer to use an e-cigarette becomes a command or is presented with a consequence for any refusal it becomes peer pressure.

Both peer influence and pressure can either be positive or negative.

Step 1

**color coding is to help link activity steps to the example chart. Each of the following sections will be assigned a different color to help with the visual flow of the activity.*

Identifying the negative influences and pressure

Define what an influence is to your students.

"An influence is someone or something that has the potential to cause you to act a certain way or do certain things."

Ask the students to help you generate a list of influential peer relationships in their lives.

1. Make a list. (7-10 relationships)



Examples: Friends, best friend, acquaintances, brother, sister, bully, girl/boyfriend, friend of a friend, classmate, "cool kids", etc.

2. Decide on the top 3 influencers they'd like to use for the rest of the activity.

Breaking Down the Influence

1. Place the top 3 influencers in the chart.
2. Define the relationship.

<p>A <u>friend</u> is someone who:</p> <ul style="list-style-type: none"> likes the same stuff Is fun to be around Has your back 	<p>Do you feel this relationship is worth maintaining, if possible?</p>
<p>5 reasons they might pressure me to smoke/vape are:</p> <ul style="list-style-type: none"> 	

Step 2

Assessing possible motivations

3. List 3-5 reasons they might try to influence you by offering you a cigarette or e-cigarette.

<p>A <u>friend</u> is someone who:</p> <ul style="list-style-type: none"> likes the same stuff Is fun to be around Has your back 	<p>Do you feel this relationship is worth maintaining—if possible?</p>
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5 reasons they might pressure me to smoke/vape are:

- They want us to have vaping in common
- Want someone to vape with
- Vaping is fun
- They think vaping will help us
- They are addicted to vaping

Step 3

Making a decision

1. Discuss whether this relationship is worth maintaining (ex. some students might consider breaking up with a boyfriend or girlfriend, while others would rather maintain that relationship) encourage students to continue the dialogue (ex. "Who has or can think of a different point of view?", "who would choose differently, why?")
2. Fill in the box with a "YES" or "NO"
 If the class chooses "NO" ask them what they would do next (how would they end the relationship in a positive way?)
 If the class chooses "YES" continue with the next activity steps

A friend is someone who:

- Likes the same stuff
- Is fun to be around
- Has your back

Do you feel this relationship is worth maintaining, if possible?

Yes

5 reasons they might pressure me to smoke/vape are:

- They want us to have vaping in common
- Want someone to vape with
- Vaping is fun
- They think vaping will help us
- They are addicted to vaping



Step 4

Reversing the pressure with your positive influence

At this point show the "[Take a Hike](#)" video.

Ask students to help you make a list of healthy outdoor activities they have done, do, or would like to do.

Have students list next to each activity the specific places in their community where they can do each of the activities (ex. shoot hoops at the basketball courts at the park on Grove St./ Grove Park, or surf at Huntington Beach by lifeguard tower 4).

Keep this list handy for the follow-up activities ([Community Scientist: Mapping & Survey Activity](#))

Have students consider the possible motivations of why others might offer them a cigarette or e-cigarette. Knowing the motivations helps students become better able to reverse the pressure and offer an alternative activity based on a similar motivation.

1. Cross out ~~vape~~ or ~~smoke~~
 - a. Now that the negative action is gone, ask the students if the remaining motivation is negative or positive. Indicate their answer by writing a plus (+) or minus (-) symbol next to the motivation.
2. Write in what ([healthy alternative activity](#)) could you suggest to replace smoking or vaping?

Chart example:

<p>A <u>friend</u> is someone who:</p> <ul style="list-style-type: none"> • likes the same stuff • Is fun to be around • Has your back 	<p>Do you feel this relationship is worth maintaining, if possible?</p> <p>Yes</p>
<p>5 reasons they might pressure me to smoke/vape are:</p>	



- They want us to have ~~vaping~~ in common + (skating)
- Want someone to ~~vape~~ with + (walk)
- ~~Vaping~~ is fun + (playing soccer)
- They think ~~vaping~~ will help us + (talking)
- They are addicted to ~~vaping~~* - Is being addicted a positive or negative thing? If the class decides that a motivation is negative, lead them to discuss it further (you do not need to direct the conversation's direction—as long as it is appropriate. After enough time is given to the class discussion ask: "Is there a healthy outdoor alternative that can help them with the addiction?"

Repeat the chart with the next top influencers.

Step 5

Follow-up questions

- What if someone didn't just *offer* you a vape, but used an, or implied an, "or else" (now it's pressure)?
 - " Mary, if you want to hang out with us, you have to try this vape."
- Which of the listed relationships would be the easiest/hardest to walk away from if they started to pressure you and demonstrated that they do not respect your feelings and goals about not vaping?

Next Steps

Class Activities

[Nicotine, Batteries, Plastics & the Environment](#)

Data Collection Activity

[Community Science Activity](#)

Community Change Project

[Choosing your class project](#)



Family Engagement Resources

[Backyard Mission: Watershed](#)

[Backyard Mission: Healthy Outdoor Alternatives](#)

[Escape Room Game \(BreakoutEDU\)](#)

[Teen EFFECT Ambassador Handbook](#)

