

Vaping: The EX Files



Grade 4: Explain

Grade 5: Examine

Grade 6: Expose

Let's EXPOSE Vaping PowerPoint Game

Teacher's Notes and Answers

Kahoot Link:

<https://create.kahoot.it/share/vaping-ex-files-let-s-expose-vaping-grade-6/eeb2587e-120d-48e4-87fa-6529d3509d34>

1. POLL: How confident are you in your ability to refuse a vape if it were offered to you?
 - Ask students to make note/remember how they respond to this question. Do not reveal that it will be repeated at the end of the Kahoot
 - Key message: Everyone will have different levels of confidence in their knowledge and comfort level. Some may say they would not refuse, which creates the opportunity for either a) building refusal skills or b) providing information for making a better informed decision.
2. Vapes often contain more nicotine than a pack of cigarettes
 - Correct answer: **True**
 - E-liquids can contain different amounts of nicotine and many devices can deliver as much nicotine as 1 – 2 packs of cigarettes or more.
 - Key message: Vaping can deliver higher amounts of nicotine than one would expect.
3. Which of the following statements about vaping is TRUE?
 - Correct answer: **Vaping may cause cavities**
 - The chemicals and nicotine from vaping causes changes in your mouth that can lead to cavities, bad breath, and other oral health issues. To correct the other statements (red) Young people who vape are more likely to smoke cigarettes, (blue) nicotine in vaping products increases heart rate, and (green) second-hand vapour contains harmful chemicals and is not harmless water vapour.
 - Key message: Vaping has a negative effect on your oral and dental health.

4. Nicotine affects young brains in many ways. Which of the following is FALSE?
- Correct answer: **Nicotine improves memory and concentration**
 - Nicotine has real and significant consequences for young people and their developing brains. The healthy choice is to live nicotine -free, and to allow your brain to develop without chemicals or drugs (except necessary medications).
 - Key message: Nicotine from vaping harms your brain

SLIDE #10 Transition slide to introduce the next section of the game. which will look at how the industry markets, promotes and advertises vaping products. Vape companies (owned mainly by big tobacco companies) need to get young people addicted to their products in order to keep them as life long customers.

SLIDE #11– marketing tactics used by the vaping industry. Young people are attracted to vapes because they are deliberately sweet, cheap, and discrete (easy to hide). The industry takes advantage of this and uses different techniques to market to young people. While advertising limits are put in place by the Canadian government (no advertising on tv or radio for example) the industry still has an enormous online and virtual presence which targets young people. They use influencers, online and in person competitions, event sponsorship and viral videos just to name a few. These methods are subtle but effective.

5. Why are flavoured vaping products a good marketing tool?
- Correct answer: **All of the Above**
 - Identifying that flavoured vape liquids have risks and are a marketing ploy by the industry. This links to consumer literacy
 - Key message: Flavoured vape liquids are designed to get young people using vape products and can lead to nicotine addiction
6. Why do vapes look different from cigarettes?
- Correct answer: **All of the above**
 - Illustrate how vapes have been purposefully designed in a way that young people will find more attractive and interesting so that they will be curious enough to try them.
 - Key message: Every aspect of vapes is designed to sell.
7. Why are young people the preferred customer of vaping companies?
- Correct answer: **Young people become life-long customers**
 - Illustrates that vape marketing is directed at young people because they become addicted to nicotine easily and therefore will remain paying customers for potentially the longest time. Whether the students realize it or not, youth are very susceptible to a variety of marketing tactics.
 - Key message: Vape marketing targets youth in obvious and subtle ways.

SLIDE #18 Transition slide – Decision making and refusal skills

You can discuss the caption on this slide for a moment. How might a small decision (to try vaping at a party), have a big impact on a student's life? (Branch out and discuss economics, health, relationships, mental health, etc.)

SLIDE # 19 and 20

Two different scenarios to prompt discussion on decision making and refusal tactics. Please allow enough time for discussion as students may want to discuss other options that they like.

SLIDE # 21 Transition slide – Examining Vaping Media

SLIDES #22-26 feature vaping awareness and education ads created by ACT. Students are asked to link the visual ad to possible messages that can be taken from each ad. The purpose of including this section is to link to curriculum outcomes dealing with media literacy and critically thinking about advertisements.

These ads tell the truth about vaping and it is hoped that when students see different ads promoting vaping they remember these truths and the harms of vaping.

You might also discuss how different viewers picked up on different messages (how they interpret the ad), how media is deliberately designed to convey more than one message, how several grouped segments/ads can deliver a broader message or promote the same product to a wider audience (and how companies that are selling products use this same method).

SLIDE#27: How confident are you in your ability to refuse a vape if it were offered to you?

- Determine if student responses have changed from the beginning of the game (slide 1).
- Discussion questions:
 - Do they now feel a little more confident and prepared to say no to vaping?
 - How do they feel about vaping now?
 - Has there been any change in their attitudes?
- Key message: Everyone will have different levels of confidence in their knowledge and comfort level. Some may say they would not refuse, which creates the opportunity for either a) building refusal skills or b) providing information for making a better informed decision.
- Young people are making decisions about vaping. This information and some examples of refusal skills may be very useful for students this age, or in the near future.